

ANNUAL AND END-OF-CYCLE (2021-2025) REPORTS ON THE MASTER PLAN

2025

ANNUAL REPORT
ON THE
2015-2025
MASTER PLAN

VISALIA • HANFORD • TULARE

Sequoias Community
College District



College of the Sequoias

College of the Sequoias
2025 Annual Report on the COS 2015-2025 Master Plan
and
2021-2025 Strategic Plan – End-of-Cycle Report

Sequoias Community College District
College of the Sequoias

Visalia Campus
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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 2021-2025 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 2024 through Spring 2025 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 115
Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals
- 3. End of Cycle Assessment Results Summary.....Page 122
Purpose: To inform everyone in the District of the progress made in the 2021-2025 planning cycle.

Part 1: Update on the actions completed from Fall 2024 through Spring 2025 related to the objectives in the *College of the Sequoias 2021-2025 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 first progress report on the *College of the Sequoias 2021-2025 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2024 through Spring 2025 related to its Institutional Goals and Objectives in addition to End of Cycle assessments from 2021-2025.

Following the format of the *College of the Sequoias 2021-2025 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: The District will increase FTES 2% from 2021 to 2025.

Rationale for District Objective 1.1: Despite the 8% growth from 2017-18 to 2019-20, given the COVID-19 emergency and funding uncertainties, we have set a conservative goal. This number is in keeping with projected local population growth and workforce needs.

Assessment of District Objective 1.1: Review and compare annual FTES from 2021-2025 to the baseline data.

Objective 1.1: Full-Time Equivalent Students

| FTES Change | | | | | | | | |
|-----------------|---------|---------|---------|---------|---------|---------|---------|--------------------------------------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | Total Change from 2020-21 to 2024-25 |
| Annual FTES | 10,381 | 10,630 | 9,572 | 9,083 | 9,760 | 10,586 | 11,356 | |
| Yr-to-Yr Change | | 2.4% | -10.0% | -5.1% | 7.5% | 8.5% | 7.3% | 18.6% |

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Count and percentage change of FTES for academic year: summer + fall + spring.

2024-25 Summary:

During the 2024-25 year, annual FTES increased by 7.3% compared to the 2023-24 year.

Four-Year Summary (2021–2025):

Over the past five years, FTES increased by 18.6% from 9,572 in the baseline AY (2020-21) to 11,356 in the 2024-25 AY.

| <i>Actions for District Objective #1.1</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 1.1.1 Attract prospective students; inform them about their educational options and alignment with local workforce needs. | Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: A team of outreach specialists continue to make multiple visits to 40+ high schools in Tulare and Kings Counties.</p> <p>2022-2023: Student Services and Career Technical Services partnered to provide a series of engagement events which included:</p> <ul style="list-style-type: none"> - Discussing COS Preview Night at the High Schools partner luncheon in October 2022 and gathering feedback regarding students' needs and best strategies to inform students - The High Schools (HS) Career Technical Education (CTE) Liaison contacting local HS partners with information to students and parents about CTE pathways. - A presentation at Tulare County College night on how to use Labor Market Information (LMI) to choose a major. - A Foster Youth CTE bus tour to all three campuses to highlight CTE training that leads to high-wage/high-demand jobs. - A CTE presentation as part of most outreach activities. - Coordinating several significant events with TKCCC to help students transition from HS pathways to programs at COS. - In Fall 2022-Spring 2023, Student Services and CTE implementing COS Preview Night on Feb 7, 8, and 9, 2023, to engage and inform students of the opportunities at COS. This occurred at all three campuses in both English and Spanish. - Outreach teams sending mailers to all students who applied to COS for Fall 2023 admission in January 2023, followed by phone calls, text messages, and | <p>End of Cycle: Over the four-year cycle, COS built a comprehensive outreach program that connects local students to higher education and career opportunities while supporting underserved populations.</p> <p><i>High School Outreach:</i> Outreach specialists visited more than 40 feeder high schools each year, providing information sessions, financial aid workshops, and step-by-step support through the enrollment process. Counselors met annually with over 2,100 seniors in one-on-one sessions, ensuring clear educational plans and priority registration.</p> <p><i>Districtwide Events:</i> Preview Nights on all three campuses and participation in College Night events across Tulare, Kings, and Fresno counties became signature efforts to guide students and families</p> |

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| | | | <p>our priority registration event, STEPS. Over 1600 students registered during this two-day event.</p> <p>2023-2024: HBCU Pathways program hosted 338 high school students for a leadership conference. HBCU Pathways Director visits HS sites and informs students of educational options.</p> <p>Seven outreach specialists make multiple visits to 40+ high schools in the service area for COS info sessions and financial aid workshops. Representatives from Admissions and Records, Financial Aid, Transfer & Career, CTE, Outreach, Counseling, and Athletics attend Tulare & Kings counties College Night to inform the community of their educational options. For the 2nd year, COS hosted Preview Nights on all three campuses, which prepares prospective students for college.</p> <p>The EOPS Program Specialist participates in our local feeder high school outreach events/senior portfolio days. This provides information regarding COS programs, EOPS, CARE and NextUp.</p> <p>CA Mini-Corps program recruits high school students (seniors) from Tulare and Kings County who are interested in education and meet program criteria to become teachers.</p> <p>The NextUp Counselor/Coordinator and Foster Care Liaison visit local high schools and meet with students who are in foster care to provide information about additional support services for foster youth, as well as discuss student goals and the career pathways that COS has to offer.</p> <p>The YESS/ILP program hosts an annual Access to Higher Education Summit for current and former foster youth in high school. In collaboration with Tulare</p> | <p>through COS programs and services.</p> <p><i>Targeted Program Engagement:</i> Programs such as EOPS/CARE/NextUp, YESS/ILP, HBCU Pathways, CA Mini-Corps, TRIO Upward Bound, and Foster Care Education provided specialized outreach to foster youth, first-generation students, and future educators through conferences, summits, mentorship, and direct case management.</p> <p><i>Workforce Alignment:</i> Outreach consistently emphasized labor market relevance, with CTE bus tours, presentations on career pathways, and early exposure programs like MAPS, which reached over 2,200 sixth graders in 2024–2025.</p> <p>Overall Impact: COS has established a sustainable, multi-layered outreach strategy that informs and supports students from middle school through high school. These efforts have strengthened pipelines into</p> |
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| | | <p>County Office of Education, the summit gives students an opportunity to tour the campus, learn about the career pathways and supportive programs available at COS, and connect with the NextUp program staff. In April 2024, the summit hosted 150 students from Tulare & Kings County.</p> <p>The Giant Marketplace & Foster Care Education Program Director participates in the Tulare & Kings County Office of Education's Foster & Homeless programs' quarterly meetings. The Director serves as the liaison between high school counselors and COS for foster and homeless students seeking higher education opportunities. The Director shares information such as priority registration deadlines, FASFA updates/supports, and case management support available for foster and unhoused youth.</p> <p>The Counseling department met with over 1,800 high school seniors who were individually counseled in 30-minute appointments to discuss educational goals and given a Student Educational Plan to reach those goals. These students were then given priority registration ahead of other incoming freshmen who had not completed their matriculation steps.</p> <p>The TRIO Upward Bound Math & Science Program Specialist participates in outreach at community events and class presentations. In addition, the specialist works weekly at the following high schools: Lindsay, Orosi, Woodlake, and Farmersville. Students learn about college resources from matriculation to support services to what to expect as a college student during their tutorial sessions. Guest speakers are brought into share professions and help students to align their goals while choosing a career path. In addition, students participate in Saturday university trips.</p> | <p>COS programs, aligned educational goals with workforce needs, and expanded access for underserved communities.</p> <p>This action is ongoing (completed and institutionalized).</p> |
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| | | | <p>2024-2025: The District participates and hosts MAPS (Motivate, Access, Plan, Success), which virtually served approximately 2,200 Visalia Unified School District 6th graders demonstrating career pathways and employment opportunities.</p> <p>General Student Population Activities: Each year, a team of seven outreach specialists make multiple visits to more than 40 feeder high schools in the COS service area. Using a case-management approach, they support students step-by-step in the enrollment process—from recruitment through to registration—offering COS information sessions and financial aid workshops along the way.</p> <p>To help students and families learn about COS opportunities, representatives from Admissions, Financial Aid, Transfer & Career, CTE, Outreach, Counseling, and Athletics participate in College Night events across Tulare and Kings counties. In 2024, this outreach expanded to include Fresno County.</p> <p>Now in the third year, Preview Nights were hosted at all three campuses, offering sessions in English and Spanish to guide students and families through COS pathways. These events welcomed approximately 600 participants.</p> <p>COS counselors also provide one-on-one sessions to over 2,100 high school seniors each year. These 30-minute appointments offer individualized support to help students clarify their goals and build a plan for success. These students received priority registration to support early college planning.</p> <p>Representative Program-Specific Activities:</p> | |
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| | | | <p>In addition to the general student activities, a number of our programs complete specific outreach and enrollment activities. Activities over the last year include:</p> <ul style="list-style-type: none"> - The EOPS Program Specialist participates annually in senior portfolio days and other outreach events at local high schools, providing students with valuable information about COS programs, including EOPS, CARE, and NextUp. - The NextUp Counselor/Coordinator and Foster Care Liaison visited local high schools to meet with students in foster care. They offered guidance on COS educational and career pathways, connected students to internal and external support services, and helped ensure students' basic needs would be met. - CA Mini-Corps program recruited high school seniors from Tulare and Kings counties who were interested in becoming teachers and met eligibility criteria. These students were encouraged to pursue careers in education through early engagement. - The Youth Empowerment Strategies for Success (YESS/ILP) program continued with its annual hosting of the <i>Access to Higher Education Summit</i>, in partnership with the Tulare County Office of Education. Each year, this event invites current and former foster youth to tour the campus, explore career pathways, meet supportive staff, and learn about college resources. In April 2025, the Summit welcomed 85 students from Tulare and Kings counties. - The Director of the Giant Marketplace and Foster Care Education Program played an important role in bridging the gap between high school and college for foster and homeless youth. The Director participated in quarterly meetings with Tulare and Kings County Offices of Education and kept counselors informed | |
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| | | | <p>about important resources, including priority registration, FAFSA assistance, and case management services.</p> <ul style="list-style-type: none"> - The HBCU Pathways program hosted nearly 300 high school students for a dynamic leadership conference in Fall 2024. The HBCU Pathways Director also makes regular visits to local high schools to inform students about their college options and inspire their future goals. - The Counseling department actively participated in the Credit for Prior Learning (CPL) taskforce, which is working to streamline the process for awarding students credit for skills and knowledge they've already gained. While this state-led initiative is still in its early stages, targeted marketing efforts will follow once the process is fully established. - The TRIO Upward Bound Math & Science Program Specialist continued involvement in outreach activities, presented at community events and worked weekly at Lindsay, Orosi, Woodlake, and Farmersville High Schools. Students in this program gain a deeper understanding of the college experience, receive academic support, and hear from guest speakers who help them explore different career paths. The program also includes university field trips on Saturdays to further expand students' horizons. | |
| 1.1.2 | Extend awareness of our institutional offerings among key community influencers, | Vice President, Student Services; Student Services Deans; CTE Dean; | <p>May 2022</p> <p>May 2023</p> <p>May 2024</p> <p>May 2025</p> <p>2021-2022: Access and Ability Center hosts biannual Bridge meeting with prospective high school students and families. Student Services utilizes their advisory committees to extend awareness of institutional offerings. Campus tours continue to bring in the community and inform prospective students about programs and services provided. Cross-trainings were conducted with high school partners and other student</p> | End of Cycle: Over the four-year cycle, COS strengthened connections with families, high school partners, and employers to expand awareness of academic and career opportunities. |

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| including the families of high school students and local employers seeking to hire our graduates. | Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing | <p>and academic service programs. The District collaborated with local school districts and increased offering in Career Technical Education.</p> <p>2022-2023: CTE hosted several industry-specific hiring events to connect students with employers.</p> <ul style="list-style-type: none"> - Entree to Employment – once per semester, CTE HS outreach to parents and students using LMI. Developed a database of employers interested in hiring students. - Coordinated employer presentations in the classroom. - Participated in Annual Partners Lunch with feeder high schools. Provided information on CTE programs, certificates, and career services. <p>Financial Aid Outreach conducted over 60 presentations and application workshops to students and families throughout the COS service area to promote how financial aid works, the importance of completing a FAFSA/CADAA, and the types of financial aid available to COS students. As of May 2023, the Financial Aid Office has received 16,000 2022-23 FAFSA applications and 11,000 2023-24 FAFSA applications.</p> <p>2023-2024: The EOPS, CARE, NextUp and CalWORKs programs host an advisory meeting once a semester with our community partners (HS counselors, community members and county partners) where COS programs are highlighted.</p> <p>The NextUp & YESS/ILP programs have many community partners which include Tulare County Office of Education FYSI Division, Tulare County Independent Living Program & AB12 Divisions, Kings County Independent Living Program and AB 12 Divisions, Aspiranet Transitional Housing Program,</p> | <p><i>Community & Family Engagement:</i> Advisory meetings, parent orientations, and Preview Nights brought students and families together with COS counselors, outreach specialists, and program staff. Offered in both English and Spanish, these events engaged 600–700 participants annually, prepared families for the enrollment process, and encouraged early planning. TRIO further strengthened connections through its annual senior banquet and family events.</p> <p><i>Employer & Workforce Partnerships:</i> CTE expanded ties with employers through industry-specific hiring events, classroom presentations, and “Entree to Employment,” which linked parents, students, and labor market information. A growing database of employer partners has supported stronger pipelines between COS graduates and local workforce needs.</p> |
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| | | | <p>Phoenix Transitional Housing Program, Success in Recovery Transitional Housing Program, and Tulare County Probation Office. COS and our community partners engage in cross-referrals to meet student needs. Despite delays and changes with the federal roll out of the 2024-25 FAFSA application, financial aid outreach staff rose to the challenge and were able to complete 50 application workshops at all COS campus locations and at 25 high school partner locations between January 1 and May 2, 2024. The application workshops are important to help students and parents understand how financial aid works, the importance of completing a FAFSA/CADAA, and the types of financial aid available to COS students.</p> <p>Admissions and Records has partnered with Financial Aid to help in their outreach workshops. This allows for a holistic approach to blend and share information with students who we meet on campus and off. This also sets the baseline for our continued growth both in admissions & records as well as Financial Aid. The importance of having the student get all the information in one event has proven beneficial to our students.</p> <p>The Counseling Department, in collaboration with the Outreach Team and Career Technical Team, conducted three Preview Nights across the District. Informational sessions held in English and Spanish were attended by approximately 700 students and family members. The Counseling Department instituted these sessions to better prepare students for their first counseling appointments, and students were able to schedule a counseling appointment at the event.</p> <p>The TRIO program connected with the families of TRIO students during outreach community events and at the annual senior banquet. High school administrators and graduating TRIO seniors, were invited to the Moro Gym</p> | <p><i>Financial Aid Outreach:</i> Financial Aid staff led more than 100 workshops each year across campuses and feeder high schools, guiding students and families through FAFSA/CADAA applications. Despite challenges with federal rollout, COS reached thousands of families, with applications submitted by over 16,000 students annually. Financial Aid, Admissions, and Outreach increasingly collaborated to offer “one-stop” sessions that streamlined information and improved family understanding of college access and affordability.</p> <p><i>Community Partnerships:</i> Programs such as EOPS, CARE, NextUp, CalWORKs, and YESS/ILP deepened collaborations with county agencies, foster care organizations, transitional housing providers, and probation offices. These partnerships created steady referrals for foster youth and other vulnerable populations, ensuring</p> |
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| | | | <p>where students were celebrated and provided information about their next steps in higher education. Additional connections were made via the TRIO parent orientations.</p> <p>2024-2025: In an effort to inform those in our community and potential COS students about COS offerings and services:</p> <ul style="list-style-type: none"> - Financial Aid and Outreach hosted in-person workshops for high school seniors and their families--offering guidance on FAFSA/CADAA. Financial Aid Outreach Specialists also led 50 application workshops at local high schools and helped students and their families better understand the financial aid process. These sessions emphasized the importance of early application, the types of aid available, how to maximize opportunities to attend COS, and the importance of financial literacy to support informed college funding decisions. - The EOPS, CARE, NextUp, and CalWORKs programs hosted advisory meetings each semester with key community stakeholders, including high school counselors, community leaders, and county agency partners. These meetings offered a platform to highlight COS programs and strengthen collaboration with those who support student success. In addition, the NextUp and YESS/ILP programs maintained community partnerships which create a steady flow of referrals of foster youth and other vulnerable students. These referrals ensure students receive necessary support and resources. Partnerships include: Tulare County Office of Education Foster Youth Success Initiative; Tulare and Kings County Independent Living and Extended Foster Care (AB 12) Programs; Aspiranet Transitional Housing; Phoenix Transitional | <p>students received wraparound support and clear connections to COS resources.</p> <p>Overall Impact: COS has built a robust network of families, employers, and community stakeholders who now play an active role in supporting student enrollment and success. Through consistent advisory meetings, financial aid literacy efforts, employer engagement, and culturally responsive events, the District has extended its reach beyond the classroom—aligning educational pathways with workforce opportunities while ensuring families and influencers are equipped to guide students toward COS. Efforts will continue with the practices.</p> <p>This action is ongoing (completed and institutionalized).</p> |
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| | | | <p>Housing; Success in Recovery Transitional Housing; and Tulare County Probation Department</p> <ul style="list-style-type: none"> - Admissions and Records staff started joining Financial Aid teams at outreach events, creating a more comprehensive experience for attendees. By sharing critical information in one place, students and families had a more comprehensive understanding of the enrollment process. - The Counseling Department, along with Outreach and Career Technical Education teams, hosted three Preview Nights across the district and welcomed about 600 students and their families. The events, offered in both English and Spanish, welcomed students and their families to learn about educational pathways and college planning. Following the sessions, students could schedule personalized counseling appointments to jumpstart their academic planning. - TRIO strengthens connections with students and families through community events, parent orientations, and its annual senior banquet—bringing together educators and graduates to celebrate achievements and support the transition to four-year colleges. | |
| 1.1.3 Optimize course scheduling to strategically meet student needs for both part-time and full-time enrollment. | Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare; Instructional Council | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Instructional Council work groups convened in Spring and Summer 2022 to address strategic enrollment management, optimize scheduling standard meeting times, and data collection. Training and collective discussion is planned for 2022-23.</p> <p>2022-2023: Instructional Council (IC) implemented standardized class meeting times. The Standard Meeting Times Task Force presented data and recommendations on scheduling and enrollment management trends. Scheduling is an initiative for IC and will assess data</p> | <p>End of Cycle: Over the four-year cycle, COS advanced scheduling practices to better align with student demand, enrollment trends, and transfer requirements.</p> <p><i>Standardization & Data-Driven Practices:</i> Beginning in 2021–2022, Instructional Council (IC)</p> |

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| | | | <p>such as class cancellation, enrollment, time conflicts, etc.</p> <p>2023-2024: Instructional Council implemented a process to assess standardized meeting times. Established a Dean, Enrollment Management position whose duties include providing leadership, support and data for enrollment across all areas of the District services to maximize effective course scheduling. Additionally, a Friday Focus on enrollment management with deans/provosts was implemented, and utilization of student enrollment data and other relevant data was increased. Transitioned enrollment reporting dashboards from EIS to ARGOS, and included OER/ZTC course designations to the schedule.</p> <p>2024-2025: To better align course scheduling with student needs, the following represent actions which were taken:</p> <ul style="list-style-type: none"> - <i>I&T Division:</i> ECT/HVAC added a second full time program in afternoon/evening to address an impacted program; adjusting Welding schedule to allow waitlist. - <i>Science Division:</i> To support the growing number of pre-nursing students, the Science Division added more Microbiology sections and expanded Anatomy and Physiology course offerings at the Tulare Campus—contributing to stronger enrollment in this high-demand area. - <i>Social Science Division:</i> A new full-time Ethnic Studies faculty member was hired so the division could strategically add more Ethnic Studies courses to offer students more flexible scheduling options and increase course availability. - <i>Consumer Family Studies/Culinary Arts:</i> Advanced-level Culinary courses were expanded to ensure students can complete degree or certificate | <p>launched work groups to analyze scheduling trends, resulting in implementation of standardized class meeting times in 2022–2023. IC and the Standard Meeting Times Task Force used cancellation, conflict, and enrollment data to refine scheduling approaches.</p> <p><i>Enrollment Management Infrastructure:</i> In 2023–2024, the District established a Dean of Enrollment Management to provide leadership and data support. A weekly Friday Focus with deans and provosts strengthened collaboration, while ARGOS dashboards replaced EIS for more robust data reporting. Course schedules also began designating OER/ZTC courses for student awareness.</p> <p><i>Division-Specific Adjustments:</i></p> <p>Industrial Technology: Expanded program capacity in high-demand areas such as ECT/HVAC and Welding to address</p> |
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| | | | <p>requirements on time, eliminating the need to delay graduation due to limited course availability.</p> <ul style="list-style-type: none"> - <i>Language and Communication Studies Division:</i> The division adjusted course schedules in response to CalGETC's impact on communication requirements. Future adjustments are under consideration for American Sign Language and Spanish to ensure alignment with evolving transfer and general education patterns. - <i>Curriculum Adjustments in Response to CalGETC:</i> In light of the new CalGETC framework, several departments adjusted their course offerings. For example, additional sections of PHIL 025 were added, while AJ 011 and NUTR courses were scaled back based on projected demand. - <i>Hanford Campus Collaboration:</i> Hanford Campus leadership has partnered with deans, division chairs, counselors, the articulation and transfer officer, and the dual enrollment director to evaluate internal and external factors affecting course scheduling. This collaborative effort is designed to better align offerings with the needs of both part-time and full-time students. Ongoing meetings are planned to continue improving access and scheduling efficiency. | <p>waitlists and ensure more students can complete workforce pathways.</p> <p>Sciences: Increased Anatomy, Physiology, and Microbiology offerings to support the growing number of students pursuing health-related careers, particularly in pre-nursing.</p> <p>Social Science: Added new Ethnic Studies courses and faculty to expand access and provide students with more flexible scheduling options.</p> <p>Culinary Arts: Expanded advanced-level course availability to help students complete certificates and degrees on time without delays.</p> <p>Language & Communication Studies: Adjusted scheduling in English, Communication, Spanish, and ASL to align with evolving transfer and general education requirements.</p> |
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| | | | | <p>Curriculum Alignment: Modified course offerings to reflect changing demand, including the addition of high-interest transfer courses and scaling back in areas of reduced enrollment.</p> <p>Campus-Based Collaboration: Partnered across divisions, counseling, articulation, and dual enrollment to ensure campus-level offerings meet the needs of both part-time and full-time students.</p> <p>Overall Impact: COS has moved from ad hoc scheduling toward a districtwide, data-informed approach that integrates standardized practices, expanded program capacity, and targeted adjustments based on transfer patterns and workforce demand. These efforts have increased scheduling efficiency, improved access, and supported timely degree completion for both full-time and part-time students.</p> |
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| | | | | This action is ongoing (completed and institutionalized). |
| 1.1.4 Enhance opportunities to offer quality concurrent and dual enrollment by expanding early college credit opportunities to interested feeder high schools with a particular emphasis on specific student groups. | Vice President, Academic Services; Academic Deans; Vice President, Student Services; Student Services Deans; Director, Dual Enrollment | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Divisions and departments continue to collaborate with local high schools on dual and concurrent enrollment opportunities. A new dual enrollment director was hired, which now oversees the Welcome Center, which will assist in the alignment of outreachand services offered.</p> <p>2022-2023: Divisions continue to provide classes to local high schools and have increased overall sections. COS collaborates with local high schools to recruit and retain instructors. Enrollment and success data in dual enrollment is reviewed to increase dual enrollment pathways such as pre-nursing cohort and pathway to law school.</p> <p>2023-2024: Established new process for requesting and selecting dual enrollment classes with feeder high school districts.</p> <p>Regional scheduling efforts resulted in a 18% increase in COS dual enrollment sections offered from 2023/24 to 2024/25. This was due to increases in feeder high school collaboration, dual enrollment approved high school instructors, and updated MOUs which include transfer pathways. Additionally, COS hosted an ASCCC dual enrollment workshop.</p> <p>2024-2025: In an effort to enhance opportunities of concurrent and dual enrollment, the following are representative actions:</p> <ul style="list-style-type: none"> - <i>Industrial Technology Division:</i> A new Construction Technology section established with Hanford High School. | <p>End of Cycle: COS has significantly expanded dual and concurrent enrollment to increase early access to college credit and strengthen pathways from high school to higher education.</p> <p><i>Expanded Course Offerings:</i> Dual enrollment sections have steadily increased through close collaboration with feeder high schools. New courses have been introduced across multiple disciplines, including Construction Technology, Medical Terminology, Pharmacy Technician, Mathematics, Child Development, Political Science, and Ethnic Studies. This expansion reflects both workforce needs and transfer pathways.</p> <p><i>Strategic Partnerships:</i> Updated MOUs and stronger collaboration with high school districts have streamlined scheduling,</p> |

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| | | | <ul style="list-style-type: none"> - <i>Nursing Division:</i> Dual enrollment continues to grow, with Medical Terminology courses now offered at several local high schools. In addition, a Pharmacy Technician 200 course has been launched in partnership with Visalia Charter School. - <i>Mathematics Department:</i> The Math Department expanded its reach through new dual enrollment offerings at Lindsay, Hanford, and Exeter High Schools. - <i>Child, Family & Consumer Sciences Division:</i> Child Development and Education courses have been added as dual enrollment options at Exeter High School and Lindsay High School. - <i>Social Science Division:</i> For the first time, Ethnic Studies 002 (American Indian Studies) was offered as a dual enrollment course at Redwood High School. Additionally, Political Science C1000 is now available at Mt. Whitney High School, expanding civic education opportunities for local students. - <i>Language and Communication Studies Division:</i> The division successfully staffed several new dual enrollment sections while continuing to staff ongoing high school requests. | <p>improved instructor recruitment, and aligned offerings with student demand. Partnerships with local schools have resulted in more approved high school instructors and expanded program-specific pathways, such as pre-nursing and law.</p> <p><i>Process & Infrastructure:</i> The establishment of a Dual Enrollment Director and new processes for requesting and selecting classes has created consistency, accountability, and stronger alignment with districtwide outreach efforts.</p> <p><i>Student-Centered Impact:</i> Dual enrollment now provides students with earlier access to transfer-level and career-specific coursework, helping them reduce time to degree and increase readiness for both university transfer and workforce entry. Special emphasis has been placed on creating access for first-generation, foster youth, and other underrepresented student groups.</p> |
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| | | | | <p>Overall Impact: COS has built a sustainable dual enrollment framework that not only increases the number and variety of early college opportunities but also aligns with workforce needs and transfer pathways. By strengthening partnerships, expanding course availability, and emphasizing equity, the District has created stronger pipelines from high school into COS programs and beyond.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>1.1.5 Assess the District's progress of all actions on the objective.</p> | <p>Institutional Planning and Effectiveness Committee</p> | <p>Annually</p> | <p>2021-2022: The District made progress toward all four actions in the objective. Actions 1.1.1, 1.1.2, and 1.1.4 are ongoing and Action 1.1.3 will be included in the 2022-23 actions.</p> <p>2022-2023: The District made progress toward all actions in objective 1.1, and all actions are ongoing.</p> <p>2023-2024: The District made progress toward all actions in objective 1.1, and all actions are ongoing.</p> <p>2024-2025: The District made progress toward all actions in objective 1.1, and all actions are ongoing.</p> | <p>End of Cycle: The District made progress toward all actions in Objective 1.1 throughout the cycle, and all actions are ongoing (completed and institutionalized).</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 earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

Rationale for District Objective 2.1: As part of its *Vision for Success*, the Chancellor’s Office has outlined goals to achieve by 2022 for meeting California's needs. The first goal is “over five years, increase by at least 20% the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.” (Foundation for California Community Colleges. *Looking Ahead: Goals for Meeting California's Needs*. <https://vision.foundationccc.org/looking-ahead>)

Assessment of District Objective 2.1: Review and compare the number of students earning an associate degree or certificate (CTE and non-CTE) from AY 2020-21 to AY 2024-25.

