

Draft

ANNUAL REPORT ON THE MASTER PLAN 2026

ANNUAL REPORT
ON THE
2025-2035
MASTER PLAN

VISALIA • HANFORD • TULARE

Sequoias Community
College District



College of the Sequoias

College of the Sequoias
2026 Annual Report on the COS 2025-2035 Master Plan

Draft

Sequoias Community College District
College of the Sequoias

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Introduction

This *College of the Sequoias Annual Report on the COS 2025-2035 Master Plan* describes progress made toward achieving the goals and objectives documented in the strategic plan.

The *COS 2025-2035 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 labor market/workforce demands, with an intentional emphasis on underserved populations within our community.
- II. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.
- III. College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.
- IV. College of the Sequoias continuously improves policies, practices, and systems to ensure a high quality and affordable education for the communities we serve.

The District identified objectives within each goal for focus in the 2025-2028 Strategic Plan.

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

This report includes three parts:

1. Update on the actions completed from Fall 2025 through Spring 2026 related to each objective.....Page 3
Purpose: To inform everyone in the District about the work that was completed during the year
2. Analysis of the District's movement toward achieving its goals..... Page 49
Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals
3. Identification of the actions to be completed in 2026-2027..... Page 57
Purpose: To focus the District's collective energies and resources on specific objectives

Part 1: Update on the actions completed from Fall 2025 through Spring 2026 related to the objectives in the *College of the Sequoias 2025-2028 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 2025-2026 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2025 through Spring 2026 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. Eliminated;
2. In Progress;
3. Completed;
4. Institutionalized.

If the status for an Objective is "Institutionalized," the Action has been completed, and the work has been embedded into standard operations. "In progress" includes actions that have not been started.

Following the format of the *College of the Sequoias 2025-2026 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 labor market/workforce demands, with an intentional emphasis on underserved populations within our community.
- II. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.
- III. College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.
- IV. College of the Sequoias continuously improves policies, practices, and systems to ensure a high quality and affordable education for the communities we serve.

District Goal #1. College of the Sequoias will increase student enrollment relative to population growth and labor market/workforce demands, with an intentional emphasis on underserved populations within our community.

District Objective 1.1: Working closely with local educational and industry partners, the District will increase enrollment of underserved populations in programs with pathways related to the fastest-growing employment sectors by 1% annually from 2025-2028.

Rationale for District Objective 1.1: To meet the labor workforce demands of the local community and align with Vision 2030, the District is expected to increase enrollment of underserved populations, specifically in programs related to the fastest growing employment opportunities.

Assessment of District Objective 1.1: Review and compare annual FTES and headcount from 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, and gender, as applicable).

The number of students enrolled in programs related to the fastest-growing employment sectors increased by 7.7% from 10,733 in 2024-2025 to 11,561 in 2025-2026. At baseline, disaggregated data was analyzed across 17 student groups. Multi-ethnic, White, female, non-binary, Access & Ability Center (AAC), and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the percentage point gaps decreased for Multi-ethnic, female, and AAC students, with female students no longer being disproportionately impacted. The percentage point gap for LGBTQ+ students remained unchanged, while it increased for White and non-binary students.

Number of Students Enrolled in Programs Related to Fastest-Growing Jobs			
	Baseline (2024-2025)	Year 1 Update (2025-2026)	Change from Baseline (%)
Total for the Selected Programs	10,733	11,561	7.7%
Multi-Ethnic	277	328	18.4%
White	1,704	1,744	2.3%
Female	5,761	6,296	9.3%
Non-Binary	29	30	3.4%
AAC	1,082	1,320	22.0%
LGBTQ+	485	492	1.4%

Source: COS Data Warehouse

Note. Seventeen student groups were reviewed for disproportionate impact using the PPG-1 methodology. Only student groups identified as DIGs at baseline are included in the tables. Based on the 1% annual growth target specified in District Objective 1.1, the 2027-2028 headcount goal is 11,058 students.

The amount of FTES generated by students in the programs related to the fastest growing employment sectors increased by 7.4% from 6,774 in 2024-2025 to 7,275 in 2025-2026, exceeding the 2027-2028 FTES target of 6,979. At baseline, disaggregated data was analyzed across 17 student groups. White, female, non-binary, Access & Ability Center, and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the level of disproportionate impact decreased for female and non-binary students, with female students no longer being disproportionately impacted. The percentage-point gap for AAC students remained unchanged, while it increased for White and LGBTQ+ students.

FTES Generated by Students Enrolled in Programs Related to Fastest Growing Jobs			
	Baseline (2024-2025)	Year 1 Update (2025-2026)	Change from Baseline (%)
Total for the Selected Programs	6,774	7,275	7.4%
White	1,089	1,104	1.4%
Female	3,566	3,935	10.3%
Non-Binary	16	17	6.3%
AAC	723	865	19.6%
LGBTQ+	275	277	0.7%

Source: COS Data Warehouse

Note. Seventeen student groups were reviewed for disproportionate impact using the PPG-1 methodology. Only student groups identified as DIGs at baseline are included in the tables. Based on the 1% annual growth target specified in District Objective 1.1, the 2027-2028 FTES goal is 6,979 FTES for the selected programs

<i>Actions for District Objective #1.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
1.1.1 Partner with local universities and industries to create educational and workforce training programs that align with high-demand sectors which are inclusive of both transfer degrees and CTE degrees/certificates.	Academic Deans Dean, Student Services (Counseling) Instructional Council	May 2026 May 2027 May 2028	The CTE Dean participated in workforce development groups and regional partnerships including the Tulare Kings County Healthcare Collaborative and the Tulare Kings Industrial Partnership, aligning COS CTE programs with employer needs, especially in high-wage and high-demand fields. Agriculture faculty participated in Fresno State's Community College Building Pathways for Student Success event, which strengthened partnerships with university faculty and administrators in agriculture-related degree programs. The Dean of Agriculture attended the annual Agriculture Deans Meeting hosted at Cal Poly San Luis Obispo to collaborate with university and community college leaders. The Agriculture Division partnered with the COS Transfer Counselor to review agriculture coursework for transferability and identify courses not yet articulated with university partners. Growth in the RN program supported regional workforce needs by helping address the nursing shortage in Tulare County. The CTE Dean participated in the CVHEC Workforce Committee, which supported alignment between COS CTE programs and four-year degree pathways in high-wage and high-demand areas,	In Progress

			including Industrial Automation. The Dean explored the potential development of a Cybersecurity four-year degree, which would be the first bachelor's degree offered by COS.	
1.1.2 Increase the number of dual enrollment CTE courses at underserved high schools.	Director, Welcome Center & Early College Partnerships Academic Deans Instructional Council	May 2026 May 2027 May 2028	Despite CTE course implementation being limited by partner district cancellations, qualified instructor availability, and enrollment minimums, access to college and career-aligned general education and transfer pathway coursework increased, including Cal-GETC and COS General Education options. The District worked with partner high school districts to expand CCAP pathway options at underserved high schools and continued to pursue additional CTE dual enrollment courses. Consumer Family Studies, Science, the Agriculture Division, and the Math Department added dual enrollment courses to partner high schools. Additionally, several high schools hosted an online NURS 256/Medical Terminology course taught by an online COS faculty member, and HLTH 405 was scheduled to be offered with El Diamante High School for the first time in Fall 2026	In Progress
1.1.3 Expand outreach efforts in underserved areas and provide early exposure to COS Pathways.	Director, Welcome Center & Early College Partnerships Dean, Student Services Dean, CTE, WFD	May 2026 May 2027 May 2028	The Outreach team expanded early exposure to COS Pathways through 575 outreach events, including high school outreach, campus tours, financial aid workshops, dual enrollment support, and districtwide events. These efforts connected students and families in underserved areas to COS programs, onboarding steps, and college and career pathway information. Outreach also intentionally supported underserved populations, including rural	In Progress

		students, alternative education students, foster youth, adult learners, TRIO/Upward Bound participants, and justice-impacted youth through targeted campus visits and tours, including TCOE Court School and other alternative and rural-feeder school groups. The TRIO Upward Bound Math & Science Program has expanded services to four different high schools within Tulare County. Most of these students come from low-income, First-Generation college students whose families are from the Hispanic population. Services have included campus visits, workshops, Saturday sessions, financial aid, a six-week summer program and other life skilled services to prepare them after high school. The program is funded to serve 67 participants year-round. EOPS participated in several high school outreach events throughout the 2025-26 school year. Such participation included senior portfolios at Woodlake High School, college fair at Sequoia High School, exit interviews at Lemoore High School, EOPS presentation at Dinuba High School and outreach at TCOE Tech Prep. The CTE team expanded outreach efforts via the Jump Start internship offering three cohorts for approximately 60 students, Pre-Nursing Academy exposed 55 students to careers in nursing and allied health, the World Ag Expo interactive booth provided outreach to hundreds of community members, and dozens of presentations were given to high school students across Tulare and Kings counties.	
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1.1.4 Implement and coordinate flexible scheduling of course and student support offerings in CTE and workforce-related programs.	Vice President, Academic Services Instructional Council Academic Deans Dean, Enrollment Management & Special Projects	May 2026 May 2027 May 2028	Optimal scheduling guidelines were developed to maximize opportunities for students to enroll in required courses. Opportunities for students to access support services were expanded. Counseling staff were provided with updated templates to support the development of student education plans. The Electrician Training program redesigned its course sequence to use 8-week courses within a 17.5-week semester. The new sequence allowed students to begin the program in either the Fall or Spring semester, reduced completion time from approximately four years to two years, supported multiple workforce pathways, and accelerated entry into employment.	In progress
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 in progress.	

