

2020 2021



2020 - 2021
Academic Senate
Comprehensive
End of Year Report

VISALIA • HANFORD • TULARE

*Sequoias Community
College District*

Sequoias Community College District
Academic Senate
Comprehensive End of Year Report
2020 - 2021

Sequoias Community College District

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

Hanford Educational Center
925 13th Ave.
Hanford, CA 93230

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

*** Special thanks to the Office of Research, Planning, and Institutional Effectiveness for their support with 2020 - 2021 Academic Senate Aggregate Report.**

****The overall format of this report closely aligns with the format of other *Sequoias Community College District* reports.**

Table of Contents

Front Materials	3
<i>Sequoias Community College District</i> Vision and Mission Statement	3
President’s Message	4
Summary Findings	6
End of Year Reports	
Academic Senate Report	8
Committee A Report	11
Committee B Report	12
Curriculum Committee Report	13
Distance Education Committee Report	17
Educational Technology Committee Report	19
Equivalency Committee Report	22
Faculty Enrichment Committee Report	25
General Education Committee Report	30
Outcome and Assessment Committee Report	32
District Governance Survey Results	
Academic Senate Results	35
Committee A Results	43
Committee B Results	51
Curriculum Committee Results	59
Distance Education Committee Results	67
Educational Technology Committee Results	75
Equivalency Committee Results	83
Faculty Enrichment Committee Results	91
General Education Committee Results	99
Outcome and Assessment Committee Results	107

Sequoias Community College District Vision and Mission Statements

Vision

The entire College of the Sequoias community works in an environment of mutual respect to realize the following vision:

COS students will achieve their full educational potential regardless of race, ethnicity, age, gender, sexual orientation, immigration status, ability, culture, religion, and learning modality.

The COS environment will create a positive attitude among COS employees that carries over to the students and into the community.

COS will remain a community leader whose high standards positively impact the lives of the population it serves.

COS will align educational programs for higher education transfer, as well as to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.

Mission

Sequoias Community College District provides excellent higher education in a spirit of equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.

President's Message

The Academic Senate at the *Sequoias Community College District* was established to represent faculty on academic and professional matters. The strength and operations of the Academic Senate at the *Sequoias Community College District* is rooted in Assembly Bill 1725 ([AB 1725](#)) and [Title 5](#). The importance of AB 1725 and Title 5 to the Academic Senate at the *Sequoias Community College District* is without question. AB1725 and Title 5 empower faculty to be directly involved in matters of hiring, shared governance, and creating areas of responsibilities known as the 10+1.

Locally, *Sequoias Community College District* Board of Trustees and faculty agree to be directly involved in shared governance matters, as enshrined in [Board Policy 2510](#) and [Administrative Policy 2510](#). These shared governance matters are delineated into 10 + 1 areas, in which the *Sequoias Community College District* Board or its designee(s) and faculty will work with one another. The 10 + 1, are, specifically:

- A. Areas where the *Sequoias Community College District* Board of Trustees or its designee(s) [p]rimarily rely upon the advice and judgment of the Academic Senate on:
 1. Curriculum, including establishing prerequisites and placing courses within disciplines;
 2. Degree and certificate requirements;
 3. Grading policies; and
 4. Policies for faculty professional development activities.

- B. Areas where the *Sequoias Community College District* Board of Trustees or its designee(s) and the Academic Senate [m]utually agree on:
 5. Educational program development;
 6. Standards or policies regarding student preparation and success;
 7. District and college governance structures, as related to faculty roles;
 8. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
 9. Processes for program review;
 10. Processes for institutional planning and budget development; and
 11. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Consequently, faculty at the *Sequoias Community College District*, fulfill and exercise shared governance responsibilities through the Academic Senate and its various committees.

Academic Senate and Committees

The Academic Senate at the *Sequoias Community College District* is one of three senates. The Academic Senate consists of representatives (Senators) chosen by their division and/or departments to discuss and make decisions on professional and academic matters that fall under

the 10 + 1 areas, as described above. Additionally, the Academic Senate participates in discussions and decision-making on non-10 + 1 matters and policies.

To meet its shared governance responsibilities, the Academic Senate relies on a governance and reporting structure that consists of nine committees and subcommittees. The Academic Senate committees provide faculty with the space needed to engage one another, as well as other campus representatives on 10 + 1 matters. How well the Academic Senate and its committees function and operate is a point of paramount significance for the District, faculty, and more importantly, students. Therefore, regular assessment of the Academic Senate and its committees is required.

Regular assessment must be followed with critical reflection. Through regular assessment and critical reflection, the faculty, through the Academic Senate, commit themselves to the ever-moving target of continuous improvement.

Respectfully,

A handwritten signature in cursive script that reads "Juan Arzola".

Juan F. Arzola, ABD
Professor, Political Science
Academic Senate President (Interim)

Summary Findings

The 2020 – 2021 academic year presented some challenges for the Academic Senate. Due to the global pandemic, the Academic Senate and its committees conducted its business throughout the academic year in the virtual environment, i.e., Zoom meetings. The virtual environment took some time to get used to, but the Academic Senate adjusted. Also, there were no changes to the Academic Senate nor its committee structure. Additionally, there are a couple of noteworthy accomplishments from 2020- 2021 academic year: Participated in the development of the 2021 – 2025 Strategic Plan and passed two resolutions (Anti-racism and Equity for Ethnic Studies).

Yet, to gain a clearer picture of how the Academic Senate and its various committees operated during the 2020 – 2021 academic year, it is necessary to review the available data presented in two specific data sets: 2020 – 2021 District Governance Survey and the End of Year reports submitted by the Academic Senate and its committees.

Here is a summary of the results from the collection of reports from the Academic Senate and its various committees, as well as the 2021 District Governance Survey:

- District Governance Survey – this survey offers an opportunity to members of the Academic Senate to reflect and share their views on shared governance. There were a total of 19 members, who responded to the survey. In effect, a little more than half of the Academic Senate (~54%) participated. Hence, with a sample size of more than 50% of the targeted audience, some strong general observations can be drawn from the results.
 - There is wide-spread agreement amongst the Academic Senate Senators with the following:
 - The senate/committee/council met its roles and responsibilities. (95% agree/strongly agree)
 - The workload of this senate/committee/council is appropriate. (100% agree/strongly agree)
 - The senate/committee/council stayed on task. (95% agree/strongly agree)
 - There is agreement amongst the Academic Senate Senators, but more work needs to be done, on the following:
 - Adequate and appropriate resources are available to support my work on this senate/committee/council. (89% agree/strongly agree)
 - The senate/committee/council was effective in completing its initiatives. (89% agree/strongly agree)
 - The senate/committee/council adhered to Robert’s Rules of Order. (89% agree/strongly agree)
- End of Year Committee Reports – these reports are submitted, via TracDat, to help the District meet accreditation standards, as well as make progress on District Goals and Objectives. All nine Academic Senate committees and subcommittees completed an End

of Year report, which include the initiatives each committee adopted and worked on for the academic year and an assessment on the progress and whether their initiatives were completed. Hence, to ascertain the effectiveness of the Academic Senate and its various committees, the following observations are offered:

- There were a total of forty-six initiatives established and pursued during the 2020 – 2021 academic year.
 - Twenty-eight or 60.8% of the initiatives were reported as satisfactory (or completed);
 - Twelve or 26.1 % of the initiatives were reported as carried forward (or not completed); and
 - Six or 13.1% of the initiatives were reported as needs improvement (not completed).

One final, but no less important, finding is added here. The Academic Senate passed an Anti-racism resolution with the specific purpose of answering the California Community Colleges Chancellor’s Call to Action, as well as the Call to Action issued by the immediate past President of the Academic Senate for California Community Colleges. **The Anti-racism resolution tasked the Academic Senate and its committees to create and pursue at least one initiative that addresses Anti-racism or social justice within the scope of its purview. Out of the forty-six initiatives established and pursued by the Academic Senate and its various committees, only five were adopted. Of the five Anti-racism or social justice-centric initiatives that were adopted, only two were completed and the rest were carried forward or reported as needs improvement. (emphasis added)**

2020 - 2021
End of Year Reports:
Academic Senate
and Committees



Sequoias Community
College District



College of the Sequoias

Committee/Council/Senate Report

2020 - 2021 Academic Senate End-of-Year Report



Senate - Academic

Purpose Statement: The Academic Senate is a governance and consultative body that represents full-time and adjunct District faculty. The primary purpose of the Academic Senate are the following:

1. Advise the administration and Board on academic and professional matters.
2. Make appointments of full-time faculty to other governance bodies and/or their committees.

The Academic Senate meets every 2nd and 4th Wednesday of each month during the academic year. See the Academic Senate web site under Governance for more details.

Membership: Executive Members:

Greg Turner (AS President)
Juan Arzola (Vice President, Equivalency & IPEC chair)
Sondra Bergen (AS Secretary/treasurer)
Sarah Harris (O&A and Curriculum chair)
Lisa Hott (Committee A chair)
Landon Spencer (Committee B chair and State Delegate)
Deborah Nolan (ETC & DECOS chair)
Erik Armstrong (FEC Chair)

Senators:

AG - Shannon Cooper
IT - Brian Unruh
Business- Lisa Hott, Gabriel Giannandrea
Communication & Languages- Jonathan Brooks
Consumer Family Studies- Vanessa Bailey
English- Lisa McHarry Freeman, Landon Spencer, Lucia Tejada
Fine Arts- Chris Mangels
Library- Emily Campbell
Math/Engineering- Stephanie Collier, Liana Craven
Nursing/Health Science- Terri Paden, Karen Roberts
Physical Education- Michelle Bolt
Science- Joshua Dillard, Teresa Mendoza
Social Science- Timothy Linehan, Katherine Becker, Alicia Crumpler
Student Services- Jason Ford, Emily Briones
Adjunct Faculty- Amelia Sweeney, Amanda Carey
Classified- Mayra Diaz
ASB- Noorulain Ali

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Completion of Routine Business - Agendas posted Minutes approved and posted Quorum attained Attendance at meetings recorded in minutes Initiative Status: Active Academic Year: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026, 2026 - 2027, 2027 - 2028, 2028 - 2029, 2029 - 2030 Start Date: 08/21/2013</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory Attendance was recorded for all Academic Senate Senators who attended the virtual meetings, which allowed for quorum to be attained. All Academic Senate meeting minutes were approved and posted to the Senate's public-facing website. (05/21/2021)</p>	
<p>Evaluate district governance survey feedback - The Academic Senate will evaluate feedback given by Senators in the district governance survey. Initiative Status: Active Academic Year: 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026, 2026 - 2027, 2027 - 2028, 2028 - 2029, 2029 - 2030 Start Date: 08/12/2019</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The Academic Senate reviewed the results of the 2019 - 2020 District Governance Survey in the fall semester. The Academic Senate will review the 2020 - 2021 District Governance Survey in the fall 2021 semester. (05/21/2021)</p>	
<p>Faculty Evaluations - Work with COSTA to make evaluations more equitable and more effective in helping faculty improve. Initiative Status: Active Academic Year: 2020 - 2021</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory Academic Senate Executive Board members participated on a work group formed by COSTA to develop contract language, in which faculty would affirm the contributions to equity through their classroom practices and/or other professional duties. Language was created and presented to COSTA leadership for presentation to the COSTA membership. If approved by COSTA leadership will decide whether to present the proposed language in their negotiations. (05/21/2021)</p>	
<p>Investigate Academic Senate committee for tutorial Services - Investigate the creation of a new</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Needs Improvement The Academic Senate was unable to complete any work on</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>committee under the Academic Senate that will provide guidance for tutorial services.</p> <p>Initiative Status: Active Academic Year: 2020 - 2021</p>	<p>Directly related to Outcome</p>	<p>this initiative. The Academic Senate Executive Board will discuss this initiative next academic year to determine whether this initiative is still needed. If so, this initiative will be delegated to Standing Committee A. (05/21/2021)</p>	
<p>Sponsor heritage, equity, and anti-racism events - Work with the District to sponsor more heritage, equity, and anti-racism events.</p> <p>Initiative Status: Active Academic Year: 2020 - 2021</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Needs Improvement</p> <p>The Academic Senate did not attend to this initiative. The Faculty Enrichment Committee assisted the Equity and Diversity Action Committee (EDAC) with ensuring EDAC events were identified as FLEX-approved activities, but no specific work was done with the District to sponsor more heritage, equity, and Anti-racist events. The Academic Senate Executive Board will discuss whether this initiative should be pursued, at the next Academic Senate meeting in fall 2021. (05/21/2021)</p>	

Committee/Council/Senate Report

2020 - 2021 Committee A End-of-Year Report



Committee - Standing Committee A

Purpose Statement: Committee A is a standing committee of the Sequoias Community College District. As such, it is charged with Senate business that is referred by the Academic Senate President with the consensus of the Academic Senate, Faculty issues, guidelines and procedures.

