

College of the Sequoias
2021 Annual Report on the COS 2015-2025 Master Plan
and
2018-2021 Strategic Plan – End of Cycle Report

Sequoias Community College District
College of the Sequoias

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

Introduction

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

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

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

The District identified objectives within each goal for focus in the 2018-2021 Strategic Plan.

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

This report includes three parts:

1. Update on the actions completed from Fall 2020 through Spring 2021 related to each objective and the End of Cycle assessments from 2018-2021..... Page 3
Purpose: To inform everyone in the District about the work that was completed during the year.
2. Analysis of the District's movement toward achieving its goals..... Page 66
Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals.
3. End of Cycle Assessment Results Summary..... Page 72
Purpose: To inform everyone in the District of the progress made in the 2018-2021 planning cycle.

Part 1: Update on the actions completed from Fall 2020 through Spring 2021 related to the objectives in the *College of the Sequoias 2018-2021 Strategic Plan*.

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

This is the final progress report on the *College of the Sequoias 2018-2021 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2020 through Spring 2021 related to its Institutional Goals and Objectives, in addition to End of Cycle assessments from 2018-2021.

Following the format of the *College of the Sequoias 2018-2021 Strategic Plan*, the institutional goals and objectives are organized according to the four goals:

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

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

District Objective 1.1: The District will increase FTES 1.75% over the three years.

Assessment of District Objective 1.1: Review and compare annual FTES baseline data over the next three years:

FTES Change

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Annual FTES	9,526	9,846	10,237	10,381	10,630	9,571
Yr-to-Yr Change		3.4%	4.0%	1.4%	2.4%	-10.0%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

2020-21 Summary

During the 2020-21 year, annual FTES declined by 10% compared to the 2019-20 year, due to the pandemic.

Three-Year Summary (2018-21)

Prior to the pandemic, the District increased FTES by 3.8% from baseline year 2017-18 (10,237) to year 2019-20 (10,630), exceeding the objective of a 1.75% FTES increase. However, the District experienced a 6.5% decline in FTES from baseline year 2017-18 (10,237) to end-year of 2020-21 (9,571), due to the pandemic.

<i>Actions for District Objective #1.1</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>1.1.1 Implement best practices for student fulltime enrollment, graduation, or transfer in two-years.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department</p>	<p>2018-2019: Counseling focused upon early comprehensive education plans, encouraging 15 units per semester and in summer.</p> <p>Implemented DegreeWorks, including student training and incorporated DegreeWorks into counseling sessions.</p> <p>Some counselors were trained to provide Career Assessment for undecided majors using the Myers-Briggs Type Indication tool.</p> <p>2019-2020: Outreach specialists case manage all students from feeder high schools who have interest in attending the college. High school campus visits followed by calls to students. Workshops are provided for application assistance, counseling appointments, and financial aid assistance. Counselors, upon completion of their appointment, register students to attend STEPS, where they will receive priority registration.</p> <p>Counselors advise the majority of students to take 12 units or more. They provide information on</p>	<p>End of Cycle: During this reporting cycle, Student Services was faced with two opportunities to alter steps in how they achieved this action. The first grew out of the College Promise, which encouraged students to enroll in 15 units each semester to meet its qualification criteria. Upon semester reviews of this data, along with student and counselor feedback, the District adjusted the requirement to 12 units. It is important to note that student completion rates have not suffered as a result during this reporting cycle. Instead, counselors encouraged students to take one or more courses in the District's three summer school sessions. The second opportunity was found in how Student Services made contact with the students given the Pandemic. With the onset of COVID-19, the Student Services Division switched to an intrusive and intentional form of phone calling, Zoom meetings, Zoom rooms, mailers, emails, and text messages to ensure support was offered in every way possible to</p>

		<p>resources that will aid in their success, such as tutoring. They counsel students on programs to support them financially such as the College Promise, Financial Aid, scholarships, EOPS, etc. In addition to advising students to take a full load, they discuss graduation/degree requirements, transfer requirements, career opportunities and appropriately refer students to those resources such as the Transfer and Career Center. Likewise, counselors advise students on the resources available within their portal such as Degree Works, Career Coach, and Net Tutor.</p> <p>Admissions & Records runs reports from Degree Works and then provides targeted communication via Regroup for students in range for graduation and transfer.</p> <p>2020-2021: Counselors continue to help students complete a Student Educational Plan (SEP) that focuses on timely completion of their degree/certificate. Categorical programs, such as EOPS, CalWORKS, Veterans, Student Success Program, and AAC provide ongoing support and follow-ups on the student's academic progress throughout the academic year.</p>	<p>retain and support students through the technological, instructional, or personal challenges they were experiencing. Additionally, due to the funds sent from the state, students were offered basic needs in a manner that was not previously available. Student Services will continue with many of the practices incorporated throughout the Pandemic. This action is completed.</p>
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		During these follow-up appointments, students are referred to services such as tutorial, library, and mental health counseling. This supports a student while keeping them on their prescribed pathway to completion (SEP).	
1.1.2 Develop a plan to reduce attrition rates from application to enrollment.	Vice President, Student Services; Provosts, Hanford and Tulare	<p>2018-2019: A plan was developed that included making phone calls to students and improving communication with high school counselors and learning directors.</p> <p>Admissions and Welcome Center made phone calls to students whose applications were incomplete or incorrect.</p> <p>The Welcome Center identified attrition rates and shared with high school counselors and learning directors as part of a collaborative approach to reduce the number of students forced to apply with no intention of attending.</p> <p>2019-2020: Applications are intrusively case managed by student services specialists through the student's registration. There will always be students who apply but never register as the community college is often used as a backup plan for those applying to 4-year universities.</p>	<p>End of Cycle: During this reporting cycle, sustainable actions were implemented to increase and offer various modalities of contact and support for all applicants. District specialists have built a stronger collaboration with feeder high school partners to reduce attrition rates from application to enrollment. During this reporting period, we have seen challenges statewide in CCCApply due to hackers and false accounts. Because of this, Student Services, in conjunction with Computer Services, added intentional checks to ensure they have not missed any legitimate applications that may have been blocked by adapting to a more streamline and automated process.</p> <p>Also noteworthy has been the collaborative work between Student Services and partnering high schools. As we look at our</p>

		<p>2020-2021: Outreach Specialists case manage all students from feeder high schools who have interest in attending the college. The outreach team held virtual and on-campus application workshops for each high school and hosted drop-in Zoom workshops for all high schools. Outreach specialists called students who had not fulfilled one or more of the matriculation steps which includes the application, financial aid application(s), counseling appointment, and registration to ensure our feeder high school students were prepared and eligible for priority registration. Throughout the summer, outreach specialists and counselors continued to assist those students who missed priority registration via Zoom, telephone, or in-person services.</p>	<p>application data through a lens of equity, we have adapted our services based upon the needs of identified student groups who may need increased assistance in moving through the complete matriculation process. This action is completed.</p>
<p>1.1.3 Implement student centered schedule planning to maximize fulltime enrollment (Student Education Plan data, previous semester classes, placement data, etc.)</p>	<p>Vice Presidents, Academic and Student Services; Student Services Deans; Instructional Council; Counseling Department</p>	<p>2018-2019: Departments are focusing on improving course sequencing, class scheduling, and curriculum redesign. Examples include: Child Development, Culinary, Fashion Merchandising, Construction Technology, Information Communication Technology, Welding, Plant Science, and Sports Medicine.</p>	<p>End of Cycle: The District continues to focus on student-centered scheduling, including review of Student Education Plan data and other relevant enrollment management data. Guided Pathways have been initiated to help inform students about schedules and course planning. Faculty will continue to focus on implementing the Guided Pathways. This action has been</p>

		<p>2019-2020: Instructional council is working on scheduling best practices.</p> <p>Academic deans will attend enrollment management institute in summer 2020.</p> <p>Guided Pathways and Meta Majors are being developed and will inform the schedule planning process, once completed.</p> <p>VP of Academic Services requests feedback from the counseling department regarding course offerings each term.</p> <p>2020-2021: Counselors continue to help students complete a Student Educational Plan (SEP) that focuses on timely completion of their degree/certificates. AB 705 has positively impacted the time to degree completion.</p> <p>Instructional Council reviews schedules on a regular basis and assesses course taking patterns to ensure sufficient classes are offered each semester based on student needs.</p>	<p>included in the next strategic plan to continue the focus on scheduling for student equity. This action is institutionalized.</p>
<p>1.1.4 Increase opportunities to maximize concurrent and dual enrollment</p>	<p>Vice President, Academic Services; Academic Deans;</p>	<p>2018-2019: Dual and concurrent enrollment numbers have increased by 65% since 2016. The District now has partnerships with 12</p>	<p>End of Cycle: Orosi High School students enrolled in MATH 021 for the Spring 2021 term. Also, The District expanded fashion</p>

