ACCJC MIDTERM REPORT 2022

Sequoias Community College District

COS

College of the Sequoias

College of the Sequoias
ACCJC Midterm Report 2022

Submitted by:
Sequoias Community College District
915 South Mooney Boulevard
Visalia, CA 93277

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Submitted:
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Midterm Report Certification

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

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

Signatures:

Brent Calvin (Aug 30, 2022 15:05 PDT)

Brent Calvin, Ed.D.	Superintendent/President	8/30/2022

John S Lehn (Aug 30, 2022 23:09 PDT)

John Lehn	President, Board of Trustees	8/30/2022

Juan Arzola

Juan Arzola, M.A., ABD	President, Academic Senate	8/30/2022

Michael Evertse (Sep 1, 2022 10:15 PDT)

Michael Evertse	President, Student Senate	8/30/2022

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Jennifer Vega La Serna, Ph.D.	Accreditation Liaison Officer	8/30/2022

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1. Report Preparation

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

For the 2022 Midterm Report, the AWG co-chairs met in Spring 2021 to establish a reporting timeline and assign sections of the report to each of the four standard subcommittees for initial drafts [1A]. Subcommittee members submitted drafts to the writing team in October, and the full draft was reviewed by the workgroup in December 2021 [1B]. The draft was submitted to District employees for feedback in March via a feedback survey [1C], and reviewed through the District's governance process in April and May [1D]. The report was approved by the Board of Trustees in July[1E].

Accreditation Workgroup Members

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

2. Plans Arising From the Self-Evaluation Process

Standard I.B.3.	Anticipated Outcome: The District will have uniform and accurate data for job placement institution-set standards for CTE programs.
Progress	The District assembled a task force of CTE staff and consultants to develop and track employment for CTE students. Employment data is collected from a variety of data sources, such as CTEOS surveys, Perkins Core Indicators, CalPass Plus Launchboard, Jobspeaker surveys, and COS alumni surveys. Discussion on CTE job placement data occurs at the regional level for solution-based software.
Outcomes	The CTE Taskforce on tracking employment selected a tool from LinkedIn, called LinkedIn Insight, which allows the District to collect data on COS alumni and where they work. This tool was purchased in December 2021 and initial COS data will be available from the system in Summer 2022. In addition, the District continues to use data from the CTEOS surveys, Perkins Core Indicators, CalPass Plus Launchboard, Jobspeaker surveys, and COS alumni surveys to track job placement data for institution-set standards.
Evidence	CTE Outcomes Survey [2A]
Standard I.B.5.	Anticipated Outcome: Improvement of the standard data metrics for program review including new or additional data metrics as needed.
Progress	The District developed Giant Dashboards for program review including additional aggregated and disaggregated data. The disaggregated data allows for better insight into equity gaps at the District, department, or course level.
Outcomes	During the 2020-21 program review cycle, the Institutional Program Review Committee (IPRC) worked to improve the effective use of data in unit program reviews, providing training on use of the Giant Dashboards to analyze disaggregated data. Disaggregated data for identified equity groups is available to and linked in all program review units, and units are using the disaggregated data in the dashboards for analysis. The IPRC's audit process revealed that, during the 2020-21 academic year, 95% of the college's program review units effectively "utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths," up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis "to support its conclusions regarding needed improvements," up from 82% the previous year.
Evidence	Program Review 2020 Audit [2B] Program Review Data Memo [2C] Program Review Dashboard [2D]
Standard I.B.6.	Anticipated Outcome: Improved student learning outcomes assessment data collection and analysis.
Progress	The District disaggregates and analyzes data for student learning outcomes at the institutional level through regular survey assessments. Institutional

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

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

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

3. Institutional Reporting on Quality Improvements

a. Response to Recommendations for Improvement

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

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

Response:

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

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

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

Analysis:

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

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

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

Response:

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

> **College of the Sequoias** is a comprehensive community college district focused on student learning that leads to productive work, lifelong learning and community involvement.
>
> **College of the Sequoias** affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.
>
> **College of the Sequoias** is committed to supporting students' mastery of basic skills and to providing access to programs and services that foster student success.

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

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

Mission:

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

Vision:

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

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

Analysis:

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

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

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

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

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

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

Examples of effective assessment practices include:

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

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

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

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

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

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

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

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

In the 2018-19 year the District achieved three of four stretch goals and achieved all stretch goals in 2019-20 and 2020 – 2021. Aspirational goals were established in Spring 2018 to increase student achievement metrics 105% - 120% compared to their multi-year District average. The aspirational goals were set by reviewing the most current and historical data, generating multi-year averages, and establishing a performance indicator for the standards. The standards and goals are reviewed and assessed annually. The results are presented throughout the participatory governance groups and posted on the District's Giant Fact Book and the website [3S, 3U].

Student Achievement Area	Multi-Year District Average	Minimum Standard	Stretch or Aspirational Goal	Baseline Year 2017	Reported Year/Term 2018/19	Reported Year/Term 2019/20	Reported Year/Term 2020/21
Course Completion Rate	70% (Fall 12-17)	67%	74%	71%	74%	74%	82%
Student Degree Completion	929 (2012-17)	883	1,068	1,054	1,335	1538	1468
Student Transfer to 4-Year Colleges/Universities	920 (2010-2016)	828	1,012	852	916	1024	1057
Student Certificate Completion	543 (2012-17)	489	652	711	838	701	722

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

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

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

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

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

The District is focusing on transfer-preparedness, aiming to introduce students to the 4-year college experience through direct exposure and mentorships. The District will coordinate with 4-

year colleges to provide services for location-bound students that face hurdles pursuing their educational goal.

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

iii. Report on the Outcomes of the Quality Focus Projects

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

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

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

- Year one 2018-2019: English and Math faculty developed new support courses for transfer-level English and math and eliminated most pretransfer-level classes through the curriculum approval process. Training was provided for math and English faculty on the new curriculum.
- Year two 2019-2020: Updated math and English course sequences were offered in Fall 2019 for all students. All students were placed in transfer-level math and English classes. Math and English faculty, student services staff and counselors participated in ongoing training.
- Year three 2020-2021: ESL sequencing and timelines were updated by the California Community College Chancellor's Office. ESL faculty developed a transfer-level ESL class that prepares students for transfer-level English.
- Year four 2021-2022: ESL faculty are designing curriculum based on the updated CCCCO sequencing and timelines. The annual report on the master plan includes data on implementation and student success for math, English and ESL course completion.

Outcomes:

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

Assessment:

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

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

2020-21 Summary
The percentage of students who began in Fall 2020 and completed transfer-level math prior to Fall 2021 is 30%, a 15 percentage point increase compared to the Fall 2018 cohort (15%). The Fall 2020 cohort is above the 6-Yr overall rate of 19%. The percentage of students who began in Fall 2020 and completed transfer-level English prior to Fall 2021 is 46%. This is an increase of 8 percentage points when compared to the Fall 2018 cohort (38%). Both of which are above the 6-Yr overall rate of 37%.

Three-Year Summary (2018-21)
The percentage of students who began in Fall 2020 and completed transfer-level math prior to Fall 2021 is 30%, a 16 percentage point increase compared to the Fall 2017 cohort (14%). Similarly, the percentage of students who began in Fall 2020 and completed transfer-level English prior to Fall 2021 is 46%. This is an increase of 15 percentage points when compared to the baseline Fall 2017 cohort (31%), both of which are at or above the District objective increases.

Students Receiving Awards (Degrees or Certificates)

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

Continuing Students

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

Graduate Yield (Student Graduates / Continuing Students)

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Graduate Year: July 1st - June 30th

Academic Year: Summer, Fall, Spring terms.

2020-21 Summary

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

Three-Year Summary (2018-21)

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

Transfer Outcomes

Transfer Volume (number of transfers as reported to ACCJC)

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

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

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

Transfer Ready

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

Source: COS Research Office (Data Warehouse)

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

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

Three-Year Summary (2018-21)
The District experienced a slight decrease (-1.2%) in the volume of students transferring to a 4-year institution from baseline year 2016-17 (1,037) to year 2019-20 (1,024). However, the volume of students transferring to the UC or CSU systems reached an all-time high. The number of students who were transfer ready increased from 1,406 in baseline year 2017-18 to 1,773 in 2020-21, an increase of 26%.

Evidence:

AB 705 Quantitative Reasoning Disaggregated Outcomes Report [3X]

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

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

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

Faculty training evidence [3AB]

Next steps:

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

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

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

- Year one 2018-2019: The District reviewed placement data and created a supplemental questionnaire within CCCApply to populate student education plans and Banner in order to determine student placement based on multiple measures and the Chancellor's Office for California Community Colleges placement guidelines.
- Year two 2019-2020: In Fall 2019 all students were placed into transfer-level math and English based on multiple-measures with some students placing into transfer-level courses with support. The District reviews data for all student demographic groups through program review and the strategic plan and discusses areas for improvement in student success.
- Year three 2020-2021: The District submitted the required "equitable placement validation of practices data" to the Chancellor's Office. The District evaluates and assesses placement and success data for disproportionately impacted student groups through the annual report on the master plan and reports on actions through the strategic plan cycle.
- Year four 2021-2022: The District provides annual training with high school partners to discuss updated course sequencing for math and English. Math and English faculty are invited to these meetings to collaborate with K12 partners.

Outcomes:

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

average units to degree completion as well as an increase in degrees awarded, transfer volume, and velocity.

Assessment:

CTE Students that Secured Employment Closely Related to Program of Study

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

Source and Definition

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

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

Median Change in Earnings

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

Source and Definition

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

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

2020-21 Summary

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

Three-Year Summary (2018-21)

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

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

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

2020-21 Summary

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

Three-Year Summary (2018-21)

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

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the RPIE website:
https://www.cos.edu/en-us/administration/research/surveys-and-studies
https://www.cos.edu/en-us/Research/Documents/District%20Objectives%203.1%20%26%203.2%20Spring%202021.pdf

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

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

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

	Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			Fall 2020			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,829	31%	49%	2,529	30%	46%	15,759	19%	37%
African-American	99	3%	11%	83	4%	14%	52	8%	12%	63	5%	14%	50	30%	44%	42	19%	24%	389	9%	18%
Asian	37	27%	46%	42	24%	26%	41	29%	24%	46	22%	52%	49	41%	49%	43	47%	49%	258	32%	41%
Hispanic	1,672	10%	25%	1,776	11%	28%	1,863	12%	29%	1,820	14%	36%	1,933	31%	49%	1,764	30%	46%	10,837	18%	36%
Multi-Ethnicity	133	7%	24%	154	14%	31%	142	18%	43%	139	15%	35%	164	26%	41%	155	30%	52%	887	19%	38%
Native American	15	20%	13%	9	0%	11%	13	23%	23%	11	9%	73%	11	27%	36%	15	13%	33%	74	16%	31%
Pac. Is or Filipino	17	47%	53%	20	40%	30%	10	20%	40%	20	25%	40%	24	50%	79%	20	50%	60%	111	41%	52%
Unknown	19	0%	5%	19	5%	26%	21	14%	29%	17	6%	29%	117	23%	41%	78	27%	38%	271	20%	35%
White	544	15%	32%	508	15%	34%	486	21%	38%	501	19%	46%	481	33%	54%	412	34%	51%	2,932	22%	42%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

2020-21 Summary

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

Three-Year Summary (2018-21)

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

Evidence:

ESL Adoption Plan [3AC]

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

Campaign for College Opportunity Report [3AE]

Annual Report on the Master Plan 2019 [3AF]

Annual Report on the Master Plan 2020 [3AG]

Next steps:

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

Fiscal Reporting

General Information

#	Question	Answer
1.	Confirm College Information	**Confirmed**
2.	District Name: Is the college a single college district?	**Sequoias CCD** **Yes**
2. Additional Information: If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.		
3.	a. Name of College Chief Business Officer (CBO)	**Ron Ballesteros-Perez**
	b. Title of College CBO	**VP Admin Svc**
	c. Phone number of College CBO	**5597303734**
	d. E-mail of College CBO	ronb@cos.edu
	e. Name of District CBO	**same**
	f. Title of District CBO	**same**
	g. Phone number of District CBO	**same**
	h. E-mail of District CBO	**same**
3. Additional Information: The District CBO email address will be copied on the final report once it has been approved by the CEO		

DISTRICT DATA (including single college organizations) Revenue

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

	FY 18/19	FY 19/20	FY 20/21
a. Total Unrestricted General Fund Revenues (excluding account 8900)	**$ 71,351,062**	**$ 77,561,721**	**$ 79,041,375**
b. Other Unrestricted Financing Sources (Account 8900)	**$ 16,251**	**$ 60,339**	**$ 3,343,665**

i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (two largest components, if applicable):

Year	Description	Amount	Sustainable/One-time
FY 18/19	**FWS off campus 50%**	**$ 9,435**	**Sustainable**
FY 18/19	**HSI Trust transfer**	**$ 6,815**	**Sustainable**
FY 19/20	**FWS off campus 50%**	**$ 15,265**	**Sustainable**
FY 19/20	**Lost revenue reimbursement**	**$ 45,023**	**HEERF**
FY 20/21	**Transfer from District Special Reserve to pay off debt**	**$ 2,760,000**	**One-time**
FY 20/21	**Lost revenue reimbursement**	**$ 499,180**	**HEERF**

4. Additional Information:
ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue. ACCJC will count HEERF funds as sustainable for 2020-21. Transfers-in from OPEB trusts are not sustainable; list as one-time.

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

	FY 18/19	FY 19/20	FY 20/21
a. Net (Adjusted) Unrestricted General Fund Beginning Balance	**$ 19,819,273**	**$ 24,841,777**	**$ 22,189,674**
b. Net Unrestricted General Fund Ending Balance, including transfers in/out	**$ 21,857,616**	**$ 21,870,666**	**$ 23,691,660**

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

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

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

	FY 18/19	FY 19/20	FY 20/21
a. Total Unrestricted General Fund Expenditures (including account 7000)	**$ 69,328,970**	**$ 80,593,171**	**$ 80,883,054**
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	**$ 53,455,559**	**$ 58,669,245**	**$ 59,967,972**
c. Other Unrestricted General Fund Outgo (6a - 6b)	**$ 15,873,411**	**$ 21,923,926**	**$ 20,915,082**
d. Unrestricted General Fund Ending Balance	**$ 21,857,616**	**$ 21,870,666**	**$ 23,691,660**
e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 21/22 with a deficit?			**N/A**
i. If yes, what is the estimated unrestricted deficit?			**N/A**

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

Liabilities - Debt

7.

	FY 18/19	FY 19/20	FY 20/21
Did the District borrow funds for cash flow purposes?	**No**	**No**	**No**

8.

Total Borrowing/Total Debt — Unrestricted General Fund	FY 18/19	FY 19/20	FY 20/21
a. Short-Term Borrowing (TRANS, etc)	**$ 0**	**$ 0**	**$ 0**
b. Long-Term Debt (COPs, Capital Leases, other long-term borrowing):	**$ 7,362,702**	**$ 6,846,045**	**$ 0**

8. Additional Information:

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

		FY 18/19	FY 19/20	FY 20/21
9.	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)	n/a	n/a	n/a
	c. Total amount	$ 0	$ 0	$ 0

		FY 18/19	FY 19/20	FY 20/21
10.	Debt Service Payments (Unrestricted General Fund)	$ 432,054	$ 447,504	$ 6,794,172

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

Other Post Employment Benefits

	(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)	FY 20/21
11.	a. Total OPEB Liability (TOL) for OPEB	$ 10,193,318
	b. Net OPEB Liability (NOL) for OPEB	$ -838,794
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	108 %
	d. NOL as Percentage of OPEB Payroll	-2.2 %
	e. Service Cost (SC)	$ 817,204
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	$ 787,474

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

12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	06/30/2020

13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
		FY 18/19	FY 19/20	FY 20/21
	b. Amount deposited into OPEB Irrevocable Trust	$ 340,000	$ 0	$ 0
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	$ 0	$ 0	$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	$ 10,574,776	$ 11,034,406	$ 13,262,340
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2020/21?			No

13. Additional Information:
b. Add amounts deposited during the fiscal year. These amounts are usually included in the Districtâ€™s Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 20/21

Cash Position

		FY 18/19	FY 19/20	FY 20/21
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115)	$ 29,196,938	$ 31,069,318	$ 24,150,174

15.	Does the district prepare cash flow projections during the year?	Yes
	b. Does the district anticipate significant cash flow issues during 21/22?	No

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

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	02/15/2022
	NOTE: Audited financial statements are due to the ACCJC no later than April 8, 2022. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.	

17.		FY 18/19	FY 19/20	FY 20/21
	a. List the number of audit findings (financial statement, federal compliance, and state compliance) for each year. (Enter 0 if none):	0	0	0
	b. From Summary of Auditors Results (Annual Audit) for 2020-21 (this is usually a single page at the beginning of the Findings and Questioned Costs section):			
	Financial Statements			
	i. Type of auditor's report issued	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		
	Federal Awards			
	i. Type of auditor's report issued on compliance	Unmodified		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		
	iv. Qualified as low-risk auditee	No		
	State Awards			
	i. Type of auditor's report issued on compliance	Unmodified		
	If qualified, how many state programs were qualified	N/A		
	ii. Internal Control Material Weaknesses identified	No		
	iii. Internal Control Significant Deficiencies identified	No		

Other District Information

18.		FY 18/19	FY 19/20	FY 20/21
	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	10,337	10,211	10,427
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,274	10,444	9,364

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

19.		FY 18/19	FY 19/20	FY 20/21
	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	0	0

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

20.		
	a. During the report year, did the district settle any contracts with employee bargaining units?	Yes
	b. Did any negotiations remain open?	No
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	
	Ongoing H&W increase of 100% of FY21 insurance increase total $56,600 covered by ongoing General Fund surplus.	

College Data

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

	FY 18/19	FY 19/20	FY 20/21
Final Adopted Budget - budgeted Full Time Equivalent Students			

21.	a. (FTES) (Annual Target)	10,337	10,211	10,427
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	10,274	10,444	9,364
	c. Is the college experiencing enrollment decline in the current (21/22) year?			Yes
	i. If yes, what is the estimated FTES decline?			-237

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

		FY 18/19	FY 19/20	FY 20/21
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	$ 71,351,062	$ 77,561,721	$ 79,041,375

		FY 18/19	FY 19/20	FY 20/21
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	$ 69,328,970	$ 80,593,171	$ 80,883,054

23. Additional Information:
For a college within a multi-college District, include District allocated costs.

		FY 18/19	FY 19/20	FY 20/21
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	$ 21,857,616	$ 21,870,666	$ 23,691,660

		FY 18/19	FY 19/20	FY 20/21
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	2 %	3 %	3 %

		Cohort Year 2016	Cohort Year 2017	Cohort Year 2018
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	23.1 %	18.5 %	14.1 %

District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the most recent report year, including June 30? List for the District and for the College.	No
	b. Please describe the leadership change(s)	
	n/a	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant, as of 6/30/2021?	0

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

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

Appendices

#	Document
1 A	AWG Draft Timeline with assignments
1 B	AWG Minutes – December 2021
1 C	Feedback Survey
1 D	Senate/DGS minutes
1 E	Board of Trustees Meeting Minutes - July 2022
2 A	CTE Outcomes Survey -- 2017 to 2020 Topline Comparisons
2 B	Program Review 2020 Audit
2 C	Program Review Data Memo
2 D	Program Review Dashboard
2 E	ILO and SLO reports example
2 F	AP 3721
2 G	COS Website
2 H	Published CORs
2 I	Catalog
2 J	Class schedule
2 K	Task Force Approved by Academic Senate
2 L	IPRC April 20 2020 Agenda and Minutes
2 M	PR Training information
2 N	PR Template
2 O	Math and English sequences
2 P	AB 705 Dashboards
2 Q	DegreeWorks Webpage
2 R	Giant Pathways
2 S	Equity Champion Award letter
2 T	Learning Resources Program Review Application
2 U	Current Professional Learning Plan
2 V	FEC Convocation Survey (Call for Presentations)
2 W	Placement Procedures
2 X	Giant Dashboards
3 A	AP 5530
3 B	Orientation Website
3 C	Tell a Giant
3 D	Timeline and Process for Reviewing the District Mission
3 E	DGS Minutes October 27 2020
3 F	Taskforce Proposal
3 G	DGS minutes November 10 2020

3	H	Mission Statement Survey – Research Office
3	I	DGS Minutes February 9 2021 and Mission Statement Taskforce Final Report
3	J	DGS minutes February 9 2021
3	K	BOT Minutes March 8 2021
3	L	English department program learning outcome project (presentation slides)
3	M	Program Review Dashboard
3	N	Course improvement example (Library)
3	O	OAC end of year report 2021
3	P	Senate minutes October
3	Q	O&A Meeting Minutes
3	R	Three Year Assessment Cycle Completion Report
3	S	ISS Reports to Governance
3	T	Annual ACCJC Reports 18-19, 19-20, 20-21
3	U	Giant Fact Book
3	V	Annual Report and End-of-Cycle Report on the Master Plan 2021
3	W	Community Report
3	X	AB 705 Quantitative Reasoning Disaggregated Outcomes Report
3	Y	AB 705 updated on progress: Fall 2018 Cohort to Fall 2019 Cohort Comparisons
3	Z	AB 705 preliminary assessment of transfer-level math disaggregated outcomes
3	AA	AB 705 preliminary assessment of transfer-level English disaggregated outcomes
3	AB	Faculty Training Evidence
3	AC	ESL Adoption Plan
3	AD	Equitable Placement Validation of Practices data reporting form
3	AE	Campaign for College Opportunity Report
3	AF	Annual Report on the Master Plan 2019
3	AG	Annual Report on the Master Plan 2020
3	AH	BIT/Maxient Referrals

Midterm Report Writing Team: Writing Organization & Timeline

Writing Team: Sarah & Jennifer

Organization

1. **Cover Sheet** — Katie
2. **Certification Page** — Katie
3. **Table of Contents** — Katie
4. **Report Preparation** — Sarah & Jennifer
5. **Plans Arising from the Self-Evaluation Process** — Subcommittee four
6. **Institutional Reporting on Quality Improvements**
    a. **Response to Recommendations for Improvement –** David Hurst
    b. **Reflection on Improving Institutional Performance: SLOs and Institution Set Standards**
        i. **SLOs –** Sarah
        ii. **ISS –** Research Office
    c. **Report on the Outcomes of the Quality Focus projects –** Research Office, AB705 leads (Jennifer/Jessica)
    d. **Fiscal Reporting –** Ron/ Admin Services
7. **Appendices** — Evidence Team

Timeline

March 5, 2021: Writing Leads assigned and begin writing process

October 29, 2021: Writing Leads submit drafts to Writing Team

December 3, 2021: AWG Meeting to review/approve draft for distribution

January 2022: Draft distributed for feedback

April 26, 2022: First read at DGS
April 27, 2022: First read at Academic Senate

May 10, 2022: DGS Approval
May 11, 2022: Academic Senate Report

August 8, 2022: Possible first Board read?

September 12, 2022: Report Board Approval

October 17, 2022: Midterm Report Due Date

Accreditation Work Group

Friday, December 3, 2021
10:10 a.m. – 11:00 a.m.; Zoom

MINUTES

1. **Accreditation Timeline and Midterm Report – Due October 17, 2022**

   a. Midterm Report Timeline – Sarah reviewed the timeline document for completing the Midterm Report.

   b. Midterm Report Draft: Review & Feedback – Sarah and Jennifer reviewed the draft of the Midterm Report, section by section. They advised that some information is still needed, but preliminary evidence pieces have been identified and the Evidence Team will have those documents assembled before the next workgroup meeting. The workgroup will have until late January to provide feedback on the draft to Sarah and Jennifer for incorporation into the report before the February workgroup meeting.

2. **ACCJC Workshops and Trainings**

   a. Webinar Series – Jennifer advised that the Spring semester webinar dates have not yet been announced. The ASCCC Accreditation Institute will be February 24-26, 2022.

3. **Standing Items**

   a. Reports/Feedback

   - October 11 Board Report – Jennifer advised the report can be found on the Board of Trustees web page, for those interested.

   b. ACCJC Updates

   - Interim ACCJC President – Jennifer advised that Stephanie Droker has stepped down as president and will be replaced by an interim president.
   - Standards Review Timeline – Jennifer advised that COS will **not** be using new standards for the 2025 ISER.
   - ACCJC Commission Meeting Open Session – Jennifer encourages workgroup members to consider attending the open session on January 12, 2022

4. **Next Steps**

   a. Next meeting date – February 4, 2022

   b. Next ISER – Due June 2025

   c. Next Site Visit – Fall 2025

Subject: COS accreditation mid-term report feedback survey
Date: Tuesday, February 22, 2022 at 11:00:51 AM Pacific Standard Time
From: Jennifer Vega La Serna
To: COSeNEWS

Dear COS Community,

In preparation for our next Institutional Self Evaluation and in line with our commitment to continuous improvement, College of the Sequoias will submit our Midterm Report to the ACCJC in Fall 2022. In order to gather input and feedback, the first draft of the Midterm Report is being shared with COS faculty, staff, administrators and students for review. We are asking you to complete a survey (link below) that will assist in gathering feedback for the Accreditation Work Group. Your feedback and suggestions on each section of the report are important. To most effectively collect and review your feedback, this survey will ask you to provide comments related to each section of the Midterm Report individually. Though we welcome your feedback on all sections, it is not necessary to provide feedback on all of them to complete the survey. You may review and comment on those sections of the report that are most relevant to you.

We are looking for feedback in three areas:

1. **Omitted Content**: information that is missing or not included that would make the section stronger
2. **Error of Fact**: information is incorrect
3. **Need for Clarification**: information is unclear or needs further explanation

Please use this link to access the survey and to provide feedback:
https://www.surveymonkey.com/r/ACCJC_MT_Report_2022

Remember that this is the first draft; we look forward to your input by **March 18, 2022**. The Accreditation Work Group will compile the feedback and review prior to completing the final draft. The final draft of the Midterm Report will then be reviewed through the shared governance process in Spring 2022.

Thank you again for taking the time to review the Midterm Report and provide feedback. Your input is very valuable to the Accreditation Work Group and to the Accreditation process at College of the Sequoias. If you have any questions about the survey please contact Katie Cain at katiec@cos.edu.

Sincerely,

Dr. Sarah Harris
Co-Chair, Accreditation Workgroup

Dr. Jennifer Vega La Serna
Co-Chair, Accreditation Workgroup

District Governance Senate Agenda

3:10 – 4:45 PM; Zoom

May 10, 2022

Membership

Administration (4)
Brent Davis
John Bratsch
Jessica Morrison (c)
Juan Vazquez

Faculty (4)
Juan Arzola
Octavio Barajas
Tracy Redden
Adrienne Duarte

Adjunct Faculty (2)
Don Nikkel
Charles Slaght

Classified (4)
Carolyn Franco (c)
Nick Terry
Carlos Cantu
Jessie Betancourt

Students (2)
Pedro Montes
TBA

Committee Representatives (4)
Ron Perez
Glen Profeta
Dali Öztürk
Francisco Banuelos
Kelly Diaz

Ex Officio (1)
Brent Calvin

I. Call to Order

II. Public Comment
1. Regarding items NOT on the agenda
2. Regarding items ON the agenda

III. Approval of Minutes – 4/26/22

IV. Standing Reports
1. Budget
2. Technology
3. Institutional Planning & Effectiveness
4. Institutional Program Review
5. Equity, Diversity, & Action
6. Academic Senate
7. Student Senate
8. Accreditation Update

V. Information
1. ACCJC Institution-set Standards and Stretch/Aspirational Goals – *Öztürk*
2. Faculty Hiring Procedures – *Barajas*

VI. Action
3. ACCJC Midterm Report – *Harris*
4. Professional Learning Plan Draft 2nd Read – *Armstrong*

VII. New Business

VIII. Adjournment

COLLEGE OF THE SEQUOIAS

Executive Members
Juan Arzola
Octavio Barajas
Sondra Bergen
Lisa Hott
Landon Spencer
Brice Nakamura
Erik Armstrong
Sarah Harris

Senators
AG
Shannan Cooper
IT
Brian Unruh
Business
Lisa Hott
Kevin Picciuto
Consumer Family Studies
Kyran Wiley
FEC
Erik Armstrong
Fine Arts
Chris Mangels
Library
Emily Campbell
English
Lisa McHarry Freeman
Christina Lynch
Joshua Geist
Comm/Lang
Johnathan Brooks
Math/Engineering
Liana Craven
Stephanie Collier
Nursing/Health Science
Karen Roberts
Cathy Glasgow
Physical Education
Michelle Bolt
Science
Vineet Patel
Teresa Mendoza
Social Science
Timothy Linehan
Randy Villegas
Marla Prochnow
Student Services
Jason Ford
Amanda Thomas
Adjunct Faculty
Amelia Sweeney
Danielle Alberti
Classified
Crystal Salazar
Student Rep
Fatima Ali

https://cccconfer.zoom.us/j/3279913568?pwd=MnErRVh4cXVYcHNUZ211NlE4Nm9nZz09

AGENDA

Wednesday, May 11, 2022
5-6pm

1. **Call to Order**

2. **Public Comment**
   a. Regarding items not on the Agenda
   b. Regarding items on the Agenda

3. **Consent Calendar**
   All items listed on the Consent Calendar are considered routine and will be enacted by one motion. An item may be removed from the Consent Calendar at the request of any Senator or any person in the audience and considered as a separate agenda item.
   a. Meeting Minutes
   b. Faculty Appointments
      i. Tina Toth - Curriculum Committee
      ii. Jennie Garcia - Faculty Enrichment Committee Chair

4. **Action**:
   a. Curriculum Report (5 minutes)
   b. Faculty Hiring Procedures (10 minutes)
   c. ACCJC Midterm Report (5 minutes)
   d. Revised Professional Learning Plan (5 minutes)
   e. COSTA Language Related to Faculty Representation on District Governance Senate (5 minutes)

5. **Information**
   a. ACCJC Institution-set Standards and Stretch/Aspirational Goals– Dr. Öztürk (10 minutes)
   b. Dual Enrollment issues from faculty survey (3 minutes)
   c. AS Officer Elections Processes Survey (3 minutes)
   d. End-of-Year Reports (3 minutes)
      i. Curriculum Committee
      ii. O&A Committee

6. **Discussion**
   a. Resolution on Academic Senate Tutoring Committee (10 minutes)

COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT
Board of Trustees Meeting
August 8, 2022

CONSENT CALENDAR 3

Minutes of Previous Meetings

Status: **Action**

Presented by: Brent Calvin, Ed.D.
Superintendent/President

Issue
Minutes of the COS Board of Trustees meetings are being presented for approval.

- July 11, 2022 – Regular Meeting

Recommended Action
Approval of the Board of Trustees minutes is recommended.

REGULAR MEETING OF THE BOARD OF TRUSTEES
OF THE
COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

Monday, July 11, 2022

4:00 pm – Closed Session
5:00 pm – Regular Session

Location
College of the Sequoias, Visalia Campus
Board Room
915 S. Mooney Blvd.
Visalia, CA 93277

Board of Trustees
Greg Sherman, Kenneth Nunes, Raymond Macareno, Lori Cardoza, John Lehn,
Brent Calvin, Superintendent/President

MINUTES

MEMBERS PRESENT: Lori Cardoza, John Lehn, Raymond Macareno, Ken Nunes, Greg Sherman

SENIOR MANAGEMENT PRESENT: Brent Calvin, Jessica Morrison, Jennifer La Serna, Kristin Robinson, Dali Öztürk, Ron Perez

CLOSED SESSION

I CALL TO ORDER
President Lehn called closed session to order at 4:00 PM.

II PUBLIC COMMENT

- Public Comments Concerning Items **On** the Closed Session Agenda – None.

1. CONFERENCE WITH LABOR NEGOTIATOR (GC §54957.6)
- College of the Sequoias Adjunct Faculty Association (COSAFA)
  Chief Negotiator: Brent Calvin
- California School Employees Association (CSEA), Chapter 408
  Chief Negotiator: Brent Calvin
- College of the Sequoias Teachers Association (COSTA)
  Chief Negotiator: Brent Calvin

2. COMPLAINT DETERMINATION APPEAL (Administrative Procedure 3435; GC §54957)

3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GC §54957)
- Superintendent/President

III OPEN SESSION
President Lehn called open session to order at 5:04 PM.

- Closed Session Reportable Actions – President Lehn reported: On a motion by Trustee Sherman, and seconded by Trustee Nunes, the Board took action in Closed Session to sustain the District's complaint determination as its final decision regarding the appeals dated May 31, 2022 and June 2, 2022. AYES: Sherman, Nunes, Macareno, Lehn. NOES: None. ABSTAIN: Cardoza. Motion carried.

- Pledge of Allegiance – Juan Arzola led the pledge of allegiance.

IV PUBLIC COMMENT

- Public Comments Concerning Items **On** Agenda – None.

- Public Comments Concerning Items **Not** on the Agenda – None.

V BOARD AND EXECUTIVE STAFF REPORTS

a. STUDENT TRUSTEE REPORT
No report.

b. BOARD MEMBER REPORTS
No report.

c. FOUNDATION REPORT
Mr. Foster announced the Foundation Project Funding Awards for 2022-23. 18 projects were awarded for a total of $149,053. The Foundation typically funds $120,000 in projects, but this year the Winkler Technology Endowment Fund provided an additional $30,000 to award.

d. ACCREDITATION REPORT
No report.

e. SUPERINTENDENT/PRESIDENT'S REPORT
Dr. Calvin reported that new faculty and division chairs will be presented at the August, September, and October board meetings.

VI REPORTS

a. ACADEMIC SENATE PRESIDENT'S REPORT/ UPDATE
Mr. Arzola announced Jennie Garcia as the new Faculty Enrichment Committee faculty co-chair. Mr. Arzola shared highlights of his attendance and participation at the ASCCC Curriculum Conference.

b. COSTA PRESIDENT'S REPORT/UPDATE
No report.

c. CSEA PRESIDENT'S REPORT/UPDATE
No report.

d. COSAFA PRESIDENT'S/UPDATE
No report.

VII CONSENT CALENDAR

Trustee Cardoza moved to approve the Consent Calendar as presented, Trustee Sherman seconded. AYES: Cardoza, Sherman, Macareno, Nunes, Lehn. NOES: None. ABSENT: None. Motion carried.

1. MINUTES OF THE PREVIOUS MEETING:

- June 6, 2022 – Special Meeting
- June 13, 2022 – Regular Meeting

2. PERSONNEL REPORT 01-2022-2023

3. PAYMENT OF BILLS

VIII ACTION

4. ACCREDITATION – ACCJC MIDTERM REPORT 2022

Dr. La Serna presented the Midterm Report 2022 to be submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) by October 17, 2022. Dr. La Serna highlighted each section of the report: 1) report preparation; 2) plans arising from the self-evaluation process; 3) institutional reporting on quality improvements; and 4) fiscal reporting. Dr. La Serna thanked Katie Cain, Sarah Harris, and all other managers, faculty and staff that contributed to the report.

Trustee Sherman moved to approve the ACCJC Midterm Report 2022 as presented; Trustee Macareno seconded. AYES: Sherman, Macareno, Cardoza, Nunes, Lehn. NOES: None. ABSENT: None. Motion

carried.

5. 2024 – 2028 FIVE-YEAR CONSTRUCTION PLAN

Dean Woods explained that the governing board of each community college district is required to prepare and submit to the Board of Governors of the California Community Colleges a plan for capital construction for a five-year period commencing with the next proposed year of funding (2024-2028). Mr. Woods presented the District's project list for 2024-2028 which included the following projects: 1) Basic Skills Center (Visalia); Stadium Improvements (Visalia); 3) Tulare Center Phase II Academic Buildings (Tulare); 4) Science Building (Hanford); and 5) Performing Arts Modernization (Visalia).

