College of the Sequoias
2024 Annual Report on the COS 2015-2025 Master Plan

Sequoias Community College District
College of the Sequoias

Visalia Campus	Hanford Educational Center	Tulare College Center
915 S. Mooney Blvd.	925 13th Ave.	4999 E. Bardsley Ave.
Visalia, CA 93277	Hanford, CA 93230	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 2021-2025 Strategic Plan.

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

This report includes three parts:

Part 1: Update on the actions completed from Fall 2023 through Spring 2024 related to the objectives in the *College of the Sequoias 2021-2025 Strategic Plan.*

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

This is the first progress report on the *College of the Sequoias 2021-2025 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2023 through Spring 2024 related to its Institutional Goals and Objectives. In addition to a summary of progress on each Objective, the status of each Objective is identified as one of the following:

1. Completed;
2. Eliminated;
3. To be included in the 2024-2025 actions; or
4. Ongoing.

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

Following the format of the *College of the Sequoias 2021-2025 Strategic Plan,* the institutional goals and objectives are organized according to the four goals:

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

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

District Objective 1.1: The District will increase FTES 2% from 2021 to 2025.

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

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

Objective 1.1: Full-Time Equivalent Students

FTES Change

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Annual FTES	10,381	10,630	9,572	9,083	9,760	10,755
Yr-to-Yr Change		2.4%	-10.0%	-5.1%	7.5%	10.2%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

2023-24 Summary

During the 2023-24 year, annual FTES increased by 10.2% compared to the 2022-23 year.

	Actions for District Objective #1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
1.1.1	Attract prospective students; inform them about their educational options and alignment with local workforce needs.	Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	HBCU Pathways program hosted 338 high school students for a leadership conference. HBCU Pathways Director visits HS sites and informs students of educational options. Seven outreach specialists make multiple visits to 40+ high schools in the service area for COS info sessions and financial aid workshops. Representatives from Admissions and Records, Financial Aid, Transfer & Career, CTE, Outreach, Counseling, and Athletics attend Tulare & Kings counties College Night to inform the community of their educational options. For the 2nd year, COS hosted Preview Nights on all three campuses, which prepares prospective students for college. The EOPS Program Specialist participates in our local feeder high school outreach events/senior portfolio days. This provides information regarding COS programs, EOPS, CARE and NextUp. CA Mini-Corps program recruits high school students (seniors) from Tulare and Kings County who are interested in education and meet program criteria to become teachers. The NextUp Counselor/Coordinator and Foster Care Liaison visit local high schools and meet with students who are in foster care to provide information about additional support services for foster youth, as well as	Ongoing

			discuss student goals and the career pathways that COS has to offer. The YESS/ILP program hosts an annual Access to Higher Education Summit for current and former foster youth in high school. In collaboration with Tulare County Office of Education, the summit gives students an opportunity to tour the campus, learn about the career pathways and supportive programs available at COS, and connect with the NextUp program staff. In April 2024, the summit hosted 150 students from Tulare & Kings County. The Giant Marketplace & Foster Care Education Program Director participates in the Tulare & Kings County Office of Education's Foster & Homeless programs' quarterly meetings. The Director serves as the liaison between high school counselors and COS for foster and homeless students seeking higher education opportunities. The Director shares information such as priority registration deadlines, FASFA updates/supports, and case management support available for foster and unhoused youth. The Counseling department met with over 1,800 high school seniors who were individually counseled in 30-minute appointments to discuss educational goals and given a Student Educational Plan to reach those goals. These students were then given priority registration ahead of other incoming freshmen who had not completed their matriculation steps.	

				The TRIO Upward Bound Math & Science Program Specialist participates in outreach at community events and class presentations. In addition, the specialist works weekly at the following high schools: Lindsay, Orosi, Woodlake, and Farmersville. Students learn about college resources from matriculation to support services to what to expect as a college student during their tutorial sessions. Guest speakers are brought into share professions and help students to align their goals while choosing a career path. In addition, students participate in Saturday university trips.	
1.1.2	Extend awareness of our institutional offerings among key community influencers, including the families of high school students and local employers seeking to hire our graduates.	Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	The EOPS, CARE, NextUp and CalWORKs programs host an advisory meeting once a semester with our community partners (HS counselors, community members and county partners) where COS programs are highlighted. The NextUp & YESS/ILP programs have many community partners which include Tulare County Office of Education FYSI Division, Tulare County Independent Living Program & AB12 Divisions, Kings County Independent Living Program and AB 12 Divisions, Aspiranet Transitional Housing Program, Phoenix Transitional Housing Program, Success in Recovery Transitional Housing Program, and Tulare County Probation Office. COS and our community partners engage in cross-referrals to meet student needs. Despite delays and changes with the federal roll out of the 2024-25 FAFSA application,	Ongoing

				financial aid outreach staff rose to the challenge and were able to complete 50 application workshops at all COS campus locations and at 25 high school partner locations between January 1 and May 2, 2024. The application workshops are important to help students and parents understand how financial aid works, the importance of completing a FAFSA/CADAA, and the types of financial aid available to COS students. Admissions and Records has partnered with Financial Aid to help in their outreach workshops. This allows for a holistic approach to blend and share information with students who we meet on campus and off. This also sets the baseline for our continued growth both in admissions & records as well as Financial Aid. The importance of having the student get all the information in one event has proven beneficial to our students. The Counseling Department, in collaboration with the Outreach Team and Career Technical Team, conducted three Preview Nights across the District. Informational sessions held in English and Spanish were attended by approximately 700 students and family members. The Counseling Department instituted these sessions to better prepare students for their first counseling appointments, and students were able to schedule a counseling appointment at the event. The TRIO program connected with the families of TRIO students during outreach	

				community events and at the annual senior banquet. High school administrators and graduating TRIO seniors, were invited to the Moro Gym where students were celebrated and provided information about their next steps in higher education. Additional connections were made via the TRIO parent orientations.	
1.1.3	Optimize course scheduling to strategically meet student needs for both part-time and full-time enrollment.	Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare; Instructional Council	May 2022 May 2023 May 2024 May 2025	Instructional Council implemented a process to assess standardized meeting times. Established a Dean, Enrollment Management position whose duties include providing leadership, support and data for enrollment across all areas of the District services to maximize effective course scheduling. Additionally, a Friday Focus on enrollment management with deans/provosts was implemented, and utilization of student enrollment data and other relevant data was increased. Transitioned enrollment reporting dashboards from EIS to ARGOS, and included OER/ZTC course designations to the schedule.	Ongoing
1.1.4	Enhance opportunities to offer quality concurrent and dual enrollment by expanding early college credit opportunities to interested feeder high schools with a particular emphasis on specific student groups.	Vice President, Academic Services; Academic Deans; Vice President, Student Services; Student Services Deans; Director, Dual Enrollment	May 2022 May 2023 May 2024 May 2025	Established new process for requesting and selecting dual enrollment classes with feeder high school districts. Regional scheduling efforts resulted in a 18% increase in COS dual enrollment sections offered from 2023/24 to 2024/25. This was due to increases in feeder high school collaboration, dual enrollment approved high school instructors, and updated MOUs which include transfer pathways. Additionally, COS hosted an ASCCC dual enrollment workshop.	Ongoing

| 1.1.5 | Assess the District's progress of all actions on the objective. | Institutional Planning and Effectiveness Committee | Annually | The District made progress toward all actions in objective 1.1, and all actions are ongoing. | |

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

District Objective 2.1: Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

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

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

Objective 2.1: Student Graduates

Students Receiving Awards (Degrees or Certificates)

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Total Students	2,355	1,962	2,312	2,145	2,167	2,416
CTE	1,469	1,076	1,414	1,228	1,239	1,434
Non-CTE	1,005	1,021	1,049	1,044	1,028	1,077

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Graduation Year: July 1st - June 30th

2023-24 Summary

The volume of students earning a degree or certificate increased (11%) from 2,166 in 2022-23 to 2,410 in 2023-24. Gains were experienced in both CTE programs (+16%) and non-CTE programs (+5%).

