

# ANNUAL REPORT ON THE MASTER PLAN

# 2023



ANNUAL REPORT  
ON THE  
2025-2035  
MASTER PLAN

VISALIA • HANFORD • TULARE

Sequoias Community  
College District



College of the Sequoias

**College of the Sequoias**  
**2023 Annual Report on the COS 2015-2025 Master Plan**

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

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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 2022 through Spring 2023 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 47  
*Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals*
3. Identification of the actions to be completed in 2023-2024..... Page 54  
*Purpose: To focus the District's collective energies and resources on specific objectives*

**Part 1: Update on the actions completed from Fall 2022 through Spring 2023 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 2022 through Spring 2023 related to its Institutional Goals and Objectives. In addition to a summary of progress on each Objective, the status of each Objective is identified as one of the following:

1. Completed;
2. Eliminated;
3. To be included in the 2023-2024 actions; or
4. Ongoing.

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

Following the format of the *College of the Sequoias 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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Annual FTES	9,846	10,237	10,381	10,630	9,572	9,083	9,761
Yr-to-Yr Change		4.0%	1.4%	2.4%	-10.0%	-5.1%	7.5%

#### Source and Definition

Source: COS Research Office (Data Warehouse)

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

#### 2022-23 Summary

During the 2022-23 year, annual FTES increased by 7.5% compared to the 2021-22 year.

<i>Actions for District Objective #1.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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<p><b>1.1.1</b> Attract prospective students; inform them about their educational options and alignment with local workforce needs.</p>	<p>Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>Student Services and Career Technical Services partnered to provide a series of engagement events which included:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The High Schools (HS) Career Technical Education (CTE) Liaison contacting local HS partners with information to students and parents about CTE pathways.</li> <li>• A presentation at Tulare County College night on how to use Labor Market Information (LMI) to choose a major.</li> <li>• A Foster Youth CTE bus tour to all three campuses to highlight CTE training that leads to high-wage/high-demand jobs.</li> <li>• A CTE presentation as part of most outreach activities.</li> <li>• Coordinating several significant events with TKCCC to help students transition from HS pathways to programs at COS.</li> <li>• 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.</li> <li>• 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 our priority registration event, STEPS. Over 1600 students registered during this two-day event.</li> </ul>	<p>Ongoing</p>
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			<ul style="list-style-type: none"> <li>• Providing team building training to ASB students and advisors from 5 VUSD high schools.</li> </ul>	
<p><b>1.1.2</b> Extend awareness of our institutional offerings among key community influencers, including the families of high school students and local employers seeking to hire our graduates.</p>	<p>Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>CTE hosted several industry-specific hiring events to connect students with employers.</p> <ul style="list-style-type: none"> <li>• Entree to Employment – once per semester, CTE HS outreach to parents and students using LMI. Developed a database of employers interested in hiring students.</li> <li>• Coordinated employer presentations in the classroom.</li> <li>• Participated in Annual Partners Lunch with feeder high schools. Provided information on CTE programs, certificates, and career services.</li> </ul> <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>	Ongoing
<p><b>1.1.3</b> Optimize course scheduling to strategically meet student needs for both part-time and full-time enrollment.</p>	<p>Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare; Instructional Council</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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 such as class cancellation, enrollment, time conflicts, etc.</p>	Ongoing

<p><b>1.1.4</b> 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.</p>	<p>Vice President, Academic Services; Academic Deans; Vice President, Student Services; Student Services Deans; Director, Dual Enrollment</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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>Ongoing</p>
<p><b>1.1.5</b> Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>	<p>The District made progress toward all actions in objective 1.1, and all actions are ongoing.</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)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Students	1,920	2,355	1,961	2,312	2,145	2,164
CTE	1,199	1,469	1,075	1,414	1,228	1,238
Non-CTE	805	1,005	1,021	1,049	1,044	1,026

#### 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.

Graduation Year: July 1st - June 30th

#### 2022-23 Summary

The volume of students earning a degree or certificate slightly increased (1%) from 2,145 in 2021-22 to 2,165 in 2022-23. The increase only occurred for CTE awards (+10 students or 1%) than non-CTE awards (-18 students or -2%).