Objective 2.1: Student Graduates

| Students Receiving Awards (Degrees or Certificates) | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | Total Change from 2020-21 to 2024-25 |
| Total Students | 2,355 | 1,962 | 2,312 | 2,145 | 2,167 | 2,604 | 2,971 | 28.5% |
| CTE | 1,469 | 1,076 | 1,414 | 1,228 | 1,239 | 1,630 | 1,809 | 27.9% |
| Non-CTE | 1,005 | 1,021 | 1,049 | 1,044 | 1,028 | 1,081 | 1,614 | 53.9% |

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated count of students who earn an award during graduation year. If a student earned both a CTE and non-CTE award, they are counted in both rows.

2024-25 Summary:

The volume of students earning a degree or certificate increased (14%) from 2,604 in 2023-24 to 2,970 in 2024-25. Gains were experienced in both CTE programs (+11%) and non-CTE programs (+49%).

Four-Year Summary (2021–2025):

The volume of students earning a degree or certificate increased by 28.5% from 2,312 in the baseline AY (2020-2021) to 2,970 in the 2024-2025 AY.

| <i>Action for District Objective #2.1</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 2.1.1 Create cross-functional teams (including faculty, students, staff, and administrators) for each Giant Pathway to track and support students in completing their chosen pathway. | Vice President, Student Services; Vice President, Academic Services; Student Services Deans; CTE Dean; Academic Deans; Provosts, Hanford and Tulare; | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Agriculture Pathway: Faculty, with input from counseling liaison, created a Course Sequencing Guidebook which was published and sent to counselors. An Agriculture and Industrial Trades Career Fair is planned for March 2023 for students in the Agriculture Pathway. Career Fair will orient students to possible careers, internships, and assist with retention and course completion. Discussions continue among faculty, student services staff, and counselors to better connect students to early interventions including career or transfer planning, club participation, and timely counseling appointments.</p> <p>The Jump Start into Industrial Careers Internship developed a cross functional team which includes administrators, CTE high school liaison, student success coordinators, and five faculty. Students are tracked through case management from application through enrollment, financial aid, and follow-up services.</p> <p>Counseling Division began working on the Counseling Liaison list which will be assigned to and support each of the Giant Pathways. Liaisons bring programmatic changes to the counseling division throughout the year. Public Service and Safety administrators, staff, and faculty collaborate with regard to a writing center specialist who assists with the police academy, early alert referrals, and food insecurity collaboration with the Basic Needs program.</p> | <p>End of Cycle: COS has developed a coordinated, cross-functional approach to supporting students in their Giant Pathways, ensuring that they receive guidance, interventions, and resources from entry through completion.</p> <p><i>Cross-Functional Teams:</i> Faculty, counselors, success coordinators, administrators, and staff collaborate across pathways such as Agriculture, Industrial Careers, Nursing, and Public Service to align instruction, support services, and career development. These teams help students engage with clubs, internships, and career fairs while maintaining steady progress toward certificates, degrees, and transfer.</p> <p><i>Specialized Counseling & Support:</i> Dedicated counselors and success coordinators serve students in high-demand areas including Nursing, CTE, and MESA, with targeted advising also provided through EOPS, CARE, NextUp, and CalWORKs. These programs</p> |

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| | | | <p>2022-2023: Beginning in Spring 2023, COS students were able to register for online courses with the California Virtual College (CVC). Students are also able to receive financial aid for CVC courses through a financial aid consortium agreement. If a student is unable to take a required course due to a schedule conflict or full sessions at COS, the student can take the course online through CVC. This enables students to stay on track with their progress toward completion.</p> <p>Beginning in Summer 2023, the Financial Aid (FA) Office will go live with Course Program of Study (CPOS). The FA Office worked closely with Counseling and Matriculation to set up policies and procedures to best support students through this new financial aid payment rule. With CPOS in effect, students will only be paid federal grants for the courses that count toward degree completion. State grants are not affected by this payment rule. This new rule requires COS to identify students who have not met with a counselor to create a Student Education Plan and help students stay on track with the correct coursework to complete their degree.</p> <p>Counseling, CTE, Student Success Coordinators and faculty continue to work on the next step of Giant Pathways, going beyond clustering and organizing majors, toward integrating personnel across the pathways. Some examples include a dedicated nursing counselor and the Pathway to Law.</p> <p>2023-2024: There is a designated counselor for MESA and Nursing. CTE also has designated a student success coordinator for those academic areas and a full-time Career Counselor who travels to the</p> | <p>track academic progress, respond to early alerts, and require regular student engagement to promote persistence and timely completion.</p> <p><i>Financial Aid Alignment:</i> The Course Program of Study (CPOS) audit ensures students enroll in courses that apply directly to their program, protecting financial aid eligibility and keeping them on track. Financial Aid staff provide proactive outreach and in-reach, resulting in increased FAFSA/CADAA completion and broader student access to grants and fee waivers.</p> <p><i>Flexible Course Access:</i> Through participation in the California Virtual College (CVC), students can take required courses online when COS sections are unavailable, preventing scheduling conflicts from delaying progress.</p> <p><i>Basic Needs & Case Management:</i> The Giant Marketplace and Basic Needs programs reduce non-academic barriers through food, housing, transportation, mental health, childcare, and technology support. Foster youth and other</p> |
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| | | | <p>Tulare Annex as well as the Tulare and Hanford campuses to meet the students where they are and create educational and career plans.</p> <p>EOPS/CARE/NextUp and CalWORKs track certificate and degree progress by monitoring early alerts and requiring students to meet with our counselors and specialists. They also host workshops on academic topics to ensure the program's students are on the correct path.</p> <p>The Foster Care Education Program provides support to the NextUp Counselor/Coordinator by assisting incoming and returning students with the COS application, FASFA & Chafee Grant applications, scheduling counselor appointments, and referring students to supportive services on- and off campus.</p> <p>The Financial Aid Office ran a Course Program of Study audit on financial aid students. Through these course audits, the office helped increase students' awareness of the courses that count toward completion of their majors and encouraged them to stay on track to complete their majors within expected time parameters.</p> <p>COS students can sign up for courses through the CVC. Through a federal consortium agreement, students can also receive financial aid for CVC courses. If a student is unable to take a required course because of schedule conflict or full sessions at COS, the student can take the course online through CVC. This helps students stay on track with their progress toward completion.</p> <p>The Giant Marketplace Basic Support Services provide basic-needs-related support to reduce</p> | <p>vulnerable populations receive additional case management and referrals through NextUp, YESS/ILP, and community partners.</p> <p><i>Campus-Based Coordination:</i> Student Success Coordinators are strategically stationed at Tulare and Hanford campuses to provide on-the-ground guidance tailored to the programs at each site, helping students navigate their pathway with localized support.</p> <p>Overall Impact: COS has established a sustainable cross-functional model that integrates counseling, financial aid, instruction, and student services within each Giant Pathway. This structure provides students with clear academic direction, responsive interventions, and holistic support, improving retention and accelerating completion across diverse student populations.</p> <p>This action is ongoing (completed and institutionalized).</p> |
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| | | | <p>barriers students may face while completing their chosen pathway. Students have access to the Giant Pantry, Tulare Works Self-Sufficiency Counselor, referrals to off-campus food distribution sites, emergency housing referrals, transportation support, technology support, mental health, and childcare referrals.</p> <p>The Student Success Program has coordinators stationed across the District who are especially versed in the programs at their individual campuses. Tulare and Hanford Campuses.</p> <p>2024-2025: Counselors are working to strengthen partnerships with Academic programs.</p> <p>COS continues to find ways to ensure students receive coordinated support from entry to completion. The following are representative targeted strategies:</p> <ul style="list-style-type: none"> - <i>Financial Aid Alignment:</i> The Course Program of Study (CPOS) audit alerts students before the semester begins if they're enrolled in courses that don't count toward their academic program or financial aid eligibility. This helps students adjust schedules, stay on track, and retain funding. In addition, new Financial Aid Assistants hired in January 2025 focus on in-reach, resulting in over 500 additional FAFSA/CADAA submissions—providing more students access to grants and fee waivers. - <i>Specialized Counseling:</i> MESA, Nursing, and CTE students benefit from designated counselors and success coordinators, including a full-time counselor based at the Tulare Campus to support educational and career planning. | |
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| | | | <ul style="list-style-type: none"> - <i>Program-Based Support:</i> EOPS, CARE, NextUp, and CalWORKs monitor progress, respond to early alerts, and require regular counselor meetings. They also host workshops to keep students on the right path. The Foster Care Education Program supports NextUp students with applications, appointments, and referrals - <i>Flexible Course Access:</i> Through the California Virtual College (CVC), students can take needed courses online—backed by a federal aid agreement—if COS sections are unavailable. This helps prevent delays in program completion. - <i>Basic Needs Support:</i> The Giant Marketplace offers students food, emergency housing, transportation, technology, mental health, and childcare referrals to reduce non-academic barriers that impact success. In addition, Tulare Works Self-Sufficiency Counselor provides referral to off-campus food distribution sites, emergency housing referrals, transportation support, technology support, mental health, and childcare referrals. - <i>Campus-Based Coordination:</i> The Student Success Program has coordinators stationed across the District who are well versed in the academic programs at the Tulare and Hanford Campuses. | |
| 2.1.2 Create and publish recommended program maps for COS degrees and certificates. | Vice President, Academic Services; Academic Deans; Director of Marketing | May 2022 | <p>2021-2022: Counseling created program maps in DegreeWorks and shared with divisions for feedback and updates. The District will focus on publishing program maps in Fall 2022.</p> <p>2022-2023: Programs were mapped for Degree Works (COS degree audit system). CTE programs are in progress. This is an ongoing initiative for Instructional Council.</p> | <p>End of Cycle: COS has established program maps as a key tool to help students navigate their chosen pathway with clarity and efficiency.</p> <p><i>Development & Implementation:</i> Counseling created degree and certificate</p> |

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| | | | <p>2023-2024: The Articulation Officer and the Curriculum Chair co-chaired a Cal-GETC Task Force to help facilitate pathway changes. Giant pathways were developed and presented in the catalog. Further work needs to be done with Cal-GETC and updating the website.</p> <p>2024-2025: Counseling updated and published recommended degree and certificate maps in DegreeWorks, giving students clear term-by-term guidance. In addition, the Curriculum Committee established guidelines to keep the maps up-to-date.</p> | <p>program maps in DegreeWorks, providing students with structured, term-by-term guidance. Divisions reviewed and refined maps to ensure accuracy and alignment with program requirements.</p> <p><i>Integration with Curriculum:</i> The Articulation Officer and Curriculum Chair co-led the Cal-GETC Task Force to update maps in response to statewide transfer and general education changes. Program maps were published in the catalog and DegreeWorks, with pathways organized by Giant Pathway to support student decision-making.</p> <p><i>Sustainability:</i> The Curriculum Committee adopted guidelines to maintain updated maps, ensuring that future program or transfer requirement changes are reflected quickly and consistently.</p> <p><i>Overall Impact:</i> By creating and publishing program maps, COS has provided students with clear academic roadmaps that improve planning, reduce excess units, and support timely degree and certificate completion. The integration of program maps into</p> |
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| | | | | <p>DegreeWorks and the catalog ensures they remain a practical, accessible, and sustainable resource for students and counselors alike.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.1.3 Develop and implement an intentional marketing and promotion plan for student support resources for specific student groups.</p> | <p>Vice President, Student Services; Vice President, Academic Services; Director of Marketing</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: A new student orientation and program specific orientations were developed. A Student Services Resource Guide was sent to all students. The website, mailers, and social media provide continuous and updated student support content. Financial aid and research data are used to target support for specific student group recruitment such as the Extended Opportunity Programs and Services and Student Success Program.</p> <p>2022-2023: As of Spring 2023, Student Services is expanding the Student Resources Handbook to a New Student Giant Handbook which will include content for matriculation steps as well as Giant Pathways/Degree/Certificates available at COS along with transfer GE patterns and Student Services support resources.</p> <p>The Marketing Department created numerous targeted videos, social media clips, television commercials, news clips, flyers, and mailers to saturate feeder area with the opportunities available across the District.</p> <p>2023-2024: The Giant Dream Center was formally established in the Educational Support Services Building, where a designated space and a private office is available for students to discuss sensitive topics with the Student Success Coordinator or legal</p> | <p>End of Cycle: COS has expanded its marketing and promotion efforts to ensure students are aware of the broad range of support services available, with targeted outreach for specific populations.</p> <p><i>Student Handbooks & Guides:</i> The Student Services Resource Guide evolved into the New Student Giant Handbook, a comprehensive resource that integrates matriculation steps, degree and certificate options, transfer pathways, and available support services. Counselors and program staff also created one-stop flyers and digital resources with QR codes linking to instructional videos for easy access.</p> <p><i>Targeted Outreach:</i> Programs such as EOPS, CARE, NextUp, and CalWORKs used data reports to identify eligible students and conducted direct</p> |

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| | | | <p>counsel. The Marketing Department is developing a social media marketing strategy for the Giant Dream Center. The need for designated counseling for dual and concurrent students is becoming more prevalent as more high school students acquire larger amounts of college credits. This year the Welcome Center piloted the use of an adjunct counselor to assist with the high school students' questions and to ensure a smooth transition into COS after graduation.</p> <p>EOPS runs a report of all COS students and filters through to identify those that meet EOPS eligibility. Program staff then reach out to those students via email/text to market and recruit for the EOPS programs (CalWORKS, CARE, NextUP, and EOPS).</p> <p>Admissions and Records has started to work with CTE on a pilot program for Certificate of Achievement automatic awarding processes. A&R will continue to explore what automatic awarding for all COS Certificates of Achievements would look like. The goal is to identify, document, and expand the completion rates of students who are eligible for certificates in their area of study.</p> <p>The Giant Marketplace is working with the Marketing Department to develop marketing strategies to aid students in connecting with the Giant Marketplace. This includes social media material, creating informational videos for students to learn how to access the Giant Marketplace, and implementation of the Pantry Soft Platform</p> <p>2024-2025: This year, COS further developed and implemented intentional marketing strategies to reach specific student groups with support resources. These activities include:</p> | <p>outreach via email and text. The Transfer and Career Center created tailored materials for dual enrollment students, transfer pathways, and career exploration.</p> <p><i>Marketing Strategies:</i> The Marketing Department employed a full range of strategies—including videos, social media campaigns, TV and news segments, flyers, and mailers—to raise awareness of services across the district. Dedicated campaigns were developed for the Giant Dream Center and Giant Marketplace, including informational videos, social media outreach, and the launch of the PantrySoft platform to streamline access.</p> <p><i>Integrated Services:</i> Admissions and Records collaborated with CTE on piloting automatic awarding of Certificates of Achievement, while the Welcome Center piloted counseling support for dual enrollment students transitioning to COS. Student Services ensured consistent messaging across platforms so that students receive clear, coordinated information about academic and personal support resources.</p> |
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| | | | <ul style="list-style-type: none"> - <i>The Transfer and Career Center</i> created handouts and pamphlets for Dual Enrollment, Transfer Success Pathway, CSU transfer, and career exploration, distributed throughout the year. - <i>Counseling</i> developed a one-stop flyer for new students with QR codes linking to videos on using a Student Ed Plan, registering, finding financial aid, and accessing support services. - <i>The Marketing Department</i> produced targeted outreach through videos, social media, TV segments, flyers, and mailers to connect diverse student populations with available services. - <i>Student Services</i> ensured that information is integrated across platforms to increase awareness of counseling, transfer and career resources, job placement, financial aid, and health services. <p>In Spring 2023, COS enhanced its Student Resources Handbook into the more comprehensive <i>New Student Giant Handbook</i>. This guide offers detailed information on matriculation steps, degree and certificate programs, transfer general education patterns, and student support services—providing new students with a centralized resource to navigate their educational journey effectively.</p> | <p>Overall Impact: Through intentional and multi-channel marketing strategies, COS has increased student awareness and utilization of support services, particularly among targeted populations such as first-generation students, foster youth, dual enrollment students, and those in need of basic needs support. By combining print, digital, and in-person outreach, the District has made support resources more accessible and visible, helping students navigate their educational journey with confidence.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 2.1.4 Create a process to consistently and clearly identify courses with low or no textbooks/ materials costs and communicate | Vice President, Academic Services; Academic Deans; Director of Marketing; Director of LRC | May 2022 | <p>2021-2022: In Fall 2022, a process was created for faculty to report using zero or low-cost materials in their individual classes through Banner Web. These classes can be identified by using the Low or Zero Textbook Cost filter when selecting classes on the live class search. More marketing to both faculty and students is needed.</p> <ul style="list-style-type: none"> - The Library/LRC (Learning Resource Center) is redesigning and marketing Open Educational | <p>End of Cycle: COS has developed a systematic approach to expanding and promoting Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) courses, improving both access and affordability for students.</p> <p><i>Identification & Transparency:</i> A reporting process was</p> |

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| <p>that information to students; identify ways to support faculty's adoption of no or low-cost textbooks/materials.</p> | | | <p>Resources (OER) support through the library's liaison program.</p> <ul style="list-style-type: none"> - Reestablished the OER Corner in the COS Library/LRC monthly newsletter. - The OverDrive database was established to support online/electronic resources such as eBooks. <p>2022-2023: The Zero Text Book Cost Task Force has developed and implemented a plan to facilitate faculty development of ZTC/LTC resources and OER (Open Educational Resources). The task force is developing and mapping ZTC pathways and identifying areas for potential development. ZTC/LTC courses can be identified in Banner and seen by students in class search.</p> <p>2023-2024: The ZTC Pathway Grant focused on mapping current pathways, supporting OER adoption for future ZTC pathways, developing an updated schedule to clearly indicate low-cost textbook classes, and updating the process in Banner to improve accuracy for CCCCO reporting</p> <p>2024-2025: As part of a grant-funded initiative, Library faculty joined others across the District in supporting the transition to Zero Textbook Cost (ZTC) courses. Faculty served as liaisons, assisting with instructional design, identifying no-cost resources, and ensuring accessibility and copyright compliance. This work led to the development of ZTC Canvas course shells—now available in Canvas Commons—for high-enrollment courses such as STAT C1000/321 and ENGL C1000.</p> <p>The ZTC grant continues to support faculty adoption of Open Educational Resources (OER) and provides</p> | <p>established in Banner that allows faculty to designate courses as ZTC or LTC. Students can now easily identify these courses through the class search filter, with updates made to improve accuracy for both scheduling and CCCCO reporting.</p> <p><i>Faculty Support & Professional Development:</i> Through a dedicated ZTC Task Force and grant funding, faculty received training and support to adopt Open Educational Resources (OER), design ZTC pathways, and ensure compliance with accessibility and copyright standards. Faculty liaisons in the Library and Learning Resource Center provided specialized assistance and promoted available tools through newsletters, workshops, and direct support.</p> <p><i>Resource Expansion:</i> Initiatives such as the OverDrive database and OER Corner in the Library/LRC newsletter increased access to free digital resources. Canvas course shells and templates for high-enrollment courses, including Statistics and Calculus, were developed and</p> |
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| | | | <p>professional development opportunities to encourage continued growth in this area.</p> <p>It is important to recognize that the Math Department has made significant progress, specifically at the Hanford Campus, where now all math courses are now ZTC. In addition, a new ZTC Canvas template has been developed for Math 65 (Calculus 1 and the support course), ensuring consistent access to no-cost materials. This has been made available for every instructor to use.</p> | <p>shared via Canvas Commons to streamline adoption.</p> <p><i>Division Successes:</i> Notably, the Math Department—particularly at the Hanford Campus—transitioned all math courses to ZTC, providing a model for other disciplines.</p> <p>Overall Impact: COS has made significant progress in reducing the financial burden of course materials by expanding ZTC/LTC offerings, creating clear processes for course identification, and building faculty capacity to adopt OER. These efforts have improved transparency for students, supported faculty innovation, and advanced equitable access to instructional resources across the District.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 2.1.5 Assess the District's progress on all the actions of the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: All four actions in Objective 2.1 are still in progress and will be carried over to the 2022-23 actions.</p> <p>2022-2023: The District made progress on all actions in Objective 2.1, and all actions are ongoing.</p> <p>2023-2024: The District made progress on all</p> | <p>End of Cycle: The District made progress toward all actions in Objective 2.1 throughout the cycle, and all actions are ongoing (completed and institutionalized).</p> |

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| | | | <p>actions in Objective 2.1. Work on Actions 2.1.1, 2.1.3, and 2.1.4 is ongoing, while work on Action 2.1.3 is to be included in the 2024-25 actions</p> <p>2024-2025: The District made progress on all actions in Objective 2.1, and all actions are ongoing.</p> | |
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District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

District Objective 2.2: Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Rationale for District Objective 2.2: The Chancellor's Office Vision for Success sets a statewide goal for the community college system to increase transfers to four-year institutions (UC and CSU) by 35% annually to meet the statewide demand for employees with bachelor's degrees. In order to meet both the state's vision and student goals, the District needs to help students become transfer-ready and then assist with the transfer process to four-year institutions.

Assessment of District Objective 2.2: Review and compare the number of students who are transfer-ready as well as the number of students who transfer to four-year institutions from AY 2020-21 to AY 2024-25.

