College of the Sequoias
ACCJC Midterm Report 2022

Submitted by:

Sequoias Community College District

915 South Mooney Boulevard

Visalia, CA 93277

Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

Date Submitted:

October 2022

Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

From:

Brent Calvin, Ed.D.

College of the Sequoias

915 South Mooney Boulevard

Visalia, CA 93277

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

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Brent Calvin, Ed.D.   Superintendent/President   Date

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Name   President, Board of Trustees   Date

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Name   President, Academic Senate   Date

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Name   President, Student Senate   Date

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Jennifer Vega La Serna, Ph.D.   Accreditation Liaison Officer   Date

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1. Report Preparation

Sequoias Community College District's (hereafter, the District) participatory governance and decision-making processes and structures enable the development of a District culture that integrates Accreditation requirements, data gathering, and reporting. The District maintains an active Accreditation Workgroup (AWG) under the direction of the Superintendent/President's office, charged with ongoing Accreditation professional development, updates and reporting. The AWG consists of an appointed faculty and administrative co-chair, and tri-chairs for each of the four accreditation standards appointed from faculty, administration, and staff.

For the 2021 Midterm Report, the AWG co-chairs met in Spring 2021 to establish a reporting timeline and assign sections of the report to each of the four standard subcommittees for initial drafts [1A]. Subcommittee members submitted drafts to the writing team in October, and the full draft was reviewed by the workgroup in December 2021 [1B]. The draft was submitted to District employees for feedback in March via a feedback survey [1C], and reviewed through the District's governance process in April [1D]. The report was approved by the Board of Trustees in August [1E].

Accreditation Workgroup Members

Name	Subcommittee	Role
Sarah Harris	Faculty Co-Chair	Faculty
Jennifer Vega La Serna	Administrative Co-Chair	Administrator
Dali Ozturk	Subcommittee 1 - Mission, Academic Quality, Institutional Effectiveness	Administrator
David Hurst/TBA	Subcommittee 1 - Mission, Academic Quality, Institutional Effectiveness	Faculty
Ryan Barry-Souza	Subcommittee 1 - Mission, Academic Quality, Institutional Effectiveness	Staff
Jessica Morrison	Subcommittee 2 - Student Learning and Support Services	Administrator
Johnathan Brooks	Subcommittee 2 - Student Learning and Support Services	Faculty
Erin Alvarez/TBA	Subcommittee 2 - Student Learning and Support Services	Staff
Ron Ballesteros-Perez	Subcommittee 3 - Resources	Administrator
Marla Prochnow	Subcommittee 3 - Resources	Faculty
Carolyn Franco	Subcommittee 3 - Resources	Staff
Francisco Banuelos	Subcommittee 4 - Leadership and Governance	Administrator
Erik Armstrong	Subcommittee 4 - Leadership and Governance	Faculty
Jordan Lamb	Subcommittee 4 - Leadership and Governance	Staff
Brent Calvin	Ex-Officio	President/Superintendent

2. Plans Arising From the Self-Evaluation Process

Standard I.B.3.	Anticipated Outcome: The District will have uniform and accurate data for job placement institution-set standards for CTE programs.
Progress	The District assembled a task force of CTE staff and consultants to develop and track employment for CTE students. Employment data is collected from a variety of data sources, such as CTEOS surveys, Perkins Core Indicators, CalPass Plus Launchboard, Jobspeaker surveys, and COS alumni surveys. Discussion on CTE job placement data occurs at the regional level for solution-based software.
Outcomes	The CTE Taskforce on tracking employment selected a tool from LinkedIn, called LinkedIn Insight, which allows the District to collect data on COS alumni and where they work. This tool was purchased in December 2021 and initial COS data will be available from the system in Summer 2022.

In addition, the District continues to use data from the CTEOS surveys, Perkins Core Indicators, CalPass Plus Launchboard, Jobspeaker surveys, and COS alumni surveys to track job placement data for institution-set standards. |
Evidence	CTE Outcomes Survey [2A]
Standard I.B.5.	Anticipated Outcome: Improvement of the standard data metrics for program review including new or additional data metrics as needed.
Progress	The District developed Giant Dashboards for program review including additional aggregated and disaggregated data. The disaggregated data allows for better insight into equity gaps at the District, department, or course level.
Outcomes	During the 2020-21 program review cycle, the Institutional Program Review Committee (IPRC) worked to improve the effective use of data in unit program reviews, providing training on use of the Giant Dashboards to analyze disaggregated data. Disaggregated data for identified equity groups is available to and linked in all program review units, and units are using the disaggregated data in the dashboards for analysis. 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.
Evidence	Program Review 2020 Audit [2B]
Program Review Data Memo [2C]
Program Review Dashboard [2D]
Standard I.B.6.	Anticipated Outcome: Improved student learning outcomes assessment data collection and analysis.
Progress	The District disaggregates and analyzes data for student learning outcomes at the institutional level through regular survey assessments. Institutional