<i>Action for District Objective #2.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>2.1.1</b> Create cross-functional teams (including faculty, students, staff, and administrators) for each Giant Pathway to track and support students in completing their chosen pathway.</p>	<p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; CTE Dean; Academic Deans; Provosts, Hanford and Tulare;</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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</p>	<p>Ongoing</p>

			dedicated nursing counselor and the Pathway to Law.		
<b>2.1.2</b>	Create and publish recommended program maps for COS degrees and certificates.	Vice President, Academic Services; Academic Deans; Director of Marketing	May 2022	Programs were mapped for Degree Works (COS degree audit system). CTE programs are in progress. This is an ongoing initiative for Instructional Council.	Ongoing
<b>2.1.3</b>	Develop and implement an intentional marketing and promotion plan for student support resources for specific student groups.	Vice President, Student Services; Vice President, Academic Services; Director of Marketing	May 2022 May 2023 May 2024 May 2025	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.  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.	Ongoing
<b>2.1.4</b>	Create a process to consistently and clearly identify courses with low or no textbooks/materials costs and communicate that information to students; identify ways to support faculty's adoption of no or low cost textbooks/materials.	Vice President, Academic Services; Academic Deans; Director of Marketing; Director of LRC	May 2022	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.	Ongoing
<b>2.1.5</b>	Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made progress on all actions in Objective 2.1, 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 2.2:*** 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 (number of transfers as reported to ACCJC)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Grand Total	1,037	864	916	1,025	1,057	968
UC	34	40	58	62	42	37
CSU	666	508	545	680	734	690
In-State-Private	178	160	147	112	111	92
Out-of-State	159	156	166	171	170	149

**Source:** California Community College Chancellor's Office

<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>

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

### Transfer Ready

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Annual Unduplicated Total	1,406	1,532	1,694	1,773	1,874	1,921
Fall Transfer Ready	820	906	1,016	1,035	1,118	1,189
Spring Transfer Ready	1,097	1,196	1,264	1,330	1,442	1,421

**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.

#### 2022-23 Summary

The volume of students transferring to four-year institutions decreased from 1,057 in 2020-21 to 968 in 2021-22, a decrease of 8%. Transfers decreased across all institution types. The number of students that were transfer ready increased from 1,874 in 2021-22 to 1,921 in 2022-23, an increase of two and a half percent.

<i>Action for District Objective #2.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>2.2.1</b> 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.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department; Provosts, Hanford and Tulare</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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>Ongoing</p>
<p><b>2.2.2</b> Coordinate with public and private universities to expand and develop innovative options for place-bound students to complete a bachelor’s degree and proactively inform students about these offerings.</p>	<p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; Academic</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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 the counseling division meetings as well as to meet with students one on one.</p>	<p>Ongoing</p>

	Deans; Counseling Department; Superintendent /President		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.  COS meets regularly with Fresno State to discuss capacity as well as growth needs regarding Fresno State Visalia Campus offerings.	
<b>2.2.3</b> Align transfer outreach and support to Giant Pathways by providing District-wide discipline-specific guidance and workshops.	Vice President, Student Services; Vice President, Academic Services; Student Services Deans; Academic Deans; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	The Transfer Center collaborates with academic programs to provide discipline-specific transfer routes. Degree Works templates were created to show a clear and visible pathway to transfer.  The Articulation and Transfer Officer, in conjunction with the Guided Pathways workgroup, will develop specific discipline related workshops.	Ongoing
<b>2.2.4</b> Enhance engagement with K-12 partners to provide specific student groups and their families with information about the transfer process before they get to college.	Vice President, Student Services; Director, Dual Enrollment; Student Services	May 2022 May 2023 May 2024 May 2025	Student Services and CTE continues to:  <ul style="list-style-type: none"> <li>• Collaborate and participate in high school college and career fairs.</li> <li>• Continue early college partnerships through High School liaisons.</li> </ul>	Ongoing



	Deans; Provosts, Hanford and Tulare; Director of Marketing		<ul style="list-style-type: none"> <li>• Collaborate with VUSD to host MAPS, which exposes local 6th graders to academic programs, certificates, and careers.</li> <li>• Provide on-campus tours for K-12 students and families.</li> <li>• 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.</li> <li>• The Articulation &amp; Transfer Officer presents at the VUSD Junior Parent Night about COS, Giant Pathways, transfer options, and how to matriculate when students become a senior.</li> </ul>	
<b>2.2.5</b> Research and identify obstacles to transfer, including but not limited to reaching out to local transfer institutions and contacting transfer-ready students who did not transfer.	Vice President, Student Services; Transfer Center; Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025	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 2024 admission were contacted to find out why they missed the cycle for Fall 2023 admission.	Ongoing
<b>2.2.6</b> Assess the District’s progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made progress on all actions in Objective 2.2, 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 2.3:*** 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 2018				Fall 2019				Fall 2020				Fall 2021				Fall 2022			
	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR
<b>District Total</b>	2,625	12%	38%	15%	2,828	26%	49%	31%	2,529	26%	46%	31%	2,415	25%	44%	31%	2,998	27%	45%	34%

### 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.

### 2022-23 Summary

The percentage of students who began in Fall 2022 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2023 is 27%, a 15 percentage point increase compared to the Fall 2018 cohort, which is the cohort before the implementation of AB705 efforts.