Membership: 2020-21. Lisa Hott (chair), Chris Mangels, Gabe Giannandrea, Amelia Sweeney, Timothy Linehan, Brian Unruh, Michelle Bolt, Terri Paden, Josh Dillard, Alicia Crumpler, Lucia Tejada, Vanessa Bailey

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Investiage issues with dual enrollment - Investigate and make recommendations on the dual enrollment program on academic and professional matters.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2020 - 2021, 2021 - 2022</p> <p>Start Date: 10/28/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Carried Forward</p> <p>The committee decided to create an initial survey to determine the various areas on concern, however those in attendance at meetings didn't feel that they had the knowledge to know what to ask, so we will be soliciting other members of the committee to work on an initial survey to define the issues with dual enrollment before proceeding to investigate. (02/05/2021)</p>	<p>Action: A sub-committee of members with knowledge of dual enrollment met to share their experiences/challenges and came up with a draft survey for faculty. The Chair requested to work the with Research and Planning department to design a survey that would be sent out in the fall to faculty. Dr. La Serna had concerns regarding the survey and asked that the chair meet with the Dual-enrollment coordinator, Brandon. The meeting took place and plans will proceed for the survey. (08/20/2021)</p>

Committee/Council/Senate Report

2020 - 2021 Committee B End-of-Year Report



Committee - Standing Committee B

Purpose Statement: Committee B is a standing committee of the Sequoias Community College District. As such, it is charged with Senate business that is referred by the Academic Senate President with the consensus of the Academic Senate, including, but not limited to Academic Senate elections and referendums and revisions to the Academic Senate Constitution and by-laws.

Membership: Landon Spencer, Shannan Cooper, Teresa Mendoza, Emily Briones, Johnathan Brooks, Emily Campbell, Karen Roberts, Celeste Solis, Stephanie Collier, Jason Ford, Lisa McHarry Freeman, Katherine Becker

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Conduct routine business - Committee B will conduct routine business, including meeting regularly during the academic year, abiding by our Bylaws, recording and posting minutes, and reporting to the full Senate as required.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 10/12/2015</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>Routine business was carried out including meetings on 3/3, 4/7, and 5/5. (09/02/2021)</p>	
<p>Research and Advise on term limits, recruiting, nomination processes, etc. - Research best practices and relevant documents regarding aspects of our appointed and elected positions including term limits, recruiting practices, nomination process, etc.; then advise Academic Senate on findings and recommendations</p> <p>Initiative Status: Active</p> <p>Academic Year: 2020 - 2021</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Carried Forward</p> <p>Com B collected data on what our relevant documents (bylaws, constitution) say about positions (appointed and elected) as well as term limits, etc. Also compiled relevant research from ASCCC papers and emails. Next steps would involve discussing and making recommendations to the Senate body. (09/02/2021)</p> <p>Related Documents: Minutes 05.05.2021.docx</p>	

Curriculum Committee

End-of-Year Report



Committee - Curriculum

Purpose Statement: The purpose of the Curriculum Committee, as reflected in the COS Governance Manual, is to: Review and approve all proposed changes and additions to District curriculum; Review other District functions related to curriculum; Advise the Vice-President of Academic Services on curriculum development; and Review the general education requirements and recommend changes as appropriate.

The committee meets the first Wednesday of each month during the academic year.

Membership: Co-Chairs:

Dr. Sarah Harris
Dr. Jennifer La Serna

Articulation Officer:

Greg Keen

Course Librarian:

Daniel Alverado

Faculty Representatives:

Amy Vega-Pritchett
Andy Hinojosa
Tiffany Wainwright
Charles Abee
Imara Quinonez
Adrienne Duarte
Milena Seyed
Eric Heatherington
Monica Urban
James McDonnell
Chris Huff
Anne Morris
David Heywood
Barbara Laird

Deans:

Brent Davis

Jesse Wilcoxon
 Jenny Sae Chao
 Jonna Schengel
 Louann Waldner
 Richard Lubben
 Michele Brock
 Francisco Banuelos

Advisory Members:
 Deborah Nolan - DE Coordinator
 Amanda Cota - Financial Aid
 Resource Specialist
 Mai Soua Lee— Director of
 Learning Resources
 Joseph Castillo - PTA Director

Student Representative:
 Erika Gratil

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Curriculum Handbook - Create a District curriculum handbook, to include curriculum policy, process, and technology guidelines. Initiative Status: Active Academic Year: 2019 - 2020, 2020 - 2021 Start Date: 09/04/2019</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory A committee workgroup was established to complete draft sections of the handbook and organize materials in Canvas. The Canvas draft was completed and reviewed at the May committee meeting, and will be finalized for District-wide launch beginning in Fall. (05/13/2021)</p>	
<p>Standard Business - The committee will complete routine business such as taking up curriculum issues and developing curriculum policies as necessary, resolving curricular problems, developing and maintaining the current procedures in the CMS, completing an annual evaluation of the governance survey, etc. Initiative Status: Active Academic Year: 2019 - 2020, 2020 - 2021</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The committee met eight times in 2020-2021, completing routine business including but not limited to review of courses and programs, completing training in curriculum processes, and the transition to virtual meetings necessitated by the COVID-19 emergency. In addition to completion of routine business, the committee also completed emergency review of DLA addenda, finalized a policy on Credit for Prior Learning, supported the timely review of Ethnic Studies courses for the new CSU GE Area F, and reviewed new catalog exam tables for CLEP and IB exams. The committee was able to satisfactorily complete</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Start Date: 09/04/2019</p>	<p>Directly related to Outcome</p>	<p>its initiatives and provide timely response to urgent District needs.</p> <p>Agendas and minutes for all meetings are posted on the committee website: https://www.cos.edu/en-us/governance/academic-senate/curriculum-committee</p> <p>18 committee members completed the annual governance survey. Of the committee members surveyed, all agreed the committee met its roles and responsibilities, stayed on task, and adhered to Robert's Rules (100%). Most agreed the committee provided adequate resources (94%), had an appropriate workload (94%), and was effective in completing its initiatives (88%). Suggestions in the comments include simplifying committee processes and providing more training for members: "Focused, specific, regular, and continuous education, trainings, and workshops for each member of the committee," and a suggestion that more work should be delegated/ assigned to committee members. A couple of comments reference TracDat; these may have been intended for the O&A survey and will be shared with that committee.</p> <p>The committee will continue to conduct its standard business, but has done so effectively for this year. (05/13/2021)</p>	
<p>DLA Review - Complete emergency review and approval of Distance Education Addenda. Initiative Status: Active Academic Year: 2020 - 2021 Start Date: 10/07/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory Since the start of the pandemic (mid-March 2020), the committee reviewed and approved over 700 courses; more than twice its typical volume for course review. (05/13/2021)</p>	
<p>Culturally Responsive Curriculum - Develop and provide training on curriculum development and review, inclusive of culturally responsive curriculum. Initiative Status: Active</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory Several trainings were offered during Spring Convocation, including syllabus review, equity and assignment design, and SLO assessment. Where available, recordings are incorporated into the Curriculum Handbook on Canvas,</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
Academic Year: 2020 - 2021 Start Date: 10/07/2020	Directly related to Outcome	along with other resource materials on culturally responsive curriculum reviewed by the committee in meetings this year. (05/13/2021)	

Committee/Council/Senate Report

2020 - 2021 Distance Education Committee End-of-Year Report



Committee - Distance Education

- Purpose Statement:**
- a. Review and recommend policies and procedures for the conduct of online instruction and the operation of online courses
 - b. Make recommendations to the Academic Senate regarding priorities as they relate to instructional support for online and hybrid courses
 - c. Provide input to the Academic Senate on the development of policies and academic initiatives as they relate to online courses
 - d. Serve as a discussion forum for pedagogical issues regarding the teaching, learning, assessment, ADA/504/508 compliance, and student support services for online and hybrid courses.

Meets on the first Tuesday of the month. 2019: 9/3, 10/1, 11/5, 12/3. 2020: 2/4, 3/3, 4/7 (spring break), 5/5

Membership: Distance Education Coordinator, co-chair (Deborah Nolan)

VP of Academic Services or designee, co-chair (Mary-Catherine Oxford)

Faculty (one per division) appointed by Academic Senate upon recommendation from the divisions

Agriculture – Allison Ferry-Abee

Business – Susan Mazzola

Consumer Family Studies – Vacant

Fine Arts – Mike Tackett

Industry and Technology –

Language Arts – David Hurst

Library –

Math – George Woodbury

Allied Health – Joe Sousa

P.E. – vacant

Science – vacant

Social Sciences – Linda Del Rio

Counseling – Juan Sanchez

One classified employee appointed by classified employees (Jeremy Tierce)

One student, nonvoting, appointed by students

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Student Success research - Analyze success rates from spring, survey students regarding why they dropped and why they stayed</p> <p>Initiative Status: Active</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Carried Forward</p> <p>This is an ongoing concern of DECOS. Data from the District, Chancellor's Office, and California Student Senate informed our conversations. No definitive plan was achieved as a</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Academic Year: 2020 - 2021 Start Date: 10/07/2020</p>	<p>Directly related to Outcome</p>	<p>result of our conversations, but the group will most likely continue to seek data that explains students' needs as the online environment continues to change. For example, the most recent data from the Chancellor's office does not accurately reflect the situation across the state that developed between March 2020 and the end of the spring 2021 semester. DN (05/06/2021)</p>	
<p>Promote teaching strategies to support Equity in online learning and teaching - Compile and communicate suggestions for teaching strategies to support equity Initiative Status: Active Academic Year: 2020 - 2021 Start Date: 10/07/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Carried Forward The group developed a list of strategies that they want to share with EDAC for input. It may be possible to present the recommendations to the Academic Senate after EDAC has taken a look at the list. (05/06/2021)</p>	
<p>Best Practices - Highlight Division Best Practices and share resources in a COS Canvas Commons Channel Initiative Status: Active Academic Year: 2020 - 2021 Start Date: 10/07/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Carried Forward The group discussed developing a Canvas Commons Channel for COS instructors. Discussion included concerns about what criteria the submitted content (course, module, assignment, etc) would have to meet to be a part of the channel. The channel was not developed, yet, but the idea may gain traction in the coming year. (05/06/2021)</p>	

Committee/Council/Senate Report

2020 - 2021 Educational Technology Committee End-of-Year Report



Committee - Educational Technology

Purpose Statement: 1. Develop and make recommendations concerning the management and support for the District's learning management system (LMS).
2. Serve as a voice and advocate for the appropriate application of technologies to the teaching and learning process.
3. Facilitate District-wide communication on instructional technology issues, including compliance with Section 508 of the Rehabilitation Act of 1973 and U.S. Copyright laws.
4. Develop and make recommendations for the specifications and uses of classroom technologies.
Develop and make recommendations concerning professional development activities related to the District's LMS and other learning technologies.

Membership: AAC Director: Lyndsi Litten

Business: Tara Bosma?

CFS: Milli Owens?

Classified: Jeremy Tierce?

Counseling: Kristi Hodges?

English: David Hurst?

I&T: Donal Howell?

LCS: Sofia Cook?

Library: Emily Campbell?

LRC Director: Mary-Catherine Oxford

Math: David Jones

Nursing and Allied Health: Tina Toth?

PE: Dallas Jensen

Science: Joshua Puhl?

Social Science: Katherine Becker?

Dean of Technology: Glen Profeta?