District Goal #2. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

District Objective 2.1: Address equity gaps and systemic barriers to increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2025-2028.

Rationale for District Objective 2.1: From 2021-2024, a 3% increase of associate degrees and certificates were achieved. Increasing the target to 5% aligns with ongoing initiatives and concentrated efforts, including Common Course Numbering, Guided Pathways, ABI705, embedded tutoring, credit for prior learning, and Cal-GETC changes, all of which are expected to drive progress toward this objective. Enhanced access to and utilization of student support services will further promote overall student success

Assessment of District Objective 2.1: Review and compare the number of students earning an associate degree or certificate (CTE and non-CTE) from 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, gender, first-generation status, etc., as applicable).

The number of students earning a degree or certificate increased by 17%, from 2,905 in the baseline 2024–2025 academic year to 3,412 in 2025–2026. Increases were observed among both CTE (13%) and non-CTE (28%) award recipients. The growth among non-CTE recipients was primarily driven by a 50% increase in certificate recipients, while the number of degree recipients increased by two percent. In contrast, CTE award recipients experienced similar increases among degree recipients (15%) and certificate recipients (16%). At baseline, African American and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor’s Office (CCCCO) to identify disproportionate impact on selected measures. Between the baseline year and 2025–2026, the level of disproportionate impact decreased for African American students but remained unchanged for LGBTQ+ students.

Number of Students Who Earn an Award by CTE Status			
Degree and Certificate Recipients			
	Baseline (2024–2025)	Year 1 Update (2025-2026)	Goal (2027-2028)
Total	2,905	3,412	3,050
CTE	1,809	2,051	1,899

Source: COS Data Warehouse

Number of Students Who Earn an Award by CTE Status				
Degree Recipients				
	Baseline (2024–2025)	Year 1 Update (2025–2026)	Goal (2027–2028)	
Total	1,895	2,046	1,904	
CTE	784	900	823	
Non-CTE	1,206	1,226	1,266	

Source: COS Data Warehouse

Number of Students Who Earn an Award by CTE Status				
Certificate Recipients				
	Baseline (2024–2025)	Year 1 Update (2025–2026)	Goal (2027–2028)	
Total	2,233	2,967	2,244	
CTE	1,142	1,320	1,199	
Non-CTE	1,178	1,764	1,237	

Source: COS Data Warehouse

<i>Action for District Objective #2.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.1.1 Publish updated program maps for COS degrees and certificates, incorporating CAL-GETC requirements and Common Course Numbering (CCN) to	Articulation & Transfer Officer Dean, Student Services (Counseling) Curriculum Coordinator Dean, Arts & Letters	May 2026 May 2027 May 2028	Program maps for COS degrees and certificates were updated in CourseLeaf to incorporate Cal-GETC requirements and Common Course Numbering (CCN). DegreeWorks SEP templates were revised to include CCN Phase I and Phase IIA courses. The Cal-GETC implementation was completed, with updated advising sheets published on the COS website and	Completed

ensure alignment and accuracy.			made accessible to counselors. Planning for CCN Phase IIB integration was established, with implementation scheduled for the 2026–2027 academic year, following its release in Fall 2027. The CCN Phase III is currently on pause.	
2.1.2 Improve the visibility and accuracy of ZTC Pathways and OER/ZTC course offerings to enhance student access and support informed course selection.	Articulation & Transfer Officer Dean, Student Services (Counseling) Curriculum Coordinator Dean, Arts & Letters	May 2026 May 2027 May 2028	A taskforce was formed to create student-facing folders that highlight essential OER/ZTC information. The taskforce was scheduled to begin meeting in early Fall 2026. The ZTC grant supported ZTC/OER course conversions and shared content resources. Several new ZTC pathways were completed during the year through the development and completion of new courses.	In Progress
2.1.3 To improve student engagement and success, enhance targeted marketing for support resources for specific student groups and program majors, address-technology access barriers and promote SEP check-ins.	Deans, Student Services Director, Welcome Center & Early College Partnerships Counseling Division Chair Director, Marketing & Public Relations Dean, Technology Services		Strengthening targeted outreach by leveraging the new MyGiant Student Portal to deliver tailored messaging for specific student groups, while also expanding the “Happening This Week” District-wide email to consistently highlight available resources, activities, and support programs. In parallel, addressing technology access barriers and actively promoting SEP check-ins to ensure students remain connected, supported, and on track for transfer or degree attainment. The Welcome Center supported student engagement and success by providing 8,675 in-person student visits and direct assistance with applications, financial aid, registration,	In Progress

		class search, Banner Web, MyGiant, and general onboarding needs. Student-facing communications and support services helped connect students to available resources and encouraged continued progress toward educational goals. Technology Services continues efforts to reduce barriers by moving to a more streamlined authentication system, addressing digital accessibility issues, and working to ensure all systems are mobile friendly. The TRIO Upward Bound Math & Science Program supported 67 participants through weekly after school tutorials, Saturday sessions, six-week summer programs, and other workshop opportunities, all of which focused on the STEM career path. Communication among participants is shared via email or Canvas. EOPS, CARE NextUp and CalWORKs programs continue to target our student population for recruitment, financial aid, technology access and SEP appointment check-ins using ReGroup, the Avaya App or email. EIS/ARGOS reports are used to identify the students who have not made contact with our staff and target them in our outreach campaigns. The Counseling department worked toward ensuring that First Generation students either updated SEPs or made an	
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		appointment with a counselor by executing targeted outreach efforts. The Veterans Resource Center has created a canvas shell to share with students that are self-identified as a Veteran or dependent on their CCCapply application as an additional outreach effort. The HBCU Pathways program provides an orientation where targeted students are provided with access to student support programs, mentors, and SEP information from counseling. The Transfer and Career Center has created two targeted Canvas shells to support students who are preparing to transfer and those who need additional career exploration. The Transfer 101 shell is designed for students based on completed units and provides information about the transfer process. The Career Exploration shell targets students who are undecided about their educational or career goals. Additionally, the Transfer and Career Center has developed two new workshops. The first, Transfer 101, is intended for newer students who may be unfamiliar with the transfer process and would like additional information and guidance. The second, Transfer Decision, is designed for students who have been accepted to multiple universities and are having difficulty deciding which institution to attend.	
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2.1.4	Provide training and resources for faculty on embedding student support in courses.	Faculty Enrichment Committee Academic and Student Services Deans	May 2026 May 2027 May 2028	STEM Faculty were provided with a presentation about embedding student support in their courses and universal instructional design during the Convocation Division meetings. AB 1705 funding helped pay for one hour of weekly coordination time between tutors and participating English part-time faculty.	In Progress
2.1.5	Increase FAFSA/CA Dream Act Application completion rates.	Director, Financial Aid Director, Student Success Program	May 2028	Welcome Center and Financial Aid staff attended several high school FAFSA/CADAA workshop events throughout the year. Financial Aid Assistants contacted COS students who have not completed a FAFSA/CADAA. They also hosted several workshops at the Hanford, Tulare and Visalia campus locations. SSP Coordinators discussed the FAFSA/CADAA deadlines and assisted students within their caseloads in filling them out.	In Progress
2.1.6	Implement a more effective early alert system with case-managed referrals.	Dean, Educational Support Services	May 2026 May 2027 May 2028	Each week, four coordinators in Educational Support Services run the Early Alert report and email students about related educational/student support services.	In Progress
2.1.7	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 2.1 and all actions are in progress, except 2.1.1 which was completed.	

District Goal #2. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

District Objective 2.2: With an intentional focus on disproportionately impacted groups, increase the number of students who are transfer-ready by 15% and who transfer to four-year institutions by 10% from 2025-2028.

Rationale for District Objective 2.2: *Vision 2030 calls for a transfer ready increase of 20%, and while progress was previously achieved (30% increase after AB705), there remains room for improvement, particularly with disproportionately impacted groups, prompting inclusion of the targeted language in this objective. We believe the dramatic increase seen will flatten out, but will stay strong with new AB1705 initiatives, CVC online course access, common course numbers and the potential impact of the new university center for our students.*

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 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, gender, first-generation status, etc., as applicable).