	<p>Director, Dual Enrollment</p>	<p>districts including 23 high schools. The District is now planning how to continue growth in areas of articulation, concurrent enrollment, and offering classes after high school hours.</p> <p>2019-2020: Increased opportunities to maximize concurrent and dual enrollment through:</p> <ul style="list-style-type: none"> • Expanding the number of dual enrollment courses offered across partnering high schools. • Increasing the number of high school teachers qualified to teach classes for COS. Now more than 30 adjunct instructors that are full-time teachers. • Implementation of online dual enrollment courses that has also allowed the District to serve multiple high schools in one section. For example, two Visalia Unified School District high schools share 1 section of medical terminology; therefore, maximizing dual enrollment opportunities for students within the school district. • Beginning conversations with academic departments to schedule courses after 	<p>dual enrollment to Exeter Union High School, Tulare Western High School, and Corcoran High School.</p> <p>The District now has 3 specific DE NURS 156 Medical Terminology courses with local high schools that help local students succeed in our Health Care programs at COS.</p> <p>In the Spring 2022 semester, MATH 207, CTE Math that is contextualized for all the Industrial and Technology (I&T) Division courses, will be offered to prepare HS students to take I&T courses in the Fall semester. The District has not yet found high schools willing to offer the course.</p> <p>This action is complete.</p>
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		<p>school or summer. This will provide high school students from schools with limited dual enrollment opportunities a chance to enroll in college classes.</p> <ul style="list-style-type: none"> • Connecting high schools with limited or no dual enrollment offerings with high schools with dual enrollment courses (e.g. Visalia Charter Independent Study students enroll in classes at VTEC, Alpaugh High School students enroll in classes at Corcoran HS, etc.) • Working with academic departments to create dual enrollment pathways into COS programs. For example, we will begin offering FASH 140 (fall) and FASH 143 (spring) at 4 high schools (Exeter, Mt. Whitney, Redwood, and El Diamanté) next year. These classes will be taught by COS faculty and will help create interest in the fashion program at COS. • A new Early College Liaison position between COS and VTEC. 	
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		<p>2020-2021: The Math department, in conjunction with Orosi High School, identified a statistics class in which the math faculty collaborated to support 13 concurrent enrolled students.</p> <p>The COS Fashion department has worked closely with VUSD, Exeter, and Hanford High Schools. As a result, multiple dual enrollment fashion classes have recently been scheduled.</p>	
<p>1.1.5 Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: The District has completed actions 1.1.1 and 1.1.2. Notable progress has been made on actions 1.1.3 and 1.1.4.</p> <p>2019-2020: The District has completed actions 1.1.1 and 1.1.2. Notable progress has been made on actions 1.1.3 and 1.1.4.</p> <p>2020-2021: The District has completed actions 1.1.1, 1.1.2., and 1.1.4. Action 1.1.3 is institutionalized.</p>	<p>End of Cycle: The District has completed actions 1.1.1, 1.1.2., and 1.1.4. Action 1.1.3 is institutionalized.</p>

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

District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

Assessment of District Objective 2.1: Review and compare the percentage of students earning an associate degree or certificate (CTE and non-CTE) over the next three years to the baseline data:

Students Receiving Awards (Degrees or Certificates)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Students	1,558	1,357	1,920	2,355	1,962	2,293
CTE	826	703	1,199	1,469	1,075	1,396
Non-CTE	794	712	805	1,005	1,022	1,048

Continuing Students

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Continuing Student	10,592	10,958	11,278	11,257	11,369	10,802

Graduate Yield (Student Graduates / Continuing Students)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Total Students	14.7%	12.4%	17.0%	20.9%	17.3%	21.1%
CTE Students	7.8%	6.4%	10.6%	13.0%	9.5%	12.9%
Non-CTE Students	7.5%	6.5%	7.1%	8.9%	9.0%	9.6%

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Ratio of students who earn an award on their graduation date divided by the count of continuing students enrolled at census in an academic year (summer, fall, spring).

Graduate Year: July 1st - June 30th

Academic Year: Summer, Fall, Spring terms.

2020-21 Summary

The percentage of students earning any degree or certificate (relative to the size of continuing students) increased from 17.3% in the 2019-20 year to 21.1% in 2020-21, an increase of 3.8 percentage points. The percentage of students earning a CTE degree or certificate increased from 9.5% in 2019-20 to 12.9% in the 2020-21 year (relative to the size of continuing students). The percentage of students earning a Non-CTE degree or certificate had a slight increase from 9% in the 2019-20 year to 9.6% in the 2020-21 year (relative to the size of continuing students).

Three-Year Summary (2018-21)

The District increased the percentage of students earning an award by 4.1 percentage points from baseline year 2017-18 (17%) to year 2020-21 (21.1%), slightly below the objective of a 5 percentage point increase. The increase occurred for both students earning CTE awards (+2.3 percentage points) and students earning non-CTE awards (+2.5 percentage points).

<i>Action for District Objective #2.1</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>2.1.1 Complete implementation of DegreeWorks District-wide.</p>	<p>Vice President, Student Services; Student Services Deans; Dean, Technology</p>	<p>2018-2019: Counseling and evaluations staff provided student and counseling faculty workshops and marketed DegreeWorks to students.</p> <p>A DegreeWorks video with a student-friendly tutorial was created and is available on the District website.</p> <p>The counseling division chair was recently approved though Faculty Enrichment Committee to offer faculty DegreeWorks training, Convocation Fall 2019.</p> <p>2019-2020: DegreeWorks’ degree audit tool is fully implemented and used by both counselors and evaluators to complete graduation applications. Students have access to Degree Works on their MyGiant portal to audit their progress at any time. The next phase of the DegreeWorks tool is the student education plan, where implementation is still in progress.</p> <p>2020-2021: Counseling and Evaluations teams are working to implement the DegreeWorks</p>	<p>End of Cycle: This tool has provided an efficient process for transcript evaluation, graduation verifications, and most importantly, it provides an interface that easily allows a student to track progress on both their current pathway (major) as well as if they want to explore their progress, if they were to change their major. Student Services will continue to improve and increase the capacity of this tool moving forward. This action is completed.</p>

		<p>Student Education Plan tool for Fall 2021. This new Student Education Plan has been a massive undertaking for the counseling division, and in collaboration with the academic faculty. Prepopulated semester-by-semester templates are created by the counselor and student together to customize a student’s pathway in accordance with their work schedules, learning styles, transfer institutions, or any other variables a student may be juggling.</p>	
<p>2.1.2 Identify and categorize areas of study (meta-majors).</p>	<p>Vice President, Academic Services; Counseling Department; Instructional Council; Academic Deans; Academic Senate</p>	<p>2018-2019: Student Services is in the process of planning a summit on meta-majors for summer 2019. Departments have focused on developing areas of study. For example, Health Sciences combined all six departments into one informational meeting for students pursuing health pathways.</p> <p>2019-2020: Meta Major areas of study have been created and sent through governance process for approval. Two summits were held with faculty, staff, students and administrators to develop Meta Majors.</p> <p>2020-2021: Student feedback on the Meta Major draft was solicited via survey and students selected the</p>	<p>End of Cycle: A Meta Majors Taskforce was jointly established by Academic Senate and the Superintendent/President’s office in May 2019. The taskforce held District-wide summits in August 2019 to develop a draft and in January 2020 to refine it. Student feedback was solicited via survey in Fall 2020 and the name Giant Pathways was selected. Giant Pathways were approved through governance in Spring 2021 and published in the 2021-2022 catalog. The taskforce concluded its work with final feedback and input for marketing in March 2021. This action is completed.</p>

		name Giant Pathways. Pathways were finalized and approved through governance. Pathways were published in the 2021-2022 catalog. This action is complete.	
2.1.3 Automate the application process for degrees and certificates.	Vice President, Student Services; Dean, Technology	<p>2018-2019: An online application link for certificates has been created for ease of access.</p> <p>Student services, computer services, and Provosts collaborated to seek ways to promote students to apply for certificates.</p> <p>On-going discussion is occurring locally and statewide surrounding automatically awarding certificates and degrees upon a student's completion.</p> <p>2019-2020: The degree and certificate application have been automated via DegreeWorks as well as the online application process for certificates.</p> <p>2020-2021: DegreeWorks continues to automate student reports and internal reports regarding a student's completion status.</p>	<p>End of Cycle: While DegreeWorks is utilized to automate the audit for degree and certificate completion, Student Services does not automatically post a degree or certificate to a student's transcript without student consent. DegreeWorks is utilized to run automated reports of all students, by degree or certificate, who are at 100% completion. Students are contacted and the process is initiated or a counseling appointment is scheduled if the student has not already self-initiated this process. Posting a degree to a transcript without guided dialogue with a counselor may negatively affect transfer or financial aid status. This action is completed.</p>
2.1.4 Implement best practices for increased CTE completion and success (e.g. Tutoring,	Vice President, Academic Services; Provosts, Hanford	<p>2018-2019: Departments are implementing various proven practices. For example: contextualized math in Welding</p>	<p>End of Cycle: Using adult education funds, tutors have been hired for CTE courses to provide tutoring in contextualized areas such as nursing,</p>

<p>contextualized math and English, counseling).</p>	<p>and Tulare; Academic Deans; Counseling Department</p>	<p>and Pharmacy Technician; curriculum redesign in Pharmacy Technician, Fashion Merchandising, Culinary, and Sports Medicine; and soft skills embedded in CTE classes through New World of Work. Tutoring was aligned with CTE classes.</p> <p>2019-2020: Tutorial task force has met 4 times and will recommend a stakeholder advisory group that will include CTE faculty representatives to provide ongoing input and feedback to improve tutorial support services.</p> <p>Math tutorial staff provided embedded tutoring support on a trial basis in Welding, and is in discussions to expand the use of embedded tutoring to support math related CTE for fall.</p> <p>2020-2021: The Math Department developed a new course, Career and Technical Education Math, to support CTE completion.</p>	<p>physical therapy assistant, and pharmacy technician.</p> <p>EMT 400 was planned to be offered in Fall 2021, but due to social distancing requirements and space restraints, will not be officially scheduled until Spring 2022.</p> <p>Although progress has been made, this action has not been completed due to challenges presented by the COVID-19 pandemic.</p>
<p>2.1.5 Assess the District’s progress on all the actions of the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: Action 2.1.1, implementation of DegreeWorks, is completed. Work continues on 2.1.2, meta majors, and 2.1.3, automation of degrees and certificates. Action 2.1.4, implementing best practices for</p>	<p>End of Cycle: The District has completed Actions 2.1.1 through 2.1.3 and has made progress on 2.1.4. Action 2.1.4 has not been completed due to challenges presented by the COVID-19 pandemic.</p>

		<p>increased CTE completion and success, is ongoing.</p> <p>2019-2020: The District has made progress in all actions for Objective 2.1.</p> <p>2020-2021: The District has completed Actions 2.1.1 through 2.1.3 and has made progress on 2.1.4.</p>	
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District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years.

Assessment of District Objective 2.2: Review and compare the number of students who transfer to four-year institutions over three years to the baseline data.