	learning outcome survey results are disaggregated based on the student subpopulations prioritized in the District's Mission and Student Equity Plan.
Outcomes	Disaggregated data on students' outcomes, experiences, and achievements are published in reports, dashboards, and the Curious Giant email newsletters and utilized in program review assessment.
Evidence	The Giant Dashboards Program Review Data Memo [2C] ILO and SLO reports example [2E]
Standard I.C.1.	Anticipated Outcome: Improved website design, functionality, and accuracy.
Progress	The District's new website was launched at the end of spring 2019. The website's mobile-friendly design has improved functionality and accuracy.
Outcomes	The website is audited on a monthly basis to ensure content is up-to-date and relevant through regular meetings with departments and programs.
Evidence	AP 3721 [2F] COS Website [2G]
Standard II.A.3.	Anticipated Outcome: Student learning outcomes will be current, updated, and accurate across all systems.
Progress	The District's updated curriculum management system ensures that student learning outcomes are accurately recorded in course outlines of record, the catalog, and class schedule course descriptors. Student learning outcomes are updated regularly through the curriculum review process.
Outcomes	Outcomes are reviewed through the curriculum review process and are maintained in the new curriculum management system.
Evidence	Published CORs [2H] Catalog [2I] Class schedule [2J] Task Force approved by the Academic Senate 10/27/2021 [2K]
Timeline for completion	Although student learning outcomes are accurate and aligned in the curriculum management system and Banner, the assessment management system does not communicate with the other systems. A task force has been appointed to explore alternatives to TracDat to help achieve this goal with a timeline for implementation of 2023.
Responsible parties	Outcomes and Assessment Committee, Institutional Program Review Committee, and TracDat task force.
Standard II.A.3.	Anticipated Outcome: Develop more meaningful use of student learning outcome assessment in program review
Progress	The Institutional Program Review Committee (IPRC) and the Outcomes Assessment Committee (OAC) hold a standing annual meeting to collaborate and identify items that work and items that need improvement. Departments incorporate student learning outcome assessment through the program review process, which now includes disaggregated student success data.
Outcomes	Disaggregated data on students' outcomes, experiences, and achievements are utilized in program review assessment.

Evidence	IPRC April 20, 2020 Agenda and Minutes [2L] Program Review Training Information [2M] Program Review Template [2N]
Standards II.A.4. and II.A.5.	Anticipated Outcome: Increased support for students to advance to and succeed in college level curriculum and shortened time to degree.
Progress	The District has eliminated most pretransfer-level courses in math and English, thereby shortening the time to completion of collegiate-level courses. English as a Second Language is in progress as their implementation deadline was extended due to COVID. Faculty developed co-requisite support courses for transfer-level English and Math courses.
Outcomes	Students are now placed in transfer-level math and English courses and completion of transfer-level math and English in the first year has increased substantially (16 and 15 percentage points, respectively). English and math faculty developed and implemented courses that provide additional student support. The district is in the process of assessing student success in these courses. In addition, the 2021-2025 strategic plan contains actions focused on continuous improvement of student support, including to increase the availability and effectiveness of peer academic support resources.
Evidence	Math and English Sequences [2O] AB 705 Dashboards [2P]
Standard II.A.6.	Anticipated Outcome: Increasing the opportunities for students to complete degrees and programs in a timely manner.
Progress	The District adopted Degree Works as a tool to help counselors and students plan a student educational plan that supports student-centered scheduling. The Meta Majors taskforce developed Giant Pathways that assist students in selecting appropriate majors aligned to their interests and goals. Divisions and departments collaborate to develop student-friendly class schedules. In addition the District has eliminated most pretransfer-level courses in math and English, thereby shortening the time to completion of collegiate-level courses.
Outcomes	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 included in the next strategic plan to continue the focus on scheduling for student equity. The District's work on equity and completion is exemplified by being named an Equity Champion of Higher Education by the Campaign for College Opportunity for "excelling in awarding ADTs to Latinx students."
Evidence	DegreeWorks Webpage [2Q] Giant Pathways Webpage [2R] Equity Champion Award Letter [2S]
Standard II.B.3.	Anticipated Outcome: Ongoing assessment for learning support services through service area outcomes.