The number of students who were transfer-ready decreased slightly (0.5%), from 2,337 in the baseline 2024–2025 academic year to 2,324 in 2025–2026. At baseline, male, multi-ethnic, and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor’s Office (CCCCO) to identify disproportionate impact. From the baseline year to 2025–2026, the level of disproportionate impact decreased for LGBTQ+ students but increased for male students. Multi-ethnic students were no longer identified as disproportionately impacted.

Number of COS Students Who Were Identified as Transfer-Ready			
	Baseline (2024–2025)	Year 1 Update (2025-2026)	Goal (2027-2028)
Transfer-Ready	2337	2324	2688

Source: COS Research Office (Data Warehouse).

The number of students who transferred to a 4-year institution increased by 10.6% from 1,227 in the baseline 2023–2024 academic year to 1,370 in 2024–2025. The growth was primarily driven by a 44.4% increase in UC transfers and an 11.1% increase in CSU transfers. At baseline, male, Hispanic, first-generation, and economically disadvantaged students were identified as disproportionately impacted groups (DIGs) by the CCCC Student Equity Plan. From the baseline year to 2024–2025, the level of disproportionate impact decreased for male students but increased for Hispanic, first-generation, and economically disadvantaged students.

Transfer Volume to Four-Year Institutions by Institution Type				
	Baseline (2023-2024)	Year 1 Update (2024-2025)	Goal (Year 3 Update)	
Transfer to CSU	715	803	787	
Transfer to UC	45	65	50	
Transfer to In-State Private	123	123	135	
Transfer to Out of State	344	379	378	
Transfer Total	1227	1370	1350	

Sources: California State University Data Insights, University of California Information Center, Datamart

- <https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>
- <https://www.universityofcalifornia.edu/infocenter/admissions-source-school> (Select TR ETH by YR tab)
- https://datamart.cccco.edu/outcomes/Student_Transfer_Volume.aspx

<i>Action for District Objective #2.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.2.1 Through targeted outreach and collaboration with K-12 schools, educate students and their families about the four-year college and university transfer process before they enter higher education.	Deans, Student Services Director, Welcome Center & Early College Partnerships	May 2026 May 2027 May 2028	The Outreach and Welcome Center teams collaborated with K-12 partners to provide students and families with early information about COS Pathways, transfer planning, and college transition steps. Activities included Preview Nights, campus tours, high school outreach, and partner engagement, highlighting degree, certificate, and transfer options. Admissions & Records in collaboration with the Welcome Center has upgraded how the District allows K-12 students to enroll in courses at COS. To increase ease and accessibility, an electronic forms submission called DynamicForms was	In Progress

			added. This has improved and will continue to strengthen our partnership with our local high schools. The TRIO Upward Bound Math & Science Program continues to partner with K-12 schools to promote the importance of TRIO through opportunities such as Parent Nights, Career Day, outreach community events, and middle school outreach for 8th graders. These efforts focus on the importance of going to college and preparing students with essential life skills they will need for their career journey. The HBCU Pathways program hosts a leadership conference in December. This partnership is with 14 different feeder high schools and 300 students. The students and high school partners are informed of higher education opportunities and resources for all high school students. The Transfer and Career Center partnered with the TRIO program to provide informational workshops to K–12 students. These workshops focused on increasing awareness of both two-year and four-year educational opportunities, while also introducing students to college experience.		
2.2.2	Review and update program-specific articulation agreements and ensure	Articulation Officer & Transfer Officer Curriculum Coordinator	May 2026 May 2027	Program-specific articulation agreements were continuously reviewed and updated as they were published on ASSIST. Program-level course offerings were evaluated and	In Progress

	program-level course offerings align with Cal-GETC and degree plans to facilitate clean direct transfer and meet students' transfer needs.		May 2028	aligned with Cal-GETC and degree plans to support clear and efficient transfer pathways. The Associate Degrees for Transfer (ADT) were regularly updated and resubmitted to the Chancellor's Office for review to reflect ongoing Common Course Numbering (CCN) phase implementation. This work remains ongoing as additional CCN phases are released and incorporated.	
2.2.3	Ensure FEC provides training for faculty on equitable teaching practices, student retention strategies, transfer resources, and deadlines, (applications, financial aid, and scholarships).	Faculty Enrichment Committee	May 2026 May 2027 May 2028	FEC offered 20 workshops focused on equitable teaching practices and student retention strategies, with several workshops supporting both objectives. Additionally, FEC discussed offering more training on these topics for the 2026–2027 academic year. AB 1705 funding supported professional development for English faculty around the use of AI and our evolving understanding of its impact in the English classroom.	In Progress
2.2.4	Identify obstacles faced by transfer-ready students who did not transfer or apply for graduation and take steps to address these barriers.	Transfer Counselor Articulation Officer Dean, Student Services	May 2026 May 2027 May 2028	Obstacles faced by transfer-ready students who did not transfer or apply for graduation were examined, with counselors identifying approaches to effectively collect and analyze relevant data. Graduation application workshops were implemented during the 25-26 academic year to support student completion. Plans were established to survey Cal-GETC students, with data collection and analysis	In Progress

			to continue into the 2026–2027 academic year. Findings will be used to develop targeted recommendations to address identified barriers and improve student outcomes.	
2.2.5	Form collaborative teams (counselors, faculty, support staff) to support students within specific pathways, programs, and/or transfer mentorship.	Division Chair, Counseling Dean, Student Services (Counseling) Instructional Council	May 2026 May 2027 May 2028 Fashion Department Faculty worked with a counselor to modify and update certificate and degree pathways. The Pathway to Law School program expanded opportunities for students to network with legal professionals and visit law schools. Counseling liaisons were assigned to each academic division to serve as points of contact for questions and changes that support students. Administration of Justice faculty collaborated with counselors, management, and administrators to update curriculum and align it with modern policing degree standards. The Curriculum Committee developed a subcommittee to support implementation of Giant Pathways. The Art Department held a major advising day in collaboration with Counseling. The Animal Science Department collaborated with counselors, faculty, and administrators to redesign degree and	In Progress

			certificate pathways. The revised structure allowed students to earn stackable certificates in Equine, Livestock, Dairy, and Veterinary Assisting while progressing toward an Associate of Science degree. The redesign removed low-value courses, increased transfer alignment, and added industry-relevant coursework.	
2.2.6 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 2.2 and all actions are in progress.	

District Goal #2. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

District Objective 2.3 Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10% within one year of their first attempt, with a particular focus on disproportionately impacted students, from 2025-2028.

Rationale for District Objective 2.3 AB705 and AB1705 language states "first attempt," rather than "in their first year." Since student needs vary and may prevent students from taking these courses in their first year, the emphasis should be on student success regardless of when they enroll in these courses, rather than prioritizing speed of enrollment. With the new AB1705 revisions and enhanced student support, we are optimistic about achieving a significant increase in success rates

Assessment of District Objective 2.3: Review and compare the percentage of students who complete transfer-level English and transfer-level QR requirements within one year of their first attempt, from 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, gender, first-generation status, etc., as applicable).

The percentage of students completing transfer-level English within one year of their first attempt increased by one percentage point, from 59% in the baseline Fall 2023 cohort to 60% in the Fall 2024 cohort. At baseline, male, Hispanic, first-generation, and foster youth students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the level of disproportionate impact decreased for all four student groups, and first-generation students as well as foster youth students were no longer disproportionately impacted.

The percentage of students completing transfer-level Math/Quantitative Reasoning (QR) within one year of their first attempt decreased by two percentage points, from 60% in the baseline Fall 2023 cohort to 58% in the Fall 2024 cohort. At baseline, Hispanic, African-American/Black, first-generation, and foster youth students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the level of disproportionate impact decreased for all four student groups.