Action for District Objective #2.1		Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
2.1.1	Create cross-functional teams (including faculty, students, staff, and administrators) for each Giant Pathway to track and support students in completing their chosen pathway.	Vice President, Student Services; Vice President, Academic Services; Student Services Deans; CTE Dean; Academic Deans; Provosts, Hanford and Tulare;	May 2022 May 2023 May 2024 May 2025	There is a designated counselor for MESA and Nursing. CTE also has designated a student success coordinator for those academic areas and a full-time Career Counselor who travels to the Tulare Annex as well as the Tulare and Hanford campuses to meet the students where they are and create educational and career plans. EOPS/CARE/NextUp and CalWORKs track certificate and degree progress by monitoring early alerts and requiring students to meet with our counselors and specialists. They also host workshops on academic topics to ensure the program's students are on the correct path. The Foster Care Education Program provides support to the NextUp Counselor/Coordinator by assisting incoming and returning students with the COS application, FASFA & Chafee Grant applications, scheduling counselor appointments, and referring students to supportive services on- and off campus. The Financial Aid Office ran a Course Program of Study audit on financial aid students. Through these course audits, the office helped increase students' awareness of the courses that count toward completion of their majors and encouraged them to stay on track to complete their majors within expected time parameters. COS students can sign up for courses through the CVC. Through a federal consortium	Ongoing

				agreement, students can also receive financial aid for CVC courses. If a student is unable to take a required course because of schedule conflict or full sessions at COS, the student can take the course online through CVC. This helps students stay on track with their progress toward completion. The Giant Marketplace Basic Support Services provide basic-needs-related support to reduce barriers students may face while completing their chosen pathway. Students have access to the Giant Pantry, Tulare Works Self-Sufficiency Counselor, referrals to off-campus food distribution sites, emergency housing referrals, transportation support, technology support, mental health, and childcare referrals. The Student Success Program has coordinators stationed across the District who are especially versed in the programs at their individual campuses. Tulare and Hanford Campuses.	
2.1.2	Create and publish recommended program maps for COS degrees and certificates.	Vice President, Academic Services; Academic Deans; Director of Marketing	May 2022	The Articulation Officer and the Curriculum Chair co-chaired a Cal-GETC Task Force to help facilitate pathway changes. Giant pathways were developed and presented in the catalog. Further work needs to be done with Cal-GETC and updating the website.	To be included in 2024-25
2.1.3	Develop and implement an intentional marketing and promotion plan for student support resources for specific student groups.	Vice President, Student Services; Vice President, Academic Services; Director of Marketing	May 2022 May 2023 May 2024 May 2025	The Giant Dream Center was formally established in the Educational Support Services Building, where a designated space and a private office is available for students to discuss sensitive topics with the Student Success Coordinator or legal counsel. The Marketing Department is developing a social media marketing strategy for the Giant Dream Center.	Ongoing

<table>
<tr><td></td><td></td><td></td><td>The need for designated counseling for dual and concurrent students is becoming more prevalent as more high school students acquire larger amounts of college credits. This year the Welcome Center piloted the use of an adjunct counselor to assist with the high school students' questions and to ensure a smooth transition into COS after graduation.

EOPS runs a report of all COS students and filters through to identify those that meet EOPS eligibility. Program staff then reach out to those students via email/text to market and recruit for the EOPS programs (CalWORKS, CARE, NextUP, and EOPS).

Admissions and Records has started to work with CTE on a pilot program for Certificate of Achievement automatic awarding processes. A&R will continue to explore what automatic awarding for all COS Certificates of Achievements would look like. The goal is to identify, document, and expand the completion rates of students who are eligible for certificates in their area of study.

The Giant Marketplace is working with the Marketing Department to develop marketing strategies to aid students in connecting with the Giant Marketplace. This includes social media material, creating informational videos for students to learn how to access the Giant Marketplace, and implementation of the Pantry Soft Platform.</td><td></td></tr>
<tr><td>**2.1.4**</td><td>Create a process to consistently and clearly identify courses with low or no textbooks/materials costs</td><td>Vice President, Academic Services; Academic Deans;</td><td>May 2022</td><td>The ZTC Pathway Grant focused on mapping current pathways, supporting OER adoption for future ZTC pathways, developing an updated schedule to clearly indicate low-cost</td><td>Ongoing</td></tr>
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	and communicate that information to students; identify ways to support faculty's adoption of no or low cost textbooks/materials.	Director of Marketing; Director of LRC		textbook classes, and updating the process in Banner to improve accuracy for CCCCO reporting	
2.1.5	Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made progress on all actions in Objective 2.1. Work on Actions 2.1.1, 2.1.3, and 2.1.4 is ongoing, while work on Action 2.1.3 is to be included in the 2024-25 actions.	

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

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

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

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

Transfer Volume (number of transfers as reported to ACCJC)

	2018-19	2019-20	2020-21	2021-22	2022-23
Grand Total	905	1,034	1,056	961	935
UC	58	62	42	37	35
CSU	545	680	734	690	680
In-State-Private	124	104	101	80	55
Out-of-State	178	188	179	154	165

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

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

Transfer Ready

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Annual Unduplicated Total	1,406	1,532	1,694	1,773	1,874	1,921	2,009
Fall Transfer Ready	820	906	1,016	1,035	1,118	1,189	1,141
Spring Transfer Ready	1,097	1,196	1,264	1,330	1,442	1,421	1,586

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.

2023-24 Summary

The volume of students transferring to four-year institutions decreased from 961 in 2021-22 to 935 in 2022-23, a decrease of three percent. Transfers decreased across all institution types except Out-of-State. The number of students that were transfer ready increased from 1,921 in 2022-23 to 2,009 in 2023-24, an increase of four and a half percent.

	Action for District Objective #2.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
2.2.1	Develop cohorts and support groups where students learn about transfer expectations and resources, receive hands-on support navigating the transfer process, and connect with successful "transfer achievers" who are attending four-year universities.	Vice President, Student Services; Student Services Deans; Counseling Department; Provosts, Hanford and Tulare	May 2022 May 2023 May 2024 May 2025	The Transfer and Career Center offered workshops to navigate the CSU/UC Application process. Transfer Representatives were on campus at various times to assist students with their individual processes. Students were given the opportunity to make one-on-one appointments with a counselor to assist with any transfer questions, including the Transfer Admission Guarantee and Transfer Admission Planner. The TRIO Program partnered with other departments on campus such as the Transfer and Career Center to offer students career exploration, job searching, and resume building skills. TRIO's Alumni were connected back with our current students through ongoing seminars. The Puente Program paired students with mentors, arranged university visits, and provided transfer preparation, as the program's goal is to transfer students to University of California campuses and pursue other higher education goals.	Ongoing
2.2.2	Coordinate with public and private universities to expand and develop innovative options for place-bound students to complete a bachelor's	Vice President, Student Services; Vice President,	May 2022 May 2023	The Articulation Officer worked with the South Valley Fresno State Kremen School of Education to expand the integrated bachelor and	Ongoing