Progress	The Tutorial Taskforce is developing student learning outcomes and service area outcomes for each learning support service. In addition, the tutorial center will request to become a program review unit.
Outcomes	The tutorial task force was convened and is in the process of developing service area outcomes for all units.
Evidence	Learning Resources Program Review Application [2T]
Timeline for completion	The timeline for implementation is 2022.
Responsible parties	Academic Divisions, Dean of Educational Support Services, Tutorial Task Force, Institutional Program Review Committee
Standard II.C.7.	Anticipated Outcome: Students will have access to a more holistic placement process, one that more accurately represents their true level of ability to complete transfer-level work.
Progress	Updated placement measures in alignment with AB705 were adopted in Fall 2019. These measures include high school GPA and courses taken to determine student placement.
Outcomes	All students are now placed directly into transfer-level math and English.
Evidence	Catalog [2I] AB 705 Dashboards [2P]
Standard III.A.14.	Anticipated Outcome: Coordinated, consistent, and timely professional development opportunities for District employees.
Progress	The District convened a taskforce to develop a comprehensive professional learning plan. The taskforce met, gathered feedback, and the plan was approved through the governance process.
Outcomes	The professional learning plan was completed and implemented in 2021-22. Coordinated implementation of an equity-focused professional development plan is an ongoing action in the District's 2021 – 2025 Strategic Plan, and the professional learning plan is being revised to align with the updated 2021-2025 Strategic Plan goals.
Evidence	Current Professional Learning Plan [2U] FEC Convocation Survey (Call for Presentations) [2V]

3. Institutional Reporting on Quality Improvements

a. Response to Recommendations for Improvement

In 2018, College of the Sequoias received the following recommendation for improvement from the visiting team report:

Recommendation 1 (Effectiveness): *In order to improve effectiveness, the team recommends that the college review its student complaint process to ensure that each step, including resolution, is properly documented and communicated to all parties (Student Complaint Checklist, ACCJC Policy on Student and Public Complaints Against Institutions).*

Response:

The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. At the time of the site visit, the visiting team recommended that in order to improve effectiveness, the District make the process for student complaints more visible.

Administrative Procedure 5530 Student Rights and Grievances describes the formal student grievance process and includes a student checklist for filing a formal grievance [3A]. In addition, students are introduced to their rights to file a concern or complaint through the orientation process, and on the student orientation website [3B]. The orientation website contains a hyperlinked tile which takes students directly to the reporting page.

In order to further improve effectiveness and ensure the grievance process is well-publicized and documented, in 2019 the District purchased Maxient software to further streamline the student complaint process. The student complaint process is advertised as "Tell A Giant," and in addition to the orientation, can be found on the homepage of the website under "Student Support" [3C]. The infrastructure of Maxient allows custom documentation and communication based on the nature of the complaint. For example, all "Student Complaints" route to a designated dean, while a report of "Student of Concern" routes to a designated dean and the District Police Chief. The software allows students to easily make a report or complaint from their personal devices. A student can also file a complaint at the Dean of Student Service's offices. The dean will assist the student in filing the report into Maxient so that all student reports, regardless of nature, are documented.

Analysis:

Updates to the District's website and the adoption of Maxient software have improved the administration and public communication of the complaint process for system users and students [3AH]. In addition to the formal process described in AP 5530, the complaint form is available through the District's student orientation and on the homepage, and is accessible to students on the web and via their devices. The software allows complaints to be clearly documented and communicated to relevant parties. This recommendation has been effectively addressed.

In addition, the Commission added the following improvement recommendation in their 2019 action to re-affirm the District's Accreditation:

Recommendation 2 (Improvement): In order to improve institutional effectiveness, the commission recommends that the college (1) clarify its mission, values, and other supporting statements of purpose to more effectively articulate its educational purpose, its intended student population, the nature of its educational programs, and its commitment to student learning and achievement; and (2) ensure the mission review process follows the college's established decision-making protocol. (I.A.1, I.A.IV)

Response:

In 2018, at the time of the team visit, the District's Mission was as follows:

> **College of the Sequoias** is a comprehensive community college district focused on student learning that leads to productive work, lifelong learning and community involvement.

> **College of the Sequoias** affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

> **College of the Sequoias** is committed to supporting students' mastery of basic skills and to providing access to programs and services that foster student success.