Objective 2.2: Transfer Outcomes

| Transfer Volume | | | | | | | |
|------------------|---------|---------|---------|---------|---------|---------|----------------------------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | Total Change from Baseline |
| Grand Total | 905 | 1,034 | 1,056 | 963 | 971 | 935 | -9.6% |
| UC | 58 | 62 | 42 | 37 | 35 | 45 | -27.4% |
| CSU | 545 | 680 | 734 | 690 | 680 | 715 | 5.1% |
| In-State-Private | 124 | 104 | 101 | 81 | 63 | 46 | -55.8% |
| Out-of-State | 178 | 188 | 179 | 155 | 193 | 129 | -31.4% |

Source: California Community College Chancellor's Office (as of 10.1.2025)
<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>
<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>
<https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>

| Transfer Ready | | | | | | | | |
|---------------------------|---------|---------|---------|---------|---------|---------|---------|--------------------------------------|
| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | Total Change from 2020-21 to 2024-25 |
| Annual Unduplicated Total | 1,532 | 1,694 | 1,773 | 1,874 | 1,921 | 2,009 | 2,337 | 31.8% |
| Fall Transfer Ready | 906 | 1,016 | 1,035 | 1,118 | 1,189 | 1,141 | 1,375 | 32.9% |
| Spring Transfer Ready | 1,196 | 1,264 | 1,330 | 1,442 | 1,421 | 1,586 | 1,817 | 36.6% |

Source: COS Research Office (Data Warehouse)

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.

2024-25 Summary

The volume of students transferring to four-year institutions decreased from 971 in 2022-23 year to 935 in 2023-24. Transfers to In-State-Private and Out-of-State schools decreased while transfers to the UC and CSU systems increased in the 2023-24 year. The number of students who were transfer-ready increased from 2,009 in 2023-24 to 2,337 in 2024-25, an increase of 16.3%.

Four-Year Summary (2021–2025):

The volume of students transferring to a four-year institution decreased (9.6%) from 1,034 in the baseline AY (2019-20) to 935 in AY 2023-24. However, transfers to CSUs increased by 5.1% during the same time period. The number of students who were transfer-ready increased (31.8%) from 1,773 in the baseline AY (2020-21) to 2,337 in AY 2024-25.

| <i>Action for District Objective #2.2</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 2.2.1 Develop cohorts and support groups where students learn about transfer expectations and resources, receive hands-on support navigating the transfer process, and connect with successful “transfer achievers” who are attending four-year universities. | Vice President, Student Services; Student Services Deans; Counseling Department; Provosts, Hanford and Tulare | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: The Transfer Center offers application workshops. They are in the process of creating a transfer Canvas module. The TRIO program connects “transfer achievers” with current students for support. The Puente program connects current students with mentors for support.</p> <p>2022-2023: Puente and the Giant Dream Center students receive hands-on support about navigating the transfer process. Both programs coordinate workshops and campus tours while connecting students with “transfer achievers”.</p> <p>Summer 2023: incoming Fall 2023 class of students interested in transferring to a 4-year university were invited to join the Transfer Canvas shell.</p> <p>As a pilot, the Transfer Center will be targeting students who have declared Elementary Teacher Education majors and inviting them to a Summer open house. Services offered will include counseling and staff support along with career services assistance (resume, internship).</p> <p>2023-2024: The Transfer and Career Center offered workshops to navigate the CSU/UC Application process. Transfer Representatives were on campus at various times to assist students with their individual processes. Students were given the opportunity to make one-on-one appointments with a counselor to assist with any transfer questions, including the Transfer Admission Guarantee and Transfer Admission Planner.</p> <p>The TRIO Program partnered with other departments on campus such as the Transfer and Career Center to offer</p> | <p>End of Cycle: COS has expanded transfer-focused programming, building structured cohorts, support groups, and mentoring opportunities to prepare students for successful transition to four-year universities.</p> <p><i>Workshops & Hands-On Support:</i> The Transfer & Career Center offers Transfer 101, CSU/UC application workshops, and individualized counseling on tools such as the UC Transfer Admission Planner and UC Transfer Admission Guarantee. Transfer representatives from four-year institutions visit regularly to provide direct student assistance.</p> |

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| | | <p>students career exploration, job searching, and resume building skills. TRIO's Alumni were connected back with our current students through ongoing seminars.</p> <p>The Puente Program paired students with mentors, arranged university visits, and provided transfer preparation, as the program's goal is to transfer students to University of California campuses and pursue other higher education goals.</p> <p>2024-2025: Representative General Student Activities:</p> <ul style="list-style-type: none"> - Launched in Spring 2025, the Transfer & Career Center offered <i>Transfer 101</i> workshops, which equip students with tools to track their progress, understand the transfer process, and engage confidently with counselors and university representatives. Additional workshops helped students complete CSU, UC, and UC TAG applications, with transfer reps regularly visiting campus to provide personalized assistance. One-on-one counseling appointments continue to be available for support with the UC Transfer Admission Planner (UC TAP), UC TAG, and more. <p>Representative Program/Population Specific Activities:</p> <ul style="list-style-type: none"> - <i>Education:</i> In Spring 2025, the Transfer & Career Center partnered with Fresno State's ITEP Coordinator and COS Education faculty to guide students applying to the Fall 2025 Integrated Teacher Education Program (ITEP). Students received credential application support, interview preparation, and the most current ITEP program updates. In collaboration with Education faculty, the Transfer & Career Center launched its first Elementary Education Cohort in Fall 2023 with 17 students. Throughout the year, students received case management support, | <p><i>Cohorts & Case Management:</i> Dedicated cohorts, such as the Elementary Education Cohort launched in 2023, provide students with case management, counseling, and targeted support. Students receive help with applications, interview preparation, and credential program requirements. Application fee waivers secured through the COS Foundation reduce financial barriers.</p> <p><i>Program-Based Transfer Support:</i></p> <ul style="list-style-type: none"> • <i>Puente Program:</i> Pairs students with mentors, organizes university visits, and provides transfer preparation to support the program's mission of advancing students to UC and |
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| | | | <p>connections to resources, and hands-on assistance navigating the transfer process. A transfer application workshop was held, and application fee waivers were secured through the COS Foundation to remove financial barriers. The second Elementary Education Cohort began in Fall 2024, enrolling 23 students. The Transfer & Career Center continues to actively support their progress and transfer readiness.</p> <ul style="list-style-type: none"> - <i>Puente Program</i>: The program continues to advance its mission of preparing students for transfer—especially to University of California campuses—through mentorship, university visits, and targeted transfer preparation. - <i>TRIO Program</i>: The program supported transfer success by partnering with the Transfer & Career Center to provide students with career exploration, job search skills, and résumé development. TRIO alumni regularly engage in seminars with current students, sharing experiences and building a sense of connection and encouragement. | <p>other four-year institutions.</p> <ul style="list-style-type: none"> • <i>TRIO Program</i>: Offers career exploration, résumé development, and job readiness workshops, while connecting current students with alumni through ongoing seminars. • <i>Giant Dream Center</i>: Provides transfer guidance and workshops tailored to undocumented students, ensuring access to resources and university pathways. • <i>Peer & Alumni Connections</i>: Across programs, students are regularly connected with “transfer achievers”—alumni currently attending four-year universities—who share experiences, strategies, and encouragement. |
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| | | | | <p>Overall Impact: COS has built a strong culture of transfer readiness by combining workshops, dedicated cohorts, mentoring, and alumni engagement. These coordinated efforts not only demystify the transfer process but also create pathways of support that improve student confidence, readiness, and successful transition to four-year universities.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.2.2 Coordinate with public and private universities to expand and develop innovative options for place-bound students to complete a bachelor's degree and</p> | <p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; Academic Deans; Counseling Department;</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: The Transfer Center continues to host Transfer Day with public and private universities. The District provides opportunities for students to attend college fairs, including Historically Black Colleges and Universities and out-of-state colleges and universities. Student Services coordinates student trips to colleges and universities to connect with admissions offices and other resources.</p> <p>2022-2023: The Transfer Center allows for public and private universities to come to campus and meet with students. The center provides opportunities for CSU, UC, and local private university representatives to present at</p> | <p>End of Cycle: COS has strengthened partnerships with public and private universities to expand bachelor's degree options for local, place-bound students.</p> <p><i>Expanded Pathways:</i></p> <ul style="list-style-type: none"> • <i>Fresno State:</i> Added South |

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| proactively inform students about these offerings. | Superintendent /President | | <p>the counseling division meetings as well as to meet with students one on one.</p> <p>The Bachelors of Science - Nursing Transfer Day is hosted by the Nursing Division each spring to help interested 4th semester RN students select a BSN program. This event is hosted at the Fresno State Visalia Campus.</p> <p>COS meets regularly with Fresno State to discuss capacity as well as growth needs regarding Fresno State Visalia Campus offerings.</p> <p>2023-2024: The Articulation Officer worked with the South Valley Fresno State Kremen School of Education to expand the integrated bachelor and credential in Special Education option. The plan is to recruit South Valley transfer students for the first cohort for Fall 2025 admission.</p> <p>The COS Articulation Officer and FPU Education Professor began working to expand Bilingual Authorization (Spanish) with three integrated options for students in Fall 2026 with the FPU, Visalia Campus. This team provided recommendations to FPU to help create the first cohort of an ITEP program for students starting July 2024. FPU presented it to the counseling department in April 2024 and sent Regroup messages to students about this program. Transfer counselors and staff are case managing the progress of this first cohort of 17 students.</p> <p>COS partnered with Arizona State University to offer a formalized and streamlined transfer option for students. This agreement allows COS students to utilize “MyPath2ASU” which provides an individualized and articulated roadmap for students to follow while at COS.</p> | <p>Valley programs in Special Education and Bilingual Authorization through the Integrated Teacher Education Program (ITEP). The Nursing Division hosts annual BSN Transfer Days at the Fresno State Visalia Campus.</p> <ul style="list-style-type: none"> • <i>Fresno Pacific University:</i> Launched an ITEP cohort in Summer 2024 at the Visalia Campus. • <i>Arizona State University:</i> Partnered to offer MyPath2ASU, giving students personalized transfer roadmaps. <p><i>Student Support & Communication:</i> The Transfer & Career Center developed Transfer 101 and Transfer Ready Canvas shells as central hubs for transfer resources, workshops, and</p> |
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| | | | <p>The Transfer 101 Canvas shell was added and implemented in Fall 2023 to help inform students of transfer options and opportunities for support.</p> <p>2024-2025: Representative activities include:</p> <ul style="list-style-type: none"> - The Transfer & Career Center developed two key resources to support students: the <i>Transfer 101 Canvas Shell</i> (launched Fall 2023) and the <i>Transfer Ready Canvas Shell</i> (launched Fall 2024). These platforms serve as centralized hubs where students can explore transfer pathways, access planning tools, and stay updated on available opportunities. - Fresno State's Integrated Teacher Education Program (ITEP) expanded in Fall 2025 to include the Ed Specialist and Bilingual Authorization Program (BAP) credentials. The Transfer & Career Center actively shares this information through counseling sessions, outreach events, and application workshops to help students take full advantage of these expanded options. - Through the partnership with Arizona State University (ASU), students can utilize the <i>MyPath2ASU</i> tool to build a personalized transfer roadmap, ensuring a smooth and clear transition from COS to ASU. - COS also partnered with Fresno Pacific University, launching the first ITEP cohort in Summer 2024, offering students another local option for pursuing a bachelor's degree in education. - COS's partnered with Fresno State to provide specific majors at their South Valley Campus located on the COS Visalia Campus. The counseling office actively informs students of this option if their educational goals align with Fresno State's offerings. | <p>planning tools. University representatives also visit campuses and meet with students to provide direct support.</p> <p>Overall Impact: COS has created clear, accessible bachelor's degree pathways for students who wish to stay local. Through innovative partnerships, streamlined transfer agreements, and proactive communication, more students can pursue and complete four-year degrees without leaving the region.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 2.2.3 Align transfer outreach and support to | Vice President, Student Services; Vice President, | May 2022 May 2023 | 2021-2022: The Transfer Center collaborates with academic programs to provide discipline-specific transfer routes. | End of Cycle: COS has integrated transfer support into Giant Pathways, |

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| <p>Giant Pathways by providing District-wide discipline-specific guidance and workshops.</p> | <p>Academic Services; Student Services Deans; Academic Deans; Provosts, Hanford and Tulare; Director of Marketing</p> | <p>May 2024 May 2025</p> | <p>Degree Works templates were created to show a clear and visible pathway to transfer.</p> <p>2022-2023: The Transfer Center collaborates with academic programs to provide discipline-specific transfer routes.</p> <p>Degree Works templates were created to show a clear and visible pathway to transfer.</p> <p>The Articulation and Transfer Officer, in conjunction with the Guided Pathways workgroup, will develop specific discipline related workshops.</p> <p>2023-2024: Student Services and Career Services provided Giant Pathway and Transfer outreach at the Tulare and Kings County College Nights.</p> <p>A Preview Night, held at each of the District's three campuses, showcased Giant Pathways and provided an opportunity to speak with counselors, CTE and transfer coordinators to learn more about the information presented.</p> <p>The Transfer and Career Center introduced Career Exploration workshops starting in Fall 2023 to better guide students in connecting them to a Giant Pathway that aligns with their personality, strengths, and interests.</p> <p>2024-2025: To support students in making informed academic and career choices, the Transfer & Career Center, in collaboration with the Career Counselor, launched Career Exploration Workshops in Fall 2023. These workshops help students discover which Giant Pathway best aligns with their personality, strengths, and interests.</p> | <p>helping students connect academic programs with clear transfer routes.</p> <p><i>Discipline-Specific Guidance:</i> Degree Works templates and transfer maps provide students with visible, discipline-aligned pathways to four-year universities. The Articulation Officer, counseling, and Guided Pathways teams collaborate to develop workshops tailored to program areas.</p> <p><i>Outreach & Events:</i> Transfer and Career staff present Giant Pathway information at regional College Nights across Tulare, Kings, and Fresno counties, expanding access to families and students. Preview Nights at all three campuses highlight pathways and transfer options, giving students direct access</p> |
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| | | | <p>In Fall 2024, the Transfer & Career Center expanded outreach efforts by providing Giant Pathway and transfer-focused information at the Visalia Convention Center College Night and the Tulare Kings County Office of Education College Night at Lemoore College. In 2024, this outreach expanded to include Fresno County as well, further extending access to academic and career planning resources for students and families.</p> <p>In Spring 2025, Preview Night events across all campuses highlighted both Giant Pathways and transfer options, offering students and their families guidance on how to navigate their educational journey and prepare for transfer success.</p> | <p>to counselors and program specialists.</p> <p><i>Career Exploration:</i> New workshops launched in 2023 help students align their strengths, interests, and personality with the most relevant Giant Pathway and corresponding transfer opportunities.</p> <p>Overall Impact: By embedding transfer guidance into Giant Pathways and connecting it to regional outreach and workshops, COS has created clearer, discipline-specific routes to transfer that help students make informed choices and stay on track toward transfer and completion.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 2.2.4 Enhance engagement with K-12 partners to | Vice President, Student Services; Director, Dual | May 2022 May 2023 | 2021-2022: Outreach presentations include information about transfer opportunities and processes, and financial aid. | End of Cycle: COS has expanded partnerships with K-12 schools to give |

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| provide specific student groups and their families with information about the transfer process before they get to college. | Enrollment; Student Services Deans; Provosts, Hanford and Tulare; Director of Marketing | May 2024 May 2025 | <p>The District provides transfer workshops to high school seniors and their parents to clarify the pathway from high school through COS to transfer.</p> <p>2022-2023: Student Services and CTE continues to:</p> <ul style="list-style-type: none"> - Collaborate and participate in high school college and career fairs. - Continue early college partnerships through High School liaisons. - Collaborate with VUSD to host MAPS, which exposes local 6th graders to academic programs, certificates, and careers. - Provide on-campus tours for K-12 students and families. - Continues to collaborate with TCOE and Fresno State's Make a Difference Teach Conference to present on the 2+2 pathway between COS and Fresno State's Integrated Teaching Education Program. Students and educators from all over Tulare-Kings County participate. - The Articulation & Transfer Officer presents at the VUSD Junior Parent Night about COS, Giant Pathways, transfer options, and how to matriculate when students become a senior. <p>2023-2024: Preview Nights shared information about transfer processes and planning with students and families.</p> <p>The Annual High Schools Partners Luncheon provided high school partners with information about Cal-GETC, transfer, program and certificate opportunities. Registration updates were provided for their graduating seniors.</p> <p>Information was shared at EOPS/CARE/NextUp and CalWORKs advisory meetings with the high school</p> | <p>students and families early, accurate information about transfer opportunities.</p> <p><i>Family Outreach:</i> Preview Nights, college fairs, and virtual workshops (UC Dual Admission, CSU Transfer Success Pathway) provide families with clear transfer guidance before students arrive at COS.</p> <p><i>K-12 Engagement:</i> The Annual High School Partners Luncheon and advisory meetings keep counselors and educators updated on CalGETC, programs, and transfer timelines.</p> <p><i>Targeted Support:</i> Programs such as EOPS, NextUp, TRIO, and AAC deliver orientations, tutoring, and specialized guidance for foster youth, first-generation students,</p> |
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| | | <p>partners regarding the programs so this information can be passed onto perspective students.</p> <p>The NextUp Counselor/Coordinator attended the annual local Foster Youth Education Summit, met with K-12 educators, social workers, and other community partners to inform and educate about the benefits of the NextUp program and the referral process to connect prospective students.</p> <p>The Office of Admissions & Records assisted Dual/Concurrent enrollment students with clarifying their prerequisites, registration, form completion, and withdrawing from courses on time.</p> <p>The Counseling Department has designated a counselor well versed in the COS CTE programs, dedicated to the Tulare Center, where many CTE programs exist. Students received one-on-one guidance in reaching degrees and certificate goals.</p> <p>TRIO conducted various family opportunities through parent orientations and community outreach events. Through HS partners, TRIO connected with students weekly by having TRIO Specialist host after-school tutorials at each of the target schools and informing them about the importance of higher education.</p> <p>The AAC Support Services Coordinator established an effective working relationship with high school partners serving students who are in Special Education, IEPs and/or 504 Plans so the referral process is clear.</p> <p>The AAC Support Services offered annual informational sessions to students, their families, and HS staff. These sessions focused on the differences between high school and college accommodations and the various processes to prepare for when transitioning to COS.</p> | <p>and those with disabilities.</p> <p><i>Dual Enrollment Support:</i> Admissions & Records helps high school students and families with prerequisites, registration, and forms to ease their transition into college-level coursework.</p> <p>Overall Impact: COS equips students, families, and K–12 partners with early knowledge of transfer pathways, creating stronger preparation and smoother transitions to college.</p> <p>This action is ongoing (completed and institutionalized).</p> |
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| | | | <p>The AAC Support Services also provided group and individual Intake Appointments, and registration assistance.</p> <p>AAC’s annual advisory meeting offered opportunities for continuous collaboration and information sharing with the community partners to improve serving students of all abilities.</p> <p>2024-2025: COS continues to strengthen partnerships with K–12 schools to ensure students and their families receive timely, accurate information about transfer pathways well before they enter college. Key efforts include:</p> <ul style="list-style-type: none"> - <i>Dedicated counseling support:</i> A part-time counselor provides one-on-one guidance to high school students and their families, developing Student Education Plans tailored to each student’s goals—whether they plan to attend COS or transfer directly to a four-year university. Dual and concurrent enrollment opportunities are shared during both outreach events and individual meetings. - <i>Early transfer guidance:</i> The Transfer & Career Center actively participates in Preview Nights, offering information on transfer timelines, available services, and upcoming workshops. In Spring 2025, virtual workshops on UC Dual Admission and the CSU Transfer Success Pathway (TSP) were introduced to help high school seniors understand guaranteed admission options and the steps they can take early to prepare. These sessions were promoted during Preview Nights, STEPS SEP, and STEPS registration in partnership with the Welcome Center. - <i>K–12 staff engagement:</i> The Annual High School Partners Luncheon keeps K–12 educators informed about CalGETC updates, COS programs and certificates, and student registration timelines— | |
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| | | | <p>equipping high school counselors to better guide graduating seniors.</p> <ul style="list-style-type: none">- <i>Program-led outreach:</i> EOPS, CARE, NextUp, CalWORKs, and AAC share regular updates with high school partners through advisory meetings and joint activities. The NextUp Coordinator also participates in the annual Foster Youth Education Summit, collaborating with educators and social workers to increase awareness and strengthen referral processes.- <i>Dual/concurrent enrollment support:</i> With participation growing, Admissions & Records continues to help students navigate prerequisites, registration, and deadlines to ensure a smooth transition from high school to college.- <i>TRIO engagement:</i> The TRIO program connects with families through parent orientations and community outreach while the TRIO Specialists host weekly after-school tutoring at partner high schools to promote college-going readiness.- <i>Support for students with disabilities:</i> The AAC Support Services Coordinator works closely with local high schools to streamline referrals for students with IEPs or 504 plans. Annual information sessions and advisory meetings help students, families, and staff understand the differences between high school and college accommodations and prepare for a strong start at COS. | | |
| 2.2.5 | Research and identify obstacles to transfer, including but not limited to reaching out to local transfer institutions | Vice President, Student Services; Transfer Center; Dean of Research, Planning and Institutional Effectiveness | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Former students who did not transfer are contacted to gather information on barriers and reasons for not transferring. Student Services assist students with rerouting their Associate Degrees for Transfer (ADT) or referring students to private colleges, when appropriate</p> <p>2022-2023: Summer-Fall 2023: Transfer enter contacts students who applied to Fresno State for Fall 2023 admission, but did not enroll to identify transfer obstacles. Additionally, students applying for Spring</p> | <p>End of Cycle: COS has taken proactive steps to identify and address barriers that prevent students from transferring.</p> <p><i>Student Outreach:</i> Contacted former students and non-</p> |

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| and contacting transfer-ready students who did not transfer. | | | <p>2024 admission were contacted to find out why they missed the cycle for Fall 2023 admission.</p> <p>2023-2024: In 2022, the Transfer Center developed a plan to identify and implement student focus groups to identify obstacles transfer students face. During the 2023 - 2024 reporting period, the Transfer Center created a focus group for transfer students majoring in Liberal Studies. Nineteen students signed up to be part of the focus group. The department will continue to work with this focus group and report on the challenges or barriers that transfer students face during the next reporting period.</p> <p>In Fall 2024 the Transfer Center will roll out the “Transfer Ready Shell” and have an exit survey to capture student data for those who were eligible to transfer but chose not to.</p> <p>2024-2025: To better understand barriers to transfer, the Transfer & Career Center developed exit surveys within the <i>Transfer 101</i> and <i>Transfer Ready Canvas shells</i>. These surveys are designed to capture student feedback and transfer-related data to inform future improvements.</p> <p>In collaboration with faculty, the Transfer & Career Center also launched an Elementary Education Teacher Cohort, enrolling 17 students in the first cohort and 23 in the second. Students receive ongoing case management, and the District is actively learning from their experiences to identify and address challenges they face throughout the transfer process.</p> | <p>enrolled applicants to understand transfer barriers and provide alternate options.</p> <p><i>Feedback & Data:</i> Established focus groups and exit surveys in Transfer Canvas shells to capture student experiences and challenges.</p> <p><i>Cohort Insights:</i> Elementary Education and Liberal Studies cohorts provide case management and real-time feedback on transfer obstacles.</p> <p><i>University Collaboration:</i> Worked with local institutions, including Fresno State, to track transfer-ready students who did not enroll.</p> <p>Overall Impact: These efforts are building a clearer picture of transfer barriers and guiding improvements to</p> |
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| | | | | <p>increase student transfer success.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.2.6 Assess the District's progress on all the actions of the objective.</p> | <p>Institutional Planning and Effectiveness Committee</p> | <p>Annually</p> | <p>2021-2022: The District made progress on all actions in Objective 2.2. Work on Actions 2.2.1, 2.2.2, 2.2.3, and 2.2.5 is ongoing, while work on Action 2.2.4 is to be included in the 2022-23 actions.</p> <p>2022-2023: The District made progress on all actions in Objective 2.2, and all actions are ongoing.</p> <p>2023-2024: The District made progress on all actions in Objective 2.2, and all actions are ongoing.</p> <p>2024-2025: The District made progress on all actions in Objective 2.2, and all actions are ongoing.</p> | <p>End of Cycle: The District made progress toward all actions in Objective 2.2 throughout the cycle, and all actions are ongoing (completed and institutionalized).</p> |

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

District Objective 2.3: Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

Rationale for District Objective 2.3: In 2018-19 academic year, only 8% of COS students completed transfer level Math and English courses within their first year. District's work on improving how well and how quickly students complete their Quantitative Reasoning and English sequences within their first year helps students achieve their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor's Office Vision for Success.

(Cal-PASS Plus. *Student Success Metrics*.)

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>)

Assessment of District Objective 2.3: Review and compare the percentage of students who complete transfer-level English and transfer-level QR requirements within their first year over the next four years to the baseline data.

Objective 2.3: Quantitative Reasoning and English

Completion of Transfer-Level Quantitative Reasoning and English prior to the subsequent fall term

| | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Fall 2023 | Fall 2024 | Total Change from Fall 2020 to Fall 2024 |
|-------------|-----------|-----------|-----------|-----------|-----------|-----------|--|
| Cohort Size | 2,828 | 2,529 | 2,415 | 2,999 | 3,131 | 3,320 | |
| Passed Both | 26% | 26% | 25% | 27% | 26% | 28% | 2% |
| Passed ENGL | 49% | 46% | 44% | 45% | 46% | 49% | 2% |
| Passed QR | 31% | 31% | 31% | 34% | 33% | 36% | 5% |

Source and Definition

Source: COS Research Office (Data Warehouse)

Cohort Definition: All first-time students enrolled in a credit course at census during the Fall term are included in this cohort, regardless of their college preparedness status. K-12 students are not included in the cohort count, but those who completed the outcome as a K-12 student are captured by this metric.