Transfer Outcomes

Transfer Volume (number of transfers as reported to ACCJC)

	2015-16	2016-17	2017-18	2018-19	2019-20
Grand Total	852	1,037	864	916	1,024
UC	45	34	40	58	62
CSU	439	666	508	545	680
In-State-Private	192	178	160	147	112
Out-of-State	176	159	156	166	170

Source: California Community College Chancellor's Office

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

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

<https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>

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

Transfer Ready

	2016-17	2017-18	2018-19	2019-20	2020-21
Annual Unduplicated Total	1,349	1,406	1,532	1,694	1,773
Fall Transfer Ready	829	820	906	1,016	1,035
Spring Transfer Ready	1,007	1,097	1,196	1,264	1,330

Source: COS Research Office (Data Warehouse)

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

2020-21 Summary

The volume of students transferring to four-year institutions increased 11.7%, from 916 in 2018-19 to 1,024 in 2019-20. Transfers increased in the UC system, the CSU system, and out-of-state colleges. The number of students who were transfer ready increased from 1,694 in 2019-20 to 1,773 in 2020-21, an increase of 5%.

Three-Year Summary (2018-21)

The District experienced a slight decrease (-1.2%) in the volume of students transferring to a 4-year institution from baseline year 2016-17 (1,037) to year 2019-20 (1,024). However, the volume of students transferring to the UC or CSU systems reached an all-time high. The number of students who were transfer ready increased from 1,406 in baseline year 2017-18 to 1,773 in 2020-21, an increase of 26%.

<i>Action for District Objective #2.2</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>2.2.1 Contact students who become transfer-prepared and provide support to complete transfer.</p>	<p>Vice President, Student Services; Student Services Deans</p>	<p>2018-2019: The Transfer Counselor contacts and assesses student barriers and then assists with transfer applications and resources.</p> <p>Counseling further encourages transfer prepared students through the Map Your Success campaign, Transfer Day, and Transfer Workshops, along with hosting university advisors.</p> <p>2019-2020: ReGroup emails and texts are sent to transfer-prepared students reminding them to see a counselor to complete their transfer application.</p> <p>The first transfer “Signing Day” was held to promote a culture of transfer.</p> <p>CSU Bakersfield, Sacramento, and Fresno Pacific partner with the Transfer Center to host targeted transfer events for students in addition to the ongoing partnerships with Fresno State, and our annual Transfer Day which hosts dozens of 4-year universities.</p> <p>2020-2021: Contacting transfer-prepared students has been institutionalized. In addition to continuing best practices outlined</p>	<p>End of Cycle: Categorical programs track, monitor, and engage with their students to ensure timely transfer.</p> <p>DegreeWorks and the Office of Research, Planning, and Institutional Effectiveness run reports to provide lists of students who meet the transfer prepared definition. These students are then followed up with by Student Services and the Transfer Center staff and counselors to inform students of their progress and next steps in the transfer process.</p> <p>This action is now institutionalized.</p>

		<p>above, the Transfer and Career Center hosted an info session with the three private universities/colleges with the highest rate of transfer for COS students in the past 3 years. Students in the A2mend club attended virtual HBCU college fairs.</p> <p>DegreeWorks reports are generated for students who are at varying stages of their completion so intervention and support can be offered.</p>	
<p>2.2.2 Assess the District's progress on all the actions of the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: Action 2.2.1 is ongoing with the implementation of Map Your Success campaign, Transfer Day, and Transfer Workshops and will be institutionalized.</p> <p>2019-2020: The District has made progress in all actions for Objective 2.2.</p> <p>2020-2021: The District has completed and institutionalized Action 2.2.1.</p>	<p>End of Cycle: The District has completed and institutionalized Action 2.2.1.</p>

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

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

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

Completion of Transfer-Level Math / English by the End of the First Year

	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
District Total	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,829	31%	49%	2,529	30%	46%	15,759	19%	37%

Source and Definition

Source: COS Research Office (Data Warehouse)

Cohort Definition: All first-time students enrolled in a credit course at census during the Fall term are included in this cohort, regardless of their college preparedness. Dual-Enrolled students are not included in the cohort count, but are included in the outcome for students who were previously dual-enrolled students.

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"

Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

2020-21 Summary

The percentage of students who began in Fall 2020 and completed transfer-level math prior to Fall 2021 is 30%, a 15 percentage point increase compared to the Fall 2018 cohort (15%). The Fall 2020 cohort is above the 6-Yr overall rate of 19%. The percentage of students who began in Fall 2020 and completed transfer-level English prior to Fall 2021 is 46%. This is an increase of 8 percentage points when compared to the Fall 2018 cohort (38%). Both of which are above the 6-Yr overall rate of 37%.

Three-Year Summary (2018-21)

The percentage of students who began in Fall 2020 and completed transfer-level math prior to Fall 2021 is 30%, a 16 percentage point increase compared to the Fall 2017 cohort (14%). Similarly, the percentage of students who began in Fall 2020 and completed transfer-level English prior to Fall 2021 is 46%. This is an increase of 15 percentage points when compared to the baseline Fall 2017 cohort (31%), both of which are at or above the District objective increases.

<i>Action for District Objective #2.3</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>2.3.1 Implement multiple measures to maximize student placement into transfer-level English and math.</p>	<p>Vice Presidents, Student Services, Academic Services; Student Services Deans; Deans and Division Chairs, Language Arts and Math/Science; Assessment Office</p>	<p>2018-2019: Counseling, Assessment, and Admissions offices participated in the on-going AB 705 taskforce to address application, placement, and advising issues. Math and English updated their placement guidelines.</p> <p>Supplemental placement questions were embedded into the CCCApply Application.</p> <p>2019-2020: COS students are placed in transfer-level English and Math courses, with or without a support course based on their high school GPA and High School English/Math classes taken. Counselors have been trained on these multiple-measures placement criteria to ensure they are accurately reflected in each student's SEP.</p> <ul style="list-style-type: none"> • Multiple measures have been implemented for English and Math placement and all students are eligible to take transfer-level courses in English and Math. • The Math department, in conjunction with Academic Senate and administration, is 	<p>End of Cycle: The English Department no longer offers a developmental sequence and all students are placed into English 1 with or without support. The Division and District continue to analyze success and completion data, which reflects a significant increase in throughput for English 1 and improved success rates for underrepresented populations. All students place directly into transfer-level math. This action has been institutionalized.</p>

		<p>working on a process to update placement procedures.</p> <ul style="list-style-type: none"> • The Math department is monitoring success rates and will adjust placement based on this data. <p>2020-2021: In response to success rates in entry level math courses, the Math Department created a new course, College Algebra, for students seeking to pursue a B-STEM major who did not have adequate high school math preparation.</p> <p>The Math Department created a new course, Modern Mathematics, for non-B-STEM students who choose to not take statistics.</p> <p>The Math Department completed updated the placement grid and procedure to include new courses that were developed in response to success rates in foundational B-STEM courses and its traditional statistics courses.</p> <p>The English Department no longer offers a developmental sequence and all students are</p>	
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		placed into English 1 with or without support.	
2.3.2 Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.	Vice President, Academic Services; Dean, Language Arts; English faculty	<p>2018-2019: English curriculum and sequence have been redesigned. All students will be placed in transfer-level English in Fall 2019.</p> <p>2019-2020: There is no longer a developmental English sequence offered at COS. All students are eligible to take transfer level English.</p> <p>2020-2021: There is no longer a developmental English sequence offered at COS. All students are eligible to take transfer-level English.</p>	End of Cycle: English curriculum has been redesigned so there is no longer a developmental sequence. All students are placed in transfer-level English as of Fall 2019. This action has been institutionalized.
2.3.3 Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.	Vice President, Academic Services; Dean, Math/Science; math faculty	<p>2018-2019: Math curriculum and sequence have been redesigned. All students will be placed in transfer-level Math in Fall 2019.</p> <p>2019-2020: There is no longer a developmental math sequence offered at COS. All students are eligible for a transfer-level math course.</p> <p>2020-2021: All COS math classes offered were transfer-level courses.</p>	End of Cycle: All students place directly into transfer-level math. This action has been institutionalized.

		The Math Department developed two new courses, Modern Math and College Algebra, providing students more options beyond Statistics and Algebra for STEM majors.	
2.3.4 Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.	Vice President, Academic Services; Dean, Language Arts; English as a Second Language faculty	<p>2018-2019: ESL has begun the revision of their course sequence, with a new course effective Fall 2019. Additional sequence revisions are planned for implementation in Fall 2020, as the chancellor's office has not yet released guidelines for AB705 implementation for ESL.</p> <p>2019-2020: Guidance has just come out on ESL guided self-placement. Faculty, administrators and staff are working on curriculum and placement for implementation by Fall 2021.</p> <p>2020-2021: The faculty has developed guided self-placement procedures and materials and will initiate use of those in Summer 2021.</p>	End of Cycle: This action has not been completed. ESL faculty will continue to review their course sequence for additional revisions that were delayed due to the pandemic. ESL had their implementation deadline extended by the Chancellor's Office. In order to meet ESL's new deadline, ongoing training in curriculum, pedagogy, assessment, and data evaluation is necessary.
2.3.5 Train faculty in accelerated instruction.	Faculty Enrichment Committee; Academic Deans; Division Chairs, Language Arts and Math/Science	2018-2019: Faculty in English, Math, and ESL participated in training sessions. The Faculty Enrichment Committee and AB 705 leads sponsored and coordinated a COS campus-wide	End of Cycle: As a result of the dedicated accelerated training efforts, English and Math have fully implemented AB 705 and data is being actively collected and