<i>Action for District Objective #2.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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	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.	Completed
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).	Vice President, Academic Services; Dean, Educational Support Services	May 2022 May 2023 May 2024 May 2025	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.	Ongoing
2.3.3 Identify and develop interventions for students with “unsuccessful attempts” in Math/Quantitative Reasoning and English (for example, early 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).	Vice President, Academic Services; Academic Deans	May 2022 May 2023 May 2024 May 2025	The Math department has increased short term and late start course options and diversified math 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	Ongoing

			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.	
<b>2.3.4</b> Assess the District’s progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	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.	

**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
Percent of Students	71%	72%	69%	74%	75%	72%

#### Source and Definition

Source: <https://www.calpassplus.org/Launchboard/SWP.aspx> (updated data available by mid-Spring)

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
Median Change in Earnings	37%	42%	26%	33%	43%	51%

#### Source and Definition

Source: <https://www.calpassplus.org/Launchboard/SWP.aspx> (updated data available by mid-Spring)

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
Completed 9+ CTE Units	1,731	1,836	2,036	2,117	1,856	1,711

#### Source and Definition

Source: <https://www.calpassplus.org/Launchboard/SWP.aspx> (updated data available by mid-Spring)

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.

#### 2022-23 Summary

The percentage of students finding a job in their related field declined from 75% in 2018-19 to 72% in 2019-20. The percentage of students having a median change in earnings increased from 43% in 2019-20 to 51% in 2020-21. The volume of students completing 9+ CTE units in a year has decreased from 1,865 in 2020-21 to 1,711 in 2021-22, a decrease of eight percent.

<i>Action for District Objective #2.4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>2.4.1</b> 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>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> <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>Ongoing</p>
<p><b>2.4.2</b> Identify opportunities for local data collection (e.g., exit surveys) and align with institution-set standards in specific CTE programs, as applicable. This may include</p>	<p>Vice President, Academic Services; CTE Dean; Academic Deans; Dean of</p>	<p>May 2022 May 2023</p>	<p>A comprehensive local needs assessment was completed in May 2023, including analysis of enrollment, completion and employment for all CTE programs.</p>	<p>Ongoing</p>



<p>identifying possible continued educational needs for students.</p>	<p>Research, Planning and Institutional Effectiveness</p>	<p>May 2024 May 2025</p>	<p>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><b>2.4.3</b> 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>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>Completed</p>
<p><b>2.4.4</b> 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.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department; CTE Dean; Director, Career Center</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The Transfer &amp; 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 &amp; 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 &amp; Career Center activities, resume development, interview skills, and various other</p>	<p>Ongoing</p>

			<p>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>		
<b>2.4.5</b>	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	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.	Ongoing
<b>2.4.6</b>	Conduct a needs assessment for CTE courses and programs using local labor market data and feedback from appropriate sources.	Vice President, Academic Services; CTE Dean; Academic Deans	May 2022 May 2023 May 2024 May 2025	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.	Completed
<b>2.4.7</b>	Expand outreach to local businesses for internship opportunities.	Vice President, Academic Services; CTE Dean; Academic Deans; Director, Career Services	May 2022 May 2023	COS hired a Director of Apprenticeship who is working with local employers to determine work-based learning from internship to full registered apprenticeships.	Ongoing
<b>2.4.8</b>	Assess the District's progress on all actions of the objective.	Institutional Planning and	Annually	The District has made progress on all actions in Objective 2.4. All actions	

	Effectiveness Committee		were ongoing, with the exception of Actions 2.4.3 and 2.4.6, which were completed.	
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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 3.1:** 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 Courses Success Rates among Disproportionately Impacted Groups (DIGs): Baseline through Year 2 Update Data				
	Baseline: 2016/17 through 2019/20		Year 1 Update: 2020/21 through 2021/22	Year 2 Update: 2020/21 through 2022/23
	PPG	Target PPG	PPG	PPG
<b>Male</b>	-2.8%	-1.7%	-0.2 <sup>2</sup>	0.1 <sup>2</sup>
<b>Black/African American</b>	-3.4%	-2.0%	-4.5 <sup>1</sup>	-5.0 <sup>1</sup>
<b>American Indian/Alaskan Native</b>	-3.7%	-2.2%	-8.5 <sup>1</sup>	-9.9 <sup>1</sup>
<b>Hispanic</b>	-4.1%	-2.5%	-6.2 <sup>1</sup>	-5.6 <sup>1</sup>
<b>Foster Youth</b>	-13.0%	-7.8%	-10.6 <sup>3</sup>	-12.6 <sup>3</sup>
<b>LGBT</b>	-9.1%	-5.5%	-8.0 <sup>3</sup>	-7.6 <sup>3</sup>
<b>First Generation</b>	-2.4%	-1.4%	-2.7 <sup>1</sup>	-2.6 <sup>1</sup>
<b>Students with Disabilities</b>	-2.3%	-1.4%	1.2 <sup>2</sup>	0.7 <sup>2</sup>

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 07/31/2023

### Definitions

- **Total census enrollment** is the duplicated count of students enrolled in credit courses. For example, one student enrolled in five courses means 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 followed: (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 disability, not economically disadvantaged) were excluded from the DIG designations.