Outcome: Received a grade of A,B,C in any of the courses identified below prior to the subsequent fall term.

Transfer-Level English Course: ENGL 001

Transfer-Level Quantitative Reasoning Courses: All transfer-level math courses as well as BUS 020, BUS 119, and SSCI 025.

2024-25 Summary

The percentage of students who began in Fall 2024 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2025 is 28%, an increase of two percentage points compared to the Fall 2023 cohort.

Four-Year Summary (2021–2025)

The percentage of first-time students who completed both transfer-level English and quantitative reasoning within their first year increased two percentage points from 26% in the baseline term (Fall 2020) to 28% in the Fall 2024 term. Students who passed transfer-level English within their first year increased by two percentage points over the same time period, while students who passed a quantitative reasoning course within their first year increased by five percentage points from baseline to Fall 2024.

| <i>Action for District Objective #2.3</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 2.3.1 Shorten the developmental course sequence in English as a Second Language. | Vice President, Academic Services; Dean, Educational Support Services; ESL faculty | May 2022 | <p>2021-2022: English as a Second Language (ESL) faculty have been exploring program models from across the state to determine opportunities to shorten the developmental sequence.</p> <p>2022-2023: The ESL department has shortened the sequence to 5 semesters that allows ESL students to access English 1 by the end of three years as required by AB 1705.</p> <p>2023-2024: ESL faculty examined ESL programs across the state to identify opportunities to integrate courses.</p> <p>The ESL department received AB 1705 funding to assess and update the course sequence.</p> <p>2024-2025: The ESL Department has streamlined the course sequence to meet AB 1705 requirements. Next steps include integrating two intermediate reading and writing courses, updating self-placement tools, revising career development and college preparation ESL certificates, and providing targeted faculty training.</p> | <p>End of Cycle: COS has streamlined its ESL course sequence to improve student progression and comply with AB 1705.</p> <p><i>Sequence Revision:</i> Reduced to five semesters, enabling students to access English 1 within three years.</p> <p><i>Ongoing Alignment:</i> Faculty reviewed statewide models, secured AB 1705 funding, and identified opportunities to integrate courses.</p> <p><i>Next Steps:</i> Plans include combining intermediate courses, updating placement tools, revising certificates, and offering faculty training.</p> <p>Overall Impact: The redesigned ESL sequence provides students a faster, clearer pathway to transfer-level English, improving access and completion outcomes.</p> |

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| | | | | This action is in progress (incomplete). |
| <p>2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).</p> | <p>Vice President, Academic Services; Dean, Educational Support Services</p> | <p>May 2022</p> <p>May 2023</p> <p>May 2024</p> <p>May 2025</p> | <p>2021-2022: Members of English and Math faculty regularly assist in recruiting tutors for Writing Center, embedded tutoring and Math Lab. Tutorial coordinators developed a handbook for tutors and will seek feedback and input from faculty members of the Tutorial Services Work Group.</p> <p>The Math Lab, General Tutorial, Writing Center and Language Center have resumed in-person services while continuing to offer online services. A program review unit application was approved for tutorial services, thereby establishing an ongoing system of assessment for continuous improvement.</p> <p>The Language Center increased workshops focusing on technology to support ESL and other students in accessing online resources.</p> <p>Tutorial Services initiated a workshop series to support students in a variety of topics that are essential to student success including technology, general study skills, math note-taking, and time management.</p> <p>2022-2023: Educational Support Services has increased student attendance in tutorial centers by well over 60% since 2021-22. Embedded tutoring in English has tripled since 2021-22. Math lab staffing has increased at the centers. Funding for supplemental instruction has enabled consistent offering of SI classes in traditionally difficult classes. AB 1705 funding will support continued expansion and assessment. Educational Support Services building will open in Fall 2023.</p> <p>2023-2024: Tutor and faculty hours of availability were increased in Writing Center and Math Lab.</p> | <p>End of Cycle: COS has expanded peer academic support to improve student success across disciplines.</p> <p><i>Expanded Access:</i> Tutorial centers resumed in-person services while maintaining online options. Student visits more than doubled since 2021–22, with strong growth in Writing Center, Math Lab, and General Tutorial usage.</p> <p><i>Embedded Tutoring & SI:</i> Embedded tutoring in English tripled, and supplemental instruction sections increased, ensuring support in high-demand and challenging courses.</p> <p><i>Tutor Development:</i> Coordinators created training handbooks, added faculty leadership in English, and required embedded tutors to enroll in writing consultancy courses to strengthen quality.</p> |

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| | | | <p>Student attendance hours and number of unique visitors in General Tutorial (+100%) Math Lab, Language Center and Writing Center (+25%) increased. A Faculty Coordinator for Embedded Tutoring in English was added who developed and implemented training for embedded tutors and their faculty.</p> <p>Embedded tutors were required to enroll in the English writing consultancy classes as a to improve the quality of tutoring.</p> <p>Course sections with SI tutors increased from 68 sections in 22-23 to 77 sections in 23-24.</p> <p>2024-2025: The availability of peer academic support has expanded through an increase in trained student tutors, ensuring that students seeking assistance can connect with qualified help. Supplemental Instruction offerings continued, and the embedded tutor program is undergoing ongoing assessment to enhance its effectiveness.</p> | <p><i>Facilities & Resources:</i> The new Educational Support Services building expanded capacity, while the Language Center increased workshops supporting ESL and technology use.</p> <p>Overall Impact: With expanded tutoring, embedded support, and supplemental instruction, COS has built a stronger peer academic support system that increases student access, improves instructional quality, and enhances persistence and completion.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.3.3 Identify and develop interventions for students with “unsuccessful attempts” in Math/ Quantitative Reasoning and English (for example, early</p> | <p>Vice President, Academic Services; Academic Deans</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: English is forming a committee to investigate attrition rates, study the data available, and request new data from the research office. They will study various intervention options and create recommendations. They participated in a training with Educational Support Services on Early Alert. Math created new curriculum: College Algebra and Contemporary Math, both transfer courses which are being offered as short-term and late start.</p> <p>2022-2023: The Math department has increased short term and late start course options and diversified math</p> | <p>End of Cycle: COS has strengthened interventions to support students who struggle in Math and English, with a focus on early identification and targeted support.</p> <p><i>Early Alert & Tutoring:</i> Math and English faculty actively use Early Alert to identify struggling</p> |

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| <p>alert tools, short-term and late-start course options, summer bridge interventions for students in the lower placement bands, and noncredit courses focused on topics of specific need).</p> | | | <p>courses and curriculum to make them more specific to student majors and pathways. The Math department revised the sequence and placement guidelines to adhere to AB 1705 and are working on noncredit support courses. English continues to offer short term courses. COS will focus new AB 1705 funds on addressing student success in English and wrap around services. Data shows that students with unsuccessful attempts were unsuccessful in all courses, so the task force is looking at holistic support for students. Tutorial services looks at early alert through the semester and provides direct marketing to students who could benefit from services.</p> <p>2023-2024: The AB 1705 Task Force was established to improve support and interventions to increase student success in math/QR, English, and ESL.</p> <p>The Math and English departments received funding from the AB 1705 Task Force to research, evaluate, and update curriculum and provide additional student support. The AB 1705 Task Force provided increased funding for supplemental and augmented instruction.</p> <p>Tutorial Services increased outreach to students in need of tutoring using Early Alerts.</p> <p>Math faculty have participated in the CVHEC Math Task Force which aims to improve math success rates.</p> <p>2024-2025: Math faculty actively use Early Alert to identify and support struggling students and participate in tutorial services through the Math Lab.</p> <p>The English Division continues to offer the co-requisite course English 301, which provides additional units of reading and writing support and often includes embedded peer tutoring. A task force has been formed</p> | <p>students, supported by tutorial services outreach and embedded peer tutoring.</p> <p><i>Course Design & Options:</i> Expanded short-term and late-start classes in Math and English provide flexible entry points. English 301 continues as a co-requisite support course, with pilots pairing Student Success Coordinators to provide additional counseling resources.</p> <p><i>AB 1705 Alignment:</i> Task forces funded curriculum updates, supplemental instruction, and new noncredit support courses, while also ensuring compliance with placement reforms.</p> <p><i>Regional Collaboration:</i> COS Math faculty participated in the Central Valley Higher Education Consortium Math Task Force to improve success rates through shared strategies.</p> <p>Overall Impact: By combining early</p> |
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| | | | to assess and redesign English 301, including piloting sections where Student Success Coordinators are paired with English 1/301 to provide counseling resources for students in need. English faculty also regularly use Early Alert to facilitate timely interventions. | intervention, expanded course options, and state-supported reforms, COS has built a more responsive system to help students overcome challenges in Math and English, improving persistence and progression toward transfer-level success. This action is ongoing (completed and institutionalized). |
| 2.3.4 Assess the District's progress on all actions of the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on Objective 2.3. Actions 2.3.1 and 2.3.3 and to be included in the 2022-23 actions and Action 2.3.2 is ongoing.</p> <p>2022-2023: The District has made progress on Objective 2.3. Action 2.3.1 was completed and Actions 2.3.2 and 2.3.3 are ongoing.</p> <p>2023-2024: The District has made progress on Objective 2.3. Actions 2.3.1 and 2.3.3 are to be included in the 2024-25 actions and Action 2.3.2 is ongoing.</p> <p>2024-2025: The District has made progress on Objective 2.3. and all actions are ongoing except for Action 2.3.1, which remains incomplete.</p> | End of Cycle: The District made progress toward all actions in Objective 2.3 throughout the cycle, and all actions are ongoing (completed and institutionalized), except for Action 2.3.1, which remains incomplete. |

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

District Objective 2.4: Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Rationale for District Objective 2.4: State initiatives (Strong Workforce Program and Adult Education Block Grant) and federal initiatives (Workforce Innovation and Opportunity Act) increasingly place accountability and funding access on employability metrics. The Chancellor's Office Vision for Success lays out a goal to "increase the percent of exiting CTE students who report being employed in their field of study ... and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index."

The completion of 9+ CTE units in a single year accelerates the time students graduate in their programs and gets them into the workforce sooner. This also aligns with the Vision for Success goal to "decrease the average number of units accumulated by CCC students earning associate degrees".

Assessment of District Objective 2.4: Review and compare the number of students who complete 9+ CTE units from 2021-2025, as well as the percentage of SWP students who obtain a job closely related to their field of study and the percentage of SWP students who attained a living wage.

Objective 2.4: CTE Progress, Employment, and Earnings

CTE Students that Secured Employment Closely Related to Program of Study

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Percent of Students | 69% | 72% | 71% | 72% | 76% | 73% | 69% | 76% |

Total Change from Baseline

4.0%

Source and Definition

Source: https://datavista.cccco.edu/data_views/swp_report

Definition: Job Closely Related to Field - Among students who last took a course in the selected TOP code in the selected year and did not enroll in either a community college or four-year institution the following year, and responded to the CTE Outcomes Survey, the percentage who reported they were employed in the same or similar field as their program of study. Metrics derived from the CTE Outcomes Survey are delayed by two years.

Median Change in Earnings

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | Total Change from Baseline |
|---------------------------|---------|---------|---------|---------|---------|---------|---------|---------|----------------------------|
| Median Change in Earnings | 32% | 42% | 27% | 34% | 44% | 55% | 43% | 36% | 2.0% |

Source and Definition

Source: https://datavista.cccco.edu/data_views/swp_report

Definition: Median Change in Earnings: Among Strong Workforce Program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended. Earnings derived from the Employment Development Department's Unemployment Insurance wage file are delayed by one year.

Completed 9+ CTE Units

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | Total Change from Baseline |
|------------------------|---------|---------|---------|---------|---------|---------|---------|---------|----------------------------|
| Completed 9+ CTE Units | 1,731 | 1,836 | 2,036 | 2,118 | 1,856 | 1,712 | 1,947 | 2,255 | 6.5% |

Source and Definition

Source: https://datavista.cccco.edu/data_views/swp_report

Definition: Students who earn 9+ CTE Units: Among all Strong Workforce Program students, the proportion who successfully completed nine or more career education semester units in the selected year within a single district.

2024-25 Summary

The percentage of students finding a job in their related field increased from 69% in 2020-21 to 76% in 2021-22. The percentage of students having a median change in earnings decreased from 43% in 2021-22 to 36% in 2022-23. The volume of students completing 9+ CTE units in a year has increased from 1,947 in 2022-23 to 2,255 in 2023-24, an increase of 15.8 percent.

Four-Year Summary (2021–2025):

The percentage of CTE students who found a job in a closely related field increased from 72% at baseline (2017-2018 AY) to 76% in the 2021-2022 AY, which was a four percentage point increase. Additionally, the percentage of CTE students who had an increase in median earnings after exiting COS increased from 34% at baseline (2018-2019 AY) to 36% in the 2022-2023 AY, which was a two percentage point increase. The number of CTE students who completed 9+ career education units increased (6.5%) from 2,118 at baseline (2019-2020 AY) to 2,255 in the 2023-2024 AY.

| <i>Action for District Objective #2.4</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| <p>2.4.1 Systematically embed soft skills and career-readiness into CTE curriculum by providing training for faculty based on existing successful implementation in CTE programs.</p> | <p>CTE Dean; Academic Deans; Provosts, Hanford and Tulare; Instructional Council; CTE Faculty</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: The CTE Division Chair has been working with ESI, Essential Skills Initiative, as a pilot instructor to test the 10 soft skill modules. The division has been using a few with students to get feedback. The ESI program was presented to the Industry and Technology Division and they are interested in adopting it when it becomes available. The division chair's goal is to have his division use the modules by Fall 2023.</p> <p>The Nursing and Allied Health Division has outlined the various ways soft skills are already embedded across the curriculum; this action is an ongoing discussion item at the Nursing and Allied Health Division meeting.</p> <p>The CTE Dean has prepared a CTE Soft Skills survey that is going out to faculty the first week of March and will be sent out to all CTE programs that get Vocational Technical Education Act funding. VTEA will require some type of soft skills embedding in upcoming workshops, linked to next year's allotment of funds.</p> <p>2022-2023: CTE faculty have been provided various resources such as Essential Workplace Skills to embed in their Canvas shells.</p> <p>Nursing documented their professional development SLO; PTA utilizes an employer networking event and a rubric each semester to measure professional development; Fashion uses volunteer hours in Giant Threads clothing closet to train soft skills.</p> | |

End of Cycle: COS has advanced the integration of soft skills and career-readiness across CTE programs through faculty training, curriculum design, and employer engagement.

Faculty Training:
Launched a three-year development program in 2025 to embed essential workplace skills (based on NACE standards) into all CTE courses, with Student Success Coordinators leading regular training sessions.

Program Implementation:
Nursing, PTA, Paramedic, Pharm Tech, CNA, and Welding have embedded soft skills into curriculum through accreditation requirements and pilot programs like Essential Workplace Skills modules.

Career Readiness Activities: Employer networking events, hiring

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| | | | <p>Other CTE programs use employer hiring events as a capstone event to give students an opportunity to practice soft skills and demonstrate career readiness.</p> <p>There is not a consistent approach; each CTE program implements their own.</p> <p>2023-2024: Several CTE programs embedded soft skills training in their curriculum as part of their outside accreditation such as RN, PTA, Paramedic, Pharm Tech, CNA. The I and T Division has been piloting a modular program entitled Essential Workplace Skills in several programs, primarily Welding.</p> <p>All CTE programs implemented career readiness in their programs with employer engagement events, hiring events, resume workshops, and mock interviews. There was a student success coordinator assigned to each CTE program who works directly with students in areas of career readiness.</p> <p>2024-2025: In May 2025, a three-year faculty training and development program was launched to embed essential workplace skills based on NACE standards into CTE courses. Student Success Coordinators in each sector will lead eight sessions—approximately four per semester—with all resources posted to each course’s Canvas shell. At the conclusion of the three years, CTE faculty will assume full responsibility for integrating these skills into their curriculum. The pilot is currently in year one of a 3-year program.</p> | <p>fairs, resume workshops, and mock interviews give students direct opportunities to practice and demonstrate workplace competencies.</p> <p><i>Ongoing Support:</i> Faculty receive resources in Canvas shells, and coordinators provide hands-on student guidance in career preparation.</p> <p>Overall Impact: COS is building a consistent, sustainable model for embedding soft skills in CTE, ensuring students graduate with both technical expertise and the professional competencies employers expect.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 2.4.2 Identify opportunities for local data collection (e.g., exit surveys) | Vice President, Academic Services; CTE Dean; | May 2022 May 2023 May 2024 | 2021-2022: Exit surveys were developed and implemented for the Nursing Program and Physical Therapy Assistant Programs. These surveys are ongoing and will continue each semester. | End of Cycle: COS has strengthened local data collection to track outcomes, inform program |

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| and align with institution-set standards in specific CTE programs, as applicable. This may include identifying possible continued educational needs for students. | Academic Deans; Dean of Research, Planning and Institutional Effectiveness | May 2025 | <p>2022-2023: A comprehensive local needs assessment was completed in May 2023, including analysis of enrollment, completion and employment for all CTE programs. Data will be used to identify gaps and develop new programs as indicated by labor market analysis. In addition, exit surveys were maintained and updated for the Nursing Program and Physical Therapy Assistant Program. These surveys are ongoing and will continue each semester.</p> <p>2023-2024: CTE tracked the placement of students from multiple job fairs/career fairs. Ongoing advisory meetings with industry partners resulted in the creation of a new Mechanized Ag program.</p> <p>The Office of Research, Planning, & Institutional Effectiveness helped with the administration of exit surveys for the Nursing Program and Physical Therapy Assistant Program. The surveys are maintained and updated as needed. They are ongoing and will continue each semester.</p> <p>An exit survey for students graduating with 1) University Studies – Math and Science, 2) Liberal Arts – Pathway to Educational Occupations, 3) Liberal Arts – Pathway to Social Behavior Sciences, or 4) Liberal Arts – Pathway to Health and Physical Education was developed and administered. In partnership with the Outcomes and Assessment Committee, a survey assessing ILOs was developed with plans to administer the survey to graduating students in the 2024-2025 academic year.</p> <p>2024-2025: Completion and employment data for all WIOA Training Scholarship students is being collected through text and follow-up emails.</p> | <p>design, and align with institutional standards.</p> <p><i>Exit Surveys:</i> Ongoing in Nursing and Physical Therapy Assistant programs, with updates each semester to capture student experiences and outcomes.</p> <p><i>Needs Assessments:</i> A comprehensive review of CTE enrollment, completion, and employment in 2023 identified gaps and opportunities for new programs, including Mechanized Agriculture.</p> <p><i>Expanded Surveys:</i> Additional exit surveys created for Liberal Arts and University Studies pathways; in 2025, COS launched the first Graduate Learning Experience Survey to assess Institutional and General Education Learning Outcomes.</p> <p><i>Employment Tracking:</i> Completion and employment data for WIOA Training Scholarship students are</p> |
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| | | | <p>The Office of Research, Planning, & Institutional Effectiveness supports the administration of exit surveys each semester for the Nursing and Physical Therapy Assistant programs, which are maintained and updated as needed. In Spring 2025, COS launched the first COS Graduate – Learning Experience Survey, developed in partnership with the Outcomes and Assessment Committee, inviting graduating students to provide feedback on Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs)</p> | <p>collected through follow-up emails and text outreach.</p> <p>Overall Impact: Systematic data collection now informs CTE program improvements, labor market alignment, and institutional assessment, ensuring COS responds effectively to student needs and workforce demands.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.4.3 Review and update CTE TOP and SAM code alignment and identify clear pathways for CTE programs, inclusive of 9+ major units in the first year.</p> | <p>Vice President, Academic Services; CTE Dean; Academic Deans; Instructional Council</p> | <p>May 2022</p> | <p>2021-2022: CTE courses are updated and approved every two years, which requires TOP code alignment and clear pathways in each certificate and degree CTE program.</p> <p>CTE courses and programs are currently up to date per the Curriculum recency report.</p> <p>2022-2023: The review of CTE, SAM, and TOP codes was completed. This included review of each program, associate degree, and certificate as well as mapping to the TOP and SAM codes.</p> <p>2023-2024: This project was completed.</p> <p>2024-2025: Completed in 2023</p> | <p>End of Cycle: COS has completed the review and alignment of all CTE programs, degrees, and certificates to ensure accurate TOP and SAM coding and clear student pathways. Courses are reviewed and updated on a two-year cycle, and by 2023 all programs were confirmed as current through the Curriculum recency report.</p> <p>Overall Impact: This work ensures students have access to well-structured CTE pathways that include</p> |

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| | | | | at least 9 or more major units in their first year. This action is completed. |
| 2.4.4 Connect students with extensive CTE mentoring and career guidance in the first year, including but not limited to CTE liaisons, career center, academic and career coordinators to support career readiness. | Vice President, Student Services; Student Services Deans; Counseling Department; CTE Dean; Director, Career Center | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: CTE coordinators are assigned by pathway and connect with students daily.</p> <p>2022-2023: The Transfer & Career Center allows for public and private universities to come to campus and meet with students. There are often CSU and local private university representatives present at the counseling division meetings.</p> <p>Students were connected to CTE liaisons and the Transfer & Career Center as well as academic and career coordinators to assist students in career readiness.</p> <p>Each CTE program has a student success coordinator assigned to the program; they help with LinkedIn profiles, Transfer & Career Center activities, resume development, interview skills, and various other activities such as hiring events, World AG Expo, and E2E to connect students with employers.</p> <p>A career counselor also helps students identify various CTE programs through their counseling, MBTI workshops, and outreach events.</p> <p>2023-2024: In addition to the several CTE coordinators, a full-time counselor, who specializes in career services worked directly with students within specific programs and certificates to create student education plans.</p> <p>2024-2025: A dedicated CTE counselor provides services at all three sites, meeting with new students to develop Student Educational Plans that include career</p> | <p>End of Cycle: COS expanded first-year mentoring and career guidance in CTE programs.</p> <p>Student Success Coordinators: Support career readiness through resumes, LinkedIn, interview prep, and employer events.</p> <p><i>Counseling Support:</i> A dedicated CTE counselor provides education plans with career goals; COUN 10 offers additional planning.</p> <p><i>Career Center:</i> Connects students with liaisons, coordinators, and employers through workshops and presentations.</p> <p>Overall Impact: COS integrates mentoring and career development into CTE pathways, giving students early support and stronger workforce connections.</p> |

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| | | | guidance and goal setting. In addition, COUN 10 – Career and Life Planning is available to all students seeking career exploration and life planning support. | This action is ongoing (completed and institutionalized). | |
| 2.4.5 | Develop and align resources for re-skilling and career advancement, including but not limited to noncredit Career Development and Career Preparation (CDCP) programs and courses, review of Training Resource Center offerings, and review of industry-recognized credentials in credit for prior learning. | Vice President, Academic Services; CTE Dean; Academic Deans | May 2022 | <p>2021-2022: The Training Resource Center regularly assesses and provides career advancement courses at the request of industry. Two examples from 2021-2022 include Electrical/Hybrid Auto repair, a non-credit course offered through TRC, and a Forklift Certification course offered through TRC at various worksites at the request of local employers.</p> <p>The TRC also has several other programs such as Restorative Nurse Assistant which is recognized by the industry.</p> <p>2022-2023: The TRC director and the CTE dean review data and employer requests for training to meet demand through noncredit or credit courses. Industry recognized credentials are a priority in the training schedule. The summer jump start program is provided for health care, administration of justice, and industrial automation.</p> <p>2023-2024: Local needs assessment and regional LMI reports were used to offer credit courses in high wage/high demand jobs. Coordinated growth for not for credit offerings by the Training Resource Center, which also included a regional training for SACA for COS faculty, as well as regional faculty. This will allow students enrolled in COS and regional employers to upskill and to provide credit for prior learning.</p> <p>Credit for Prior Learning task force will convene starting in Fall 2025.</p> <p>2024-2025: The TRC and ITEC offer re-skilling and career advancement opportunities through SACA</p> | <p>End of Cycle: COS expanded re-skilling and career advancement opportunities through industry-aligned training and credentials.</p> <p><i>Training Resource Center:</i> Delivered noncredit courses such as auto repair, forklift certification, and restorative nursing, while responding directly to employer requests.</p> <p><i>Industry Credentials:</i> Partnered with SACA to provide automation certifications and launched ITEC 401, combining credentials with on-the-job experience.</p> <p><i>Employer Partnerships:</i> Hosted Power Up 1.0 and 2.0 with the Tulare WIB to upskill local workers, and aligned offerings with labor market demand.</p> <p><i>Future Planning:</i> A Credit for Prior Learning Task Force is set to expand</p> |