Trustee Cardoza moved to approve the 2024-28 Five-Year Construction Plan as presented; Trustee Macareno seconded. AYES: Cardoza, Macareno, Nunes, Sherman, Lehn. NOES: None. ABSENT: None. Motion carried.

6. RESOLUTION OF THE BOARD OF TRUSTEES OF THE COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT AMENDING RESOLUTION NO. 2008-12 AND THE FACILITIES NEEDS OF THE COLLEGE OF THE SEQUOIAS VISALIA AREA IMPROVEMENT DISTRICT NO. 2 OF THE COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT AND TO AUTHORIZE CERTAIN OTHER ACTIONS (Resolution No. 2022-10)

Vice President Perez explained that on June 13, 2022 the Board adopted Resolution 2022-09 stating its intention to increase the cost of Facilities to $390,000,000. As required by the SFID Law, the District is now required to hold a hearing regarding the increased cost. The Board will then have the opportunity to adopt Resolution No. 2022-10 in order to amend Resolution No. 2008-12.

President Lehn opened the public hearing at 5:33 PM. After hearing no comments, President Lehn closed the public hearing at 5:34 PM.

Dr. Calvin clarified that the amount is an estimation of the cost of anticipated work in the Master Plan over the next 30 years.

Trsutee Nunes moved to approve Resolution No. 2022-10 as presented; Trustee Sherman seconded. Motion carried by the following roll call vote:

AYES:	Nunes, Sherman, Cardoza, Macareno, Lehn
NOES:	
ABSENT:	
ABSTAIN:	

Unrelated to item #6, Mr. Perez publicly recognized Aaron Albright, COS Media Services Coordinator, for all the work performed to upgrade the technology in the Board Room and Conference Room 1.

7. RESOLUTION OF THE BOARD OF TRUSTEES OF THE COLLEGE OF SEQUOIAS COMMUNITY COLLEGE DISTRICT ORDERING AN ELECTION, AND ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER (Resolution No. 2022-11)

Dr. Calvin explained that the resolution before the Board of Trustees calls an election within the College of the Sequoias Visalia Area Improvement District No. 2 of the College of the Sequoias Community College District (the "SFID No. 2") on November 8, 2022 for the purpose of approving general obligation bonds, requests that the Tulare County Registrar of Voters conduct the election on behalf of the District, and authorizes the preparation of election materials, including ballot arguments and tax rate statement, to be included in the ballot pamphlet.

Dr. Calvin presented a PowerPoint highlighting the plans for a University Center and a potential bond election; including an analysis of previous bonds, authorization scenarios, tax rate comparisons, initial polling results, funding and compliance plan, and marketing plan. Dr. Calvin thanked the team of consultants; David Casnocha, Trennis Wright, Blake Boehm, and Adam Sonensheim. He also thanked COS Marketing and Public Relations Director, Lauren Fishback.

Dr. Calvin read the entirety of the cover sheet submitted with item #7, which states:

The resolution before the Board of Trustees (the "Board") calls an election within the College of the

Sequoias Visalia Area Improvement District No. 2 of the College of the Sequoias Community College District (the "SFID No. 2") on November 8, 2022 for the purpose of approving general obligation bonds, requests that the Tulare County Registrar of Voters conduct the election on behalf of the District, and authorizes the preparation of election materials, including ballot arguments and tax rate statement, to be included in the ballot pamphlet.

State law requires the Board to order community college district bond elections. The Tulare County Registrar of Voters will conduct the election on behalf of the District, including publishing all required notices. This resolution meets the statutory requirements for describing the projects to be funded with the proceeds of the bonds, which is included as Exhibit B to the resolution. A 75-word summary of the measure, as it will appear on the ballot, is also included in the resolution as Exhibit A. The resolution also authorizes the preparation and filing of a tax rate statement, which must be included in the ballot pamphlet, and describes the anticipated rates of tax throughout the life of the bond issue. The resolution also authorizes, but does not commit, the Board and/or individual members of the Board to prepare and sponsor a ballot argument in support of the bond measure. No more than five (5) persons may sign the ballot argument.

This election will be called under constitutional and statutory provisions that require fifty-five percent (55%) voter approval, and certain accountability requirements, including annual independent financial and performance audits of how funds are spent, and the formation of a Citizens' Bond Oversight Committee. Following adoption, the resolution (including the signed tax rate statement) must be delivered to the Tulare County Registrar of Voters and the Tulare County Board of Supervisors. State law requires that 2/3rd of a community college board support the resolution calling an election requiring 55% voter approval. Therefore, at least four (4) Board members must vote "Yes" in order to call the election.

Staff recommends that the Board approve Resolution No. 2022-11 authorizing a bond election for November 8, 2022.

Trustee Sherman moved to approve Resolution No. 2022-11 as presented; Trustee Nunes seconded. Motion carried by the following roll call vote:

AYES:	Sherman, Nunes, Cardoza, Macareno, Lehn
NOES:	
ABSENT:	
ABSTAIN:	

8. APPROVAL TO INCREASE THE SALARY SCHEDULES AND THE MEDICAL CAP FOR MANAGEMENT AND CONFIDENTIAL EMPLOYEES

Dr. Calvin recommended the Board of Trustees approve a 7.56% increase in the salary schedules for both management and confidential employees, which is aligns with the negotiated settlement agreements for COSTA, CSEA, and COSAFA. Additionally, it is further recommended the Board approve an increase in the medical cap for management and confidential employees from $16,812.00/year to $17,178.00/year.

Trustee Cardoza moved to approve the Increase in Salary Schedules and the Medical Cap for Management and Confidential Employees as presented; Trustee Macareno seconded. AYES: Cardoza, Macareno, Nunes, Sherman, Lehn. NOES: None. ABSENT: None. Motion carried.

9. APPROVAL OF EMPLOYMENT AGREEMENT BETWEEN THE DISTRICT AND THE SUPERINTENDENT/PRESIDENT

President Lehn, presenting on behalf of Dean Bratsch, reported that the Board evaluates the superintendent/president each year. Upon satisfactory evaluation, the Board wishes to extend Dr. Calvin's rolling four-year contract by another year. New salary is proposed at $360,000 per year, and car allowance to be increased by $150 per month for a total of $900 per month. Consistent with District employees, Dr. Calvin's medical cap has been increased by 50% of the premium increase from the provider. All other conditions within the employment contract remain the same.

President Lehn commented that the District is fortunate to have Dr. Calvin serve as Superintendent/President and that he continually exceeds the expectations of the Board. He is also a

great leader within the community. Trustee Cardoza echoed Mr. Lehn's comments and added that she is honored to serve along with Dr. Calvin at the helm. Trustee Nunes added that COS is a great team. Trustee Macareno added, in Dr. Calvin's words, "It's a great day to be a Giant!" Trustee Sherman agreed with the comments.

Trustee Cardoza moved to approve the Employment Agreement between the District and the Superintendent/President (Brent Calvin) as presented; Trustee Sherman seconded. AYES: Cardoza, Sherman, Macareno, Nunes, Lehn. NOES: None. ABSENT: None. Motion carried.

IX ADJOURNMENT

President Lehn adjourned open session at 6:10 PM.

Respectfully Submitted,

_____

Raymond Macareno, Board Clerk

CTE Outcomes Survey -- 2017 to 2020 Topline Comparisons

2017 survey conducted among students who were last on campus in 2014/15.
2018 survey conducted among students who were last on campus in 2015/16.
2019 survey conducted among students who were last on campus in 2016/17.
2020 survey conducted among students who were last on campus in 2017/18.

Response	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
# Surveyed	1,314	1,368	1,348	1,425	5,455	147,789	151,404	153,106	158,566	610,865
# who Responded	516	461	431	407	1,815	50,960	49,660	44,429	44,875	189,924
Response Rate	**39.3%**	**33.7%**	**32.0%**	**28.6%**	**33.3%**	**34.5%**	**32.8%**	**29.0%**	**28.3%**	**31.1%**

Response rates have declined over time for COS and the State. COS response rates are consistently higher each year than the State's, but the margin narrowed in 2020.

How satisfied are CTE students with the education and training they received?

Response	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Very Satisfied	43.2%	46.2%	41.5%	49.1%	44.9%	52.1%	52.6%	53.1%	53.5%	52.8%
Satisfied	44.4%	44.7%	45.7%	41.8%	44.2%	39.0%	39.7%	39.2%	38.2%	39.0%
Sub-Total, Satisfied/Very	**87.6%**	**90.9%**	**87.2%**	**90.9%**	**89.1%**	**91.1%**	**92.3%**	**92.3%**	**91.7%**	**91.8%**
Other Responses	**12.4%**	**9.1%**	**12.8%**	**9.1%**	**10.9%**	**8.9%**	**7.7%**	**7.7%**	**8.3%**	**8.2%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Satisfaction rates have fluctuated over time for COS and the State, but COS CTE satisfaction rates are consistently lower. Fortunately, the gap narrowed in 2020.

Other Responses = dissatisfied, very dissatisfied, and neither satisfied or dissatisfied.

Current employment status for CTE students.

Response	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Employed at 1 job	65.8%	68.9%	68.9%	65.2%	67.2%	60.2%	60.5%	61.7%	58.5%	60.2%
Employed at more than 1 job	11.5%	9.1%	11.0%	10.3%	10.5%	10.9%	11.7%	11.8%	9.3%	10.9%
Self-employed	4.7%	5.2%	3.3%	5.3%	4.6%	8.7%	9.4%	8.2%	7.3%	8.4%
Sub-Total, Employed	**82.0%**	**83.2%**	**83.2%**	**80.8%**	**82.3%**	**79.8%**	**81.6%**	**81.7%**	**75.1%**	**79.6%**
Furloughed	**NA**	**NA**	**NA**	**1.9%**	**0.4%**	**NA**	**NA**	**NA**	**3.0%**	**0.7%**
Unpaid employment, not seeking paid work	1.1%	1.0%	1.7%	1.4%	1.3%	1.1%	0.9%	1.1%	1.0%	1.0%
Unpaid employment, seeking paid work	0.9%	1.0%	1.3%	0.6%	1.0%	1.0%	0.9%	0.9%	0.7%	0.9%
Sub-Total, Unpaid employ.	**2.0%**	**2.0%**	**3.0%**	**2.0%**	**2.2%**	**2.1%**	**1.8%**	**2.0%**	**1.7%**	**1.9%**
Unemployed, seeking work	9.7%	8.3%	9.3%	9.2%	9.1%	9.7%	8.9%	8.8%	12.0%	9.8%
Unemployed, not seeking work	6.3%	6.5%	4.5%	6.1%	5.9%	8.4%	7.7%	7.5%	8.2%	8.0%
Sub-Total, Unemployed	**16.0%**	**14.8%**	**13.8%**	**15.3%**	**15.0%**	**18.1%**	**16.6%**	**16.3%**	**20.2%**	**17.8%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

COS CTE and statewide CTE employment rates declined in 2020, most likely due to Covid. Nonetheless, COS CTE employment rates consistently exceed statewide CTE employment rates.

The furlough category was added in 2020 due to Covid.

How may hours per week are employed CTE students working?

Response	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
40 or more hours	71.7%	68.5%	65.2%	67.6%	68.4%	67.7%	68.2%	67.7%	70.1%	68.4%
20 - 39 hours	19.0%	20.8%	25.6%	20.7%	21.4%	21.8%	21.2%	21.4%	18.7%	20.8%
Less than 20 hours	9.3%	10.7%	9.2%	11.7%	10.2%	10.5%	10.6%	10.9%	11.2%	10.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Full-time employment rate comparisons between COS and the State have flipped between 2017/18 and 2019/20. In 2017/18, COS CTE full-time employment rates were higher. In 2019/20, statewide CTE full-time employment rates were higher.

How many employed CTE students secured a job that is closely related to their program of study?

Response	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Very Close	43.2%	46.6%	45.3%	47.9%	45.6%	44.4%	44.5%	45.7%	45.3%	44.9%
Close	24.6%	25.3%	24.3%	22.5%	24.2%	24.8%	25.3%	25.5%	25.5%	25.3%
Sub-Total, Close/Very	**67.8%**	**71.9%**	**69.6%**	**70.4%**	**69.9%**	**69.2%**	**69.8%**	**71.2%**	**70.8%**	**70.2%**
Not Close	**32.2%**	**28.1%**	**30.4%**	**29.6%**	**30.1%**	**30.8%**	**30.2%**	**28.8%**	**29.2%**	**29.8%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Except in 2018, statewide CTE students were more likely than COS CTE students to be employed in a field close to or very close to their field of study, but the gap is relatively small in 2020.

How many months did it take for CTE students to find a job?

Response	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Less than 1 month	27.0%	29.5%	34.6%	29.9%	30.1%	26.5%	26.8%	28.5%	28.4%	27.5%
1 to 3 month	45.3%	45.1%	41.7%	39.4%	43.1%	40.7%	43.4%	42.5%	41.9%	42.1%
Sub-Total, 3 months or less	**72.3%**	**74.6%**	**76.3%**	**69.3%**	**73.2%**	**67.2%**	**70.2%**	**71.0%**	**70.3%**	**69.6%**
4 to 6 months	15.1%	13.9%	10.2%	16.2%	13.9%	18.4%	17.4%	16.5%	17.3%	17.4%
7 or more months	12.6%	11.5%	13.5%	14.5%	13.0%	14.5%	12.4%	12.5%	12.4%	13.0%
Sub-Total, 4 months or more	**27.7%**	**25.4%**	**23.7%**	**30.7%**	**26.8%**	**32.9%**	**29.8%**	**29.0%**	**29.7%**	**30.4%**
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.1%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Prior to 2020, COS CTE students tended to find employment more quickly than statewide CTE students. That's not the case in 2020. Whether that's a function of Covid is not clear.

Median hourly wage before and after CTE program -- All students.

Median Hourly Wage	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Before	$13.00	$13.00	$13.33	$13.93	$13.29	$15.00	$15.00	$15.00	$16.03	$15.24
After	$20.00	$22.00	$21.50	$22.75	$21.48	$21.00	$23.00	$23.33	$25.00	$23.01
$ Change	$7.00	$9.00	$8.17	$8.82	$8.19	$6.00	$8.00	$8.33	$8.97	$7.77
% Change	54%	69%	61%	63%	62%	40%	53%	56%	56%	51%

Although before and after wages for COS CTE students are less than before and after wages for statewide CTE students, COS CTE wage gains are higher, particularly on a percentage basis.

Median hourly wage before and after CTE program -- Transfer students.

in 2017, represents 29% of COS respondents and 35% of State respondents.
in 2018, represents 33% of COS respondents and 34% of State respondents.
in 2019, represents 37% of COS respondents and 41% of State respondents.
in 2020, represents 43% of COS respondents and 41% of State respondents.

Note the significant increase over time in transfer rates for COS CTE students.

Median Hourly Wage	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Before	$12.00	$13.00	$12.00	$13.00	$12.51	$13.00	$14.00	$14.00	$15.00	$14.01
After	$18.00	$23.75	$15.00	$21.00	$19.45	$18.50	$20.00	$20.00	$22.00	$20.14
$ Change	$6.00	$10.75	$3.00	$8.00	$6.93	$5.50	$6.00	$6.00	$7.00	$6.13
% Change	50%	83%	25%	62%	55%	42%	43%	43%	47%	44%

The yearly wage gain data for COS is potentially unstable due to small sample sizes. Over the four-year time period, however, wage gains for COS CTE transfer students exceeded wage gains for statewide CTE transfer students.

Median hourly wage before and after CTE program -- Non-transfer students

In 2017, represents 71% of COS respondents and 65% of State respondents.
In 2018, represents 67% of COS respondents and 66% of State respondents.
In 2019, represents 63% of COS respondents and 59% of State respondents.
in 2020, represents 57% of COS respondents and 59% of State respondents.

Since COS CTE transfer rates are increasing over time, the percentage of COS CTE students going straight to employment is decreasing.

Median Hourly Wage	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Before	$14.00	$13.00	$15.00	$14.00	$13.97	$15.00	$16.00	$16.00	$18.00	$16.17
After	$21.00	$22.00	$26.00	$24.50	$23.10	$22.50	$25.00	$25.00	$27.00	$24.75
$ Change	$7.00	$9.00	$11.00	$10.50	$9.13	$7.50	$9.00	$9.00	$9.00	$8.58
% Change	50%	69%	73%	75%	65%	50%	56%	56%	50%	53%

The yearly wage gain data for COS is potentially unstable due to small sample sizes. Over the four-year time period, however, wage gains for COS non-transfer students have exceeded wage gains for statewide non-transfer students.

Median wage gain before and after CTE program -- Fit between program and job attained.

Median Wage Gain	2017 COS	2018 COS	2019 COS	2020 COS	2017-20 COS	2017 State	2018 State	2019 State	2020 State	2017-20 State
Very close	$7.58	$11.20	$8.25	$9.57	$9.10	$6.90	$8.00	$8.50	$10.00	$8.29
Close	$4.00	$3.00	$3.29	$5.00	$3.80	$4.00	$5.00	$5.00	$5.50	$4.85
Not close	$1.00	$2.50	$2.75	$3.75	$2.41	$2.00	$2.40	$2.75	$3.00	$2.52

Small COS sample sizes potentially impact yearly comparisons to statewide data. Over the four-years, dollar gains for COS CTE students employed in a job closely related to their field of study are higher than for similar statewide CTE students.

The Median Wage Gains in this table are not directly comparable to the $ Change differences between Before and After Wages in the above tables. This table shows the median of each individual student wage gain. The tables above show the differences between overall Median Before and After Wages.

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS

To: Christian Anderson and Francisco Banuelos, Co-Chairs, Institutional Program Review Committee (IPRC)
From: Dr. Mehmet "Dali" Ozturk, Dean, Research, Planning and Institutional Effectiveness

Date: February 10, 2021
Subject: 2020 Program Review Audit Report

District-wide feedback is valued and it is integral to our improvement efforts at the College of the Sequoias (COS). Members of the institutional Program Review Committee (IPRC) were asked to participate in the 2020 Program Review Audit. This Audit provided the members of IPRC the opportunity to evaluate and provide feedback on the program review narratives for specific units. The evaluations and feedback from the IPRC members are valuable for the continuous improvement efforts at COS.

Attached for your review and use, is the 2020 Program Review Audit Report.

The survey report only provides results in the aggregate so that the privacy of the respondent is protected. Disclosure of the personally identifiable information to unauthorized parties violates the Family Education Rights & Privacy Act (FERPA). This report includes comments/responses to open-ended questions and may include sensitive information. **It is expected that employees/administrators exercise the privilege of using such data/information with care and integrity, and protect the confidentiality and privacy of individuals.** Please use this information only for its intended purpose and handle it in a professional and careful manner as required by the District's General Ethical Standards (COS AP 3050). If the survey results and comments indicate that there may be a personnel issue that requires attention, **please contact your immediate supervisor** and Human Resources (HR), as appropriate.

The Office of Research, Planning and Institutional Effectiveness is happy to provide assistance with interpretations of the survey results, if needed. For additional survey data and analysis, please submit a Data/ Research Request Form: http://www.cos.edu/About/Research/Pages/Data-Request-Form.aspx

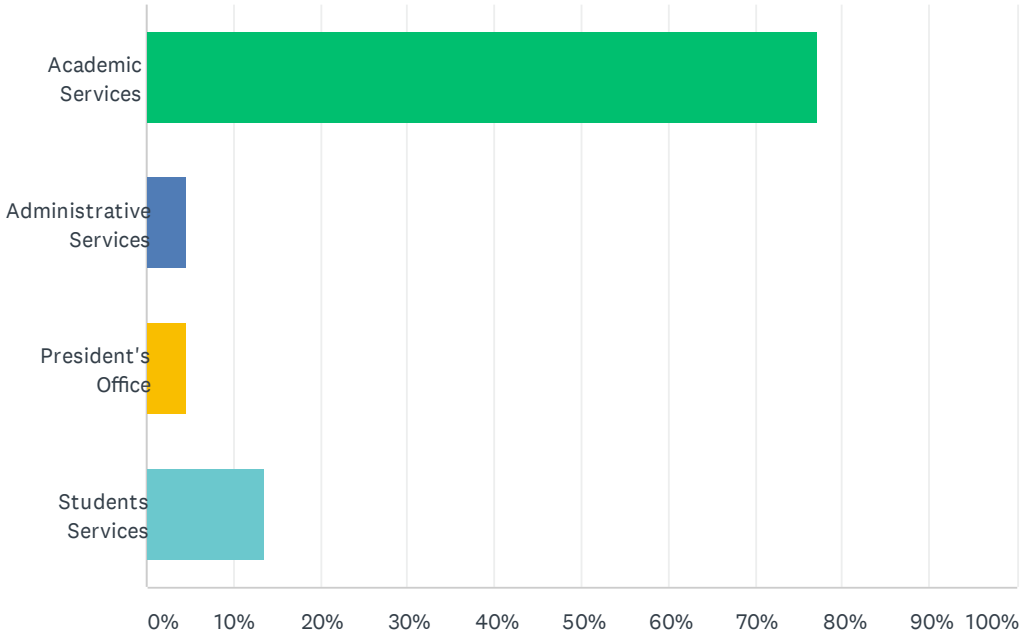
Sincerely,

Dali

Dr. Mehmet "Dali" Ozturk
Dean, Research, Planning and Institutional Effectiveness

Q2 Select an Area to audit/evaluate:

Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Academic Services	77.27%	34
Administrative Services	4.55%	2
President's Office	4.55%	2
Students Services	13.64%	6
TOTAL		44

Q3 Select an Academic Unit to audit/evaluate:

Answered: 34 Skipped: 10

ANSWER CHOICES	RESPONSES	
Accounting	0.00%	0
Administration of Justice	0.00%	0
Ag Management	0.00%	0
Ag Technology	5.88%	2
Agriculture	0.00%	0
American Sign Language	5.88%	2
Animal Science	0.00%	0
Anthropology	0.00%	0
Architecture	0.00%	0
Art	0.00%	0
Astronomy	0.00%	0
Automotive Technology	0.00%	0
Biology	0.00%	0
Business	0.00%	0
Chemistry	0.00%	0
Child Development	0.00%	0
Cinema Arts	0.00%	0
Communication	0.00%	0
Computer	0.00%	0
Computer Science	0.00%	0
Construction Technology	0.00%	0
Cosmetology	0.00%	0
Culinary	0.00%	0
Dance	0.00%	0
Drafting	5.88%	2
Drama	0.00%	0
Earth Science	0.00%	0
Economics	0.00%	0
Education	0.00%	0
Electrician Training	0.00%	0
Electronics	0.00%	0
Emergency Medical Technician	0.00%	0

Engineering	5.88%	2
English	5.88%	2
Environment Control Technology	5.88%	2
ESL	5.88%	2
Ethnic Studies	5.88%	2
Fashion	0.00%	0
Fire Technology	0.00%	0
Geography	0.00%	0
Geology	5.88%	2
Graphic Design	0.00%	0
Health and Wellness	0.00%	0
History	5.88%	2
Human Services	0.00%	0
Industry and Technology	0.00%	0
Information and Technology	0.00%	0
Intercollegiate Athletics	0.00%	0
Journalism	0.00%	0
Kinesiology	0.00%	0
Learning Resource Center	0.00%	0
Linguistics	5.88%	2
Mathematics	5.88%	2
Music	0.00%	0
Nursing	0.00%	0
Nutrition	5.88%	2
Ornamental Horticulture	0.00%	0
Paralegal	5.88%	2
Pharmacy Technician	0.00%	0
Philosophy	0.00%	0
Physical Education	0.00%	0
Physical Sciences	5.88%	2
Physical Therapy Assistant	0.00%	0
Physics	5.88%	2
Plant Science	0.00%	0

Police Science	0.00%	0
Political Science	0.00%	0
Psychology	0.00%	0
Sociology	0.00%	0
Spanish	0.00%	0
Sports Medicine	5.88%	2
Veterinary Technician	0.00%	0
Welding	0.00%	0
Work Experience	0.00%	0
Writing Center	0.00%	0
TOTAL		34

Q4 Select an Administrative Unit to audit/evaluate:

Answered: 2 Skipped: 42

ANSWER CHOICES	RESPONSES	
Fiscal Services	100.00%	2
Food Services	0.00%	0
Technology Services	0.00%	0
Training Resource Center	0.00%	0
TOTAL		2

Q5 Select a President's Office Unit to audit/evaluate:

Answered: 2 Skipped: 42

ANSWER CHOICES	RESPONSES	
Foundation	100.00%	2
Human Resources	0.00%	0
Public Information	0.00%	0
Research, Planning, and Institutional Effectiveness	0.00%	0
TOTAL		2

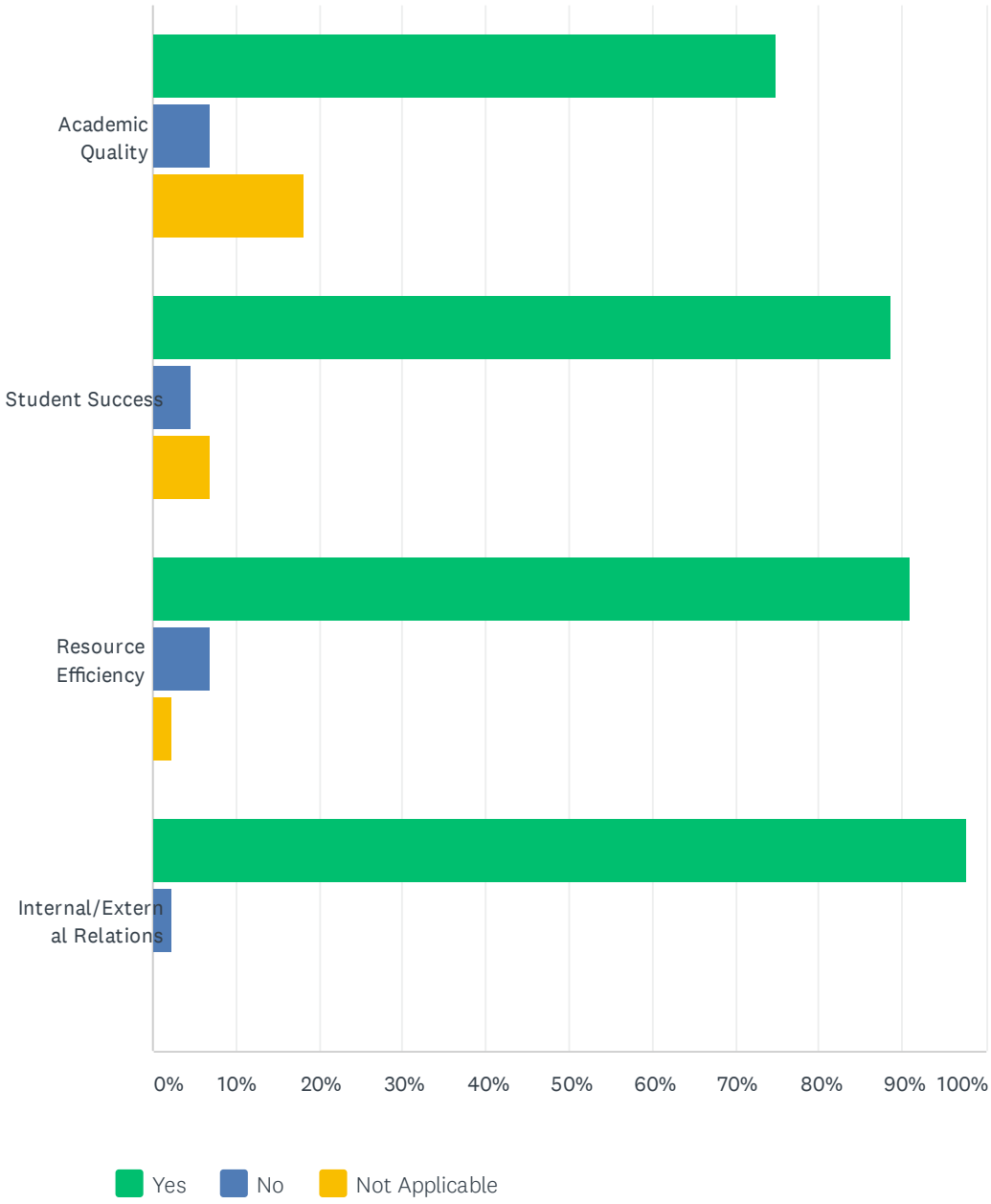
Q6 Select a Student Services Unit to audit/evaluate:

Answered: 6 Skipped: 38

ANSWER CHOICES	RESPONSES	
Admissions and Records	33.33%	2
Articulation	0.00%	0
Access and Ability Center - Learning Skills	0.00%	0
Counseling	0.00%	0
District Police	0.00%	0
Dual Enrollment	0.00%	0
EOPS	0.00%	0
Financial Aid	0.00%	0
Health Center	0.00%	0
Student Activities Affairs	33.33%	2
Student Success Center	0.00%	0
Transfer Career Center	33.33%	2
Veterans	0.00%	0
Welcome Center	0.00%	0
TOTAL		6

Q7 Does the Unit address elements of institutional effectiveness in its discussion of the Unit's strengths?

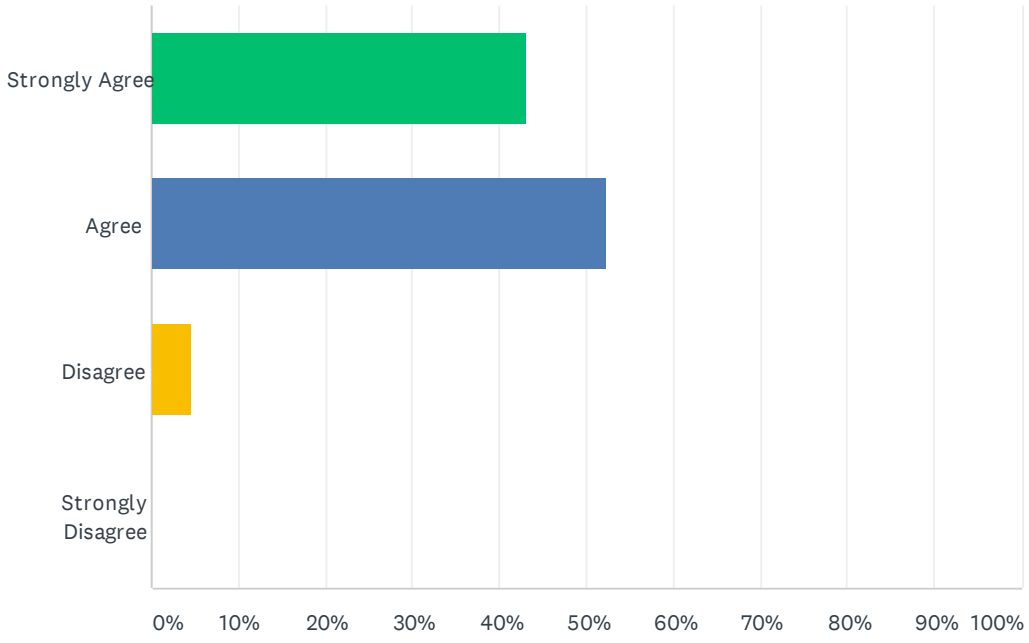
Answered: 44 Skipped: 0



	YES	NO	NOT APPLICABLE	TOTAL
Academic Quality	75.00% 33	6.82% 3	18.18% 8	44
Student Success	88.64% 39	4.55% 2	6.82% 3	44
Resource Efficiency	90.91% 40	6.82% 3	2.27% 1	44
Internal/External Relations	97.67% 42	2.33% 1	0.00% 0	43

Q8 The Unit utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths?

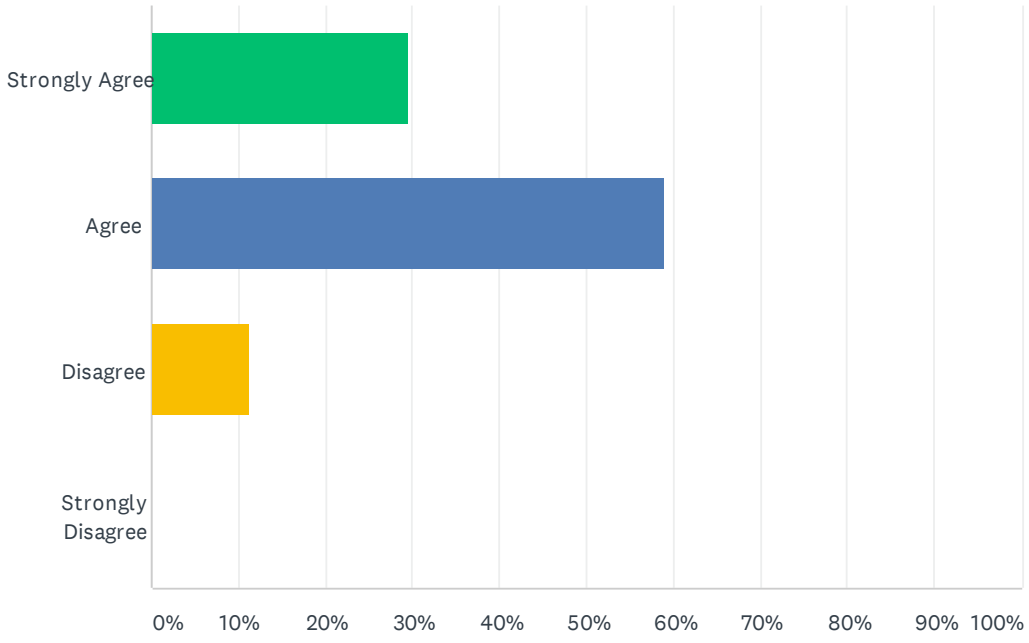
Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	43.18%	19
Agree	52.27%	23
Disagree	4.55%	2
Strongly Disagree	0.00%	0
TOTAL		44

Q9 The Unit utilizes/analyzes quantitative and/or qualitative data to support its conclusions regarding needed improvements?

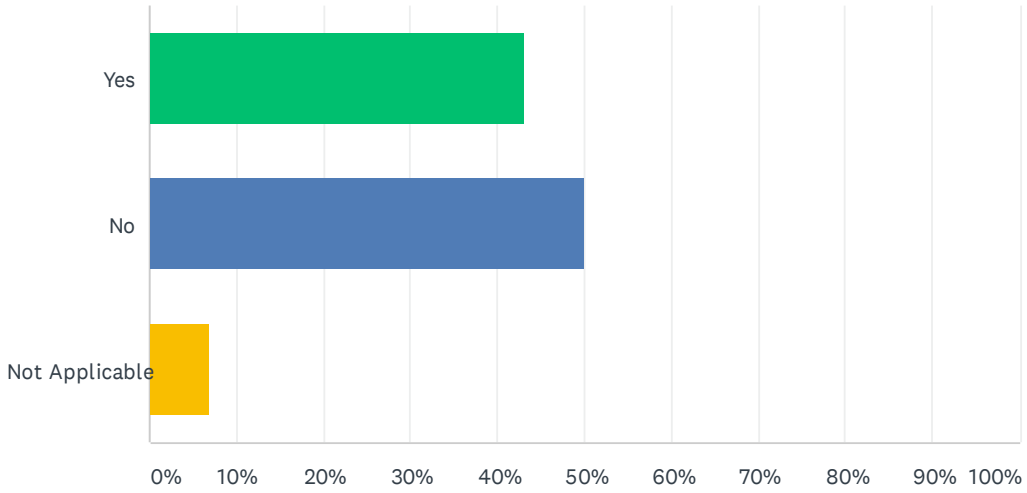
Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	29.55%	13
Agree	59.09%	26
Disagree	11.36%	5
Strongly Disagree	0.00%	0
TOTAL		44

Q10 Did the Unit assess disaggregated data of any kind? (race/ethnicity, gender, instructional mode, campus, etc.)