	degree and proactively inform students about these offerings.	Academic Services; Student Services Deans; Academic Deans; Counseling Department; Superintendent /President	May 2024 May 2025	credential in Special Education option. The plan is to recruit South Valley transfer students for the first cohort for Fall 2025 admission. The COS Articulation Officer and FPU Education Professor began working to expand Bilingual Authorization (Spanish) with three integrated options for students in Fall 2026 with the FPU, Visalia Campus. This team provided recommendations to FPU to help create the first cohort of an ITEP program for students starting July 2024. FPU presented it to the counseling department in April 2024 and sent Regroup messages to students about this program. Transfer counselors and staff are case managing the progress of this first cohort of 17 students. COS partnered with Arizona State University to offer a formalized and streamlined transfer option for students. This agreement allows COS students to utilize "MyPath2ASU" which provides an individualized and articulated roadmap for students to follow while at COS. The Transfer 101 Canvas shell was added and implemented in Fall 2023 to help inform students of transfer options and opportunities for support.	
2.2.3	Align transfer outreach and support to Giant Pathways by providing	Vice President, Student Services; Vice	May 2022	Student Services and Career Services provided Giant Pathway and Transfer	Ongoing

	District-wide discipline-specific guidance and workshops.	President, Academic Services; Student Services Deans; Academic Deans; Provosts, Hanford and Tulare; Director of Marketing	May 2023 May 2024 May 2025	outreach at the Tulare and Kings County College Nights. A Preview Night, held at each of the District's three campuses, showcased Giant Pathways and provided an opportunity to speak with counselors, CTE and transfer coordinators to learn more about the information presented. The Transfer and Career Center introduced Career Exploration workshops starting in Fall 2023 to better guide students in connecting them to a Giant Pathway that aligns with their personality, strengths, and interests.	
2.2.4	Enhance engagement with K-12 partners to provide specific student groups and their families with information about the transfer process before they get to college.	Vice President, Student Services; Director, Dual Enrollment; Student Services Deans; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	Preview Nights shared information about transfer processes and planning with students and families. The Annual High Schools Partners Luncheon provided high school partners with information about Cal-GETC, transfer, program and certificate opportunities. Registration updates were provided for their graduating seniors. Information was shared at EOPS/CARE/NextUp and CalWORKs advisory meetings with the high school partners regarding the programs so this information can be passed onto perspective students. The NextUp Counselor/Coordinator attended the annual local Foster	Ongoing

			Youth Education Summit, met with K-12 educators, social workers, and other community partners to inform and educate about the benefits of the NextUp program and the referral process to connect prospective students. The Office of Admissions & Records assisted Dual/Concurrent enrollment students with clarifying their prerequisites, registration, form completion, and withdrawing from courses on time. The Counseling Department has designated a counselor well versed in the COS CTE programs, dedicated to the Tulare Center, where many CTE programs exist. Students received one-on-one guidance in reaching degrees and certificate goals. TRIO conducted various family opportunities through parent orientations and community outreach events. Through HS partners, TRIO connected with students weekly by having TRIO Specialist host after-school tutorials at each of the target schools and informing them about the importance of higher education. The AAC Support Services Coordinator established an effective working relationship with high school partners serving students who are in	

| | | | | Special Education, IEPs and/or 504 Plans so the referral process is clear. The AAC Support Services offered annual informational sessions to students, their families, and HS staff. These sessions focused on the differences between high school and college accommodations and the various processes to prepare for when transitioning to COS.

The AAC Support Services also provided group and individual Intake Appointments, and registration assistance.

AAC's annual advisory meeting offered opportunities for continuous collaboration and information sharing with the community partners to improve serving students of all abilities. | |
| **2.2.5** | Research and identify obstacles to transfer, including but not limited to reaching out to local transfer institutions and contacting transfer-ready students who did not transfer. | Vice President, Student Services; Transfer Center; Dean of Research, Planning and Institutional Effectiveness | May 2022

May 2023

May 2024

May 2025 | In 2022, the Transfer Center developed a plan to identify and implement student focus groups to identify obstacles transfer students face. During the 2023 - 2024 reporting period, the Transfer Center created a focus group for transfer students majoring in Liberal Studies. Nineteen students signed up to be part of the focus group. The department will continue to work with this focus group and report on the challenges or barriers that transfer students face during the next reporting period. | Ongoing |

				In Fall 2024 the Transfer Center will roll out the "Transfer Ready Shell" and have an exit survey to capture student data for those who were eligible to transfer but chose not to.	
2.2.6	Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made progress on all actions in Objective 2.2, and all actions are ongoing.	

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

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

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

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

Objective 2.3: Quantitative Reasoning and English

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

	Fall 2019				Fall 2020				Fall 2021				Fall 2022				Fall 2023			
	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR
District Total	2,828	26%	49%	31%	2,529	26%	46%	31%	2,415	25%	44%	31%	2,999	27%	45%	34%	3,131	26%	46%	33%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: ENGL 001

2023-24 Summary

The percentage of students who began in Fall 2023 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2024 is 26%, which is the average completion rate since AB705 was implemented in Fall 2019.

	Action for District Objective #2.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
2.3.1	Shorten the developmental course sequence in English as a Second Language.	Vice President, Academic Services; Dean, Educational Support Services; ESL faculty	May 2022	ESL faculty examined ESL programs across the state to identify opportunities to integrate courses. The ESL department received AB 1705 funding to assess and update the course sequence.	To be included in 2024-25
2.3.2	Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).	Vice President, Academic Services; Dean, Educational Support Services	May 2022 May 2023 May 2024 May 2025	Tutor and faculty hours of availability were increased in Writing Center and Math Lab. Student attendance hours and number of unique visitors in General Tutorial (+100%) Math Lab, Language Center and Writing Center (+25%) increased. A Faculty Coordinator for Embedded Tutoring in English was added who developed and implemented training for embedded tutors and their faculty. Embedded tutors were required to enroll in the English writing consultancy classes as a to improve the quality of tutoring. Course sections with SI tutors increased from 68 sections in 22-23 to 77 sections in 23-24.	Ongoing
2.3.3	Identify and develop interventions for students with "unsuccessful attempts" in Math/Quantitative Reasoning and English (for example, early alert tools, short-term and late-start course options, summer bridge interventions for students in the lower placement	Vice President, Academic Services; Academic Deans	May 2022 May 2023 May 2024 May 2025	The AB 1705 Task Force was established to improve support and interventions to increase student success in math/QR, English, and ESL. The Math and English departments received funding from the AB 1705 Task Force to research, evaluate, and update	To be included in 2024-25

				curriculum and provide additional student support. The AB 1705 Task Force provided increased funding for supplemental and augmented instruction. Tutorial Services increased outreach to students in need of tutoring using Early Alerts. Math faculty have participated in the CVHEC Math Task Force which aims to improve math success rates.	
2.3.4	Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on Objective 2.3. Actions 2.3.1 and 2.3.3 are to be included in the 2024-25 actions and Action 2.3.2 is ongoing.	