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| | | | <p>(Smart Automation Certification Alliance) industry credentials.</p> <p>TRC hosted <i>Power Up 1.0</i> in Fall 2024 and <i>Power Up 2.0</i> in Spring 2025, in partnership with the Tulare WIB to upskill clients.</p> <p>A new ITEC 401 course, developed in CourseLeaf, will provide students with SACA credentials along with on-the-job experience at an industrial maintenance employer. In addition, TRC delivers numerous industry-driven, noncredit upskilling courses for local employers.</p> | <p>recognition of industry certifications.</p> <p>Overall Impact: COS strengthened regional workforce readiness by offering noncredit training, industry-recognized credentials, and credit-aligned re-skilling opportunities that respond directly to employer needs.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.4.6 Conduct a needs assessment for CTE courses and programs using local labor market data and feedback from appropriate sources.</p> | <p>Vice President, Academic Services; CTE Dean; Academic Deans</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: A multimedia certificate was developed based on advisory board feedback and national surveys. Kings and Tulare County Offices of Education collaborated to increase certificate options for child development based on current assessment and needs analysis.</p> <p>A paramedic program is in development based on research and needs assessment from Visalia Fire Department and American Ambulance.</p> <p>2022-2023: A comprehensive local needs assessment was completed in May 2023, including analysis of enrollment, completion, and employment for all CTE programs. Data will be used to identify gaps and develop new programs as indicated by labor market analysis.</p> <p>2023-2024: CTE created a new local need assessment for CTE programs through the Perkin's process.</p> | <p>End of Cycle: COS systematically uses labor market data and stakeholder input to guide CTE program development.</p> <p>Early needs assessments led to new programs, including Multimedia certificates, expanded Child Development options, and a Paramedic program.</p> <p>Comprehensive Local Needs Assessments, completed in 2023 and 2024, analyzed enrollment, completion, employment, and labor market demand.</p> |

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| | | | <p>2024-2025: In Spring 2024, a Comprehensive Local Needs Assessment (CLNA) was completed for all CTE programs as part of the Perkins application process. The assessment incorporated stakeholder feedback, updated labor market information, and completion data, and is required every two years.</p> | <p>Advisory boards, employer partners, and county offices of education contributed feedback to align offerings with workforce needs.</p> <p>Overall Impact: Regularly updated needs assessments ensure COS CTE programs remain responsive to labor market demand, stakeholder priorities, and student completion goals.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>2.4.7 Expand outreach to local businesses for internship opportunities.</p> | <p>Vice President, Academic Services; CTE Dean; Academic Deans; Director, Career Services</p> | <p>May 2022 May 2023</p> | <p>2021-2022: The District hosted an employer appreciation breakfast and presented the differences between internships and apprenticeships to business partners. Several options were discussed. A California State Representative approved nonunion apprenticeship and offered her expertise to local employers. In addition, there are currently several internships available in the AG Irrigation Academy, Industrial Automation, and Welding.</p> <p>2022-2023: COS hired a Director of Apprenticeship who is working with local employers to determine work-based learning from internship to full registered apprenticeships.</p> <p>2023-2024: Conducted eight industry meetings, six events, three guest speakers, five industry tours, and increased overall contacts with employers and students.</p> | <p>End of Cycle: COS has expanded employer partnerships to grow internship and work-based learning opportunities.</p> <p><i>Apprenticeship & Earn-and-Learn:</i> A Director of Apprenticeship coordinates internships and apprenticeships, including active placements with Leprino Foods, Ruiz Foods, and Moonlight. A new Industrial Maintenance course (ITEC 400) is in development to embed internship</p> |

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| | | | <p>Forty-five various Career Center and Employer Connection events were coordinated during 2023-2024. A Director of Apprenticeship was hired to coordinate several “Earn and Learn” opportunities for COS students.</p> <p>2024-2025: The Director of Apprenticeship is working directly with Industrial Maintenance internships, currently in place with Leprino Foods, Ruiz Foods, and Moonlight. A new Industrial Maintenance Job Training course, ITEC 400, is in the curriculum approval process and will provide all IM students with internship experience under COS faculty supervision.</p> <p>The Business Internship Program continues to expand outreach by calling and visiting local employers to introduce the program and highlight the benefits of hosting COS interns. These efforts aim to strengthen relationships with existing partners and recruit new sites that align with student interests and goals. Internship materials are being revised to help students understand and meet professional expectations, including communication, accountability, time management, and workplace etiquette. Plans are underway to host a panel discussion featuring local business leaders who will share insights on pursuing and securing job opportunities.</p> <p>The Work Experience Program is also expanding employer partnerships through meetings, cold calls, job fairs, and networking events across Tulare and Kings Counties. Employers receive program information through printed materials and one-on-one discussions to ensure they understand the value and structure of student placements. The program’s goal is to create strong connections between COS students and meaningful, career-relevant work experiences.</p> | <p>experience under faculty supervision.</p> <p><i>Business Internship Program:</i> Outreach to employers includes calls, site visits, and events to strengthen relationships and recruit new sites. Internship materials are being updated to set clear professional expectations, and a business leader panel is planned to connect students with career insights.</p> <p><i>Employer Engagement:</i> Industry meetings, job fairs, tours, guest speakers, and networking events expanded connections across Tulare and Kings Counties, with more than 45 Career Center and Employer Connection events held in 2023–24.</p> <p>Overall Impact: COS has built stronger ties with local employers and expanded structured internship pathways, providing students with meaningful, career-relevant work experiences aligned to workforce needs.</p> |
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| | | | | This action is ongoing (completed and institutionalized). |
| 2.4.8 Assess the District's progress on all actions of the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.2, which is to be included in next year's actions.</p> <p>2022-2023: The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Actions 2.4.3 and 2.4.6, which were completed.</p> <p>2023-2024: The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.3 and 2.4.6, which were completed.</p> <p>2024-2025: The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.3 which was completed.</p> | End of Cycle: The District made progress toward all actions in Objective 2.4 throughout the cycle, and all actions are ongoing (completed and institutionalized), except for Action 2.4.3, which is complete. |

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 equity gaps in course success rates across all departments by 40% from 2021-2025.

Rationale for District Objective 3.1: This would directly align with Vision for Success and COS Equity Plan: “Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years and fully closing those achievement gaps within 10 years” (*Foundation for California Community Colleges. Looking Ahead: Goals for Meeting California's Needs.* <https://vision.foundationccc.org/looking-ahead>)

Assessment of District Objective 3.1: Review and compare the course success rates of students from specific groups over the next four years to baseline data (four-year average course success rates from AY 2016-17 through AY 2019-20).

3.1 Percentage Point Gaps in Course Success Rates among Disproportionately Impacted Groups (DIGs): Baseline through Year 4 Update Data

| | Baseline: 2016/17 through 2019/20 | | Year 1 Update: 2020/21 through 2021/22 | Year 2 Update: 2020/21 through 2022/23 | Year 3 Update: 2020/21 through 2023/24 | Year4 Update: 2020/21 through 2024/25 |
|---|---|---------------|--|--|--|---|
| | PPG | Target PPG | PPG | PPG | PPG | PPG |
| Male | -2.8% | -1.7% | -0.2% ² | 0.1% ² | 0.0% ² | -0.2% ² |
| African American | -3.4% | -2.0% | -4.5% ¹ | -5.0% ¹ | -5.3% ¹ | -5.7% ¹ |
| American Indian/Alaskan Native | -3.7% | -2.2% | -8.5% ¹ | -9.9% ¹ | -7.5% ¹ | -7.0% ¹ |
| Hispanic | -4.1% | -2.4% | -6.2% ¹ | -5.6% ¹ | -5.2% ¹ | -5.0% ¹ |
| Foster Youth | -13.0% | -7.8% | -10.7% ³ | -12.6% ³ | -12.2% ³ | -11.6% ³ |
| LGBT | -9.0% | -5.4% | -8.0% ³ | -7.6% ³ | -6.9% ³ | -5.5% ³ |
| First Generation | -2.4% | -1.4% | -2.7% ¹ | -2.6% ¹ | -2.8% ¹ | -2.9% ¹ |
| DSPS | -2.3% | -1.4% | 1.2% ² | 0.7% ² | -0.1% ² | -0.5% ² |

Note. Superscript 1 means the group's PPG widened since baseline. Superscript 2 means the group met or exceeded its target PPG gap. Superscript 3 means the group made progress towards its target PPG gap since baseline but has not reached its target PPG gap.

Source and Definitions

Data Source: COS Data Warehouse as of 06/25/2025

Definitions

- **Total census enrollment** is the duplicated count of students enrolled in credit courses. For example, one student enrolled in five courses would have a total census enrollment of five.
- **Success count** is the number of successful grades (A, B, C, P) issued for any credit course.
- **Valid grades** are all grades excluding EWs and MWs
- **Success rate** is success count over valid grades.

Outcomes

- **PPG (Percentage Point Gap)** refers to the difference in success rates between a specific student group and all other students. It is calculated using the PPG-1 methodology. The PPG is calculated as followed: (Course Success rate of student group – Course Success rate of all other students).
- **Target PPG (Percentage Point Gap)** refers to the goal percentage point gap for each student group by the end of the 2021-2025 Strategic Plan. The Target PPG is calculated as follows: $(PPG - (PPG * .4))$.
- To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with a disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as DIGs. Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 4 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBTQ+ and Foster Youth students continued to make progress towards reducing their equity gap with foster youth students nearly reaching a 40% reduction in their equity gap. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap is greater in the Year 4 update. However, Hispanic and American Indian/Alaskan Native students' PPG gap was reduced from the Year 3 update to the Year 4 update.

| <i>Action for District Objective #3.1</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 3.1.1 Implement an equity-based question/prompt in Program Review for all reporting units; develop and implement actions to address equity issues, as applicable. | Program Review Committee; Program Review Reporting Units; Academic Deans; Student Services Deans; Administrative Deans | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: In Spring 2021, Institutional Program Review Committee (IPRC) members voted to amend the program review template to include a prompt requiring the analysis of disaggregated data for all reporting units. This was presented to and approved by District Governance Senate. The new template was implemented in Fall 2021.</p> <p>2022-2023: In Fall 2022, the Program Review Committee developed and offered training reflecting the new equity-based question/prompt in Program Review (implemented in Fall 2021) to all college units – effectively incorporating this action into its routine business/responsibilities.</p> <p>2023-2024: In Fall 2023, the IPRC continued to offer training reflecting the equity-based prompt in Program Review, first implemented in Fall 2021, to all college units – effectively incorporating this action into its routine business/responsibilities. IPRC will continue to audit the level of disaggregated data used within Program Reviews and enhance trainings to support COS equity efforts.</p> <p>2024-2025: The Program Review Committee developed and delivered training on the equity-based question/prompt to all college units. This prompt is now fully integrated into the Program Review process and embedded into the committee’s routine business/responsibilities</p> | <p>End of Cycle: COS has fully embedded equity analysis into the Program Review process.</p> <p>In 2021, the template was amended to require disaggregated data review, approved by District Governance Senate, and implemented in Fall 2021.</p> <p>Since 2022, the Institutional Program Review Committee (IPRC) has provided regular training to support units in applying the equity-based prompt.</p> <p>By 2024–25, the prompt and related training were fully institutionalized as part of IPRC’s ongoing responsibilities, with continued auditing of data use to strengthen equity efforts.</p> <p>Overall Impact: Program Review now systematically incorporates equity analysis, ensuring all units address disparities and</p> |

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| | | | | integrate equity into planning and evaluation. This action is completed. |
| 3.1.2 Generate and widely disseminate detailed data/reporting on specific student groups, as applicable. | Dean of Research, Planning and Institutional Effectiveness | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: The Office of Research, Planning, and Institutional Effectiveness (RPIE) has published the Program Review, AB 705 and Awards, Recipients & Majors dashboards, which allow for disaggregation of student success outcomes. RPIE has also disseminated the Curious Giant email series on disaggregated student success data. Finally, RPIE has published and disseminated reports on disaggregated English and Quantitative Reasoning data.</p> <p>2022-2023: The Office of Research, Planning, and Institutional Effectiveness (RPIE) has updated the Program Review, AB 705 and Awards, Recipients & Majors dashboards, which allow for disaggregation of student success outcomes. RPIE has published the 2022 Student Equity Plan dashboard which allows for identification and exploration of disproportionately impacted student groups. RPIE has also disseminated multiple Curious Giant emails on disaggregated student success data. Finally, RPIE has published and disseminated reports on disaggregated English and Quantitative Reasoning data including reports assessing potential benefits of the math lab and embedded tutors for various student populations.</p> <p>2023-2024: RPIE has updated the Program Review, AB 705, Awards, Recipients & Majors, Student Equity Plan dashboards, which allow for disaggregation of student success outcomes. RPIE has also disseminated multiple Curious Giant emails on disaggregated student success data. Finally, RPIE has shared data on Native American student outcomes regarding enrollment, persistence, transfer-</p> | <p>End of Cycle: COS has strengthened data transparency and reporting to highlight outcomes for disproportionately impacted student groups.</p> <p><i>Dashboards:</i> RPIE maintains and updates Program Review, AB 705, Awards, Recipients & Majors, and Student Equity Plan dashboards, enabling disaggregation of student success metrics.</p> <p><i>Curious Giant Emails:</i> A regular series provides districtwide insights into disaggregated outcomes, including English, math, and equity-focused measures.</p> <p><i>Targeted Reporting:</i> Shared data on Native American student outcomes and other groups to highlight persistence, transfer-level completion, and barriers.</p> |

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| | | | <p>level math and English completion, transfer, and educational challenges.</p> <p>2024-2025: RPIE has maintained and updated the Program Review, AB 705, Awards, Recipients & Majors, and Student Equity Plan dashboards, enabling disaggregation of student success outcomes. Multiple Curious Giant emails highlighting disaggregated data, including transfer-level math and English metrics, were distributed District-wide. Additionally, disaggregated student data was shared with attendees of the Master Plan and Strategic Plan Summits to inform the development of new goals and objectives focused on student success.</p> | <p><i>Integration with Planning:</i> Disaggregated student data was used in Master Plan and Strategic Plan Summits to shape equity-focused goals and objectives.</p> <p>Overall Impact: By expanding dashboards, targeted reports, and communication channels, COS ensures equity data is widely accessible and actively used to guide institutional decision-making.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>3.1.3 Develop and implement a proactive, equity-focused faculty and staff support plan for classroom and learning cultures, curriculum, lesson plans and syllabi.</p> | <p>Vice President, Academic Services; Academic Deans; Faculty Enrichment Committee; Academic Senate; Outcomes and Assessment Committee; Dean of Human Resources</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: English faculty have been approved for Equity, Diversity, and Action Committee funds to revise English 2 in the next year with an equity-based lens. Professional development is being provided on culturally competent syllabi. The Curriculum Committee implemented an equity prompt in course outlines of record and provides professional development for a culturally competent curriculum audit for 2022-23. EDAC funded workshops on Financial literacy for college student success, Understanding Imposter Syndrome, and Mental Health.</p> <p>2022-2023: Culturally competent faculty professional development funds will focus on classroom, syllabi, and curriculum. Workshops will be held in Fall 2023</p> | <p>End of Cycle: COS has advanced equity-focused faculty and staff development through training, curriculum updates, and resource adoption.</p> <p><i>Workshops & Training:</i> Professional development addressed culturally competent syllabi, financial literacy, imposter syndrome, mental health, and equity in distance education.</p> |

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| | | | <p>and support will be provided to faculty to develop and update classroom pedagogy and syllabi.</p> <p>2023-2024: FEC offered two workshops in Spring FLEX week focused on cultural competence in the classroom. FEC prepared a summer 2024 workshop focused on cultural competence in the classroom.</p> <p>The Math department participated in training in OER and adopted OER textbooks.</p> <p>OER adoption process includes equity and accessibility. Over 40 courses in progress.</p> <p>DE coordinator provided extensive workshops on equity in distance education.</p> <p>Faculty attended workshops and shared resources.</p> <p>2024-2025: In partnership with Stanford University, a professional development training is being developed to prepare a faculty cohort on the use of AI and OER in the classroom, with completion expected by May 2026. All syllabi in the Science and Math Divisions undergo equity reviews, with curriculum updates evaluated for course descriptions, textbook options, and assessment methods. The same equity review process is applied to the CFS, Social Science, and Business divisions.</p> | <p>FLEX week and summer workshops focused on cultural competence in the classroom.</p> <p><i>Curriculum & Syllabi:</i> The Curriculum Committee embedded an equity prompt in course outlines, and equity reviews of syllabi were implemented across Science, Math, CFS, Social Science, and Business divisions.</p> <p><i>OER Integration:</i> Math faculty and others adopted OER textbooks with equity and accessibility considerations; over 40 courses are in progress.</p> <p><i>Future Development:</i> In partnership with Stanford, COS is preparing a faculty cohort on AI and OER integration, with completion expected in 2026.</p> <p>Overall Impact: Faculty and staff are increasingly supported with tools and training to embed equity into curriculum, pedagogy, and classroom culture, creating more</p> |
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| | | | | <p>inclusive learning environments for students.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>3.1.4 Expand opportunities to collect input from specific student groups (e.g., focus groups, forums, surveys); respond to their needs.</p> | <p>Vice President, Student Services; Student Services Deans; Director of Student Success Program</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: The District has increased the use of surveys and focus groups for student representation and district-wide decision making.</p> <p>2022-2023: A2mend Charter and Equity, Diversity, and Action Committee facilitates student focus groups. Data is used for decisions on equity statements, program content, and improvements.</p> <p>Student Senate received training from the COS Research Office and discussed/responded to questions from the Master Plan feedback form.</p> <p>2023-2024: Inter Club Council and Student Senate had a standing agenda item for clubs to voice student concerns and issues that can be shared through the governance system.</p> <p>Student surveys were administered after HS Leadership conference, Preview Nights, GIANT Days, Fellows program and COS Student Leadership Conference.</p> <p>TRIO surveys students through its end of the year TRIO Survey, or summer program. This helps TRIO collect the necessary data for the end of the year Annual Progress report submitted to the Department of Education. This identifies if all program objectives were met for the year, which impacts the amount of funding the program receives each year. It also helps identify any gaps the program must close to ensure</p> | <p>End of Cycle: COS broadened opportunities to gather student input and use it to inform decision-making and improve services.</p> <p><i>Focus Groups & Forums:</i> A2mend, EDAC, Student Senate, and Inter Club Council facilitated ongoing spaces for students to share concerns, with undocumented students participating in targeted forums through the Dream Center.</p> <p><i>Surveys:</i> Administered after major events (Preview Nights, GIANT Days, Leadership Conferences, Fellows Program) as well as program-specific assessments like TRIO's annual survey and Student Support Services' "Motherlode" Survey.</p> |

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| | | | <p>students are receiving the greatest experience as a college support program at COS.</p> <p>2024-2025: Throughout the reporting year, undocumented students (Fellows and Dream Club) participated in additional forums to share their needs and identify ways the Giant Dream Center could better support them.</p> <p>The Inter Club Council and Student Senate maintained a standing agenda item for clubs to voice student concerns for consideration in the governance process. Surveys were administered following the High School Leadership Conference, Preview Nights, GIANT Days, the Fellows program, and the COS Student Leadership Conference.</p> <p>TRIO conducted an end-of-year survey to gather data for its Annual Progress Report to the U.S. Department of Education, assessing whether program objectives were met, identifying gaps, and informing service improvements.</p> <p>RPIE expanded the Student Support Services “Motherlode” Survey and added the Graduating Student Learning Experience Survey to collect feedback on student experiences, needs, and challenges.</p> | <p><i>Governance Integration:</i> Student Senate and Inter Club Council maintained standing agenda items to channel student feedback into the governance process.</p> <p><i>New Tools:</i> RPIE launched the Graduating Student Learning Experience Survey to capture additional insights on needs, challenges, and outcomes.</p> <p>Overall Impact: COS has built a stronger feedback system that captures diverse student voices and directly connects their input to program improvements, equity planning, and governance.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 3.1.5 Assess the District’s progress of all actions on the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on all actions in Objective 3.1 and all actions are ongoing.</p> <p>2022-2023: The District has made progress on all actions in Objective 3.1, and all actions are ongoing.</p> <p>2023-2024: The District has made progress on all actions in Objective 3.1. Work on Actions 3.1.1,</p> | <p>End of Cycle: The District made progress toward all actions in Objective 3.1 throughout the cycle, and all actions are ongoing (completed and institutionalized), except for Action 3.1.1, which is complete.</p> |

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| | | | <p>3.1.2, and 3.1.4 is ongoing, while work on Action 3.1.3 is to be included in the 2024-25 actions.</p> <p>2024-2025: The District has made progress on all actions in Objective 3.1. Work on Actions 3.1.2, 3.1.3, and 3.1.4 is ongoing, while work on Action 3.1.1 was completed.</p> | |
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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 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

Rationale for District Objective 3.2: This will allow the District to evaluate the data and measure overall course success and assist in attaining the Vision for Success metrics. This has a focus on each disproportionately impacted group.

Assessment of District Objective 3.2: Review and compare transfer-level English and transfer-level quantitative reasoning course success rates for first-time students from specific groups over the next four years to the baseline data (four-year average from AY 2016-17 through AY 2019-20).

3.2 English Course Success Rates for First-time Students: Baseline through Year 4 Update Data

| | Baseline 2016/17 through 2019/20 | | | Year 1 Update: 2020/21 through 2021/22 | | Year 2 Update: 2020/21 through 2022/23 | | Year 3 Update: 2020/21 through 2023/24 | | Year 4 Update: 2020/21 through 2024/25 | |
|-----------------------------|-------------------------------------|--------------------|---------------------------|--|---------------------------|--|---------------------------|--|---------------------------|--|---------------------------|
| | Success Rate | Increase Needed | Target Success Rate | Success Rate | Success Rate change | Success Rate | Success Rate change | Success Rate | Success Rate change | Success Rate | Success Rate change |
| District | 61.5% | | | 53.4% | -8.0% ¹ | 53.2% | -8.2% ¹ | 52.7% | -8.7% ¹ | 53.2% | -8.3% ¹ |
| African American | 56.4% | 5.6% | 62.1% | 28.8% | -27.6% ¹ | 33.8% | -22.6% ¹ | 35.5% | -20.9% ¹ | 38.2% | -18.2% ¹ |
| Hispanic | 59.5% | 5.9% | 65.4% | 51.8% | -7.7% ¹ | 51.6% | -7.9% ¹ | 51.3% | -8.2% ¹ | 51.8% | -7.7% ¹ |
| Foster Youth | 40.4% | 4.0% | 44.4% | 38.6% | -1.8% ¹ | 39.0% | -1.4% ¹ | 34.6% | -5.8% ¹ | 35.9% | -4.5% ¹ |
| LGBT | 45.5% | 4.6% | 50.1% | 43.8% | -1.8% ¹ | 47.0% | 1.5% ² | 46.2% | 0.7% ² | 47.8% | 2.2% ² |
| First Generation | 59.2% | 5.9% | 65.1% | 53.1% | -6.1% ¹ | 52.4% | -6.8% ¹ | 50.5% | -8.7% ¹ | 50.9% | -8.3% ¹ |
| DSPS | 53.9% | 5.4% | 59.3% | 45.8% | -8.2% ¹ | 46.1% | -7.8% ¹ | 46.1% | -7.9% ¹ | 47.8% | -6.2% ¹ |

Note. Superscript 1 means the group's course success rate declined since the baseline. Superscript 2 means the group's success rate has increased since baseline, but they have not yet reached their target success rate. Superscript 3 means the group's success rate has reached their target success rate.

Source and Definitions

Data Source: COS Data Warehouse as of 06/25/2025

Definitions

- **Total census enrollment** is the duplicated count of first-time students enrolled in English 001 Courses throughout the academic year.
- **Success count** is the number of successful grades (A, B, C, P) issued for English 001 Courses among first-time students throughout the academic year.
- **Valid grades** are all grades excluding EWs and MWs.

Outcomes

- **Success rate** is success count over valid grades.
- **Increase needed** refers to the goal percentage point increase for each student group by the end of the 2021-2025 Strategic Plan. The Increase Needed is calculated as follows: $(\text{Baseline Success Rate} * .10)$.
- **Target Success Rate** refers to the goal success rate for each student group by the end of the 2021-2025 Strategic Plan. The Target Success Rate is calculated as follows: $(\text{Baseline Success Rate} + \text{Increase Needed})$. Success Rate Change refers to the change in a student group's success rate since baseline.
- **Success Rate Change** is calculated as followed: $(\text{Current Year Success Rate (Year 1 Update)} - \text{Baseline Success Rate})$. Groups were identified as DIGs using the PPG-1 methodology on course success rate. The PPG is calculated as followed: $(\text{Course Success rate of student group} - \text{Course Success rate of all other students})$. To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with a disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as DIGs. Those groups include Black/African American, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 4 update, English 001 success rates among first time students within their first year had declined for all groups, except LGBTQ+ students, when compared to the baseline English 001 success rates. LGBTQ+ students' course success rates increased by 2.2 percentage points since the baseline, but the group did not meet their targeted success rate. It is important to note that Foster Youth and Hispanic students as well as students with disabilities had smaller declines in success rates when compared to the District as a whole. Additionally, English 001 course success rates for all groups increased from the Year 3 to Year 4, and the Year 4 average is the highest average course success rate for Black/African American, Hispanic, LGBTQ+ students as well as students with a disability since the baseline.