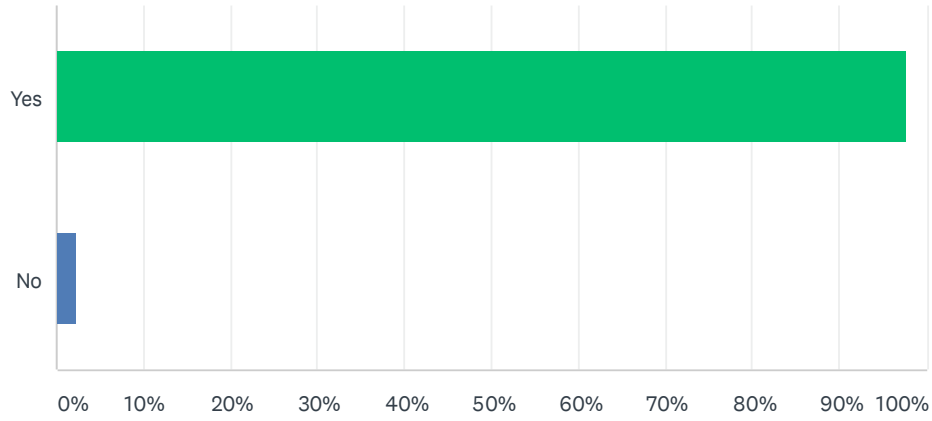
Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	43.18%	19
No	50.00%	22
Not Applicable	6.82%	3
TOTAL		44

Q11 Do the needed improvements follow logically from an analysis of achievement and assessment data and/or identified external opportunities/challenges?

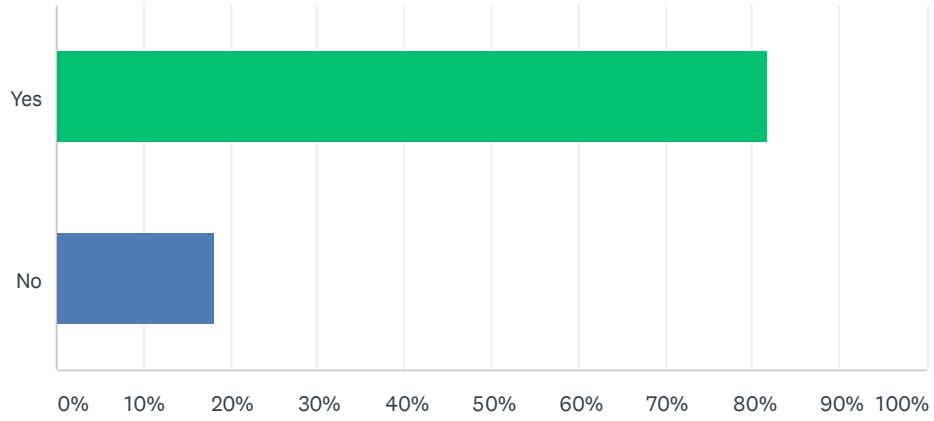
Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	97.73%	43
No	2.27%	1
TOTAL		44

Q12 Does the Unit address all applicable outcome levels in their discussion of overall outcome achievement?

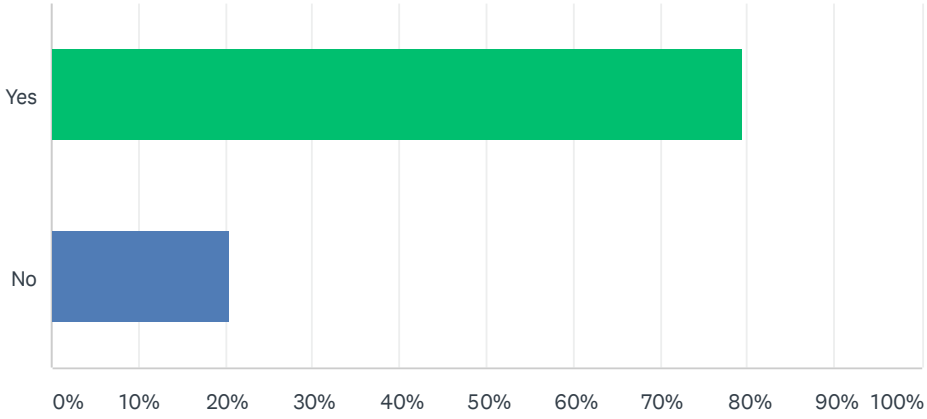
Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	81.82%	36
No	18.18%	8
TOTAL		44

Q13 Are changes based on outcome achievement grounded in the Unit's assessment data and/or the Unit's identified strengths or weaknesses?

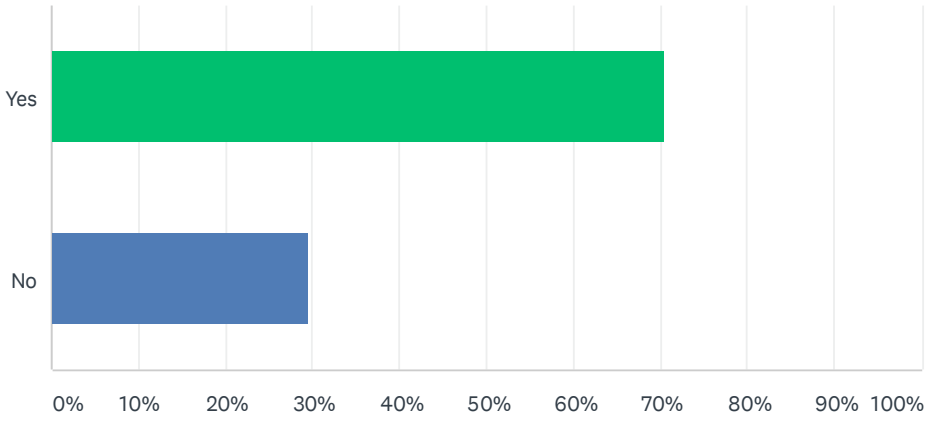
Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	79.55%	35
No	20.45%	9
TOTAL		44

Q14 Does the Unit evaluate its outcomes cycle of assessment (rather than simply provide a description of the cycle)?

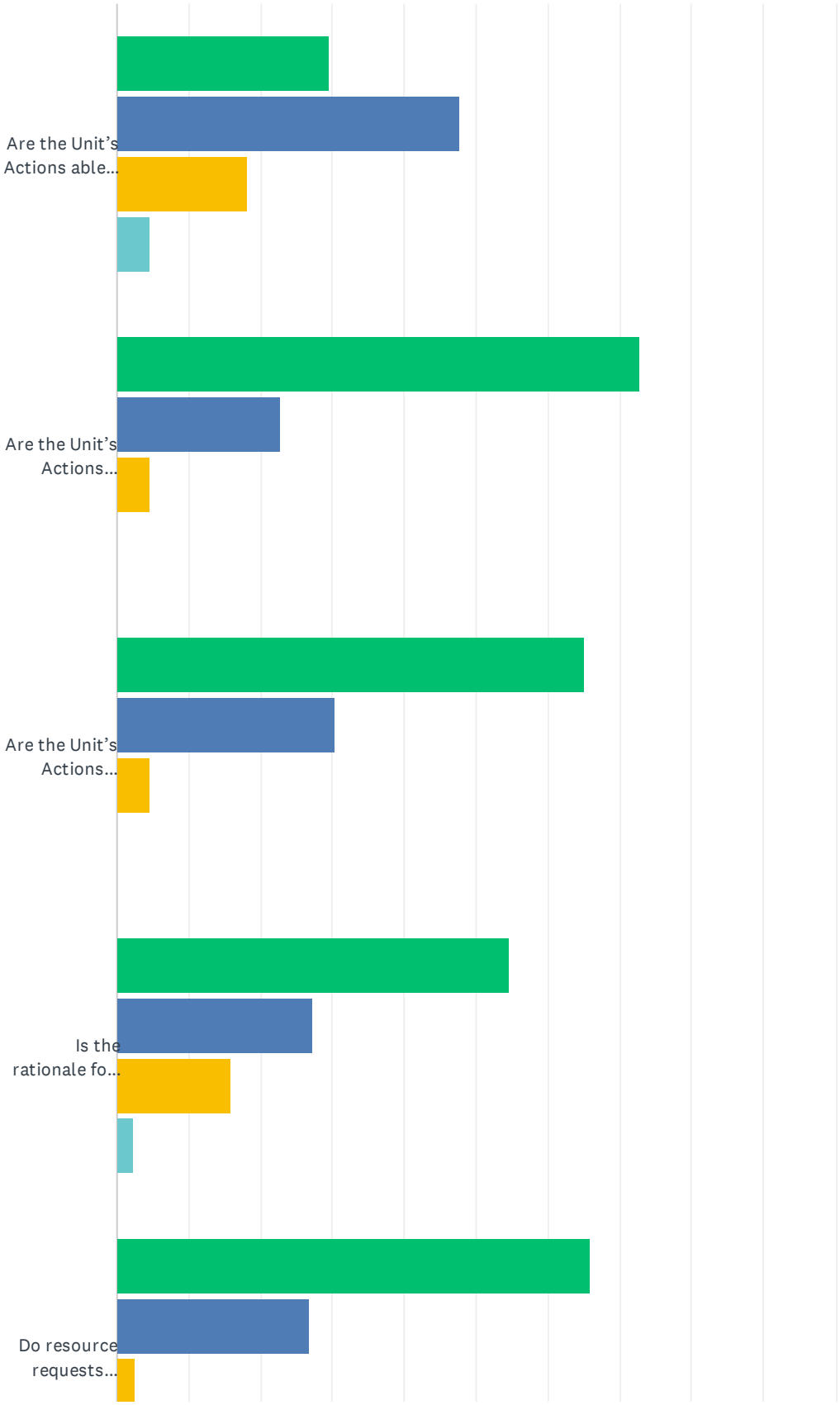
Answered: 44 Skipped: 0



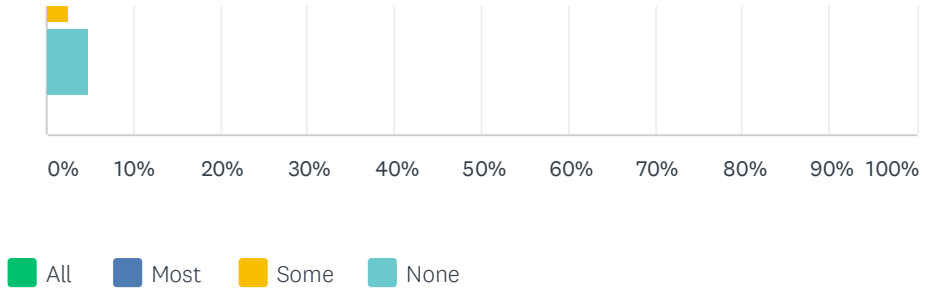
ANSWER CHOICES	RESPONSES	
Yes	70.45%	31
No	29.55%	13
TOTAL		44

Q15 Rate the Unit's Actions:

Answered: 44 Skipped: 0



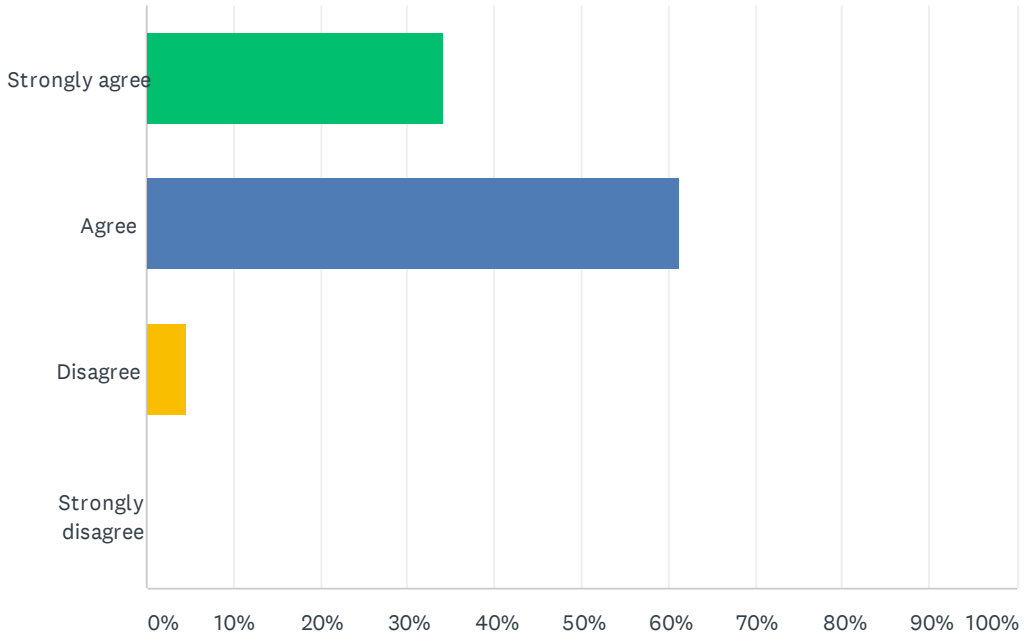
Program Review Audit 2020



	ALL	MOST	SOME	NONE	TOTAL
Are the Unit’s Actions able to be completed in one year?	29.55% 13	47.73% 21	18.18% 8	4.55% 2	44
Are the Unit’s Actions specific?	72.73% 32	22.73% 10	4.55% 2	0.00% 0	44
Are the Unit’s Actions measurable?	65.12% 28	30.23% 13	4.65% 2	0.00% 0	43
Is the rationale for each of the Unit’s Actions clearly connected to the Unit’s strengths, needs and/or challenges?	54.55% 24	27.27% 12	15.91% 7	2.27% 1	44
Do resource requests clearly support the Action(s) that they are linked to (if applicable)?	65.85% 27	26.83% 11	2.44% 1	4.88% 2	41

Q16 Overall, the Unit appropriately uses data analysis and interpretation to support its claims and/or conclusions?

Answered: 44 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	34.09%	15
Agree	61.36%	27
Disagree	4.55%	2
Strongly disagree	0.00%	0
TOTAL		44

COS
RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS

DATE: August 9, 2021

TO: COS Institutional Program Review Committee

FROM: Dr. Mehmet "Dali" Öztürk, Dean, Research, Planning & Institutional Effectiveness

RE: 2021 Standard Metrics & Data for Program Review

The 2021 Standard Metrics and additional data are now available for program reviews.

For Academic Units, the Office of Research, Planning & Institutional Effectiveness has uploaded the following four standard data elements to TracDat/Nuventive:

- **Success Rate** (Letter grades A, B, C, P/all grades issued **excluding EWs**)
- **FTES** (Full-Time Equivalent Student)
- **FTEF** (Full-Time Equivalent Faculty)
- **Productivity** (FTES/FTEF Ratio)

Each Program Review Unit can access its standard data in the TracDat 'Document Repository.' Please see screenshot below for an example of where you can locate the standard data in TracDat.

These standard data elements will serve as the basis for the program reviews. However, additional data is available!

In order to align with the COS 2021-2025 Strategic Plan, the Program Review Committee added the following language to the Annual Program Summary prompts: "Please include disaggregated data wherever appropriate in your analysis. Examples may include the analysis of success rates by race and ethnicity, enrollment patterns by campus, etc." Aligned with this new prompt, the Research Office has improved and updated the ***Program Review Dashboard***. This dashboard includes the standard data elements found in TracDat, supplemental data tables, and quick tips about using the data effectively.

Specifically, the ***Program Review Dashboard*** allows users to disaggregate course success rates (including and excluding EWs), census enrollments, withdrawal rates, and excused withdrawal rates by race/ethnicity, gender, instruction method, campus location, unit load, parent education level, and sexual orientation as well as enrollment, athlete, access/ability service, foster youth, PELL recipient, EOP&S, Veteran, Puente, TRIO, CalWorks, CARE, AB540, and homeless statuses.

Users may select up to three of these filters at a time to explore intersectionality, which allows for better insight into equity gaps at the District, department, or course level. For example, success rates of Hispanic females in online courses can be produced by selecting race/ethnicity in Group 1, gender in Group 2, and instructional method in Group 3. Additionally, census enrollments of Multi-

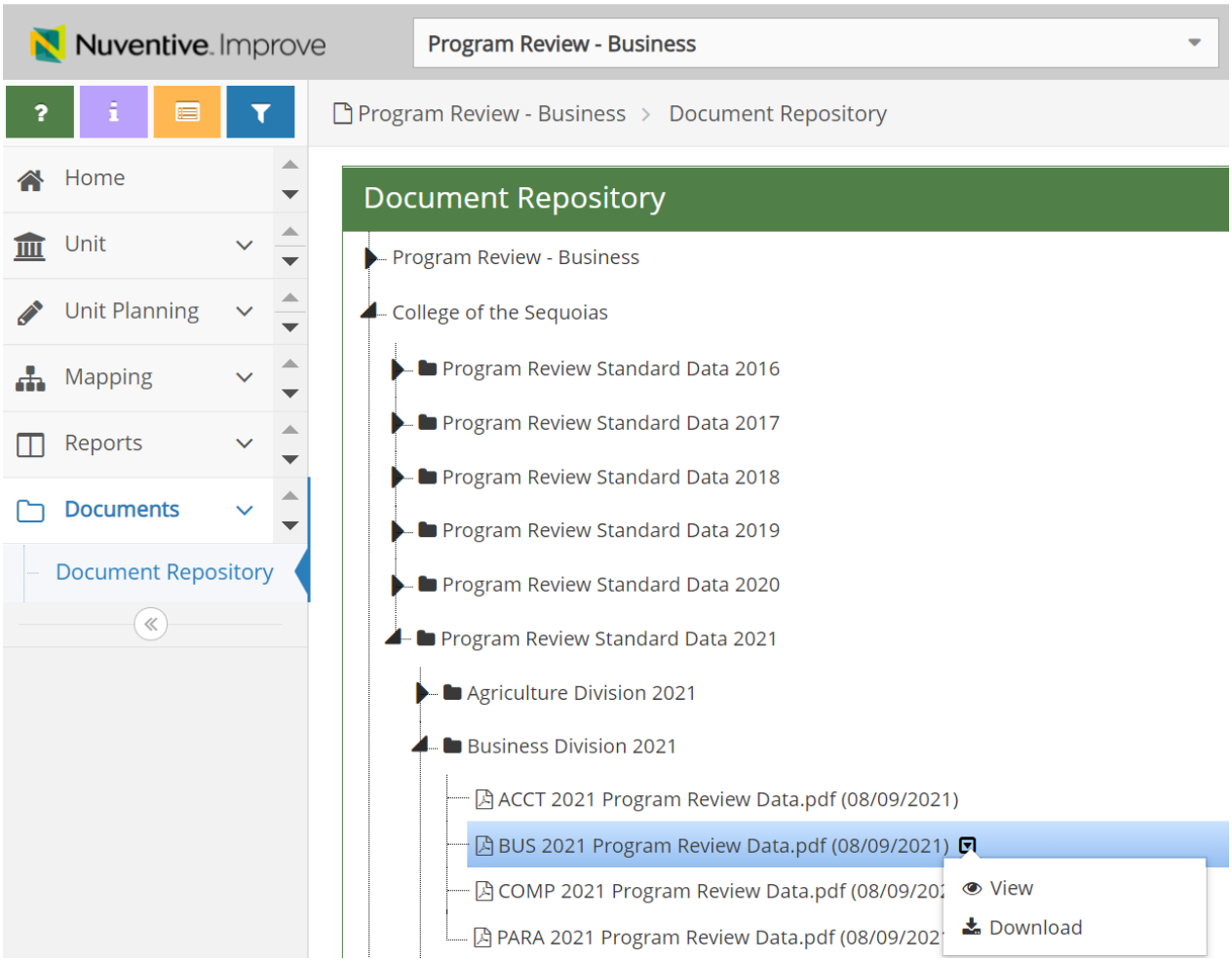
ethnicity, LGB+ students in online or hybrid courses can be produced by selecting race/ethnicity in Group 1, sexual orientation in Group 2, and instructional method in Group 3.

Please note that due to the increase in EWs resulting from the COVID-19 pandemic, inclusion of EW grades may result in decreased success rates and increased withdrawal rates, while exclusion of EW grades may result in increased success rates.

The supplemental data included in the ***Program Review Dashboard*** is to help you answer the following question: Are the outcomes/results equitable for all locations, instructional methods, demographic groups, etc.? When analyzing your program level data, you may also want to ask these questions: How has the data changed over time? How does the success rate compare to the institution-set standard or any aspirational/stretch goals?

If you need District-level data, you are encouraged to visit the COS Giant Fact Book and Chancellor's Office Data Mart. If you need additional data, please feel free to submit a ***data request***. All of these resources are available in the links below.

- COS Giant Dashboards https://www.cos.edu/dashboard
- COS Giant Fact Book http://www.cos.edu/Factbook
- Chancellor's Office Data Mart http://datamart.cccco.edu
- COS Data Request Form http://www.cos.edu/Research


Nuventive Improve
Program Review - Business
Program Review - Business > Document Repository
Home
Unit
Unit Planning
Mapping
Reports
Documents
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Document Repository
Program Review - Business
College of the Sequoias
Program Review Standard Data 2016
Program Review Standard Data 2017
Program Review Standard Data 2018
Program Review Standard Data 2019
Program Review Standard Data 2020
Program Review Standard Data 2021
Agriculture Division 2021
Business Division 2021
ACCT 2021 Program Review Data.pdf (08/09/2021)
BUS 2021 Program Review Data.pdf (08/09/2021)
COMP 2021 Program Review Data.pdf (08/09/202
PARA 2021 Program Review Data.pdf (08/09/202
View
Download

Welcome to the COS Giant Dashboards!

INTRODUCTION TO COS GIANT DASHBOARDS

Welcome to the COS Giant Dashboards! The Giant Dashboards provide data to inform and support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, accreditation needs, and other areas that directly support the District mission. They serve as a quick and a convenient source of information about the College of the Sequoias and are updated periodically as data becomes available. We welcome your questions, comments and suggestions about the content, format, definitions, and calculations utilized in the dashboards. If you have any questions, comments, suggestions or concerns regarding the dashboards, please contact the Office of Research, Planning, and Institutional Effectiveness.

LIST OF COS GIANT DASHBOARDS

Program Review and Planning Dashboard (/_layouts/15/FIXUPREDIRECT.ASPX?WebId=4c1be7a3-28f3-40e9-8a72-c56dd8ff2d40&TermSetId=5c7e4347-a5ca-4613-b7f7-a6a4c7ecb0fc&TermId=f784096c-f9e0-4d40-b01a-93fcce76922a) – This is a comprehensive dashboard that functions as a one-stop-shop for your academic program planning needs. This dashboard allows users to explore the standard academic program data metrics prescribed by the Institutional Program Review Committee (IPRC). This dashboard contains metrics assessing faculty growth, success rates, excused withdrawal

rates, program majors, awards and recipients, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio metrics. The top five most offered courses are displayed for quick analysis. Users can explore equity data in other tabs, such as race/ethnicity, gender, enrollment status, unit load, campus location and instructional method.

AB705 English Dashboard (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/AB705EnglishDashboard - This interactive dashboard allows users to explore data metrics and outcomes related to the AB 705 requirement, to maximize the likelihood of a student completing transfer-level coursework in English within a one year timeframe. Users can conduct customized analyses and assessments by disaggregating data by groups, such as gender, race/ethnicity, enrollment status, unit load, among others. By default, the dashboard illustrates the District totals.

AB705 Quantitative Reasoning Dashboard (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/AB705QRDashboard/Suc - This interactive dashboard allows users to explore data metrics and outcomes related to the AB 705 requirement, to maximize the likelihood of a student completing transfer-level coursework in Quantitative Reasoning within a one year timeframe. Users can conduct customized analyses and assessments by disaggregating data by groups, such as gender, race/ethnicity, enrollment status, unit load, among others. By default, the dashboard illustrates the District totals.

Awards, Recipients, and Majors Dashboard (/_layouts/15/FIXUPREDIRECT.ASPX?WebId=4c1be7a3-28f3-40e9-8a72-c56dd8ff2d40&TermSetId=5c7e4347-a5ca-4613-b7f7-a6a4c7ecb0fc&TermId=c305923b-ce4f-4887-a9fa-ddee160b92dd) - This dashboard allows users to interactively explore awards (degrees and certificates) and the recipients of those awards. Users can disaggregate District level data by gender, and race/ethnicity. Users can also explore awards and recipients for specific departments as well as the volume of declared majors for their department.

Student Support Services Survey Dashboard (2019) (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/COSStudentSupportServ This dashboard allows users to interactively explore the 2019 Student Support Services Survey data (Mother Lode Survey). The dashboard allows users to disaggregate survey data by campus location, gender, race/ethnicity, unit load, first-generation, and enrollment status.

Student Support Services Survey Dashboard (2021) (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/StudentSupportServices2021/Intro) - This dashboard allows users to interactively explore the Student Support Services Survey data from the 2021 distribution (Mother Lode Survey). The dashboard allows users to disaggregate survey data by campus location, gender, race/ethnicity, unit load, and enrollment status.

PRIVACY AND CONFIDENTIALITY REMINDER

Please be aware that the dashboard data is only reported in the aggregate so that the privacy of the respondent is protected. Disclosure of the personally identifiable information to unauthorized parties violates the Family Education Rights & Privacy Act (FERPA (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)). The dashboards may include sensitive information. Therefore, information pertaining to small groups is suppressed and denoted with an asterisk. It is expected that employees/administrators exercise the privilege of using such data/information with care and integrity, and protect the confidentiality and privacy of individuals. Please use this information only for its intended purpose and handle it in a professional and careful manner as required by the District's General Ethical Standards (COS AP 3050 (/en-us/Governance/Board/BoardPolicies/Documents/AP%203050%20-%20Institutional%20Code%20of%20Ethics.pdf)). If there are any issues with the dashboard or the data presented in the dashboard, please contact the Office of Research, Planning, and Institutional Effectiveness.

CONTACT FOR CONSULTATION OR ASSISTANCE

The Office of Research, Planning and Institutional Effectiveness is happy to provide consultation or assistance with the use of the dashboards or interpretation of the data, if needed. We highly encourage you to submit a Data/Research Request (/en-us/Research/Pages/Ad-Hoc-Data-and-Research-Requests.aspx) form for consultation or additional data analyses.

Critical Thinking & Life Skills Outcome Assessment Report

Outcomes Assessment Committee
Report Prepared by: Dr. Sarah Harris, Outcomes Assessment Coordinator
College of the Sequoias, Fall 2021

Summary

This report presents the results of the Outcomes and Assessment Committee's assessment of the Institutional Learning Outcomes "Critical Thinking" and "Life Skills." The committee assessed these outcomes using a district-wide survey and a series of faculty workshops. Survey results show aggregate agreement above 80% on all ILO measures, but first-time students do report a lower level of confidence in their ability to use mathematical methods for problem solving than other enrollment groups. Faculty participants in direct assessments were able to discuss, develop and deliver assignments for both ILOs. Although the O&A committee has tried multiple methods to recruit participants in direct, qualitative assessments, these sample sizes remain low.

Introduction

Each academic year, following an established five-year cycle, the Outcomes and Assessment Committee (OAC) conducts an assessment of one of the District's five Institutional Learning Outcomes (ILO). In 2019 - 2020, the OAC designed an assessment of the Critical Thinking ILO: "Students, informed by their academic experience, will assume the responsibilities of citizenship." The assessment was then completed in Spring 2020. In 2020 - 2021, the OAC designed and assessment of the Life Skills ILO: "Students will take responsibility for their own well-being through effective self-management practices, as well as developing respect for diverse practices of others." This assessment was completed in Spring 2021. This report summarizes the assessment design, results, and committee recommendations.

Institutional Planning and Accreditation

Assessment of ILOs is a key component of District planning for improvement. Assessment results are presented annually to faculty and students for dialogue and discussion, including the presentation of results to governance groups. Data from this report was presented to faculty during convocation and professional development workshops, and is scheduled for presentation to the Academic Senate and Instructional Council in 2022.

Assessment is also a key component of accreditation. Assessment of student learning outcomes is a component of ACCJC Accreditation Standards for Assuring Academic Quality and Institutional Effectiveness (IB), Institutional Integrity (IC), and Instructional Programs (IIA). Standards related to this report include, but are not limited to:

> *I.B.1*: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
>
> *I.B.6*: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

II.A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Methods

Results from the 2016 – 2017 assessment of the Research & Decision Making ILO included the recommendation that future ILO assessment should continue to include a multiple methods approach, and also allow multiple methods for student participation where possible. The OAC committee therefore designed a two-part assessment process to assess subsequent ILOs, consisting of qualitative survey items and a direct assessment with a smaller sample size. The results of the Civic Engagement assessment indicated that "faculty training is needed to make the ILO more clearly present across course and program outcomes," and that convenience sampling may be necessary to increase overall participation in direct assessments, which have been consistently low. In order to increase use of results for improvement for the Critical Thinking and Life Skills ILO the committee developed a direct assessment focused on faculty professional development workshops, and opened participation to all interested faculty.

Indirect Assessment: Survey Items

In 2016-2017, OAC members composed two survey items for each of the five ILO's, to be added to the District-wide Student Support Services Survey distributed to students every two years. Survey items were designed as Agree/Disagree statements on a 4-point Likert scale from "Strongly Agree" to "Strongly Disagree," in alignment with other items on the survey. Questions were composed and revised by committee members with input and feedback from the Office of Research, Planning, and Institutional Effectiveness (RPIE). Question items are listed in the table below with their corresponding ILO (See Table I).

Table I: Student Support Services Survey ILO Question Items

Q25: Please indicate your level of agreement with the following statements regarding your learning experience at COS:	
I listen to the positions of other people and incorporate them into my own arguments when it is appropriate to do so.	Communication
I am able to adjust my communication to a variety of audiences and purposes.	Communication
I can use information from the research resources available at COS to complete my assignments.	Research & Decision Making
I consider multiple perspectives when evaluating information.	Research & Decision Making
My experiences at COS encouraged me to participate as a responsible citizen in my community (volunteering, political advocacy, and/or community-based activities).	Civic Engagement
I am aware of issues that affect my community.	Civic Engagement
I have successfully used mathematical methods to solve problems or interpret information.	Critical Thinking/ Problem Solving/

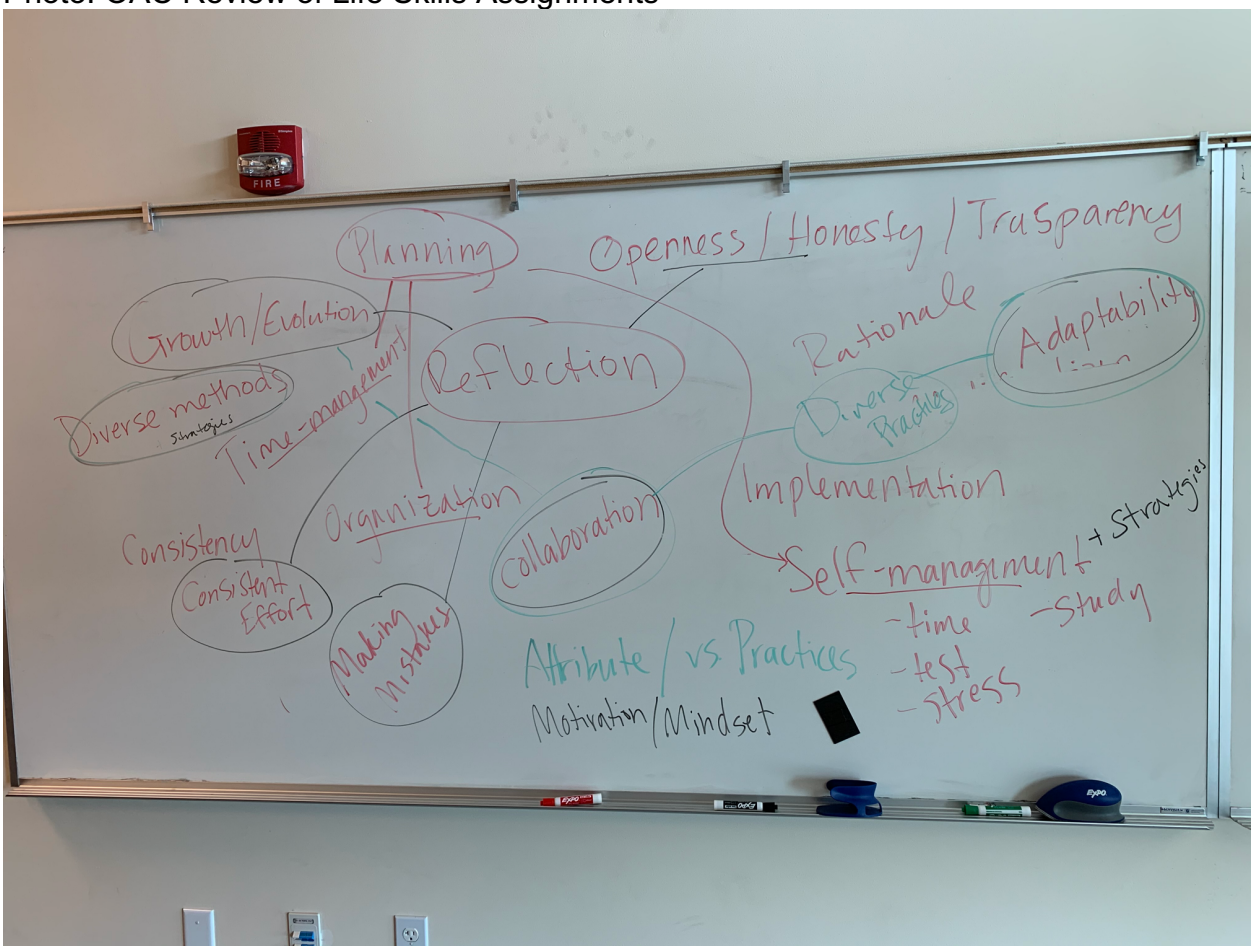
	Analysis
I am able to analyze complex problems and recommend possible solutions.	Critical Thinking/ Problem Solving Analysis
I interact respectfully with people whose beliefs, values, and opinions are different from my own.	Life/ Interpersonal Skills
I regularly practice good time-management and study habits.	Life/ Interpersonal Skills

Direct Assessment: ILO Workshops

To more directly align ILO assessment with institutional improvement and faculty development, the OAC created a two-part assessment workshop. Participants were recruited from full-time faculty via the District's collectively bargained process for professional development workshops; participating faculty were required to attend two workshops for a total of 3 hours.

OAC committee members provided examples of assignments aligned to the ILO, then reviewed assignments to develop ILO-aligned rubrics (see Appendix A). These sample materials were provided to workshop participants via Canvas, along with training materials for each ILO.