Transfer-Level English and Math/QR Completion Rates within 1 Year of First Attempt (Fall Attempt Cohorts Only)				
	Baseline (Fall 2023 Cohort)	Fall 2024 Cohort	Goal (Fall 2026 Cohort)	
English	59%	60%	65%	
Math/QR	60%	58%	66%	

Source: The CCCCO's [Transfer-Level English, English as a Second Language and Math Completion Dashboard](#)
Filters: Time Horizon -(1 Year), First Attempt Terms (Fall only), Starting Course Level (All)

<i>Action for District Objective #2.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.3.1 Ensure FEC provide professional development for Math and English faculty to enhance success rates, particularly for disproportionately impacted students.	Faculty Enrichment Committee Division Chair, Math & Engineering Dean, Math & Science Division Chair, English Dean, Arts & Letters	May 2026 May 2027 May 2028	Four full-time Math faculty members, a counselor, the MESA Director, Research staff, and the Dean of Math and Science attended the Central Valley Higher Education Consortium AB 1705 Summit. Participants received information on instructional best practices and challenges related to implementing new placement practices and math curriculum, and the information was later shared during a Math Department meeting. Math faculty attended professional development webinars sponsored by the California Community Colleges Chancellor's Office. A series of workshops were offered to all English faculty to discuss and explore best	In-Progress

				practices in teaching, including with and without the use of technology. Current research on AI use by students in writing classrooms was reviewed and presenters provided strategies on when and how to possibly allow students to experiment with AI tools during the writing process to enhance learning and critical thinking, as opposed to hindering it, was explored. Moreover, conversation included the importance of emphasizing the process of writing as opposed to product, prompting reflection on how grading systems might best reflect the writing process.	
2.3.2	Strengthen peer academic support in all modalities, including embedded tutoring, augmented instruction, and tutoring center	Dean, Educational Support Services	May 2026 May 2027 May 2028	Resource allocation requests were submitted through Program Review in October 2025. Two base budget augmentation requests were approved for the 26-27 fiscal year: 1) Supplemental Instruction 2) Writing Center.	In-Progress
2.3.3	Develop targeted interventions for students with “unsuccessful attempts” in Math/Quantitative Reasoning and English, focusing on early alert tools, retention support, cohort options, and/or	Dean, Educational Support Services Division Chair, Math & Engineering Dean, Math & Science Division Chair, English Dean, Arts & Letters	May 2026 May 2027 May 2028	The Math department, in collaboration with MESA, provided a 6-week summer program for students who have historically struggled and/or had a strong likelihood of not succeeding in math. The program focused on addressing gap trends identified via ALEKS pre-tests, strengthening self-assessment and reflection skills, and practicing learning strategies. A Full-time English faculty member was approved to facilitate English 301 pedagogy learning communities as a Faculty	In-Progress

summer bridge programs.			Enrichment Committee (FEC) Institutional Improvement Project (IIP). The project will include the development of a shared Canvas shell that new instructors can access, containing activities that English 301 faculty can use. The IIP will also involve monthly FLEX-approved co-requisite pedagogy discussions to support current and future English 301 instructors in exploring and implementing best practices. Embedded tutoring and Writing Center staffing expanded in the last year, strengthening capacity to support students with unsuccessful attempts. There was also an increase in the number of visits per visitor, suggesting deeper engagement patterns.	
2.3.4 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 2.3 and all actions are in progress.	

District Goal #2. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

District Objective 2.4: With a focus on equity and overcoming systemic barriers, increase the percentage of CTE students who are employment- and career-ready by 5% from 2025-2028, with a focus on boosting measurable job placement in closely related fields that provide a living wage.

Rationale for District Objective 2.4: Individual disciplines will be able to assess whether students are employment- or career-ready using meaningful data that is already available or can be collected. It also incorporates opportunities to consider student goals and feedback, allowing "career readiness" to be defined in alignment with their unique needs and aspirations.

Assessment of District Objective 2.4: Review and compare the employment and career-readiness of Career Technical Education students from 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, gender, first-generation status, etc., as applicable).

The percentage of students who attained a living wage decreased slightly, by 0.4 percentage points, from baseline to the 2026 reporting year. Additionally, the percentage of students who obtained employment in a closely related field decreased by 1.3 percentage points over the same period. The percentage of students who became employed increased by 2 percentage points, while the percentage of skills-builder students who experienced a wage gain increased by 2.6 percentage points, surpassing the 2028 goal.

For skills-builder wage gains and obtaining employment in a closely related field, no disproportionately impacted groups (DIGs) were identified. For the became employed metric, White students were identified at baseline as DIGs using the PPG-1 method. From the baseline year to the 2026 reporting year, the level of disproportionate impact for White students decreased; however, they continued to be identified as a DIG. For the attained a living wage metric, economically disadvantaged, female, and LGBT students were identified at baseline as DIGs using the PPG-1 method. From the baseline year to the 2026 reporting year, the level of disproportionate impact decreased for all three student groups, resulting in none of these groups being identified as DIGs in the 2026 reporting year.

Percentage of CTE Students Who Achieved Employment and Career Readiness Outcomes

	Baseline	Year 1 Update	Goal (Year 3 Update)
Attained a Living Wage	58.8%	58.4%	61.8%
Job in Closely Related to Field	73.5%	72.2%	77.2%
Became Employed	54.9%	56.9%	57.7%
Skills-Builder Students Who Had a Wage Gain	40.8%	43.4%	42.9%

Source: CCCCO's DataVista, [Single Metric View General Admit Snapshot Dashboard](#). Filters: Locale (Sequoias), Program (CTE)
 Note. Baseline data for Attained a Living wage, Became Employed, and Skills-builder Wage Gain are from 2022-2023. Baseline data for Job in Closely Related Field are from 2021-2022.

<i>Action for District Objective #2.4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.4.1 Integrate soft skills and career readiness into the CTE curriculum through faculty training and enhanced first-year mentoring programs, providing students with personalized career guidance and connections to career coordinators and liaisons.	Dean, CTE, WFD Career Services	May 2026 May 2027 May 2028	CTE faculty were provided access to professional development focused on soft skills and employability skills. CTE Student Success Coordinators provided classroom presentations in the Industry and Technology Division that addressed career readiness and soft skills. The CTE Dean worked with CTE Career and Academic Success Coordinators to develop Canvas modules based on National Association of Colleges and Employers competencies for use in CTE programs. Several coordinators attended the national NACE conference in June to identify best practices related to this objective.	In Progress
2.4.2 Create support resources for math and technical skills in trade programs.	Dean, CTE, WFD Dean, Educational Support Services	May 2026 May 2027 May 2028	The development of a cross-listed Precision Measurement course was explored as a recommended course for various trades programs. The CTE Dean plans to convene faculty in Fall 2026 to continue this discussion. The Electrician Training instructor developed an app focused on basic math and precision measurement for students in the trades.	In Progress

2.4.3 Expand partnerships with local businesses for work experience and apprenticeship opportunities.	Dean, CTE, WFD Director, Apprenticeship Programs	May 2026 May 2027 May 2028	Meetings were held with prospective and existing partners to discuss training models. Industry partnerships were strengthened to better align training programs with employer demand. The LVN to RN Apprenticeship was implemented with local hospital partners. Art students collaborated with the Chinese Cultural Center to improve its exhibition and community space. The third annual Ag and Trades Job Fair was hosted with more than 70 employers and 250 students in attendance. Clubs and faculty hosted multiple networking and classroom speaking opportunities with employers.	In Progress
2.4.4 Develop a tracking method for employment outcomes to measure success.	Dean, CTE, WFD Dean, Technology Services Dean, Research, Planning & Institutional Effectiveness	May 2026 May 2027 May 2028	Regional CTE Deans, through the Central Valley Mother Lode Consortium, worked with the Chancellor's Office to request an improved employment tracking tool. CTE programs with directors, such as Nursing, PTA, and Pharmacy Technician, tracked employment outcomes as part of external accreditation requirements. Perkins funding for CTE programs was aligned with a requirement for faculty to have students develop LinkedIn profiles. LinkedIn includes an employment tracking tool, but funding was not available to subscribe to that level of data collection.	In progress

2.4.5 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 2.4 and all actions are in progress.	

District Goal #3. College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.

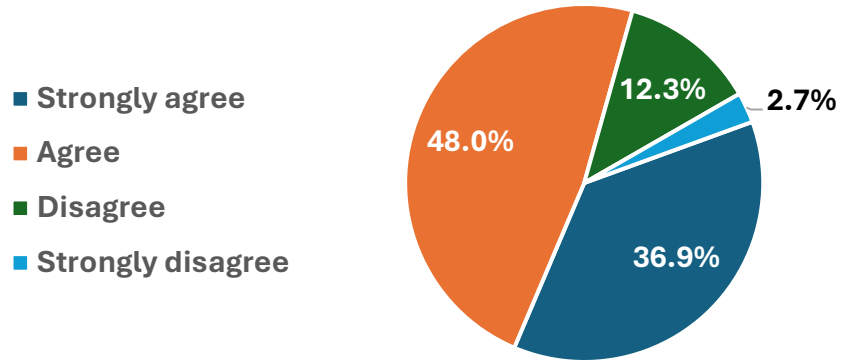
District Objective 3.1: Strengthen academic pathways by aligning course offerings with student needs through strategic adjustments in scheduling, location, and modality, ensuring access to appropriate academic offerings that support students' educational goals and timely completion.

Rationale for District Objective 3.1: COS must provide access to appropriate academic offerings that support student's educational goals. COS should establish clear and accessible academic pathways for students that remove institutional barriers and guarantee students are learning through high-impact teaching and pedagogical practice

Assessment of District Objective 3.1: Review and compare student feedback on the availability and accessibility of course offerings from 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, gender, first-generation status, etc., as applicable).