3.2 Quantitative Reasoning Course Success Rates for First-time Students: Baseline through Year 4 Update Data

| | Baseline 2016/17 through 2019/20 | | | Year 1 Update: 2020/21 through 2021/22 | | Year 2 Update: 2020/21 through 2022/23 | | Year 3 Update: 2020/21 through 2023/24 | | Year 4 Update: 2020/21 through 2024/25 | |
|--|-------------------------------------|--------------------|---------------------------|--|---------------------------|--|---------------------------|--|---------------------------|--|---------------------------|
| | Success Rate | Increase Needed | Target Success Rate | Success Rate | Success Rate change | Success Rate | Success Rate change | Success Rate | Success Rate change | Success Rate | Success Rate change |
| District | 60.4% | 6.0% | 66.5% | 57.1% | -3.3% ¹ | 55.6% | -4.8% ¹ | 55.1% | -5.3% ¹ | 55.3% | -5.2% ¹ |
| Males | 57.8% | 5.8% | 63.6% | 57.5% | -0.2% ¹ | 57.0% | -0.8% ¹ | 56.0% | -1.8% ¹ | 54.6% | -3.1% ¹ |
| American Indian/ Alaskan Native | 53.8% | 5.4% | 59.2% | 33.3% | -20.5% ¹ | 30.8% | -23.1% ¹ | 42.1% | -11.7% ¹ | 45.5% | -8.4% ¹ |
| Hispanic | 58.4% | 5.8% | 64.2% | 55.4% | -2.9% ¹ | 54.4% | -4.0% ¹ | 54.0% | -4.4% ¹ | 54.2% | -4.2% ¹ |
| Foster Youth | 44.8% | 4.5% | 49.3% | 50.0% | 5.2% ³ | 45.5% | 0.8% ² | 42.0% | -2.7% ¹ | 40.8% | -4.0% ¹ |
| LGBT | 46.7% | 4.7% | 51.3% | 43.8% | -2.9% ¹ | 48.9% | 2.3% ² | 48.5% | 1.8% ² | 49.1% | 2.4% ² |
| First Generation | 58.6% | 5.9% | 64.4% | 53.6% | -5.0% ¹ | 52.7% | -5.9% ¹ | 51.8% | -6.7% ¹ | 51.9% | -6.7% ¹ |
| DSPS | 44.8% | 4.5% | 49.3% | 53.2% | 8.4% ³ | 50.8% | 6.0% ³ | 48.4% | 3.6% ² | 49.6% | 4.8% ³ |

Note. Superscript 1 means the group's course success rate declined since the baseline. Superscript 2 means the group's success rate has increased since baseline, but they have not yet reached their target success rate. Superscript 3 means the group's success rate has reached their target success rate.

Source and Definitions

Data Source: COS Data Warehouse as of 06/25/2025

Definitions

- **Total census enrollment** is the duplicated count of first-time students enrolled in Math 005, Math 010, Math 021, Math 035, Math 054/154, "Math 065, "Math 070, Bus 020, Bus 119, SSCI 025 Courses throughout the academic year.
- **Success count** is the number of successful grades (A, B, C, P) issued for English 001 Courses among first-time students throughout the academic year.
- **Valid grades** are all grades excluding EWs and MWs.

Outcomes

- **Success rate** is success count over valid grades.
- **Increase needed** refers to the goal percentage point increase for each student group by the end of the 2021-2025 Strategic Plan. The Increase Needed is calculated as follows: (Baseline Success Rate * .10).

- **Target Success Rate** refers to the goal success rate for each student group by the end of the 2021-2025 Strategic Plan. The Target Success Rate is calculated as follows: (Baseline Success Rate + Increase Needed) Success Rate Change refers to the change in a student group's success rate since baseline.
- **Success Rate Change** is calculated as followed: (Current Year Success Rate (Year 1 Update) – Baseline Success Rate). Groups were identified as DIGs using the PPG-1 methodology on course success rate. The PPG is calculated as followed: (Course Success rate of student group – Course Success rate of all other students). To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with a disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student groups identified at baseline as DIGs. Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. All groups except male and foster youth students experienced increases in success rates from Year 3 to Year 4. As of the Year 4 update, students with disabilities and LGBTQ+ students had higher QR course success rates in Year 4 when compared to baseline success rates with students with disabilities exceeding their target success rate. It is important to note that even though Male, Foster Youth and Hispanic students' QR course success rates have declined since baseline, in Year 4, these groups had smaller declines in success rates when compared to the District as a whole.

| <i>Action for District Objective #3.2</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 3.2.1 Identify, evaluate, and engage students from specific groups on academic and/or progress probation and those who withdrew from school. | Vice President, Student Services; Student Services Deans | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Academic and Progress probation notifications are sent and workshops are then scheduled for affected students. The District contacted 1,800 students applying for Excused Withdrawals during the pandemic to offer intervention and to find out the reason for their drop request.</p> <p>2022-2023: Counseling, Financial Aid, and the Student Success Program collaborated to facilitate Academic and Progress Probation workshops.</p> <p>A Financial Aid Office representative participates in Academic Probation workshops each semester to inform students how financial aid Satisfactory Academic Process (SAP) works compared to COS SAP. Students also receive information about the financial aid appeal process, how to complete an appeal, and whom to contact with any questions about financial aid eligibility.</p> <p>2023-2024: Student Success Coordinators continued to do academic/progress probation workshops and ensured students knew the benefits of support services and referred them to the appropriate resources. The Dean of Enrollment Management tracked progress on students for outreach to either see a counselor or to re-enroll in a course they may have failed.</p> <p>A Financial Aid Office representative participated in six Academic Probation workshops offered by the Student Success Division each semester to inform students how Financial Aid Satisfactory Academic Process works compared to COS Satisfactory Academic Process. Students also received information about the financial aid appeal process and who to contact with any questions about financial aid eligibility.</p> | <p>End of Cycle: COS expanded efforts to engage students on probation and those withdrawing, providing targeted interventions and resources.</p> <p><i>Workshops & Notifications:</i> Students on academic or progress probation receive notifications and are invited to workshops, where Student Success Coordinators explain resources and next steps.</p> <p><i>Financial Aid Integration:</i> Financial Aid staff regularly participate in workshops to explain Satisfactory Academic Progress (SAP), appeals, and steps to regain eligibility.</p> <p><i>Targeted Outreach:</i> During the pandemic, COS contacted over 1,800 students requesting Excused Withdrawals to offer</p> |

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| | | | <p>2024-2025: Student Success Coordinators gained access to the Early Alert system in the Spring 2025 semester and were able to quickly intervene with students by providing assistance and resources.</p> <p>Financial Aid staff routinely join student success coordinators in academic probation workshops. FA staff explain the financial aid Satisfactory Academic Progress requirements, and how to appeal for reinstatement of financial aid. Students can engage with financial aid staff on how to regain financial aid eligibility and get back on track with their academic program.</p> | <p>support and gather feedback on reasons for withdrawal.</p> <p><i>Early Alert Access:</i> In 2025, Student Success Coordinators use the Early Alert system to identify at-risk students earlier and connect them with timely assistance.</p> <p>Overall Impact: By combining workshops, proactive outreach, financial aid alignment, and Early Alert tools, COS has created a coordinated support system to help students overcome academic challenges and persist toward completion.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 3.2.2 Improve support for technology needs of specific student groups. | Vice President, Administrative Services; Dean of Technology; Dean of Educational | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: During the onset of the COVID-19 Pandemic, the deans of Technology and Educational Support Services worked together to create a student technology plan in order to support students with online learning. The items ranged from Chromebooks, laptops, hot spots and other miscellaneous computer items. The District is currently working on creating a sustainable technology checkout plan to include funding for initial purchases and replacements.</p> | <p>End of Cycle: COS has expanded and sustained technology support to ensure equitable access for students across all campuses.</p> <p><i>Sustainable Checkout Plan:</i> Established a</p> |

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| | Support Services | | <p>2022-2023: During the onset of the COVID-19 pandemic, the deans of Technology and Educational Support Services worked together to create a student technology plan in order to support students with online learning. The items ranged from Chromebooks, laptops, hot spots and other miscellaneous computer items. The District implemented a sustainable technology checkout plan to include funding for initial purchases and replacements. Funding came through the Resource Allocation process known as Base Budget Augmentation.</p> <p>2023-2024: Technology Services replaced 350 computers across four labs and LRC lobby, added a computer lab, and supported the construction of the Educational Support Services building. This included the addition of eleven, 30-unit laptop carts.</p> <p>The LRC provided students with 800 hotspots and 2,000 Chromebooks and laptops. LRC Staff also completed over 6,700 student technology-related support requests.</p> <p>Technology Services also supported the establishment of a new off-site Training Resource Center location that delivers regular vocational/CTE training sessions.</p> <p>Direct Internet WAN connections were established to the Tulare and Hanford Campuses which provided more durable and resilient access to the Internet for students and staff.</p> <p>The Wi-Fi infrastructure was optimized and expanded with fiber upgrades, a 15% increase in coverage, and additional access points.</p> <p>Technology Services assisted several departments with the codification of specific student groups to be able to better track students in Banner.</p> | <p>sustainable checkout plan for laptops and Chromebooks, with over 950 devices distributed through the LRC.</p> <p><i>Computer & Lab Upgrades:</i> Replaced hundreds of computers across multiple labs; added laptop carts and new labs in Visalia, Hanford, and Tulare, including specialized CTE spaces.</p> <p><i>Network Enhancements:</i> Expanded Wi-Fi infrastructure with fiber upgrades, added access points, and established direct WAN connections to Tulare and Hanford for more reliable connectivity.</p> <p><i>Targeted Access:</i> Installed student-use computers in EOPS and CalWORKs offices and supported the Training Resource Center in delivering CTE-focused technology resources.</p> <p>Overall Impact: Through sustained</p> |
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| | | | <p>2024-2025: Technology support for students was enhanced through the replacement of lab computers in two labs at the Hanford Campus, six labs at the Visalia Campus, and two labs at the Tulare Campus.</p> <p>New student-use computers were added to the EOPS and CalWORKs offices in Sequoia.</p> <p>In Tulare, three new computer labs were installed in the CTE buildings, and the Training Resource Center was supported in delivering vocational and CTE training sessions. Additionally, Wireless Access Points were upgraded and expanded across all three campuses to improve Wi-Fi speed, stability, and coverage.</p> | <p>investment and infrastructure upgrades, COS has created a more reliable, accessible, and equitable technology environment that supports student learning and reduces barriers to success.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>3.2.3 Identify and engage Early Alert students from specific groups who do not seek services.</p> | <p>Vice President, Student Services; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services</p> | <p>May 2022</p> <p>May 2023</p> <p>May 2024</p> <p>May 2025</p> | <p>2021-2022: Learning Resource Center tutorial services reaches out to Early Alert students who are not identified with a support service. Categorical/special programs contact their specific students regarding Early Alerts.</p> <p>2022-2023: Categorical programs case-manage their student's early alerts to ensure proper resource referral and follow-up.</p> <p>Learning Resource Center reaches out to students who are not assigned to a designated program that uses Early Alert.</p> <p>2023-2024: EOPS, CARE, NextUp, CalWORKs and AAC used Early Alert as a progress monitoring tool in order to be proactive and provide students with resources and/or referrals.</p> <p>2024-2025: EOPS, CARE, NextUp, CalWORKs, and AAC use Early Alert as a progress monitoring tool to proactively connect students with resources and referrals. Students in these programs have regularly scheduled contacts with counselors and paraprofessionals, during which Early Alert information is reviewed to identify</p> | <p>End of Cycle: COS has expanded the use of Early Alert to ensure at-risk students are identified and connected with resources.</p> <p><i>LRC Outreach:</i> Tutorial Services contacts Early Alert students not already linked to categorical or support programs.</p> <p><i>Case Management:</i> Categorical programs actively monitor their students' alerts, ensuring referral and follow-up to appropriate services.</p> |

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| | | | potential course-related issues and, when needed, refer students to appropriate support services. | <p><i>Progress Monitoring:</i> EOPS, CARE, NextUp, CalWORKs, and AAC use Early Alert data to proactively support students, with counselors and paraprofessionals reviewing alerts during scheduled contacts.</p> <p><i>Overall Impact:</i> Early Alert has become a proactive tool across the District, helping ensure students who may not initially seek services are identified early and connected with targeted support.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 3.2.4 Evaluate disaggregated data on math and English corequisite courses for specific student groups in their first year and address with innovative practices. | Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Disaggregated data was shared on transfer level English and/or QR requirements (either with or without support) with appropriate groups including the COS Board of Trustees and the AB705 Functional Task Force. In addition, the English and Math/QR data dashboards allow users to disaggregate data by several groupings, including student background and corequisite support status.</p> <p>2022-2023: Disaggregated data was shared on transfer-level English and/or Quantitative Reasoning (math+) requirements (either with or without support) with appropriate groups including the COS Board of Trustees</p> | <p>End of Cycle: COS uses disaggregated data to monitor outcomes in transfer-level math and English and guide equity-focused improvements.</p> <p><i>Dashboards & Reports:</i> English and Math/QR dashboards provide disaggregation by modality,</p> |

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| | <p>Dean of Educational Support Services</p> <p>Dean of Research, Planning and Institutional Effectiveness</p> | | <p>and the AB 1705 Functional Task Force. In addition, the English and Math/QR data dashboards allow users to disaggregate data by several groupings, including student background and co-requisite support status. Curious Giant emails highlighting the CCCCO's Transfer-Level Gateway Completion Dashboard which allows for comparisons to other districts/colleges as well as disaggregation by student characteristics. Furthermore, AB 1705 funding will be utilized to review data and develop noncredit and other support options for math and English.</p> <p>2023-2024: Deans and divisions chairs reviewed data in Tableau on a regular basis to support improvement efforts.</p> <p>The AB 1705 taskforce reviewed data and provided resources to math, English and ESL to implement innovative changes to curriculum.</p> <p>Data was shared with the AB 1705 taskforce on students' course success relative to their English 001 success within the same semester. The English and Math/QR data dashboards allow users to disaggregate data by several groupings, including student background and corequisite support status. Curious Giant emails highlighting the Student Equity dashboard's transfer-level math/English metrics were disseminated District-wide.</p> <p>2024-2025: The AB 1705 English Workgroup revised the English 301 support curriculum to improve outcomes and explored alternative corequisite models to better serve students from diverse backgrounds.</p> <p>Student success data is reviewed at least once per semester using disaggregated metrics such as modality, first-time status, gender, race/ethnicity, and Perkins eligibility to assess statistics courses. Relevant Math and English</p> | <p>demographics, first-time status, and corequisite enrollment. Updates are regularly shared through Curious Giant emails and equity dashboards.</p> <p>Taskforce Engagement: The AB 1705 Taskforce reviews disaggregated data each semester, sharing results with faculty and divisions to inform curricular adjustments and support design.</p> <p><i>Curriculum Revisions:</i> English 301 was revised to strengthen corequisite support, with exploration of alternative models to better serve diverse student groups.</p> <p><i>Planning Integration:</i> Data on transfer-level completion rates was presented at Master Plan and Strategic Plan Summits to inform institutional goal-setting.</p> <p>Overall Impact: By combining disaggregated analysis</p> |
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| | | | <p>outcomes were shared with the AB 1705 Taskforce to guide the development of targeted supports and services. The English and Math/Quantitative Reasoning dashboards were updated with new data, allowing disaggregation by multiple student and course-level characteristics, including corequisite support status.</p> <p>The Student Equity Dashboard was also updated, enabling analysis of transfer-level Math and English completion rates by various student characteristics. These completion rates were shared with participants at the Master Plan and Strategic Plan Summits to inform discussion and planning.</p> | <p>with curriculum adjustments and equity-driven planning, COS ensures that corequisite models in math and English evolve to better support student success.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>3.2.5 Expand support for and promote Supplemental Instruction and Augmented Instruction to maximize opportunities for success for specific student groups.</p> | <p>Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services</p> | <p>May 2022</p> <p>May 2023</p> <p>May 2024</p> <p>May 2025</p> | <p>2021-2022: Faculty regularly advise and promote the use of Tutorial Services. Tutorial coordinators conduct outreach presentations and student workshops to appropriate student groups.</p> <p>2022-2023: A budget for Augmented Instruction (Embedded Tutoring) was established to include funding for a faculty coordinator. As a result, English classes with embedded tutors have increased threefold from 2021-2022 to 2022-2023. Supplemental Instruction is funded to support current demand with room for future growth.</p> <p>2023-2024: Available funding for Augmented Instruction (Embedded Tutoring) for English and ESL was increased. This provided hourly stipends for faculty coordinators in English, who designed and facilitated training and offered ongoing support.</p> <p>2024-2025: In the past three years, the number of classes with supplemental instruction and the number of students served have dramatically increased. The increase since COVID is over 40%. SI supported 40+ courses per semester across STEM, Social Sciences, and Humanities, with participation averaging 40% of enrolled students.</p> | <p>End of Cycle: COS significantly expanded Supplemental Instruction (SI) and Augmented Instruction (embedded tutoring) to strengthen student success across disciplines.</p> <p><i>Faculty Engagement & Outreach:</i> Faculty actively promoted Tutorial Services, while coordinators conducted outreach presentations and student workshops for targeted student groups.</p> <p><i>Program Growth:</i> A dedicated budget was established for Augmented Instruction, including funding for faculty coordinators.</p> |

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| | | | <p>Additionally, English has increased the number of courses with embedded tutors over the last three semesters, from nine in Fall 24, to 11 in Spring 25, and 14 in Fall 25.</p> | <p>English courses with embedded tutors tripled between 2021–22 and 2022–23.</p> <p><i>Faculty Support & Training:</i> Stipends were provided for faculty coordinators in English and ESL to design and deliver training, and to offer ongoing support for embedded tutors.</p> <p><i>Scale & Participation:</i> By 2024–25, SI supported 40+ courses per semester across STEM, Social Sciences, and Humanities, with participation averaging 40% of enrolled students. Embedded tutoring in English courses expanded steadily, from 9 courses in Fall 2024, to 11 in Spring 2025, and 14 in Fall 2025.</p> <p>Overall Impact: Supplemental and Augmented Instruction became a core element of COS’s academic support system, demonstrating sustained growth, high</p> |
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| | | | | <p>participation, and integration into multiple disciplines to promote equitable student achievement.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 3.2.6 Assess the District's progress of all actions on the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on all actions in Objective 3.2. The actions are all ongoing, with the exception of Action 3.2.2, which is to be included in next year's actions.</p> <p>2022-2023: The District has made progress on all actions in Objective 3.2. The actions are all ongoing, with the exception of Action 3.2.2, which was completed</p> <p>2023-2024: The District has made progress on all actions in Objective 3.2, and the actions are all ongoing.</p> <p>2024-2025: The District has made progress on all actions in Objective 3.2, and the actions are all ongoing.</p> | <p>End of Cycle: The District made progress toward all actions in Objective 3.2 throughout the cycle, and all actions are ongoing (completed and institutionalized).</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: Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

Rationale for District Objective 4.1: Using data to make evidence-based decisions in an open atmosphere that includes all relevant stakeholders is integral to the work of the District. The 2020 Strategic Plan Summit included feedback and recommendations from almost all constituent groups identifying a need to establish clear practices for collection, analysis, authenticity, accuracy, and utilization of data in decision making. In addition, there are ample requests for training on the aforementioned from the constituent groups. Finally, District policies and procedures necessitate transparency, yet it is not currently set as an action or assessed.

Assessment of District Objective 4.1: Review type, volume, and quality of efforts to increase the effective use of data and transparency in decision-making.

| Percentage of Respondents Who Agreed/Strongly Agreed to the Following Statements by Role | | | | | | |
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| | Total | Administrator | Full-time Faculty | Part-time Faculty | Classified/Confidential Staff | Board Members |
| Decision-making in participatory governance at COS is transparent | 85% | 100% | 74% | 74% | 88% | 100% |
| Trust and respect are important aspects of participatory governance at COS. | 92% | 100% | 83% | 93% | 96% | 100% |

Based on the 2024-25 Program Review Audit, 92% of units appropriately used data analysis and interpretation to support their claims and/or conclusions. This represents a three-percentage point decrease compared to the 2023-24, 2022-23 and 2021-22 audits but a six-percentage point increase from the 2019-20 audit. Additionally, 61% of units were reported to have assessed disaggregated data of any kind, which is a 15-percentage point increase from the 2020-21 audit, although 12-percentage points below the 2023-24 audit.

Based on results from the Spring 2025 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: “Decision-making in participatory governance at COS is transparent.” (85%) and “Trust and respect are important aspects of participatory governance at COS.”(92%)

RPIE maintained a data glossary, which defines commonly used terms and outcomes. The Giant Dashboards contain definitions of outcomes to provide clear explanations as to how the measures were calculated, and the Program Review Dashboard includes a link to the data glossary. In addition, RPIE has updated or maintained memos and guidebooks to further provide users with a clear understanding of how to access and utilize available data. On the Dashboard and Fact Book webpages, RPIE has published an overview of external dashboards available and instructions for accessing data from these dashboards. Multiple Curious Giant emails providing access to and instructions for accessing internal and external data sources were disseminated District-wide.

| <i>Actions for District Objective #4.1</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols. | Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness Management Council (all area managers) | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: The Office of Research, Planning, and Institutional Effectiveness (RPIE) has published a data glossary, which defines terms and outcomes commonly used by the Research Office. Each of the Giant Dashboards contains definitions of outcomes to provide clear explanations as to how the measures were calculated. In addition, RPIE has developed and published the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. Updated survey guidelines were developed and published to RPIE's data request webpage. The Research Office has also developed a Mini Guide to Using</p> <p>Disaggregated Data as well as a new data/research request process and tool.</p> <p>Technology Services has continued to work with departments using different areas of our enterprise resource planning system (Banner) to validate data, address data entry processes, and improve overall use of the system. In addition, Technology Services has built data definitions for district data used for MIS (Management Information System) and other reporting needs.</p> <p>2022-2023: The Office of Research, Planning, and Institutional Effectiveness (RPIE) has updated the data glossary, which defines terms and outcomes commonly used by the Research Office. The Giant Dashboards contains definitions of outcomes to provide clear explanations as to how the measures were calculated, and the Program Review Dashboard includes a link to the data glossary. In addition, RPIE has updated the Program</p> | <p>End of Cycle: COS has strengthened its data governance framework, tools, and communication practices to ensure accuracy, consistency, and transparency in data use.</p> <p><i>Framework & Processes:</i> RPIE and Technology Services collaborated to launch and expand a districtwide data governance framework, supported by Confluence tools. Departments now use standardized procedures for data entry, validation, and correction, including new processes for Vision-Aligned Reporting and MIS requirements.</p> <p><i>Data Glossary & Guides:</i> A comprehensive glossary of terms and outcomes is maintained and integrated into Giant Dashboards. RPIE regularly updates memos and guidebooks, including resources on disaggregated data,</p> |

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| | | | <p>Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. The Research Office has also updated the Mini Guide to Using Disaggregated Data and has implemented a new data/research request process and tool. RPIE and Technology Services are working together to build an institutionalized data governance process.</p> <p>2023-2024: The Technology Services created an IT Cyber Security Administrator position to support efforts in identifying and classifying protected data.</p> <p>In collaboration with RPIE, a data governance framework for COS has been initiated. This framework is now utilized in meetings regarding reports and data elements with departments to foster a better understanding of the data used.</p> <p>Technology Services assisted departments with their use of Banner for data entry and assist with cleanup of data for the purpose of MIS and the CCFS-320 reporting needs.</p> <p>RPIE maintained a data glossary, which defines terms and outcomes, they commonly used. The Giant Dashboards contains definitions of outcomes to provide clear explanations as to how the measures were calculated, and the Program Review Dashboard includes a link to the data glossary. In addition, RPIE has updated or maintained the following memos/guides 1) Program Review Data Memo, 2) Mini Guide to Using Disaggregated Data, 3) Disaggregated Data Memo, 4) Mini Guide to Accessing Student Outcomes by Instruction Method, 5) 2022 COS Student Equity Plan: A Guide to Understanding DIGs. On the Dashboard and Fact Book webpages, RPIE has published an overview of external dashboards available and instructions for accessing data from these dashboards.</p> | <p>instructional methods, and equity metrics.</p> <p><i>Dashboards & Access:</i> Internal dashboards provide linked definitions, while external dashboard overviews and access instructions are published on the Dashboard and Fact Book webpages.</p> <p><i>Communication & Training:</i> Curious Giant emails and department-level meetings disseminate guidance on accessing and interpreting both internal and external data sources.</p> <p>Overall Impact: COS has institutionalized a consistent and transparent data governance structure, improving clarity, accuracy, and confidence in data use across the District.</p> <p>This action is ongoing (completed and institutionalized).</p> |
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| | | | <p>Multiple Curious Giant emails providing access to and instructions for accessing internal and external data sources were disseminated District-wide.</p> <p>2024-2025: Data governance practices were strengthened by expanding the use of the data governance framework in more meetings and introducing additional groups to the Confluence tools that support the framework. Collaboration with several departments improved understanding of data entry needs and aligned processes with established data structures in Banner. Procedures and designated locations were established for departments to capture new Vision-Aligned Reporting requirements, and a process was created for departments to validate and correct MIS reporting data.</p> <p>RPIE maintained a data glossary defining commonly used terms and outcomes, with definitions also included in the Giant Dashboards to clarify how measures are calculated. The Program Review Dashboard links directly to the glossary. RPIE also updated and maintained memos and guidebooks to help users access and interpret available data, published an overview of external dashboards with access instructions on the Dashboard and Fact Book webpages, and distributed multiple Curious Giant emails District-wide with guidance on accessing both internal and external data sources.</p> | |
| <p>4.1.2 Establish and publish procedures to ensure stakeholders know where to find needed data, have access to all relevant data,</p> | <p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness;</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: RPIE has developed and published the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. RPIE has also developed a Mini Guide to Using Disaggregated Data, and feedback from the Program Review Committee has been solicited. In addition, RPIE has developed and disseminated seven Curious Giant issues that have provided links to internal and external dashboards for further exploration of data</p> | <p>End of Cycle: COS has expanded tools, guides, and systems to ensure stakeholders can easily access accurate and regularly updated data.</p> <p><i>Memos & Guides:</i> RPIE maintains the Program Review Data Memo and</p> |