		<p>information and discussion session on AB 705 and acceleration pedagogy. They also coordinated and hosted multiple sessions on acceleration theory and practice for both English and Math faculty. Other ongoing work includes the Reading and Writing Across the Curriculum Workgroup coordinated by the AB 705 leads, as well as regular meetings of Math and English faculty to discuss acceleration pedagogy and scholarship.</p> <p>Implementation of AB 705 will require ongoing training, conversation, and improvement, as well as faculty support for curriculum and Student Services work.</p> <p>2019-2020: Due to new legislation, acceleration training has been superseded by AB705 training. Our district AB 705 leads have coordinated efforts with the Faculty Enrichment Committee to put on a program of on-site training sessions and to support off-site conference attendance for faculty in English, ESL, and math for AY 2019-20. Records of specific training</p>	<p>distributed to understand the impact of the District's efforts. Due to the pandemic, ESL had their implementation deadline extended by the Chancellor's Office. In order to meet ESL's new deadline and build on the initial success of Math and English implementation, ongoing training in curriculum, pedagogy, assessment, and data evaluation is necessary. This action was not completed due to the COVID-19 pandemic.</p>
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		<p>attendance and training topics are available upon request.</p> <p>2020-2021: Due to the pandemic and the statewide push for equity, the focus this year has shifted to equitable and online instruction. However, continued conversation about teaching corequisite classes has continued. English has held meetings about teaching ENGL 001/301 and Mathematics has continued to hold meetings specific to teaching the different transfer-level mathematics courses. The Faculty Enrichment Committee also shared and supported virtual trainings offered by the Chancellor's Office, Academic Senate of California Community Colleges, and the California Acceleration Project.</p>	
<p>2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).</p>	<p>Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare</p>	<p>2018-2019: A task force has been created to address the need for greater alignment and integration of peer academic support programs. This task force is working to address campus concerns regarding the need for shared understanding of tutorial pedagogy across areas, tutor-training methods, blind spots in services, and ways to</p>	<p>End of Cycle: In 2018, the District created the Educational Support Services under the direction of an associate dean in order to address the alignment needs and provide expanded and more effective tutoring support. That brought Math Lab, Writing Center, General Tutorial, Language Center,</p>

		<p>support the anticipated needed growth of student academic support in light of AB705.</p> <p>2019-2020: Early Alert task force was created to inform and identify recommendations for improving academic support programs to the Tutorial Task Force. Tutorial Task Force has met 4 times and will have a set of recommendations to improve the alignments of peer academic support programs, including a stakeholder advisory committee, re-instituting tutor certification, updating training requirements to include a learning assistance sequence of courses, development of criteria for resource allocation, and providing clarity of services in areas of overlap (Math Lab & MESA). Oversight of supplemental instruction has moved fully to Educational Support Services Dean, which allows collaboration on training and flexibility in providing alternate supports such as augmented instruction when funding concerns come into play.</p>	<p>Augmented Instruction and Supplemental Instruction tutoring programs together under one manager. A tutorial task force was established in 2019 and identified key actions to improve the alignment and effectiveness of tutoring services, which included the establishment of a Tutorial Services Work Group, improving and aligning tutor training and establishing a tutor training course under the Learning Assistance FSA. In fall of 2020, the Tutorial Services Work Group was instituted to provide campus-wide feedback, guidance and support assessment of tutorial services. Adjustments in tutorial offerings have been made to reduce unnecessary overlap in services for Math and Science with the following clarification: MESA will specialize in supporting students who are STEM majors, Math Lab will specialize in supporting required math and non-STEM math and General Tutorial will remove math support and will focus science support on</p>
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		<p>2020-2021: A Tutorial Services Work Group has been instituted to provide campus-wide feedback, guidance and support assessment of tutorial services. Adjustments in tutorial offerings have been made to reduce unnecessary overlap in services for Math and Science with the following clarification: MESA will specialize in supporting students who are STEM majors, Math Lab will specialize in supporting required math and non-STEM math and General Tutorial will remove math support and will focus science support on pre-nursing and general science requirements. Library 425 is in the curriculum process to be moved to Learning Assistance to better align with program organization. Writing Center staff has begun collaboration with English faculty to better support and expand the Augmented Instruction (embedded tutors) program. Writing Center has initiated monthly training for AI tutors and faculty to improve the effectiveness of this support.</p>	<p>pre-nursing and general science requirements. Library 425 is in the curriculum process to be moved to Learning Assistance to better align with program organization. Writing Center staff has begun collaboration with English faculty to better support and expand the Augmented Instruction (embedded tutors) program. Writing Center has initiated monthly training for AI tutors and faculty to improve the effectiveness of this support.</p> <p>This action has been institutionalized.</p>
<p>2.3.7 Assess the District’s progress on all actions of the objective.</p>	<p>Institutional Planning and</p>	<p>2018-2019: The District completed Actions 2.3.1, 2.3.2,</p>	<p>End of Cycle: Most actions in this objective were completed. Actions 2.3.4 and</p>

	Effectiveness Committee	<p>and 2.3.5. Work is ongoing for Actions 2.3.3, 2.3.4, and 2.3.6.</p> <p>2019-2020: The District has made progress in all actions for Objective 2.3, with work continuing on 2.3.4.</p> <p>2020-2021: Actions 2.3.4 and 2.3.5 were not completed due to the Chancellor’s Office extending the ESL deadline in response to the COVID-19 pandemic. All other actions were institutionalized.</p>	2.3.5 were not completed due to the Chancellor’s Office extending the ESL deadline in response to the COVID-19 pandemic. All other actions were institutionalized.
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District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.

District Objective 2.4: By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

Assessment of District Objective 2.4: Review and compare the percentage of CTE students who obtain a job closely related to their field of study and the median change in earnings for CTE students over the next three years to the baseline data:

CTE Students that Secured Employment Closely Related to Program of Study

	2014-15	2015-16	2016-17	2017-18
Percent of Students	68%	72%	70%	70%

Source and Definition

Source: Career & Technical Education Employment Outcomes Survey (CTEOS) (updated data available by mid-Spring)

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

Median Change in Earnings

	2014-15	2015-16	2016-17	2017-18
Median Change in Earnings	44%	47%	57%	46%

Source and Definition

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

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

2020-21 Summary

The percentage of CTE students who secured employment closely related to their field of study remained steady at 70%. These results are from students who responded to the Career & Technical Education Employment Outcomes Survey (CTEOS). The median change in earnings for CTE students decreased from 57% in 2016-17 to 46% in 2017-18, a decrease of 11 percentage points.

Three-Year Summary (2018-21)

Compared to baseline year 2014-15, the percentage of CTE students who secured employment closely related to their field of study increased by two percentage points, from 68% to 70%. For the same time period, the median change in earnings for CTE students increased by two percentage points, from 44% in 2014-15 to 46% in 2017-18.

<i>Action for District Objective #2.4</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>2.4.1 Create a comprehensive career development program that prepares students for employment.</p>	<p>Academic Deans; Student Services Deans; Provosts, Hanford and Tulare</p>	<p>2018-2019: The District hired a full-time Career Services director to systematically coordinate all career-related services. Counseling has launched the Myers-Briggs Type Indication assessment tool with 13 trained counselors. A full-time career counselor position has been flown and set to be hired for Fall 2019 to lead all career exploration-related services.</p> <p>2019-2020: The Transfer & Career Center is the hub for all career education services from entrance to completion. These include career exploration, resume workshops, career fairs, and other career services for students.</p> <p>Career Services is represented on all three District Campuses with a Director on the Visalia Campus. Additionally, three coordinators serve on each campus. Each coordinator also works with students and faculty on the respective campus setting up specific activities such as employer visits to classrooms, tours of industry, career fairs, mock interviews, resume</p>	<p>End of Cycle: A comprehensive career development program that prepares students for employment has been created and is sustainable. This action has been institutionalized.</p>

		<p>workshops and other career education activities, including connecting students to local and regional internships.</p> <p>2020-2021: This action was completed in the 2019-20 school year. Career Services is now systematically coordinated so students across all three campuses can realize their transfer and career goals. The three CTE coordinators serve the specific career needs which correlate within a student's program of study.</p> <p>Career Services offers workshops, resume/cover letter support, career coaching, career exploration, career counseling, and job search skills. Digital platforms provide supplemental tools in all these same areas of service.</p>	
<p>2.4.2 Embed soft skills into CTE curriculum and provide training for faculty.</p>	<p>Academic Deans, Career Technical Education; Faculty</p>	<p>2018-2019: Several CTE programs embed soft skills directly into existing courses. These include: PTA, Fire Academy, Sports Medicine, Welding, most Agriculture courses, and several other areas. Several have focused this year on addressing this issue with Fashion, Child Development, Culinary, and Business especially adding content.</p>	<p>End of Cycle: Student Success Coordinators have embedded soft skill/resume/interview techniques into several CTE programs: Electrician Training, Industrial Maintenance, Industrial Automation, Physical Therapy Assistant, and Pharmacy Technician.</p> <p>CTE programs work with Career Services and the CTE Dean to</p>

		<p>COS faculty have participated in NWOW (National World of Work) workshops in the past. Additionally, NWOW provides webinars that have similarly been offered to faculty. ASSSC has also provided various resources including literature, research, presentations, etc.</p> <p>Efforts to provide training to CTE faculty are on an ongoing basis. In addition, Healthcare Workforce Initiative has provided online training on soft skills for nursing faculty.</p> <p>2019-2020: Faculty and staff have attended workshops and training on embedding soft skills.</p> <p>2020-2021: Student Success Coordinators have embedded soft skill/resume/interview techniques into several CTE programs: Electrician Training, Industrial Maintenance, Industrial Automation, Physical Therapy Assistant, and Pharmacy Technician.</p> <p>CTE programs work with Career Services and the CTE Dean to embed soft skills as part of employment preparation.</p>	<p>embed soft skills as part of employment preparation.</p> <p>Faculty and staff have attended workshops and training on embedding soft skills, including NWOW (National World of Work) workshops and the Healthcare Workforce Initiative.</p> <p>This action is institutionalized.</p>
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<p>2.4.3 Assess the District's progress on all actions of the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: The District has made progress on Actions 2.4.1 and 2.4.2. This work will continue into next year.</p> <p>2019-2020: The District has made progress on Actions 2.4.1 and 2.4.2.</p> <p>2020-2021: The District has institutionalized both actions in this objective.</p>	<p>End of Cycle: The District has institutionalized both actions in this objective.</p>
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District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.

District Objective 3.1: By 2021, increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for targeted groups that fall below the District average.