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

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

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

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

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

Objective 2.4: CTE Progress, Employment, and Earnings

CTE Students that Secured Employment Closely Related to Program of Study

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Percent of Students	71%	72%	69%	74%	75%	72%

Source and Definition

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

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

Median Change in Earnings

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Median Change in Earnings	37%	42%	26%	33%	43%	51%

Source and Definition

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

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

Completed 9+ CTE Units

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Completed 9+ CTE Units	1,731	1,836	2,036	2,117	1,856	1,711

Source and Definition

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

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

2022-23 Summary

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

	Action for District Objective #2.4	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
2.4.1	Systematically embed soft skills and career-readiness into CTE curriculum by providing training for faculty based on existing successful implementation in CTE programs.	CTE Dean; Academic Deans; Provosts, Hanford and Tulare; Instructional Council; CTE Faculty	May 2022 May 2023 May 2024 May 2025	Several CTE programs embedded soft skills training in their curriculum as part of their outside accreditation such as RN, PTA, Paramedic, Pharm Tech, CNA. The I and T Division has been piloting a modular program entitled Essential Workplace Skills in several programs, primarily Welding. All CTE programs implemented career readiness in their programs with employer engagement events, hiring events, resume workshops, and mock interviews. There was a student success coordinator assigned to each CTE program who works directly with students in areas of career readiness.	Ongoing
2.4.2	Identify opportunities for local data collection (e.g., exit surveys) and align with institution-set standards in specific CTE programs, as applicable. This may include identifying possible continued educational needs for students.	Vice President, Academic Services; CTE Dean; Academic Deans; Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025	CTE tracked the placement of students from multiple job fairs/career fairs. Ongoing advisory meetings with industry partners resulted in the creation of a new Mechanized Ag program. The Office of Research, Planning, & Institutional Effectiveness helped with the administration of exit surveys for the Nursing Program and Physical Therapy Assistant Program. The surveys are maintained and updated as needed. They are ongoing and will continue each semester. An exit survey for students graduating with 1) University Studies – Math and Science, 2) Liberal Arts – Pathway to Educational Occupations, 3) Liberal Arts – Pathway to Social Behavior Sciences, or 4) Liberal Arts –	Ongoing

				Pathway to Health and Physical Education was developed and administered. In partnership with the Outcomes and Assessment Committee, a survey assessing ILOs was developed with plans to administer the survey to graduating students in the 2024-2025 academic year.	
2.4.3	Review and update CTE TOP and SAM code alignment and identify clear pathways for CTE programs, inclusive of 9+ major units in the first year.	Vice President, Academic Services; CTE Dean; Academic Deans; Instructional Council	May 2022	This project was completed.	Completed
2.4.4	Connect students with extensive CTE mentoring and career guidance in the first year, including but not limited to CTE liaisons, career center, academic and career coordinators to support career readiness.	Vice President, Student Services; Student Services Deans; Counseling Department; CTE Dean; Director, Career Center	May 2022 May 2023 May 2024 May 2025	In addition to the several CTE coordinators, a full-time counselor, who specializes in career services worked directly with students within specific programs and certificates to create student education plans.	Ongoing
2.4.5	Develop and align resources for re-skilling and career advancement, including but not limited to noncredit Career Development and Career Preparation (CDCP) programs and courses, review of Training Resource Center offerings, and review of industry-recognized credentials in credit for prior learning.	Vice President, Academic Services; CTE Dean; Academic Deans	May 2022	Local needs assessment and regional LMI reports were used to offer credit courses in high wage/high demand jobs. Coordinated growth for not for credit offerings by the Training Resource Center, which also included a regional training for SACA for COS faculty, as well as regional faculty. This will allow students enrolled in COS and regional employers to upskill and to provide credit for prior learning. Credit for Prior Learning task force will convene starting in Fall 2025.	Ongoing
2.4.6	Conduct a needs assessment for CTE courses and programs using local labor market data	Vice President, Academic Services; CTE	May 2022 May 2023	CTE created a new local need assessment for CTE programs through the Perkin's process.	Completed

	and feedback from appropriate sources.	Dean; Academic Deans	May 2024 May 2025		
2.4.7	Expand outreach to local businesses for internship opportunities.	Vice President, Academic Services; CTE Dean; Academic Deans; Director, Career Services	May 2022 May 2023	Conducted eight industry meetings, six events, three guest speakers, five industry tours, and increased overall contacts with employers and students. Forty-five various Career Center and Employer Connection events were coordinated during 2023-2024. A Director of Apprenticeship was hired to coordinate several "Earn and Learn" opportunities for COS students.	Ongoing
2.4.8	Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.3 and 2.4.6, which were completed.	

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

District Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

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

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

3.1 Percentage Point Gaps in Courses Success Rates among Disproportionately Impacted Groups (DIGs): Baseline through Year 3 Update Data					
	Baseline: 2016/17 through 2019/20		Year 1 Update: 2020/21 through 2021/22	Year 2 Update: 2020/21 through 2022/23	Year 3 Update: 2020/21 through 2023/24
	PPG	Target PPG	PPG	PPG	PPG
Male	-2.8%	-1.7%	-0.2[2]	0.1[2]	0.0%[2]
Black/African American	-3.4%	-2.0%	-4.5[1]	-5.0[1]	-5.3%[1]
American Indian/Alaskan Native	-3.7%	-2.2%	-8.5[1]	-9.9[1]	-7.5%[1]
Hispanic	-4.1%	-2.5%	-6.2[1]	-5.6[1]	-5.2%[1]
Foster Youth	-13.0%	-7.8%	-10.6[3]	-12.6[3]	-12.2%[3]
LGBTQ+	-9.1%	-5.5%	-8.0[3]	-7.6[3]	-6.9%[3]
First Generation	-2.4%	-1.4%	-2.7[1]	-2.6[1]	-2.8%[1]
Students with Disabilities	-2.3%	-1.4%	1.2[2]	0.7[2]	-0.1%[2]

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

Source and Definitions

Data Source: COS Data Warehouse as of 08/13/2024

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

- *Success rate* is success count over valid grades.

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

Summary
Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as DIGs. Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 3 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBTQ+ and Foster Youth students continued to make progress towards reducing their equity gap; however, improvement is still needed, until the gap is reduced by at least 40%. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap widened from baseline to Year 2 update. However, Hispanic and American Indian/Alaskan Native students' PPG gap was reduced from the Year 2 update to the Year 3 update.

	Action for District Objective #3.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
3.1.1	Implement an equity-based question/prompt in Program Review for all reporting units; develop and implement actions to address equity issues, as applicable.	Program Review Committee; Program Review Reporting Units; Academic Deans; Student Services Deans; Administrative Deans	May 2022 May 2023 May 2024 May 2025	In Fall 2023, the IPRC continued to offer training reflecting the equity-based prompt in Program Review, first implemented in Fall 2021, to all college units – effectively incorporating this action into its routine business/responsibilities. IPRC will continue to audit the level of disaggregated data used within Program Reviews and enhance trainings to support COS equity efforts.	Ongoing
3.1.2	Generate and widely disseminate detailed data/reporting on specific student groups, as applicable.	Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025	RPIE has updated the Program Review, AB 705, Awards, Recipients & Majors, Student Equity Plan dashboards, which allow for disaggregation of student success outcomes. RPIE has also disseminated multiple Curious Giant emails on disaggregated student success data. Finally, RPIE has shared data on Native American student outcomes regarding enrollment, persistence, transfer-level math and English completion, transfer, and educational challenges.	Ongoing
3.1.3	Develop and implement a proactive, equity-focused faculty and staff support plan for classroom and learning cultures, curriculum, lesson plans and syllabi.	Vice President, Academic Services; Academic Deans; Faculty Enrichment Committee; Academic Senate; Outcomes and Assessment Committee; Dean of Human Resources	May 2022 May 2023 May 2024 May 2025	FEC offered two workshops in Spring FLEX week focused on cultural competence in the classroom. FEC prepared a summer 2024 workshop focused on cultural competence in the classroom. The Math department participated in training in OER and adopted OER textbooks.	To be included in 2024-25