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| and ensure the data is regularly updated. | Management Council (all area managers) | | <p>related to student satisfaction, transfer data, educational challenges, program review, and transfer level Math/English Completion.</p> <p>Technology Services is implementing a new data warehouse solution designed to bring data together from multiple sources and simplify reporting. Current EIS reports will be transitioned to using the new warehouse as the data source and a new report menu is being developed to help stakeholders gain access to the reports they need.</p> <p>2022-2023: RPIE has updated the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. RPIE has also updated the Mini Guide to Using Disaggregated Data. In addition, RPIE has developed and disseminated nine Curious Giant issues that have provided links to internal and external dashboards for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, living wage attainment, course success rates, and transfer level Math/English Completion.</p> <p>2023-2024: Technology Services defined, maintained, and tested disaster recovery strategies.</p> <p>A data dictionary in Confluence was established and is continually maintained. This resource was regularly used during department meetings to address data and reporting concerns.</p> <p>RPIE has updated the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. RPIE has also updated the Mini Guide to Using Disaggregated Data. The Curious Giant emails have provided links to internal and</p> | <p>Mini Guide to Using Disaggregated Data, updated annually to support consistent access and interpretation of data.</p> <p>Curious Giant Emails: Regular issues provide links to internal dashboards, the COS Giant Factbook, and external tools, highlighting metrics such as equity gaps, course success, transfer, and living wage attainment.</p> <p><i>Technology Solutions:</i> Technology Services is developing a new EIS reporting menu and data warehouse structure to streamline access and ensure accuracy, while also maintaining a data dictionary in Confluence.</p> <p><i>Collaboration & Migration:</i> Departments collaborate to validate reports during migration from legacy systems, ensuring data integrity and alignment with institutional needs.</p> <p>Overall Impact: Through updated resources, expanded communication,</p> |
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| | | | <p>external dashboards for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, living wage attainment, course success rates, and transfer level Math/English completion.</p> <p>2024-2025: Various District departments continued to collaborate in reviewing current reports and ensuring they return accurate data during the migration from the legacy reporting system. Technology Services began work on a new EIS menu and background structure to streamline data searches and improve approval and access workflows.</p> <p>RPIE updated the Program Review Data Memo to explain how to access standard data elements and emphasize the Program Review Dashboard's capability to display disaggregated data. <i>Curious Giant</i> emails provided links to internal and external dashboards, as well as the COS Giant Factbook, to support further exploration of data and identification of disproportionately impacted groups.</p> | <p>and improved reporting systems, COS has created a clearer, more reliable structure for stakeholders to access and use institutional data.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| <p>4.1.3 Provide targeted District-wide training on the acquisition and effective use of data for decision-making.</p> | <p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Program Review Committee; Outcome and Assessment Committee; Senior Management</p> | <p>May 2022 May 2023 May 2024 May 2025</p> | <p>2021-2022: The Research Office provided consultations/trainings/ presentations on topics including survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results.</p> <p>2022-2023: The Research Office provided consultations/trainings/ presentations on topics including student equity plan data and disproportionately impacted student groups, as well as survey guidelines, analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results. The Institutional Program Review Committee (IPRC) has prepared program review trainings, a quick-guide on program review and TracDat and provided various resource links to assist departments in completing their program reviews. Annually, Senior</p> | <p>End of Cycle: COS has strengthened training and support to ensure faculty, staff, and administrators can effectively acquire, analyze, and use data in decision-making.</p> <p><i>Consultations & Trainings:</i> RPIE provided ongoing workshops, consultations, and presentations on topics such as survey design, statistical analysis, equity-focused data, Native American student outcomes, and use of Giant Dashboards.</p> |

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| | | | <p>Management reviews the effectiveness of the data tools as it relates to Program Review, Above Base, and Base Budget resource allocation processes.</p> <p>2023-2024: Technology Services provided training to individual departments during any reporting or data-related meeting.</p> <p>RPIE provided consultations, trainings, and presentations on topics including student equity plan data, Native American student outcomes/education challenges, and disproportionately impacted student groups as well as survey guidelines, statistical analyses of survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results.</p> <p>2024-2025: Cyber Security awareness training was provided at Convocation, with additional security information distributed via COSeNEWS. Departments received ongoing support during the migration from the legacy reporting system to ensure understanding of requested data and its continued validity. Multiple legacy reports with varying criteria were consolidated into fewer standardized reports with agreed-upon data structures, elements, and selection criteria to reduce discrepancies and confusion.</p> <p>RPIE delivered consultations and presentations on topics such as Student Equity Plan data, graduating student experiences, disproportionately impacted student groups, survey guidelines, statistical analyses of survey data, use of Giant Dashboards, formulating research questions, accessing existing data sources, and interpreting survey results.</p> | <p><i>Program Review Support:</i> IPRC developed quick guides, trainings, and resource links to assist departments with program review, TracDat, and resource allocation processes.</p> <p><i>Technology Support:</i> Technology Services provided training to departments during data-related meetings and guided users through the transition from legacy systems to standardized reporting structures.</p> <p><i>Security & Access:</i> Cybersecurity awareness training was delivered at Convocation, with regular updates through COSeNEWS to ensure data security and responsible use.</p> <p>Overall Impact: Through comprehensive training and tailored consultations, COS has built District-wide capacity to use data consistently, securely, and effectively in planning and decision-making.</p> |
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| | | | | This action is ongoing (completed and institutionalized). |
| 4.1.4 Continue to promote an atmosphere of trust, respect, and safety in decision-making processes. | District Governance Senate; Academic Senate | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: The 2022 DGS annual assessment demonstrated an atmosphere of trust, respect, and safety in decision-making processes through its survey results. Members of the committee responded to survey questions with a 92% - 100% agreement to questions regarding adherence to Robert's Rules, effectiveness regarding completing initiatives, and meeting roles of and responsibilities.</p> <p>The 2022 District Governance Survey Report data for the Academic Senate suggests that some faculty feel that an atmosphere of trust, respect, and safety in decision-making processes needs improvement. While survey results suggested the Academic Senate was effective in its function and operations, there were a couple of respondents that conveyed a common theme of a lack of transparency and unsafe environment existed in the Academic</p> <p>2022-2023: DGS meets regularly, posts agendas and documents, and allows for discussion and opinions to be shared prior to voting upon actions. The annual District Governance Survey asked six questions with a rating of strongly disagree to strongly agree. Fifteen members completed the survey, with fourteen members agreeing or strongly agreeing to all six questions. Comments/suggestions were positive, pointing to the effectiveness of moving through college business, transparency of co-chairs, and the ability to share additional items for the good of the whole.</p> <p>Academic Senate: In a review of the 2022 – 2023 District Governance Survey, qualitative data reflects that there</p> | <p>End of Cycle: COS has emphasized transparency, open dialogue, and respectful governance practices through surveys, trainings, and consistent committee engagement.</p> <p><i>District Governance Senate:</i> DGS met regularly, posted agendas/documents, invited guest speakers, and encouraged open discussion before voting. Annual governance surveys consistently showed strong agreement (majority at 80%+ each year) that meetings promoted trust and transparency.</p> <p><i>Academic Senate:</i> Senate leadership developed tools (Robert's Rules cheat sheet, trainings on 10+1 matters, and parliamentary procedure workshops) to foster respectful and transparent dialogue. While some challenges emerged in 2024–25 around curriculum and</p> |

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| | | | <p>was some improvement with the functioning of the Academic Senate meetings.</p> <p>2023-2024: The Academic Senate Executive Committee developed a Robert's Rules Cheat Sheet to help orient Senators to the parliamentary procedures used to help promote a more inviting, respectful, and transparent atmosphere needed for the discussions and decisions related to 10 + 1 academic and professional matters.</p> <p>Additionally, the Academic Senate Executive Committee held at least two training sessions on 10 +1 academic and professional matters and parliamentary procedures for new and returning Senators.</p> <p>DGS met regularly, posted agendas and documents, and allowed for discussion and opinions to be shared prior to voting upon actions. The annual District Governance Survey asked six questions with a rating of strongly disagree to strongly agree. Thirteen members completed the survey, with 9-12 members agreeing or strongly agreeing to all six questions. DGS has also invited guest speakers from a variety of academic and support services.</p> <p>2024-2025: The District Governance Senate met regularly, posted agendas and documents, and encouraged open discussion before voting on actions. The annual District Governance Survey, completed by 15 members, showed that 12 agreed or strongly agreed with all six questions. In 2024–25, DGS also invited content experts to provide input during the review and approval of Administrative Procedures and Board Policies.</p> <p>The Academic Senate worked to foster an atmosphere of trust, respect, and safety in decision-making; however, several complex matters related to curriculum and equivalency created significant challenges. These disruptions slowed progress on this action, yet the Senate</p> | <p>equivalency debates, Senate leaders remain committed to strengthening collaborative practices.</p> <p><i>Survey Findings:</i> Governance surveys across multiple years reflected steady confidence in transparency and decision-making processes, with most members agreeing or strongly agreeing that meetings upheld trust, respect, and safety.</p> <p>Overall Impact: COS has built stronger governance structures that prioritize inclusivity, respect, and open dialogue, though complex issues occasionally test progress.</p> <p>This action is ongoing (completed and institutionalized).</p> |
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| | | | continues to remain committed to strengthening collaborative and respectful governance practices. | |
| 4.1.5 Assess the District's progress of all actions on the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on all actions in Objective 4.1. The actions are all to be included in next year's actions, with the exception of Action 4.1.4, which is ongoing.</p> <p>2022-2023: The District has made progress on all actions in Objective 4.1, and all actions are ongoing.</p> <p>2023-2024: The District made progress on all actions in Objective 4.1, and all actions are ongoing.</p> <p>2024-2025: The District made progress on all actions in Objective 4.1, and all actions are ongoing.</p> | End of Cycle: The District made progress toward all actions in Objective 4.1 throughout the cycle, and all actions are ongoing (completed and institutionalized). |

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 4.2: Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

Rationale for District Objective 4.2: Feedback and recommendations from several sources, including the 2020 Strategic Plan Summit, identify a need to improve many areas of communication from the website to the interdepartmental level to support students and employees.

Assessment of District Objective 4.2: Review type, volume, and quality of communication practices intended to support organizational effectiveness and continuous improvement.

| Percentage of Respondents Who Agreed/Strongly Agreed to the Following Statements by Role | | | | | | |
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| | Total | Administrator | Full-time Faculty | Part-time Faculty | Classified/Confidential Staff | Board Members |
| It is easy for me to obtain information critical to my work. | 90% | 98% | 84% | 90% | 91% | 100% |
| COS has clear policies, processes, and protocols that allow me to do my job effectively. | 90% | 96% | 86% | 88% | 93% | 100% |
| Information at COS is readily available and accessible. | 86% | 97% | 81% | 86% | 85% | 100% |

Source: 2025 Giant Questionnaire

Based on results from the Spring 2025 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: “It is easy for me to obtain information critical to my work” (90%), “COS has clear policies, processes, and protocols that allow me to do my job effectively” (90%), and “Information at COS is readily available and accessible” (86%).

| <i>Actions for District Objective #4.2</i> | <i>Responsible Party</i> | <i>Target Completion Date</i> | <i>Progress</i> | |
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| 4.2.1 Inform District constituents on practices and guidelines for the District's digital footprint. | Superintendent/ President; Vice President, Academic Services; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: Through the Public Information Office Media Tool Kit, District constituents have access to an overview of the District's digital footprint. The toolkit includes the website, helpdesk ticket, social media guidelines, branding guidelines, COSeNews process, and more.</p> <p>2022-2023: The Office of Marketing and Public Information has continued to enhance communications and trainings related to practices and guidelines for the District's digital footprint. The newest addition includes a Happening this Week email that is distributed District-wide, emailed/texted to all students, and posted in Canvas. This digital and interactive experience allows students and District employees to be better informed about events and activities each week of the semester.</p> <p>2023-2024: The Office of Marketing and Public Information has continued to enhance communications and trainings related to practices and guidelines for the District's digital footprint. The Happening this Week email that is distributed Districtwide, emailed/texted to all students, and posted in Canvas has been distributed over 95 times. This digital and interactive experience allows students and District employees to be better informed about events and activities each week of the semester.</p> <p>2024-2025: The Office of Marketing & Public Relations advanced efforts to stabilize the District's digital footprint. Regroup continues to be used for emailing and texting students with important announcements and weekly updates. MyGiant is in the process of transitioning to a new platform, <i>Pathify</i>, which will enhance communication by allowing staff, faculty, and</p> | <p>End of Cycle: COS has strengthened communication practices and expanded tools to ensure consistency and transparency in its digital presence.</p> <p>2021–2022: The Public Information Office launched a Media Toolkit with website, helpdesk, social media, branding, and COSeNews guidelines.</p> <p>2022–2023: Marketing added Happening This Week, a District-wide weekly update emailed/texted to students, posted in Canvas, and shared with employees.</p> <p>2023–2024: Happening This Week surpassed 95 editions, becoming a reliable and interactive way to inform the COS community of events and activities.</p> <p>2024–2025: Regroup continued to deliver</p> |

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| | | | students to view announcements within a single sign-on platform, creating a cohesive and transparent communication space. | <p>announcements and weekly updates, while MyGiant began transitioning to Pathify, a single sign-on platform designed to centralize communications and create a transparent digital hub.</p> <p>Overall Impact: COS has established a more consistent, reliable, and accessible digital footprint, using multiple platforms to engage students and employees.</p> <p>This action is ongoing (completed and institutionalized).</p> |
| 4.2.2 Improve awareness campaign highlighting different departments and services. | Director of Marketing; Management Council (all area managers) | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: The Marketing Office continues to use Web Help Desk to track, organize, and create content for department/service promotion requests. Promotion material and announcements are circulated through social media, Canvas, Regroup (mass communication tool), COSeNews, and the COS website. An area of improvement is the communication, training, & organization of consistently adding events to the COS Calendar.</p> <p>2022-2023: The Marketing Office processes requests through Web Help Desk to track, organize, and create content for department/service promotion requests. A new partnership is currently being developed with the Transfer & Career Center connecting faculty and students to the Marketing Office allowing for a wider variety of academic programs to be featured more</p> | <p>End of Cycle: COS has improved awareness campaigns in activities such as the following. In 2021–2022, the Marketing Office managed promotion requests through Web Help Desk and circulated content via social media, Canvas, Regroup, COSeNews, and the COS website, though calendar consistency remained a challenge.</p> |

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| | | | <p>frequently. The Marketing Office has invested advertising dollars into KSEE24 Your Central Valley featuring different departments and services on live television. The advertising partnership will be ongoing.</p> <p>2023-2024: Efforts for an ongoing awareness campaign have improved exponentially over the past academic year. Partnering with new media vendors like iHeart Media, COS has accessed new audiences more often through SnapChat, YouTube, and radio platforms.</p> <p>In May 2023, the Marketing Department implemented the Happening this Week email that is distributed to all student emails, announced in Canvas, and shared via COSeNews. Reaching over 10,000 students & over 800 staff members every Monday morning, the communication highlights resources, important dates, events, and more that happen in each week.</p> <p>2024-2025: The Office of Marketing & Public Relations maintains an ongoing partnership with program and department managers to feature student experiences and stories. This work is conducted on an ongoing, as-needed basis, with departments able to request student stories or media updates through a HelpDesk ticket, email, or meeting request.</p> | <p>In 2022–2023, partnerships expanded, including work with the Transfer & Career Center and a new advertising agreement with KSEE24, featuring COS programs on live television.</p> <p>In 2023–2024, awareness efforts grew through media vendors such as iHeart Media, SnapChat, YouTube, and radio. The Happening This Week email launched, reaching over 10,000 students and 800 staff each Monday with key updates and events.</p> <p>By 2024–2025, the Office of Marketing & Public Relations emphasized storytelling and collaboration, highlighting student experiences and department achievements through ongoing requests and features submitted by program leaders.</p> <p>Overall Impact: This action is ongoing (completed and institutionalized).</p> |
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| <p>4.2.3 Create and maintain a repository of District communications to students that can be referenced as needed by administrators, staff, and faculty.</p> | <p>Superintendent/ President; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing</p> | <p>May 2022</p> | <p>2021-2022: Although no specifically designated repository has been created, the Director of Marketing has identified which pieces of information have been shared directly with students through COSeNews. Communication is duplicated and modified appropriately between District constituents, student email, Canvas, social platforms and media outlets.</p> <p>2022-2023: The Office of Marketing and Public Relations currently houses a repository of student communication on a platform called Regroup. The software allows for historical references including dates, times, and send-through data for each piece of communication. Communication on the Regroup platform includes email and text messages to all currently enrolled students. As of Fall 2023, the Happening this Week email blasts that go to all staff via COSeNews and all students via Regroup will be available for review on the Marketing & Media webpage.</p> <p>2023-2024: The Office of Marketing and Public Relations currently houses a repository of student communication on a platform called Regroup. The software allows for historical references including dates, times, and send-through data for each piece of communication.</p> <p>Communication on the Regroup platform includes email and text messages to all currently enrolled students.</p> <p>2024-2025: The Office of Marketing & Public Relations continues to use Regroup as a repository for all critical communications, including emails and texts. With the launch of <i>Pathify</i> in Fall 2025, the repository will expand to include a secondary, transparent</p> | <p>End of Cycle: The District tracks and archives student communications through centralized platforms to ensure consistency and transparency. Regroup serves as the primary repository, storing historical records of emails and texts sent to enrolled students, including key campaigns such as Happening This Week. Communications are also duplicated across channels such as email, Canvas, social media, and COSeNews to maximize reach and alignment.</p> <p>To strengthen accessibility, archived communications are available on the Marketing & Media webpage, and new tools like Pathify are expanding the repository into a transparent, single-sign-on space for students, faculty, and staff.</p> <p>Overall Impact: These practices ensure student messaging is consistent, documented, and easily referenced by</p> |
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| | | | communication space accessible to staff, faculty, and students. | administrators, staff, and faculty—creating a reliable system that supports clear communication and institutional accountability. This action is ongoing (completed and institutionalized). |
| 4.2.4 Assess the District's progress of all actions on the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on all actions in Objective 4.2. The first two actions are ongoing, while the third is to be included in next year's actions.</p> <p>2022-2023: The District has made progress on all actions in Objective 4.2, and all actions are ongoing.</p> <p>2023-2024: The District has made progress on all actions in Objective 4.2, and all actions are ongoing.</p> <p>2024-2025: The District has made progress on all actions in Objective 4.2, and all actions are ongoing.</p> | End of Cycle: The District made progress toward all actions in Objective 4.2 throughout the cycle, and all actions are ongoing (completed and institutionalized). |

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 4.3: Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

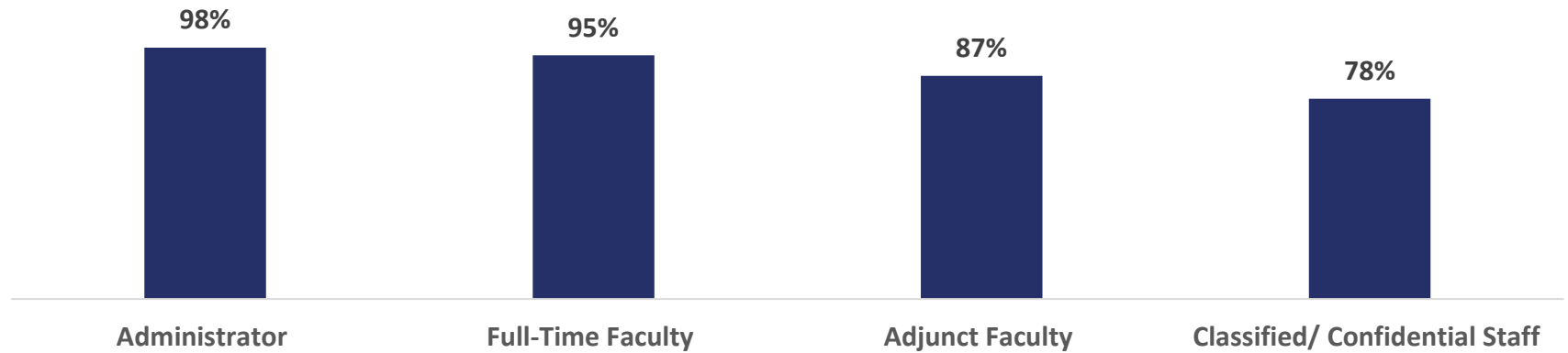
Rationale for District Objective 4.3: In 2020, the California Community Colleges Chancellor’s Office issued a Call to Action that calls upon system institutions “to actively strategize and take action against structural racism.” As part of that work, constituent feedback asked the District to prioritize providing inclusive and equity-focused professional development.

Assessment of District Objective 4.3: Review type, volume, and quality of professional development practices intended to support equity and operational effectiveness, as applicable.

| Number and Hours of Professional Development Opportunities by Modality and Role | | | | | | |
|---|--------------------|-----------------------|-------------------|-------------------|----------------------|------------------|
| | Online (Number) | In-Person (Number) | Total (Number) | Online (Hours) | In-Person (Hours) | Total (Hours) |
| Total | 707 | 513 | 1220 | 829.63 | 945.75 | 1775.38 |
| Faculty | 469 | 373 | 842 | 625.18 | 551.25 | 1176.43 |
| Classified/Confidential Staff | 114 | 75 | 189 | 123.37 | 262.00 | 385.37 |
| Managers | 22 | 60 | 82 | 35.57 | 115.00 | 150.57 |
| Students | 102 | 5 | 107 | 45.52 | 17.50 | 63.02 |

Source: HR, CSEA/PACE, & Faculty Enrichment Committee Workshop/Training Records

Percentage of Respondents who Agree/Strongly Agree that They Are Provided with Opportunities for Professional Development and Advancement



Source: 2025 Giant Questionnaire

2024-25 Summary:

In 2024-2025, there were at least 1,220 participants in the professional development opportunities (e.g., workshop, training) offered between August 2024 and June 2025. The District employees participated in 100+ training/workshop opportunities that were offered in both online and face-to-face/in-person formats. Over 700 participants completed over 50 online workshop/trainings on various topics/areas including Program Review, academic freedom, accessibility, cybersecurity, customer service, implicit bias & microaggression, office ergonomics, and disability awareness. More than 500 participants completed over 50 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including supporting academic success, cyber awareness, sexual harassment prevention, mental health & wellness, free speech, cultural curriculum, and equity conversations. Of the face-to-face/in-person participants, 73% were COS faculty (FT and PT) that participated in over 550 hours of face-to-face/in-person professional development training. Of the online participants, 66% were COS faculty (FT and PT) that participated in approximately 625 hours of online professional development training.

In 2025 COS employees participated in the Giant Questionnaire. Regarding professional development and advancement opportunities, 98% of administrators agreed/strongly agreed that they are provided with those opportunities, and nearly all full-time faculty (95%) agreed/strongly agreed with the statement. Only 87% of adjunct faculty and 78% of classified/confidential staff members agreed/strongly agreed that they were provided with opportunities for professional development and advancement.

Four-Year Summary (2021–2025):

Since 2021-22, District employees, including full-time faculty, adjunct faculty, classified/confidential staff and administrators, participated in over 390 training/workshop opportunities that were offered in both online and face-to-face/in-person formats.