Photo: OAC Review of Life Skills Assignments

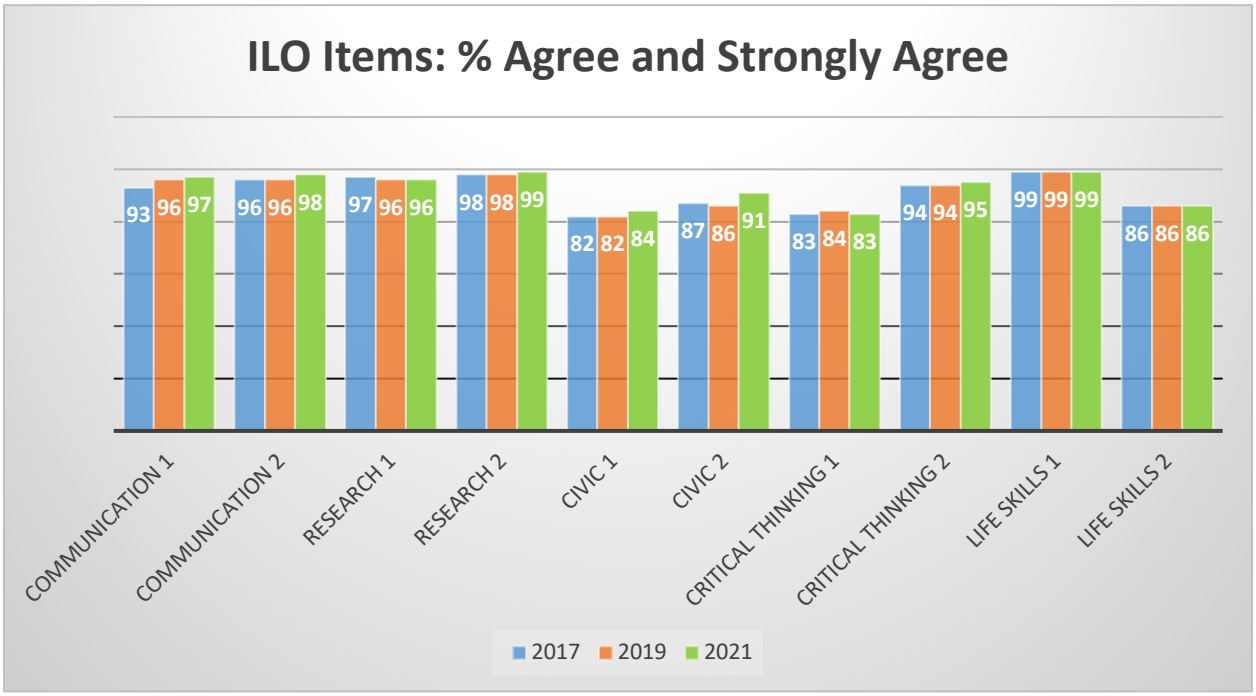


In the initial workshop, faculty learned about the ILO, reviewed the sample assignments and rubrics developed by the OAC, and considered how assignments could be developed in their own disciplines. Prior to the next workshop, faculty developed and submitted to Canvas an assignment aligned to the ILO, delivered the assignment in their classes, and submitted sample student work to Canvas. In the second workshop, faculty reviewed the submitted assignments, developed an updated assessment rubric, and assessed a small sample of student work. Faculty were then asked to present the results of the assessment for broader professional development at a convocation session.

Results

Indirect Assessment: Survey Items

To date the ILO items on the Student Support Services Survey have been distributed to District students three times: in the Spring semesters of 2017, 2019, and 2021. Overall survey responses were highly consistent across the three surveys, with all ILOs over 80% aggregate agreement (Agree and Strongly Agree). Of the critical thinking and life skills survey items, two were among the four items consistently below 90% agreement: "I have successfully used mathematical methods to solve problems or interpret information," and "I regularly practice good time-management and study habits."



Survey results were disaggregated using equity measures identified in the District's equity plan, including race/ethnicity, age, and gender. Results were also disaggregated by student status, first-generation status, and units attempted, with the goal of identifying any possible equity and/or system barriers to student learning and success. Where the number of respondents was less than ten, results were not reported to protect participants' privacy.

Results indicated high levels of agreement across all disaggregated survey results.

Tables: Disaggregated 2021 ILO Survey Results

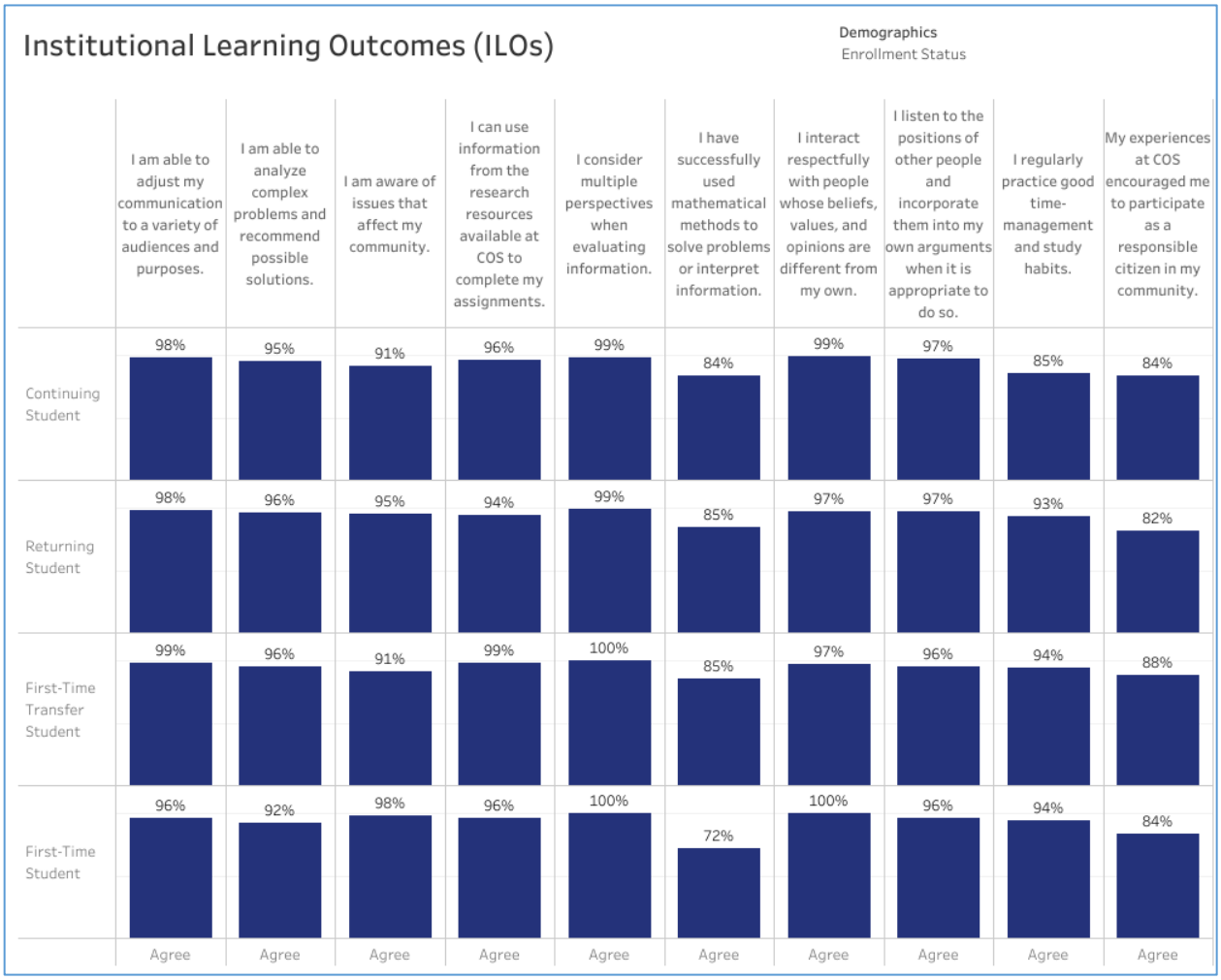
A: Race/Ethnicity

Institutional Learning Outcomes (ILOs)

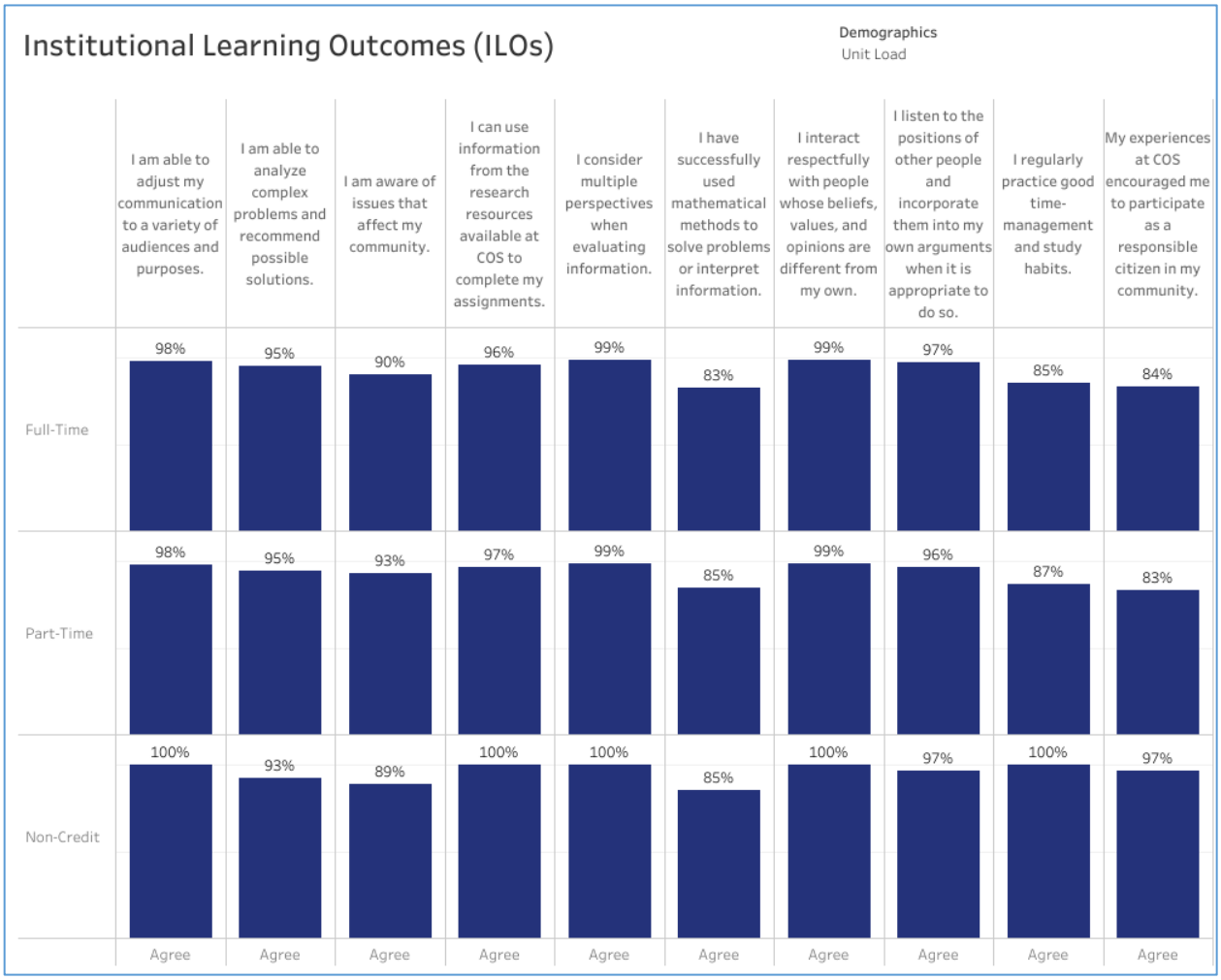
Demographics
Race

	I am able to adjust my communication to a variety of audiences and purposes.	I am able to analyze complex problems and recommend possible solutions.	I am aware of issues that affect my community.	I can use information from the research resources available at COS to complete my assignments.	I consider multiple perspectives when evaluating information.	I have successfully used mathematical methods to solve problems or interpret information.	I interact respectfully with people whose beliefs, values, and opinions are different from my own.	I listen to the positions of other people and incorporate them into my own arguments when it is appropriate to do so.	I regularly practice good time-management and study habits.	My experiences at COS encouraged me to participate as a responsible citizen in my community.
African-American	98%	96%	93%	96%	100%	80%	98%	96%	87%	76%
Asian	98%	95%	91%	98%	100%	93%	98%	95%	88%	82%
Filipino	100%	93%	85%	96%	93%	85%	100%	100%	85%	74%
Hispanic	98%	95%	91%	97%	99%	83%	99%	97%	88%	85%
Multi-Ethnicity	99%	96%	93%	97%	99%	88%	100%	98%	84%	85%
Native American	100%	100%	91%	100%	100%	73%	100%	91%	82%	73%
Unknown	100%	98%	96%	96%	100%	85%	100%	96%	86%	82%
White	98%	96%	93%	93%	98%	83%	99%	98%	83%	80%
	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree

B: Enrollment Status



C: Unit Load



Additional data disaggregation of ILO survey results is available via the COS Giant Dashboard: https://public.tableau.com/app/profile/college.of.the.sequoias/viz/StudentSupportServicesSurvey-2021/Intro

Direct Assessment: ILO Workshops

Critical Thinking ILO
Eight faculty members participated in the initial one-hour Critical Thinking workshop, held January 24, 2020. Faculty discussed the ILO and reviewed sample assignments. All participating faculty developed and submitted sample assignments in Canvas, however the second workshop (scheduled March 27, 2020) was cancelled due to the Covid-19 pandemic.

Life Skills ILO
Three faculty members participated in the two Life Skills ILO workshops. Due to the ongoing pandemic, workshops were held virtually. In the initial one-hour workshop, held February 19, 2021, faculty discussed the ILO and reviewed the sample rubric and assignments provided by the Outcomes Assessment committee.

Faculty created and submitted Life Skills assignments, then submitted a total of ~50 samples of student work.

In the second two-hour workshop, held April 23, 2021, faculty reviewed the created assignments and created an updated ILO rubric (see Appendix B).

Photo: Workshop Rubric Development Process

Faculty then used the developed rubric to assess three randomly-selected student samples during the workshop. Results indicated that all samples reviewed met the ILO, but sample size was too small to draw broad conclusions. Instead faculty discussed the assessment results, and made plans for improvement of their assignments.

Participating faculty then shared these ideas during a professional development session held during Fall 2021 convocation.

Discussion

Overall survey participation remains high, and disaggregation of results shows that students overall have confidence in their learning. Students are consistently confident in their ability to learn across most survey items and disaggregation categories, including race/ethnicity, gender, enrollment status and unit load. Some variation across categories is explained by very low sample size (e.g. Native American students), although these disparities remain worth exploring. One survey item under Critical Thinking which shows consistent difference is “I have used mathematical methods to solve problems or interpret information,” where first-time students consistently report lower agreement with this statement (72%) than first-time transfer, continuing, and returning students (84-85%). Because this item has been administered over time, it is likely that as students transition from first-time students to continuing, their overall

agreement with this measure increases, suggesting that student confidence in their ability to use mathematical problems for critical thinking increases as they enroll in and complete relevant course work at COS. Nevertheless this item may be worth additional exploration.

Despite various attempted methodologies for participant recruitment, overall participation in direct ILO assessments remains consistently low. The faculty development model shows promise for direct impact on student learning, in that faculty are able to discuss instruction and make concrete plans for improvement based on review and assessment of student work. However, overall participation will need to grow in order to draw generalizable conclusions from this work.

The results of this assessment were shared with faculty and discussed during Convocation and will be presented to the Academic Senate and Instructional Council. These discussions are reflected in the following section, which presents findings and recommendations.

Findings and Recommendations

1. Additional support and resources for first-time students as they enroll in mathematics courses.

   Student survey participants who are first-time students consistently report lower levels of confidence in their ability to solve problems using mathematical methods than other groups. It may be worth exploring ways to provide outreach/support to those students prior to their enrollment in math coursework, as continuing students show increased confidence in this measure, but these first-time students in particular may be more reluctant or hesitant to enroll in math courses in their first year.

2. Future ILO assessments should continue to include a multiple methods approach, but other changes are necessary to ensure broader participation in direct assessments.

   Though survey response rates are high, participation has been consistently low in direct assessments, whether through direct outreach to students or faculty. It is clear that a more targeted approach is necessary to ensure broad participation in institutional learning outcomes assessment, and to make the direct connection between ILO assessment and student learning clear and meaningful for students and faculty.

   Having completed a full assessment cycle for all five ILOs, the outcomes assessment committee has initiated an overall review of the ILOs, with the goal of strengthening their alignment to GE outcomes and growing overall participation in ILO and GE assessment.

WEBSITE:

Purpose and Mission:

The purpose of the Sequoias Community College District ("District") Web presence is to enhance access to and accessibility of information about the District's mission, academic, career and technical education programs, course offerings, specially funded programs, and student services. The District is committed to monitoring its Web pages to ensure consistency and compliance with the legal requirements regarding Fair Use and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Sec. 794d), and regulations as set forth in Part 4 of Title 3 of the Federal Code of Regulations. All District Web pages shall promote an image of integrity, professionalism and quality. The primary site and departmental sites within the primary site will have a consistent design to promote ease of navigation and a user-friendly environment.

Governance:

With the goal of projecting an image of the District as a leader in higher education, the Manager, Marketing and Public Relations and the Dean of Technology reviews the current and future state of the District's Web presence. Following the procedures detailed in AP 2410, the Manager, Marketing and Public Relations and the Dean of Technology will serve as the primary contact for any recommendations for plans, policies and procedures related to the District's Website. The Manager, Marketing and Public Relations and the Dean of Technology will submit suggested recommendations to the Senior Management Team for their review and discussion.

Home Page:

The District home page is the official portal to the District Website. The Manager, Marketing and Public Relations makes recommendations on the design of the home page, which includes, but is not limited to, the look and feel of the page, as well as the placement of links and advertisements. The Manager, Marketing and Public Relations oversees the content of the District home page and, in collaboration with the Webmaster, makes or recommends the appropriate content changes on the home page.

The District Webmaster is a professional IT staff member responsible for designing, developing, and/or maintaining the District Website. The Webmaster oversees implementation of Web policy and is the District Web architect, coordinating District Web publishing.

Types of Sites:

All sites and Web pages must adhere to the policies set forth in the copyright, Web accessibility, as well as to the commercial use sections referenced in these policies. The District provides Web space and Web authoring tools (see 4C guidelines on IT

software) for all members of the District community, as well as for student clubs and organizations. The District encourages creative and responsible expression on the Web. Websites are categorized as follows:

1. Course Websites
2. Department Websites
3. Faculty or Personal Websites
4. Student Clubs Organizations
5. Non-conforming Websites

In all cases above, the sites shall be subject to the policies stated herein.

Course Websites:
Faculty are encouraged to use the District's Learning Management System (LMS) (or another course management system utilizing a student authentication feature) to support their face-to-face and online courses. The District's Distance Education Coordinator (DEC) and Technology Services support faculty use of the LMS.

Faculty may want to develop a general course website to provide students with course information. Web pages and Websites associated with a course are controlled by the faculty member who teaches the course. Faculty retain copyright over material they create for their LMS course, and District may not reuse that material without the Faculty member's permission. Students may use a course Website to enhance their learning efforts and to explore the Internet, as may be needed to participate in the District's academic, career and technical programs. Guidelines on the development and maintenance of course Websites are provided below:

1. The faculty member will adhere to AP 4105 Distance Education.
2. The faculty member will not load and display student work without student consent.
3. The faculty member will monitor the students' use of the Website to ensure that they are following standard guidelines for system usage and communications.
4. The faculty member works in cooperation with the Distance Education Coordinator and the Webmaster to ensure that the site does not negatively affect the overall security and performance of the District network.
5. The faculty member will ensure that the contents of the sites are within the guidelines set forth below, and do not contain any material that may be considered offensive or inappropriate to the District's site.
6. Students are obliged to adhere to the laws of copyright and the policies stated below. Students are strictly forbidden to obtain and install on the Website any music/video or music/video duplication from sources outside the District without previous approval of the publishing source. Such material found on any course Website will be removed without notice. Disciplinary measures, including individual expulsion, may be imposed upon any student violating this policy.
7. The faculty shall review student Web pages and/or sites prior to posting of student material or review student posted materials within ten days of posting.

The District agrees that student work is the property of the student, and makes no claim to the contents of student work. The use of course Websites provided for student classroom support is short-term. At the end of a class period, such as the end of a semester or teaching cycle, the material is removed from the server, and access to the server for individual students is also removed.

Department Websites:
The District encourages all student services, academic and administrative departments to establish and maintain a Web presence. A staff member shall be designated as responsible for maintaining and updating the department Website. All departments must conform to the official District Website design, with the exception of those sites approved under the non-conforming site section. The Content Management System (CMS) is available for all departments.

The departmental home page is the opening or main entrance to a department/office Website and the department Website is a collection of Web pages including the home page. These pages must conform to the official District Website design.

Faculty or Personal Websites:
Faculty or personal Websites are developed and maintained by individuals within the District community for purposes of self-expression, communication and information related to their work at the District.

The contents of faculty or personal Websites are the sole responsibility of the individual. The District maintains licensed Web development tools (SharePoint designer) for creating faculty or personal Websites.

Student Clubs and Organizations:
Official student clubs and organizations are permitted to create Websites to provide information about their programs, services, and events. Student Senate has approval procedures for student clubs and organizations that wish to have a web presence. When an organization is no longer registered with Student Senate, the organization's Website will be removed. The contents of student club and organization Websites are the sole responsibility of the individual club or organization.

Each student club or organization Website must contain contact information, including that of the advisor. Each Website must also have a faculty sponsor who, in collaboration with the Student Senate office, is responsible for reviewing and approving the content of the organization's pages. Student clubs or organizations must complete the District Student Organization Web Account application. This application may be submitted via email. It is important to maintain a valid contact name, as the responsibility of maintaining these sites changes every semester.

Other Websites:
The Manager, Marketing and Public Relations and the Dean of Technology in coordination with Senior Management, has the responsibility of reviewing and approving

requests for a non- conforming Website. Examples of non-conforming Websites include third-party applications Websites or pages. These sites are the sole responsibility of the owner. These applications will be pointed to as external pages.

In the event that a department is approved to create a truly unique Website without using the official, approved template(s), the department will take full responsibility for its creation, accessibility to persons with disabilities, and maintenance. However, certain critical elements must be present, including but not limited to the following:

1. Web pages must contain a link to return to the main District home page.
2. Web pages must contain the date of the last revision of the page.
3. To ensure the most up-to-date information, Web pages that provide users with information on course offerings or descriptions should provide links to the online schedule and catalog information, rather than duplicating it.
4. Materials on the Websites will comply with the recommendations contained in the most recent version of "Distance Education: Access Guidelines for Students with Disabilities," provided by the State Chancellor's Office (http://www.htctu.fhda.edu/publications/guidelines/distance_ed/disted.htm).
5. Web pages will include the following link at the bottom of the page: *Report Accessibility Issues to Webmaster (this link will send an email to the Webmaster).*

User Access and Privileges:

1. Members of the District community who wish to develop and publish a Website are responsible for maintaining the integrity of the site and must conform to the Web publishing guidelines and policy.
2. Departments interested in developing and publishing a Website will designate a faculty or staff member who will hold primary responsibility for the department's page. Departments are responsible for providing the Webmaster with an end date for user access and privileges and for notifying the Webmaster of the end date.
3. Individuals who are assigned the responsibility of creating Web pages or Websites for a department or office must first be authorized by their department head or supervisor. These individuals will play the role of Web publisher/editor.
4. District students, faculty and staff members must read and agree to the terms and conditions contained within the District computer use policy (BP 3720).
5. Users uploading content and graphics to a District Web page are responsible for ensuring that copyrights are respected and accessibility guidelines are followed.

Content:

The District intends to provide accurate, timely, and unbiased information. However, the District cannot guarantee the currency, accuracy, or quality of information stored on its systems. Furthermore, the District cannot accept responsibility for the information listed on or archived in other systems to which links from the District systems may point.

Such links are provided as a convenience, and do not imply endorsement by the

District. The District reserves the right to reject or remove from any District Web server materials that are outdated, erroneous or misleading, illegal, unethical, or detrimental to the mission and operations of the District.

Comments, suggestions, and corrections regarding information on the site are welcome. Please email the District Webmaster and include the full Web address (URL) of the page(s) you reference.

Web Accessibility:
The District is committed to web accessibility for persons with disability, as evidenced by Administrative Procedure 5141. All District web pages will adhere to the standards mandated by Section 508 of the Rehabilitation Act of 1973.

All web pages must include the following link at the bottom of the page: *Report Accessibility Issues to Webmaster (this link will send an email to the webmaster).*

When an accessibility issue is reported, corrective actions will be taken in a timely manner.

Accessibility guidelines, such as those listed below are included in ~~college~~ **District** Web development training and workshops.

Accessibility Resources:

- World Wide Web Consortium - Web Accessibility Initiative
- Access Board's Guide to Section 508
- Distance Education Access Guidelines for Students with Disabilities
- District Accessible Media – Website Accessibility webpages
- District Distance Education and Website Accessibility Checklist

Copyright:
With appropriate notice, individual District employees and students may retain copyright of their creative work, which would be considered that individual's intellectual property.

The copyright of any other content, including commissioned work, residing on the District servers and infrastructure belong to the District.

In cases where a District Web page contains references to, or incorporates material of any kind remote from District and copyrighted by others not related to District, the following procedures must be observed:

1. Permission to use the material must be obtained in writing from the copyright source and filed with the Webmaster. This requirement for permission does not apply to information linked to another site.

2. A copyright notice must be included in any location on a District Website where this material is displayed.

Commercial Use of Website:
The District Website is maintained as an information source and as a communication medium exclusive to District students, faculty and staff. It does not provide a commercial presence; it does not solicit any product or service of a commercial nature, or the services of individuals or any other for-profit or for-marketing entity. Advertising for non-District ventures is not permitted. The District Web Presence adheres to the Corporation for Education Network Initiatives in California (CENIC) Acceptable Use Policy.

Review of Website Contents:
Academic, student services and administrative departments that have a Website on the District server will maintain it by periodically inspecting the sites and pages to ensure that the information is up-to-date, accurate, and compliant with Section 508 recommendations and the District Website Policy. Faculty will maintain their individual Web pages. Faculty and division chairs needing assistance in maintaining or updating their Web pages may contact the Webmaster.

All District Websites/pages are subject to review by the Manager, Marketing and Public Relations and/or the Dean of Technology. If changes are required, a report will be made to the division chair or department manager upon completion of the review. Those departments with Web pages that do not adhere to the guidelines and policies will be given a set deadline to make the changes. If left uncorrected past the deadline, the site/pages and links to pages will be removed.

When a student club or organization is no longer registered with Student Affairs, the organization's Web presence will be removed.

Adjunct faculty or personal Websites/pages will be removed by the Webmaster when notified by the division chair or manager.

Should the responsible parties wish to appeal a correction notice or removal of site contents, they may submit such an appeal in writing to the Dean of Technology Services for referral to Senior Management. Senior Management will review the pertinent facts and return a decision, which may include instructions for modification of the site. Such review and instructions will occur in a timely manner. Should the responsible parties wish to appeal the decision and/or directions of Senior Management, they may submit an appeal in writing to the Superintendent/President who has final authority.

Disclaimer:
The District makes reasonable effort to ensure that the content of servers provided by the District is used in the best interests of the college and its programs, and is not intentionally offensive to the average user. However, the District accepts no responsibility for the use of the Internet by individuals for any purpose that can be construed as abusive, profane, harassing, or sexually offensive to the average person. Any infringement of copyright laws and any posting of obscene, harassing, or

threatening materials on the District Web site are prohibited, and may subject the author to investigation of local, state, national, and international laws and litigation, and to district disciplinary action, up to and including expulsion (student) or termination (employee).

The following disclaimer must appear on all personal Web pages:

> *"The views and opinions expressed in these pages are strictly those of [the page author]. The content of these pages has not been reviewed or approved by the District."*

Privacy Information provided to the District:
The District respects the privacy of every individual who visits our Website, requests information, or responds to the District's promotions. The District will not collect any personally identifiable information, such as names, addresses, telephone numbers, or email addresses unless provided by users voluntarily. The District collects provided information for the following purposes, unless otherwise stated:

- The District will use it to contact individuals and respond to requests for information.
- The District may store and process the information to better understand individuals' needs and to ascertain how the District can improve its Website and services.
- The District will not give or sell individual information to an outside company for use in marketing or solicitation.
- The District will maintain the confidentiality of personal information.

Information Collected Automatically:
In addition to the information provided to the District when users request information, the District may automatically collect information about users that is not personally identifiable. Examples of this type of information include:

- The computer's Internet browser, operating system, and IP address.
- The navigation path, including the domain name of the Website that linked to the District site and which site pages were visited.
- When viewing a District Website, cookies may be stored on the user's computer. However, these cookies will not be used to collect personal information about the user. Questions regarding this privacy policy should be emailed to the Manager, Marketing and Public Relations.

Related Policies and Laws:

- Digital Millennium Copyright Act
- Using Information Technology Resources at Sequoias CCD [BP 3720]
- District Security Policy [AP 3720]
- District Intellectual Property Policy [BP 3715]
- SharePoint Governance Plan
- Section 508 of the Rehabilitation Act of 1973
- California Government Code: Section 11135

Definitions:
The District Webmaster is a professional IT staff member responsible for designing, developing, and/or maintaining the District Website. The Webmaster oversees implementation of Web policy and is the District Web architect, coordinating District Web publishing.

Adopted: June 19, 2013
Revised: January 10, 2022

College of the Sequoias | Welcome

cos.edu/en-us

Apps | Eventbrite | Manag... | USBank | COS Master Agree... | FEC | Campaign Mo... | Research | IPEC | Avaya Cloud Office | EIS | Other bookmarks

Visalia Campus | Tulare Campus | Hanford Campus | Online Learning | MyGiant

COS
COLLEGE OF THE SEQUOIAS

Catalog | Bookstores | About Us | Community & Workforce | AskCOS / FAQs | Cancelled Classes | Class Search | Board Agendas | Contact

ACADEMIC PROGRAMS & CLASSES | ADMISSIONS & AID | STUDENT SUPPORT | STUDENT LIFE | LIBRARY / LRC | TRANSFER & CAREER

Click here for registration videos. Questions? Contact 559-730-3700

Commencement Live Stream @ 5PM & 8 PM | 2022 Commencement Program

HOW TO APPLY
PREGUNTAS EN ESPAÑOL

FINANCIAL AID

REGISTRATION

CLASS SEARCH

@COS

MONDAY, MAY 23

Class Search

Today's Cancelled Classes

Athletics Schedule

Dates & Deadlines

COS Calendar

NEWS WORTHY

COVID-19 Remote/Online Resources...

07.13.2021

Redistricting Sequoias Community...

SOCIAL MEDIA

Registration for Fall 2022 is OPEN 💻 Apply and take amazing classes for FUN 🍌 Learn how to cook with our Culinary Program 🍊 You don't have to be a culinary major ➡️ https://t.co/4iFFTZ1ZU2 🌳 #cosgiant https://t.co/89wa41o1jg

COS on Twitter

Posted 3 hours ago

Registration for Fall 2022 is OPEN 💻 Apply and take amazing classes for FUN 🍌 Learn how to cook with our Culinary Program 🍊 You don't have to be a culinary major ➡️ COS.EDU/Apply 🌳 #cosgiant

COS on Facebook

Posted 3 hours ago

GIANT things are happening at COS!

Your GIANT first step to success! A2MEND!

WELCOME to the GIANT family 🏛 We could not be more thrilled to have you back on

Registration for Fall 2022 is OPEN 💻 Apply and take amazing classes for FUN 🍌 Learn how to cook with our Culinary Program 🍊 You don't have to be a culinary major ➡️ COS.EDU/Apply 🌳 #cosgiant

COS on Instagram

Posted 3 hours ago

It's the Monday before Summer

MORE

ADMIN & STAFF SUPPORT | CAREER OPPORTUNITIES | TELL A GIANT | GOVERNANCE | BOND MEASURES | FISCAL | STUDENT SUCCESS SCORECARD | ACCREDITATION

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Visalia Campus - 915 S. Mooney Blvd., Visalia, CA. 93277 | 559-730-3700
Hanford Educational Center - 925 13th Ave., Hanford, CA. 93230 | 559-583-2500
Tulare College Center - 4999 East Bardsley Avenue, Tulare, CA. 93274 | 559-688-3000

COS
COLLEGE OF THE SEQUOIAS

Curriculum Committee

The Curriculum Committee is responsible for submitting, reviewing, approving and cataloging COS's curriculum. While most of that work takes place within the District's Curriculum Management System and during CC meetings, there is a need for training members, archiving materials, documenting meetings and policies, and accessing resources pertinent to curriculum development. This website serves as the virtual handbook and policy manual for the COS Curriculum Committee. For the COS Curriculum Currency Review Schedule (https://public.tableau.com/profile/sarah.harris5400#%21/vizhome/COSCurriculumCurrencySchedule/Sheet1), see the link or view the monthly currency reports available in the meeting materials below.