Assessment of District Objective 3.1: Review and compare the percentage of students from targeted groups who place directly into transfer-level English and transfer-level math over the next three years to the baseline data:

Math and English Placement Trends for First-Time Students by Race/Ethnicity

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math
District Total	39%	14%	37%	14%	41%	17%	41%	16%	81%	51%	84%	58%
African-American	27%	9%	25%	5%	31%	10%	35%	10%	88%	42%	76%	52%
Asian	36%	23%	32%	26%	30%	21%	37%	35%	78%	48%	86%	65%
Filipino	56%	38%	47%	32%			63%	19%	95%	75%	100%	90%
Hispanic	34%	12%	33%	12%	36%	14%	36%	13%	79%	48%	83%	55%
Multi-Ethnicity	62%	11%	51%	20%	51%	20%	52%	25%	85%	64%	90%	61%
Native American	40%	20%			38%	38%	73%	27%	73%	27%	93%	60%
Pacific Islander												
Unknown	1%	1%	9%	4%	19%	12%	32%	16%	76%	47%	83%	51%
White	57%	21%	55%	23%	57%	27%	56%	22%	89%	63%	87%	69%

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated count of first-time students enrolled at census who placed into transfer-level math/English without support

Note: Blank cells denote the cohort size is too small (less than 10) and not applicable for analysis. In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level math without support.

2020-21 Summary

The District average for students placing into transfer-level math without support increased to 58% for Fall 2020 compared to 16% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (52%), Hispanic (55%), and Unknown Ethnicity (51%). The District average for students placing into transfer-level English without support increased to 84% during Fall 2020 compared to 41% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: African American (76%), Hispanic (83%), and Unknown Ethnicity (83%).

Three-Year Summary (2018-21)

The District met the objective to increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for all student groups when compared to the Fall 2017 cohort.

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the RPIE website:

<https://www.cos.edu/en-us/administration/research/surveys-and-studies>

<https://www.cos.edu/en-us/Research/Documents/District%20Objectives%203.1%20%26%203.2%20Spring%202021.pdf>

<i>Action for District Objective #3.1</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>3.1.1 Determine which groups fall below the District’s placement rates into transfer-level English and math.</p>	<p>Dean, Research; Student Equity Plan Workgroup</p>	<p>2018-2019: The Research Office determined the racial/ethnic and gender groups that fall below the District’s placement rates into transfer-level English and Math for Fall 2018. The results were shared with the Joint Planning Initiative Workgroup, which has replaced the Student Equity Plan Workgroup. For Fall 2019, the District will determine the groups that place into transfer-level English and math, or into transfer-level English and math with support.</p> <p>2019-2020: Due to AB 705 requirements and placement practices, all Fall 2019 first-time students were placed into transfer-level English or math. Alternatively, the Research Office analyzed placement rates for students who placed in transfer-level English or math without support, and identified the racial/ethnic and gender groups that fall below the District average.</p> <p>2020-2021: The Research Office analyzed Fall 2020 placement rates for students who placed in</p>	<p>End of Cycle: The Research Office determined the racial/ethnic and gender groups that fall below the District’s placement rates into transfer-level English and math for Fall 2018. Due to AB 705 requirements and placement practices, all first-time students in Fall 2019 and onward were placed into transfer-level English or math. The Research Office analyzed Fall 2020 placement rates for students who placed in transfer-level English or math without support, and identified the racial/ethnic and gender groups that fell below the District average. The results including additional analyses were publicly published in the 2020-2021 Overview of Student Outcomes related to District Objectives 3.1 and 3.2. This action is completed.</p>

		transfer-level English or math without support, and identified the racial/ethnic and gender groups that fell below the District average. The results, including additional analyses, were publicly published in the 2020-2021 Overview of Student Outcomes related to District Objectives 3.1 and 3.2.	
3.1.2 Implement best practices to increase placement rates for targeted groups.	Student Services Deans; Deans, Math/Science and Language Arts; Director, Student Success	<p>2018-2019: Student service specialists and counselors were trained to use the new supplemental placement questions within CCCApply.</p> <p>High school counselors will be trained regarding the new placement measures and the increase of throughput for all students.</p> <p>2019-2020: Fall 2019 reached 100% alignment with AB 705 multiple measures in Math and English with significant improvement in all levels, including equity gaps.</p> <p>2020-2021: In Fall 2020, Student Services hosted the Annual Partners meeting with local feeder high schools via Zoom, and invited a faculty representative from both the Math and English</p>	End of Cycle: This action brought the District into full compliance and alignment with AB 705, which places all students into transfer-level math and English. This action is institutionalized.

		Departments to review updates and field questions regarding placement procedures with high school counselors. Math 44 was reviewed with partners as a new course that was created to better prepare STEM students for their pathway. The addition of Math 44 was also added to the Student Education Plan as an option for a discussion during a counseling appointment.	
3.1.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	<p>2018-2019: The District has made notable progress on actions 3.1.1 and 3.1.2.</p> <p>2019-2020: Due to AB 705, the District successfully aligned placement measures and both actions have been completed.</p> <p>2020-2021: The District has completed and institutionalized both actions in the objective.</p>	End of Cycle: The District has completed and institutionalized both actions in the objective.

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

District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

Assessment of District Objective 3.2: Review and compare the percentage of students from targeted groups who complete transfer-level English and transfer-level math requirements within their first year over the next three years to the baseline data: (see next page for data tables)

Completion of Transfer-Level Math / English by the End of the First Year

	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,829	31%	49%	2,529	30%	46%	15,759	19%	37%
Female	1,254	13%	31%	1,298	12%	33%	1,266	15%	38%	1,284	16%	45%	1,463	36%	56%	1,393	33%	51%	7,958	21%	43%
Male	1,228	9%	21%	1,253	12%	24%	1,328	13%	25%	1,322	14%	31%	1,295	26%	41%	1,115	27%	40%	7,541	17%	30%
Unknown	54	9%	17%	60	13%	32%	34	3%	6%	20	15%	45%	71	28%	39%	21	24%	38%	260	16%	29%

Completion of Transfer-Level Math / English by the End of the First Year

	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,829	31%	49%	2,529	30%	46%	15,759	19%	37%
African-American	99	3%	11%	83	4%	14%	52	8%	12%	63	5%	14%	50	30%	44%	42	19%	24%	389	9%	18%
Asian	37	27%	46%	42	24%	26%	41	29%	24%	46	22%	52%	49	41%	49%	43	47%	49%	258	32%	41%
Hispanic	1,672	10%	25%	1,776	11%	28%	1,863	12%	29%	1,829	14%	36%	1,933	31%	49%	1,764	30%	46%	10,837	18%	36%
Multi-Ethnicity	133	7%	24%	154	14%	31%	142	18%	43%	139	15%	35%	164	26%	41%	155	30%	52%	887	19%	38%
Native American	15	20%	13%	9	0%	11%	13	23%	23%	11	9%	73%	11	27%	36%	15	13%	33%	74	16%	31%
Pac. Is or Filipino	17	47%	53%	20	40%	30%	10	20%	40%	20	25%	40%	24	50%	79%	20	50%	60%	111	41%	52%
Unknown	19	0%	5%	19	5%	26%	21	14%	29%	17	6%	29%	117	23%	41%	78	27%	38%	271	20%	35%
White	544	15%	32%	508	15%	34%	486	21%	38%	501	19%	46%	481	33%	54%	412	34%	51%	2,932	22%	42%

Source and Definition

Source: COS Research Office (Data Warehouse)

Cohort Definition: All first-time students enrolled in a credit course at census during the Fall term are included in this cohort, regardless of their college preparedness. Dual-Enrolled students are not included in the cohort count, but are included in the outcome for students who were previously dual-enrolled students.

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"

Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

2020-21 Summary

The District average for students completing transfer-level math in one year increased from 15% for the Fall 2018 cohort to 30% for the Fall 2020 cohort. For the Fall 2020 cohort, the following student groups performed below this level: Male (27%), Unknown Gender (28%), African American (19%), Native American (13%), and Unknown Ethnicity (27%) students. The District average for students completing transfer-level English in one year increased from 38% for the Fall 2018 cohort to 46% for the Fall 2020 cohort. The following student groups performed below this level: Male (40%), Unknown Gender (38%), African American (24%), Native American (33%), and Unknown Ethnicity (38%) students.

Three-Year Summary (2018-21)

All but one student group met the objective by increasing their math completion by at least 5 percentage points, the exception being Native American students. Similarly, all but two student groups met the objective to increase the English completion by at least 10 percentage points, when compared to the baseline Fall 2017 cohort, the exception being Unknown and Multi-Ethnicity students.

<i>Action for District Objective #3.2</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>3.2.1 Determine which groups fall below the District’s completion rates in transfer-level English and math.</p>	<p>Dean, Research, Student Equity Plan Workgroup</p>	<p>2018-2019: The Research Office determined the racial/ethnic and gender groups that fall below the District’s completion rates for transfer-level English and math for the Fall 2017 cohort. The results were shared with the Joint Planning Initiative Workgroup, which has replaced the Student Equity Plan Workgroup.</p> <p>2019-2020: The Research Office determined the racial/ethnic and gender groups that fall below the District’s throughput rates for transfer-level English and math for the Fall 2018 cohort. The results were shared district-wide.</p> <p>2020-2021: The Research Office determined the racial/ethnic and gender groups that fall below the District’s throughput rates for transfer-level English and math for the Fall 2019 cohort. The results, including additional analyses, were publicly published in the 2020-2021 Overview of Student Outcomes related to District Objectives 3.1 and 3.2.</p>	<p>End of Cycle: The Research Office determined the racial/ethnic and gender groups that fall below the District’s completion/throughput rates for transfer-level English and math for the Fall 2017, the Fall 2018 and Fall 2019 cohorts. The results, including additional analyses, were publicly published in the 2020-2021 Overview of Student Outcomes related to District Objectives 3.1 and 3.2. This action is completed.</p>