More than 4,950 participants (duplicated) completed trainings/workshops on various topics/areas including Mandatory Reporting, Academic Supports for Students, Student Health Services, New Faculty Orientation, Trauma's Impact on Classrooms, Equity for Students with Disabilities, Program Review, Academic Freedom, Accessibility, Cybersecurity, Customer Service, Implicit Bias & Microaggression, Office Ergonomics, Disability Awareness, Communication Styles, ChatGPT, DEI practices, Sexual Harassment, Student Mental Health, Equitable Grading Practices, Building Community in the Classroom, Fostering Productive Conversations in Tense Moments, Best Practices in Grading, Conversations about Burnout, Equal Employment Opportunity, Active Shooter, Concussion Awareness, Free Speech, Time Management, Situational Awareness, Veteran Allies, Deaf Culture Best practices, Immigration, First-Generation Student Experience, Emotional Intelligence, Deferred Action for Childhood Arrivals, Supporting Academic Success, and Cultural Competency

| <i>Action for District Objective #4.3</i> | <i>Responsible Party</i> | <i>Target Completi on Date</i> | <i>Progress</i> | |
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| 4.3.1 Implement an equity-focused Professional Development plan for the coordination, alignment, and management of professional development activities and new employee orientation. | Superintendent/ President; Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees; Equity, Diversity, and Action Committee | May 2022 May 2023 May 2024 May 2025 | <p>2021-2022: The Professional Learning Plan taskforce completed its draft plan and presented it to governance groups in the spring of 2022. The Plan provides goals and actions addressing Equity, Excellence, Communication, and Operations.</p> <p>2022-2023: During the 2022-23 year, approximately 8 faculty members received EEO training and subsequently used what they learned to serve as EEO Officers to monitor faculty recruitments.</p> <p>In 2022-23, new employee onboarding was finalized and became active during the fall semester.</p> <p>At the beginning of the Fall 2023 semester, COS employees were notified via COSeNEWS of online training opportunities (via Keenan SafeColleges) on: FERPA; Child Abuse Reporting; and COVID-19 Prevention). In upcoming fall semesters, employees will be notified of additional training opportunities including: Preventing Sexual Harassment; EEO; and ADA.</p> <p>In the Summer 2023 semester, all classified employees were assigned training on “Preventing sexual harassment for non-managers.” Faculty will be assigned this same training requirement during the Fall 2023 semester. Such training is mandatory and required by law.</p> <p>Prior to serving on full-time faculty or management recruitments in 2022-23, approximately 55 hiring committee members completed online EEO training.</p> <p>2023-2024: The Professional Development Plan was completed several years ago. In accordance with the PDL,</p> | <p>End of Cycle: In partnership with district stakeholders, the Professional Development Plan (also known as the Professional Learning Plan) was created by the FEC in 2021 and revised in 2022. The plan was implemented districtwide, as its actions addressed a wide range of areas requiring the involvement and engagement of many collaborators and contributors. In addition, the plan’s actions were aligned with existing district plans, such as the Strategic Plan and the Student Equity Plan. Although the plan did not include a dedicated evaluation component, the actions aligned with district plans have been regularly assessed by the responsible parties for those respective plans. The plan will be</p> |

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| | | <p>during the 2023-24 year, the Office of Human Resources facilitated two major training events campus-wide.</p> <p>Equal Employment Opportunity Training – Over a three-month period, an attorney from the law firm of Liebert, Cassidy & Whitmore conducted four live training sessions on EEO laws and best practices. A total of 250 COS employees participated in these training sessions (56 managers; 95 full-time faculty; and 99 classified/confidential employees).</p> <p>Preventing Sexual Harassment Training – through the District’s online training platform (Keenan SafeColleges), 399 COS employees completed Sexual Harassment Prevention Training (187 faculty members; 210 classified/confidential employees; and, 2 managers).</p> <p>At the beginning of the Fall 2024 semester, COS employees were notified via COSeNEWS of online training opportunities (via Keenan SafeColleges) on: FERPA; Child Abuse Reporting; and COVID-19 Prevention).</p> <p>2024-2025: In partnership with district stakeholders, the Professional Development Plan (also known as the Professional Learning Plan) was created by the FEC in 2021 and revised in 2022. COS implemented and institutionalized the plan, which aligned with district goals of equity, excellence, communication, and operations.</p> <p>Mentorship opportunities were expanded, which supported interdisciplinary equity projects, and advanced distance education pedagogy to improve teaching and learning.</p> <p>To support onboarding, a non-instructional faculty position (Instructional Designer) was created.</p> <p>In alignment with this plan, the Office of Human Resources facilitated a live, in-person training for all managers on</p> | <p>revised the year after the new Strategic Plan developed to align professional learning with new institutional objectives.</p> <p><i>Equity & Accessibility:</i> Trainings offered in multiple modalities (live, hybrid, recorded) with closed captioning, interpreters, and other accessibility supports. Classified and faculty employees participated in mandatory EEO and Sexual Harassment Prevention trainings, with FLEX credit or compensation provided.</p> <p><i>Mentorship & Excellence:</i> Faculty Enrichment Committee (FEC) expanded mentorship opportunities, supported interdisciplinary equity projects, and advanced distance education pedagogy to improve teaching and learning.</p> <p><i>Communication & Resources:</i> A professional learning calendar, newsletters,</p> |
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| | | | <p>“Preventing Sexual Harassment and Unlawful Discrimination.” Additionally, approximately 150 COS employees completed at least one online training through the Keenan SafeColleges program. Additionally, in 2024-2025, there were more than 1,200 participants (duplicated count) in professional development trainings/workshops, offered between August 2024 and June 2025. These District employees participated in 100+ training/workshop opportunities that were offered in both online and face-to-face/in-person formats.</p> | <p>and a Blanket Approval List centralized and streamlined communication about trainings. Recorded sessions were archived and shared through the FEC website for ongoing access.</p> <p><i>Orientation & Operations:</i> New faculty orientation was institutionalized at convocation each semester, supplemented by workshops on program review, onboarding, and compliance training. In 2024–25, more than 1,200 employees participated in 100+ professional learning opportunities districtwide.</p> <p><i>Overall Impact:</i> Professional learning became an embedded, equity-focused practice across COS, providing sustainable support for employee development and student success.</p> |
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| | | | | The action is ongoing (the plan is institutionalized and scheduled for revision). |
| 4.3.2 Assess the District's progress of all actions on the objective. | Institutional Planning and Effectiveness Committee | Annually | <p>2021-2022: The District has made progress on the action in Objective 4.3. The action is ongoing.</p> <p>2022-2023: The District has made progress on the action in Objective 4.3. The action is ongoing.</p> <p>2023-2024: The District has made progress on the action in Objective 4.3. The action is ongoing.</p> <p>2024-2025: The District has made progress on the action in Objective 4.3. The action is ongoing.</p> | End of Cycle: The District made progress toward the action in Objective 4.3 throughout the cycle, and the action is ongoing (completed and institutionalized). |

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 2024 through Spring 2025 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

The District will increase FTES 2% from 2021 to 2025.

2024-25 Summary:

During the 2024-25 year, annual FTES increased by 7.3% compared to the 2023-24 year.

The District made progress toward all actions in objective 1.1, and all actions are ongoing.

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 earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.*

2024-25 Summary:

The volume of students earning a degree or certificate increased (14%) from 2,604 in 2023-24 to 2,970 in 2024-25. Gains were experienced in both CTE programs (+11%) and non-CTE programs (+49%).

The District made progress on all actions in Objective 2.1, and all actions are ongoing.

District Objective #2.2

Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

2024-25 Summary

The volume of students transferring to four-year institutions decreased from 971 in 2022-23 year to 935 in 2023-24. Transfers to In-State-Private and Out-of-State schools decreased while transfers to the UC and CSU systems increased in the 2023-24 year. The number of students who were transfer-ready increased from 2,009 in 2023-24 to 2,337 in 2024-25, an increase of 16.3%.

The District made progress on all actions in Objective 2.2, and all actions are ongoing.

District Objective #2.3

Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

2024-25 Summary

The percentage of students who began in Fall 2024 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2025 is 28%, an increase of two percentage points compared to the Fall 2023 cohort.

The District has made progress on Objective 2.3. and all actions are ongoing except for Action 2.3.1, which remains incomplete.

District Objective #2.4

Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

2024-25 Summary

The percentage of students finding a job in their related field increased from 69% in 2020-21 to 76% in 2021-22. The percentage of students having a median change in earnings decreased from 43% in 2021-22 to 36% in 2022-23. The volume of students completing 9+ CTE units in a year has increased from 1,947 in 2022-23 to 2,255 in 2023-24, an increase of 15.8 percent.

The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.3 which was completed.

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 equity gaps in course success rates across all departments by 40% from 2021-2025.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as DIGs. Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 4 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBTQ+ and Foster Youth students continued to make progress towards reducing their equity gap with foster youth students nearly reaching a 40% reduction in their equity gap. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap is greater in the Year 4 update. However, Hispanic and American Indian/Alaskan Native students' PPG gap was reduced from the Year 3 update to the Year 4 update.

The District has made progress on all actions in Objective 3.1. Work on Actions 3.1.2, 3.1.3, and 3.1.4 is ongoing, while work on Action 3.1.1 was completed.

District Objective #3.2

Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

English Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as DIGs. Those groups include Black/African American, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 4 update, English 001 success rates among first time students within their first year had declined for all groups, except LGBTQ+ students, when compared to the baseline English 001 success rates. LGBTQ+ students' course success rates increased by 2.2 percentage points since the baseline, but the group did not meet their targeted success rate. It is important to note that Foster Youth and Hispanic students as well as students with disabilities had smaller declines in success rates when compared to the District as a whole. Additionally, English 001 course success rates for all groups increased from the Year 3 to Year 4, and the Year 4 average is the highest average course success rate for Black/African American, Hispanic, LGBTQ+ students as well as students with a disability since the baseline.

Quantitative Reasoning Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student groups identified at baseline as DIGs. Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. All groups except male and foster youth students experienced increases in success rates from Year 3 to Year 4. As of the Year 4 update, students with disabilities and LGBTQ+ students had higher QR course success rates in Year 4 when compared to baseline success rates with students with disabilities exceeding their target success rate. It is important to note that even though Male, Foster Youth and Hispanic students' QR course success rates have declined since baseline, in Year 4, these groups had smaller declines in success rates when compared to the District as a whole.

The District has made progress on all actions in Objective 3.2, and the actions are all ongoing.

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

Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

Based on the 2024-25 Program Review Audit, 92% of units appropriately used data analysis and interpretation to support their claims and/or conclusions. This represents a three-percentage point decrease compared to the 2023-24, 2022-23 and 2021-22 audits but a six-percentage point increase from the 2019-20 audit. Additionally, 61% of units were reported to have assessed disaggregated data of any kind, which is a 15-percentage point increase from the 2020-21 audit, although 12-percentage points below the 2023-24 audit.

Based on results from the Spring 2025 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: “Decision-making in participatory governance at COS is transparent.” (85%) and “Trust and respect are important aspects of participatory governance at COS.”(92%)

RPIE maintained a data glossary, which defines commonly used terms and outcomes. The Giant Dashboards contain definitions of outcomes to provide clear explanations as to how the measures were calculated, and the Program Review Dashboard includes a link to the data glossary. In addition, RPIE has updated or maintained memos and guidebooks to further provide users with a clear understanding of how to access and utilize available data. On the Dashboard and Fact Book webpages, RPIE has published an overview of external dashboards available and instructions for accessing data from these dashboards. Multiple Curious Giant emails providing access to and instructions for accessing internal and external data sources were disseminated District-wide.

The District made progress on all actions in Objective 4.1, and all actions are ongoing.

District Objective #4.2

Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

In 2025, COS employees participated in the Giant Questionnaire. Most of the respondents agreed/strongly agreed to the following statements: “It is easy for me to obtain information critical to my work” (90%), “COS has clear policies, processes, and protocols that allow me to do my job effectively” (90%), and “Information at COS is readily available and accessible” (86%).

The District has made progress on all actions in Objective 4.2, and all actions are ongoing.

District Objective #4.3

Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

In 2024-2025, there were more than 1,200 participants (duplicated count) in professional development trainings/workshops, offered between August 2024 and June 2025. These District employees participated in 100+ training/workshop opportunities that were offered in both online and face-to-face/in-person formats. More than 700 participants completed over 50 online workshop/trainings on various topics/areas including Program Review, academic freedom, accessibility, cybersecurity, customer service, implicit bias & microaggression, office ergonomics, and disability awareness. More than 500 participants completed over 50 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including supporting academic success, cyber awareness, sexual harassment prevention, mental health & wellness, free speech, cultural curriculum, and equity conversations. Of the face-to-face/in-person participants, 73% were COS faculty (FT and PT) that participated in over 550 hours of face-to-face/in-person professional development training. Of the online participants, 66% were COS faculty (FT and PT) that participated in approximately 625 hours of online professional development training.

Based on results from the Spring 2025 administration of the Giant Questionnaire, which provides COS faculty and staff an opportunity to reflect on their experiences, a great majority of respondents (87%) agreed or strongly agreed with the statement: “I am provided opportunities for professional development and advancement.” This item reflects both access to professional development and advancement opportunities. Nearly all administrators (98%) and full-time faculty (95%) agreed or strongly agreed with the statement, followed by 87% of adjunct faculty and 78% of classified/confidential staff.

The District has made progress on the action in Objective 4.3. The action is ongoing.

Part 3: End of Cycle Assessment Results Summary

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

The District will increase FTES 2% from 2021 to 2025.

Four-Year Summary (2021–2025):

Over the past five years, FTES increased by 18.6% from 9,572 in the baseline AY (2020-21) to 11,356 in the 2024-25 AY.

The District made progress toward all actions in Objective 1.1 throughout the cycle, and all actions are ongoing (completed and institutionalized).

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 earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

Four-Year Summary (2021–2025):

The volume of students earning a degree or certificate increased by 28.5% from 2,312 in the baseline AY (2020-2021) to 2,970 in the 2024-2025 AY.

The District made progress toward all actions in Objective 2.1 throughout the cycle, and all actions are ongoing (completed and institutionalized).

District Objective #2.2

Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

Four-Year Summary (2021–2025):

The volume of students transferring to a four-year institution decreased (9.6%) from 1,034 in the baseline AY (2019-20) to 935 in AY 2023-24. However, transfers to CSUs increased by 5.1% during the same time period. The number of students who were transfer-ready increased (31.8%) from 1,773 in the baseline AY (2020-21) to 2,337 in AY 2024-25.

The District made progress toward all actions in Objective 2.2 throughout the cycle, and all actions are ongoing (completed and institutionalized).

District Objective #2.3

Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

Four-Year Summary (2021–2025)

The percentage of first-time students who completed both transfer-level English and quantitative reasoning within their first year increased two percentage points from 26% in the baseline term (Fall 2020) to 28% in the Fall 2024 term. Students who passed transfer-level English within their first year increased by two percentage points over the same time period, while students who passed a quantitative reasoning course within their first year increased by five percentage points from baseline to Fall 2024.

The District made progress toward all actions in Objective 2.3 throughout the cycle, and all actions are ongoing (completed and institutionalized), except for Action 2.3.1, which remains incomplete.

District Objective #2.4

2025 Annual and End-of- Cycle Reports on the Master Plan

Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

Four-Year Summary (2021–2025):

The percentage of CTE students who found a job in a closely related field increased from 72% at baseline (2017-2018 AY) to 76% in the 2021-2022 AY, which was a four-percentage point increase. Additionally, the percentage of CTE students who had an increase in median earnings after exiting COS increased from 34% at baseline (2018-2019 AY) to 36% in the 2022-2023 AY, which was a two-percentage point increase. The number of CTE students who completed 9+ career education units increased (6.5%) from 2,118 at baseline (2019-2020 AY) to 2,255 in the 2023-2024 AY.

The District made progress toward all actions in Objective 2.4 throughout the cycle, and all actions are ongoing (completed and institutionalized), except for Action 2.4.3, which is complete.

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 equity gaps in course success rates across all departments by 40% from 2021-2025.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as DIGs. Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 4 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBTQ+ and Foster Youth students continued to make progress towards reducing their equity gap with foster youth students nearly reaching a 40% reduction in their equity gap. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap is greater in the Year 4 update. However, Hispanic and American Indian/Alaskan Native students' PPG gap was reduced from the Year 3 update to the Year 4 update.

The District made progress toward all actions in Objective 3.1 throughout the cycle, and all actions are ongoing (completed and institutionalized), except for Action 3.1.1, which is complete.

District Objective #3.2

Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

English Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as DIGs. Those groups include Black/African American, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 4 update, English 001 success rates among first time students within their first year had declined for all groups, except LGBTQ+ students, when compared to the baseline English 001 success rates. LGBTQ+ students' course success rates increased by 2.2 percentage points since the baseline, but the group did not meet their targeted success rate. It is important to note that Foster Youth and Hispanic students as well as students with disabilities had smaller declines in success rates when compared to the District as a whole. Additionally, English 001 course success rates for all groups increased from the Year 3 to Year 4, and the

Year 4 average is the highest average course success rate for Black/African American, Hispanic, LGBTQ+ students as well as students with a disability since the baseline.

Quantitative Reasoning Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student groups identified at baseline as DIGs. Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. All groups except male and foster youth students experienced increases in success rates from Year 3 to Year 4. As of the Year 4 update, students with disabilities and LGBTQ+ students had higher QR course success rates in Year 4 when compared to baseline success rates with students with disabilities exceeding their target success rate. It is important to note that even though Male, Foster Youth and Hispanic students' QR course success rates have declined since baseline, in Year 4, these groups had smaller declines in success rates when compared to the District as a whole.

The District made progress toward all actions in Objective 3.2 throughout the cycle, and all actions are ongoing (completed and institutionalized).

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

Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

Based on the 2024-25 Program Review Audit, 92% of units appropriately used data analysis and interpretation to support their claims and/or conclusions. This represents a three-percentage point decrease compared to the 2023-24, 2022-23 and 2021-22 audits but a six-percentage point increase from the 2019-20 audit. Additionally, 61% of units were reported to have assessed disaggregated data of any kind, which is a 15-percentage point increase from the 2020-21 audit, although 12-percentage points below the 2023-24 audit.

Based on results from the Spring 2025 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: “Decision-making in participatory governance at COS is transparent.” (85%) and “Trust and respect are important aspects of participatory governance at COS.”(92%)

RPIE maintained a data glossary, which defines commonly used terms and outcomes. The Giant Dashboards contain definitions of outcomes to provide clear explanations as to how the measures were calculated, and the Program Review Dashboard includes a link to the data glossary. In addition, RPIE has updated or maintained memos and guidebooks to further provide users with a clear understanding of how to access and utilize available data. On the Dashboard and Fact Book webpages, RPIE has published an overview of external dashboards available and instructions for accessing data from these dashboards. Multiple Curious Giant emails providing access to and instructions for accessing internal and external data sources were disseminated District-wide.

The District made progress toward all actions in Objective 4.1 throughout the cycle, and all actions are ongoing (completed and institutionalized).

District Objective #4.2

Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

In 2025, COS employees participated in the Giant Questionnaire. Most of the respondents agreed/strongly agreed to the following statements: “It is easy for me to obtain information critical to my work” (90%), “COS has clear policies, processes, and protocols that allow me to do my job effectively” (90%), and “Information at COS is readily available and accessible” (86%).

The District made progress toward all actions in Objective 4.2 throughout the cycle, and all actions are ongoing (completed and institutionalized).

District Objective #4.3

Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

Since 2021-22, District employees, including full-time faculty, adjunct faculty, classified/confidential staff and administrators, participated in over 390 training/workshop opportunities that were offered in both online and face-to-face/in-person formats.

More than 4,950 participants (duplicated) completed trainings/workshops on various topics/areas including Mandatory Reporting, Academic Supports for Students, Student Health Services, New Faculty Orientation, Trauma's Impact on Classrooms, Equity for Students with Disabilities, Program Review, Academic Freedom, Accessibility, Cybersecurity, Customer Service, Implicit Bias & Microaggression, Office Ergonomics, Disability Awareness, Communication Styles, ChatGPT, DEI practices, Sexual Harassment, Student Mental Health, Equitable Grading Practices, Building Community in the Classroom, Fostering Productive Conversations in Tense Moments, Best Practices in Grading, Conversations about Burnout, Equal Employment Opportunity, Active Shooter, Concussion Awareness, Free Speech, Time Management, Situational Awareness, Veteran Allies, Deaf Culture Best practices, Immigration, First-Generation Student Experience, Emotional Intelligence, Deferred Action for Childhood Arrivals, Supporting Academic Success, and Cultural Competency

The District made progress toward the action in Objective 4.3 throughout the cycle, and the action is ongoing (completed and institutionalized).

Appendix A: List of Acronyms

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| A&R | Admissions and Records |
| A2mend | African American Male Education Network and Development |
| AAC | Access & Ability Center |
| AB | Assembly Bill |
| ADA | Americans with Disabilities Act |
| ADT | Associate Degree for Transfer |
| AI | Artificial intelligence |
| ASCCC | Academic Senate for California Community Colleges |
| AY | Academic Year |
| BAP | Bilingual Authorization Program |
| BSN | Bachelor of Science in Nursing |
| CADAA | California Dream Act Application |
| CalGETC | California General Education Transfer Curriculum |
| CalWORKs | California Work Opportunity and Responsibility to Kids |
| CNA | Certified Nursing Assistant |
| CARE | Cooperative Agencies Resources for Education |
| CCC | California Community College |
| CCCCO | California Community Colleges Chancellor's Office |

| | |
|-------|--|
| CCFS | Community Colleges Fiscal Services |
| CFS | Consumer and Family Studies |
| CLNA | Comprehensive Local Needs Assessment |
| CPL | Credit for Prior Learning |
| CPOS | Course Program of Study |
| CSEA | California School Employees Association |
| CSU | California State University |
| CTE | Career Technical Education |
| CVC | California Virtual College |
| CVHEC | Central Valley Higher Education Consortium |
| DE | Distance Education |
| DGS | District Governance Senate |
| DI | Disproportionate Impact |
| DIG | Disproportionately Impacted Group |
| DSPS | Disabled Student Programs and Services |
| E2E | Education to Employment |
| ECT | Environment Control Technology |
| EDAC | Equity, Diversity, and Action Committee |
| EEO | Equal Employment Opportunity |
| EIS | Extended Information System |

| | |
|-------|--|
| EOPS | Extended Opportunity Programs and Services |
| ESI | Essential Skills Initiative |
| ESL | English as a Second Language |
| FA | Financial Aid |
| FASFA | Free Application for Federal Student Aid |
| FEC | Faculty Enrichment Committee |
| FERPA | Family Educational Rights and Privacy Act |
| FLEX | Flexible Calendar |
| FPU | Fresno Pacific University |
| FTES | Full-time Equivalent Student |
| FYSI | Foster Youth Education Services |
| GELO | General Education Learning Outcome |
| HBCU | Historically Black Colleges and Universities |
| HVAC | Heating, Ventilation, and Air Conditioning |
| HR | Human Resources |
| HS | High School |
| IC | Instructional Council |
| IEP | Individualized Education Program |
| ILO | Institutional Learning Outcomes |
| ILP | Independent Living Program |

| | |
|--------|--|
| IM | Industrial Maintenance |
| IPRC | Institutional Program Review Committee |
| IT | Information technology |
| ITEC | Industry and Technology |
| ITEP | Integrated Teacher Education Program |
| LGBTQ+ | Lesbian, gay, bisexual, transgender, queer, and all other gender identities and sexual orientations that are not included in the acronym |
| LMI | Labor Market Information |
| LRC | Learning Resource Center |
| LTC | Low Textbook Cost |
| MAPS | Motivate, Access, Plan, Success |
| MBTI | Myers-Briggs Type Indicator |
| MESA | Mathematics, Engineering, Science Achievement |
| MIS | Management Information Systems |
| MOU | Memorandum of Understanding |
| NACE | National Association of Colleges and Employers |
| OER | Open Educational Resources |
| PACE | Professional Association of Classified Employees |
| PDL | Professional Development Plan |
| PPG | Percentage Point Gap |

| | |
|--------|---|
| PTA | Physical Therapist Assistant |
| QR | Quantitative Reasoning |
| RN | Registered Nursing |
| RPIE | Research, Planning, and Institutional Effectiveness |
| SACA | Smart Automation Certification Alliance |
| SAM | Student Accountability Model |
| SAP | Satisfactory Academic Process |
| SEP | Student Education Plan |
| SI | Supplemental Instruction |
| SLO | Student Learning Outcomes |
| STEPS | Students Transitional Enrollment Priority |
| SWP | Strong Workforce Program |
| TKCCC | Tulare-Kings College and Career Collaborative |
| TOP | Taxonomy of Programs |
| TRC | Training Resource Center |
| TSP | Transfer Success Pathway |
| UC | University of California |
| UC TAG | University of California Transfer Admission Guarantee |
| UC TAP | University of California Transfer Admission Planner |
| VTEA | Vocational Technical Education Act |

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|------|--|
| VUSD | Visalia Unified School District |
| WAN | Wide Area Network |
| WIOA | Workforce Innovation and Opportunity Act |
| YESS | Youth Empowerment Strategies for Success |
| ZTC | Zero Textbook Cost |