Meetings

Selected Academic Year: 2021-2022

Select	Date	Details
●	5/4/2022	
○	4/6/2022	
○	3/2/2022	
○	2/2/2022	
○	12/1/2021	
○	11/3/2021	
○	10/6/2021	
○	9/1/2021	

Course Outlines of Record

Area: Art

Name

Area of Study : Art (39)

Name

ART 177 - 2018 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 177 - 2018.pdf)

ART 179 - 2018 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 179 - 2018.pdf)

ART 176 - 2017 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 176 - 2017.pdf)

ART 142_ Intermediate Studio Arts - 2018 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 142_ Intermediate Studio Arts - 2018.pdf)

ART 111_ Beginning Gallery Exhibition - 2019 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 111_ Beginning Gallery Exhibition - 2019.pdf)

ART 112_ Interm. Gallery Exhibition - 2019 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 112_ Interm. Gallery Exhibition - 2019.pdf)

ART 016_ Intermediate Printmaking - 2019 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 016_ Intermediate Printmaking - 2019.pdf)

ART 001_ Art Appreciation - 2019 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 001_ Art Appreciation - 2019.pdf)

ART 002_ Art History_Ancient-Gothic - 2019 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 002_ Art History_Ancient-Gothic - 2019.pdf)

ART 003_ Art History_Gothic-Modern - 2019 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 003_ Art History_Gothic-Modern - 2019.pdf)

ART 008_ Drawing Fundamentals - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 008_ Drawing Fundamentals - 2020.pdf)

ART 009_ Drawing Composition - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 009_ Drawing Composition - 2020.pdf)

ART 032_ Beginning 3-D Design - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 032_ Beginning 3-D Design - 2020.pdf)

ART 033_ Intermediate 3-D Design - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 033_ Intermediate 3-D Design - 2020.pdf)

ART 043_ Beginning Studio Painting - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 043_ Beginning Studio Painting - 2020.pdf)

ART 044_ Intermediate Studio Painting - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 044_ Intermediate Studio Painting - 2020.pdf)

ART 049_ Beginning Figure Drawing - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 049_ Beginning Figure Drawing - 2020.pdf)

ART 050_ Intermediate Figure Drawing - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 050_ Intermediate Figure Drawing - 2020.pdf)

Name

ART 061_ Beg. Handbuilding Ceramics - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 061_ Beg. Handbuilding Ceramics - 2020.pdf)

ART 062_ Interm. Handbuilding Ceramics - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 062_ Interm. Handbuilding Ceramics - 2020.pdf)

ART 064_ Interm. Wheel-Thrown Ceramics - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 064_ Interm. Wheel-Thrown Ceramics - 2020.pdf)

ART 141_ Beginning Studio Arts - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 141_ Beginning Studio Arts - 2020.pdf)

ART 180_ Intro Digital Photo - Fine Art - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 180_ Intro Digital Photo - Fine Art - 2020.pdf)

ART 015_ Beginning Printmaking - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 015_ Beginning Printmaking - 2020.pdf)

ART 023_ Introduction to Digital Art - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 023_ Introduction to Digital Art - 2020.pdf)

ART 122_ Intermediate Screen Printing - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 122_ Intermediate Screen Printing - 2020.pdf)

ART 063_ Beg. Wheel Thrown Ceramics - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 063_ Beg. Wheel Thrown Ceramics - 2020.pdf)

ART 130_ Digital Printmaking - 2020 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 130_ Digital Printmaking - 2020.pdf)

ART 007_ Advanced Color and Design - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 007_ Advanced Color and Design - 2021.pdf)

ART 004_ Art of Ancient America_ Meso - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 004_ Art of Ancient America_ Meso - 2021.pdf)

ART 025_ Digital Imaging for Artists - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 025_ Digital Imaging for Artists - 2021.pdf)

ART 066_ Beginning Sculpture - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 066_ Beginning Sculpture - 2021.pdf)

ART 067_ Intermediate Sculpture - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 067_ Intermediate Sculpture - 2021.pdf)

ART 151_ Independent Study for Art - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 151_ Independent Study for Art - 2021.pdf)

ART 121_ Beginning Screen Printing - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 121_ Beginning Screen Printing - 2021.pdf)

Name

ART 006_ Color and Design - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 006_ Color and Design - 2021.pdf)

ART 178_ Beginning Plate Lithography - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 178_ Beginning Plate Lithography - 2021.pdf)

ART 070_ Color Theory - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 070_ Color Theory - 2021.pdf)

ART 005_ Art Ancient America_ S America - 2021 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Outlines/ART 005_ Art Ancient America_ S America - 2021.pdf)

Documents of Selected Meeting

Name	Document Purpose
Associate of Science in Liberal Arts in Health Science Pathways (/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Associate of Science in Liberal Arts in Health Science Pathways.pdf)	
Currency Report AY22-23_MAY22 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Currency Report AY22-23_MAY22.xlsx)	
Curriculum Agenda 5.4.22 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Curriculum Agenda 5.4.22.pdf)	
Curriculum Committee EOY Report SP22 (/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Curriculum Committee EOY Report SP22.pdf)	
Curriculum Committee- Governance Survey Results 2022[40] (/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Curriculum Committee- Governance Survey Results 2022[40].pdf)	
Curriculum Committee Meeting Minutes - 04.06.22 - DRAFT (/en-us/Governance/Academic-Senate/Curriculum-Committee/Documents/Curriculum Committee Meeting Minutes - 04.06.22 - DRAFT.docx)	Minutes

ART 006: COLOR AND DESIGN

Proposer:

Name:	Email:
Matthew Rangel	matthewra@cos.edu

Effective Term:
Fall 2022

Credit Status:
Credit - Degree Applicable

Subject:
ART - Art

Course Number:
006

Catalog Title
Color and Design

Catalog Description
This is a basic course in art with a primary purpose of familiarizing the students with elements and principles of design and history. It includes the fundamental concepts of line, value, color, shape/form, space, texture, and color in two dimensions. Students will research works of art in all forms including, but not limited to, fine art, graphic art and popular media. Students will develop, through lectures and discussions, design and color projects and oral and written assignments. Students will learn design vocabulary to cultivate intellect, imagination, sensibility and sensitivity, and respond subjectively as well as objectively to aesthetic experiences.

Method of Instruction:
Distance Education
Laboratory
Lecture and/or Discussion

Course Units/Hours:

Course Units Minimum:
3

Lecture Hours Minimum (week)
1.5

Lab Hours Minimum (week)
4.5

Total Contact Hours Minimum (semester)
105

Total Outside Hours Minimum (semester)
52.5

Total Student Learning Minimum Hours (semester)
157.5

Repeatability:
No

Open Entry/Exit:
No

Field Trips:
Not Required

Grade Mode:
Standard Letter

TOP Code:
100200 - Art

SAM Code:
E - Non-Occupational

Course Content

Methods of Assessment:
Essay quizzes or exams
Oral presentations
Portfolio Evaluation
Problem solving assignments or activities
Problem solving quizzes or exams
Project
Short answer quizzes or exams
Skill demonstrations
Written essays or extended papers

Course Topics:

	Course Topics
1	Translation of ideas and visual experiences into images using both formal and conceptual approaches.
2	Organizing principles of two dimensional art including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.
3	Evaluation and critique of examples of two dimensional art from various cultures, historical periods, and aesthetic sensibilities.
4	Dynamic relationships of two dimensional elements and organizing principles.
5	Problem solving visual exercises that develop two dimensional awareness and require exploration and manipulation of the basic two dimensional elements.
6	Introduction and development of skills using a variety of media.
7	Fundamental theoretical concepts and terminology common to all two-dimensional art activities, including the six basic elements of design: line, value, color, shape/form, texture, and space.
8	Examination of contemporary trends, materials, and approaches in two dimensional art.
9	Critical evaluation and critique of class projects.
10	Written assignments in which students must clearly articulate comprehension of the basic elements and principles of two dimensional art.

Course Objectives:

	Course Objectives
1	discuss the intellectual and subjective considerations and aesthetic decisions an artist might have made, that lead to a better understanding of the interrelationship between the self and the creative arts.
2	examine contemporary trends, materials, and approaches in two-dimensional art.
3	translate ideas and visual experience into images using both formal and conceptual approaches.
4	independently produce visual compositions and problem-solving projects that successfully incorporate the basic elements and organizing principles of two-dimensional art.
5	examine, compare and analyze historical and contemporary examples of two-dimensional art, within a global context.
6	make individual aesthetic decisions and judgments related to their own artwork.
7	demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.

8	discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art.
9	discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.
10	skillfully use a variety of artistic materials, techniques and tools.

Course Outcomes:

	Course Outcomes
1	Value and Monochromatic: Students will be able to manipulate the art element of Value to produce distinctly different values of a given color.
2	Elements and Principals of Design Vocabulary Skills: Students will be able to analyze two-dimensional art by using appropriate vocabulary and terminology.
3	Basic Applied Color Theory: Students will understand basic color harmonies and apply color theory through a tangible process.

Assignments:

Assignment Type:	Details
Reading	Students will be assigned to read academic essays book chapters or articles pertaining to a historical artist that exemplify the techniques taught during the course For example the art works of Joseph Albers would be relevant for students to read about.
Writing	Students will write brief statements articulating aspects of their design ideas and the subject matter of their imagery. Also, students may be asked to write a self-evaluation with regard to their performance level and dedication to the class. For example students may be asked to write a reflection on their design approach toward a product logo.
Homework	Students will be assigned homework that involves design layouts in support of a major assignment or gathering of subject matter reference material. This work may consist of drawing, photography, or collage activities.
Lab	During assigned lab time students will use specific design material such as paints or construction paper. Students will work toward gaining hands on skill development of technical approaches essential for artistic expression.

Textbooks or other support materials

Resource Type:	Details
Books	Design Basics David A. Lauer, Stephen Pentak Wadsworth Publishing 9, 2015, 978-1285858227
Books	Design Elements, Color Fundamentals: A Graphic Style Manual for Understanding How Color Affects Design Aaris Sherin Rockport Publishers 1 2012 978-1592537198

Transferable to CSU

Yes - Approved

CSU General Education

Transferable to CSU

Transferable to UC

Yes - Approved

UC/IGETC General Education

Transferable to UC

COS General Education

COS GE C: Humanities

Other Degree Attributes

Degree Applicable
Not a Basic Skills Course

Materials Fee:
50

Distance Learning Addendum
DLA-ART_006_2020-fillable-form.pdf

Additional Attachment
DLA-ART_006_2020-fillable-form.pdf
ART 006 fee justification.docx

Banner Title:
Color and Design

Curriculum Committee Approval Date:
09/16/2021

Academic Senate Approval Date:
09/22/2021

District Governing Board Approval Date:
10/11/2021

Course Control Number:
CCC000173717

C-ID:
ARTS100

Associate in Arts in Studio Arts for Transfer (AA-T)

Division: Fine Arts

Students completing the Associate in Arts in Studio Arts for Transfer will be able to seamlessly transfer into the CSU system to pursue a baccalaureate degree in Art, Studio Arts. Students completing this degree will demonstrate the understanding, expertise and skill development necessary to transfer to the CSU system and pursue a bachelor's degree in Art. The Studio Arts Program provides opportunities for students to learn about spatial concepts, color theory, media-specific terminology, technology, craftsmanship and an intellectual understanding of the creative process.

Program Outcomes

- At the end of this program, students will demonstrate a fundamental knowledge and understanding of the creative experience and its history.
- At the end of this program, students will demonstrate the ability to communicate using sophisticated academic language when discussing works of art in terms of design principles.
- At the end of this program, students will demonstrate proficiency in applying a selected range of media to create artworks at an intermediate college level that expresses their creative voice.
- At the end of this program, students will create a professional portfolio of individual artworks that demonstrates the student's ability in a selective range of media.

Transfer & Career Opportunities

This Associate in Arts in Studio Arts for Transfer (AA-T) Degree is intended to meet the lower division requirements for art for all CSU campuses. Students planning to transfer to institutions other than the CSU are encouraged to consult ASSIST.org and a COS counselor for program planning and course selection. Most common career opportunities with a baccalaureate degree include: ceramist, commercial artist, world-wide designer including architectural, advertising, interior, automotive and industrial design, University art education, K-12 art education, and gallery management.

Program Requirements

GENERAL EDUCATION		37-39
Select one of the following General Education patterns:		
California State University General Education (CSU-GE) *		
Intersegmental General Education Transfer Curriculum (IGETC-CSU) **		
+		
REQUIRED MAJOR COURSES		15
ART 002	Art History/Ancient-Gothic *	3
ART 003	Art History/Gothic-Modern	3
ART 006	Color and Design *	3
ART 008	Drawing Fundamentals	3
ART 032	Beginning 3-D Design	3
+		
RESTRICTED ELECTIVES		9
Select three of the following courses:		
ART 009	Drawing Composition	3
or ART 049	Beginning Figure Drawing	
ART 023	Introduction to Digital Art	3
ART 043	Beginning Studio Painting	3
ART 061	Beginning Handbuilding Ceramics	3
ART 066	Beginning Sculpture	3
ART 141	Beginning Studio Arts	3

ART 015	Beginning Printmaking	3
+		
ELECTIVES		3-5
Select additional transferable courses numbered 1-199 to achieve 60 units		
=		
TOTAL		60

* Course(s) meets General Education requirement and 6 units may be double counted above in 1A (CSU GE).

** 6 units may be double counted above in 1B (IGETC-CSU). IGETC-CSU requires completion of IGETC AREA 1C.

The Associate in Arts Degree for Transfer requirements include completion of the 60 unit program defined above with at least 12 units taken in residence at College of the Sequoias with a "C" (2.0) average and a "C" or better grade in all required major and restricted electives courses (see Transfer Information and Requirements for additional details).

ASSOCIATE OF ARTS IN STUDIO ARTS FOR TRANSFER (AA-T)

In Workflow

1. ARTF Chair (jamesmc@cos.edu)
2. ARTF Dean (richardl@cos.edu)
3. Curriculum Coordinator (sarahha@cos.edu)
4. Articulation Officer (gregk@cos.edu)
5. Academic Resources Specialist (danielal@cos.edu)
6. ARTF Representative (jamesmc@cos.edu)
7. Financial Aid Rep (amandac@cos.edu)
8. Distance Education Coordinator (bricen@cos.edu)
9. LIBR Representative (milenas@cos.edu)
10. Curriculum Coordinator (sarahha@cos.edu)
11. Matthew Rangel (matthewra@cos.edu)
12. Vice President of Academic Affairs (jenniferl@cos.edu)
13. ARTF Curriculum Committee Subgroup Vote (milenas@cos.edu; tiffanyw@cos.edu; leahv@cos.edu)
14. Curriculum Coordinator (sarahha@cos.edu)
15. Academic Senate President (juana@cos.edu)
16. Board of Trustees (danielal@cos.edu)
17. Academic Resources Specialist (danielal@cos.edu)

History

1. Mar 12, 2018 by clmig-jwehrheim
2. Mar 27, 2018 by Daniel Alvarado (danielal)
3. Jun 19, 2018 by Daniel Alvarado (danielal)
4. Dec 15, 2020 by Charles Neumann (charlesn)
5. Jun 7, 2021 by Daniel Alvarado (danielal)
6. Apr 29, 2022 by Daniel Alvarado (danielal)

Date Submitted: Thu, 05 May 2022 21:37:18 GMT

Viewing: Associate of Arts in Studio Arts for Transfer (AA-T)

Last approved: Fri, 29 Apr 2022 21:52:54 GMT

Last edit: Thu, 05 May 2022 21:37:17 GMT

Changes proposed by: matthewra

Proposer and Co-Contributor(s):

Proposer:

Name:	Email:
Matthew Rangel	matthewra@cos.edu

Co-Contributor:

Name:	Email:
Charles Neumann	charlesn@cos.edu

General

Credit Status:
Credit

Program Award:
Associate of Arts - ADT

College has submitted all courses with C-ID descriptors to C-ID for Review
No

Effective Term:
Spring 2023

Department:
Art

Program Title
Associate of Arts in Studio Arts for Transfer (AA-T)

Program Goal:
Transfer

Distance Ed Program:
Yes

DE Percentage
50 - 99%

Catalog Description:
Students completing the Associate in Arts in Studio Arts for Transfer will be able to seamlessly transfer into the CSU system to pursue a baccalaureate degree in Art, Studio Arts. Students completing this degree will demonstrate the understanding, expertise and skill development necessary to transfer to the CSU system and pursue a bachelor's degree in Art. The Studio Arts Program provides opportunities for students to learn about spatial concepts, color theory, media-specific terminology, technology, craftsmanship and an intellectual understanding of the creative process.

Career and Transfer Opportunities:

Transfer & Career Opportunities

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Program Outcomes

Program Outcomes:

Program Outcomes

- At the end of this program, students will demonstrate a fundamental knowledge and understanding of the creative experience and its history.
- At the end of this program, students will demonstrate the ability to communicate using sophisticated academic language when discussing works of art in terms of design principles.
- At the end of this program, students will demonstrate proficiency in applying a selected range of media to create artworks at an intermediate college level that expresses their creative voice.
- At the end of this program, students will create a professional portfolio of individual artworks that demonstrates the student's ability in a selective range of media.

Program Requirements:

Requirements

Program Requirements

Code	Title	Units
GENERAL EDUCATION		37-39
Select one of the following General Education patterns:		
California State University General Education (CSU-GE) *		
Intersegmental General Education Transfer Curriculum (IGETC-CSU) **		

+		
REQUIRED MAJOR COURSES		15
ART 002	Art History/Ancient-Gothic *	3
ART 003	Art History/Gothic-Modern	3
ART 006	Color and Design *	3
ART 008	Drawing Fundamentals	3
ART 032	Beginning 3-D Design	3
+		
RESTRICTED ELECTIVES		9
Select three of the following courses:		
ART 009	Drawing Composition	3
or ART 049	Beginning Figure Drawing	
ART 023	Introduction to Digital Art	3
ART 043	Beginning Studio Painting	3
ART 061	Beginning Handbuilding Ceramics	3
ART 066	Beginning Sculpture	3
ART 141	Beginning Studio Arts	3
ART 015	Beginning Printmaking	3
+		
ART 080	Introduction to Digital Photography - Fine Art Emphasis	3
ART 070	Color Theory	3
ELECTIVES		3-5
Select additional transferable courses numbered 1-199 to achieve 60 units		
=		
TOTAL		60

* Course(s) meets General Education requirement and 6 units may be double counted above in 1A (CSU GE).
** 6 units may be double counted above in 1B (IGETC-CSU). IGETC-CSU requires completion of IGETC AREA 1C.

The Associate in Arts Degree for Transfer requirements include completion of the 60 unit program defined above with at least 12 units taken in residence at College of the Sequoias with a “C” (2.0) average and a “C” or better grade in all required major and restricted electives courses (see Transfer Information and Requirements (https://catalog.cos.edu/transfer-information-requirements/) for additional details).

Units for Degree Major or Area of Emphasis (Min):
24

Units for Degree Major or Area of Emphasis (Max):
25

Total Units for Degree (Min):
60

Total Units for Degree (Max):
60

State Requirements:

TOP Code:
100200 - Art

Projected Annual Completers:
5

Faculty Workload:
3

New Faculty Positions:
0

New Faculty Justification:
Faculty who instruct this program hold the appropriate degrees in the faculty service areas of Studio and Fine Arts and are qualified and sufficient in number to support this program.

New Equipment:
0

New Equipment Justification:
The district has facilities and equipment that will meet the needs for this program.

New/Remodeled Facilities:
0

New/Remodeled Facilities Justification:
The district has facilities and equipment that will meet the needs for this program.

Library Acquisitions:
0

Library Acquisitions Justification:
Library and learning resources are adequate to meet the needs of this degree program.

Next Curriculum Review Date:
10/2024

Place of Program in Curriculum/Similar Programs:
This degree will complement the district's other two art degrees in Art History and not-for-transfer Studio Art degree.

Similar Programs at other colleges in Service Area:
Colleges in our service area do not offer similar areas of emphasis in studio art, compared to College of the Sequoias.

Compliance:

Based on Model Curriculum (if applicable):
N/A

Licensing or Accreditation Standards:
N/A

Student Selection and Fees:
Students register by the usual methods and pay the currently approved CCC fees.

Attachments:

Additional Attachment
ASSIST.pdf
ART Major.pdf

TMC Template
TMC_Studio_Arts_Template_REV_6.docx

Database

Effective Catalog
2021-2022

Proposal Type
Non-Substantial

Curriculum Committee Approval Date:
05/06/2020

Academic Senate Approval Date:
08/26/2020

District Governing Board Approval Date:
09/14/2020

CIP Code:
500701 - Art/Art Studies, General.

Banner Program Code:
AA-T-ST ART

Gainful Employment:
No

GE Patterns:
CSU GE
IGETC CSU

Justification/Rationale:
Added ART 070 and ART 080 to the restricted electives list.

Key: 28

COLLEGE OF THE SEQUOIAS

Academic Senate

Present: Shannan Cooper, Brian Unruh, Lisa Hott, Emily Campbell, Lisa McHarry-Freeman, Joshua Geist, Brice Nakamura, Landon Spencer, Johnathan Brooks, Stephanie Collier, Karen Roberts, Michelle Bolt, Joshua Dillard, Teresa Mendoza, Timothy Linehan, Amelia Sweeney, Mayra Diaz, Sarah Harris, Sondra Bergen, Juan Arzola, Erik Armstrong, Linda Flora, Liana Craven, Milli Owens, Amanda Thomas, Randy Villegas, Octavio Barajas, Jessica Morrison, Kelly Diaz

Summary

Wednesday, October 27, 2021
4:10-5:30 pm, Zoom

1. **Call to Order**
   The meeting was called to order by Juan Arzola at approximately 4:10 p.m.

2. **Public Comment**
   A. Regarding items NOT on the Agenda: None

   B. Regarding items on the Agenda:
      A. Octavio Barajas moved to change the order of discussion items and move items C-J to the top of the discussion (the APs/BPs) 2nd/Randy Villegas. MSA

3. **Action Items**
   A. Minutes: M/Landon Spencer. 2nd/Erik Armstrong. MSA
   B. Curriculum: M/Erik Armstrong. 2nd/Landon Spencer.
   C. Faculty Appointments: Katie Beberian (Equal Employment Opportunity Committee) M/Landon Spencer. 2nd/Joshua Geist. MSA. Emily Campbell (Committee B Chair): M/Stephanie Collier. 2nd/Randy Villegas. MSA
   D. Brown Act Holds and Continued State of Emergency: M/Landon Spencer 2nd/Erik Armstrong. MSA.
   E. Joint Task Force – Program Review/Assessment Management System Review: M/Josh Geist. 2nd/Lisa Hott. MSA

4. **Information**
   A. Area A Report: Landon Spencer explained what happens at the ASCCC State Plenary event. This year it takes place on November 4-6. It's like conference with a debate and vote on resolutions. She explained her duty as COS delegate. There are professional development opportunities. If you questions or feedback on the resolutions, please contact her.
   B. Beginning of Year Reports: Sarah Harris noted that if anyone has questions about the reports in the packet, you can contact the appropriate chair.
   C. IPEC Annual Master Plan & Strategic Plan -End of Cycle Reports: Octavio Barajas presented. This draft is also available online.

5. Discussion

A. AP/BPs

i. 3715: Erik Armstrong suggested clarification to avoid the District exerting intellectual property rights over something the faculty face is not a great reduction, but the district wants it, for whatever reason, and that there are no conflicts over rate reduction. Joshua Geist noted that the language in section B.2.C (page 5) conflicts with the language C.7 (page 7).

ii. 3720

iii. 3721

iv. 3810

B. AP 3750

C. AP 3261

D. AP 3263

E. AP/BP 3820

F. AP/BP 3900: Tim Linehan asked if these have been controversial in the past. Juan Arzola responded that he didn't think so. Tim Linehan offered the example of a student passing out Black Lives Matter stickers at The Grind and asked for opinions about whether it would violate the policy as stated, because it's outside the defined area. Tim Linehan is uncomfortable with designating "free speech zones" and explained that it's counterintuitive to what he teaches in his classes about liberal democracy. It seems antithetical to what we're doing to try and prepare our students to be active citizens in this republic of ours.

Tim Linehan asked exactly what are the things that we'd like to quarantine into the one area? How the hate speech bullet got in there since there is no constitutional exception to hate speech under protected free speech. He noted that there's the possibility of a lot of problems here, and possibly even areas open to legal challenge.

Erik Armstrong offered his understanding of that language, explaining that he thought The Grind was *included* in the area and also suggested that "hate speech" be clearly defined.

Juan Arzola speculated that much of this language is boilerplate from the CCL.

Tim Linehan explained that time, place, and manner does not typically restrict the expression of free speech and demonstration to one area. That's when we start calling it a free speech zone, and those are very contentious. He stated that, "Since the year 2012 when this was passed there really has been a movement away from these kinds of free speech zones, precisely because of lawsuits."

Juan Arzola stated that he and Octavio Barajas will bring this to DGS and suggest that we revisit this policy and its language.

G. AP 3262

H. AP 7211: Erik Armstrong mentioned that there may be a clearer distinction between practice and policy. Erik Armstrong explained that the new policy puts determining equivalency on the hiring committee, level one, and his experience on hiring committees has been that the burden is placed on the applicants and that the timeframe is too short for contacting somebody to make sure that they apply for equivalency. He's interested I professional development/workshops focused on clarifying, for hiring committees, the policy for determining equivalency and looking at applications that don't have the minimum qualifications but are still

applying because they think they meet them in some way. He suggested that revising some of the hiring timelines might be necessary to accommodate new practices.

I. GDM Suggested Revisions: Juan Arzola explained that senate can no longer suggest revisions, but we have the remainder of the year to make sure any suggested edits are accurate.
J. Joint Task Force – Program Review/Assessment Management System Review Landon Spencer moved to action. 2nd/Josh Geist. MSA.
K. Equity and Academic Senate: Will be addressed at the next meeting

Submitted by Sondra Bergen

COLLEGE of the SEQUOIAS
the first step to success

Term displayed: Fall 2022 - For specific course information click on the CRN #

Important Students: The COS schedule offers in-person, online and hybrid classes. By signing up for in-person classes, or visiting one of the three campuses, students agree to follow the District's most up-to-date COVID-19 safety measures.

ART - Art

ART 006 - Color and Design Lecture/Lab Combination

Status	Crn	Cred	Meeting	Time	Date	Location	City	Enrollment Cap	Act	Rem	Wait List Cap	Act	Rem	Instructor	Weeks
OPEN	10843	3.0	R	08:10am - 11:00am	08/15-12/16	KAWEAH 264A	Visalia	28	12	16	10	0	10	Melancon, Laura	18
			T	08:10am - 09:25am	08/15-12/16	KAWEAH 264A	Visalia								
			T	09:45am - 11:00am	08/15-12/16	KAWEAH 264A	Visalia								
OPEN	10853	3.0	R	02:10pm - 05:00pm	08/15-12/16	KAWEAH 263A	Visalia	28	20	8	10	0	10	Heskamp, Daniel	18
			T	02:10pm - 03:25pm	08/15-12/16	KAWEAH 263A	Visalia								
			T	03:45pm - 05:00pm	08/15-12/16	KAWEAH 263A	Visalia								
OPEN	14441	3.0	T	11:10am - 12:25pm	08/15-12/16	KAWEAH 264A	Visalia	28	18	10	10	0	10	Heskamp, Daniel	18
			R	11:10am - 02:00pm	08/15-12/16	KAWEAH 264A	Visalia								
			T	12:45pm - 02:00pm	08/15-12/16	KAWEAH 264A	Visalia								
OPEN	15089	3.0	M	08:10am - 09:25am	08/15-12/16	KAWEAH 264A	Visalia	28	20	8	10	0	10	Staff	18
			W	08:10am - 11:00am	08/15-12/16	KAWEAH 264A	Visalia								
			M	09:45am - 11:00am	08/15-12/16	KAWEAH 264A	Visalia								

ART 006 - Color and Design Online

Status	Crn	Cred	Meeting	Time	Date	Location	City	Enrollment Cap	Act	Rem	Wait List Cap	Act	Rem	Instructor	Weeks
WAITLIST	15708	3.0		Online	08/15-12/16	Online	Online	28	28	0	10	0	10	Melancon, Laura	18
				Online	08/15-12/16	Online	Online								

End of report

You have 5 class(es) displayed....

COS Home New Search

COS 6.5.2

ART Art

Fall 2022

ART006 This is a basic course in art with a primary purpose of familiarizing the students with elements and principles of design and history. It includes the fundamental concepts of line, value, color, shape/form, space, texture, and color in two dimensions. Students will research works of art in all forms including, but not limited to, fine art, graphic art and popular media. Students will develop, through lectures and discussions, design and color projects and oral and written assignments. Students will learn design vocabulary to cultivate intellect, imagination, sensibility and sensitivity, and respond subjectively as well as objectively to aesthetic experiences. (C-ID ARTS100)

Course Corequisites: NONE

Section Fees: $50.00

Section Information as of
17-MAY-2022 10:05:13 AM

Area Map

- **ART 006 Color and Design**
- All Classes except labs
- CRN: 10843
- Instructor: Melancon, Laura
- Section Corequisites: NONE
- Bldg/Room: KAWEAH 264A *KAWEAH*
- Visalia Campus

Meeting Time

T		08:10am - 09:25am 08/15/22 12/16/22
	R	08:10am - 11:00am 08/15/22 12/16/22
T		09:45am - 11:00am 08/15/22 12/16/22

Seating Availability

Capacity	Taken	Available
28	12	16

Critical Dates for this Course

Term:	Start	End
Fall 2022	15-AUG-2022	16-DEC-2022
Last day to add class:		21-AUG-2022
Last day to drop with a refund:		28-AUG-2022
Last day to drop without a "W":		28-AUG-2022

Last day to drop with a "W": 21-OCT-2022

Learning Outcomes

Value and Monochromatic: Students will be able to manipulate the art element of Value to produce distinctly different values of a given color.

Elements and Principals of Design Vocabulary Skills: Students will be able to analyze two-dimensional art by using appropriate vocabulary and terminology.

Basic Applied Color Theory: Students will understand basic color harmonies and apply color theory through a tangible process.

[Close Window]

Institutional Program Review Committee **Date: April 20, 2021**

Objectives: Joint meeting between the Institutional Planning and Effectiveness, Budget, and Outcomes and Assessment committees.

Members: Aimee Ahle, Christian Anderson (co-chair), Francisco Bañuelos (co-chair), Allyson Briano, Elisa Garcia, Tim Houk, James McDonnell, Dali Ozturk, Daniel Rivas, Jenny Sae Chao, Angela Sanchez, Nick Terry, Nadalie Cosme (student representative)

TOPIC	PREPARATION	PROPOSED PROCESS
Small talk Time: 5 min Purpose: Discussion Leader: none	None	• Members engage in friendly conversation.
Do we approve of the previous meeting minutes? Time: 5 min Purpose: Decision Leader: Christian	Review: • IPRC Minutes 04.6.21	• Members identify any needed corrections and approve minutes.
How might the IPRC improve both the quality and kind of information generated by the Integrated Program Review process for your committees? Time: 30 min Purpose: Discussion/Decision Leader: Francisco	Review: • None	• Invited committee members discuss the needs of their respective committees relative to the data currently generated (or not) by Program Review. • Focus to be on improvement or currently unmet requirements.
Does the IPRC understand the needs articulated by the IPEC? Time: 5 min Purpose: Decision Leader: Christian	Review: • None	• Members of the IPRC paraphrase the needs articulated by the IPEC chairs to check for accuracy and completeness.
Does the IPRC understand the needs articulated by the Budget Committee? Time: 5 min Purpose: Decision Leader: Christian	Review: • None	• Members of the IPRC paraphrase the needs articulated by the Budget committee chairs to check for accuracy and completeness
Does the IPRC understand the needs articulated by the OAC? Time: 5 min Purpose: Decision Leader: Christian	Review: • None	• Members of the IPRC paraphrase the needs articulated by the OAC chairs to check for accuracy and completeness
Are there any statements or observations relating to the "good of the order?" Time: 5 min Purpose: Information Leader: Francisco/Christian	Review: • None	• Members may make statements or offer observations about the character or work of the committee. • Members may call attention to external developments that may be relevant to the committee's work.

INSTITUTIONAL PROGRAM REVIEW COMMITTEE
Christian Anderson & Francisco Bañuelos, Co-Chairs

COLLEGE OF THE SEQUOIAS

April
Meeting Minutes – Tuesday, April 20, 2021
4:10 pm

Attendance (via Zoom)
Members present:, Christian Anderson, Francisco Bañuelos, Elise Garcia, James McDonnell, Dali Ozturk, Daniel Rivas, Jenny Saechao, Angela Sanchez, Nick Terry
Members absent: Aimee Ahle, Allyson Briano, Timothy Houk, Nadalie Cosme (student representative)
Guest attendance: Juan Arzola (IPEC), Ron Ballestros-Perez (Budget), *Angela Sanchez (representing OAC)*, Ashley Fisher, MSE Administrative Assistant (note taker)

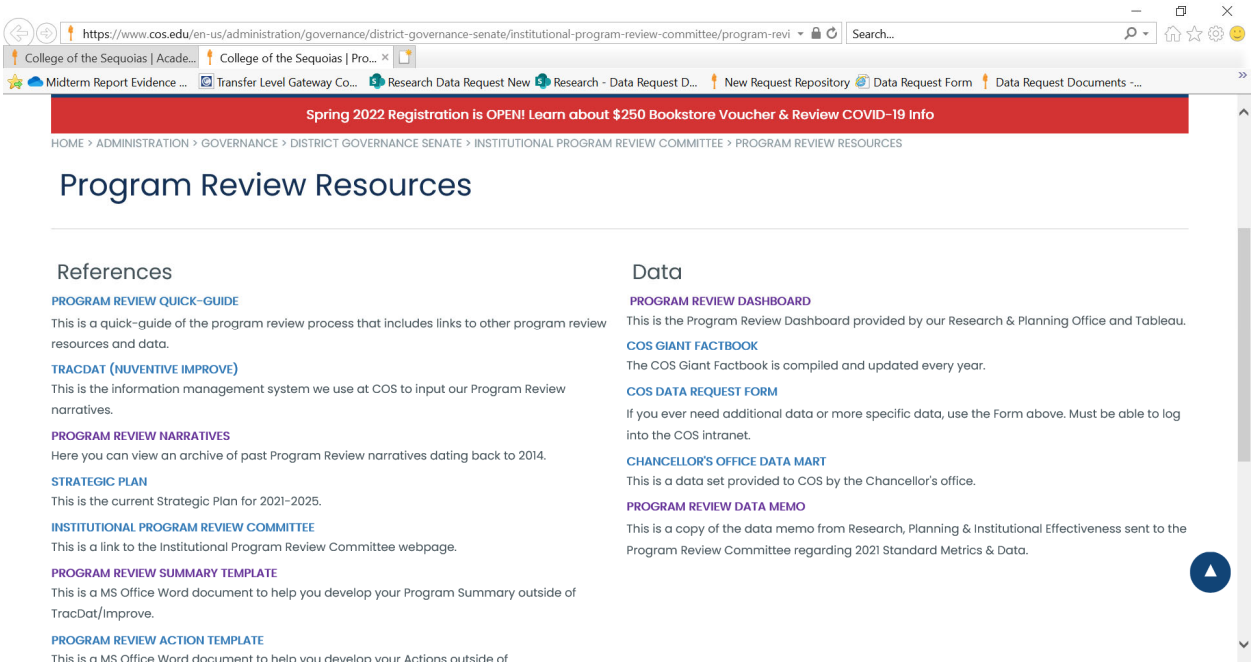
1) Call to Order: Francisco called the meeting to order at 4:10 pm.
2) Agenda Item 1 – Minutes.
   a) Conclusion: Minutes were approved by ascent.
3) Agenda Item 2 – Feedback from IPEC, OAC, and Budget Committees
   a) Budget:
      i) Training recommendation: Remind PR authors that the budget committee uses a rubric to evaluate resource requests supported by data and a clear rationale.
   b) IPEC:
      i) PR actions could be aligned to Strategic Plan Actions, not only to the SP Objectives.
      ii) Divisions, departments and offices could create the specific actions that support the Strategic Plan. Link specific actions and resource requests to objectives.
      iii) Timeline for master plan and program review do not align.
      iv) Training: Encourage authors to pay more attention to the objectives in the strategic plan.
   c) OAC:
      i) PR questions related to O&A are good questions and support the work of the OAC.
      ii) Expand TracDat access for contributors.
      iii) Continue training on format/template of TracDat, expand on the "understanding interactions between SLOs/SAOs with the actions listed in PR.
      iv) Training: Understanding interactions between SLOs and SAOs and the recommendations that come through PR.
      v) Department's Program Review's should dive deeper in the work/actions based on the

outcomes/assessment data analysis since PRs are conducted annually and outcomes assessments are completed on a three-year cycle.

4) Agenda Item 3 – "Good of the Order/Other".
   a) Strategic Plan Final Draft on the IPRC website for the committee to review and provide feedback. It will go to the board in May for approval.
   b) Take the surveys that have been sent out. Pay attention to the scale rating on each survey.

Meeting adjourned at 5:12p.m.

Kindly submitted,
Francisco Bañuelos, IPRC Co-Chair


https://www.cos.edu/en-us/administration/governance/district-governance-senate/institutional-program-review-committee/program-revi
Search...
College of the Sequoias | Acade...
College of the Sequoias | Pro...
Midterm Report Evidence ...
Transfer Level Gateway Co...
Research Data Request New
Research - Data Request D...
New Request Repository
Data Request Form
Data Request Documents -...
Spring 2022 Registration is OPEN! Learn about $250 Bookstore Voucher & Review COVID-19 Info
HOME > ADMINISTRATION > GOVERNANCE > DISTRICT GOVERNANCE SENATE > INSTITUTIONAL PROGRAM REVIEW COMMITTEE > PROGRAM REVIEW RESOURCES
Program Review Resources
References
PROGRAM REVIEW QUICK-GUIDE
This is a quick-guide of the program review process that includes links to other program review resources and data.
TRACDAT (NUVENTIVE IMPROVE)
This is the information management system we use at COS to input our Program Review narratives.
PROGRAM REVIEW NARRATIVES
Here you can view an archive of past Program Review narratives dating back to 2014.
STRATEGIC PLAN
This is the current Strategic Plan for 2021-2025.
INSTITUTIONAL PROGRAM REVIEW COMMITTEE
This is a link to the Institutional Program Review Committee webpage.
PROGRAM REVIEW SUMMARY TEMPLATE
This is a MS Office Word document to help you develop your Program Summary outside of TracDat/Improve.
PROGRAM REVIEW ACTION TEMPLATE
This is a MS Office Word document to help you develop your Actions outside of
Data
PROGRAM REVIEW DASHBOARD
This is the Program Review Dashboard provided by our Research & Planning Office and Tableau.
COS GIANT FACTBOOK
The COS Giant Factbook is compiled and updated every year.
COS DATA REQUEST FORM
If you ever need additional data or more specific data, use the Form above. Must be able to log into the COS intranet.
CHANCELLOR'S OFFICE DATA MART
This is a data set provided to COS by the Chancellor's office.
PROGRAM REVIEW DATA MEMO
This is a copy of the data memo from Research, Planning & Institutional Effectiveness sent to the Program Review Committee regarding 2021 Standard Metrics & Data.