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Conduct Routine Business - Conduct Routine Committee Business, including posting agendas and minutes. Initiative Status: Active Academic Year: 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026, 2026 - 2027, 2027 - 2028, 2028 - 2029, 2029 - 2030 Start Date: 09/11/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory All agendas and minutes posted to meeting pages through April 23, 2021. Draft minutes for 4/23/2021 (last meeting of the year) have been shared with the committee for their attention at the first meeting of 2021-2022. (05/04/2021)</p>	
<p>OER Taskforce - Convene a taskforce of faculty and others to support the adoption of Open Educational Resources and Zero Textbook Cost. Initiative Status: Active Academic Year: 2020 - 2021, 2021 - 2022 Start Date: 09/11/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Carried Forward The task force was convened and met regularly under the leadership of Emily Campbell. The task force will continue to meet in 2021-2022 having made good progress as documented in the ETC meeting minutes for the year. (05/04/2021)</p>	
<p>Faculty Spotlight - Coordinate the production of messages and presentations from faculty using educational technology. Send messages to all faculty regularly. Initiative Status: Active Academic Year: 2020 - 2021, 2021 - 2022 Start Date: 09/11/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Carried Forward The faculty spotlight idea was investigated by the committee, and it was agreed that it continues to have merit but will take additional effort. The group wants to continue to focus on the possibilities for this initiative in 2021-2022. (05/04/2021)</p>	
<p>ETC and The Authoritative Source - Provide the faculty with:</p> <ul style="list-style-type: none">- Communication channels (where to get information);- District Apps and the Canvas App Integration Policy ; and	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Carried Forward This initiative continues to serve as an operating principle for the committee. It may be that the Instructional Technology for Success newsletter becomes the vehicle for manifestation of this initiative under the new committee leadership in 2021-2022. (05/04/2021)</p>	

Initiatives

Evaluations

Results

Actions

- Professional development opportunities

Initiative Status: Active

Academic Year: 2020 - 2021, 2021 - 2022

Start Date: 09/11/2020

Committee/Council/Senate Report

2020 - 2021 Equivalency Committee End-of-Year Report



Committee - Equivalency

Purpose Statement: The Equivalency Committee's primary charge is to determine whether a candidate who applies for equivalency has the equivalent education and/or experience/expertise to meet the minimum qualifications for a Faculty Service Area (FSA). Secondly, the committee's charge is to review campus processes and policies for equivalency and make recommendations for revision when warranted.

Membership: Juan Arzola (chair)

- Craig Arnold
- Jeanne Draper
- Rolando Gonzalez
- Donal Howell
- Rick Mangnall
- Stephanie Sierra

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Updating Equivalency Results on Web - Equivalency Committee will provide updates on share point on a regular basis regarding progress on initiatives and the number of equivalency requests granted and denied.</p> <p>Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Start Date: 08/15/2016</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Needs Improvement During the spring 2021 semester, the Equivalency met four times and did not receive any equivalency requests. However, the Committee has not determined how to provide updates on initiatives and equivalency request to the Committee's share point site. (05/21/2021)</p>	
<p>Routine Business - Equivalency Committee will meet regularly to address routine business, such as approval of minutes and agenda, and update on initiatives.</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The Equivalency Committee met four times during the spring 2021 semester through various forms of communication (online through email and conference call)</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Start Date: 08/17/2015</p>	<p>Directly related to Outcome</p>	<p>based on the Committee's agreed upon 2020 - 2021 Meeting Schedule. (05/21/2021)</p>	
<p>Review and Revise AP7211 and BP7211 - The Equivalency Committee will review and revise, as necessary, AP 7211 and BP 7211. Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Start Date: 09/06/2018</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The Committee is developed and approved a Sample CTE Discipline Equivalency Request with Course Comparison grid to include in AP 7211. The Committee submitted updated draft of AP 7211 to the Academic Senate. The Academic Senate voted to approve AP 7211. AP 7211 has been submitted to the Office of Human Resources and will be presented to District Governance Senate for approval in fall 2021 semester. (05/21/2021)</p>	
<p>Analyze District Governance Year-End Survey Results - The Committee will conduct an analysis of the District Governance Year-End Survey Results at its last regular semester meeting. Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024, 2024 - 2025 Start Date: 08/13/2018</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Needs Improvement The Committee was unable to meet in May 2021 to discuss the results of the District Governance Year-End Survey, The Committee will review and discuss the survey results at its first meeting of the fall 2021 semester. (05/21/2021)</p>	
<p>New Template for Equivalency Requests - The Equivalency Committee will develop a new template (example) of an academic and Career Technical Education (CTE) equivalency request that reflects a comparison of course topical analysis. Initiative Status: Active Academic Year: 2019 - 2020, 2020 - 2021 Start Date: 09/13/2019</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The Committee developed and approved a Sample Application for Career Technical Education Applicants seeking Equivalency. AP 7211 was updated to include the new sample application template. The updated draft of AP 7211 was delivered to the Academic Senate for approval. (05/21/2021)</p>	
<p>Instructional Video on Applying for Equivalency - The Equivalency</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Needs Improvement</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Committee will produce an instructional (how-to) video on applying for equivalency at Sequoias Community College District.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2019 - 2020, 2020 - 2021</p> <p>Start Date: 09/13/2019</p>	<p>Directly related to Outcome</p>	<p>The Committee was unable to work on this initiative due to the extended time invested on the development of the new sample application template for Equivalency Requests for Applicants seeking equivalency in Career Technical Education disciplines. (05/21/2021)</p>	

Committee/Council/Senate Report

End-of-Year Report



Committee - Faculty Enrichment

- Purpose Statement:**
- a. Review and approve faculty enrichment activities proposed by faculty, staff, and administration; administer the District's Flexible Calendar Program
 - b. Record FLEX hours for faculty
 - c. Communicate available development opportunities
 - d. Solicit, support, and evaluate faculty sabbatical proposals; recommend faculty sabbatical proposals to the District as per governance processes
 - e. Solicit and evaluate faculty proposals for Institutional Improvement Projects as per COSTA Master Agreement.

- Membership:**
- a. Faculty co-chair, elected from faculty membership
 - b. Administrator co-chair, VP of Academic Services or designee
 - c. Faculty (up to one per division) appointed by Academic Senate upon recommendation from the divisions
 - d. One classified employee appointed by classified employees
 - e. One student representative

1. Erik Armstrong, faculty co-chair
2. Jesse Wilcoxson, administrative co-chair
3. Faculty Membership
 - a. Agriculture – VACANT
 - b. Business - VACANT
 - c. Consumer Family Studies – Kyran Wiley
 - d. Fine Arts – Allyson Sullivan
 - e. Industry and Technology – Mario Bringetto
 - f. English – Emily Froese
 - g. Library – VACANT
 - h. Math – Jon Blakely
 - i. Nursing – Rob Morris
 - j. P.E. – Kim Rix
 - k. Science – VACANT
 - l. Social Science – Lucy Malakar
 - m. Counseling – Cynthia Beltran
 - n. Language and Communication - Christopher Stillwell
 - o. Adjunct – Celeste Solis
4. One classified employee appointed by classified employees – Nicole Tudor, FEC Master of All Knowledge
5. One student representative -- Erika Gratil

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Sabbaticals - Develop sabbatical policies and processes in conjunction with District through governance processes; revise AP/BP on sabbaticals, as needed; solicit, evaluate, and recommend faculty sabbaticals to the District for AY 2020-21.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 10/06/2015</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>FEC solicited sabbaticals and IIPs for the AY 2020-2021 and offered informational sessions in late Fall 2020 and early Spring 2021. In February, the Board approved 2 semesters of sabbatical, and ultimately FEC forwarded 1 sabbatical and 1 IIP for approval, leaving a total of less than 1 semester of sabbatical time remaining or 4 IIPs. The IIP was approved, and the sabbatical is set to be consented to by the Board at their May meeting. More might be done to improve participation to help ensure we fully use all the time allocated to faculty for these purposes. (05/04/2021)</p>	
<p>Institutional Improvement Projects - FEC will develop processes for recommendations for Institutional Improvement Projects as per 12.6 of the COSTA MA.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 08/28/2018</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>FEC solicited sabbaticals and IIPs for the AY 2020-2021 and offered informational sessions in late Fall 2020 and early Spring 2021. In February, the Board approved 2 semesters of sabbatical, and ultimately FEC forwarded 1 sabbatical and 1 IIP for approval, leaving a total of less than 1 semester of sabbatical time remaining or 4 IIPs. The IIP was approved, and the sabbatical is set to be consented to by the Board at their May meeting. More might be done to improve participation to help ensure we fully use all the time allocated to faculty for these purposes. (05/04/2021)</p>	
<p>Preparation for Implementation of AB 705 - FEC will coordinate training and other preparatory enrichment activities for the continued implementation of AB 705.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 08/28/2018</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>Math held regular meetings, FLEX eligible, to discuss the different AB 705 math pathways and how to teach them more successfully. English held English 301 meetings to discuss practices for teaching the corequisite class. ESL is continuing to design and implement their placement and pathway. Virtual professional development opportunities were also offered and shared from organizations like the Chancellor's Office and CAP. Due to the pandemic, these meetings and discussions were less robust and frequent</p>	

Initiatives	Evaluations	Results	Actions
	Directly related to Outcome	than intended, and ESL has received an extension on their implementation deadline. We can continue to support these opportunities as AB 705 continues toward full implementation. (05/04/2021)	
<p>Promote adjunct faculty attendance at workshops and conferences - FEC funds are set aside to pay adjunct faculty to attend on-campus workshops and off-campus conferences. There is a growing demand for adequate adjunct faculty training, and FEC needs to continue to facilitate and meet this need both through offering of enrichment activities and by financial support.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2014 - 2015, 2015 - 2016, 2016 - 2017, 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 10/07/2014</p>	Directly related to Outcome	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>FEC has encouraged and supported part-time faculty involvement in professional development all year long, and they have definitely taken up the work to learn amid a pandemic year. So much work had been done that FEC sought COVID 19 funds to backfill and support future efforts. These additional funds have allowed us to continue to support efforts throughout the year. Currently about 20% of the part-time faculty stipend remains, and this will likely get us through the fiscal year. In addition, FEC will continue to have COVID funds to support part-time professional development in the coming year. (05/04/2021)</p> <p>Related Documents:</p> <p>FEC Budget Report, 5-1-2021.pdf</p>	
<p>Data Training - Promote District-wide training related to the uses of data, especially as it grows out of the Faculty Enrichment Plan.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 10/06/2015</p>	Directly related to Outcome	<p>Report Type: End-of-Year</p> <p>Result: Needs Improvement</p> <p>While FEC has continued to request data evaluations of training sessions, even embedding links in the FLEX final approval email, and FEC has had conversations with RPIE about data workshops, like AB 705 data and workshops similar to management data workshops, nothing really formed this year specifically regarding data usage. Part of this is likely due to the professional learning demands of the pandemic and statewide equity efforts, so it is important for us to continue to think about this and the role it plays in the future. (05/04/2021)</p>	
<p>Review and update FEC website/online presence - FEC information, including information on sabbaticals, as well as FLEX activities and requisite forms are all available on the FEC webpages. We need to (1) keep this information up to date, and</p>	Directly related to Outcome	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>FEC and FLEX information has been routinely updated and are available on the FLEX Information webpage. Canvas shells were also created to house some orientation materials from FEC and other areas on campus. We will continue to do this, and we plan to update the FLEX</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>(2) increase the availability of FEC materials and orientations in Canvas. Initiative Status: Active Academic Year: 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021 Start Date: 09/05/2017</p>	<p>Directly related to Outcome</p>	<p>Information page so that information is better organized for retrieval. (05/04/2021)</p>	
<p>Assessment of District Governance Survey - This initiative will track and analyze the results of the annual District Governance Survey. Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021 Start Date: 05/01/2019</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The FEC Governance survey was conducted, and 12/14 members completed the survey. Overall the results were positive in regards to our work and what we've accomplished this year. There is a growing sense, though, that additional resources might be necessary for FEC to continue the work it does. (05/04/2021) Related Documents: FEC Survey Results AY 2020-21.pdf</p>	
<p>Conduct regular business - FEC will conduct regularly business meetings using its bylaws and will also report regularly to the academic senate on the progress and status of its initiatives. FEC will review and act on results of end-of-year committee survey conducted by District. Initiative Status: Active Academic Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021 Start Date: 09/06/2016</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory FEC regularly conducted its business. FEC will need to review initiatives, possibly combining or eliminating initiatives, to more efficiently accomplish and report on them. (05/04/2021) Related Documents: FEC Meeting Page</p>	
<p>Antiracism and Equity - FEC, in collaboration with EDAC, will coordinate antiracist and equity-minded trainings and other enrichment activities. Initiative Status: Active Academic Year: 2020 - 2021 Start Date: 10/22/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory In addition to both Convocations being centered around equity and anti-racism, FEC has support EDAC in its work, ensuring campus events are FLEX-approved and faculty can receive FLEX or the part-time stipend for their participation, including recently the Spring Equity Summit on 4/30/2021. In addition, FEC advertised and blanket authorized several professional development opportunities focused on equity and anti-racism, such as the Black Student Success Week.</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
	Directly related to Outcome	FEC Faculty Co-chair also worked with English faculty to apply for a CVHEC grant for an Equitable Teaching Institute to pilot this summer. (05/04/2021)	
<p>Online Instruction - FEC, in collaboration with ETC and DECOS, will coordinate trainings and other enrichment activities to support distance learning professional development during the COVID-19 crisis.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2020 - 2021</p> <p>Start Date: 10/22/2020</p>	Directly related to Outcome	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>In addition to organizing COVID 19 Support Funding and advertising DE workshops, FEC also funded many workshops regarding instruction during the pandemic, such as Humanizing Online Courses and part-time faculty meetings regarding change of instruction. FEC secured COVID 19 funds to backfill past efforts and fund future efforts to support online instruction. FEC is interested in continuing this for the future year, perhaps supporting Hyflex models of instruction. (05/04/2021)</p>	
<p>District Professional Development Plan - FEC, in cooperation with other professional development and governing bodies, will assist in drafting a District-wide professional development plan.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2020 - 2021</p> <p>Start Date: 10/22/2020</p>	Directly related to Outcome	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>FEC Co-chairs formed a taskforce to draft a professional learning plan to help guide District-wide efforts and to accomplish action 4.3.1 of the Strategic Plan. The plan was finished in early Spring 2021 and moved through different shared governance committees for feedback. Ultimately, the plan was approved by Academic Senate and District Governance Senate, and it will be presented to the Board in May. (05/04/2021)</p> <p>Related Documents:</p> <p>Professional Learning Plan_Edited Draft_Final.pdf</p>	