				OER adoption process includes equity and accessibility. Over 40 courses in progress. DE coordinator provided extensive workshops on equity in distance education. Faculty attended workshops and shared resources.	
3.1.4	Expand opportunities to collect input from specific student groups (e.g., focus groups, forums, surveys); respond to their needs.	Vice President, Student Services; Student Services Deans; Director of Student Success Program	May 2022 May 2023 May 2024 May 2025	Inter Club Council and Student Senate had a standing agenda item for clubs to voice student concerns and issues that can be shared through the governance system. Student surveys were administered after HS Leadership conference, Preview Nights, GIANT Days, Fellows program and COS Student Leadership Conference. TRIO surveys students through its end of the year TRIO Survey, or summer program. This helps TRIO collect the necessary data for the end of the year Annual Progress report submitted to the Department of Education. This identifies if all program objectives were met for the year, which impacts the amount of funding the program receives each year. It also helps identify any gaps the program must close to ensure students are receiving the greatest experience as a college support program at COS.	Ongoing
3.1.5	Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 3.1. Work on Actions 3.1.1, 3.1.2, and 3.1.4 is ongoing, while work on Action 3.1.2 is to be included in the 2024-25 actions.	

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

District Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

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

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

3.2 English Course Success Rates for First-time Students: Baseline through Year 3 Update Data									
	Baseline: 2016/17 through 2019/20			Year 1 Update: 2020/21 through 2021/22		Year 2 Update: 2020/21 through 2022/23		Year 3 Update: 2020/21 through 2023/24	
	Success Rate	Increase Needed	Target Success Rate	Success Rate	Success Rate Change	Success Rate	Success Rate Change	Success Rate	Success Rate Change
District	61.5%			53.4%	-8.0%[1]	53.2%	-8.2[1]	52.7%	-8.7%[1]
Black/African American	56.4%	5.6%	62.1%	28.8%	-27.6%[1]	33.8%	-22.6[1]	35.5%	-20.9%[1]
Hispanic	59.5%	5.9%	65.4%	51.8%	-7.7%[1]	51.6%	-7.9[1]	51.3%	-8.2%[1]
Foster Youth	40.4%	4.0%	44.4%	38.6%	-1.8%[1]	39.0%	-1.4[1]	34.6%	-5.8%[1]
LGBTQ+	45.5%	4.6%	50.1%	43.8%	-1.8%[1]	47.2%	1.5[2]	46.2%	0.7%[2]
First Generation	59.2%	5.9%	65.1%	53.1%	-6.1%[1]	52.4%	-6.8[1]	50.5%	-8.7%[1]
Students with Disabilities	53.9%	5.4%	59.3%	45.8%	-8.2%[1]	46.1%	-7.8[1]	46.1%	-7.9%[1]

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

Source and Definitions

Data Source: COS Data Warehouse as of 08/13/2024

Definitions
Total census enrollment is the duplicated count of first-time students enrolled in English 001 Courses throughout the academic year.
Success count is the number of successful grades (A, B, C, P) issued for English 001 Courses among first-time students throughout the academic year.

Valid grades are all grades excluding EWs and MWs.

Outcomes

Success rate is success count over valid grades.

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

Target Success Rate refers to the goal success rate for each student group by the end of the 2021-2025 Strategic Plan. The Target Success Rate is calculated as followed: (Baseline Success Rate + Increase Needed)

Success Rate Change refers to the change in a student group's success rate since baseline. Success Rate Change is calculated as followed: (Current Year Success Rate (Year 1 Update) – Baseline Success Rate).

Groups were identified as DIGs using the PPG-1 methodology on course success rate. The PPG is calculated as followed: (Course Success rate of student group – Course Success rate of all other students). To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as DIGs. Those groups include Black/African American, Hispanic, Foster Youth, LGBTQ+, and First Generation students as well as students with disabilities. As of the Year 3 update, English 001 success rates among first time students within their first year had declined for all groups, except LGBTQ+ students, when compared to the baseline English 001 success rates. LGBTQ+ students' course success rates increased by 0.7 percentage points since the baseline. It is important to note that Foster Youth and Hispanic students as well as students with disabilities had smaller declines in success rates when compared to the District as a whole. Additionally, English 001 course success rates for Black/African American students increased from the Year 2 to Year 3.

3.2 Quantitative Reasoning Course Success Rates for First-time Students: Baseline through Year 3 Update Data									
	Baseline: 2016/17 through 2019/20			Year 1 Update: 2020/21 through 2021/22		Year 2 Update: 2020/21 through 2022/23		Year 3 Update: 2020/21 through 2023/24	
	Success Rate	Increase Needed	Target Success Rate	Success Rate	Success Rate Change	Success Rate	Success Rate Change	Success Rate	Success Rate Change
District	60.4%			57.1%	-3.3%[1]	55.6%	-4.8[1]	55.1%	-5.3%[1]
Males	57.8%	5.8%	63.6%	57.5%	-0.2%[1]	57.0%	-0.8[1]	56.0%	-1.8%[1]
American Indian/Alaskan Native	53.8%	5.4%	59.2%	33.3%	-20.5%[1]	30.8%	-23.1[1]	42.1%	-11.7%[1]
Hispanic	58.4%	5.8%	64.2%	55.4%	-2.9%[1]	54.4%	-4.0[1]	54.0%	-4.4%[1]
Foster Youth	44.8%	4.5%	49.3%	50.0%	5.2%[2]	45.5%	0.8[2]	42.0%	-2.7%[1]
LGBTQ+	46.7%	4.7%	51.3%	43.8%	-2.9%[1]	48.9%	2.3[2]	48.5%	1.8%[2]
First Generation	58.6%	5.9%	64.4%	53.6%	-5.0%[1]	52.7%	-5.9[1]	51.8%	-6.7%[1]
Students with Disabilities	44.8%	4.5%	49.3%	53.2%	8.4%[2]	50.8%	6.0[3]	48.4%	3.6%[2]

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

Source and Definitions

Data Source: COS Data Warehouse as of 08/13/2024

Definitions
Total census enrollment is the duplicated count of first-time students enrolled in QR ("MATH 010", "MATH 021", "MATH 035", "MATH 054", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025") courses throughout the academic year.
Success count is the number of successful grades (A, B, C, P) issued for QR courses among first-time students throughout the academic year.
Valid grades are all grades excluding EWs and MWs.

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

Success Rate Change refers to the change in a student group's success rate since baseline. Success Rate Change is calculated as followed: (Current Year Success Rate (Year 1 Update) – Baseline Success Rate).

Groups were identified as DIGs using the PPG-1 methodology on course success rate. The PPG is calculated as followed: (Course Success rate of student group – Course Success rate of all other students). To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student groups identified at baseline as DIGs. Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First Generation students as well as students with disabilities. All groups except American Indian/Alaskan Native students experienced declines in success rates from Year 2 to Year 3. However, as of the Year 3 update, students with disabilities and LGBTQ+ students had higher QR course success rates in Year 3 when compared to baseline success rates but neither group exceeded their target success rate. It is important to note that even though Male, Foster Youth and Hispanic students' QR course success rates have declined since baseline, these groups had smaller declines in success rates when compared to the District as a whole.