### Summary

Disproportionate Impact (DI) 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 disproportionately impacted groups (DIGs). Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 2 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBT and Foster Youth students made progress towards reducing their equity gap; however, improvement is still needed, until the gap is reduced by at least 40%. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap widened from baseline to Year 2 update. However, Hispanic and First-Generation students' PPG gap was reduced from the Year 1 update to the Year 2 update.

<i>Action for District Objective #3.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<b>3.1.1</b> 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	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.	Ongoing
<b>3.1.2</b> 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	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.	Ongoing
<b>3.1.3</b> Develop and implement a proactive, equity-focused faculty and staff support plan for classroom and learning cultures, curriculum, lesson plans and syllabi.	Vice President, Academic Services; Academic Deans; Faculty Enrichment Committee; Academic Senate; Outcomes and	May 2022 May 2023 May 2024 May 2025	Culturally competent faculty professional development funds will focus on classroom, syllabi, and curriculum. Workshops will be held in Fall 2023 and support will be provided to faculty to develop and update classroom pedagogy and syllabi.	Ongoing

	Assessment Committee; Dean of Human Resources			
<b>3.1.4</b> Expand opportunities to collect input from specific student groups (e.g., focus groups, forums, surveys); respond to their needs.	Vice President, Student Services; Student Services Deans; Director of Student Success Program	May 2022 May 2023 May 2024 May 2025	A2mend Charter and Equity, Diversity, and Action Committee facilitates student focus groups. Data is used for decisions on equity statements, program content, and improvements.  Student Senate received training from the COS Research Office and discussed/responded to questions from the Master Plan feedback form.	Ongoing
<b>3.1.5</b> Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 3.1, and all actions are ongoing.	

**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 2 Update Data**

	Baseline: 2016/17 through 2019/20			Year 1 Update: 2020/21 through 2021/22		Year 2 Update: 2020/21 through 2023/23	
	Success Rate	Increase Needed	Target Success Rate	Success Rate	Success Rate Change	Success Rate	Success Rate Change
<b>District</b>	61.5%			53.4%	-8.0% <sup>1</sup>	53.2%	-8.2 <sup>1</sup>
<b>Black/African American</b>	56.4%	5.6%	62.1%	28.8%	-27.6% <sup>1</sup>	33.8%	-22.6 <sup>1</sup>
<b>Hispanic</b>	59.5%	5.9%	65.4%	51.8%	-7.7% <sup>1</sup>	51.6%	-7.9 <sup>1</sup>
<b>Foster Youth</b>	40.4%	4.0%	44.4%	38.6%	-1.8% <sup>1</sup>	39.0%	-1.4 <sup>1</sup>
<b>LGBT</b>	45.5%	4.6%	50.1%	43.8%	-1.8% <sup>1</sup>	47.2%	1.5 <sup>2</sup>
<b>First Generation</b>	59.2%	5.9%	65.1%	53.1%	-6.1% <sup>1</sup>	52.4%	-6.8 <sup>1</sup>
<b>Students with Disabilities</b>	53.9%	5.4%	59.3%	45.8%	-8.2% <sup>1</sup>	46.1%	-7.8 <sup>1</sup>

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 07/31/2023

## 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 followed:  $(\text{Baseline Success Rate} * .10)$ .
- **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 followed:  $(\text{Baseline Success Rate} + \text{Increase Needed})$
- **Success Rate Change** refers to the change in a student group's success rate since baseline. Success Rate Change is calculated as followed:  $(\text{Current Year Success Rate (Year 2 Update)} - \text{Baseline Success Rate})$ .
- 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 disability, not economically disadvantaged) were excluded from the DIG designations.

## Summary

Disproportionate Impact (DI) 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 disproportionately impacted groups (DIGs). Those groups include Black/African American, Hispanic, Foster Youth, LGBT, and First Generation students as well as students with disabilities. As of the Year 2 update, English 001 success rates among first time students within their first year had declined for all groups except LGBT students when compared to the baseline English 001 success rates. LGBT students' course success rates increased by 1.7 percentage points since the baseline and have nearly reached their target success rate. It is important to note that Foster Youth, First Generation, 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 Black/African American, and Foster Youth students as well as students with disabilities increased from the Year 1 to Year 2.