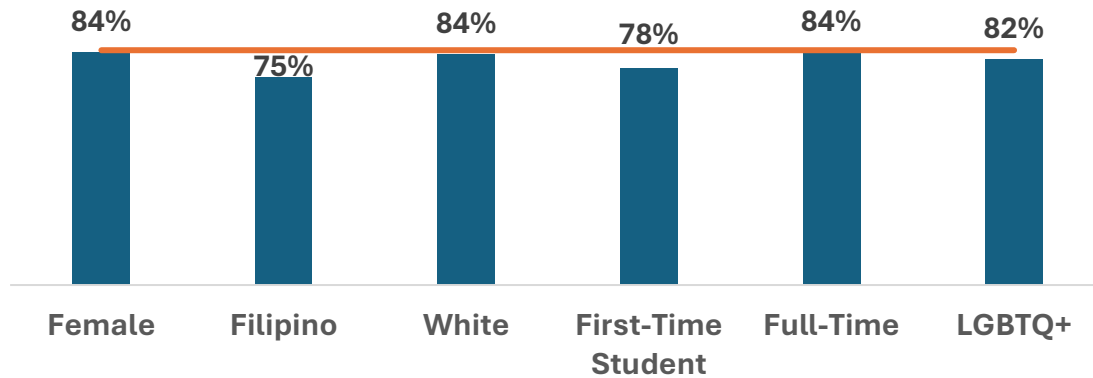
Based on the 2025 Student Support Services Survey results, with disaggregated data analyzed across 20 student groups, most students (85%) strongly agreed or agreed that they were able to find classes that met their scheduling needs without difficulty. Student groups who reported less than 85% agreement with this statement included female (84%), Filipino (75%), White (84%), first-time (78%), full-time (84%), and LGBTQ+ (82%) students. Among the 15% of students who strongly disagreed or disagreed, common issues included the need for more online or evening course offerings, especially greater flexibility for working students, and increased STEM course availability with fewer scheduling conflicts.

Student Responses to "I was able to find classes that met my scheduling needs without difficulty."



Source: 2025 Student Support Services "Motherlode" Survey

Percentage of Students Who Strongly Agree/Agree that classes met their scheduling needs



The orange line indicates the District level agreement score (85%).

Source: 2025 Student Support Services "Motherlode" Survey

<i>Action for District Objective #3.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
3.1.1 Solicit feedback on student scheduling needs to improve the class scheduling process.	Dean, Enrollment Management & Special Projects Deans, Student Services Dean, Research, Planning & Institutional Effectiveness	May 2026 May 2027 May 2028	A custom report including student feedback on class scheduling was produced from the 2025 Student Support Services (Mother Lode) Survey results. The report was shared with appropriate groups and departments. The survey allowed students to reflect on their experiences, including their scheduling preferences, availability, and barriers to enrollment.	In Progress

3.1.2 Develop and implement a scheduling process that aligns course offering times, formats, and alternative options (e.g., short-term, late-start, weekend) with student needs and success data.	Vice President, Academic Services Academic Deans Dean, Enrollment Management & Special Projects Instructional Council	May 2026 May 2027 May 2028	Fire Technology modified course offerings in response to industry requests. Online degree-track courses allowed working firefighters to continue progressing toward degree completion while maintaining their work schedules. Fire Academy offerings were adjusted so that Fall semester courses were offered during the day, and Spring semester courses were offered during nights and weekends. This schedule helped meet the needs of both full-time students and working students. The Electrician Training program redesigned its course sequence to use 8-week courses within a 17.5-week semester. The new sequence allowed students to begin the program in either the Fall or Spring semester, reduced completion time from approximately four years to two years, supported multiple workforce pathways, and accelerated entry into employment.	In Progress
3.1.3 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 3.1 and all actions are in progress.	

District Goal #3. College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.

District Objective 3.2: Promote access to Student Support Services (Student Success Program, Tutorial, Giant Threads, Giant Marketplace, etc.) such that 60% of student respondents agree their access to student service programs are being met.

Rationale for District Objective 3.2: COS students face a multitude of educational barriers with the most challenging being balancing work, school, family obligations, financial aid and medical/mental health issues. COS must provide access to effective student support services that increase a sense of belonging and honor our students' intersecting identities and humanize each student's lived experience.

Assessment of District Objective 3.2: Review and compare student feedback regarding the availability and accessibility of support service offerings from 2024/25 to 2027/28, disaggregated by student groups (e.g., race, ethnicity, gender, first-generation status, etc., as applicable).

Based on the 2025 Student Support Services Survey results, with disaggregated data analyzed across 22 student groups, a majority of students reported being aware of the student support programs offering services on campus. The average proportion of students who were unaware of services across all programs was 19%, and Veteran Services (20%), Giant Dream Center (25%), Foster Youth Program (26%), MESA (28%), and Puente (44%) had a greater proportion of students who were unaware of their services when compared to the average. Additionally, first-time (26%) and non-credit (26%) students had substantially greater unawareness of services when compared to all students.

Among students who used the support programs, most students reported the service was easily accessible. The average proportion of students who were easily able to access services across all programs was 85%, and Puente (79%) and Foster Youth Program (79%) had lower percentage of students who were easily able to access the program. First-time students (72%) were the only student group who had a substantially lower proportion of students reporting that services were easily accessible.

Overall, students were satisfied with the support services they received. The average proportion of students who reported being "Very satisfied" or "Satisfied" with services received across all programs was 96%. All student groups had an average satisfaction score across all programs of 94%, but certain groups reported lower satisfaction with specific services. Multi-ethnic (84%), AAC (89%), and Veteran (85%) reported lower satisfaction with MESA, while LGBTQ+ students (90%) reported lower satisfaction with Transfer & Career Services. Additionally, AAC students also reported lower satisfaction with the Giant Dream Center (91%) and Puente (88%), while Multi-ethnic students reported lower satisfaction with the Access & Ability Center (89%).

Student Awareness, Ease of Access and Satisfaction of Student Support Services Programs at COS				
	Not Aware	Easily Accessible	Satisfied	
Access & Ability Center	9%	90%	98%	
CalWORKs	16%	83%	96%	
EOPS/CARE	13%	86%	94%	
Foster Youth Program	26%	79%	96%	
Giant Dream Center	25%	82%	96%	
MESA	28%	83%	94%	
Giant Marketplace	7%	92%	98%	
Puente	44%	79%	94%	
Student Success Program	17%	89%	97%	
Transfer & Career Center	11%	86%	96%	
Veteran Services	20%	82%	96%	
Welcome Center	11%	93%	98%	

Source: 2025 Student Support Services “Motherlode” Survey

<i>Action for District Objective #3.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
3.2.1 Solicit input from students about their support services needs to promote access to student service programs.	Deans, Student Services Dean, Research, Planning & Institutional Effectiveness	May 2026 May 2027	A custom report including feedback on COS support services and programs was produced from the 2025 Student Support Services (Mother Lode) Survey results and shared with Student Services. The survey allowed students to reflect on their experiences, including their awareness of and satisfaction with available programs, resources, and services.	In Progress

			TRIO Upward Bound Math & Science participants are surveyed throughout the year, especially during the six-week summer program. The program administered surveys <i>Summer Program Feedback and Tell Us Your TRIO experience</i>), which allow students to share any input to improve the programs' overall services and ensure no student is left behind with the services that are being given to them. This has helped program staff expand ideas and improve learning experiences for all participants. The Transfer and Career Center conducted two student surveys: one for students who received a CSU application voucher and another following College Signing Day. These surveys explored topics such as the helpful and unhelpful advice students received during their college journey, as well as recommendations they would offer to future students. Through these surveys, the Transfer and Career Center was able to gather valuable insights and pertinent information to better support future students throughout the transfer process.	
3.2.2	Increase awareness and access to student support services for all students.	Deans, Student Services	May 2026 May 2027 May 2028	New students attend either Giant Days and/or the online student orientation where resources, support programs, and Title IX information are covered. During Giant Days departments table to share and/or sign-up students for programs. In Progress