Committee/Council/Senate Report

2020 - 2021 General Education Committee End of Year Report



Committee - General Education

- Purpose Statement:**
1. Draft and maintain the district’s general education policy and plans
 2. Assist in developing general education outcomes/assessments
 3. Conduct annual assessments of the committee’s own processes

Membership: Co-Chairs: Jesse Wilcoxson & Linda Flora

Committee Members:

- Emily Briones
- David Jones
- Annette Klein
- Josh Muller
- Manlia Xiong

Greg Keen, Articulation Officer

Student Representatives: Sylvester Nilo

Guests: Daniel Alvarado, Vanessa Escobar

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Standard Business - The committee will complete routine business as assigned in the Governance Manual: drafting and maintaining the District’s general education policy and plans, and assisting in developing general education assessments.</p> <p>Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021 Start Date: 08/01/2018</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The committee met for the scheduled monthly meetings between August 2020 through April 2021. We spent the Spring 2021 semester preparing for the 5-year review. The committee fulfilled the standard business as written in the bylaws. (09/02/2021)</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Governance Survey Review - The committee will review the annual results of the governance survey and make plans for improvement as needed.</p> <p>Initiative Status: Active Academic Year: 2018 - 2019, 2019 - 2020, 2020 - 2021 Start Date: 08/01/2018</p>	Directly related to Outcome	<p>Report Type: End-of-Year Result: Carried Forward Committee reviews the Survey results of the previous academic year at the first meeting of the next academic year. (09/03/2021)</p>	
<p>Evaluate feasibility of alternate GELO assessment methods - Work with Curriculum Committee to design a GELO assessment plan that accurately follows GE Committee governance policy</p> <p>Initiative Status: Active Academic Year: 2019 - 2020, 2020 - 2021, 2021 - 2022 Start Date: 09/27/2019</p>	Directly related to Outcome	<p>Report Type: End-of-Year Result: Carried Forward The committee regularly communicated with Sarah Harris, Chair of the Curriculum Committee, to design of a quantifiable and equitable assessment plan. This work will continue during the 2021-2022 academic year in conjunction with our 5-year review. (09/02/2021)</p>	
<p>Equity in GE framework - Evaluate current GE area descriptions to encourage equity in course descriptions and focus</p> <p>Initiative Status: Active Academic Year: 2020 - 2021, 2021 - 2022 Start Date: 09/25/2020</p>	Directly related to Outcome	<p>Report Type: End-of-Year Result: Carried Forward The committee will continue this evaluation along with the 5-year Review and incorporation of the Ethnic Studies GE requirement. (09/02/2021)</p>	
<p>Review GELOs and ILOs for better alignment - Begin planning, in collaboration with the O&A committee, for overall review of campus GELOs. The goal is to more closely align GELOs and ILOs where possible.</p> <p>Initiative Status: Active Academic Year: 2020 - 2021, 2021 - 2022 Start Date: 09/25/2020</p>	Directly related to Outcome	<p>Report Type: End-of-Year Result: Carried Forward The committee members gained considerable insight into this process by working with the O&A committee on how our committees will approach the refinement of the GELOs. The goal is to ensure that the objectives are achievable and testable. We will continue development of the outcome descriptors in consideration of better alignment with ILOs plus incorporation of the Ethnic Studies GE requirement. (09/02/2021)</p>	

Outcomes and Assessment Committee

End-of-Year Report



Committee - Outcomes and Assessment

- Purpose Statement:** (1) Make recommendations to the Academic Senate on student learning outcome assessment
 (2) Monitor the development and assessment of student learning outcomes
 (3) Recommend and/or provide training for faculty, staff, and administrators related to the development and assessment of student learning outcomes

Membership: Co-Chairs:

Angela Sanchez
 Sarah Harris

Representatives:

Allison Vander Platts–AG
 Craig Arnold –BUS/WEXP
 Victoria Rioux –CFS
 Vacant–ENGL
 James McDonnell –FINA
 William Reilly–I&T
 Jeff Maryanow - LANG
 Manlia Xiong –LIBR
 David Jones –MATH
 Lorie Campbell –NURS
 Joseph D’Agostino–PE
 Linda Flora –SCI
 Josh Muller–SOCS
 Ambar Alvarez Soto –STSV
 Ryan Barry-Souza--Research Office

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>Standard Business - The committee will complete routine business as described in our bylaws, including the annual review of the governance survey.</p> <p>Initiative Status: Active Academic Year: 2015 - 2016, 2016 -</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory The committee met eight times over the course of the academic year and successfully completed routine business. All committee documents, including minutes and agendas, are available on the committee website.</p>	

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021</p> <p>Start Date: 09/07/2015</p>	<p>Directly related to Outcome</p>	<p>9 committee members responded to the governance survey. Of those respondents, most agreed that the committee met its roles and responsibilities (88%), that adequate and appropriate resources were available (77%), that the workload of the committee was appropriate (88%), that the committee was effective in completing initiatives (89%), the committee stayed on task (89%), and adhered to Robert's Rules (89%). Comments generally suggest that the committee is operating effectively; most comments no changes ("stay on course") and that the committee met its initiatives. The only suggestions are to review GELO's and PLO's and "more faculty." Initiatives suggested for next year include GELO/ILO review, equity-focused assessment, and to "stay on top of the process to institute the Ethnic Studies course requirements," which may be a comment intended for the curriculum committee survey and will be shared with that group.</p> <p>The committee will continue to conduct its standard business, but has done so effectively for this year. (05/14/2021)</p>	
<p>Critical Thinking ILO - Follow up on and complete the ILO Assessment of Critical Thinking/ Problem Solving/ Analysis.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2019 - 2020, 2020 - 2021</p> <p>Start Date: 09/06/2019</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>Survey results for this outcome were collected over three cycles in the Motherlode survey and will be reported, with the initial workshop results, in the ILO report. This report will be shared via governance in the fall. (05/13/2021)</p>	
<p>Life Skills Assessment - Follow up on and complete the ILO Assessment of Life/Interpersonal Skills.</p> <p>Initiative Status: Active</p> <p>Academic Year: 2020 - 2021</p> <p>Start Date: 09/04/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year</p> <p>Result: Satisfactory</p> <p>Two life skills workshops were held in Spring and participants designed and implemented course assignments then shared, scored, and discussed student work. In addition survey results for this outcome were collected over three cycles in the Motherlode survey and will be reported, with the workshop results, in the ILO report. This report will be shared via governance in the fall. (05/13/2021)</p>	
<p>Equity Training - Provide assessment</p>			

<i>Initiatives</i>	<i>Evaluations</i>	<i>Results</i>	<i>Actions</i>
<p>training, materials and support to faculty, including training focused on equity and assessment in an online environment.</p> <p>Initiative Status: Active Academic Year: 2020 - 2021 Start Date: 09/04/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory</p> <p>In addition to previously-reported training provided in fall, the committee provided two equity-focused workshops during Spring Convocation week, as well as general assessment training during dialogue day and throughout the semester. The committee offered a Spring dialogue day general session specifically focused on the use of technology to facilitate assessment. (05/14/2021)</p>	
<p>ILO Review Planning - Begin planning, in collaboration with the GE committee, for overall review of campus ILOs.</p> <p>Initiative Status: Active Academic Year: 2020 - 2021 Start Date: 09/04/2020</p>	<p>Directly related to Outcome</p>	<p>Report Type: End-of-Year Result: Satisfactory</p> <p>The committee continued to discuss ILO/GELO alignment and has planned to spend next year on a District-wide discussion and review of the ILO's and GELOs in coordination with a planned update to the local GE pattern. The committee will pause general ILO assessment now that one full assessment cycle is complete in order to review the ILOs, and will begin the process at Fall convocation during a joint session with GE committee. (05/14/2021)</p>	

2020 COS Governance Survey Report: Academic Senate and Committees Results

July 2020



Sequoias Community
College District



College of the Sequoias

Academic Senate Results

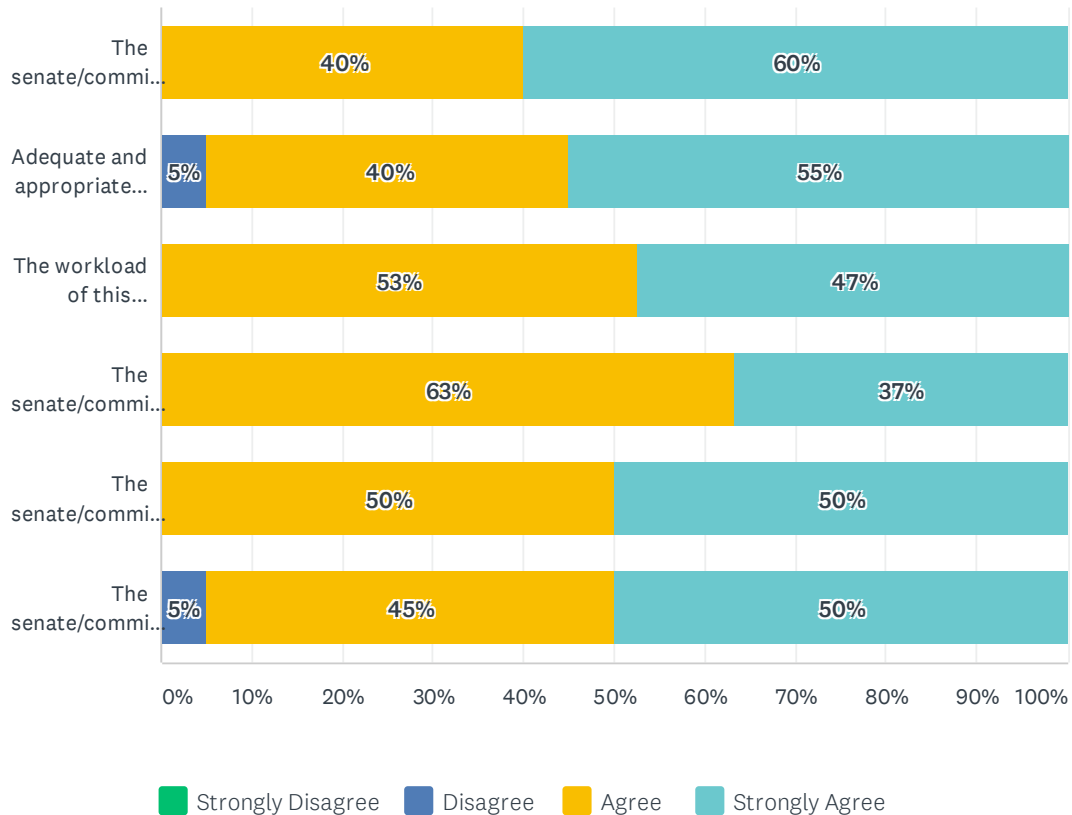


Academic Senate– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Academic Senate – Governance Survey. The purpose of this survey is to provide Academic Senate members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of 20 responses were received to the survey during this time (20/32).