<p>3.2.2 Implement best practices/interventions to increase completion rates for targeted student groups.</p>	<p>Student Services Deans; Director, Student Success; Academic Deans</p>	<p>2018-2019: Student Services has implemented the following best practices activities for, but not limited to, target groups to increase completion rates:</p> <ul style="list-style-type: none"> •Offering individualized math tutoring for veterans •Providing annual Veteran Ally training for faculty, staff, and administration •Learning Resource Center collaborating with instructors to determine areas to strengthen, for example, English progression •Adding a Career Technical Education Student Success Coordinator •Implementing frequent and intrusive follow up services for disproportionately impacted students from Student Success Coordinators focused on course completion •Holding collaborative workshops to share information on resources for academic and progress probation students with counselors, financial aid, and student success coordinators sharing •Offering textbook, laptop, and mobile Wi-Fi hotspot checkout programs 	<p>End of Cycle: Student Services categorical programs, in conjunction with the District’s grant programs, execute an intrusive model for student completion, especially among targeted student groups. These practices include, but are not limited to, mutual responsibility contracts, peer tutoring, mentorship opportunities, Early Alert, drop interventions, additional financial assistance, work-study, and resource referral. These interventions are case managed by counselors, specialists, coordinators, and program directors. This action is institutionalized.</p>
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		<p>•Providing direct student financial support to assist in course completion (emergency textbook, gas, and food vouchers).</p> <p>2019-2020: Student Services has implemented the following practices/activities for, but not limited to, targeted student groups:</p> <ul style="list-style-type: none"> • Mandated follow-up appointments with students to monitor students' academic progress and provide appropriate resource referrals. • Early Alerts are tracked each semester to help provide students the support they need early on in the semester. • Extended their service hours until 6pm to help meet the needs of our evening student population. • The Counseling Division offers online counseling. 	
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		<p>DegreeWorks is another tool utilized to allow students and staff to better track their progress towards completion.</p> <p>2020-2021: In addition to prior years' progress, several programs, such as Counseling, Student Success Program, and Access and Ability Center, created Zoom rooms for students to drop in for questions or assistance. Some programs, such as Veterans Resource Center and the Transfer and Career Center, created a Canvas shell for the program to include important announcements and program information for students.</p> <p>Student Support Services has implemented the following practices/activities for, but not limited to, targeted student groups:</p> <ul style="list-style-type: none"> • Transitioned all support services to an online format so that students are still supported while taking classes fully online. • Provided direct student financial assistance to support completion rates 	
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		<p>for students who were not eligible for CARES funding.</p> <ul style="list-style-type: none"> Increased the laptop/hotspot check out program to include all enrolled students, including those from targeted groups. <p>Student Success Coordinators and other specialists continued to provide intrusive follow up services in an online appointment format and in a virtual open lab format.</p>	
<p>3.2.3 Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.</p>	<p>Superintendent/President, Vice Presidents, Student and Academic Services; Deans, Division Chairs, and faculty, Math/Science and Language Arts</p>	<p>2018-2019: Preliminary conversations with feeder district superintendents are taking place through the District’s involvement with Tulare Kings Collaborative.</p> <p>2019-2020: While, the District continued to partner with members of the Tulare Kings College and Career Collaborative and local high school districts to align curriculum and AB705 placement criteria for first-time freshmen, no direct collaboration between District faculty and high school teachers was</p>	<p>End of Cycle: No direct or formal collaboration on exit/entrance standards between District faculty and high school teachers was reported. This action was not completed.</p>

		<p>reported. The President/Superintendent continued his annual spring visits to all feeder high school districts within the District's service area to share District updates and student placement, success, and transfer information from the previous year.</p> <p>2020-2021: No direct collaboration on exit/entrance standards between District faculty and high school teachers was reported.</p>	
<p>3.2.4 Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: The District has made progress on Actions 3.2.1, 3.2.2, and 3.2.3.</p> <p>2019-2020: The District has completed and institutionalized Actions 3.2.1 and 3.2.2. The District has made progress on Actions 3.2.3.</p> <p>2020-2021: The District completed Action 3.2.1, institutionalized Action 3.2.2, and did not complete Action 3.2.3.</p>	<p>End of Cycle: The District completed Action 3.2.1, institutionalized Action 3.2.2, and did not complete Action 3.2.3.</p>

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

District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level.

Assessment of District Objective 4.1: Review the program review audit results. Review the volume and type of trainings/consultations provided and number of attendees. Review results from program review workshop evaluations:

2020-2021 Summary

The District continued to make progress toward increasing the effective use of data for decision-making, and in program reviews by providing training, consultations, and data management and visualization tools. The Research Office continued to provide data and consultations to program review units and other departments and offices. In 2020-21, the Research Office received 155 data/research requests. The top two most common requests were for consultations (44) and program information (24). With the deployment of District's Giant Dashboards, program review units now have access to substantially more aggregate and disaggregate data than in previous years. During the current cycle, the IPRC has worked to improve the effective use of data in unit program reviews. The IPRC's audit process revealed that, during the 2020-21 academic year, 95% of the college's program review units effectively "utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths," up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis "to support its conclusions regarding needed improvements," up from 82% the previous year.

Three-Year Summary (2018-21)

The District made progress toward increasing the effective use of data for decision-making and in program review by providing training, consultations, and data management and visualization tools. The Research Office continued to provide data and consultations to program review units and other departments and offices. Over the past three years (2018-19 to 2020-21), the Research Office received 420 data/research requests, averaging 140 per year. In 2020-21, 155 requests were received. The top two most common requests were for consultations (44) and program information (24).

With the deployment of District's Giant Dashboards, program review units now have access to substantially more aggregate and disaggregate data than in previous years. The Program Review and Planning Dashboard functions as a one-stop-shop for district's academic program planning needs. This dashboard contains metrics assessing faculty growth, success rates, unduplicated headcounts, census enrollments, excused withdrawal rates, program majors, awards, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio. Users may disaggregate course success rates (including and excluding EWs), unduplicated headcounts, census enrollments, withdrawal rates, and excused withdrawal rates by more than 20 characteristics. The disaggregated data allows for better insight into equity gaps at the District, department, or course level.

The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers employed specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators.

During the current cycle, the IPRC has worked to improve the effective use of data in unit program reviews. The IPRC’s audit process revealed that, during the 2020-21 academic year, 95% of the college’s program review units effectively “utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths,” up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis “to support its conclusions regarding needed improvements,” up from 82% the previous year.

<i>Actions for District Objective #4.1</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>4.1.1 Increase the effective use of data in unit program reviews.</p>	<p>Dean, Research, Institutional Program Review Committee; Outcome and Assessment Committee; Senior Management</p>	<p>2018-2019: The Research Office is providing data and consultations to program review units. With the deployment of Tableau software, program review units now have access to substantially more data than in previous years. Units can now explore and disaggregate data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and productivity, as applicable. Institutional Program Review Committee has developed a specific training module on the uses of data in program reviews. This training includes systematic processes to locate data locally and on the CCCC web site. The in-person training on the uses of data in program reviews was presented during Spring 2018 and Fall 2018. All 99 units were audited by the IPRC this year. In addition,</p>	<p>End of Cycle: The Research Office provides data and consultations to program review units and other departments and offices. In addition, senior managers employed specific activities at the Management Council to promote and increase the effective use of data among the District administrators. With the deployment of District’s Giant Dashboards, program review units now have access to substantially more aggregate and disaggregate data than in previous years. The disaggregated data allows for better insight into equity gaps at the District, department, or course level.</p> <p>During the current cycle, the IPRC has worked to improve the effective use of data in unit program reviews. The IPRC’s audit process revealed that, during the 2020-21 academic</p>

		<p>Outcome and Assessment Committee co-chairs are advising individual faculty on incorporation and analysis of assessment data for program review.</p> <p>2019-2020: The Research Office continued to provide data and consultations to program review units, which now have access to substantially more data than in previous years. Now that Tableau software is fully deployed, units are exploring and disaggregating data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and productivity, as applicable. Institutional Program Review Committee (IPRC) will continue training units on the use of data during the program review process and will stress the use of disaggregated data as a way to improve equity across the District. The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers continued to employ specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators.</p>	<p>year, 95% of the college’s program review units effectively “utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths,” up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis “to support its conclusions regarding needed improvements,” up from 82% the previous year. Finally, it is expected that the amendment of the program review template instructions to explicitly direct units to engage with disaggregated data in these same analyses should further support the effective use of data within the program review process. This action has been institutionalized.</p>
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		<p>2020-2021: The Institutional Program Review Committee (IPRC) continued to provide training to unit authors and responsible managers regarding the availability of data resources and basic analytical techniques appropriate to the program review process. In addition, this year the IPRC recommended changes to the program review template, which direct units to include analysis of disaggregated data in their examinations of the unit’s strengths, and needed improvements.</p> <p>In addition, senior managers continued to employ specific activities at the Management Council to promote and increase the effective use of data among the District administrators.</p>	
<p>4.1.2 Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.</p> <p>2019-2020: The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.</p>	<p>End of Cycle: The District has institutionalized Action 4.1.1.</p>

		2020-2021: The District has institutionalized Action 4.1.1.	
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District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objective 4.2: Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

Assessment of District Objective 4.2: Review and compare the 2017 and 2020 Giant Questionnaire results. Review efforts and activities designed to improve communication between District departments, divisions, and constituents:

Giant Questionnaire: 2017 vs 2021		
Percentage of Participants Who “Agreed” with the Statement		
Survey Item	2017	2021
"I am listened to and respected by my colleagues."	90%	88%
"Information at COS is readily available and accessible."	81%	88%
"It is easy for me to obtain information critical to my work."	83%	90%
"COS has clear policies, processes, and protocols that allow me to do my job effectively."	83%	89%

Source: COS Giant Questionnaire Survey Results: 2017 & 2021

2020-2021 Summary

During Spring 2021, all COS employees were invited to participate in the Giant Questionnaire, which provided them an opportunity to share their thoughts and experiences working at COS, including topics related to the strengthening operations of and communication between District departments and employees. Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (88%), that information is readily available and accessible (88%), information critical to their work is easily obtained (90%), and COS has clear policies, processes, and protocols that allow employees to do their jobs effectively (89%).

Three-Year Summary (2018-21)

During Spring 2021, all COS employees were invited to participate in the Giant Questionnaire, which provided them an opportunity to share their thoughts and experiences working at COS, including topics related to the strengthening operations of and communication between District departments and employees. This was the second administration of the Giant Questionnaire, which received 405 responses from full-time faculty, adjunct faculty, classified/confidential staff, administrators and Board members.

Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (88%), that information is readily available and accessible (88%), information critical to their work is easily obtained (90%), and COS has clear policies, processes, and protocols that allow employees to do their jobs effectively (89%).

Since the first administration of the survey in Spring 2017, the District experienced noticeable improvements in the areas listed above (six or seven percentage point increases) except for the item about “being listened to and respected by colleagues”. The District experienced a two-percentage point decrease in this area.