			Student Services submits upcoming events and opportunities to the marketing department to be included in the “Happening the Week” emails and social media. The new MyGiant landing page is another location where upcoming events and support services are highlighted. The Counseling, Career, Transfer, and Outreach Departments host an annual Preview Night on all three campuses, where families are welcome to attend with their students to hear about our Giant Pathways and Support Services. Support Services table at the event in the Moro Gym where students and families can interact with various support services employees. The Financial Aid departments host synchronous application workshops and assistance and have bilingual staff available during these workshops. Student Senate hosted Club Rush beginning each semester and bi-monthly Quad events on the Visalia Campus (additional events hosted on Hanford and Tulare campuses), successfully engaging 1000’s of students and connecting them to peers, services and club interests. EOPS, CARE and NextUp programs host workshops during the beginning of each semester that cover all the student services programs on campus. They also provide	
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			a student services handout to all our new students during our online and in-person orientations. Student Services handouts are also posted in our EOPS Canvas shell for program students to access. During our three required contacts, counselors and staff inform and make referrals to various student services programs. The CalWORKs program counselor and staff make referrals to student services programs during the student intake and counseling appointments. The HBCU Pathways program provides an orientation where targeted students are provided with access to student support programs, mentors, and SEP information from counseling. The Transfer and Career Center conducted a tabling campaign to increase student awareness of the services and resources available through the department. Staff operated a monthly outreach table, providing information related to transfer opportunities and career exploration. When available, a counselor was present to answer students' questions and provide guidance in real time.	
3.2.3	Support first-time students with low self-reported high school GPAs through the	Deans, Student Services Director, Student Success Program	May 2026 May 2027 May 2028	For the Fall 2026 semester, Research pulled a list of incoming students with a self-reported GPA below a 2.59. The Director of Student Success will email students prior to the semester beginning to encourage them to sign up with the Student In Progress

Student Success Program.			Success Program to receive the extra support needed for success.	
3.2.4 Pilot a faculty-to-faculty mentoring program to expand the knowledge of and referrals to Student and Educational Support Services.	Faculty Enrichment Committee Deans, Student Services Managers, Student Services Dean, Educational Support Services	May 2026 May 2027	Ten faculty mentorships were completed in 2025/26 resulting in stipends of \$250 for both the mentees and the mentors. Faculty reported that their mentors were invaluable in helping them navigate the ins and outs of their acclimation to COS. Funding was established to continue the program in perpetuity. Continued tracking of participation and feedback will inform future refinement and expansion of the program.	In Progress
3.2.5 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 3.2 and all actions are in progress.	

District Goal #4. College of the Sequoias continuously improves policies, practices, and systems to ensure a high quality and affordable education for the communities we serve.				
District Objective 4.1: Streamline data collection, governance, and analysis practices and ensure accessibility of accurate, relevant data to enable informed, collaborative, and strategic decision-making. Rationale for District Objective 4.1: Strengthening data governance and security and ensuring the accessibility of accurate, relevant data enables COS to make informed, strategic decisions. This approach will enhance student success, operational efficiency, and institutional planning by aligning resources with key metrics and fostering a culture of continuous improvement across all levels. Assessment of District Objective 4.1: Review type, volume, and quality of efforts to streamline data collection, governance, and analysis practices across the District from 2024/25 to 2027/28. The COS Data Audit Survey for Management Council members was developed and administered by the Research Office and Technology Services. This survey represents the first step in a comprehensive assessment of data practices, including how data is collected, managed, and utilized within departments across the District. In addition, Technology Services, in partnership with the Research Office, has completed a district-wide data governance framework that will be further informed by the findings of the audit. Finally, planning has begun to reimagine the EIS system as a centralized hub that connects users to reports and provides guidance on accessing and using available data.				
<i>Action for District Objective #4.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.1.1 Conduct a comprehensive audit of institutional and operational data collection practices, governance structures, analysis tools, and an inventory of available	Vice President, Administrative Services Dean, Managers/Staff, Technology Services Dean of Research, Planning and Institutional Effectiveness; Management Council (select area managers)	May 2026	The COS Data Audit Survey for Management Council members was developed and administered by the Research Office and Technology Services. This survey serves as the first step in a comprehensive assessment of data practices, including how data is collected, managed, and utilized within departments across the District.	In Progress

	datasets across departments.				
4.1.2	Develop a data governance manual, informed by audit findings, that outlines the appropriate methodology for gathering relevant data, and storing, sharing and utilizing it to inform decisions within each department.	Vice President, Administrative Services Dean and Managers/Staff, Technology Services Dean of Research, Planning and Institutional Effectiveness Management Council (select area managers)	May 2026 May 2027	Technology Services in partnership with the Research Office has completed a district-wide data governance framework, which will be augmented with the findings of the audit in action item 4.1.1.	In Progress
4.1.3	Establish a centralized directory for data repositories to ensure information is securely stored, easily accessible, and well-organized, and provide employees with training on its use.	Vice President, Administrative Services Dean and Managers/Staff, Technology Services Dean of Research, Planning and Institutional Effectiveness; Management Council (select area managers)	May 2028	Planning for fulfilling this action has begun and includes reimagining the EIS system as a hub that connects users with reports and provides guidance on accessing and using available data	In Progress
4.1.4	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 4.1 and all actions are in progress.	

District Goal #4. College of the Sequoias continuously improves policies, practices, and systems to ensure a high quality and affordable education for the communities we serve.

District Objective 4.2: Enhance communication strategies to ensure that legislation, regulations, trends, and decision-making processes are shared inclusively across the institution to foster informed and transparent decision-making.

Rationale for District Objective 4.2: Proactive environmental scanning and staff training enable COS to adapt swiftly to external legislative, economic, and technological changes. By integrating these factors into planning, the institution remains resilient, forward-looking, and responsive to external challenges. Transparency and clear communication build trust, accountability, and collaboration across the institution, ensuring that stakeholders understand decisions and their rationale, and can adapt swiftly to change with a shared sense of purpose and reduced misunderstanding. This openness is crucial for maintaining high educational standards, institutional credibility, and long-term success in a dynamic environment.

Assessment of District Objective 4.2: Review type, volume, and quality of communication practices intended to support sharing legislation, regulations, trends, as well as decision-making processes, inclusively across the District from 2024/25 to 2027/28.

A recent review revealed that the District currently relies on multiple formal and informal channels for legislative updates, accreditation-related communications and subject-specific memoranda of understanding. These channels include the Legislative Analyst’s Office, the Community College League of California, the California Community Colleges Chancellor’s Office, the Accrediting Commission for Community and Junior Colleges (ACCJC), and other accrediting organizations. The District also relies on resources from organizations such as the Center of Excellence for Labor Market Research, the U.S. Census Bureau, and the California Employment Development Department for labor market information (LMI), service area population trends, and employment projections. In addition, a new preliminary section on the President’s page of the COS website now displays ongoing communication regarding legislative, economic, and industry updates from the State-wide Government Relations, the CCCCCO, the Community College League of California, and ACCJC.

<i>Action for District Objective #4.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
4.2.1 Conduct a needs assessment to evaluate current resources and practices for	Senior Management District Governance Senate	May 2026	A recent review revealed that the District currently relies on multiple formal and informal channels, including the Legislative Analyst’s Office, the Community College	In progress

	monitoring and responding to external legislative, economic, and industry changes. Research and document promising practices from similar institutions in environmental scanning and trend responsiveness.			League of California, the Chancellor’s Office, the Accrediting Commission for Community and Junior Colleges (ACCJC), and other accrediting organizations, for legislative updates, accreditation-related communications and subject-specific memoranda of understanding. The District also relies on resources from organizations such as the Center of Excellence for Labor Market Research, the U.S. Census Bureau, and the California Employment Development Department for labor market information (LMI), service area population trends, and employment projections.	
4.2.2	Develop and pilot a preliminary system for monitoring legislative, economic, and industry trends by assigning roles within each department to track relevant external factors.	Senior Management Management Council District Governance Senate	May 2027 May 2028	This action has not been started yet as it is scheduled for after the completion of 4.2.1.	In progress
4.2.3	Create a central repository where trend information and updates can be accessed by all	Senior Management Management Council District Governance Senate Director, Marketing & Public Relations	May 2028	Under the President’s page of the COS website a new preliminary section now displays ongoing communication regarding legislative, economic, and industry updates from the State-wide Government Relations,	In progress

departments including committee reports and vacancies.	Dean, Technology Services		the CCCCCO, the Community College League of California, and ACCJC.	
4.2.4 Form a dedicated body responsible for monitoring, analyzing, and reporting on external opportunities and challenges institution-wide.	Senior Management District Governance Senate	May 2028	This action has not been started yet as it is scheduled for after the completion of 4.2.2.	In progress
4.2.5 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made progress toward two actions in objective 4.2. All actions are in progress but work on 4.2.2 and 4.2.4 has not begun yet as the actions are sequential.	

District Goal #4. College of the Sequoias continuously improves policies, practices, and systems to ensure a high quality and affordable education for the communities we serve.

District Objective 4.3: Maintain and improve an accessible professional development program appropriate for all employees.

Rationale for District Objective 4.3: *A comprehensive professional development program equips employees with relevant skills, supports career advancement, and aligns with district goals. Initial onboarding and continuous training foster a culture of learning to ensure all employees contribute to student success, leadership growth, and institutional effectiveness while addressing evolving challenges and opportunities.*

Assessment of District Objective 4.3: Review type and quality of efforts intended to support the maintenance and improvement of an accessible and comprehensive professional development program from 2024/25 to 2027/28, disaggregated by employee groups (e.g., faculty, staff, administrators, full-time, part-time, etc., as applicable).