Program Review Summary Template

Prepared by:	
What are the strengths of your area?	*Provide a concise summary of the strengths and accomplishments of this Unit. Items that might be addressed include: summary of achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (course/program outcomes, service area outcomes, surveys, etc.) and any other relevant data to support statements related to quality, student success, efficiency, and/or internal/external relations. Please include disaggregated data wherever appropriate in your analysis. Examples may include the analysis of success rate by race and ethnicity, enrollment patterns by campus, etc.*
What improvements are needed?	*Please provide a concise yet inclusive summary of the improvements needed. The response should include a summary of achievement data (course success rates, number of awards, enrollment patterns, workload measures, etc.), findings from assessments (course/program/service area outcomes, surveys, etc.) and any other relevant data to support statements on improvements needed. Please include disaggregated data wherever appropriate in your analysis. Examples may include the analysis of success rates by race and ethnicity, enrollment patterns by campus, etc.*
Describe any external opportunities or challenges.	*Please provide a concise yet inclusive summary of any external opportunities or challenges. In the narrative, please include any relevant data to support statements on external opportunities and challenges.*
Overall SLO Achievement:	*In reviewing your SLO assessment results as a whole for this Unit, are you satisfied with the overall levels of achievement? Why or why not? Do not reference individual outcome results, rather a synthesis of results. (Ex: We assessed six different SLOs in four different courses. Five of the six assessments indicated satisfactory achievement.) Compare these results to previous assessments of those SLOs. Are there any patterns that are emerging? Why do you think that some assessment results are lower than others are?*

Changes Based on SLO Achievement:	*During your review of your assessment results, have you decided to change any aspect of the SLOs, assessment methods or pedagogies employed? What improvement plans do you have going forward?*
Overall PLO Achievement:	*For any Program that is a part of your Unit, discuss the achievement of the PLOs. Are you satisfied with this achievement? Why or why not? Are there any areas that are demonstrating a lower achievement? (Ex. Items related to critical thinking versus items related to lower level tasks) ***If you do not have Program, please put NA in the box.****
Changes Based on PLO Achievement:	*During your review of your assessment results, have you decided to change any aspect of the PLOs, assessment methods or pedagogies employed? What improvement plans do you have going forward? ***If you do not have Program, please put NA in the box.****
Outcome cycle evaluation:	*Briefly summarize the Unit's progress within the three-year outcome assessment cycle. (A description and examples of the three-year outcome assessment cycle can be found in the College of the Sequoias Outcomes Assessment Guide.) Is the Unit meeting the schedule it has established for itself? Is there broad, effective participation within the Unit? Are there any changes that need to be made?*

Placement Procedures

Math and English Placement Changes

California has a new law (AB 705) that requires community college districts to increase the chances that a student will enroll and complete transfer-level coursework in Math and English within one year. COS will no longer depend on testing to determine class placement. Instead, assessment measures that include high school performance (i.e. GPA, course grades, advanced coursework) will be used in course placement. Full implementation of the new placement rule will begin at COS in spring 2019 for English, and summer 2019 for mathematics.

The goal of AB 705 is to ensure that students are not obligated to take below transfer-level English and Math courses that may delay or deter their educational progress. However, if evidence suggests they are highly unlikely to succeed in the transfer-level course, students may choose to take below transfer-level courses, if available.

COS shall use evidence-based multiple measures for placing students into English-as-a-second language (ESL) coursework. For those students enrolling into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

What This Means For You...

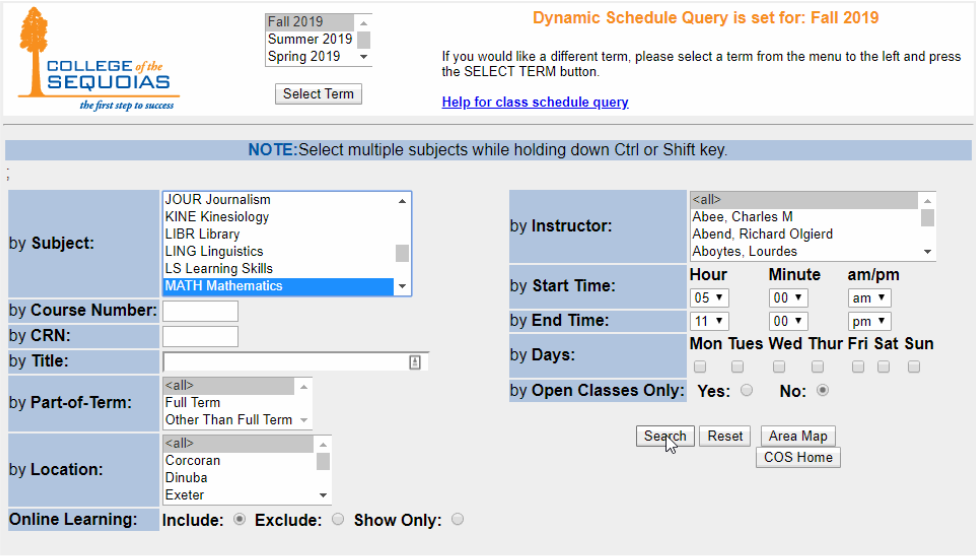
- You will no longer need to take a Math and English placement test.
- You will now be placed in Math and English courses based on your high school GPA, course grades, and advanced coursework.
- You will be able to register into transfer-level Math and English courses (corequisite support course may be required. See information below).
- You may choose to take a below transfer-level, if available, but you will not be required to do so.
- For specific placement information and answers to frequently asked questions, go to the Math Placement, English Placement, and ESL Placement tabs above.

What is a Corequisite Support Course?

Depending on your high school GPA, course grades, or coursework, you may be required to take a corequisite support course in conjunction with the transfer-level Math or English course. A corequisite support course is designed to complement the Math or English course to provide additional instruction, practice, and/or academic support.

For example, if you place in English with corequisite support, you will have to register for both the ENGL 001 course and the ENGL 301 corequisite support course. The ENGL 301 corequisite support course will be with the same instructor as the ENGL 001 course. It is important that you allow time for both courses.

To find the corresponding corequisite support course, see animation below:



COS 6.5.2

What if I Pass the Parent Course but Fail the Corequisite Support Course?

If you pass the parent course but fail the corequisite support course, you do not have to retake the corequisite support course. However, it may affect your overall GPA.

FAQs

Has the math sequence changed?

How will students be placed into math courses?

What is MATH 035?

What is MATH 005?

What is MATH 044?

What are MATH 310, MATH 321, MATH 335, and MATH 344?

What will happen to MATH 200, MATH 230, and MATH 360?

What if a course has a prerequisite of MATH 230?

What does it mean that students “cannot be directed or placed into MATH 230”?

What about students who are already taking courses in the old math sequence?

Math Placement

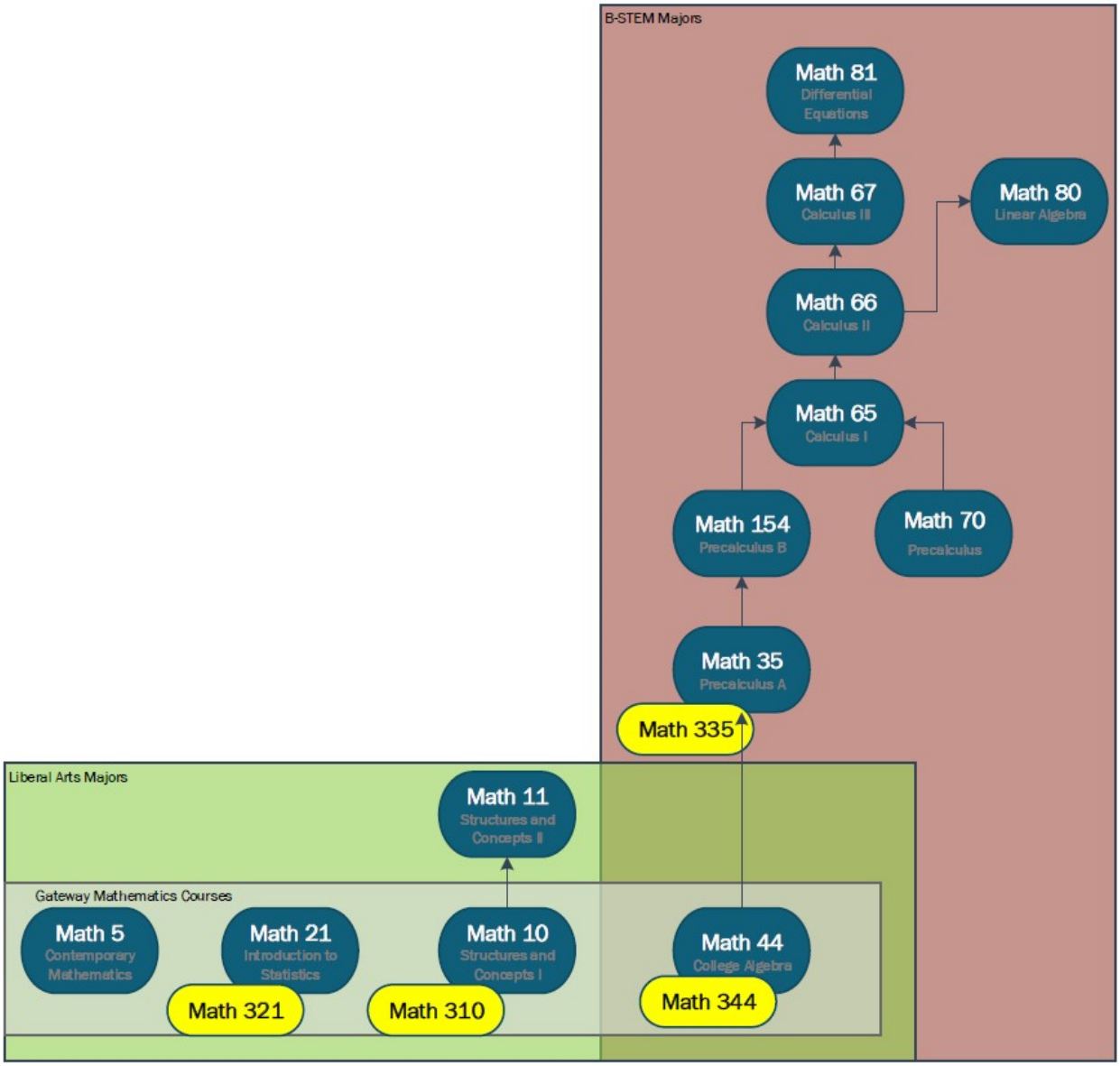
FOR A COMPLETE LIST OF MATH COURSES AND DESCRIPTIONS, VISIT: MATH COURSES

Has the math sequence changed?

YES! All students will be eligible to enroll in a transfer-level math course in their first semester, though some may be required to take a co-requisite support course.

B-STEM (Business, Science, Technology, or Math) students, depending on their high school preparations, will be placed into one of two potential pathways, leading to MATH 065 Calculus 1. Depending on a student's highest math course taken in high school and their overall high school GPA their B-STEM pathway could begin at MATH 044, MATH 035, MATH 070, or MATH 065.

The new course sequences for math are illustrated below.



How will students be placed into math courses?

Effective for the summer 2020 semester, math placement will be determined by a student's high school performance.

- For placement into MATH 010 Structure and Concepts 1, MATH 044 College Algebra, and MATH 021 Introduction to Statistics, placement will be determined by a student's high school GPA.
- For placement into MATH 035 College Algebra for STEM, MATH 070 Precalculus, and MATH 065 Calculus 1, placement will be determined by a combination of a student's high school GPA and the highest math course taken in high school.

- It should be noted that students cannot be placed directly into MATH 154 Precalculus B.

The grid below illustrates math placement, effective fall 2021:

High School Coursework (Min)	GPA ≥ 3.4	3.4 > GPA ≥ 3.2	3.2 > GPA ≥ 3.0	3.0 > GPA ≥ 2.6	GPA < 2.6
Enrolled in Calculus	MATH 065	MATH 065	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325
Passed with a minimum grade of B: - Trigonometry - Pre-Calculus - Math Analysis - Integrated Math 4 or above	MATH 065	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325
Passed with a minimum grade of C: - Trigonometry - Pre-Calculus - Math Analysis - Integrated Math 4 or above OR Passed with a minimum grade of B: - Integrated Math 3 - Algebra 2	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 005 MATH 044 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 + MATH 335 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325
Any Math	BUS 020 BUS 119 MATH 010 MATH 021 MATH 005 MATH 044 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 005 MATH 044 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325

If you are eligible for...	You are also eligible for...	Provided...
MATH 065	MATH 070 MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 035 with or without MATH 335 MATH 005 MATH 044 with or without MATH 344	

MATH 070	MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 035 with or without MATH 335 MATH 005 MATH 044 with or without MATH 344	
MATH 035	MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 035 with MATH 335 MATH 005 MATH 044 with or without MATH 344	
MATH 035 + MATH 335	MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 005 MATH 044 with or without MATH 344	MATH 010 without MATH 310 or MATH 021 without MATH 321 or MATH 044 without MATH 344 requires GPA ≥ 3.0
MATH 010 or MATH 021	MATH 010 with MATH 310 MATH 021 with MATH 321 MATH 005 MATH 044 with MATH 344	

Parent Course	Corequisite Support Course
MATH 010	MATH 310

MATH 021	MATH 321
MATH 035	MATH 335
MATH 044	MATH 344

What is MATH 035?

MATH 035 College Algebra for STEM is a new math course. It is a CSU transferable math course that covers topics from pre-calculus excluding those related to trigonometric functions and is aligned with C-ID MATH 151. MATH 035 will serve as one potential starting point for students with a B-STEM major. The content of MATH 035 and MATH 154 roughly equate to the content of MATH 070, providing two pathways to MATH 065 for students coming to COS with different levels of preparation.

What is MATH 005?

MATH 005 Modern Mathematics is a new math course designed to provide students with a positive and relevant experience in a general education math course and is intended to serve students in non-B-Stem majors who are not required to take MATH 021 Introduction to Statistics. MATH 005 will provide students an overview of many relevant math topics including statistics, probability, finance, and the mathematics of social choice. The course is CSU transferable and is being proposed for CSU GE area B4.

What is MATH 044?

MATH 044 College Algebra is a new math course and would be an appropriate starting point for students who wish to pursue a B-STEM major, but did not have adequate high school preparation in math. It can also serve as a college algebra course for non-B-STEM majors. This course is aligned with C-ID MATH 150. MATH 044 is CSU transferable and is being proposed for CSU GE area B4 and UC transfer.

What are MATH 310, MATH 321, MATH 335, and MATH 344?

MATH 321 is a corequisite support course for MATH 021. Each section of MATH 321 will be linked to a specific section of MATH 021. Students with a high school GPA less than 3.0 will

be required to enroll in both MATH 021 and its corequisite course, MATH 321. Not all sections of MATH 021 will have a support course. Students with above a 3.0 high school GPA can self-select to take MATH 021 with or without MATH 321. The content of MATH 321 will be tailored to the needs of the students enrolled in that particular MATH 021/MATH 321 section. The course will focus on necessary algebra skills sequenced to best support MATH 021 as well as material to help students develop other necessary academic skills to help lead to college success.

In a similar manner...

- MATH 310 Support for Structures and Concepts 1 is a corequisite support course for MATH 010 Structure and Concepts 1
- MATH 335 Support for College Algebra for STEM is a corequisite support course for MATH 035 College Algebra for STEM
- MATH 344 Support for College Algebra is a corequisite support course for MATH 044 College Algebra

What about placement into MATH 154 Trigonometry?

Students will no longer directly place into MATH 154 Precalculus B. Instead, B-STEM students will be placed into one of two pathways leading to MATH 065 Calculus 1 depending on each student's high school performance.

What will happen to MATH 200, MATH 230, and MATH 360?

Students will no longer be placed into these courses and there are no sections of MATH 360 Pre-Algebra or MATH 200 Elementary Algebra scheduled for fall 2019. There are also no plans to offer sections of MATH 360 or MATH 200 in future semesters. There will be a limited number of offerings of MATH 230 Intermediate Algebra with the corequisite support course MATH 330 Support for Intermediate Algebra.

Note: Students cannot be placed into or directed to take MATH 230.

What if a course has a prerequisite of MATH 230?

Because all students will be automatically placed into transfer-level courses, they will satisfy any prerequisites of MATH 230.

What does it mean that students "cannot be directed or placed into MATH 230"?

All students will receive placement into transfer-level mathematics (possibly with corequisite support). This ensures that no students will be placed into a below transfer-level mathematics class (MATH 230 Intermediate Algebra). MATH 230 is not an appropriate starting point for students who are required to take MATH 010 Structure and Concepts 1 or MATH 021 Introduction to Statistics for their major. Thus, these students should not be directed to take MATH 230.

If a student comes to COS having not passed trigonometry/precalculus or Integrated Math 4 in high school and wishes to pursue a B-STEM major, they will be placed in MATH 035 College Algebra for STEM or MATH 035 with MATH 335 Support for College Algebra for STEM. In the July 2018 Memorandum from the California Community Colleges Chancellor's Office it is noted "Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course." This would indicate that even these "rare" students should be directed to MATH 010 Structure and Concepts 1 or MATH 021 Introduction to Statistics and not to MATH 230 Intermediate Algebra, but if the student is insistent on a B-STEM major they may self-place into MATH 230 in preparation for MATH 035, a STEM-oriented gateway mathematics course.

What about students who are already taking courses in the old math sequence?

- Students that have passed a transfer-level math class will continue with their current educational plans.
- Students that have passed MATH 230 as their highest math class are eligible to take a gateway transfer-level math class without corequisite support (MATH 010, MATH 021, or MATH 035).

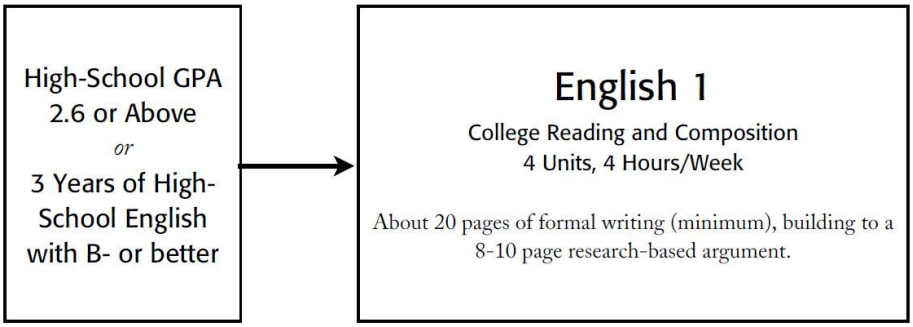
- Students that have not passed MATH 230 will be placed based on their high school performance according to the new placement rules.

The above questions are specific to COS and math courses. For a more general set of questions concerning AB 705, see the California Community Colleges Chancellor's office FAQ.

English Placement

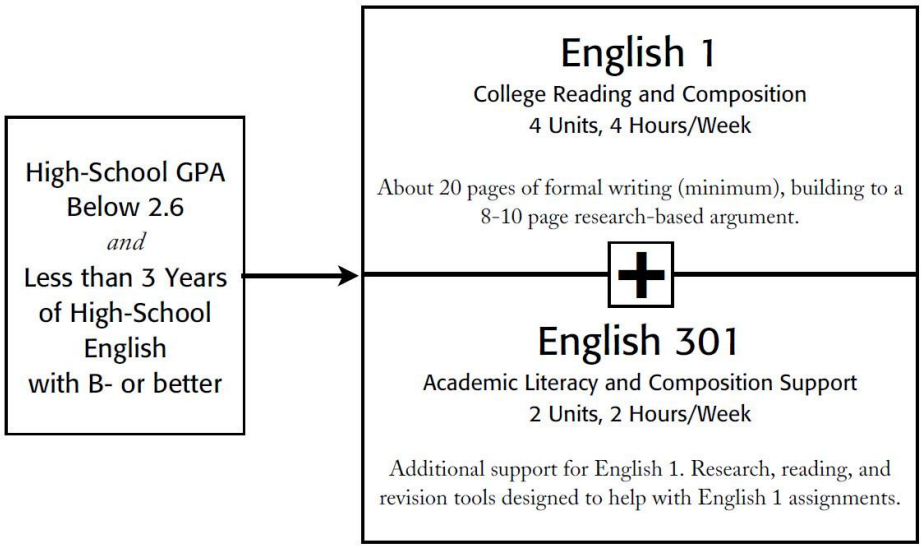
At COS, our goal is to help you complete your English requirements as quickly and successfully as possible. Research shows that the best way to predict who will succeed in college English is by looking at high school GPA and coursework. These factors are the best way to decide how much support you will need.

Students with a high school GPA of 2.6 or above, or with 3 years of English with a B- or better, should enroll directly in ENGL 001 College Reading and Composition, our transfer-level class.



All other students should enroll in a linked section of ENGL 001 College Reading and Composition and ENGL 301 Academic Literacy and Composition Support.

ENGL 301 offers additional support with skills like research, reading, and revision that will help you approach your work in ENGL 001.



Note: While ENGL 001 is open to high school seniors in dual enrollment and concurrent enrollment programs, COS does not offer ENGL 301 to high school students. Research also shows that taking a course below your placement level can make you much less likely to complete transfer-level English within one year. ***We strongly recommend all students take the highest placement level for which they are eligible.***

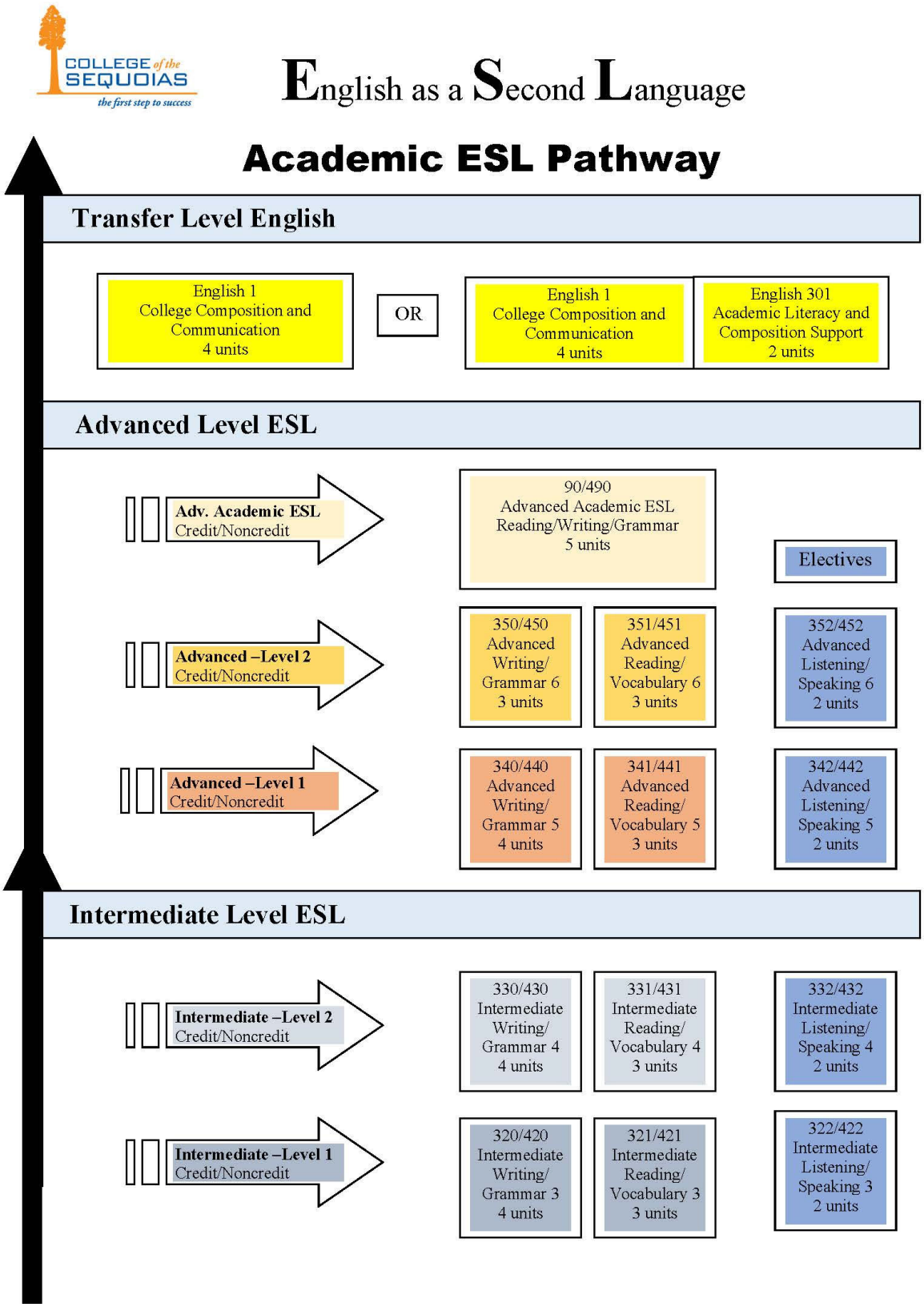
English as a Second Language Placement

Finding the right ESL or English class for you is easy. There is no test for you to take. There are just three steps:

1. Answer some questions about your previous studies and your English skills.
2. Look at examples of other students' writing and decide which one matches your ability.
3. Look at descriptions of the different ESL/English class levels and choose the best level for you.

After you complete those 3 steps, you will get a recommendation of which class you should take.

On your first day of class, the teacher will confirm that you are in the best class for you. If there is a better level for you, the teacher will let you know.



COLLEGE of the SEQUOIAS
the first step to success

English as a Second Language

State Approved ESL Certificates

Advanced Level - ESL Certificate of Competency

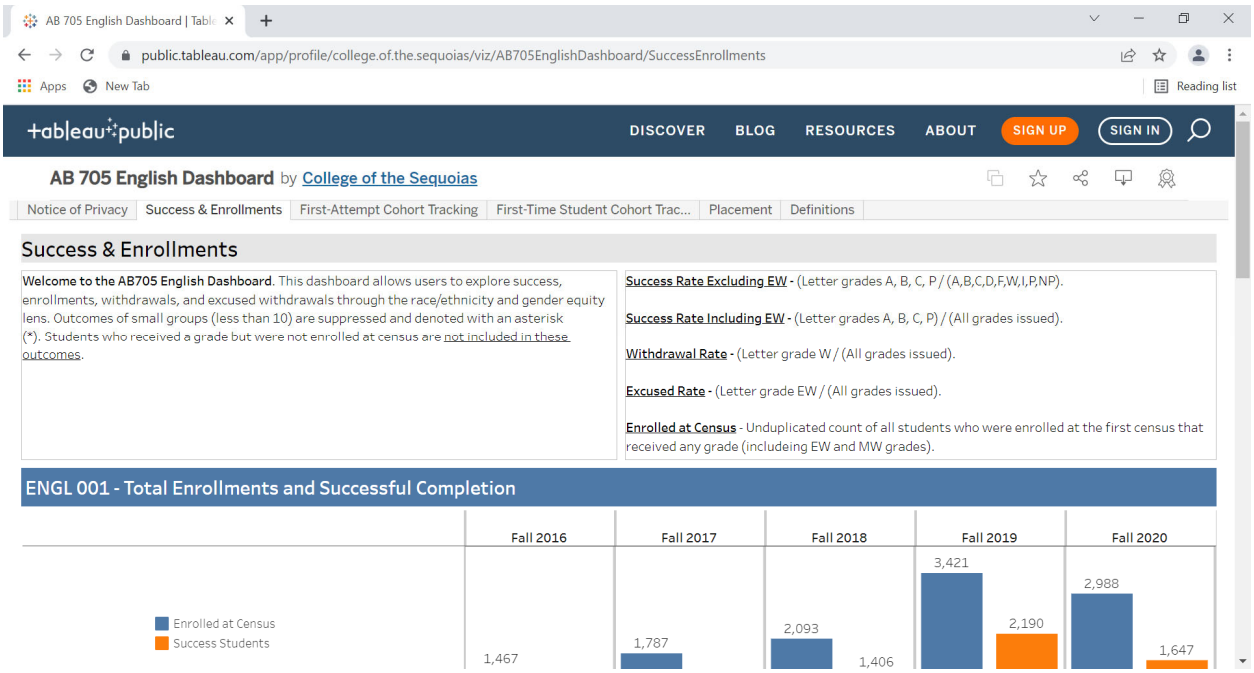
Assessment Score 50-59	**Advanced –Level 2** Noncredit	450 Advanced Writing/ Grammar 6 4 hours	451 Advanced Reading/ Vocabulary 6 3 hours	452 Advanced Listening/ Speaking 6 2 hours
Assessment Score 40-49	**Advanced –Level 1** Noncredit	440 Advanced Writing/ Grammar 5 6 hours	441 Advanced Reading/ Vocabulary 5 3 hours	442 Advanced Listening/ Speaking 5 2 hours

Intermediate Level - ESL Certificate of Competency

Assessment Score 30-39	**Intermediate –Level 2** Noncredit	430 Intermediate Writing/ Grammar 4 6 hours	431 Intermediate Reading/ Vocabulary 4 3 hours	432 Intermediate Listening/ Speaking 4 2 hours
Assessment Score 20-29	**Intermediate –Level 1** Noncredit	420 Intermediate Writing/ Grammar 3 6 hours	421 Intermediate Reading/ Vocabulary 3 3 hours	422 Intermediate Listening/ Speaking 3 2 hours

Beginning Level ESL - Certificate of Competency

Assessment Score 10-19	**Beginning Level 2** Noncredit	410 Beginning Writing/ Grammar 2 6 hours	411 Beginning Reading/ Vocabulary 2 3 hours	412 Beginning Listening/ Speaking 2 2 hours
Assessment Score 0-9	**Beginning Level 1** Noncredit	402 Beginning Writing/ Grammar 1 6 hours	403 Beginning Reading/ Vocabulary 1 3 hours	404 Beginning Listening/ Speaking 1 2 hours


AB 705 English Dashboard | Tabl
public.tableau.com/app/profile/college.of.the.sequoias/viz/AB705EnglishDashboard/SuccessEnrollments
Apps
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Reading list
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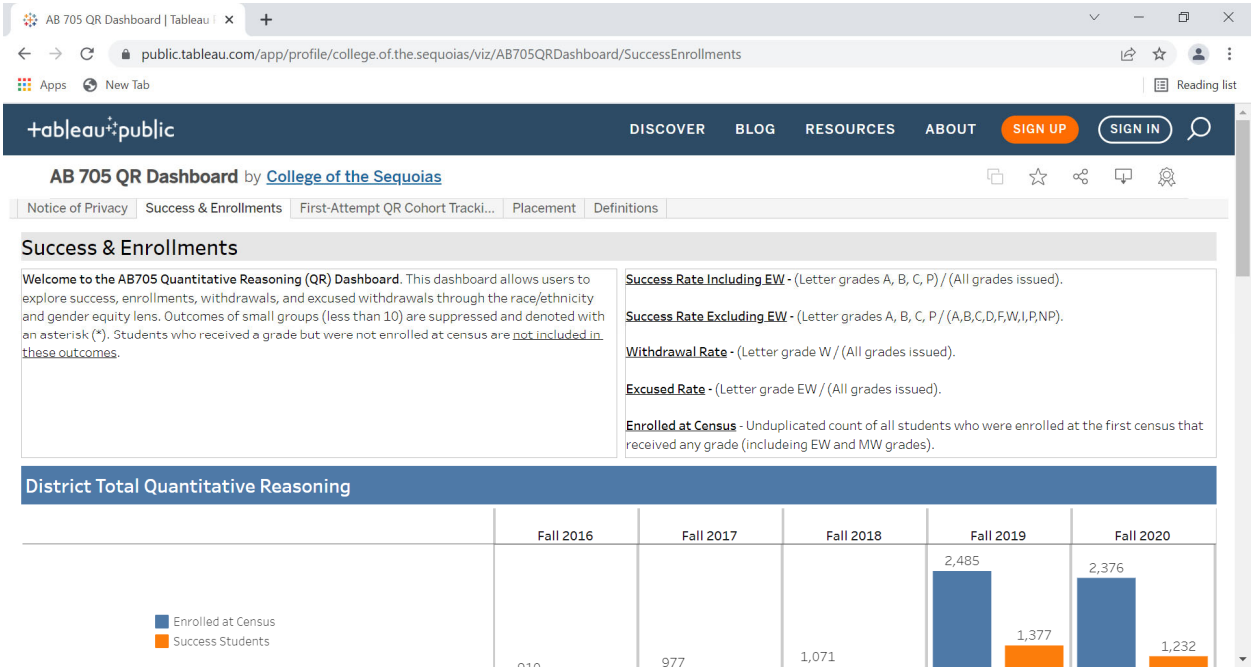
DISCOVER
BLOG
RESOURCES
ABOUT
SIGN UP
SIGN IN
AB 705 English Dashboard by College of the Sequoias
Notice of Privacy
Success & Enrollments
First-Attempt Cohort Tracking
First-Time Student Cohort Trac...
Placement
Definitions
Success & Enrollments
Welcome to the AB705 English Dashboard. This dashboard allows users to explore success, enrollments, withdrawals, and excused withdrawals through the race/ethnicity and gender equity lens. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes.
Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP).
Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).
Withdrawal Rate - (Letter grade W / (All grades issued).
Excused Rate - (Letter grade EW / (All grades issued).
Enrolled at Census - Unduplicated count of all students who were enrolled at the first census that received any grade (includeing EW and MW grades).
ENGL 001 - Total Enrollments and Successful Completion
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Enrolled at Census
Success Students
1,467
1,787
2,093
1,406
3,421
2,190
2,988
1,647


AB 705 QR Dashboard | Tableau
public.tableau.com/app/profile/college.of.the.sequoias/viz/AB705QRDashboard/SuccessEnrollments
Apps
New Tab
Reading list
+ableau public
DISCOVER
BLOG
RESOURCES
ABOUT
SIGN UP
SIGN IN
AB 705 QR Dashboard by College of the Sequoias
Notice of Privacy
Success & Enrollments
First-Attempt QR Cohort Tracki...
Placement
Definitions
Success & Enrollments
Welcome to the AB705 Quantitative Reasoning (QR) Dashboard. This dashboard allows users to explore success, enrollments, withdrawals, and excused withdrawals through the race/ethnicity and gender equity lens. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes.
Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).
Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP).
Withdrawal Rate - (Letter grade W / (All grades issued).
Excused Rate - (Letter grade EW / (All grades issued).
Enrolled at Census - Unduplicated count of all students who were enrolled at the first census that received any grade (includeing EW and MW grades).
District Total Quantitative Reasoning
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Fall 2020
Enrolled at Census
Success Students
977
1,071
2,485
1,377
2,376
1,232

DegreeWorks

What is Degree Works?