### 3.2 Quantitative Reasoning Course Success Rates for First-time Students: Baseline through Year 2 Update Data

DIGs	Baseline: 2016/17 through 2019/20			Year 1 Update: 2020/21 through 2021/22		Year 2 Update: 2020/21 through 2022/23	
	Success Rate	Increase Needed	Target Success Rate	Success Rate	Success Rate Change	Success Rate	Success Rate Change
<b>District</b>	60.4%			57.1%	-3.3% <sup>1</sup>	55.6%	-4.8 <sup>1</sup>
<b>Males</b>	57.8%	5.8%	63.6%	57.5%	-0.2% <sup>1</sup>	57.0%	-0.8 <sup>1</sup>
<b>American Indian/Alaskan Native</b>	53.8%	5.4%	59.2%	33.3%	-20.5% <sup>1</sup>	30.8%	-23.1 <sup>1</sup>
<b>Hispanic</b>	58.4%	5.8%	64.2%	55.4%	-2.9% <sup>1</sup>	54.4%	-4.0 <sup>1</sup>
<b>Foster Youth</b>	44.8%	4.5%	49.3%	50.0%	5.2% <sup>2</sup>	45.5%	0.8 <sup>2</sup>
<b>LGBT</b>	46.7%	4.7%	51.3%	43.8%	-2.9% <sup>1</sup>	48.9%	2.3 <sup>2</sup>
<b>First Generation</b>	58.6%	5.9%	64.4%	53.6%	-5.0% <sup>1</sup>	52.7%	-5.9 <sup>1</sup>
<b>Students with Disabilities</b>	44.8%	4.5%	49.3%	53.2%	8.4% <sup>2</sup>	50.8%	6.0 <sup>3</sup>

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 07/31/2023

#### Definitions

- **Total census enrollment** is the duplicated count of first-time students enrolled in QR ("MATH 005", "MATH 105", "MATH 044", "MATH 144", "MATH 010", "MATH 021", "MATH 035", "MATH 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 QR 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 followed: (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 followed: (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 2 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 disability, not economically disadvantaged) were excluded from the DIG designations.

### **Summary**

Disproportionate Impact (DI) 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 seven student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First Generation students as well as students with disabilities. All groups except LGBT students experienced declines in success rates from Year 1 to Year 2. However, as of the Year 2 update, three out of the seven groups' Quantitative Reasoning success rates had increased when compared to baseline success rates. Foster Youth and LGBT students as well as students with disabilities had higher QR course success rates in Year 2 when compared to baseline success rates but only students with disabilities exceeded their target success rate. It is important to note that Male and Hispanic students 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>	<i>Implications for Next Year's Actions</i>
<b>3.2.1</b> 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	Counseling, Financial Aid, and the Student Success Program collaborated to facilitate Academic and Progress Probation workshops.  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.	Ongoing
<b>3.2.2</b> Improve support for technology needs of specific student groups.	Vice President, Administrative Services; Dean of Technology; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	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.	Completed
<b>3.2.3</b> Identify and engage Early Alert students from specific groups who do not seek services.	Vice President, Student Services; Student Services Deans; Director of Student Success	May 2022 May 2023 May 2024	Categorical programs case-manage their student's early alerts to ensure proper resource referral and follow-up.	Ongoing

	Program; Dean of Educational Support Services	May 2025	Learning Resource Center reaches out to students who are not assigned to a designated program that uses Early Alert.	
<b>3.2.4</b> 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; Dean of Educational Support Services Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025	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 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 CCCC'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.	Ongoing
<b>3.2.5</b> Expand support for and promote Supplemental Instruction and Augmented Instruction to maximize opportunities for success for specific student groups.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	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.	Ongoing
<b>3.2.6</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	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.	

**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						
	Total	Administration	Full-time Faculty	Adjunct Faculty	Classified/Confidential Staff	Board Members
Decision-making in participatory governance at COS is transparent.	89%	97%	89%	89%	86%	100%
Trust and respect are important aspects of participatory governance at COS.	95%	100%	93%	93%	96%	100%

**Source: 2021 Giant Questionnaire.** \*\*\*Data will be updated after the next Administration of the Giant Questionnaire.

Based on the 2022-23 Program Review Audit, 95% of units appropriately used data analysis and interpretation to support its claims and/or conclusions, which was the same rate as the 2021-22 and 2020-21 audit but a nine percentage point increase from the 2019-20 audit. Additionally, 78% were reported to have assessed disaggregated data of any kind, which is a nine percentage point increase from the 2021-22 audit and a 32 percentage point increase from the 2020-21 audit.

Based on results from the Spring 2021 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.” (89%) and “Trust and respect are important aspects of participatory governance at COS.” (95%).

The Research Office has maintained and updated a data glossary and provided definitions for outcomes and measures on each Giant Dashboard to promote a clear understanding of the data made available. The Research Office has also updated the Program Review Data Memo and the Mini Guide to Using Disaggregated Data, to promote access and utilization of disaggregated data. An updated data/research request process and tool was implemented to facilitate improved access to needed data. The Research Office has developed and disseminated 10 Curious Giant issues with links to internal and external dashboards for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, living age attainment, course success rates, and transfer level Math/English Completion. Throughout the year, the Research Office provides consultations/trainings/presentations on topics including disproportionately impacted student groups as well as survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results to promote acquisition and effective use of data for decision-making.