<i>Actions for District Objective #4.2</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>4.2.1 Implement an awareness campaign highlighting different departments and services.</p>	<p>Superintendent/President; Manager, Marketing and Public Relations; Vice President, Administrative Services</p>	<p>2018-2019: An awareness campaign was implemented in November 2018. The campaign template is completed by a department, program or student service and distributed via COSeNews. An electronic version is housed on the Intranet for future reference.</p> <p>2019-2020: Awareness campaign has continued since November 2018. Departments, programs or student services are now more frequently requesting for their areas to be featured on social media, COSeNews, and Press Releases. Social Media feeds to the home page of the COS website. The campaign has also expanded to the community, reaching over 6,000 people per day on Facebook, over 2,000 people per day on Instagram, and</p>	<p>End of Cycle: In November 2018, the District launched an awareness campaign highlighting different departments and services, which are featured on social media, COSeNews, and Press Releases. The Marketing and Public Information Office has created and published over 350 video stories that represent academic programs, student support services, student stories, and District-wide efforts. The campaign was extended to the community, reaching thousands of people on Facebook and Instagram. In addition, the Marketing and Public Information Office created and shared with the District a Media Tool Kit that reviews all aspects of the College's digital footprint and provides guidelines and tools for District staff, faculty and</p>

		<p>making over 100,000 impressions on Instagram per week.</p> <p>2020-2021: The Marketing and Public Information Office has created and shared with the District a Media Tool Kit that reviews all aspects of the College's digital footprint and provides guidelines and tools for District staff, faculty and administrators.</p>	<p>administrators. This action has been completed.</p>
<p>4.2.2 Ensure that the District website content is current and relevant.</p>	<p>Superintendent/President; Vice President, Administrative Services; Dean, Technology; Manager, Marketing and Public Relations</p>	<p>2018-2019: The new District website launched during Spring 2019. To ensure content is accurate and updated regularly the website points viewers to the Academic Catalog. Additionally, the District website is undergoing monthly audits and reporting is distributed to managers displaying recent editing activity.</p> <p>2019-2020: Since the launch of the new website in Spring 2019, monthly audits, department and program meetings occur to ensure content is up to date and relevant. Department phone numbers were added to the home page of each area. This is an ongoing effort each semester.</p> <p>2020-2021: The Marketing and Public Information Office has</p>	<p>End of Cycle: During Spring 2019, the District launched a new website to ensure accurate, current and relevant content. Instituted monthly audits, department and program meetings to ensure content is up to date and relevant. Some outdated webpages persist, despite best efforts by Technology Services and Marketing. The Marketing and Public Information Office has created and published over 350 video stories that represent academic programs, student support services, student stories, and District-wide efforts. In addition, internal and external communication about services, events, and activities were shared on the COS website. This action is institutionalized.</p>

		created over 350 video stories that represent academic programs, student support services, student stories, and District-wide efforts; maintained continuous communication for nine social media accounts; shared internal and external communication about services, events, and activities through Regroup email/text, COSeNews, Canvas and the COS website. Some outdated webpages persist, despite best efforts by Technology Services and Marketing.	
4.2.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	<p>2018-2019: The District made progress on Action 4.2.1 and institutionalized Action 4.2.2.</p> <p>2019-2020: The District made further progress on Action 4.2.1 and institutionalized Action 4.2.2.</p> <p>2020-2021: The District completed Action 4.2.1 and institutionalized Action 4.2.2.</p>	End of Cycle: The District completed Action 4.2.1 and institutionalized Action 4.2.2.

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

District Objective 4.3: Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

Assessment of District Objective 4.3: Review the number, type, participation, and quality of professional development opportunities provided for District employees:

2020-2021 Summary

In 2020 – 2021, the District offered 89 flex-approved workshops and trainings, totaling over 100 hours of professional learning. In those workshops, there were over 2,600 (duplicated) participants, discussing topics such as continued AB 705 implementation, equity, pedagogy, Open Education Resources, Behavioral Intervention Team processes, sabbaticals and Institutional Improvement Projects, online instruction, accessibility, and much more. In addition, in preparation for remote instruction, 99 faculty in the fall and 112 faculty in the spring performed additional training and curriculum revision/development, totaling more than 2,100 hours of professional learning to teach online during the pandemic. Further, about 50 employees completed 25 online courses/trainings that covered issues such as implicit bias awareness, mandated reporting, conducting job interviews, national incident response training, and more.

Three-Year Summary (2018-21)

Since 2018-19, the District employees, including full-time faculty, adjunct faculty, classified/confidential staff and administrators, participated in over 350 training/workshop opportunities that were offered in both online and face-to-face/in-person formats.

More than 4,600 participants (duplicated) completed trainings/workshops on various topics/areas including Vet Ally Awareness, Equitable Grading Practices, Immigrant Rights, Meta Majors, Student Success, AB 705 Implementation, Equity, Pedagogy, Open Education Resources, Behavioral Intervention Team processes, Online Instruction, Implicit Bias Awareness, Infusing Equity-Mindedness in Hiring Practices, Racial Microaggressions, Guided Pathways, Dialogue Days, Black Minds Matter, On Course Workshop, Strategies for Evaluating Classified Employees, Safety Training, Defensive Driving, Conducting Job Interviews, FERPA, Stress Management, Sexual Harassment, Mandated Reporting, Accessibility, and much more.

It is important to note that the 2020 – 2021 was a year filled with difficult challenges such as continued remote instruction due to COVID-19, and professional learning opportunities such as the Chancellor's Office Call to Action. Professional learning helped prepare faculty, staff, and administration to continue to offer effective classes and services and to start walking the path of equity.

<i>Action for District Objective #4.3</i>	<i>Responsible Party</i>	<i>Progress</i>	
<p>4.3.1 Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.</p>	<p>Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees</p>	<p>2018-2019: Although there is not yet a formal professional development plan in place, in February of 2019, the District began a 12-week long implementation of Cornerstone (an online software program which will train new and existing employees and track their progress).</p> <p>2019-2020: There has been no effort to bring together all responsible parties to create/implement a District professional development plan, which would coordinate, align and manage professional development activities and new employee orientation. This is not to suggest work by the responsible parties is not being done.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. The Safety / Facilities Council and Human Resources launched a key initiative for 2019/20: the creation and implementation of new employee orientation that included a review of employee safety 	<p>End of Cycle: A “Professional Development Plan” was drafted during the 2020-2021 year. It was reviewed and adopted by District Governance Senate and Academic Senate. It will be implemented at COS in the next Strategic Plan cycle. This action is institutionalized.</p>

		<p>guidelines, introduction to the Injury and Illness Prevention Plan (IIPP), emergency notifications, hazard reporting, and the reporting of workers compensation claims. The orientation was offered for the first time on February 6, 2020. It will be offered once monthly to all full-time and part-time CSEA members and full-time faculty.</p> <ol style="list-style-type: none"> 2. FEC/PACE continue to hold numerous professional development opportunities for their members. 3. Management Council has regular trainings including ensuring all mandatory trainings (i.e. preventing sexual harassment) are up to date. <p>There is not yet a District professional development plan in place. Responsible parties will continue work on this action in the next year.</p> <p>2020-2021: During the past year, led by the FEC Chair, responsible</p>	
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		<p>parties drafted a “Professional Learning Plan (Plan)”.</p> <p>The Plan was reviewed and adopted by both the District Governance Senate and Academic Senate.</p>	
<p>4.3.2 Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>2018-2019: The District has made progress on Action 4.3.1.</p> <p>2019-2020: The District has made no progress on Action 4.3.1.</p> <p>2020-2021: The District has institutionalized Action 4.3.1.</p>	<p>End of Cycle: The District has institutionalized Action 4.3.1.</p>

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

In Part 2 of this annual report the District presents an analysis of progress from Fall 2020 through Spring 2021 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

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

District Objective #1.1

The District will increase FTES 1.75% over the three years.

During the 2020-21 year, annual FTES declined by 10% compared to the 2019-20 year, due to the pandemic.

The District has completed actions 1.1.1, 1.1.2., and 1.1.4. Action 1.1.3 is institutionalized.

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

District Objective #2.1

Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

The percentage of students earning any degree or certificate (relative to the size of continuing students) increased from 17.3% in the 2019-20 year to 21.1% in 2020-21, an increase of 3.8 percentage points. The percentage of students earning a CTE degree or certificate increased from 9.5% in 2019-20 to 12.9% in the 2020-21 year (relative to the size of continuing students). The percentage of students earning a Non-CTE degree or certificate had a slight increase from 9% in the 2019-20 year to 9.6% in the 2020-21 year (relative to the size of continuing students).

The District has completed Actions 2.1.1 through 2.1.3 and has made progress on 2.1.4.

District Objective #2.2

Increase the number of students who transfer to four-year institutions by 10 percent over three years.

The volume of students transferring to four-year institutions increased 11.7%, from 916 in 2018-19 to 1,024 in 2019-20. Transfers increased in the UC system, the CSU system, and out-of-state colleges. The number of students who were transfer ready increased from 1,694 in 2019-20 to 1,773 in 2020-21, an increase of 5%.

The District has completed and institutionalized Action 2.2.1.

District Objective #2.3

By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

The percentage of students who began in Fall 2020 and completed transfer-level math prior to Fall 2021 is 30%, a 15 percentage point increase compared to the Fall 2018 cohort (15%). The Fall 2020 cohort is above the 6-Yr overall rate of 19%. The percentage of students who began in Fall 2020 and completed transfer-level English prior to Fall 2021 is 46%. This is an increase of 8 percentage points when compared to the Fall 2018 cohort (38%). Both of which are above the 6-Yr overall rate of 37%.

Actions 2.3.4 and 2.3.5 were not completed due to the Chancellor's Office extending the ESL deadline in response to the COVID-19 pandemic. All other actions were institutionalized.

District Objective #2.4

By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

The percentage of CTE students who secured employment closely related to their field of study remained steady at 70%. These results are from students who responded to the Career & Technical Education Employment Outcomes Survey (CTEOS). The median change in earnings for CTE students decreased from 57% in 2016-17 to 46% in 2017-18, a decrease of 11 percentage points.

The District has institutionalized both actions in this objective.