Action for District Objective #3.2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
Identify, evaluate, and engage students from specific groups on academic and/or progress probation and those who withdrew from school.	Vice President, Student Services; Student Services Deans	May 2022 May 2023 May 2024 May 2025	Student Success Coordinators continued to do academic/progress probation workshops and ensured students knew the benefits of support services and referred them to the appropriate resources. The Dean of Enrollment Management tracked progress on students for outreach to either see a counselor or to re-enroll in a course they may have failed. A Financial Aid Office representative participated in six Academic Probation workshops offered by the Student Success Division each semester to inform students how Financial Aid Satisfactory Academic Process works compared to COS Satisfactory Academic Process. Students also received information about the financial aid appeal process and who to contact with any questions about financial aid eligibility.	Ongoing
Improve support for technology needs of specific student groups.	Vice President, Administrative Services; Dean of Technology; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	Technology Services replaced 350 computers across four labs and LRC lobby, added a computer lab, and supported the construction of the Educational Support Services building. This included the addition of eleven, 30-unit laptop carts. The LRC provided students with 800 hotspots and 2,000 Chromebooks and laptops. LRC Staff also completed over 6,700 student technology-related support requests. Technology Services also supported the establishment of a new off-site Training	Ongoing

			Resource Center location that delivers regular vocational/CTE training sessions. Direct Internet WAN connections were established to the Tulare and Hanford Campuses which provided more durable and resilient access to the Internet for students and staff. The Wi-Fi infrastructure was optimized and expanded with fiber upgrades, a 15% increase in coverage, and additional access points. Technology Services assisted several departments with the codification of specific student groups to be able to better track students in Banner.	
Identify and engage Early Alert students from specific groups who do not seek services.	Vice President, Student Services; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	EOPS, CARE, NextUp, CalWORKs and AAC used Early Alert as a progress monitoring tool in order to be proactive and provide students with resources and/or referrals.	Ongoing
Evaluate disaggregated data on math and English corequisite courses for specific student groups in their first year and address with innovative practices.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services Dean of Research, Planning and	May 2022 May 2023 May 2024 May 2025	Deans and divisions chairs reviewed data in Tableau on a regular basis to support improvement efforts. The AB 1705 taskforce reviewed data and provided resources to math, English and ESL to implement innovative changes to curriculum. Data was shared with the AB 1705 taskforce on students' course success relative to their English 001 success within the same	Ongoing

			semester. The English and Math/QR data dashboards allow users to disaggregate data by several groupings, including student background and corequisite support status. Curious Giant emails highlighting the Student Equity dashboard's transfer-level math/English metrics were disseminated District-wide.	
	Institutional Effectiveness			
Expand support for and promote Supplemental Instruction and Augmented Instruction to maximize opportunities for success for specific student groups.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	Available funding for Augmented Instruction (Embedded Tutoring) for English and ESL was increased. This provided hourly stipends for faculty coordinators in English, who designed and facilitated training and offered ongoing support.	Ongoing
Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 3.2, and the actions are all ongoing.	

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

District Objective 4.1: Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

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

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

Percentage of Respondents Who Agreed/Strongly Agreed to the Following Statements by Role						
	Total	Administration	Full-time Faculty	Adjunct Faculty	Classified/ Confidential Staff	Board Members
Decision-making in participatory governance at COS is transparent.	89%	97%	89%	89%	86%	100%
Trust and respect are important aspects of participatory governance at COS.	95%	100%	93%	93%	96%	100%

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

Based on the 2023-24 Program Review Audit, 95% of units appropriately used data analysis and interpretation to support its claims and/or conclusions, which was the same rate as the 2022-23 and 2021-22 audit but a nine-percentage point increase from the 2019-20 audit. Additionally, 73% of units were reported to have assessed disaggregated data of any kind, which is a 27-percentage point increase from the 2020-21 audit although five percentage points below the 2022-23 audit.

Based on results from the Spring 2021 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: "Decision-making in participatory governance at COS is transparent." (89%) and "Trust and respect are important aspects of participatory governance at COS." (95%).

RPIE has maintained and updated a data glossary and provided definitions for outcomes and measures on each Giant Dashboard to promote a clear understanding of the data made available. RPIE has also updated and maintained memos and guidelines to promote access and utilization of disaggregated data. RPIE has developed and disseminated nine Curious Giant issues that have provided links to internal and external dashboards as well as the Giant Fact Book for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, educational goals, transfer rates, transfer student outcomes, student satisfaction, and transfer level Math/English completion. Throughout the year, RPIE provides consultations/trainings/presentations on topics including disproportionately impacted student groups as well as survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results to promote acquisition and effective use of data for decision-making.

	Actions for District Objective #4.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
4.1.1	Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.	Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness Management Council (all area managers)	May 2022 May 2023 May 2024 May 2025	The Technology Services created an IT Cyber Security Administrator position to support efforts in identifying and classifying protected data. In collaboration with RPIE, a data governance framework for COS has been initiated. This framework is now utilized in meetings regarding reports and data elements with departments to foster a better understanding of the data used. Technology Services assisted departments with their use of Banner for data entry and assist with cleanup of data for the purpose of MIS and the CCFS-320 reporting needs. RPIE maintained a data glossary, which defines terms and outcomes, they commonly used. The Giant Dashboards contains definitions of outcomes to provide clear explanations as to how the measures were calculated, and the Program Review Dashboard includes a link to the data glossary. In addition, RPIE has updated or maintained the following memos/guides 1) Program Review Data Memo, 2) Mini Guide to Using Disaggregated Data, 3) Disaggregated Data Memo, 4) Mini Guide to Accessing Student Outcomes by Instruction Method, 5) 2022 COS Student Equity Plan: A Guide to Understanding DIGs. On the Dashboard and Fact Book webpages, RPIE has published an overview of external dashboards available and instructions for accessing data from these	Ongoing

				dashboards. Multiple Curious Giant emails providing access to and instructions for accessing internal and external data sources were disseminated District-wide.	
4.1.2	Establish and publish procedures to ensure stakeholders know where to find needed data, have access to all relevant data, and ensure the data is regularly updated.	Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Management Council (all area managers)	May 2022 May 2023 May 2024 May 2025	Technology Services defined, maintained, and tested disaster recovery strategies. A data dictionary in Confluence was established and is continually maintained. This resource was regularly used during department meetings to address data and reporting concerns. RPIE has updated the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. RPIE has also updated the Mini Guide to Using Disaggregated Data. The Curious Giant emails have provided links to internal and external dashboards for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, living wage attainment, course success rates, and transfer level Math/English completion.	Ongoing
4.1.3	Provide targeted District-wide training on the acquisition and effective use of data for decision-making.	Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Program Review Committee; Outcome and	May 2022 May 2023 May 2024 May 2025	Technology Services provided training to individual departments during any reporting or data-related meeting. RPIE provided consultations, trainings, and presentations on topics including student equity plan data, Native American student outcomes/education challenges, and disproportionately impacted student groups as well as survey guidelines, statistical analyses of survey data, utilizing Giant Dashboards, formulating research questions, accessing	Ongoing

		Assessment Committee; Senior Management		existing data sources, and understanding survey results.	
4.1.4	Continue to promote an atmosphere of trust, respect, and safety in decision-making processes.	District Governance Senate; Academic Senate	May 2022 May 2023 May 2024 May 2025	The Academic Senate Executive Committee developed a Robert's Rules Cheat Sheet to help orient Senators to the parliamentary procedures used to help promote a more inviting, respectful, and transparent atmosphere needed for the discussions and decisions related to 10 + 1 academic and professional matters. Additionally, the Academic Senate Executive Committee held at least two training sessions on 10 +1 academic and professional matters and parliamentary procedures for new and returning Senators. DGS met regularly, posted agendas and documents, and allowed for discussion and opinions to be shared prior to voting upon actions. The annual District Governance Survey asked six questions with a rating of strongly disagree to strongly agree. Thirteen members completed the survey, with 9-12 members agreeing or strongly agreeing to all six questions. DGS has also invited guest speakers from a variety of academic and support services.	Ongoing
4.1.5	Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made progress on all actions in Objective 4.1, and all actions are ongoing.	