Q1 Based on your involvement with the Academic Senate, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 20 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	40% 8	60% 12	20
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	5% 1	40% 8	55% 11	20
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	53% 10	47% 9	19
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	63% 12	37% 7	19
The senate/committee/council stayed on task.	0% 0	0% 0	50% 10	50% 10	20
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	5% 1	45% 9	50% 10	20

Q2 How could the Academic Senate improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 6 Skipped: 14

#	RESPONSES	DATE
1	Continue to work with COSTA	4/23/2020 4:34 PM
2	The Academic Senate was effective in meeting its roles and responsibilities.	4/20/2020 8:52 PM
3	no changes	4/19/2020 11:13 AM
4	I can't think of another way to improve our already effective ways.	4/16/2020 9:54 AM
5	Doing well.	4/13/2020 8:52 PM
6	Maybe set aside time to think about long term goals in a structured way.	4/13/2020 1:02 PM

Q3 How might the Academic Senate improve its effectiveness in regard to accomplishing its initiatives?

Answered: 8 Skipped: 12

#	RESPONSES	DATE
1	I think it would be nice to switch senators periodically from Committee A and B, especially if senators serve for several years.	4/24/2020 11:34 AM
2	Screen initiatives before just assigning them to a committee.	4/23/2020 4:34 PM
3	The Academic Senate was effective in accomplishing its initiatives.	4/20/2020 8:52 PM
4	By providing stronger initiatives of equal importance to both standing committee A and B.	4/20/2020 9:16 AM
5	no changes	4/19/2020 11:13 AM
6	We are already effective at accomplishing initiatives.	4/16/2020 9:54 AM
7	Doing well.	4/13/2020 8:52 PM
8	Before beginning a task, identify how it ties back to a goal.	4/13/2020 1:02 PM

Q4 What resources are needed to assist the Academic Senate in performing its operations?

Answered: 6 Skipped: 14

#	RESPONSES	DATE
1	Budget for awards.	4/23/2020 4:34 PM
2	The Academic Senate does not require additional resources to perform its operations.	4/20/2020 8:52 PM
3	no changes	4/19/2020 11:13 AM
4	None that I can think of.	4/16/2020 9:54 AM
5	just keep on with the surveys to help us make decisions. There have been some recent moves to make this better...Just keep is up!	4/13/2020 8:52 PM
6	Time!	4/13/2020 1:02 PM

Q5 What topics should be addressed by the Academic Senate next year?

Answered: 6 Skipped: 14

#	RESPONSES	DATE
1	First item - Senate should look into the practice of management violating Ed Code 76224 of changing grades from what was assigned by the instructor, especially when students petition for Academic Renewal and the instructor is no longer working at the college, but in other instances as well. Second item - The cannibalization of classes due to excessive dual enrollment Third item - Determine a way to evaluate the rigor of dual enrollment classes held at high schools.	4/23/2020 4:34 PM
2	Equity and Critical Pedagogy in the class room.	4/20/2020 8:52 PM
3	review spring 2020 effects on students and faculty (survey maybe?)	4/19/2020 11:13 AM
4	This has already been discussed and a list has been created.	4/16/2020 9:54 AM
5	Well, our current COVID-19, which includes at minimum, grading and the issues surrounding distance education.	4/13/2020 8:52 PM
6	Holding the line on academic standards.	4/13/2020 1:02 PM

Q6 Are there any additional roles or responsibilities the Academic Senate should be fulfilling?

Answered: 4 Skipped: 16

#	RESPONSES	DATE
1	No	4/20/2020 8:52 PM
2	no	4/19/2020 11:13 AM
3	No.	4/16/2020 9:54 AM
4	Ensuring academic integrity in hiring.	4/13/2020 1:02 PM

Standing Committee A Results

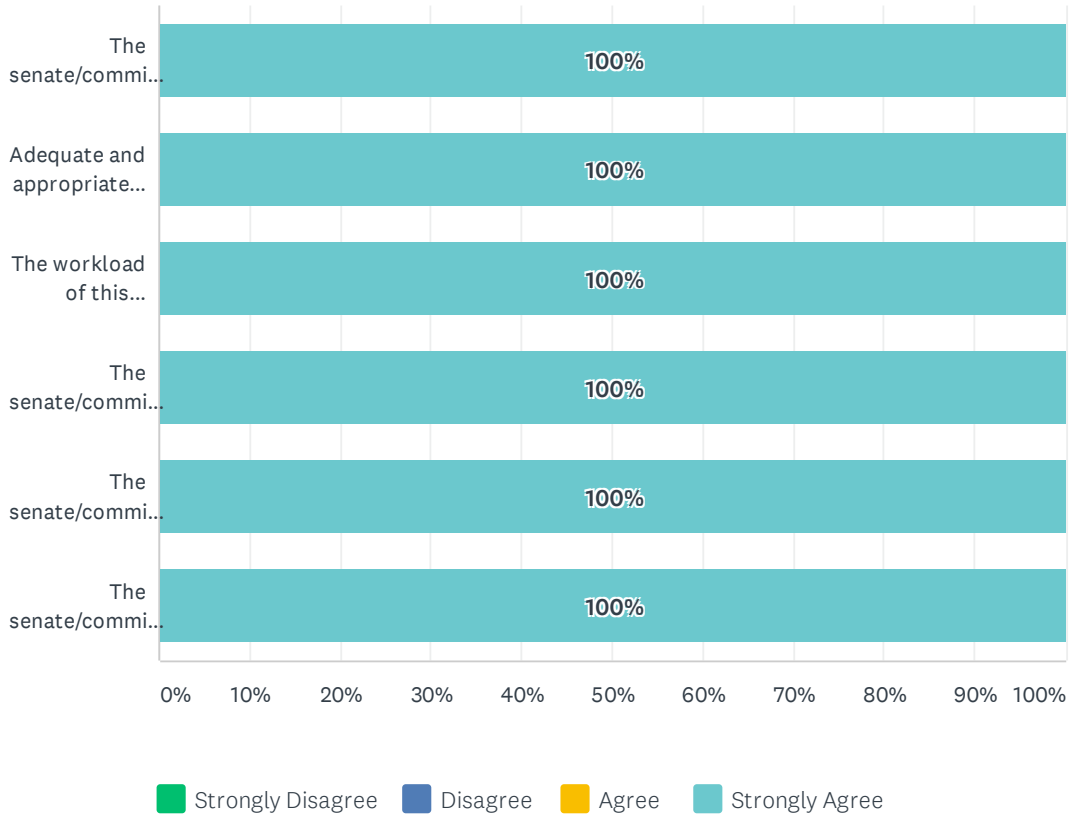


Standing Committee A– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Standing Committee A– Governance Survey. The purpose of this survey is to provide Standing Committee A members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of one responses were received to the survey during this time (1/10).

Q1 Based on your involvement with the Standing Committee A, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 1 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	0% 0	100% 1	1
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	0% 0	100% 1	1
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	0% 0	100% 1	1
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	0% 0	100% 1	1
The senate/committee/council stayed on task.	0% 0	0% 0	0% 0	100% 1	1
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	0% 0	100% 1	1

Q2 How could the Standing Committee A improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	I feel that Committee A has been very effective and organized this year. No improvement needed.	4/23/2020 3:36 PM

Q3 How might the Standing Committee A improve its effectiveness in regard to accomplishing its initiatives?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	Greater levels of attendance and participation. Many senators who attend Senate regularly don't feel like it is part of their responsibility to participate in a standing committee. Senate should reiterate this responsibility to all senators.	4/23/2020 3:36 PM

Q4 What resources are needed to assist the Standing Committee A in performing its operations?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	No resources are needed.	4/23/2020 3:36 PM

Q5 What topics should be addressed by the Standing Committee A next year?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	There is one initiative left to finish and anything else that is assigned by Senate.	4/23/2020 3:36 PM

Q6 Are there any additional roles or responsibilities the Standing Committee A should be fulfilling?

Answered: 1 Skipped: 0

#	RESPONSES	DATE
1	No.	4/23/2020 3:36 PM

Standing Committee B Results

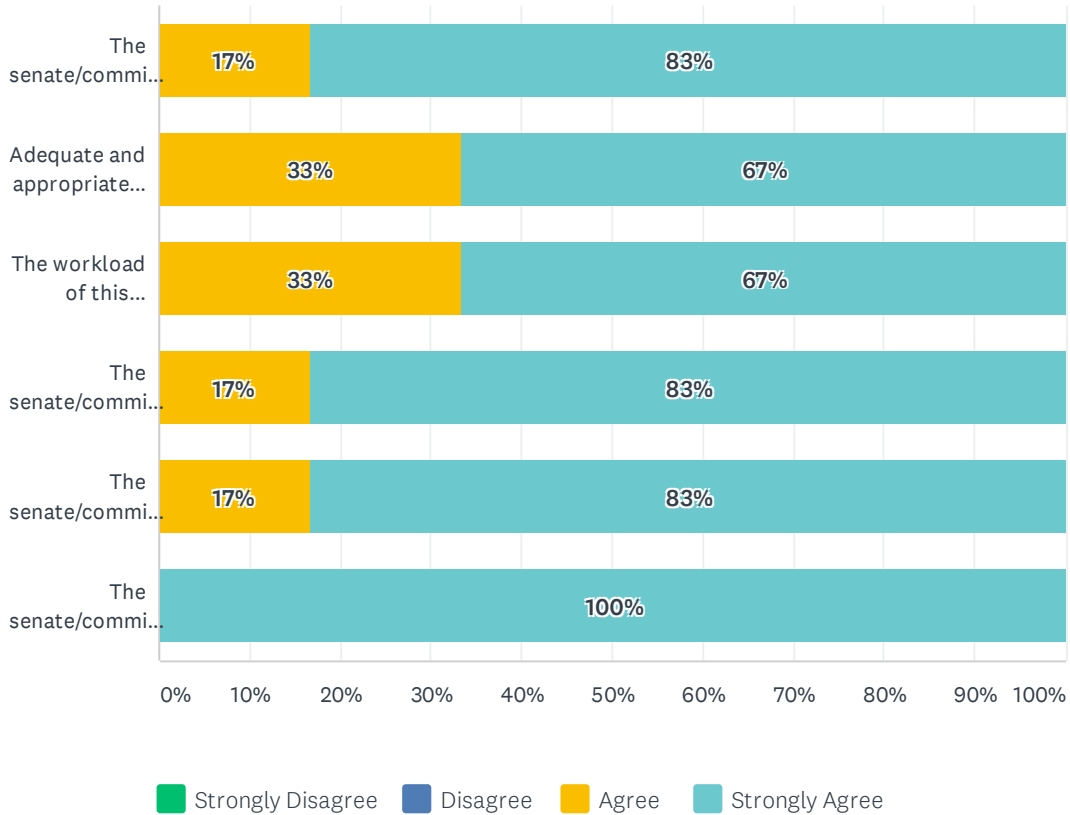


Standing Committee B– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Standing Committee B – Governance Survey. The purpose of this survey is to provide Standing Committee B members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of six responses were received to the survey during this time (6/12).

Q1 Based on your involvement with the Standing Committee B, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 6 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	17% 1	83% 5	6
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	33% 2	67% 4	6
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	33% 2	67% 4	6
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	17% 1	83% 5	6
The senate/committee/council stayed on task.	0% 0	0% 0	17% 1	83% 5	6
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	0% 0	100% 6	6

Q2 How could the Standing Committee B improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 2 Skipped: 4

#	RESPONSES	DATE
1	Standing Committee B was great. Landon is a fantastic leader.	4/21/2020 10:57 AM
2	We are an effective team.	4/15/2020 10:55 AM

Q3 How might the Standing Committee B improve its effectiveness in regard to accomplishing its initiatives?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	We effectively accomplish our initiatives.	4/15/2020 10:55 AM

Q4 What resources are needed to assist the Standing Committee B in performing its operations?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	I can't think of any.	4/15/2020 10:55 AM

Q5 What topics should be addressed by the Standing Committee B next year?