<i>Actions for District Objective #4.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<b>4.1.1</b> 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	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 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.	Ongoing

<p><b>4.1.2</b> Establish and publish procedures to ensure stakeholders know where to find needed data, have access to all relevant data, and ensure the data is regularly updated.</p>	<p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Management Council (all area managers)</p>	<p>May 2022 May 2023 May 2024 May 2025</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. 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>Ongoing</p>
<p><b>4.1.3</b> 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>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 Management reviews the effectiveness of the data tools as it relates to Program Review, Above Base, and Base Budget resource allocation processes.</p>	<p>Ongoing</p>
<p><b>4.1.4</b> Continue to promote an atmosphere of trust, respect, and safety in decision-making processes.</p>	<p>District Governance Senate; Academic Senate</p>	<p>May 2022 May 2023</p>	<p>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</p>	<p>Ongoing</p>

		<p>May 2024</p> <p>May 2025</p>	<p>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 was some improvement with the functioning of the Academic Senate meetings.</p>	
<p><b>4.1.5</b> Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>	<p>The District has made progress on all actions in Objective 4.1, and all actions are ongoing.</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 4.2:** 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.

	Total	Administration	Full-time Faculty	Adjunct Faculty	Classified/ Confidential Staff	Board Members
<b>It is easy for me to obtain information critical to my work.</b>	90%	92%	92%	88%	88%	100%
<b>COS has clear policies, processes, and protocols that allow me to do my job effectively.</b>	89%	94%	98%	88%	89%	100%
<b>Information at COS is readily available and accessible.</b>	88%	86%	84%	92%	90%	100%

**Source: 2021 Giant Questionnaire.** \*\*\*Data will be updated after the next Administration of the Giant Questionnaire.

Based on results from the Spring 2021 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” (89%), and “Information at COS is readily available and accessible” (88%).

<i>Actions for District Objective #4.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>4.2.1</b> Inform District constituents on practices and guidelines for the District's digital footprint.</p>	<p>Superintendent/President; Vice President, Academic Services; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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>Ongoing</p>
<p><b>4.2.2</b> Improve awareness campaign highlighting different departments and services.</p>	<p>Director of Marketing; Management Council (all area managers)</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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 &amp; Career Center connecting faculty and students to the Marketing Office allowing for a wider variety of academic programs to be featured more 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>Ongoing</p>
<p><b>4.2.3</b> Create and maintain a repository of District communications to students</p>	<p>Superintendent/President; Vice President, Student Services;</p>	<p>May 2022</p>	<p>The Office of Marketing and Public Relations currently houses a repository of student communication on a platform</p>	<p>Ongoing</p>

<p>that can be referenced as needed by administrators, staff, and faculty.</p>	<p>Vice President, Administrative Services; Dean of Technology; Director of Marketing</p>		<p>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 &amp; Media webpage.</p>	
<p><b>4.2.4</b> Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>	<p>The District has made progress on all actions in Objective 4.2, and all actions are ongoing.</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 4.3:** Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

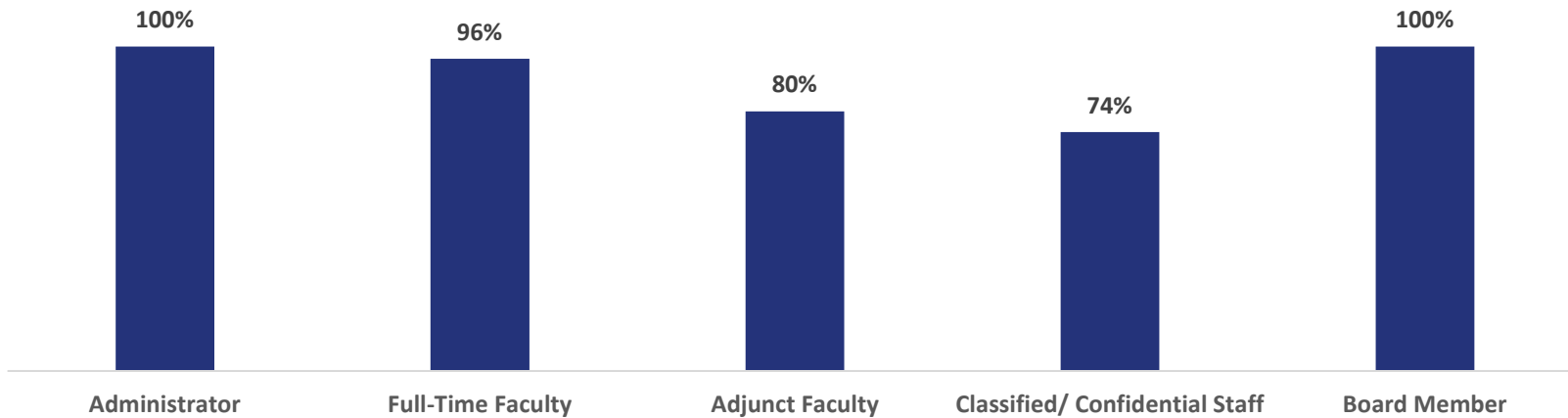
**Rationale for District Objective 4.3:** In 2020, the California Community Colleges Chancellor’s Office issued a Call to Action that calls upon system institutions “to actively strategize and take action against structural racism.” As part of that work, constituent feedback asked the District to prioritize 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						
	In-Person (Number)	Online (Number)	Total (Number)	In-Person (Hours)	Online (Hours)	Total (Hours)
<b>Total</b>	307	733	1040	685	708	1393
<b>Faculty</b>	171	530	701	465	550	1015
<b>Classified Staff</b>	124	149	273	194	126	320
<b>Managers</b>	10	39	49	22	26	48
<b>Students</b>	2	5	7	4	3	5
<b>District Employees</b>	0	3	3	0	1	1
<b>Volunteers</b>	0	7	7	0	2	2