The committee will seek clarification next year on FEC’s role in updating the Professional Learning Plan. It has been the focus of discussion this year. These discussions will carry forward into next year when there will be new administrative and faculty co-chairs. PACE provides a comprehensive one-day orientation each year specifically designed for new classified staff. While this experience is not position-specific, the R.O.P.E.S. (Rewarding Orientation Program for Employee Success) is an important resource for new staff. This program offers new hires valuable insights into more than 25 departments across the campus through presentations delivered directly by managers and directors. To supplement this event, PACE also provides a general online handbook that mirrors the information presented during the live orientation. However, comprehensive onboarding training and position-specific handbooks have not yet been developed.

2025-2026 Trainings/Workshops Summary: In 2025-2026, employee participation totaled 1,140* across 89 training and workshop opportunities, representing slightly more than 1,800 hours of professional development delivered through in-person, hybrid, and online formats. These offerings covered a wide range of topics/subjects, including Supporting Academic Success, Academic Freedom, Assuring Equity for Students with Disabilities, Equity in COR, POCR, TILT Assignments with AI, Development/Instructional Design, Pope Tech Accessibility, Counseling SEPs and Financial Aid, Title II Changes, Sexual Harassment Prevention, Emotional Intelligence, Nutrition Education, Canvas Studio, and ChatGPT for Work.

Employee Professional Development Participation and Hours by Modality and Role						
	In-Person (Number)	Online (Number)	Total (Number)	In-Person (Hours)	Online (Hours)	Total (Hours)
Total	524	616	1,140	1010.5	805.6	1,805.2
Faculty	373	491	864	582.5	621.2	1192.8
Classified/ Confidential Staff	120	90	210	345	119.8	464.8
Managers	31	35	66	83	64.6	147.6

Source: PACE, HR and the Faculty Enrichment Committee Workshop/Training Records
Note. Hybrid workshops were included with Online workshop counts.

<i>Action for District Objective #4.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.3.1 Evaluate current practices to identify gaps in a comprehensive Professional Development program and develop a strategy to address them.	Dean, Human Resources Faculty Enrichment Committee PACE Management Council	May 2026	The committee will be seeking clarification next year on FEC's role in updating the Professional Learning Plan. It has been the focus of discussion this year. Those discussions will be carried over forward to next year when there will be new administrative and faculty co-chairs.	In Progress

4.3.2 Establish representative bodies to evaluate, communicate, and track professional development opportunities for classified staff and administration, similar to how the FEC tracks professional development for faculty.	Dean, Human Resources PACE	May 2027	PACE, the professional development committee for classified staff, currently offers professional development opportunities and has records of all classified staff who choose to participate. Evaluations of the workshops offered are sent to those staff members who participate and are kept on file.	In Progress
4.3.3 Develop comprehensive onboarding trainings and position-specific handbooks to support all new classified staff and administrative hires in their roles and professional growth.	Dean, Human Resources PACE	May 2028	PACE provides a comprehensive one-day orientation each year specifically designed for new classified staff. While this experience is not position-specific, the R.O.P.E.S. (Rewarding Orientation Program for Employee Success) is an important resource for new staff. This program offers new hires valuable insights into more than 25 departments on campus through presentations delivered directly by managers and directors. To supplement this event, PACE also provides a general online handbook that mirrors the information presented during the live orientation. However, comprehensive onboarding	In Progress

			trainings and position-specific handbooks have not yet been developed.	
4.3.4 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 4.3, except 4.3.3 which has not begun. All actions are in progress.	

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 2025 through Spring 2026 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 labor market/workforce demands, with an intentional emphasis on underserved populations within our community.

District Objective #1.1

Working closely with local educational and industry partners, the District will increase enrollment of underserved populations in programs with pathways related to the fastest-growing employment sectors by 1% annually from 2025-2028.

The number of students enrolled in the programs related to the fastest-growing employment sectors increased by 7.7% from 10,733 in 2024-2025 to 11,561 in 2025-2026. At baseline, disaggregated data was analyzed across 17 student groups. Multi-ethnic, White, female, non-binary, Access & Ability Center (AAC), and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the percentage point gaps decreased for Multi-ethnic, female, and AAC students, with female students no longer being disproportionately impacted. The percentage point gap for LGBTQ+ students remained unchanged, while it increased for White and non-binary students.

The amount of FTES generated by students in the programs related to the fastest-growing employment sectors increased by 7.4% from 6,774 in 2024-2025 to 7,275 in 2025-2026, exceeding the 2027-2028 FTES target of 6,979. At baseline, disaggregated data was analyzed across 17 student groups. White, female, non-binary, Access & Ability Center, and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the level of disproportionate impact decreased for female and non-binary students, with female students no longer being disproportionately impacted. The percentage-point gap for AAC students remained unchanged, while it increased for White and LGBTQ+ students.

The District made progress toward all actions in objective 1.1 and all actions are in progress.

District Goal #2. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) and close the achievement gap for all students represented within our diverse student population.

District Objective #2.1

Address equity gaps and systemic barriers to increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2025-2028.

The number of students earning a degree or certificate increased by 17%, from 2,905 in the baseline 2024–2025 academic year to 3,412 in 2025–2026. Increases were observed among both CTE (13%) and non-CTE (28%) award recipients. The growth among non-CTE recipients was primarily driven by a 50% increase in certificate recipients, while the number of degree recipients increased by two percent. In contrast, CTE award recipients experienced similar increases among degree recipients (15%) and certificate recipients (16%). At baseline, African American and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. Between the baseline year and 2025–2026, the level of disproportionate impact decreased for African American students but remained unchanged for LGBTQ+ students.

The District made progress toward all actions in objective 2.1 and all actions are in progress, except 2.1.1 which was completed.

District Objective #2.2

With an intentional focus on disproportionately impacted groups, increase the number of students who are transfer-ready by 15% and who transfer to four-year institutions by 10% from 2025-2028.

The number of students who were transfer-ready decreased slightly (0.5%), from 2,337 in the baseline 2024–2025 academic year to 2,324 in 2025–2026. At baseline, male, multi-ethnic, and LGBTQ+ students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact. From the baseline year to 2025–2026, the level of disproportionate impact decreased for LGBTQ+ students but increased for male students. Multi-ethnic students were no longer identified as disproportionately impacted.

The number of students who transferred to a 4-year institution increased by 10.6% from 1,227 in the baseline 2023–2024 academic year to 1,370 in 2024–2025. The growth was primarily driven by a 44.4% increase in UC transfers and an 11.1% increase in CSU transfers. At baseline, male, Hispanic, first-generation, and economically disadvantaged students were identified as disproportionately impacted groups (DIGs) by the CCCCCO Student Equity Plan. From the baseline year to 2024–2025, the level of disproportionate impact decreased for male students but increased for Hispanic, first-generation, and economically disadvantaged students.

The District made progress toward all actions in objective 2.2 and all actions are in progress.

District Objective #2.3

Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10% within one year of their first attempt, with a particular focus on disproportionately impacted students, from 2025-2028.

The percentage of students completing transfer-level English within one year of their first attempt increased by one percentage point, from 59% in the baseline Fall 2023 cohort to 60% in the Fall 2024 cohort. At baseline, male, Hispanic, first-generation, and foster youth students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the level of disproportionate impact decreased for all four student groups, and first-generation students as well as foster youth students were no longer disproportionately impacted.

The percentage of students completing transfer-level Math/Quantitative Reasoning (QR) within one year of their first attempt decreased by two percentage points, from 60% in the baseline Fall 2023 cohort to 58% in the Fall 2024 cohort. At baseline, Hispanic, African-American/Black, first-generation, and foster youth students were identified as disproportionately impacted groups (DIGs) using the PPG-1 method employed by the California Community Colleges Chancellor's Office (CCCCO) to identify disproportionate impact on selected measures. From the baseline year to the 2025–2026 academic year, the level of disproportionate impact decreased for all four student groups.

The District made progress toward all actions in objective 2.3 and all actions are in progress.

District Objective #2.4

With a focus on equity and overcoming systemic barriers, increase the percentage of CTE students who are employment- and career-ready by 5% from 2025-2028, with a focus on boosting measurable job placement in closely related fields that provide a living wage.

The percentage of students who attained a living wage decreased slightly, by 0.4 percentage points, from baseline to the 2026 reporting year. Additionally, the percentage of students who obtained employment in a closely related field decreased by 1.3 percentage points over the same period. The percentage of students who became employed increased by 2 percentage points, while the percentage of skills-builder students who experienced a wage gain increased by 2.6 percentage points, surpassing the 2028 goal.