In response to the Commission's recommendation, District Governance Senate (DGS) initiated the review process for the mission statement beginning in Fall 2020 [3D]. DGS convened a taskforce in September 2020 to solicit feedback on the mission statement and collect relevant data for review. This taskforce reviewed the process for updating the mission statement and developed a feedback survey. DGS reviewed the taskforce-recommended updates to the process for mission statement review in October 2020 [3E, 3F]; related updates to the mission planning process were approved at the subsequent DGS meeting [3G] and the taskforce administered their feedback survey to the District in November 2020 [3H].

The taskforce received 145 survey responses and presented a summary of survey results to DGS in December 2020 [3I]. The taskforce then proposed changes to the mission and vision statements, which incorporated District feedback and addressed the Commission's recommendation. The new Mission and vision statements were approved by DGS in February [3J] and the Board of Trustees in March [3K].

Mission:

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

Vision:

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

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- COS students will achieve their full educational potential regardless of race, ethnicity, age, gender, sexual orientation, immigration status, ability, culture, religion, and learning modality.
- The COS environment will create a positive attitude among COS employees that carries over to the students and into the community.
- COS will remain a community leader whose high standards positively impact the lives of the population it serves.
- COS will align educational programs for higher education transfer, as well as to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.

Analysis:

To ensure the mission review process follows the District's established decision making protocol, the updated mission statement review process aligns the mission review timeline to the District's overall integrated planning process and includes regular review for the vision statement. The District demonstrated its commitment to participatory governance in soliciting and incorporating feedback on the Mission and vision statements through its feedback survey and governance process. The resulting statements clarify the District's Mission and values, and effectively articulate the District's educational purpose, intended student population, educational programs, and commitment to student learning and achievement, as well as incorporating elements of the District's most recent equity work. This recommendation has been effectively addressed.

b. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

The District has a strong and effective process of continuous improvement centered on data-driven decision-making and student success. The District's Model for Integrated Planning and participatory governance structure ensure that data analysis is central to all planning processes. Institutional processes for program review, outcomes assessment and budget allocation are based on regular assessment of and dialogue about student learning and achievement data. Regular review and improvement of these processes ensures that the processes are effective and relevant. The subsections below present reflections on these processes for the years following the District's 2018 Self-Study (2018 – 2019, 2019 – 2020, and 2020 – 2021).

i. Student Learning Outcomes (Standard I.B.2):

The District's process for Institutional Program Review is at the center of continuous improvement and includes regular analysis of student success data and summary of learning outcomes assessment to drive decision-making. Data analysis is a strength of this process, with data on enrollment and student success used as support for budget requests and ranking. Data dashboards for program review were improved and updated in alignment with the District's updated Mission and vision statements to include more disaggregated data elements and summary prompts encouraging programs to incorporate disaggregated data as part of their analysis in order to identify and address equity gaps.

Dialogue and discussion about student success and learning outcomes drives improvement of teaching and learning at the District. In addition to program review, the District engages in sustained dialog about student outcomes through regular observance of Dialogue Days, a professional development event each semester where divisions/departments meet to discuss learning outcomes for courses, programs, and service areas and plan improvements. The Outcomes Assessment Committee (OAC) provides support for these events as well as additional professional development opportunities. The committee also supports dialogue and improvement through annual assessment and disaggregation of learning outcomes at the institutional level, with results of these assessments communicated to the District via governance reports.

Examples of effective assessment practices include:

- English department program learning outcome project (presentation slides) [3L]
- Program Review Dashboard [3M]
- Course improvement example (Library) [3N]

Although the program review process contains summaries of outcomes assessment, through ongoing collaborative discussions the Outcomes Assessment Committee and Institutional Program Review Committee identified system challenges that make full integration of outcomes data in program review difficult [3O]. In addition, the District's system for program review and assessment management, TracDat, is cumbersome to use and does not provide consistent reporting on outcomes completion.

In order to improve overall assessment completion and reporting, the District convened a Taskforce to explore alternative assessment management systems [3P]. This group will present a system recommendation to the District in 2022; should a new system be selected expected

implementation date would be planned by 2025, prior to the District's next Institutional Self Evaluation Report.

Though the ILO assessment process, the OAC has also identified revision of the District's ILO's as a goal to improve overall assessment and implementation of results for improvement. The committee is reviewing and drafting updated ILO's in collaboration with the general education committee, in order to more closely align GE and ILO assessment. This work is expected to be completed in 2022.