**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: 2021 Giant Questionnaire. \*\*\*Data will be updated after the next Administration of the Giant Questionnaire.*

**Summary:** In 2022-2023, there were at least 1,040 participants in the professional development opportunities (e.g., workshop, training) offered between August 2022 and June 2023. The District employees participated in about 105 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 730 participants completed more than 75 online workshop/trainings on various topics/areas including mandatory reporting, communication styles, ChatGPT, DEI practices, sexual harassment, student mental health, and assisting students with disabilities. About 305 participants completed over 25 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including active shooter, situational awareness, veteran allies, mental health first aid, and deaf culture best practices. Of the face-to-face/in-person participants, approximately 56% were COS faculty (FT and PT) that participated in approximately 465+ hours of face-to-face/in-person professional development training. The District offered many online professional development opportunities. Of the online participants, approximately 72% were COS faculty (FT and PT) that participated in approximately 550+ hours of online professional development training.

In 2021 COS employees participated in the Giant Questionnaire. Regarding professional development and advancement opportunities, all administrators and board members agreed/strongly agreed that they are provided with those opportunities and almost all full-time faculty (96%) agreed/strongly agreed with the statement. Only 80% of adjunct faculty and 74% of classified/confidential staff members agreed/strongly agreed that they were provided with opportunities for professional development and advancement.

<i>Action for District Objective #4.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>4.3.1</b> Implement an equity-focused Professional Development plan for the coordination, alignment, and management of professional development activities and new employee orientation.</p>	<p>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</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>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,</p>	<p>Ongoing</p>

			approximately 55 hiring committee members completed online EEO training.	
<b>4.3.2</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on the action in Objective 4.3. The action is ongoing.	

## **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 2022 through Spring 2023 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.*

During the 2022-23 academic year, annual FTES increased by 7.5% compared to the 2021-22 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.*

The volume of students earning a degree or certificate slightly increased from 2,145 in 2021-22 to 2,165 in 2022-23. The increase only occurred for CTE awards (+10 students) than non-CTE awards (-18 students).

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.*

The volume of students transferring to four-year institutions decreased from 1,057 in 2020-21 to 968 in 2021-22, a decrease of 8%. Transfers decreased across all institution types. The number of students that were transfer ready increased from 1,874 in 2021-22 to 1,921 in 2022-23, an increase of 2.5%.

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.*

The percentage of students who began in Fall 2022 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2023 is 27%, a 15-percentage point increase compared to the Fall 2018 cohort, which is the cohort before the implementation of AB705 efforts.

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.

**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.*

The percentage of students finding a job in their related field declined from 75% for the 2018-19 to 72% for the 2019-20 year. The percentage of students having a median change in earnings increased from 43% in 2019-20 to 51% in 2020-21. The volume of students completing 9+ CTE units in a year has decreased from 1,865 in 2020/21 to 1,711 in 2021/22, a decrease of 8%.

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.

**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.*

Disproportionate Impact (DI) 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 disproportionately impacted groups (DIGs). Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 2 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBT and Foster Youth students made progress towards reducing their equity gap; however, improvement is still needed, until the gap is reduced by at least 40%. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap widened from baseline to Year 2 update. However, Hispanic and First-Generation students' PPG gap was reduced from the Year 1 update to the Year 2 update.

The District has made progress on all actions in Objective 3.1 and all actions are ongoing.

**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 (DI) 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 disproportionately impacted groups (DIGs). Those groups include Black/African American, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 2 update, English 001 success rates among first time students within their first year had declined for all groups except LGBT students when compared to the baseline English 001 success rates. LGBT students increased by 1.7 percentage points since the baseline and have nearly reached their target success rate. It is important to note that Foster Youth, First Generation, DSPPS, and Hispanic students had smaller declines in success rates when compared to the District as a whole. Additionally, English 001 course success rates for Black/African American, Foster Youth, and DSPPS students increased from the Year 1 to Year 2.