Answered: 2 Skipped: 4

#	RESPONSES	DATE
1	Attendance Policies	4/15/2020 10:55 AM
2	Continue to pursue the "Attendance Policy Guidance" and "Title IX" guidance, since it was interrupted by Covid19.	4/13/2020 2:59 PM

Q6 Are there any additional roles or responsibilities the Standing Committee B should be fulfilling?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	No.	4/15/2020 10:55 AM

Curriculum Committee Results

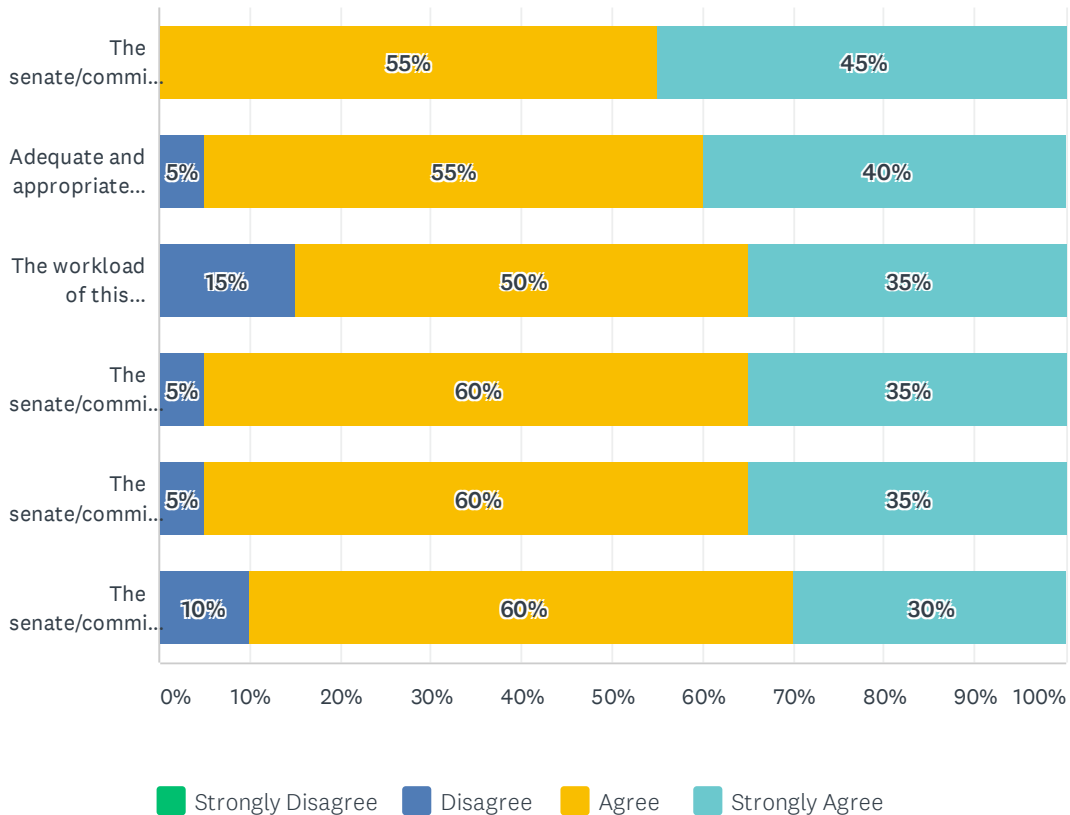


Curriculum Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Curriculum Committee – Governance Survey. The purpose of this survey is to provide Curriculum Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of 20 responses were received to the survey during this time (20/25).

Q1 Based on your involvement with the Curriculum Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 20 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	55% 11	45% 9	20
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	5% 1	55% 11	40% 8	20
The workload of this senate/committee/council is appropriate.	0% 0	15% 3	50% 10	35% 7	20
The senate/committee/council was effective in completing its initiatives.	0% 0	5% 1	60% 12	35% 7	20
The senate/committee/council stayed on task.	0% 0	5% 1	60% 12	35% 7	20
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	10% 2	60% 12	30% 6	20

Q2 How could the Curriculum Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 6 Skipped: 14

#	RESPONSES	DATE
1	No suggestion	4/22/2020 9:12 PM
2	A clearly defined handbook would help many non curriculum committee members. I know it is in the works but is on hold due to COVID-19	4/20/2020 10:33 AM
3	CC did a good job transitioning to remote meetings. Meetings went well and time management improved.	4/20/2020 9:43 AM
4	It would be helpful to have deans be voting members.	4/18/2020 9:47 AM
5	Sarah does a great job; but still hard to get work on the course level	4/14/2020 3:13 PM
6	By having its roles and responsibilities clarified for each member. The new handbook might help with this, too.	4/13/2020 3:00 PM

Q3 How might the Curriculum Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 5 Skipped: 15

#	RESPONSES	DATE
1	No suggestion	4/22/2020 9:12 PM
2	Other members of the Curriculum Committee could head up subgroups or task forces. Too often this falls to the same people.	4/21/2020 2:54 PM
3	Sarah does a good job in keeping the committee on task and focused on initiatives.	4/20/2020 9:43 AM
4	more help on how to get faculty to update courses - maybe they should get a direct email from Sarah.	4/14/2020 3:13 PM
5	By prioritizing and focusing. Also, not adding new ones if possible.	4/13/2020 3:00 PM

Q4 What resources are needed to assist the Curriculum Committee in performing its operations?

Answered: 5 Skipped: 15

#	RESPONSES	DATE
1	No suggestion	4/22/2020 9:12 PM
2	The workload for this committee can be pretty steep, especially depending upon the Division that one represents. More resources to make that workload more manageable would be helpful. This could include reassigned time, etc.	4/21/2020 2:54 PM
3	Sarah/Daniel always provide the necessary resources.	4/20/2020 12:33 PM
4	Dialog Days are nice to allow faculty time to collaborate and get input from the Curriculum Chair.	4/20/2020 10:33 AM
5	Instead of one time high paced training offer ongoing focused training with plenty of examples, guided problem solving scenarios to work on, and shared best practices for all members.	4/13/2020 3:00 PM

Q5 What topics should be addressed by the Curriculum Committee next year?

Answered: 5 Skipped: 15

#	RESPONSES	DATE
1	Best practices in teaching remotely	4/22/2020 9:12 PM
2	Continue GP work Course Outlines (curricular requirements) and COVID-19 emergency Continue Curriculum Handbook As I type these, clearly just continue work on initiatives that did not get/could not be addressed during the COVID-19 emergency.	4/21/2020 2:54 PM
3	Continued work on a curriculum handbook. Quick cliff notes style tutorials for new faculty that explain curriculum processes. Videos would be helpful in an easily accessible place.	4/20/2020 10:33 AM
4	Emergency distance education addendum Support for labs teaching remotely	4/20/2020 9:43 AM
5	How to receive more help and input (instead of hurried approvals and only occasional comments) during the course design or updating process while working in the CourseLeaf.	4/13/2020 3:00 PM

Q6 Are there any additional roles or responsibilities the Curriculum Committee should be fulfilling?

Answered: 5 Skipped: 15

#	RESPONSES	DATE
1	None	4/22/2020 9:12 PM
2	No, this committee does a lot already.	4/21/2020 2:54 PM
3	None I feel the committee is doing its job adequately	4/20/2020 10:33 AM
4	Sarah and Daniel do an amazing job!	4/18/2020 9:47 AM
5	No.	4/13/2020 3:00 PM

Distance Education Committee Results

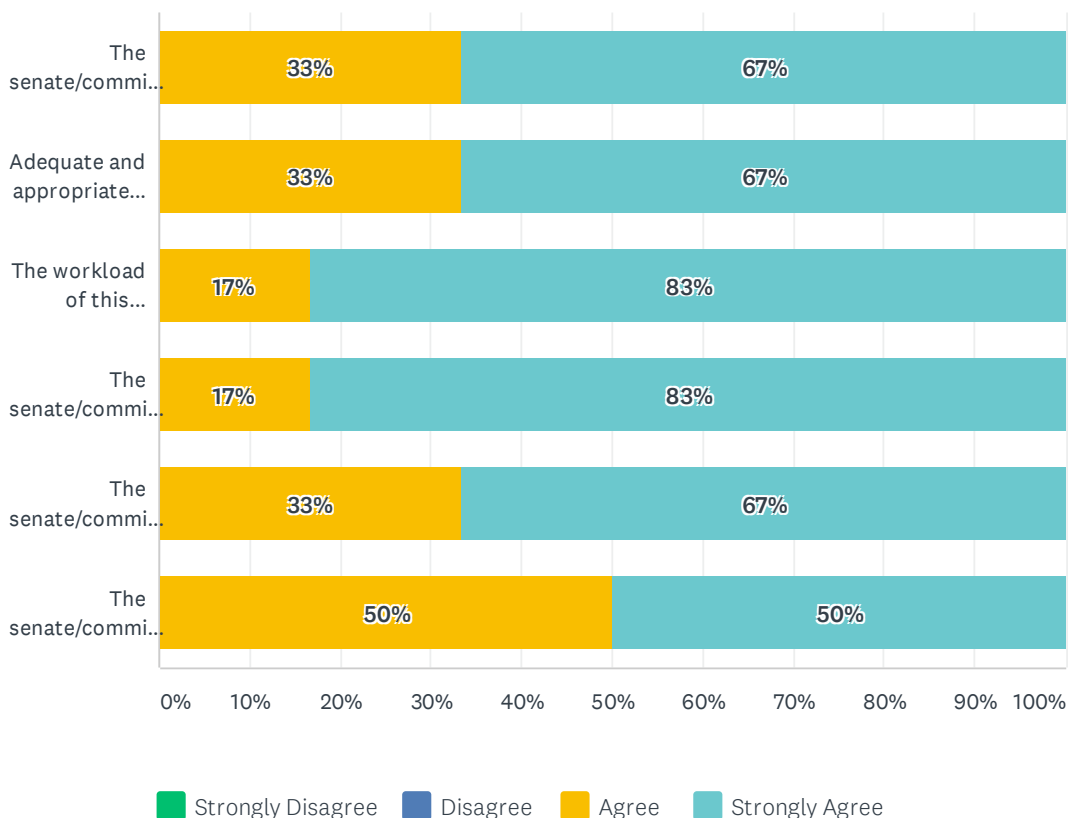


Distance Education Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Distance Education Committee – Governance Survey. The purpose of this survey is to provide Distance Education Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of six responses were received to the survey during this time (6/11).

Q1 Based on your involvement with the Distance Education Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 6 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	33% 2	67% 4	6
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	33% 2	67% 4	6
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	17% 1	83% 5	6
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	17% 1	83% 5	6
The senate/committee/council stayed on task.	0% 0	0% 0	33% 2	67% 4	6
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	50% 3	50% 3	6

Q2 How could the Distance Education Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	A good 5 minutes per meeting should be used for reflection. All of us teach DE. Our problem could be other problems. A good example is searching for an Online, Hybrid or in person class. These are college problems that we should be addressing. Not individual specific ones.	4/13/2020 10:45 AM

Q3 How might the Distance Education Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 0 Skipped: 6

#	RESPONSES	DATE
	There are no responses.	

Q4 What resources are needed to assist the Distance Education Committee in performing its operations?

Answered: 2 Skipped: 4

#	RESPONSES	DATE
1	We need a clone of Deborah Nolan!	4/24/2020 3:20 PM
2	N/A	4/13/2020 10:45 AM

Q5 What topics should be addressed by the Distance Education Committee next year?

Answered: 1 Skipped: 5

#	RESPONSES	DATE
1	Evaluation of online classes	4/24/2020 3:20 PM

Q6 Are there any additional roles or responsibilities the Distance Education Committee should be fulfilling?