Finally although the District's course assessments are on-track and regularly updated, program learning outcome (PLO) assessments have lagged behind. Through the program review process, units summarize progress on PLO assessment. However, the OAC identified inconsistencies in the way that units respond to the PLO assessment prompt, which results in lower completion rates of PLO assessments. The identified issues in the reporting system (TracDat) contribute to these lower completion rates and will be addressed by the assessment management system task force. The OAC is conducting department-level interventions to ensure assessments are completed in the current system. Beginning in Spring 2022, the committee plans to pilot department-level meetings and professional development focused on PLO completion in order to address the completion gap [3Q, 3R].

ii. Institution Set Standards (Standard I.B.3):

The District has met its Institution Set Standards for the last three years. The District established institution set standards for successful course completions, transfer volume, students earning degrees, and students earning certificates. These standards are assessed annually, and the goals are reviewed, revised, and reset appropriately. The results are presented throughout the participatory governance groups and posted on the District's Giant Fact Book and the website [3S, 3T, 3U].

In the 2018-19 year the District achieved three of four stretch goals and achieved all stretch goals in the 2019-20 year. Aspirational goals were established in Spring 2018 to increase student achievement metrics 105% - 120% compared to their multi-year District average. The aspirational goals were set by reviewing the most current and historical data, generating multi-year averages, and establishing a performance indicator for the standards. The standards and goals are reviewed and assessed annually. The results are presented throughout the participatory governance groups and posted on the District's Giant Fact Book and the website [3S, 3U].

Student Achievement Area	Multi-Year District Average	Minimum Standard	Stretch or Aspirational Goal	Baseline Year 2017	Reported Year/Term 2018/19	Reported Year/Term 2019/20
Course Completion Rate	70% (Fall 12-17)	67%	74%	71%	74%	74%
Student Degree Completion	929 (2012-17)	883	1,068	1,054	1,335	1538

Student Transfer to 4-Year Colleges/Universities	920 (2010-2016)	828	1,012	852*	916	1024
Student Certificate Completion	543 (2012-17)	489	652	711	838	719

Although the District met all of its floor and stretch goals in 2019 – 2020 and 2020 – 2021, continuous quality improvement is integrated into the District's ongoing strategic planning and program review processes. Strategic plan goals include increasing degree and certificate attainment, increasing transfer-preparedness, and decreasing equity gaps.

Institution-set standards are integrated in the District's 2018-21 Strategic Plan, 2021-2025 Strategic Plan, and the Program Review data metrics. Degree and certificate attainment actions are centered around guided pathways work, streamlining the award application process, and reducing the costs of text books for students. Academic programs monitor awards and graduate counts through an improved and updated Program Review Dashboard. In order to align with the COS 2021-2025 Strategic Plan equity goals, IPRC added the following language to the Annual Program Summary prompts:

Please include disaggregated data wherever appropriate in your analysis. Examples may include the analysis of success rates by race and ethnicity, enrollment patterns by campus, etc.

Aligned with this new prompt, the District improved and updated the Program Review Dashboard.

The District aims to reduce equity gaps in course success rates across all departments by 40% over the next 4 years. Further, course success rates are standard data elements in academic programs reviews, with extensive equity analysis available through an interactive dashboard that all faculty can access. Specifically, the Program Review Dashboard allows users to disaggregate course success rates, census enrollments, withdrawal rates, and excused withdrawal rates by race/ethnicity, gender, instructional method, campus location, unit load, parent education level, and sexual orientation, which allows for better insight into equity gaps at the District, department, or course level [3M].

The District is focusing on transfer-preparedness, aiming to introduce students to the 4-year college experience through direct exposure and mentorships. The District will coordinate with 4-year colleges to provide services for location-bound students that face hurdles pursuing their educational goal.

The District publishes an Annual Report on the Master Plan and Community Report, which are shared with the Board of Trustees and posted on the District's public website [3V, 3W]. Additionally, institution-set standards are published on the District's Giant Fact Book and website [3U]. Institution-set standards and stretch goals are shared with the governance groups including the District Governance Senate, Academic Senate, Management Council, Senior Management and the Board of Trustees, and published on the governance websites and the research office website [3S].

iii. Report on the Outcomes of the Quality Focus Projects

The District identified two quality focus projects to: 1) streamline the developmental course sequences in English, math and ESL, and 2) implement multiple measures assessment to maximize student placement into transfer-level English and math. These projects emerged from the District's examination of its effectiveness in accomplishing its Mission.