Degree Works is a tool that allows students to monitor their academic progress towards completion of a degree or certificate. Degree Works is also the place to view your student education plan created by your counselor. Degree Works is available in your MyGiant Menu (https://idp.cos.edu/default.aspx).

Degree Works is designed to assist in academic advising but is not intended to replace your one-on-one session with a counselor. Students must still meet with a counselor to apply for graduation. Please be aware of dates and deadlines (https://idp.cos.edu/sso/default.aspx) for graduation applications each semester. To apply for a certificate,

students must submit the Certificate Application (/en-us/Admissions-Aid/Documents/Application%20for%20Certificate.pdf) to one of the three places listed below.

- Visalia Campus: Admissions & Records, Room 107
- Hanford Campus: The Hub, Educational Building
- Tulare Campus: Building A, Student Services

Benefits of Degree Works

- Review your Degree Works SEP Student Education Plan (/en-us/Counseling/Documents/Degree%20Works%20SEP%20Student%20Planner%20Info%20Sheet.pdf) created by your Counselor
- Stay on Track towards completion with the audit features
- Finish your degree or certificate in a timely manner
- Understand the course options available for general education
- Generate "What If" audits for other majors to see how close you are to another degree
- Calculate your GPA

*if the degree listed on your Degree Works audit is incorrect, you must meet with a counselor to update your major in our banner system.

Giant Pathways

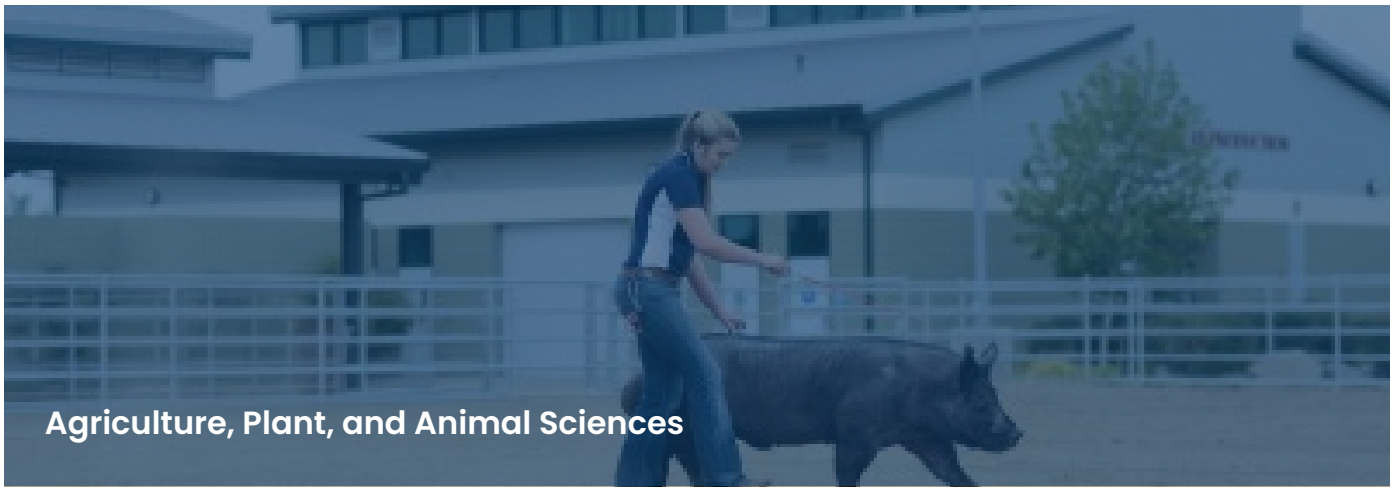
What is your Giant Pathway?

Giant Pathways are groups of related educational programs offered at COS. Explore the Giant Pathways below to find the major, educational program, or career that is right for you.

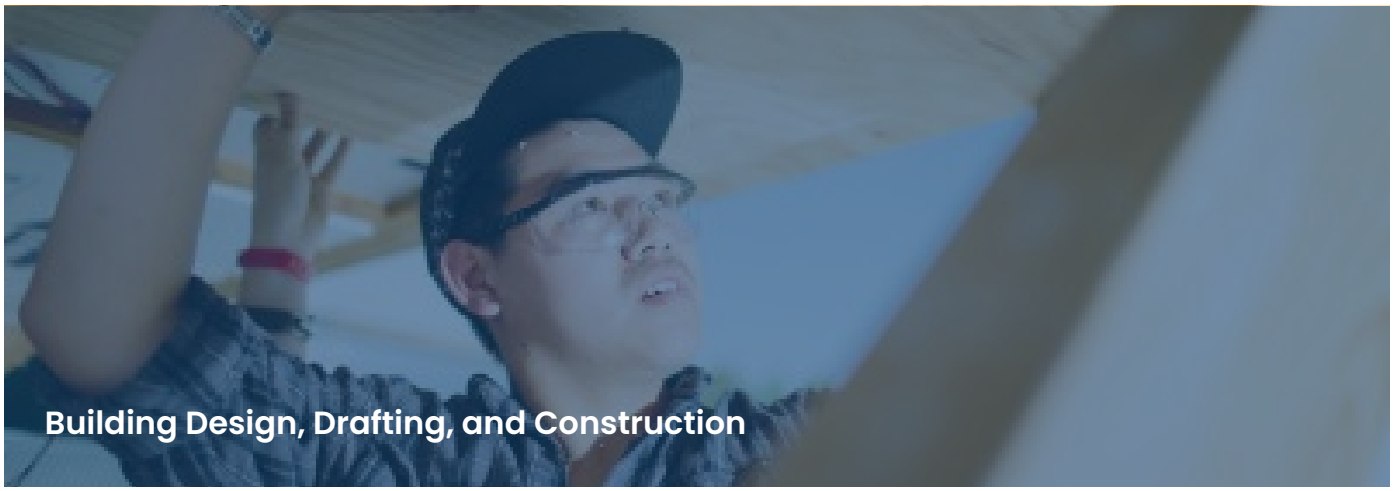
Each Giant Pathway contains:

- Description of the topics and skills emphasized in that pathway
- List of associated degrees and certificates
- Links to available resources to support you on your educational journey

TAKE THE FIRST STEP ON YOUR GIANT PATH TO SUCCESS! SELECT A PATHWAY BELOW:

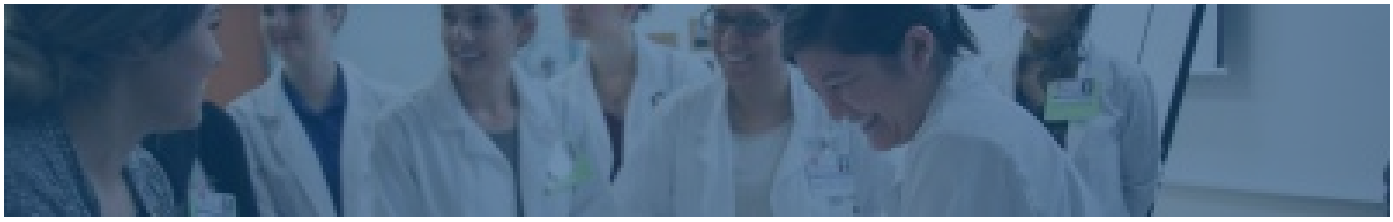


Arts, Media, and Entertainment

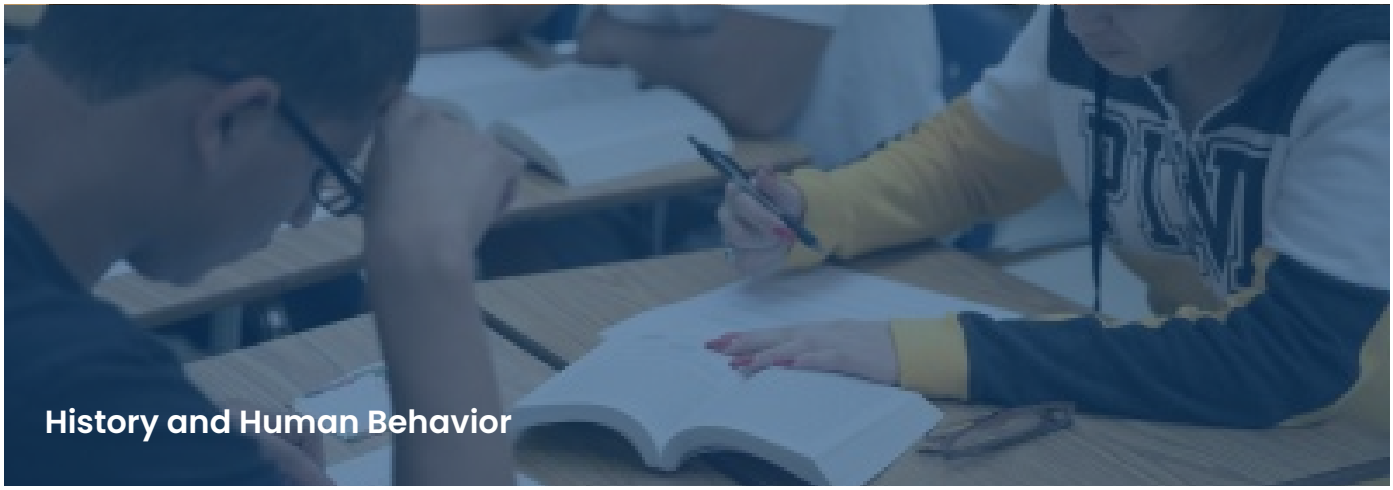

Building Design, Drafting, and Construction

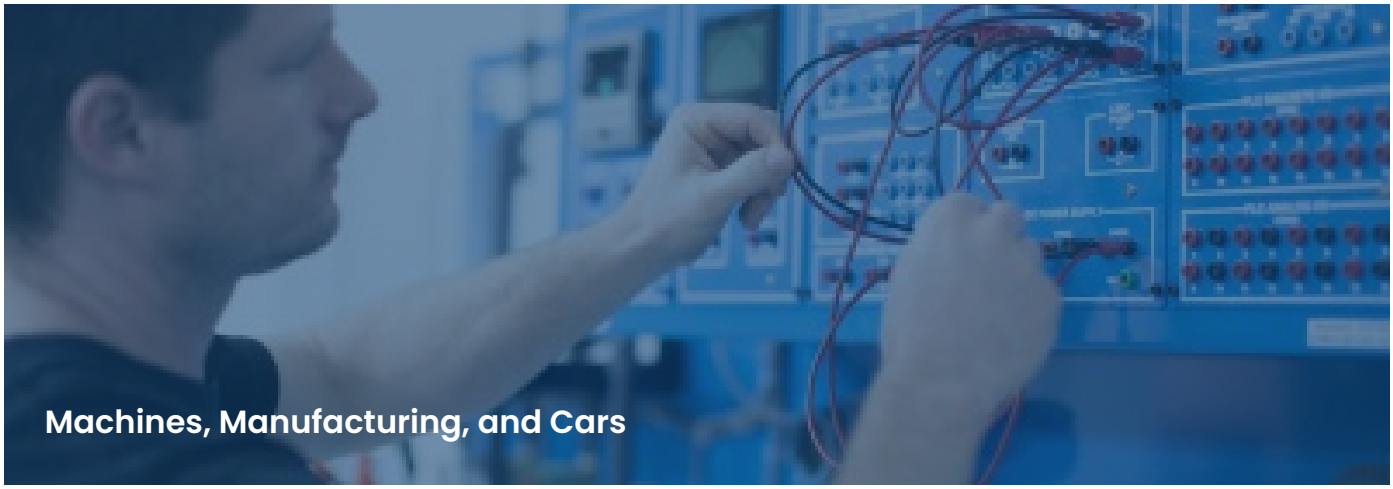
Business, Marketing, and Communication

Education and Languages

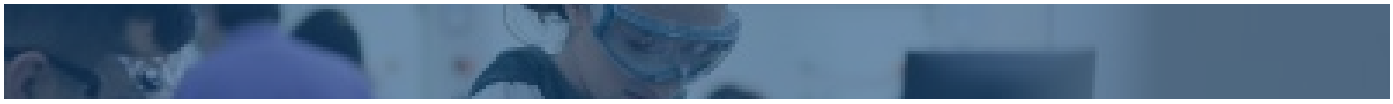


Health Sciences


History and Human Behavior


Machines, Manufacturing, and Cars

Public Service and Safety



Resources

- Areas of Study
- Career Coach
- Counseling
- Student Success
- Transfer and Career Services

Arts, Media, and Entertainment

The curriculum in the Arts, Media and Entertainment pathway includes studies in design, visual and media arts, fashion, performing arts, production and managerial arts. Programs emphasize topics and skills in creativity, performance, and design.

Some careers in this pathway will require a bachelor's degree or other credentials, with programs designed for students intending to transfer.

- Program Award definitions can be found on the Types of Degrees and Certificates webpage.
- To sort/filter the table below, click the funnel icon under the column header.

Degrees and Certificates

Program Title	Program Award	Division	Financial Aid Eligible
Adobe Illustrator	Skill Certificate	Industry & Technology	No
Adobe InDesign	Skill Certificate	Industry & Technology	No
Adobe Photoshop	Skill Certificate	Industry & Technology	No
Architectural Visual Communication	Certificate of Achievement	Industry & Technology	Yes
Art	A.A. Degree	Fine Arts	Yes
Art History	A.A.-T Degree	Fine Arts	Yes
Beginning Culinary Skills	Certificate of Achievement	Consumer & Family Studies	Yes
Commercial Music	Certificate of Achievement	Fine Arts	Yes
Cosmetology	Certificate of Achievement	Special Programs	Yes
Culinary Arts	A.S. Degree	Consumer & Family Studies	Yes
Culinary Arts Fundamentals	Certificate of Achievement	Consumer & Family Studies	Yes
Dance	A.A. Degree	Physical Education	Yes
Dramatic Arts - Acting	A.A. Degree	Fine Arts	Yes
Dramatic Arts - Technical	A.A. Degree	Fine Arts	Yes
English	A.A.-T Degree	English	Yes
Fashion Design	Skill Certificate	Consumer & Family Studies	No

Program Title	Program Award	Division	Financial Aid Eligible
Fashion Merchandising	Certificate of Achievement	Consumer & Family Studies	Yes
Fashion Merchandising	Skill Certificate	Consumer & Family Studies	No
Fashion Merchandising & Design	A.S. Degree	Consumer & Family Studies	Yes
Floral Technology	Skill Certificate	Agriculture	No
Graphic Design	A.S. Degree	Industry & Technology	Yes
Graphic Design	Certificate of Achievement	Industry & Technology	Yes
Journalism	A.A.-T Degree	Language & Communication Studies	Yes
Music	A.A. Degree	Fine Arts	Yes
Music	A.A.-T Degree	Fine Arts	Yes
Studio Arts	A.A.-T Degree	Fine Arts	Yes
Theatre Arts	A.A.-T Degree	Fine Arts	Yes

The Campaign for College Opportunity

Increasing college graduates to strengthen California

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October 29, 2021

Brent Calvin
President
College of the Sequoias
915 S Mooney Blvd
Visalia, CA 93277

Dear President Calvin,

Congratulations! College of the Sequoias has been named a 2021 Equity Champion of Higher Education for your exemplary work in awarding Associate Degrees for Transfer (ADT) to Latinx students on your campus! The percentage point gap (PPG) identifies campuses that are excelling in awarding ADTs to Latinx students, relative to their campus wide ADT conferral rates. The PPG tells us when campuses are acting with intentionality to ensure Latinx students who have a transfer goal earn an ADT. Across all California Community Colleges, your campus ensured that a high proportion of degree or transfer seeking Latinx students received an ADT in the 2019-2020 academic year. This is a tremendous achievement and the real work of equity.

Since the passage of SB 1440 (Padilla) in 2010, the California Community Colleges have awarded over 359,000 Associate Degrees for Transfer. This degree provides a streamlined pathway between the state's community colleges and the California State University (CSU) system. The Campaign for College Opportunity championed this historic legislation, envisioning a clearer pathway for our community college students to transfer and earn a bachelor's degree. Compared to traditional transfer students who enroll in the CSU, ADT transfers earn their bachelor's degree nearly twice as fast. Transforming transfer has been more than 10 years in the making and with the recent passage of AB 928 (Berman), it will significantly accelerate the pace of transfer and degree attainment. With your leadership and commitment, the Associate Degree for Transfer pathway is making college dreams a reality for thousands of California students.

We will recognize College of the Sequoias at our virtual event, Champions of Higher Education Celebration, on Tuesday, November 16, 2021, from 10am-11:30am via zoom. We have extended an invitation to the honorable Assemblymember Marc Berman to join us to provide remarks. We will also be joined by student leaders and other California Community College and CSU honorees. Our virtual celebration will bring together approximately 200-400 attendees representing California's higher education leadership, elected officials, corporate sponsors, and civic and business leaders.

We will publicly announce all Community College and CSU honorees on November 1st and invite you to share the good news with your campus. After our announcement, we encourage you to share the event and invite everyone to join the virtual celebration. Attendees can join the celebration by registering using the following link https://bit.ly/HigherEdChampions21

We will be in touch soon to confirm your attendance and share additional event logistics with you. If you have any questions, please contact my colleague Jackie Rodriguez at jackie@collegecampaign.org or 310-503-3810.

Congratulations again on being named a 2021 Equity Champion of Higher Education!

Sincerely,

Michele Siqueiros
President

COLLEGE *of the* SEQUOIAS

2022 Request to Change Program Review Designation

The COS Institutional Program Review Committee is opening a limited window of opportunity for Program Review Units to request to change their designation (become a new unit, merge, or discontinue). Instructions and the timeline are detailed below, the form is available at the end of this document. It is also available on the IPRC website, under Governance and Leadership.

Important: Consider any proposed change carefully. Designation changes only affect Program Review, not Assessment—you will still assess SLOs or SAOs as before. Discontinuing as a Unit means opting out of the faculty and resource request process. Additionally, if in reviewing your request the IPRC determines your current Unit does not meet the definition of a Unit (see form attached) the Unit may be discontinued even if that was not your intention.

Steps in the process and deadlines:

Step 1: Complete the request form in its entirety by fully addressing all the prompts and referencing the definition of Unit. The documentation must present a compelling case.

Step 2: Attach any additional materials that support the request.

Step 3: Forward the request to your Area Dean. The Dean's signature indicates that all affected parties have been informed *and* support the change.

Step 4: The Area Dean should submit the hard copy request to one of the IPRC co-chairs (Francisco Banuelos or Christian Anderson).

Deadline to submit initial request: noon Thursday, February 10, 2022.

Step 5: The IPRC will review the request on February 15, 2022 and will communicate its decision to the requesting parties directly afterward.

Rebuttal Process to an IPRC decision

Step 1: Rebuttal should provide additional compelling justification and evidence that is different from the original request. Submit rebuttal to the IPRC Co-Chairs.

Rebuttal deadline is noon Thursday, March 10, 2022.

Step 2: The IPRC will communicate the final response after its March 15, 2022 meeting.

Decisions of the IPRC at the conclusion of the process are binding and will not be reconsidered for three years.

2022 PR Unit Designation Request Form

Due date to IPRC Co-Chairs (Christian Anderson, Francisco Banuelos): Thursday, February 10, 2022

No requests will be accepted after this deadline

Name(s) of those making the request: Members of the Tutorial Services Work Group: Josh Geist, Ambar Alvarez Soto, Chris Stillwell, Elise Garcia, Francisco Banuelos, Hernan Pinto Zambrano, Johnny Fang, Stacy Brand, Kathleen Conway, Tracy Redden, James Alvin, Marla Prochnow, Angela Sanchez.

Request for change (please check the appropriate line)

☒ Request designation as a single new program review Unit

☐ Request a current program review unit to become part of another designated program review unit.

☐ Request discontinuance as a current program review Unit.

Change in job description or workload of Unit change if granted:

None

Current Unit name, if any: Learning Resource Center (for Math Lab and General Tutorial), Writing Center, ESL (for Language Center)

New Unit name, or Unit to merge into: Learning Resources

Signature of Area Dean: _____ Date: 2-9-22

Signature indicates support and that all effected entities have been notified of the request.

Form Instructions – The documentation must be complete as well as compelling:

1. If requesting a designation as a single **New Unit** (option 1) or to **Merge with another Unit** (option 2), please complete the prompts defining both the New Unit as well as the Current Unit.
    a. For **New Unit** requests, also provide a short, cogent rationale for the new unit, indicating what benefits and challenges the new designation may bring.
    b. If requesting to **Merge with another Unit**, provide a short, cogent rationale for the ways the two units fit together and the benefits and challenges the new designation may bring.
2. If requesting to **Discontinue a current Unit**, complete the prompts for the Current Unit only. Provide a short narrative explaining the rationale for discontinuance.

Definition of the UNIT in reference to program review: A Unit is any logical group or entity within the college that combines resources, staff/faculty, and curriculum (as appropriate) to deliver a service toward a stated outcome. Existing organization or divisional structures and personnel responsibilities have no bearing on designation as a Unit.

Academic units are encouraged to define the terms "resources" and "services" broadly, but critically, encompassing the full spectrum of facilities, technology, tools, activities, instruction, mentoring, and advising that the unit provides.

New Unit:

1. Name of group or entity:
   Learning Assistance

2. Stated outcome(s)
   Service Area Outcomes:
   - Provide peer academic support in select courses determined through analysis of student needs.
   - Provide high quality tutoring in those areas to foster student success.
   - Increase student use of tutorial services

   Student Learning Outcomes:
   - Student tutors understand and follow the policies and procedures of the College and their tutorial program.
   - Student tutors demonstrate equitable behaviors and practices.
   - Student tutors exhibit positive customer services practices
   - Student tutors hold knowledge of the subject area in which they tutor and can
   - Student tutors use effective tutoring techniques
   - Students who use tutorial services will succeed at higher rates in their classes than students who do not use tutorial services.

3. Resources that support outcome(s)
   General fund, Equity fund and grants support the tutoring services. There are physical locations on the three campuses as follows: Hanford: Math Lab in E91 and Science in Ed 65, Tulare: Math Lab, and General Tutorial in LRC (Building A, room A207E) and Visalia: Math Lab, and General Tutorial in LRC (Lodgepole), MESA in John Muir 124 and Language Center in Kern 738. Tutoring centers provide one on one, small group and lab setting tutorial services. Workshops are offered in support of general success skills. Online tutoring provided by COS peer tutors is available through Math Lab, General Tutorial and Language Center. In addition, outsourced online tutoring is provided in a broad range of subjects and hours of availability by NetTutor. Centers have desktop and laptop computers, attendance software, instructional materials including textbooks and models to support the outcomes. Coordinators and, potentially, faculty support tutor training. These areas are also supported by Dean of Math/Science and Dean of Educational Support Services and related support staff. College Reading and Learning Association (CRLA) International Tutor Training Program

Certification (ITTPC) Standards, Outcomes & Assessments guide the training content used for tutor training.

4. Staff/faculty that support outcome(s)

   Learning Assistance encompasses the tutorial services that occur at College of the Sequoias.

   Math Lab: 1 Coordinator, 1 Instructional Specialist, Faculty hourly time, peer tutors at Hanford, Tulare and Visalia Campus.

   General Tutorial: 1 coordinator, peer tutors at Tulare and Visalia campuses
   Language center: 1 Coordinator, 3 instructional specialists, peer tutors, embedded tutors at Visalia campus

   MESA: 1 Coordinator, peer tutors

   ESL Embedded Tutors: Language Center Coordinator, faculty, peer tutors

   Supplemental Instruction: Faculty Coordinator, SI Student Leaders

5. If appropriate curriculum that supports outcome(s)

   Tutor training based on principles of CRLA International Tutor Training Certification (ITTPC)

6. Service(s) provided

   Peer tutoring in math, science, accounting, social science, language and grammar support for writing, languages, general subjects. Embedded tutoring in ESL. Supplemental Instruction tutoring in traditionally difficult classes.

Current Unit:

1. Name of group or entity:

   Learning Resource Center (includes Math Lab and General Tutorial), ESL (includes Language Center), Math, (includes MESA and Supplemental Instruction)

2. Stated outcome(s)

   Click here to enter text.

3. Resources that support outcome(s)

   Monthly Tutor Training Workshops

4. Staff/faculty that support outcome(s)

   Coordinators, Instructional Specialists.

5. If appropriate curriculum that supports outcome(s)

6. Services provided

2022 PR Unit Designation Request Form

Peer to peer tutoring

Rationale:

To meet the 2018-2021 COS Strategic plan item 2.3.6 "Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction)" a Tutorial Task Force was put together in the Spring of 2020. In addition, College of Sequoias Strategic Plan 2021-2025 continues Goal #2 and adds a new action item: "2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction)."

One recommendation of the Tutorial Task Force was to request a single program review unit for the various tutorial services to include the following: Math Lab, MESA, General Tutorial, Writing Center, Language Center peer-to-peer tutoring, ESL embedded tutoring, English Embedded tutoring, and the Supplemental Instruction Program. The newly formed Tutorial Services Work Group, also born of Tutorial Task Force recommendations, has an initiative this year to apply for the establishment of the Program Review Unit to be called "Learning Assistance."

Ensuring an integrated and aligned peer academic support program is essential to providing effective peer support in a breadth of subject areas. Moreover, such a program would help eliminate gaps in support for needed subjects, as well as avoid unnecessary duplication of services. In the past two years, work has taken place to reduce unnecessary duplication of services in Math Lab, MESA and General tutorial. There is more work to be done to improve the alignment and sustaining positive changes and maintaining responsiveness to new challenges require ongoing review and action. Therefore, integrating and aligning academic support services (2018-2021 Strategic Plan, 2.3.6) depends on the existence of a regular, comprehensive system of review. Additionally, if the college is to successfully increase the availability and effectiveness of peer academic support resources (2021-2025 Strategic Plan, 2.3.2), it must have a way to identify what exactly is needed to take appropriate action. Currently, if it is determined that expanded services are needed, there is no vehicle to request additional resources.

If approved, the tutoring services listed above would become part of the new program review "Learning Assistance" unit. A single program review unit that encompasses all the peer academic support programs will allow the college to assess SLOs (relating to tutor training points), SAOs (relating to subjects in which support is offered), tutoring quality, and student use of tutorial services. This program review unit will also act as a vehicle for all peer academic support programs to engage in an effective cycle of data-driven continuous improvement and to advocate for resources that may be needed to achieve those improvements. It should be noted that this application excludes the Writing Center, as it already has a Program Review Unit. Should this new Learning Assistance unit be approved, the Writing Center will apply to join this unit in the next approval cycle.

Click here to enter text.

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Purpose and Guiding Principles

College of the Sequoia's Professional Learning Plan will provide a framework to realize its vision and mission for professional learning and to accomplish system-wide and District goals by guiding professional learning decisions across our campuses, including identifying and aligning professional learning goals, specifying necessary actions to accomplish those goals, identifying key contributors, and specifying funding and other support resources.

Vision

The College of the Sequoias, in an environment of mutual respect, sees deep and consistent professional learning as a means to realize student success and achievement; to create a positive environment for students, staff, faculty, administration, and the community at large; to develop educational programs that meet civic, professional, economic, and workforce needs; and to become a leader for our community and region.

Guiding Principles

COS Professional Learning should be guided by the following principles. Professional learning opportunities that address one or more of these principles will be prioritized.

i. Student-centered approaches
ii. Discipline and service area recommended practices
iii. Inclusive and accessible trainings
iv. Dynamic and responsive needs-based learning opportunities
v. Innovative and proactive learning opportunities
vi. Cross-college, cross-functional, and interdisciplinary approaches
vii. Assessment and reflection as essential components to learning
viii. Opportunities that effectively communicate needs, opportunities, and importance to campus
ix. Equitable incentives for employee participation

Framework for Professional Learning

The COS Professional Learning Plan is formed through an intentional and integrated planning process, one that reflects the needs of our campuses and community, the driving documents and processes of our college, and the guidance provided by the California community college system, including but not limited to:

i. COS Vision Statement
ii. COS Mission Statement
iii. COS Model for Integrated Planning
iv. COS Master Plan (2015 – 2025)
v. COS Strategic Plan (2018 – 2021)
vi. COS Student Equity Plan (2019 – 2022)
vii. COS EEO Plan
viii. Chancellor's Office Vision for Success and memorandum guidance
ix. Guidelines for Implementing the Flexible Calendar Program (revised 2007)
x. ASCCC's "Anti-Racism Education in California Community Colleges"

xi. GQ Survey Results

Theory of Change

By prioritizing and offering intentional, varied, frequent, and equity-minded opportunities for professional learning and by integrating that learning into our college planning, we can create a rich landscape for faculty, staff, and administration to engage their curiosity and learning together. These learning opportunities will allow all COS employees to hone their expertise and to broaden their knowledge, encouraging a campus culture centered around learning, and with a learning-centered culture engaged in iterative, continuous improvement, COS can arrive on and effectively walk the path toward equity and excellence in higher education.

Goals and Actions

Goals

The actions set forth in this plan work to address four main goals:

I. Equity
II. Excellence
III. Communication
IV. Operations

Each of these goals and their activities, as noted in the framework, are informed by COS's Master and Strategic Plans.

Actions

The actions identified below are intended to be more specific ways COS can accomplish its mission, vision, and plans and sustain professional learning goals. They represent opportunities for collective action undertaken by constituent groups, and they do not supplant individual faculty, staff, and administrative learning opportunities and needs. The planned outputs are specific and tangible results that can be expected from completing the action, and the stakeholders and support are identified bodies whose purpose and work may impact these actions. Actual responsible parties should, ideally, be determined through the shared governance and initiative process, allowing each body to annually decide how they will support professional learning through their work.

Goal 1: Equity

PL Action	Planned Output	Collaborators and Contributors
Understand current state of equity within the District, determining current equity gaps and disseminating that information with District and community	A clear gap analysis data set that informs decision making and professional learning opportunities	Academic Senate EEO EDAC Research Office HR Marketing & PR Budget Committee

Determine and offer equitable incentives for participation.	More equitable incentives (stipends, comp. time, etc.) to encourage greater participation in professional learning	Academic Senate FEC PACE COSTA COSAFA CSEA DGS Superintendent/President Office of Academic Service Office of Student Services
Focus on accessibility across campus, specifically in trainings	Trainings always made available with closed captioning, live captioning, interpreters, recordings, etc.	AAC FEC PACE Marketing and PR Technology Services Media Office of Academic Services
Host regular EEO trainings that focus on transparency of hiring process procedures, employment opportunity publications, and diversity statements across all three campuses.	Improved and increased EEO training opportunities that improve hiring procedures and results	HR EDAC EEO Office of Academic Services PACE Academic Divisions Division Deans COSTA COSAFA CSEA

Goal 2: Excellence

PL Action	Planned Output	Collaborators and Contributors
Improve and develop understanding of data literacy and its application.	Increased data literacy training opportunities, increased awareness and access to data, and improved use of data in decision-making processes	RPIE Technology Services Technology Committee ETC Outcomes and Assessment IPRC FEC
Implement mentorship and excellence programs that are interdisciplinary, both top-down and bottom-up.	Increased number of mentorships for faculty interested in learning new skills, concepts, teaching approaches	FEC PACE Academic Divisions Academic Deans DE Coordinator
Support and implement local extended professional learning opportunities (e.g., Equity Institute, faculty inquiry groups (FIGs), retreats, tiered workshop series)	Increased availability of local, deep professional learning opportunities for our faculty	Academic Senate FEC DGS

Offering learning opportunities that represent research and effective practices in the field of teaching and learning, including disciplinary and interdisciplinary opportunities	Increased learning opportunities around improved pedagogical, andragogical, praxis, student-centered, service-oriented approaches	FEC PACE ETC DECOS Office of Student Services Office of Academic Services Academic Divisions Division Deans

Goal 3: Communication

PL Action	Planned Output	Collaborators and Contributors
Examine current communication practices and establish consistent and regular communication standards	District information, particularly regarding professional learning, will be clearer, accessible, and less overwhelming	Academic Senate and subcommittees DGS and subcommittees Marketing & PR Provosts for district campuses Classified staff
Identify new—and support current—methods for including and amplifying student voice on campus and in decision-making processes (*The Campus*, Tell a Giant, student committee members, etc.)	An amplified and supported student voice, one that can help us improve the college and identify opportunities for professional learning	Journalism unit Technology Services Office of Student Services Division Deans Marketing & PR Student Senate All committees and subcommittees Student employees
Develop and utilize a centralized, district-wide professional learning calendar	All faculty, staff, and administration can be aware of and access professional learning opportunities offered anytime on campus	FEC Facilities Marketing & PR Technology Services PACE Academic Divisions Office of Academic Services Student Senate CHAP

Key trainings, workshops, presentations, etc., when deemed appropriate and relevant, will be recorded and archived for future trainings.	COS constituents will access professional learning opportunities asynchronously, allowing for greater accessibility and an increase in shared knowledge	Media Marketing & PR Technology Services AAC FEC PACE Office of Academic Services Academic Divisions O&A IPRC
Identify an online service or program software, preferably an existing service, as a centralized location for communications (e.g., Sharepoint, the website, OneDrive, etc.)	Centralized location will be determined and maintained in order to save professional learning opportunities for later use by faculty, staff, and administrators.	HR Technology Services Technology Committee Marketing & PR FEC PACE

Goal 4: Operations

PL Action	Planned Output	Collaborators and Contributors
Use NeoGov platform to offer all employee onboarding before they arrive on campus	Differentiated onboard materials available to new faculty, staff, and administration immediately after hiring is confirmed.	HR Academic Senate DGS Office of Academic Services Office of Students Services COSTA CSEA COSAFA President/Superintendent's Office Board of Trustees Academic Divisions
Establish a professional learning budget to fund local learning opportunities for all COS employees	An established professional learning budget to fund professional learning at COS	Budget Committee Academic Senate DGS Office of Administrative Services Office of Academic Services Office of Student Services Fiscal Office
Fund full-time classified position to track, record, and maintain professional learning	A classified staff member will be devoted to tracking, recording, and maintaining records for District-wide professional learning	Academic Senate COSTA CSEA Office of Administrative Services HR

		Office of Academic Services Budget Committee IC (?)
Implement more extensive faculty, staff, and administration orientations, leveraging effective practices (e.g., facilities New Employee Orientation Program, Convocation activities, ROPES Course, etc.)	More extensive, frequent, recursive, and continuous orientation opportunities exist to assist all COS employees.	FEC PACE Facilities and Safety Council Academic Divisions Office of Academic Services COSTA CSEA COSAFA
Prioritize and engage in trainings to extend and maintain certifications necessary to maintain COS operations (e.g., sexual harassment, safety, etc.)	Consistently engage in professional learning that keeps COS current and effective in its operations	HR Facilities and Safety Council PACE

Review Process

In order for district-wide professional learning to keep at pace with changing institutional needs, the COS Professional Learning Plan should be revised the year following the revision of the Strategic Plan. The new Strategic Plan will help identify new campus-wide objectives and actions that will influence professional learning needs and, thus, our plans for professional learning.

In the year the Professional Learning Plan is to be revised, a Professional Learning Review Taskforce should be formed, and that taskforce should include the following members in order to accurately represent campus constituents:

- Dean of Human Resources
- FEC Co-Chairs
- PACE classified representative
- EDAC representative
- ETC/DECOS representative
- Facilities and Safety Council representative
- Any additional representatives to ensure campus-wide perspective and input

Acknowledgements

This plan would not be possible without the time, commitment, and leadership of the professional learning plan workgroup, including Erik Armstrong, Jesse Wilcoxson, John Bratsch, Mary-Catherine Oxford, Byron Woods, Kevin Mizner, Nicole Tudor, and Crystal Salazar.