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

District Objective #3.1

By 2021, increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for targeted groups that fall below the District average.

The District average for students placing into transfer-level math without support increased to 58% for Fall 2020 compared to 16% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (52%), Hispanic (55%), and Unknown Ethnicity (51%). The District average for students placing into transfer-level English without support increased to 84% during Fall 2020 compared to 41% in Fall 2018 (pre-AB705). While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: African American (76%), Hispanic (83%), and Unknown Ethnicity (83%).

The District has completed and institutionalized both actions in the objective.

District Objective #3.2

By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

The District average for students completing transfer-level math in one year increased from 15% for the Fall 2018 cohort to 30% for the Fall 2020 cohort. For the Fall 2020 cohort, the following student groups performed below this level: Male (27%), Unknown Gender (28%), African American (19%), Native American (13%), and Unknown Ethnicity (27%) students. The District average for students completing transfer-level English in one year increased from 38% for the Fall 2018 cohort to 46% for the Fall 2020 cohort. The following student groups performed below this level: Male (40%), Unknown Gender (38%), African American (24%), Native American (33%), and Unknown Ethnicity (38%) students.

The District completed Action 3.2.1, institutionalized Action 3.2.2, and did not complete Action 3.2.3.

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

District Objective #4.1

Increase the use of data for decision-making at the District and department/unit level.

The District continued to make progress toward increasing the effective use of data for decision-making, and in program reviews by providing training, consultations, and data management and visualization tools. The Research Office continued to provide data and consultations to program review units and other departments and offices. In 2020-21, the Research Office received 155 data/research requests. The top two most common requests were for consultations (44) and program information (24). With the deployment of District's Giant Dashboards, program review units now have access to substantially more aggregate and disaggregate data than in previous years. During the current cycle, the IPRC has worked to improve the effective use of data in unit program reviews. The IPRC's audit process revealed that, during the 2020-21 academic year, 95% of the college's program review units effectively "utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths," up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis "to support its conclusions regarding needed improvements," up from 82% the previous year.

The District has institutionalized Action 4.1.1.

District Objective #4.2

Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

During Spring 2021, all COS employees were invited to participate in the Giant Questionnaire, which provided them an opportunity to share their thoughts and experiences working at COS, including topics related to the strengthening operations of and communication between District departments and employees. Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (88%), that information is readily available and accessible (88%), information critical to their work is easily obtained (90%), and COS has clear policies, processes, and protocols that allow employees to do their jobs effectively (89%).

The District completed Action 4.2.1 and institutionalized Action 4.2.2.

District Objective #4.3

Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

In 2020 – 2021, the District offered 89 flex-approved workshops and trainings, totaling over 100 hours of professional learning. In those workshops, there were over 2,600 (duplicated) participants, discussing topics such as continued AB 705 implementation, equity, pedagogy, Open Education Resources, Behavioral Intervention Team processes, sabbaticals and Institutional Improvement Projects, online instruction, accessibility, and much more. In addition, in preparation for remote instruction, 99 faculty in the fall and 112 faculty in the spring performed additional training and curriculum revision/development, totaling more than 2,100 hours of professional learning to teach online during the pandemic. Further, about 50 employees completed 25 online courses/trainings that covered issues such as implicit bias awareness, mandated reporting, conducting job interviews, national incident response training, and more.

The District has institutionalized Action 4.3.1.

Part 3: End of Cycle Assessment Results Summary

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

District Objective #1.1

The District will increase FTES 1.75% over the three years.

Prior to the pandemic, the District increased FTES by 3.8% from baseline year 2017-18 (10,237) to year 2019-20 (10,630), exceeding the objective of a 1.75% FTES increase. However, the District experienced a 6.5% decline in FTES from baseline year 2017-18 (10,237) to end-year of 2020-21 (9,571), due to the pandemic.

The District has completed actions 1.1.1, 1.1.2., and 1.1.4. Action 1.1.3 is institutionalized.

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

District Objective #2.1

Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

The District increased the percentage of students earning an award by 4.1 percentage points from baseline year 2017-18 (17%) to year 2020-21 (21.1%), slightly below the objective of a 5 percentage point increase. The increase occurred for both students earning CTE awards (+2.3 percentage points) and students earning non-CTE awards (+2.5 percentage points).

The District has completed Actions 2.1.1 through 2.1.3 and has made progress on 2.1.4. Action 2.1.4 has not been completed due to challenges presented by the COVID-19 pandemic.

District Objective #2.2

Increase the number of students who transfer to four-year institutions by 10 percent over three years.

The District experienced a slight decrease (-1.2%) in the volume of students transferring to a 4-year institution from baseline year 2016-17 (1,037) to year 2019-20 (1,024). However, the volume of students transferring to the UC or CSU systems reached an all-time high. The number of students who were transfer ready increased from 1,406 in baseline year 2017-18 to 1,773 in 2020-21, an increase of 26%.

The District has completed and institutionalized Action 2.2.1.

District Objective #2.3

By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

The percentage of students who began in Fall 2020 and completed transfer-level math prior to Fall 2021 is 30%, a 16 percentage point increase compared to the Fall 2017 cohort (14%). Similarly, the percentage of students who began in Fall 2020 and completed transfer-level English prior to Fall 2021 is 46%. This is an increase of 15 percentage points when compared to the baseline Fall 2017 cohort (31%), both of which are at or above the District objective increases.

Most actions in this objective were completed. Actions 2.3.4 and 2.3.5 were not completed due to the Chancellor's Office extending the ESL deadline in response to the COVID-19 pandemic. All other actions were institutionalized.

District Objective #2.4

By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

Compared to baseline year 2014-15, the percentage of CTE students who secured employment closely related to their field of study increased by two percentage points, from 68% to 70%. For the same time period, the median change in earnings for CTE students increased by two percentage points, from 44% in 2014-15 to 46% in 2017-18.

The District has institutionalized both actions in this objective.

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

District Objective #3.1

By 2021, increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for targeted groups that fall below the District average.

The District met the objective to increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for all student groups when compared to the Fall 2017 cohort.

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the Research Office website:

<https://www.cos.edu/en-us/administration/research/surveys-and-studies>

<https://www.cos.edu/en-us/Research/Documents/District%20Objectives%203.1%20%26%203.2%20Spring%202021.pdf>

The District has completed and institutionalized both actions in the objective.

District Objective #3.2

By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

All but one student group met the objective by increasing their math completion by at least 5 percentage points, the exception being Native American students. Similarly, all but two student groups met the objective to increase the English completion by at least 10 percentage points, when compared to the baseline Fall 2017 cohort, the exception being Unknown and Multi-Ethnicity students.

The District completed Action 3.2.1, institutionalized Action 3.2.2, and did not complete Action 3.2.3.

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

District Objective #4.1

Increase the use of data for decision-making at the District and department/unit level.

The District made progress toward increasing the effective use of data for decision-making and in program review by providing training, consultations, and data management and visualization tools. The Research Office continued to provide data and consultations to program review units and other departments and offices. Over the past three years (2018-19 to 2020-21), the Research Office received 420 data/research requests, averaging 140 per year. In 2020-21, 155 requests were received. The top two most common requests were for consultations (44) and program information (24).

With the deployment of District's Giant Dashboards, program review units now have access to substantially more aggregate and disaggregate data than in previous years. The Program Review and Planning Dashboard functions as a one-stop-shop for district's academic program planning needs. This dashboard contains metrics assessing faculty growth, success rates, unduplicated headcounts, census enrollments, excused withdrawal rates, program majors, awards, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio. Users may disaggregate course success rates (including and excluding EWs), unduplicated headcounts, census enrollments, withdrawal rates, and excused withdrawal rates by more than 20 characteristics. The disaggregated data allows for better insight into equity gaps at the District, department, or course level.

The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers employed specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators.

During the current cycle, the IPRC has worked to improve the effective use of data in unit program reviews. The IPRC's audit process revealed that, during the 2020-21 academic year, 95% of the college's program review units effectively "utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths," up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis "to support its conclusions regarding needed improvements," up from 82% the previous year.

The District has institutionalized Action 4.1.1.

District Objective #4.2

Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

During Spring 2021, all COS employees were invited to participate in the Giant Questionnaire, which provided them an opportunity to share their thoughts and experiences working at COS, including topics related to the strengthening operations of and communication between District departments and employees. This was the second administration of the Giant Questionnaire, which received 405 responses from full-time faculty, adjunct faculty, classified/confidential staff, administrators and Board members.

Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (88%), that information is readily available and accessible (88%), information critical to their work is easily obtained (90%), and COS has clear policies, processes, and protocols that allow employees to do their jobs effectively (89%).

Since the first administration of the survey in Spring 2017, the District experienced noticeable improvements in the areas listed above (six or seven percentage point increases) except for the item about “being listened to and respected by colleagues”. The District experienced a two-percentage point decrease in this area.

The District completed Action 4.2.1 and institutionalized Action 4.2.2.

District Objective #4.3

Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

Since 2018-19, the District employees, including full-time faculty, adjunct faculty, classified/confidential staff and administrators, participated in over 350 training/workshop opportunities that were offered in both online and face-to-face/in-person formats.

More than 4,600 participants (duplicated) completed trainings/workshops on various topics/areas including Vet Ally Awareness, Equitable Grading Practices, Immigrant Rights, Meta Majors, Student Success, AB 705 Implementation, Equity, Pedagogy, Open Education Resources, Behavioral Intervention Team processes, Online Instruction, Implicit Bias Awareness, Infusing Equity-Mindedness in Hiring Practices, Racial Microaggressions, Guided Pathways, Dialogue Days, Black Minds Matter, On Course Workshop, Strategies for Evaluating Classified Employees, Safety Training, Defensive Driving, Conducting Job Interviews, Family Educational Rights and Privacy Act, Stress Management, Sexual Harassment, Mandated Reporting, Accessibility, and much more.

It is important to note that the 2020 – 2021 was a year filled with difficult challenges such as continued remote instruction due to COVID-19, and professional learning opportunities such as the Chancellor's Office Call to Action. Professional learning helped prepare faculty, staff, and administration to continue to offer effective classes and services and to start walking the path of equity.

The District has institutionalized Action 4.3.1.