Project I: Streamline the developmental course sequences in English, math, and ESL

The goal of this project was to re-design developmental curriculum in English, math, and ESL to increase student success in transfer-level coursework.

- Year one 2018-2019: English and Math faculty developed new support courses for transfer-level English and math and eliminated most pretransfer-level classes through the curriculum approval process. Training was provided for math and English faculty on the new curriculum.

- Year two 2019-2020: Updated math and English course sequences were offered in Fall 2019 for all students. All students were placed in transfer-level math and English classes. Math and English faculty, student services staff and counselors participated in ongoing training.

- Year three 2020-2021: ESL sequencing and timelines were updated by the California Community College Chancellor's Office. ESL faculty developed a transfer-level ESL class that prepares students for transfer-level English.

- Year four 2021-2022: ESL faculty are designing curriculum based on the updated CCCCO sequencing and timelines. The annual report on the master plan includes data on implementation and student success for math, English and ESL course completion.

Outcomes:

Elimination of the developmental course sequences resulted in increased access to, and enrollments in, transfer-level English and math courses. The District developed embedded support for the transfer-level courses and increased access to support resources for faculty and students. Outcomes included increased enrollments in transfer-level English and math and a decrease in identified equity gaps for student success in English and math. Initial data also indicates reduced time to completion for degree-seeking students and a reduction in the average units to degree completion as well as an increase in degrees awarded, transfer volume, and velocity.

Assessment:

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.

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).

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%.

Evidence:

AB 705 Quantitative Reasoning Disaggregated Outcomes Report [3X]

AB 705 updated on progress: Fall 2018 Cohort to Fall 2019 Cohort Comparisons [3Y]

AB 705 preliminary assessment of transfer-level math disaggregated outcomes [3Z]

AB 705 preliminary assessment of transfer-level English disaggregated outcomes [3AA]

[Faculty training evidence [3AB]](#)

Next steps:

The math department developed a college level CTE math course that will be implemented in Fall 2022. The math department continues to assess their course sequencing. The English department continues to assess student success and completion. Ongoing training is provided for faculty.

Project II: Implement multiple measures assessment to maximize student placement into transfer-level English and math

The goal of this project was to re-design placement procedures and thresholds in English and math to increase student success in and access to transfer-level coursework.

- Year one 2018-2019: The District reviewed placement data and created a supplemental questionnaire within CCCApply to populate student education plans and Banner in order to determine student placement based on multiple measures and the Chancellor's Office for California Community Colleges placement guidelines.

- Year two 2019-2020: In Fall 2019 all students were placed into transfer-level math and English based on multiple-measures with some students placing into transfer-level courses with support. The District reviews data for all student demographic groups through program review and the strategic plan and discusses areas for improvement in student success.

- Year three 2020-2021: The District submitted the required "equitable placement validation of practices data" to the Chancellor's Office. The District evaluates and assesses placement and success data for disproportionately impacted student groups through the annual report on the master plan and reports on actions through the strategic plan cycle.

- Year four 2021-2022: The District provides annual training with high school partners to discuss updated course sequencing for math and English. Math and English faculty are invited to these meetings to collaborate with K12 partners.

Outcomes:

Based on the changes to placement, the District shows increased access to, and enrollments in, transfer-level English and math and increased equity in access to transfer-level course work. Initial reports highlight the District as one of the few California Community College Districts successfully placing all incoming students into transfer-level math and English courses. Data shows that placing students in transfer-level courses results in a decrease in identified equity gaps for student success in English and math and increased access to transfer-level course work for students from disproportionately impacted groups (DIGS). Initial data indicates reduced time to completion for degree-seeking students, and a reduction in the average units to degree. Initial

data also indicates reduced time to completion for degree-seeking students and a reduction in the average units to degree completion as well as an increase in degrees awarded, transfer volume, and velocity.

Assessment:

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.

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

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.

Evidence:

ESL Adoption Plan [3AC]

Equitable Placement Validation of Practices data reporting form [3AD]

Campaign for College Opportunity Report [3AE]

Annual Report on the Master Plan 2019 [3AF]

Annual Report on the Master Plan 2020 [3AG]

Next steps:

The District will continue to assess placement practices and disaggregate data by DIGs through the annual planning processes, including program review and the annual report on the master plan.