For skills-builder wage gains and obtaining employment in a closely related field, no disproportionately impacted groups (DIGs) were identified. For the became employed metric, White students were identified at baseline as DIGs using the PPG-1 method. From the baseline year to the 2026 reporting year, the level of disproportionate impact for White students decreased; however, they continued to be identified as a DIG. For the attained a living wage metric, economically disadvantaged, female, and LGBT students were identified at baseline as DIGs using the PPG-1 method. From the baseline year to the 2026 reporting year, the level of disproportionate impact decreased for all three student groups, resulting in none of these groups being identified as DIGs in the 2026 reporting year.

The District made progress toward all actions in objective 2.4 and all actions are in progress.

District Goal #3. College of the Sequoias will provide equitable academic offerings and student support services in response to the diverse needs of our students.

District Objective #3.1

Strengthen academic pathways by aligning course offerings with student needs through strategic adjustments in scheduling, location, and modality, ensuring access to appropriate academic offerings that support students' educational goals and timely completion.

Based on the 2025 Student Support Services Survey results, with disaggregated data analyzed across 20 student groups, most students (85%) strongly agreed or agreed that they were able to find classes that met their scheduling needs without difficulty. Student groups who reported less than 85% agreement with this statement included female (84%), Filipino (75%), White (84%), first-time (78%), full-time (84%), and LGBTQ+ (82%) students. Among the 15% of students who strongly disagreed or disagreed, common issues included the need for more online or evening course offerings, especially greater flexibility for working students, and increased STEM course availability with fewer scheduling conflicts.

The District made progress toward all actions in objective 3.1 and all actions are in progress.

District Objective #3.2

Promote access to Student Support Services (Student Success Program, Tutorial, Giant Threads, Giant Marketplace, etc.) such that 60% of student respondents agree their access to student service programs are being met.

Based on the 2025 Student Support Services Survey results, with disaggregated data analyzed across 22 student groups, a majority of students reported being aware of the student support programs offering services on campus. The average proportion of students who were unaware of services across all programs was 19%, and Veteran Services (20%), Giant Dream Center (25%), Foster Youth Program (26%), MESA (28%), and Puente (44%) had a greater proportion of students who were unaware of their services when compared to the average. Additionally, first-time (26%) and non-credit (26%) students had substantially greater unawareness of services when compared to all students.

Among students who used the support programs, most students reported the service was easily accessible. The average proportion of students who were easily able to access services across all programs was 85%, and Puente (79%) and Foster Youth Program (79%) had lower percentage of students who were easily able to access the program. First-time students (72%) were the only student group who had a substantially lower proportion of students reporting that services were easily accessible.

Overall, students were satisfied with the support services they received. The average proportion of students who reported being “Very satisfied” or “Satisfied” with services received across all programs was 96%. All student groups had an average satisfaction score across all programs of 94%, but certain groups reported lower satisfaction with specific services. Multi-ethnic (84%), AAC (89%), and Veteran (85%) reported lower satisfaction with MESA, while LGBTQ+ students (90%) reported lower satisfaction with Transfer & Career Services. Additionally, AAC students also reported lower satisfaction with the Giant Dream Center (91%) and Puente (88%), while Multi-ethnic students reported lower satisfaction with the Access & Ability Center (89%).

The District made progress toward all actions in objective 3.2 and all actions are in progress.

District Goal #4. College of the Sequoias continuously improves policies, practices, and systems to ensure a high quality and affordable education for the communities we serve.

District Objective #4.1

Streamline data collection, governance, and analysis practices and ensure accessibility of accurate, relevant data to enable informed, collaborative, and strategic decision-making.

The COS Data Audit Survey for Management Council members was developed and administered by the Research Office and Technology Services. This survey represents the first step in a comprehensive assessment of data practices, including how data is collected, managed, and utilized within departments across the District. In addition, Technology Services, in partnership with the Research Office, has completed a district-wide data governance framework that will be further informed by the findings of the audit. Finally, planning has begun to reimagine the EIS system as a centralized hub that connects users to reports and provides guidance on accessing and using available data.

The District made progress toward all actions in objective 4.1 and all actions are in progress.

District Objective #4.2

Enhance communication strategies to ensure that legislation, regulations, trends, and decision-making processes are shared inclusively across the institution to foster informed and transparent decision-making.

A recent review revealed that the District currently relies on multiple formal and informal channels for legislative updates, accreditation-related communications and subject-specific memoranda of understanding. These channels include the Legislative Analyst's Office, the Community College League of California, the California Community Colleges Chancellor's Office, the Accrediting Commission for Community and Junior Colleges (ACCJC), and other accrediting organizations. The District also relies on resources from organizations such as the Center of Excellence for Labor Market Research, the U.S. Census Bureau, and the California Employment Development Department for labor market information (LMI), service area population trends, and employment projections. In addition, a new preliminary section on the President's page of the COS website now displays ongoing communication regarding legislative, economic, and industry updates from the State-wide Government Relations, the CCCCOC, the Community College League of California, and ACCJC.

The District made progress toward two actions in objective 4.2. All actions are in progress but work on 4.2.2 and 4.2.4 has not begun yet as the actions are sequential.

District Objective #4.3

Maintain and improve an accessible professional development program appropriate for all employees.

The committee will seek clarification next year on FEC's role in updating the Professional Learning Plan. It has been the focus of discussion this year. These discussions will carry forward into next year when there will be new administrative and faculty co-chairs. PACE provides a comprehensive one-day orientation each year specifically designed for new classified staff. While this experience is not position-specific, the R.O.P.E.S. (Rewarding Orientation Program for Employee Success) is an important resource for new staff. This program offers new hires valuable insights into more than 25 departments across the campus through presentations delivered directly by managers and directors. To supplement this event, PACE also provides a general online handbook that mirrors the information presented during the live orientation. However, comprehensive onboarding training and position-specific handbooks have not yet been developed.

2025-2026 Trainings/Workshops Summary: In 2025-2026, employee participation totaled 1,140 (employees were counted once for each training they attended) across 89 training and workshop opportunities, representing slightly more than 1,800 hours of professional development delivered through in-person, hybrid, and online formats. These offerings covered a wide range of topics/subjects, including Supporting Academic Success, Academic Freedom, Assuring Equity for Students with Disabilities, Equity in COR, POCR, TILT Assignments with AI, Development/Instructional Design, Pope Tech Accessibility, Counseling SEPs and Financial Aid, Title II Changes, Sexual Harassment Prevention, Emotional Intelligence, Nutrition Education, Canvas Studio, and ChatGPT for Work.

The District made progress toward all actions in objective 4.3, except 4.3.3 which has not begun. All actions are in progress.

Part 3: Identification of the actions to be completed in 2026 - 2027

One action has been identified as completed: 2.1.1

Three actions have been identified as in progress, but work has not yet begun: 4.2.2, 4.2.4, and 4.3.3

The other 34 actions have been identified as in progress.

Appendix A: List of Acronyms

AAC	Access & Ability Center
AB	Assembly Bill
ACCJC	Accrediting Commission for Community and Junior Colleges
ADT	Associate's degree for Transfer
AI	Artificial Intelligence
ALEKS	Assessment and Learning in Knowledge Spaces
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
CADAA	California Dream Act Application
Cal-GETC	California General Education Transfer Curriculum
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CCN	Common Course Numbering
COR	Course Outline of Record
COS	College of the Sequoias
CSU	California State University
CTE	Career Technical Education
CVC	California Virtual College
CVHEC	Central Valley Higher Education Consortium
DIG	Disproportionately Impacted Group
EIS	Extended Information System
EOPS	Extended Opportunity Programs and Services
FAFSA	Free Application for Federal Student Aid
FEC	Faculty Enrichment Committee
FLEX	Flexible Calendar
FTES	Full-time Equivalent Student
GPA	Grade Point Average
HBCU	Historically Black Colleges and Universities

HR	Human Resources
IIP	Institutional Improvement Project
IT	Information technology
LGBT	Lesbian, gay, bisexual, other sexual orientations, and transgender
LGBTQ+	Lesbian, gay, bisexual, other sexual orientations, transgender, and non-binary
LMI	Labor Market Information
LVN	Licensed Vocational Nurse
MESA	Mathematics, Engineering, Science Achievement
NACE	National Association of Colleges and Employers
PACE	Professional Association of Classified Employees
POCR	Peer Online Course Review
PPG	Percentage Point Gap
PTA	Physical Therapist Assistant
OER	Open Educational Resources
QR	Quantitative Reasoning
R.O.P.E.S.	Rewarding Orientation Program for Employee Success
RN	Registered Nursing
SEP	Student Education Plan
SSP	Student Success Program
STEM	Science, Technology, Engineering, and Mathematics
TCOE	Tulare County Office of Education
TILT	Transparency in Learning and Teaching
UC	University of California
ZTC	Zero Textbook Cost