### **Quantitative Reasoning Summary**

Disproportionate Impact (DI) 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 seven student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. All groups except LGBT students experienced declines in success rates from Year 1 to Year 2. However, as of the Year 2 update, three out of the seven groups' Quantitative Reasoning success rates had increased when compared to baseline success rates. Foster Youth and LGBT students as well as students with disabilities had higher QR course success rates in Year 2 when compared to baseline success rates but only students with disabilities exceeded their target success rate. It is important to note that Male and Hispanic students 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. The actions are all ongoing, with the exception of Action 3.2.2, which was completed.

**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 2022-23 Program Review Audit, 95% of units appropriately used data analysis and interpretation to support its claims and/or conclusions, which was the same rate as the 2021-22 and 2020-21 audit but a nine-percentage point increase from the 2019-20 audit. Additionally, 78% were reported to have assessed disaggregated data of any kind, which is a nine-percentage point increase from the 2021-22 audit and a 32-percentage point increase from the 2020-21 audit.

Based on results from the Spring 2021 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.” (89%) and “Trust and respect are important aspects of participatory governance at COS.” (95%).

The Research Office has maintained and updated a data glossary and provided definitions for outcomes and measures on each Giant Dashboard to promote a clear understanding of the data made available. The Research Office has also updated the Program Review Data Memo and the Mini Guide to Using Disaggregated Data, to promote access and utilization of disaggregated data. An updated data/research request process and tool was implemented to facilitate improved access to needed data. The Research Office has developed and disseminated 10 Curious Giant issues with links to internal and external dashboards for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, living age attainment, course success rates, and transfer level Math/English Completion. Throughout the year, the Research Office provides consultations/trainings/presentations on topics including disproportionately impacted student groups as well as survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results to promote acquisition and effective use of data for decision-making.

The District has 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.*

Based on results from the Spring 2021 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” (89%), and “Information at COS is readily available and accessible” (88%).

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 2022-2023, there were at least 1,040 participants in the professional development opportunities (e.g., workshop, training) offered between August 2022 and June 2023. The District employees participated in about 105 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 730 participants completed more than 75 online workshop/trainings on various topics/areas including mandatory reporting, communication styles, ChatGPT, DEI practices, sexual harassment, student mental health, and assisting students with disabilities. About 305 participants completed over 25 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including active shooter, situational awareness, veteran allies, mental health first aid, and deaf culture best practices. Of the face-to-face/in-person participants, approximately 56% were COS faculty (FT and PT) that participated in approximately 465+ hours of face-to-face/in-person professional development training. The District offered many online professional development opportunities. Of the online participants, approximately 72% were COS faculty (FT and PT) that participated in approximately 550+ hours of online professional development training.

In 2021 COS employees participated in the Giant Questionnaire. Regarding professional development and advancement opportunities, all administrators and board members agreed/strongly agreed that they are provided with those opportunities and almost all full-time faculty (96%) agreed/strongly agreed with the statement. Only 80% of adjunct faculty and 74% of classified/confidential staff members agreed/strongly agreed that they were provided with opportunities for professional development and advancement.

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

**Part 3: Identification of the actions to be completed in 2022- 2023**

Four actions have been identified as completed: 2.3.1, 2.4.3, 2.4.6, and 3.2.2.

The remaining 36 actions are ongoing and now part of the unit's work.

## Appendix A: List of Acronyms

AB	Assembly Bill
BSN	Bachelor of Science in Nursing
CADAA	California Dream Act Application
CCC	California Community College
CCCCO	California Community Colleges Chancellor's Office
CPOS	Course Program of Study
CSU	California State University
CTE	Career Technical Education
CVC	California Virtual College
DGS	District Governance Senate
DI	Disproportionate Impact
DIG	Disproportionately Impacted Group
E2E	Education to Employment
ESL	English as a Second Language
FA	Financial Aid
FAFSA	Free Application for Federal Student Aid



FTES	Full-time Equivalent Student
HS	High School
IC	Instructional Council
IPRC	Institutional Program Review Committee
LTC	Low Textbook Cost
LMI	Labor Market Information
MAPS	Motivate, Access, Plan, Success
MBTI	Meyers-Briggs Type Indicator
OER	Open Educational Resources
PPG	Percentage Point Gap
PTA	Physical Therapist Assistant
RN	Registered Nursing
RPIE	Research, Planning, and Institutional Effectiveness
SAM	Student Accountability Model
SAP	Satisfactory Academic Process
SLO	Student Learning Outcomes
STEPS	Students Transitional Enrollment Priority
SWP	Strong Workforce Program

TCOE	Tulare County Office of Education
TKCCC	Tulare Kings College and Career Collaborative
TOP	Taxonomy of Programs
TRC	Training Resource Center
UC	University of California
VUSD	Visalia Unified School District
ZTC	Zero Textbook Cost