DRAFT

Fiscal Reporting

5. Additional Information:
a. Use adjusted beginning fund balance from CCFS 311 Annual.
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

		FY 17/18	FY 18/19	FY 19/20
6.	a. Total Unrestricted General Fund Expenditures (including account 7000)	$ 61,971,138	$ 69,328,970	$ 80,593,171
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	$ 49,204,430	$ 53,455,559	$ 58,669,245
	c. Other Unrestricted General Fund Outgo (6a - 6b)	$ 12,766,708	$ 15,873,411	$ 21,923,926
	d. Unrestricted General Fund Ending Balance	$ 19,832,805	$ 21,857,616	$ 21,870,666
	e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?			No
	i. If yes, what is the estimated unrestricted deficit?			N/A

6. Additional Information:
d. 6.d. same as 5.b., which includes transfers in/out

Liabilities

		FY 17/18	FY 18/19	FY 19/20
7.	Did the District borrow funds for cash flow purposes?	No	No	No

8.	Total Borrowing/Total Debt — Unrestricted General Fund	FY 17/18	FY 18/19	FY 19/20
	a. Short-Term Borrowing (TRANS, etc)	$ 0	$ 0	$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	$ 7,865,360	$ 7,362,702	$ 6,846,045

8. Additional Information:
a. list total short-term Unrestricted General Fund Borrowing/Debt
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

9.		FY 17/18	FY 18/19	FY 19/20
	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)	n/a	n/a	n/a
	c. Total amount	$ 0	$ 0	$ 0

10.		FY 17/18	FY 18/19	FY 19/20
	Debt Service Payments (Unrestricted General Fund)	$ 340,121	$ 432,054	$ 447,504

10. Additional Information:
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.

Other Post Employment Benefits

11.	(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)	FY 19/20
	a. Total OPEB Liability (TOL) for OPEB	$ 12,180,061
	b. Net OPEB Liability (NOL) for OPEB	$ 1,607,859
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	86.8 %
	d. NOL as Percentage of OPEB Payroll	3.92 %
	e. Service Cost (SC)	$ 795,332

24

f.	Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	**$ 1,192,710**

11. Additional Information:
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	**06/30/2018**		

13.			FY 17/18	FY 18/19	FY 19/20
	a. Has an irrevocable trust been established for OPEB liabilities?	**Yes**			
	b. Amount deposited into Irrevocable OPEB Reserve/Trust		**$ 1,033,053**	**$ 340,000**	**$ 0**
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB		**$ 0**	**$ 0**	**$ 0**
	d. OPEB Irrevocable Trust Balance as of fiscal year end		**$ 9,627,506**	**$ 10,574,776**	**$ 11,034,406**
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?				**No**

13. Additional Information:
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted- accounts 9100 through 9115)	FY 17/18	FY 18/19	FY 19/20
		$ 26,341,093	**$ 29,196,938**	**$ 31,069,318**

15.	Does the district prepare cash flow projections during the year?	**Yes**
	b. Does the district anticipate significant cash flow issues during 2020-21?	**No**

15. Additional Information:
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	**03/30/2021**

NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.

17.		FY 17/18	FY 18/19	FY 19/20
	a. List the number of audit findings for each year (enter 0 if none):	**0**	**0**	**0**

b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section):

Financial Statements

i. Type of auditor's report issued	**Unmodified**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**No**

Federal Awards

i. Type of auditor's report issued on compliance	**Unmodified**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**No**

	iv. Qualified as low-risk auditee	No

State Awards

	i. Type of auditor's report issued on compliance	Unmodified
	If qualified, how many state programs were qualified	N/A
	ii. Internal Control Material Weaknesses identified	No
	iii. Internal Control Significant Deficiencies identified	No

Other District Information

18.		FY 17/18	FY 18/19	FY 19/20
	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	9,788	10,337	10,427
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,337	10,274	10,444

18. Additional Information:
a. Resident FTES only.
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.

19.		FY 17/18	FY 18/19	FY 19/20
	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	0	0

19. Additional Information:
d. If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes
	b. Did any negotiations remain open?	No
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	
	4% raise all groups $2,110,931 funded by on-going unrestricted general fund surplus.	

College Data

NOTE: For a single college district the information is the same that was entered into the District section of the report.