Answered: 0 Skipped: 6

#	RESPONSES	DATE
	There are no responses.	

Educational Technology Committee Results

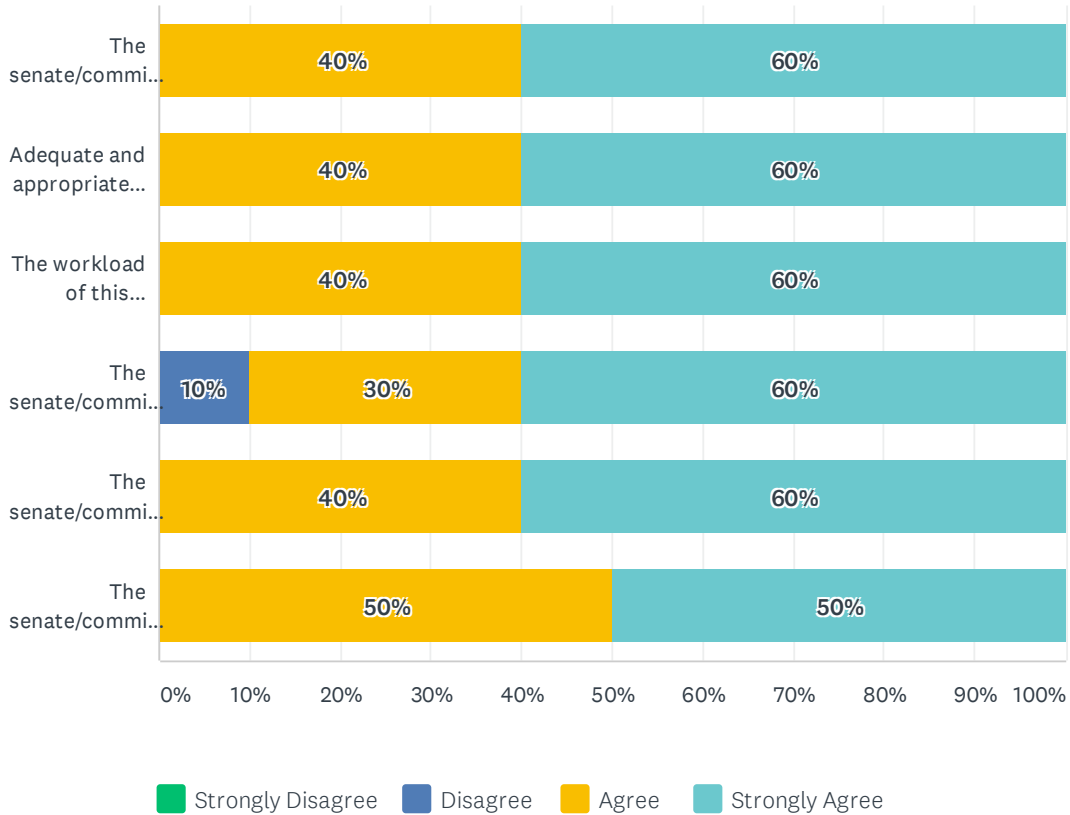


Educational Technology Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Educational Technology Committee – Governance Survey. The purpose of this survey is to provide Educational Technology Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of 10 responses were received to the survey during this time (10/17).

Q1 Based on your involvement with the Educational Technology Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 10 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	40% 4	60% 6	10
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	40% 4	60% 6	10
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	40% 4	60% 6	10
The senate/committee/council was effective in completing its initiatives.	0% 0	10% 1	30% 3	60% 6	10
The senate/committee/council stayed on task.	0% 0	0% 0	40% 4	60% 6	10
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	50% 5	50% 5	10

Q2 How could the Educational Technology Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 2 Skipped: 8

#	RESPONSES	DATE
1	I don't see how it could be improved. Dr. Nolan is an excellent and efficient leader.	4/21/2020 1:31 PM
2	The Ed Tech committee does stay on task and meets its objectives	4/13/2020 10:39 AM

Q3 How might the Educational Technology Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 2 Skipped: 8

#	RESPONSES	DATE
1	No change needed.	4/21/2020 1:31 PM
2	Initiatives for this year are being worked on and resolved (completed) on task	4/13/2020 10:39 AM

Q4 What resources are needed to assist the Educational Technology Committee in performing its operations?

Answered: 2 Skipped: 8

#	RESPONSES	DATE
1	We have the resources we need.	4/21/2020 1:31 PM
2	None that I am aware of	4/13/2020 10:39 AM

Q5 What topics should be addressed by the Educational Technology Committee next year?

Answered: 2 Skipped: 8

#	RESPONSES	DATE
1	Any changes due to COVID-19.	4/21/2020 1:31 PM
2	Educating faculty & students on ed tech	4/13/2020 9:39 AM

Q6 Are there any additional roles or responsibilities the Educational Technology Committee should be fulfilling?

Answered: 2 Skipped: 8

#	RESPONSES	DATE
1	No.	4/21/2020 1:31 PM
2	Communicating tech resources and giving use case examples.	4/13/2020 9:39 AM

Equivalency Committee Results

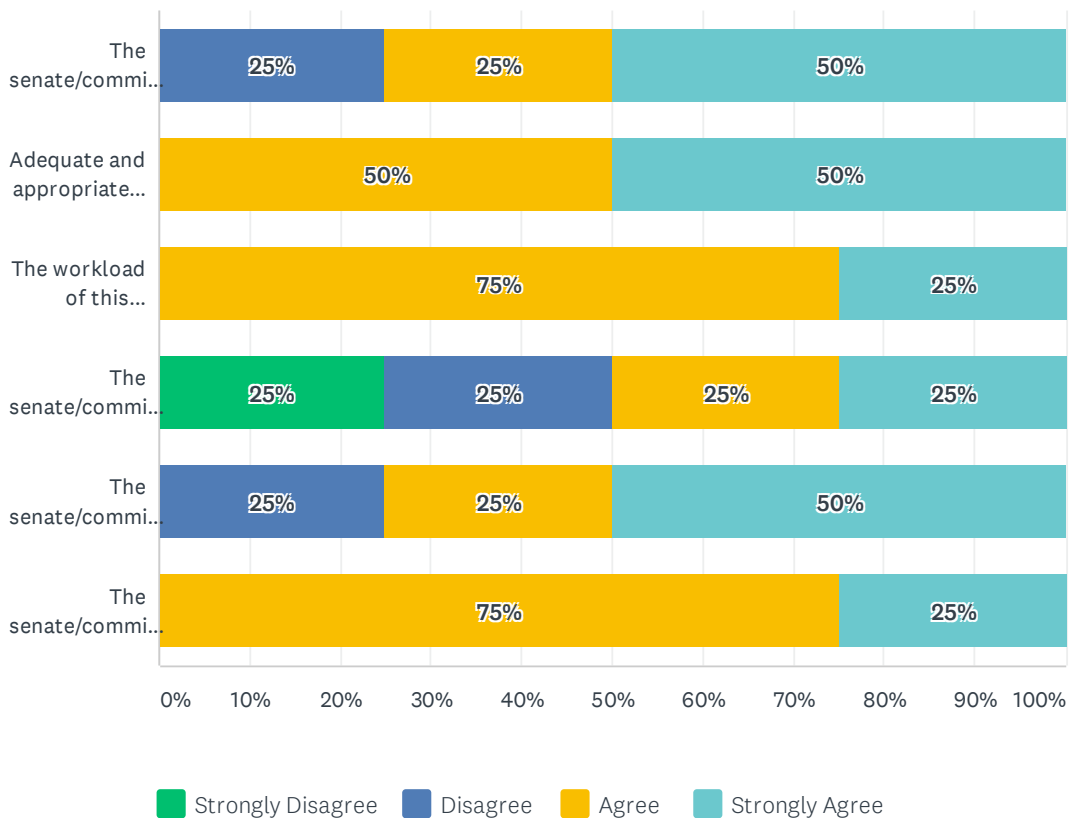


Equivalency Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Equivalency Committee – Governance Survey. The purpose of this survey is to provide Equivalency Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of four responses were received to the survey during this time (4/6).

Q1 Based on your involvement with the Equivalency Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 4 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	25% 1	25% 1	50% 2	4
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	50% 2	50% 2	4
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	75% 3	25% 1	4
The senate/committee/council was effective in completing its initiatives.	25% 1	25% 1	25% 1	25% 1	4
The senate/committee/council stayed on task.	0% 0	25% 1	25% 1	50% 2	4
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	75% 3	25% 1	4

Q2 How could the Equivalency Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	The Equivalency Committee could improve its effectiveness by adhering to its established meeting schedule.	4/20/2020 9:09 PM
2	N/A	4/20/2020 9:17 AM
3	Publish guidelines for applying for equivalency.	4/14/2020 6:52 AM
4	We need to inform Departments about what an application should include, and that the burden of proving equivalency is on the applicant.	4/13/2020 9:12 AM

Q3 How might the Equivalency Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	The Equivalency Committee could improve its effectiveness by adhering to its established meeting schedule.	4/20/2020 9:09 PM
2	N/A	4/20/2020 9:17 AM
3	divide up the work more and give clear deadlines for work to be accomplished	4/14/2020 6:52 AM
4	Finish the instructions to the Departments.	4/13/2020 9:12 AM

Q4 What resources are needed to assist the Equivalency Committee in performing its operations?

Answered: 3 Skipped: 1

#	RESPONSES	DATE
1	The Equivalency Committee doe not require additional resources to perform its operations.	4/20/2020 9:09 PM
2	N/A	4/20/2020 9:17 AM
3	None.	4/13/2020 9:12 AM

Q5 What topics should be addressed by the Equivalency Committee next year?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	Improving CTE and Academic Discipline Equivalency Templates.	4/20/2020 9:09 PM
2	Seems like it is running very well. Cannot think of any besides going through normal requests	4/20/2020 9:17 AM
3	Continue with developing a clear equivalency process for CTE programs.	4/14/2020 6:52 AM
4	The same subject that was on the agenda at the end of last semester.	4/13/2020 9:12 AM

Q6 Are there any additional roles or responsibilities the Equivalency Committee should be fulfilling?

Answered: 4 Skipped: 0

#	RESPONSES	DATE
1	No	4/20/2020 9:09 PM
2	No	4/20/2020 9:17 AM
3	No	4/14/2020 6:52 AM
4	No.	4/13/2020 9:12 AM

Faculty Enrichment Committee Results

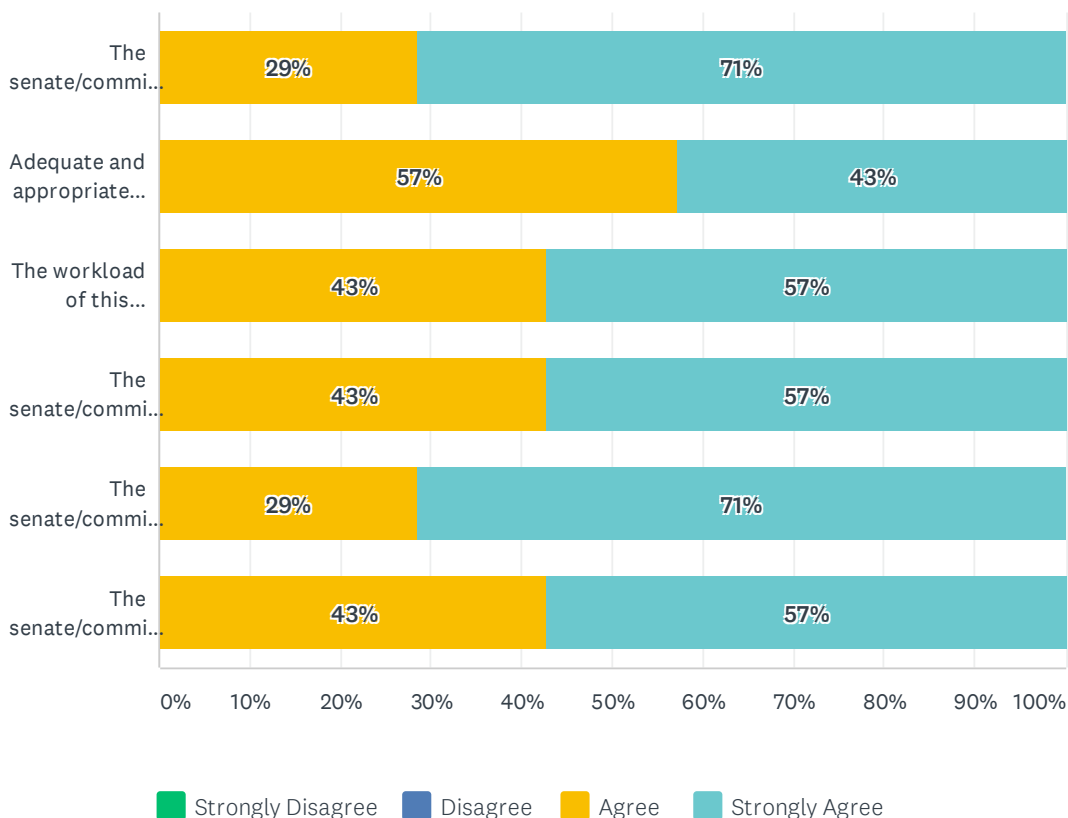


Faculty Enrichment Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Faculty Enrichment Committee – Governance Survey. The purpose of this survey is to provide Faculty Enrichment Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of seven responses were received to the survey during this time (7/15).