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

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

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

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

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

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

Based on results from the Spring 2021 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: "It is easy for me to obtain information critical to my work" (90%), "COS has clear policies, processes, and protocols that allow me to do my job effectively" (89%), and "Information at COS is readily available and accessible" (88%).

Actions for District Objective #4.2		Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
4.2.1	Inform District constituents on practices and guidelines for the District's digital footprint.	Superintendent/President; Vice President, Academic Services; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing	May 2022 May 2023 May 2024 May 2025	The Office of Marketing and Public Information has continued to enhance communications and trainings related to practices and guidelines for the District's digital footprint. The Happening this Week email that is distributed Districtwide, emailed/texted to all students, and posted in Canvas has been distributed over 95 times. This digital and interactive experience allows students and District employees to be better informed about events and activities each week of the semester.	Ongoing
4.2.2	Improve awareness campaign highlighting different departments and services.	Director of Marketing; Management Council (all area managers)	May 2022 May 2023 May 2024 May 2025	Efforts for an ongoing awareness campaign have improved exponentially over the past academic year. Partnering with new media vendors like iHeart Media, COS has accessed new audiences more often through SnapChat, YouTube, and radio platforms. In May 2023, the Marketing Department implemented the Happening this Week email that is distributed to all student emails, announced in Canvas, and shared via COSeNews. Reaching over 10,000 students & over 800 staff members every Monday morning, the communication highlights resources, important dates, events, and more that happen in each week.	Ongoing

4.2.3	Create and maintain a repository of District communications to students that can be referenced as needed by administrators, staff, and faculty.	Superintendent/President; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing	May 2022	The Office of Marketing and Public Relations currently houses a repository of student communication on a platform called Regroup. The software allows for historical references including dates, times, and send-through data for each piece of communication. Communication on the Regroup platform includes email and text messages to all currently enrolled students.	Ongoing
4.2.4	Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 4.2, and all actions are ongoing.	

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

District Objective 4.3: Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.
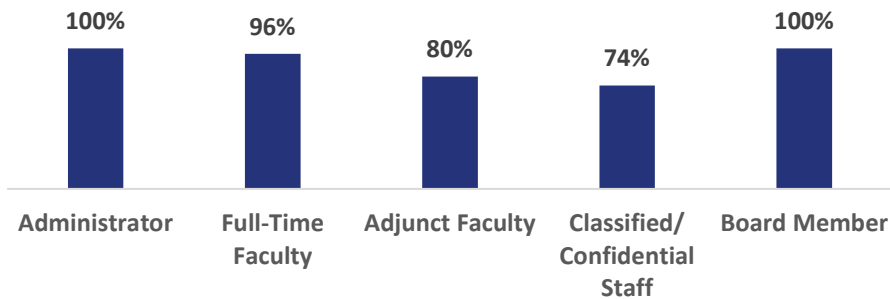
Rationale for District Objective 4.3: In 2020, the California Community Colleges Chancellor's Office issued a Call to Action that calls upon system institutions "to actively strategize and take action against structural racism." As part of that work, constituent feedback asked the District to prioritize providing inclusive and equity-focused professional development.

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

Number and Hours of Professional Development Opportunities by Modality and Role						
	In-Person (Number)	Online (Number)	Total (Number)	In-Person (Hours)	Online (Hours)	Total (Hours)
Total	694	982	1,676	1288	1544.8	2,832.8
Faculty	436	589	1025	799.5	1097.7	1,897.2
Classified/ Confidential Staff	143	327	470	278	405.5	683.5
Managers	84	31	115	160.5	27.2	187.7
Students	31	30	61	50	12.4	62.4
District Employees	0	3	3	0	1.2	1.2
Volunteers	0	2	2	0	0.8	0.8

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

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

Administrator	Full-Time Faculty	Adjunct Faculty	Classified/ Confidential Staff	Board Member
100%	96%	80%	74%	100%

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

Summary
In 2023-2024, there were at least 1,676 participants in the professional development opportunities (e.g., workshop, training) offered between August 2023 and June 2024. The District employees participated in 95+ training/workshop opportunities that were offered in both online and face-to-face/in-person formats. More than 980 participants completed over 45 online workshop/trainings on various topics/areas including program review, sexual harassment prevention, equal employment opportunity, active shooter, concussion awareness, implicit bias and macroaggressions, and cultural competency. More than 590 participants completed nearly 50 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Program Review, Deaf culture best practices, veteran allyship, immigration, equal employment opportunity, first generation student experience, emotional intelligence, and Deferred Action for Childhood Arrivals. Of the face-to-face/in-person participants, approximately 63% were COS faculty (FT and PT) that participated in nearly 800 hours of face-to-face/in-person professional development training. Of the online participants, approximately 60% were COS faculty (FT and PT) that participated in nearly 590 hours of online professional development training.

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

	Action for District Objective #4.3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
4.3.1	Implement an equity-focused Professional Development plan for the coordination, alignment, and management of professional development activities and new employee orientation.	Superintendent/President; Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees; Equity, Diversity, and Action Committee	May 2022 May 2023 May 2024 May 2025	The Professional Development Plan was completed several years ago. In accordance with the PDL, during the 2023-24 year, the Office of Human Resources facilitated two major training events campus-wide. Equal Employment Opportunity Training – Over a three-month period, an attorney from the law firm of Liebert, Cassidy &Whitmore conducted four live training sessions on EEO laws and best practices. A total of 250 COS employees participated in these training sessions (56 managers; 95 full-time faculty; and 99 classified/confidential employees). Preventing Sexual Harassment Training – through the District's online training platform (Keenan SafeColleges), 399 COS employees completed Sexual Harassment Prevention Training (187 faculty members; 210 classified/confidential employees; and, 2 managers). At the beginning of the Fall 2024 semester, COS employees were notified via COSeNEWS of online training opportunities (via Keenan SafeColleges) on: FERPA; Child Abuse Reporting; and COVID-19 Prevention).	Ongoing

				Through FEC and PACE, at least 1,650 District employees participated in professional development opportunities (e.g., workshop, training) offered between August 2023 and June 2024. The District employees participated in 95+ training/workshop opportunities that were offered in both online and face-to-face/in-person formats.	
4.3.2	Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on the action in Objective 4.3. The action is ongoing.	

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

In Part 2 of this annual report the District presents an analysis of progress from Fall 2022 through Spring 2023 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

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

District Objective #1.1
The District will increase FTES 2% from 2021 to 2025.

During the 2023-24-year, annual FTES increased by 10.2% compared to the 2022-23 year.

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

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

District Objective #2.1
Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

The volume of students earning a degree or certificate increased (11%) from 2,166 in 2022-23 to 2,410 in 2023-24. Gains were experienced in both CTE programs (+16%) and non-CTE programs (+5%).

The District made progress on all actions in Objective 2.1. Work on Actions 2.1.1, 2.1.3, and 2.1.4 is ongoing, while work on Action 2.1.3 is to be included in the 2024-25 actions.