21.		FY 17/18	FY 18/19	FY 19/20
	a. Final Adopted Budget � budgeted Full Time Equivalent Students (FTES) (Annual Target)	9,788	10,337	10,427
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,337	10,274	10,444
	c. Is the college experiencing enrollment decline in the current (2020-21) year?			Yes
	i. If yes, what is the estimated FTES decline?			836

21. Additional Information:
Report resident FTES only.

22.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	$ 65,217,054	$ 71,351,062	$ 77,561,721

23.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	$ 61,971,138	$ 69,328,970	$ 80,593,171

23. Additional Information:

24.		FY 17/18	FY 18/19	FY 19/20
	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	$ 19,832,805	$ 21,857,616	$ 21,870,666

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		FY 17/18	FY 18/19	FY 19/20
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	2 %	2 %	3 %

		Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	21 %	18 %	23 %

District and College Data

|		
27.	a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.	**Yes**
	b. Please describe the leadership change(s)	
	CBO retired and was replaced by Ron Perez	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?	**0**

27. Additional Information:
Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

The data included in this report are certified as a complete and accurate representation of the reporting college.

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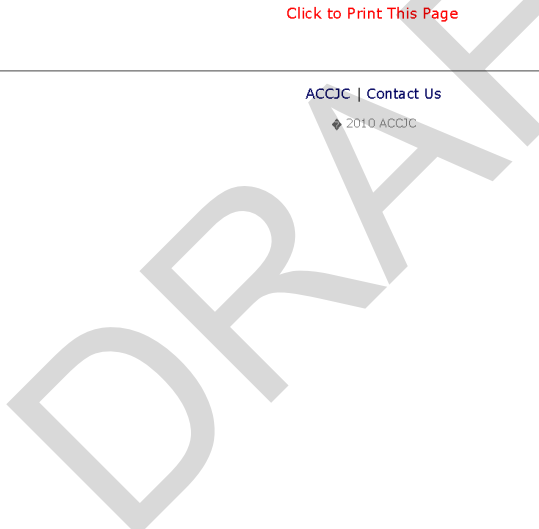
Appendices

	#	Document
1	A	AWG Draft Timeline with assignments
1	B	AWG Minutes – December 2021
1	C	*Feedback survey – don't have results yet*
1	D	*Senate/DGS minutes – has not happened yet*
1	E	*BOT minutes – has not happened yet*
2	A	CTE Outcomes Survey -- 2017 to 2020 Topline Comparisons
2	B	Program Review 2020 Audit
2	C	Program Review Data Memo
2	D	Program Review Dashboard
2	E	ILO and SLO reports example
2	F	AP 3721
2	G	COS Website
2	H	Published CORs
2	I	Catalog
2	J	Class schedule
2	K	Task Force Approved by Academic Senate
2	L	IPRC April 20 2020 Agenda and Minutes
2	M	PR Training information
2	N	PR Template
2	O	Math and English sequences
2	P	AB 705 Dashboards
2	Q	https://www.cos.edu/degreeworks
2	R	https://catalog.cos.edu/giant-pathways/
2	S	Equity Champion Award letter
2	T	Learning Resources Program Review Application
2	U	Current Professional Learning Plan
2	V	FEC Convocation Survey (Call for Presentations)
3	A	AP 5530
3	B	Orientation Website
3	C	Tell a Giant
3	D	Timeline and Process for Reviewing the District Mission
3	E	DGS Minutes October 27 2020
3	F	Taskforce Proposal
3	G	DGS minutes November 10 2020
3	H	Mission Statement Survey – Research Office
3	I	DGS Minutes February 9 2021 and Mission Statement Taskforce Final Report

3	J	DGS minutes February 9 2021
3	K	BOT Minutes March 8 2021
3	L	English department program learning outcome project (presentation slides)
3	M	Program Review Dashboard
3	N	Course improvement example (Library)
3	O	OAC end of year report 2021
3	P	Senate minutes October
3	Q	*O&A meeting minutes - has not happened yet*
3	R	Three Year Assessment Cycle Completion Report
3	S	ISS Reports to Governance
3	T	Annual ACCJC Reports 18-19, 19-20, 20-21
3	U	Giant Fact Book
3	V	Annual Report and End-of-Cycle Report on the Master Plan 2021
3	W	Community Report
3	X	AB 705 Quantitative Reasoning Disaggregated Outcomes Report
3	Y	AB 705 updated on progress: Fall 2018 Cohort to Fall 2019 Cohort Comparisons
3	Z	AB 705 preliminary assessment of transfer-level math disaggregated outcomes
3	AA	AB 705 preliminary assessment of transfer-level English disaggregated outcomes
3	AB	Faculty Training Evidence
3	AC	ESL Adoption Plan
3	AD	Equitable Placement Validation of Practices data reporting form
3	AE	Campaign for College Opportunity Report
3	AF	Annual Report on the Master Plan 2019
3	AG	Annual Report on the Master Plan 2020
3	AH	BIT/Maxient Referrals