Q1 Based on your involvement with the Faculty Enrichment Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 7 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	29% 2	71% 5	7
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	57% 4	43% 3	7
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	43% 3	57% 4	7
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	43% 3	57% 4	7
The senate/committee/council stayed on task.	0% 0	0% 0	29% 2	71% 5	7
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	43% 3	57% 4	7

Q2 How could the Faculty Enrichment Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 2 Skipped: 5

#	RESPONSES	DATE
1	No improvement necessary	4/18/2020 9:35 AM
2	The FEC under Dr Tellers leadership has been a pleasure to work on. Nothing more could have been done.	4/14/2020 8:45 AM

Q3 How might the Faculty Enrichment Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 2 Skipped: 5

#	RESPONSES	DATE
1	No improvement necessary	4/18/2020 9:35 AM
2	The committee did a great job given the parameters of the job	4/14/2020 8:45 AM

Q4 What resources are needed to assist the Faculty Enrichment Committee in performing its operations?

Answered: 3 Skipped: 4

#	RESPONSES	DATE
1	None	4/18/2020 9:35 AM
2	Nothing	4/14/2020 8:45 AM
3	Electronic submission and approval processes to expedite forms	4/13/2020 8:25 AM

Q5 What topics should be addressed by the Faculty Enrichment Committee next year?

Answered: 1 Skipped: 6

#	RESPONSES	DATE
1	Nothing comes to mind. But then again, who knows what will pop up.	4/14/2020 8:45 AM

Q6 Are there any additional roles or responsibilities the Faculty Enrichment Committee should be fulfilling?

Answered: 1 Skipped: 6

#	RESPONSES	DATE
1	If we had more responsibilities, I could no longer serve. There are only so many hours in a day.	4/14/2020 8:45 AM

General Education Committee Results

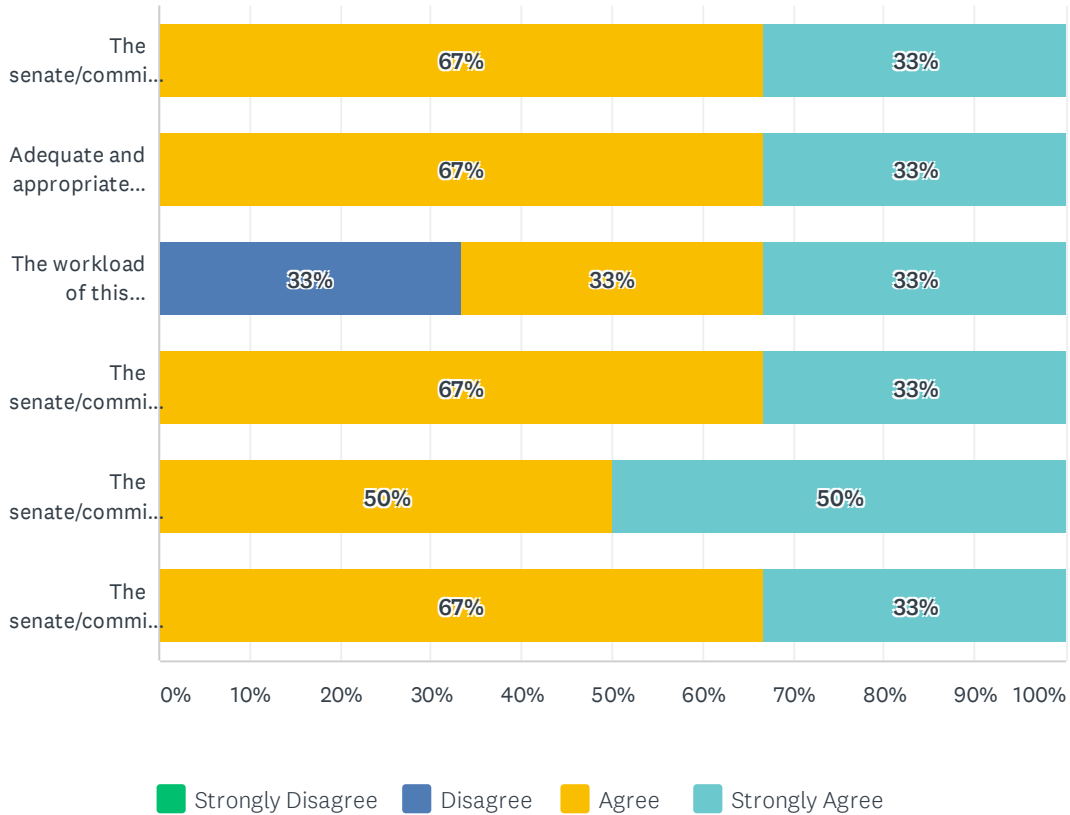


General Education Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the General Education Committee – Governance Survey. The purpose of this survey is to provide General Education Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of three responses were received to the survey during this time (3/12).

Q1 Based on your involvement with the GE Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 3 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	67% 2	33% 1	3
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	67% 2	33% 1	3
The workload of this senate/committee/council is appropriate.	0% 0	33% 1	33% 1	33% 1	3
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	67% 2	33% 1	3
The senate/committee/council stayed on task.	0% 0	0% 0	50% 1	50% 1	2
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	67% 2	33% 1	3

Q2 How could the GE Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 1 Skipped: 2

#	RESPONSES	DATE
1	Based on adopted Shared Governance Policy the committee is responsible for "assisting" in the review of GE outcomes and other entities on campus assume it is the committee's sole responsibility. This task should be the responsibility of the Outcomes and Assessment Committee and the GE committee should "assist."	4/13/2020 11:09 AM

Q3 How might the GE Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 1 Skipped: 2

#	RESPONSES	DATE
1	Focus on our role and responsibilities as dictated by district shared governance policy.	4/13/2020 11:09 AM

Q4 What resources are needed to assist the GE Committee in performing its operations?

Answered: 1 Skipped: 2

#	RESPONSES	DATE
1	Direction om how to "assist" in the review of GE outcomes.	4/13/2020 11:09 AM

Q5 What topics should be addressed by the GE Committee next year?

Answered: 1 Skipped: 2

#	RESPONSES	DATE
1	5 year review of the GE framework.	4/13/2020 11:09 AM

Q6 Are there any additional roles or responsibilities the GE Committee should be fulfilling?

Answered: 1 Skipped: 2

#	RESPONSES	DATE
1	NO	4/13/2020 11:09 AM

Outcomes & Assessment Committee Results

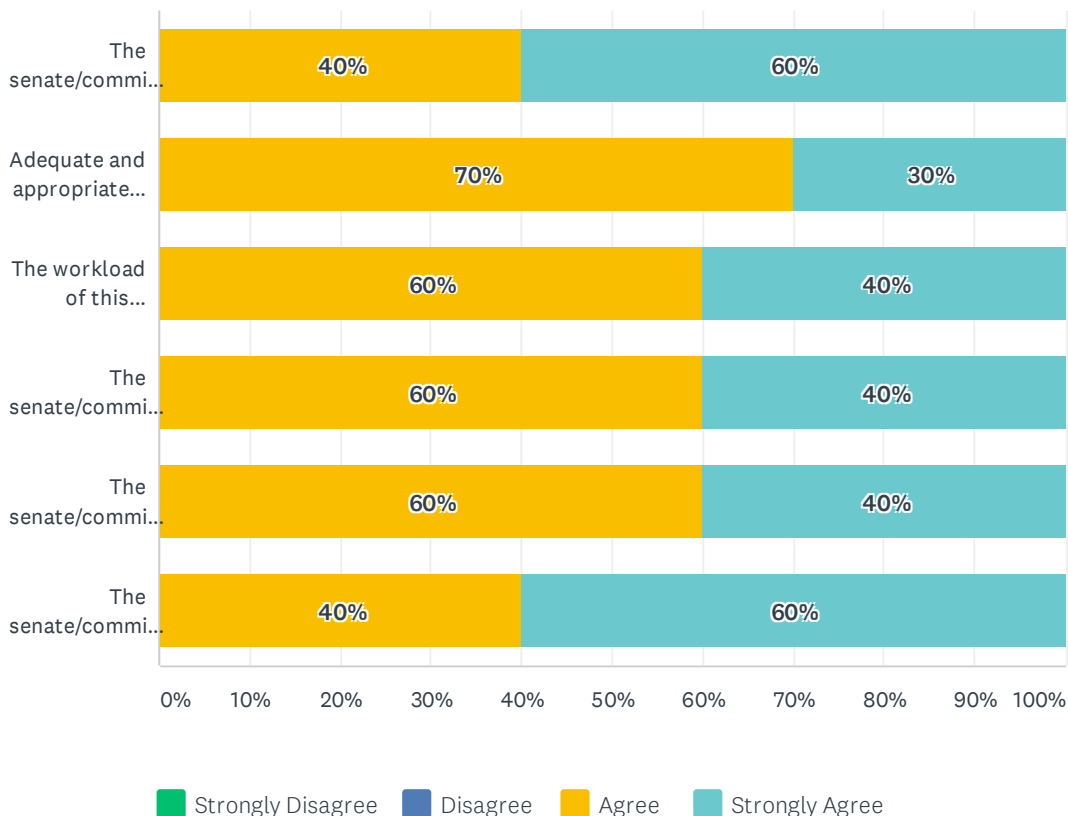


Outcomes & Assessment Committee– Governance Survey

District-wide feedback is valued, and it is integral to our improvement efforts at the College of the Sequoias (COS). This section of the report contains a detailed statistical analysis of the results for the Outcomes & Assessment Committee – Governance Survey. The purpose of this survey is to provide Outcomes & Assessment Committee members with an opportunity to reflect on their shared governance experience at COS. The results analysis includes answers from all respondents who took the survey in the 14-day period from April 13 to April 26, 2020. A total of 10 responses were received to the survey during this time (10/17).

Q1 Based on your involvement with the Outcomes and Assessment Committee, on a scale of 1 – 4, (1 strongly disagree, 2 disagree, 3 agree, 4 strongly agree) score each of the following:

Answered: 10 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL
The senate/committee/council met its roles and responsibilities.	0% 0	0% 0	40% 4	60% 6	10
Adequate and appropriate resources are available to support my work on this senate/committee/council.	0% 0	0% 0	70% 7	30% 3	10
The workload of this senate/committee/council is appropriate.	0% 0	0% 0	60% 6	40% 4	10
The senate/committee/council was effective in completing its initiatives.	0% 0	0% 0	60% 6	40% 4	10
The senate/committee/council stayed on task.	0% 0	0% 0	60% 6	40% 4	10
The senate/committee/council adhered to Robert's Rules of Order.	0% 0	0% 0	40% 4	60% 6	10

Q2 How could the Outcomes and Assessment Committee improve its effectiveness in regard to meeting its roles and responsibilities?

Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	The committee itself is effective, as an engaged participant I have work.	4/25/2020 8:29 AM
2	We need to confront that SLOs and PLOs assessments are falling behind and formulate an approach to curb that.	4/24/2020 2:41 PM
3	There is nothing that needs to be improved.	4/22/2020 8:53 AM
4	no improvements at this time	4/20/2020 9:12 AM

Q3 How might the Outcomes and Assessment Committee improve its effectiveness in regard to accomplishing its initiatives?

Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	They are committed.	4/25/2020 8:29 AM
2	Review all PLO assessment plans and ensure they are realistic and timely. In addition, the utility and design of Tracdat should be questioned. Is there room for improvement there? Most definitely!	4/24/2020 2:41 PM
3	There is nothing that needs to be improved.	4/22/2020 8:53 AM
4	A bit more clarity on the general purpose of O&A committee	4/20/2020 9:12 AM

Q4 What resources are needed to assist the Outcomes and Assessment Committee in performing its operations?

Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	I cannot recommend any.	4/25/2020 8:29 AM
2	We need a willing spirit from other constituencies (IPEC, IPRC) to re-imagine tracdat and how it relates to outcome management.	4/24/2020 2:41 PM
3	There is nothing that needs to be improved.	4/22/2020 8:53 AM
4	Where to find different docs in the system	4/20/2020 9:12 AM

Q5 What topics should be addressed by the Outcomes and Assessment Committee next year?

Answered: 3 Skipped: 7

#	RESPONSES	DATE
1	none	4/25/2020 8:29 AM
2	The plans to move through the assessment cycle for ILOs are already in place.	4/22/2020 8:53 AM
3	none at this time	4/20/2020 9:12 AM

Q6 Are there any additional roles or responsibilities the Outcomes and Assessment Committee should be fulfilling?

Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	none	4/25/2020 8:29 AM
2	GE Outcome assessments need to be synthesized so they get done! We cannot expect our faculty to engage in SLO, PLO, ILO, and GELO activities that are somewhat piecemeal together, if you will. We need to synthesize efforts and combine the staffing into one committee.	4/24/2020 2:41 PM
3	No	4/22/2020 8:53 AM
4	none at this time	4/20/2020 9:12 AM