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

The volume of students transferring to four-year institutions decreased from 961 in 2021-22 to 935 in 2022-23, a decrease of three percent. Transfers decreased across all institution types except Out-of-State. The number of students that were transfer ready increased from 1,921 in 2022-23 to 2,009 in 2023-24, an increase of four and a half percent.

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

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

The percentage of students who began in Fall 2023 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2024 is 26%, which is the average completion rate since AB705 was implemented in Fall 2019.

The District has made progress on Objective 2.3. Actions 2.3.1 and 2.3.3 are to be included in the 2024-25 actions and Action 2.3.2 is ongoing.

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

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

The District has made progress on all actions in Objective 2.4, and all actions were ongoing.

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

District Objective #3.1
Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as DIGs. Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First-Generation students as well as students with disabilities. As of the Year 3 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. LGBTQ+ and Foster Youth students continued to make progress towards reducing their equity gap; however, improvement is still needed, until the gap is reduced by at least 40%. Black/African American, American Indian/Alaskan Native, Hispanic, and First-Generation students' PPG gap widened from baseline to Year 2 update. However, Hispanic and American Indian/Alaskan Native students' PPG gap was reduced from the Year 2 update to the Year 3 update.

The District has made progress on all actions in Objective 3.1. Work on Actions 3.1.1, 3.1.2, and 3.1.4 is ongoing, while work on Action 3.1.2 is to be included in the 2024-25 actions.

District Objective #3.2
Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

English Summary
Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as DIGs. Those groups include Black/African American, Hispanic, Foster Youth, LGBTQ+, and First Generation students as well as students with disabilities. As of the Year 3 update, English 001 success rates among first time students within their first year had declined for all groups, except LGBTQ+ students, when compared to the baseline English 001 success rates. LGBTQ+ students' course success rates increased by 0.7 percentage points since the baseline. It is important to note that Foster Youth and Hispanic students as well as students with disabilities had smaller declines in success rates when compared to the District as a whole. Additionally, English 001 course success rates for Black/African American students increased from the Year 2 to Year 3.

Quantitative Reasoning Summary
Disproportionate Impact was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBTQ+, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student

groups identified at baseline as DIGs. Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBTQ+, and First Generation students as well as students with disabilities. All groups except American Indian/Alaskan Native students experienced declines in success rates from Year 2 to Year 3. However, as of the Year 3 update, students with disabilities and LGBTQ+ students had higher QR course success rates in Year 3 when compared to baseline success rates but neither group exceeded their target success rate. It is important to note that even though Male, Foster Youth and Hispanic students' QR course success rates have declined since baseline, these groups had smaller declines in success rates when compared to the District as a whole.

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

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

District Objective #4.1
Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

Based on the 2023-24 Program Review Audit, 95% of units appropriately used data analysis and interpretation to support its claims and/or conclusions, which was the same rate as the 2022-23 and 2021-22 audit but a nine-percentage point increase from the 2019-20 audit. Additionally, 73% of units were reported to have assessed disaggregated data of any kind, which is a 27-percentage point increase from the 2020-21 audit although five percentage points below the 2022-23 audit.

Based on results from the Spring 2021 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: "Decision-making in participatory governance at COS is transparent." (89%) and "Trust and respect are important aspects of participatory governance at COS." (95%).

RPIE has maintained and updated a data glossary and provided definitions for outcomes and measures on each Giant Dashboard to promote a clear understanding of the data made available. RPIE has also updated and maintained memos and guidelines to promote access and utilization of disaggregated data. RPIE has developed and disseminated nine Curious Giant issues that have provided links to internal and external dashboards as well as the Giant Fact Book for further exploration of data related to identifying disproportionately impacted groups, educational challenges, program review, educational goals, transfer rates, transfer student outcomes, student satisfaction, and transfer level Math/English completion. Throughout the year, RPIE provides consultations/trainings/presentations on topics including disproportionately impacted student groups as well as survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results to promote acquisition and effective use of data for decision-making.

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

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

Based on results from the Spring 2021 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: "It is easy for me to obtain information critical to my work" (90%), "COS has clear policies, processes, and protocols that allow me to do my job effectively" (89%), and

"Information at COS is readily available and accessible" (88%).

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

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

In 2023-2024, there were at least 1,676 participants in the professional development opportunities (e.g., workshop, training) offered between August 2023 and June 2024. The District employees participated in 95+ training/workshop opportunities that were offered in both online and face-to-face/in-person formats. More than 980 participants completed over 45 online workshop/trainings on various topics/areas including program review, sexual harassment prevention, equal employment opportunity, active shooter, concussion awareness, implicit bias and macroaggressions, and cultural competency. More than 590 participants completed nearly 50 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Program Review, Deaf culture best practices, veteran allyship, immigration, equal employment opportunity, first generation student experience, emotional intelligence, and Deferred Action for Childhood Arrivals. Of the face-to-face/in-person participants, approximately 63% were COS faculty (FT and PT) that participated in nearly 800 hours of face-to-face/in-person professional development training. Of the online participants, approximately 60% were COS faculty (FT and PT) that participated in nearly 590 hours of online professional development training.

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

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

Part 3: Identification of the actions to be completed in 2023- 2024

Two actions have been identified as completed: 2.4.3 and 2.4.6

Four actions have been identified to be carried forward to 2024-2025: 2.1.2, 2.3.1, 2.3.3, and 3.1.3

The remaining 34 actions are ongoing and now part of the unit's work.

Appendix A: List of Acronyms

AAC	Access & Ability Center
AB	Assembly Bill
ASCCC	Academic Senate for California Community Colleges
CADAA	California Dream Act Application
CALGETC	California General Education Transfer Curriculum
CalWORKS	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CCC	California Community College
CCCCO	California Community Colleges Chancellor's Office
CCFS	Community Colleges Fiscal Services
CNA	Certified Nursing Assistant
COS	College of the Sequoias
CSEA	California School Employees Association
CSU	California State University
CTE	Career Technical Education
CVC	California Virtual College
CVHEC	Central Valley Higher Education Consortium
DE	Distance Education
DGS	District Governance Senate

DIG	Disproportionately Impacted Group
EEO	Equal Employment Opportunity
EIS	Extended Information System
EOPS	Extended Opportunity Programs and Services
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FLEX	Flexible Calendar
FPU	Fresno Pacific University
FT	Full-time
FTES	Full-time Equivalent Student
FYSI	Foster Youth Education Services
HBCU	Historically Black Colleges and Universities
HR	Human Resources
HS	High School
IEP	Individualized Education Program
ILP	Independent Living Program
IPRC	Institutional Program Review Committee
IT	Information technology
ITEP	Integrated Teacher Education Program
LGBTQ+	Lesbian, gay, bisexual, transgender, queer, and all other gender identities and sexual orientations that are not included in the acronym

LRC	Learning Resource Center
LMI	Labor Market Information
MAPS	Motivate, Access, Plan, Success
MESA	Mathematics, Engineering, Science Achievement
MIS	Management Information Systems
MOU	Memorandum of Understanding
OER	Open Educational Resources
PACE	Professional Association of Classified Employees
PDL	Professional Development Plan
PPG	Percentage Point Gap
PT	Part-time
PTA	Physical Therapist Assistant
QR	Quantitative Reasoning
RN	Registered Nursing
RPIE	Research, Planning, and Institutional Effectiveness
SACA	Smart Automation Certification Alliance
SAM	Student Accountability Model
SWP	Strong Workforce Program
TOP	Taxonomy of Programs
UC	University of California

WAN	Wide Area Network
YESS	Youth Empowerment Strategies for Success
ZTC	Zero Textbook Cost