In particular, the drafting team—Erik Armstrong, Nicole Tudor, Crystal Salazar, and Mary-Catherine Oxford—spent many additional hours working through the drafting and revision process.

We would also like to thank Mitra Sapienza and the City College of San Francisco for sharing their professional development plan with us. It greatly contributed to the shape of this plan.

Glossary

AAC = Access and Ability Center

ASCCC = Academic Senate for California Community Colleges

CHAP = Cultural Historical Awareness Program

COSAFA = College of the Sequoias Adjunct Faculty Association

COSTA = College of the Sequoias Teachers Association

CSEA = California School Employees Association

DE = Distance Education

DECOS = Distance Education Committee at College of the Sequoias

DGS = District Governance Senate

EDAC = Equity and Diversity Action Committee

EEO = Equal Employment Opportunity

ETC = Education Technology Committee

FEC = Faculty Enrichment Committee

GQ = Giant Questionnaire

HR = Human Resources

IC = Instructional Council

IPRC = Institutional Program Review Committee

O&A = Outcomes and Assessment Committee

PACE = Professional Association of Classified Employees

PR = Public Relations

RPIE = Research, Planning, and Institutional Effectiveness

Convocation Workshop Proposal, Spring 2022

Are you interested in sharing your expertise with fellow COS faculty and staff members? Fill out this form to express your interest and describe your proposed workshop with the Convocation task force. Answer each question and then click "Submit." The Convocation task force will review proposals and contact presenters soon.

This semester's theme: Resilience & Reinvention: Embracing Equity in a Time of Change

Deadline: This form will close on **November 30 at 5:00 pm.**

Hi, Erik. When you submit this form, the owner will see your name and email address.

* Required

1. What is the title of your workshop? *

Enter your answer

2. Describe your workshop and potential outcomes. *

Enter your answer

3. Will there be additional presenters with you? If so, list their names here. If not, just say "No." *

Enter your answer

4. What is your preferred format for the proposed workshop? *

- ◯ Face-to-face
- ◯ Virtual (Zoom)
- ◯ Hybrid

5. What is your preferred day for the workshop? *

- ◯ Monday, January 3
- ◯ Tuesday, January 4
- ◯ Wednesday, January 5
- ◯ Thursday, January 6

6. What is your preferred time for your workshop? *

- ◯ Early Morning, 8 - 10
- ◯ Late Morning, 10 - 12
- ◯ Early Afternoon, 12 - 2

7. How much time will your proposed workshop take? *

- ◯ 30 minutes
- ◯ 1 hour
- ◯ 1 hour, 30 minutes
- ◯ 2 hours
- ◯ Other

8. Briefly explain how your proposed presentation fits into this semester's theme (see above in the form description). *

Enter your answer

9. Does your proposed workshop addresses an aspect of our 2021 - 2025 Strategic Plan? Review the plan here: https://www.cos.edu/en-us/Accreditation/Documents/Institutional%20Planning%20Documents/COS%20Strategic%20Plan%202021-2025%20Final.pdf *

- ◯ Yes
- ◯ No

☐ Send me an email receipt of my responses

Submit

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

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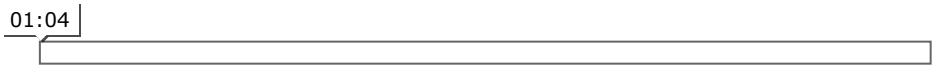
Placement Procedures

Math and English Placement Changes



California has a new law (AB 705) that requires community college districts to increase the chances that a student will enroll and complete transfer-level coursework in Math and English within one year. COS will no longer depend on testing to determine class placement. Instead, assessment measures that include high school performance (i.e. GPA, course grades, advanced coursework) will be used in course placement. Full implementation of the new placement rule will begin at COS in spring 2019 for English, and summer 2019 for mathematics.

The goal of AB 705 is to ensure that students are not obligated to take below transfer-level English and Math courses that may delay or deter their educational progress. However, if evidence suggests they are highly unlikely to succeed in the transfer-level course, students may choose to take below transfer-level courses, if available.

COS shall use evidence-based multiple measures for placing students into English-as-a-second language (ESL) coursework. For those students enrolling into credit ESL coursework, their placement

should maximize the probability that they will complete degree and transfer requirements in English within three years.

What This Means For You...

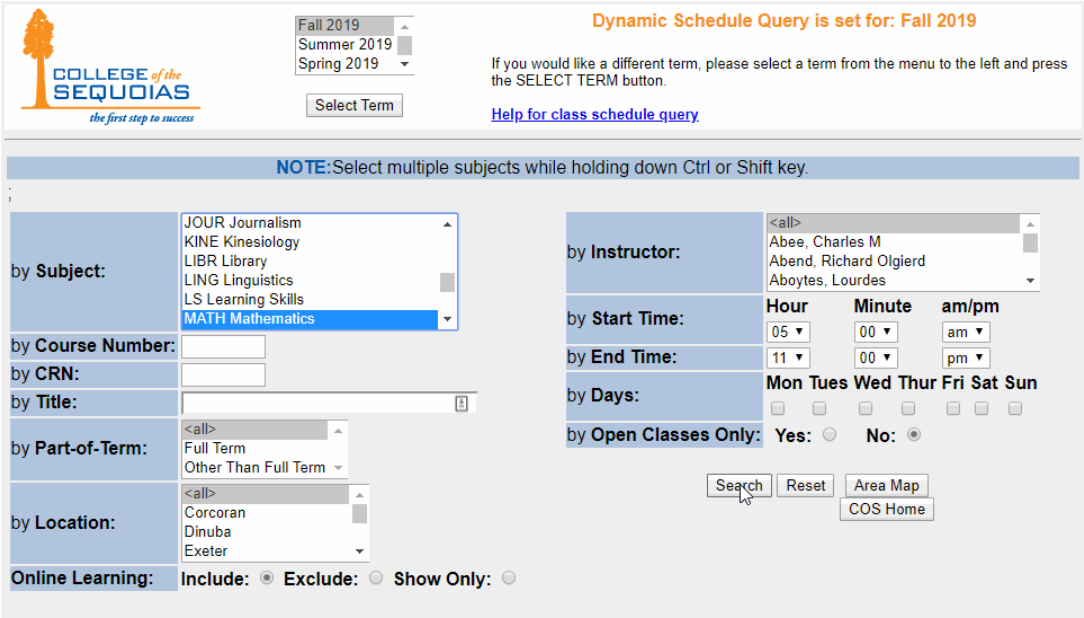
- You will no longer need to take a Math and English placement test.
- You will now be placed in Math and English courses based on your high school GPA, course grades, and advanced coursework.
- You will be able to register into transfer-level Math and English courses (corequisite support course may be required. See information below).
- You may choose to take a below transfer-level, if available, but you will not be required to do so.
- For specific placement information and answers to frequently asked questions, go to the Math Placement, English Placement, and ESL Placement tabs above.

What is a Corequisite Support Course?

Depending on your high school GPA, course grades, or coursework, you may be required to take a corequisite support course in conjunction with the transfer-level Math or English course. A corequisite support course is designed to complement the Math or English course to provide additional instruction, practice, and/or academic support.

For example, if you place in English with corequisite support, you will have to register for both the ENGL 001 course and the ENGL 301 corequisite support course. The ENGL 301 corequisite support course will be with the same instructor as the ENGL 001 course. It is important that you allow time for both courses.

To find the corresponding corequisite support course, see animation below:



COS 6.5.2

What if I Pass the Parent Course but Fail the Corequisite Support Course?

If you pass the parent course but fail the corequisite support course, you do not have to retake the corequisite support course. However, it may affect your overall GPA.

FAQs

Has the math sequence changed?

How will students be placed into math courses?

What is MATH 035?

What is MATH 005?

What is MATH 044?

What are MATH 310, MATH 321, MATH 335, and MATH 344?

What will happen to MATH 200, MATH 230, and MATH 360?

What if a course has a prerequisite of MATH 230?

What does it mean that students “cannot be directed or placed into MATH 230”?

What about students who are already taking courses in the old math sequence?

Math Placement

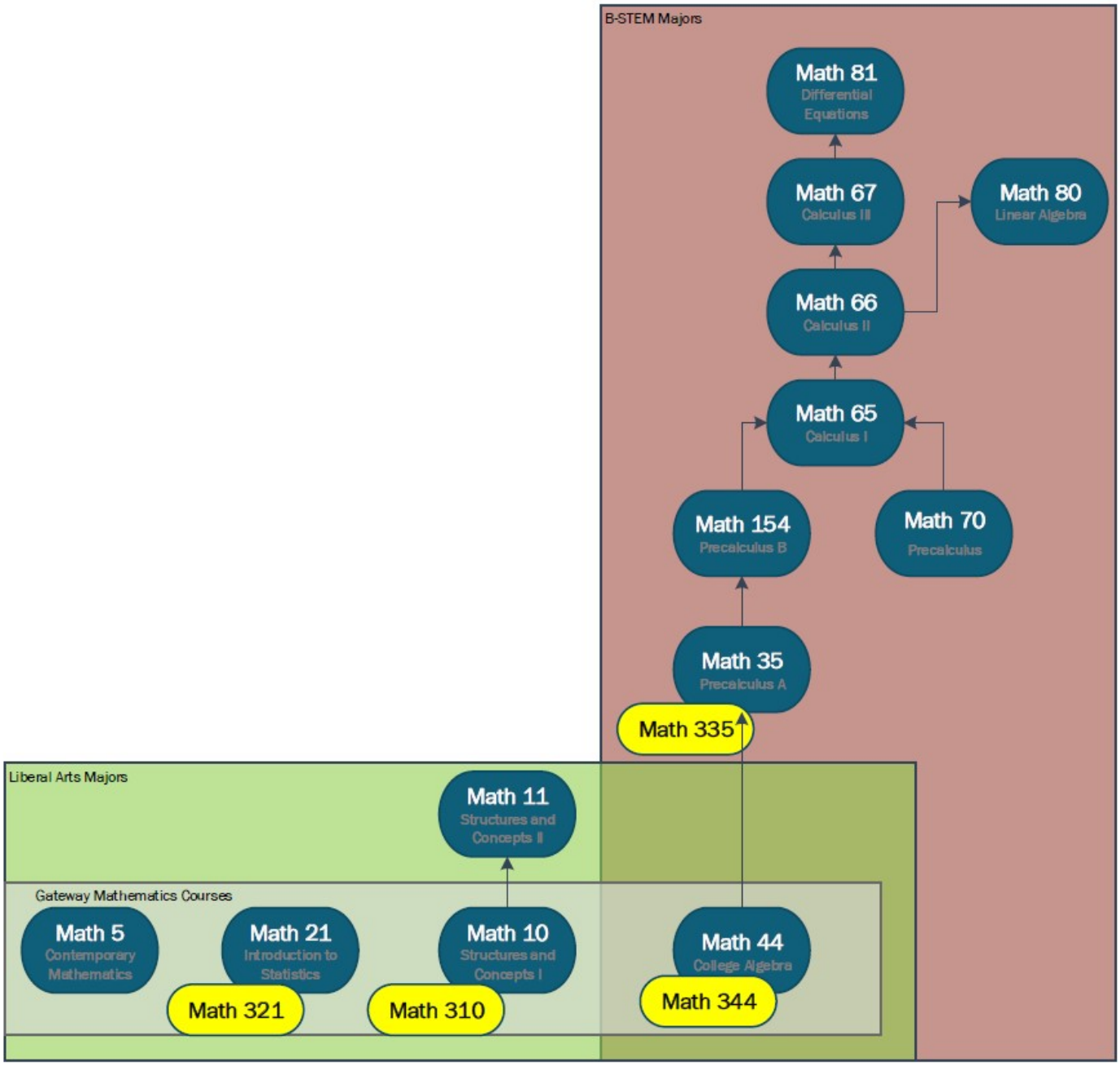
FOR A COMPLETE LIST OF MATH COURSES AND DESCRIPTIONS, VISIT: MATH COURSES

Has the math sequence changed?

YES! All students will be eligible to enroll in a transfer-level math course in their first semester, though some may be required to take a co-requisite support course.

B-STEM (Business, Science, Technology, or Math) students, depending on their high school preparations, will be placed into one of two potential pathways, leading to MATH 065 Calculus 1. Depending on a student's highest math course taken in high school and their overall high school GPA their B-STEM pathway could begin at MATH 044, MATH 035, MATH 070, or MATH 065.

The new course sequences for math are illustrated below.



How will students be placed into math courses?

Effective for the summer 2020 semester, math placement will be determined by a student's high school performance.

- For placement into MATH 010 Structure and Concepts 1, MATH 044 College Algebra, and MATH 021 Introduction to Statistics, placement will be determined by a student's high school GPA.
- For placement into MATH 035 Precalculus A, MATH 070 Precalculus, and MATH 065 Calculus 1, placement will be determined by a combination of a student's high school GPA and the highest math course taken in high school.
- It should be noted that students cannot be placed directly into MATH 154 Precalculus B.

The grid below illustrates math placement, effective fall 2021:

High School Coursework (Min)	GPA ≥ 3.4	3.4 > GPA ≥ 3.2	3.2 > GPA ≥ 3.0	3.0 > GPA ≥ 2.6	GPA < 2.6
Enrolled in Calculus	MATH 065	MATH 065	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325
Passed with a minimum grade of B: - Trigonometry - Pre-Calculus - Math Analysis - Integrated Math 4 or above	MATH 065	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325
Passed with a minimum grade of C: - Trigonometry - Pre-Calculus - Math Analysis - Integrated Math 4 or above OR Passed with a minimum grade of B: - Integrated Math 3 - Algebra 2	MATH 070	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 MATH 005 MATH 044 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 035 + MATH 335 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 035 + MATH 335 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325
Any Math	BUS 020 BUS 119 MATH 010 MATH 021 MATH 005 MATH 044 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 005 MATH 044 SSCI 025	BUS 020 BUS 119 MATH 010 MATH 021 MATH 005 MATH 044 SSCI 025	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325	BUS 020 + BUS 320 BUS 119 + BUS 319 MATH 010 + MATH 310 MATH 021 + MATH 321 MATH 005 MATH 044 + MATH 344 SSCI 025 + SSCI 325

If you are eligible for...	You are also eligible for...	Provided...
MATH 065	MATH 070 MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 035 with or without MATH 335 MATH 005 MATH 044 with or without MATH 344	
MATH 070	MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 035 with or without MATH 335 MATH 005 MATH 044 with or without MATH 344	
MATH 035	MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 035 with MATH 335	

	MATH 005 MATH 044 with or without MATH 344	
MATH 035 + MATH 335	MATH 010 with or without MATH 310 MATH 021 with or without MATH 321 MATH 005 MATH 044 with or without MATH 344	MATH 010 without MATH 310 or MATH 021 without MATH 321 or MATH 044 without MATH 344 requires GPA ≥ 3.0
MATH 010 or MATH 021	MATH 010 with MATH 310 MATH 021 with MATH 321 MATH 005 MATH 044 with MATH 344	

Parent Course	Corequisite Support Course
MATH 010	MATH 310
MATH 021	MATH 321
MATH 035	MATH 335
MATH 044	MATH 344

What is MATH 035?

MATH 035 Precalculus A is a new math course. It is a CSU transferable math course that covers topics from pre-calculus excluding those related to trigonometric functions and is aligned with C-ID MATH 151. MATH 035 will serve as one potential starting point for students with a B-STEM major. The content of MATH 035 and MATH 154 roughly equate to the content of MATH 070, providing two pathways to MATH 065 for students coming to COS with different levels of preparation.

What is MATH 005?

MATH 005 Modern Mathematics is a new math course designed to provide students with a positive and relevant experience in a general education math course and is intended to serve students in non-B-Stem majors who are not required to take MATH 021 Introduction to Statistics. MATH 005 will provide students an overview of many relevant math topics including statistics, probability, finance, and the mathematics of social choice. The course is CSU transferable and is being proposed for CSU GE area B4.

What is MATH 044?

MATH 044 College Algebra is a new math course and would be an appropriate starting point for students who wish to pursue a B-STEM major, but did not have adequate high school preparation in math. It can also serve as a college algebra course for non-B-STEM majors. This course is aligned with C-ID MATH 150. MATH 044 is CSU transferable and is being proposed for CSU GE area B4 and UC transfer.

What are MATH 310, MATH 321, MATH 335, and MATH 344?

MATH 321 is a corequisite support course for MATH 021. Each section of MATH 321 will be linked to a specific section of MATH 021. Students with a high school GPA less than 3.0 will be required to enroll in both MATH 021 and its corequisite course, MATH 321. Not all sections of MATH 021 will have a support course. Students with above a 3.0 high school GPA can self-select to take MATH 021 with or without MATH 321. The content of MATH 321 will be tailored to the needs of the students enrolled in that particular MATH 021/MATH 321 section. The course will focus on necessary algebra skills sequenced to best support MATH 021 as well as material to help students develop other necessary academic skills to help lead to college success.

In a similar manner...

- MATH 310 Support for Structures and Concepts 1 is a corequisite support course for MATH 010 Structure and Concepts 1
- MATH 335 Support for College Algebra for STEM is a corequisite support course for MATH 035 Precalculus A
- MATH 344 Support for College Algebra is a corequisite support course for MATH 044 College Algebra

What about placement into MATH 154 Trigonometry?

Students will no longer directly place into MATH 154 Precalculus B. Instead, B-STEM students will be placed into one of two pathways leading to MATH 065 Calculus 1 depending on each student's high school performance.

What will happen to MATH 200, MATH 230, and MATH 360?

Students will no longer be placed into these courses and there are no sections of MATH 360 Pre-Algebra or MATH 200 Elementary Algebra scheduled for fall 2019. There are also no plans to offer sections of MATH 360 or MATH 200 in future semesters. There will be a limited number of offerings of MATH 230 Intermediate Algebra with the corequisite support course MATH 330 Support for Intermediate Algebra.

Note: Students cannot be placed into or directed to take MATH 230.

What if a course has a prerequisite of MATH 230?

Because all students will be automatically placed into transfer-level courses, they will satisfy any prerequisites of MATH 230.

What does it mean that students "cannot be directed or placed into MATH 230"?

All students will receive placement into transfer-level mathematics (possibly with corequisite support). This ensures that no students will be placed into a below transfer-level mathematics class (MATH 230 Intermediate Algebra). MATH 230 is not an appropriate starting point for students who are required to take MATH 010 Structure and Concepts 1 or MATH 021 Introduction to Statistics for their major. Thus, these students should not be directed to take MATH 230.

If a student comes to COS having not passed trigonometry/precalculus or Integrated Math 4 in high school and wishes to pursue a B-STEM major, they will be placed in MATH 035 Precalculus A or MATH 035 with MATH 335 Support for College Algebra for STEM. In the July 2018 Memorandum from the California Community Colleges Chancellor's Office it is noted "Students who have not completed Algebra 2 or higher in high school but who enter college with intentions to major in STEM fields are rare. However, good practice suggests they should be informed that Algebra 2 is highly recommended as preparation for a STEM-oriented gateway mathematics course and that their likelihood of success will be higher in a statistics course." This would indicate that even these "rare" students should be directed to MATH 010 Structure and Concepts 1 or MATH 021 Introduction to Statistics and not to MATH 230 Intermediate Algebra, but if the student is insistent on a B-STEM major they may self-place into MATH 230 in preparation for MATH 035, a STEM-oriented gateway mathematics course.

What about students who are already taking courses in the old math sequence?

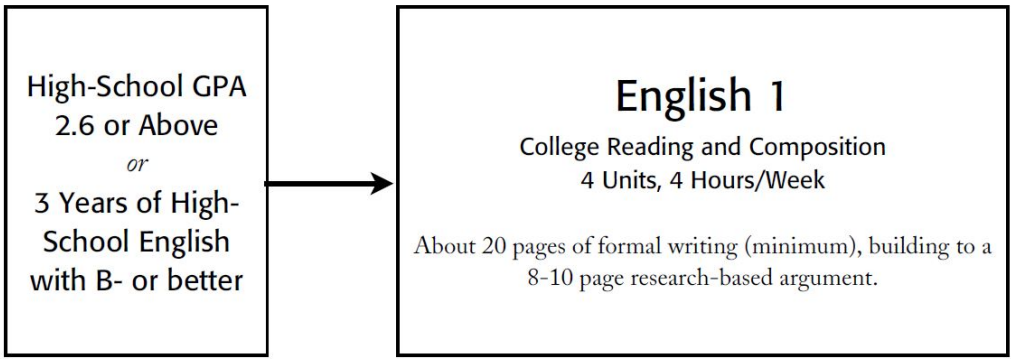
- Students that have passed a transfer-level math class will continue with their current educational plans.
- Students that have passed MATH 230 as their highest math class are eligible to take a gateway transfer-level math class without corequisite support (MATH 010, MATH 021, or MATH 035).
- Students that have not passed MATH 230 will be placed based on their high school performance according to the new placement rules.

The above questions are specific to COS and math courses. For a more general set of questions concerning AB 705, see the California Community Colleges Chancellor's office FAQ.

English Placement

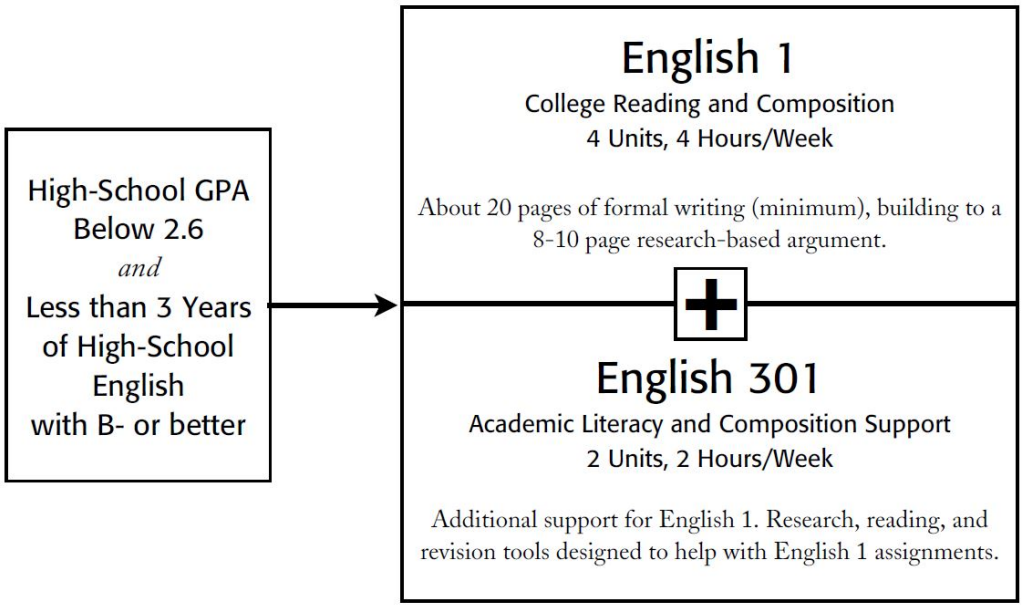
At COS, our goal is to help you complete your English requirements as quickly and successfully as possible. Research shows that the best way to predict who will succeed in college English is by looking at high school GPA and coursework. These factors are the best way to decide how much support you will need.

Students with a high school GPA of 2.6 or above, or with 3 years of English with a B- or better, should enroll directly in ENGL 001 College Reading and Composition, our transfer-level class.



All other students should enroll in a linked section of ENGL 001 College Reading and Composition and ENGL 301 Academic Literacy and Composition Support.

ENGL 301 offers additional support with skills like research, reading, and revision that will help you approach your work in ENGL 001.



Note: While ENGL 001 is open to high school seniors in dual enrollment and concurrent enrollment programs, COS does not offer ENGL 301 to high school students. Research also shows that taking a course below your placement level can make you much less likely to complete transfer-level English within one year. ***We strongly recommend all students take the highest placement level for which they are eligible.***

English as a Second Language Placement

Finding the right ESL or English class for you is easy. There is no test for you to take. There are just three steps:

1. Answer some questions about your previous studies and your English skills.
2. Look at examples of other students' writing and decide which one matches your ability.
3. Look at descriptions of the different ESL/English class levels and choose the best level for you.

After you complete those 3 steps, you will get a recommendation of which class you should take.

On your first day of class, the teacher will confirm that you are in the best class for you. If there is a better level for you, the teacher will let you know.

COLLEGE of the SEQUOIAS
the first step to success

English as a Second Language

Academic ESL Pathway

Transfer Level English

English 1
College Composition and Communication
4 units

OR

English 1
College Composition and Communication
4 units

English 301
Academic Literacy and Composition Support
2 units

Advanced Level ESL

Adv. Academic ESL
Credit/Noncredit

90/490
Advanced Academic ESL
Reading/Writing/Grammar
5 units

Electives

Advanced –Level 2
Credit/Noncredit

350/450
Advanced Writing/ Grammar 6
3 units

351/451
Advanced Reading/ Vocabulary 6
3 units

352/452
Advanced Listening/ Speaking 6
2 units

Advanced –Level 1
Credit/Noncredit

340/440
Advanced Writing/ Grammar 5
4 units

341/441
Advanced Reading/ Vocabulary 5
3 units

342/442
Advanced Listening/ Speaking 5
2 units

Intermediate Level ESL

Intermediate –Level 2
Credit/Noncredit

330/430
Intermediate Writing/ Grammar 4
4 units

331/431
Intermediate Reading/ Vocabulary 4
3 units

332/432
Intermediate Listening/ Speaking 4
2 units

Intermediate –Level 1
Credit/Noncredit

320/420
Intermediate Writing/ Grammar 3
4 units

321/421
Intermediate Reading/ Vocabulary 3
3 units

322/422
Intermediate Listening/ Speaking 3
2 units

COLLEGE of the SEQUOIAS
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English as a Second Language

State Approved ESL Certificates

Advanced Level - ESL Certificate of Competency

Assessment Score 50-59	**Advanced –Level 2** Noncredit	450 Advanced Writing/ Grammar 6 4 hours	451 Advanced Reading/ Vocabulary 6 3 hours	452 Advanced Listening/ Speaking 6 2 hours
Assessment Score 40-49	**Advanced –Level 1** Noncredit	440 Advanced Writing/ Grammar 5 6 hours	441 Advanced Reading/ Vocabulary 5 3 hours	442 Advanced Listening/ Speaking 5 2 hours

Intermediate Level - ESL Certificate of Competency

Assessment Score 30-39	**Intermediate –Level 2** Noncredit	430 Intermediate Writing/ Grammar 4 6 hours	431 Intermediate Reading/ Vocabulary 4 3 hours	432 Intermediate Listening/ Speaking 4 2 hours
Assessment Score 20-29	**Intermediate –Level 1** Noncredit	420 Intermediate Writing/ Grammar 3 6 hours	421 Intermediate Reading/ Vocabulary 3 3 hours	422 Intermediate Listening/ Speaking 3 2 hours

Beginning Level ESL - Certificate of Competency

Assessment Score 10-19	**Beginning Level 2** Noncredit	410 Beginning Writing/ Grammar 2 6 hours	411 Beginning Reading/ Vocabulary 2 3 hours	412 Beginning Listening/ Speaking 2 2 hours
Assessment Score 0-9	**Beginning Level 1** Noncredit	402 Beginning Writing/ Grammar 1 6 hours	403 Beginning Reading/ Vocabulary 1 3 hours	404 Beginning Listening/ Speaking 1 2 hours

Welcome to the COS Giant Dashboards!

INTRODUCTION TO COS GIANT DASHBOARDS

Welcome to the COS Giant Dashboards! The Giant Dashboards provide data to inform and support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, accreditation needs, and other areas that directly support the District mission. They serve as a quick and a convenient source of information about the College of the Sequoias and are updated periodically as data becomes available. We welcome your questions, comments and suggestions about the content, format, definitions, and calculations utilized in the dashboards. If you have any questions, comments, suggestions or concerns regarding the dashboards, please contact the Office of Research, Planning, and Institutional Effectiveness.

LIST OF COS GIANT DASHBOARDS

Program Review and Planning Dashboard (/_layouts/15/FIXUPREDIRECT.ASPX?WebId=4c1be7a3-28f3-40e9-8a72-c56dd8ff2d40&TermSetId=5c7e4347-a5ca-4613-b7f7-a6a4c7ecb0fc&TermId=f784096c-f9e0-4d40-b01a-93fcce76922a) – This is a comprehensive dashboard that functions as a one-stop-shop for your academic program planning needs. This dashboard allows users to explore the standard academic program data metrics prescribed by the Institutional Program Review Committee (IPRC). This dashboard contains metrics assessing faculty growth, success rates, excused withdrawal

rates, program majors, awards and recipients, full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio metrics. The top five most offered courses are displayed for quick analysis. Users can explore equity data in other tabs, such as race/ethnicity, gender, enrollment status, unit load, campus location and instructional method.

AB705 English Dashboard (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/AB705EnglishDashboard - This interactive dashboard allows users to explore data metrics and outcomes related to the AB 705 requirement, to maximize the likelihood of a student completing transfer-level coursework in English within a one year timeframe. Users can conduct customized analyses and assessments by disaggregating data by groups, such as gender, race/ethnicity, enrollment status, unit load, among others. By default, the dashboard illustrates the District totals.

AB705 Quantitative Reasoning Dashboard (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/AB705QRDashboard/Suc - This interactive dashboard allows users to explore data metrics and outcomes related to the AB 705 requirement, to maximize the likelihood of a student completing transfer-level coursework in Quantitative Reasoning within a one year timeframe. Users can conduct customized analyses and assessments by disaggregating data by groups, such as gender, race/ethnicity, enrollment status, unit load, among others. By default, the dashboard illustrates the District totals.

Awards, Recipients, and Majors Dashboard (/_layouts/15/FIXUPREDIRECT.ASPX?WebId=4c1be7a3-28f3-40e9-8a72-c56dd8ff2d40&TermSetId=5c7e4347-a5ca-4613-b7f7-a6a4c7ecb0fc&TermId=c305923b-ce4f-4887-a9fa-ddee160b92dd) - This dashboard allows users to interactively explore awards (degrees and certificates) and the recipients of those awards. Users can disaggregate District level data by gender, and race/ethnicity. Users can also explore awards and recipients for specific departments as well as the volume of declared majors for their department.

Student Support Services Survey Dashboard (2019) (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/COSStudentSupportServ This dashboard allows users to interactively explore the 2019 Student Support Services Survey data (Mother Lode Survey). The dashboard allows users to disaggregate survey data by campus location, gender, race/ethnicity, unit load, first-generation, and enrollment status.

Student Support Services Survey Dashboard (2021) (https://public.tableau.com/app/profile/college.of.the.sequoias/viz/StudentSupportServices2021/Intro) - This dashboard allows users to interactively explore the Student Support Services Survey data from the 2021 distribution (Mother Lode Survey). The dashboard allows users to disaggregate survey data by campus location, gender, race/ethnicity, unit load, and enrollment status.

PRIVACY AND CONFIDENTIALITY REMINDER

Please be aware that the dashboard data is only reported in the aggregate so that the privacy of the respondent is protected. Disclosure of the personally identifiable information to unauthorized parties violates the Family Education Rights & Privacy Act (FERPA (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html)). The dashboards may include sensitive information. Therefore, information pertaining to small groups is suppressed and denoted with an asterisk. It is expected that employees/administrators exercise the privilege of using such data/information with care and integrity, and protect the confidentiality and privacy of individuals. Please use this information only for its intended purpose and handle it in a professional and careful manner as required by the District's General Ethical Standards (COS AP 3050 (/en-us/Governance/Board/BoardPolicies/Documents/AP%203050%20-%20Institutional%20Code%20of%20Ethics.pdf)). If there are any issues with the dashboard or the data presented in the dashboard, please contact the Office of Research, Planning, and Institutional Effectiveness.

CONTACT FOR CONSULTATION OR ASSISTANCE

The Office of Research, Planning and Institutional Effectiveness is happy to provide consultation or assistance with the use of the dashboards or interpretation of the data, if needed. We highly encourage you to submit a Data/Research Request (/en-us/Research/Pages/Ad-Hoc-Data-and-Research-Requests.aspx) form for consultation or additional data analyses.

Program Review and Planning Dashboard by College of the Sequoias

College of the Sequoias Program Review Dashboard

Welcome to the Program Review Dashboard. This dashboard allows users to explore the standard academic program data metrics prescribed by the Institutional Program Review Committee (IPRC). This dashboard contains success rates, (excluding EW grades), full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio metrics. The top five most offered courses are displayed for quick analysis. Users can explore equity data in the Success & Enrollments tab, such as race/ethnicity, gender, enrollment status, unit load, campus location instructional method. Please visit the Privacy, Definitions, & Calculations tab for additional resources.

Success Rates (Excluding EW Grades)

Dept.	2018-19	2019-20	2020-21
ACCT	64.6%	70.2%	75.3%
Courses			
ACCT 001	63%	65%	68%
ACCT 002	71%	80%	87%
ACCT 210	55%	61%	57%
ACCT 282	72%	83%	91%

Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued). By default, EW and MW grade marks are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio.

FTES/FTEF Ratio

Dept.	2018-19	2019-20	2020-21
ACCT	18.61	17.11	15.63
Courses			
ACCT 001	18.13	16.43	15.00
ACCT 002	21.60	20.17	17.12
ACCT 210	18.00	15.50	15.25
ACCT 282	12.50	12.00	13.00

FTES/FTEF: Since a normal faculty workload (15 instruction hrs) could generate 17.5 FTES (assuming 35 students per course), the target ratio is typically 17.5. Additional examples can be found on the calculations tab.

FTES (Full-Time Equivalent Students)

Dept.	2018-19	2019-20	2020-21
ACCT	103.77	103.80	98.97
Courses			
ACCT 001	63.60	61.33	52.00
ACCT 002	28.80	32.27	36.53
ACCT 210	7.20	6.20	6.10
ACCT 282	4.17	4.00	4.33

FTES (Full-Time Equivalent Student): One FTES represents 525 contact hours or student instruction/activity in a year. With 35 weeks of instruction each year X 15 hours per week = 525 contact hours = 1 FTES. Additional examples can be found on the calculations tab. Students with an Excused Withdrawal or Military Withdrawal are included in this count.

FTEF (Full-Time Equivalent Faculty)

Dept.	2018-19	2019-20	2020-21
ACCT	5.58	6.07	6.33
Courses			
ACCT 001	3.51	3.73	3.47
ACCT 002	1.33	1.60	2.13
ACCT 210	0.40	0.40	0.40
ACCT 282	0.33	0.33	0.33

FTEF (Full-Time Equivalent Faculty): One FTEF represents 15 instructional hours per semester, which is the normal faculty workload. The annual FTEF is equal to the sum of both the fall and spring FTEF values. Additional examples can be found on the calculations tab.

Department
ACCT

Credit Courses
- [x] Credit
- [ ] Non-Credit

Cancel Apply

Terms
- [ ] Summer
- [x] Fall
- [x] Spring

Cancel Apply

Academic Year
- [ ] 2015-16
- [ ] 2016-17
- [ ] 2017-18
- [x] 2018-19
- [x] 2019-20
- [x] 2020-21

Cancel Apply

AB 705 English Dashboard by College of the Sequoias

Notice of Privacy | Success & Enrollments | First-Attempt Cohort Tracking | First-Time Student Cohort Trac... | Placement | Definitions

Success & Enrollments

Welcome to the AB705 English Dashboard. This dashboard allows users to explore success, enrollments, withdrawals, and excused withdrawals through the race/ethnicity and gender equity lens. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes.

Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP).

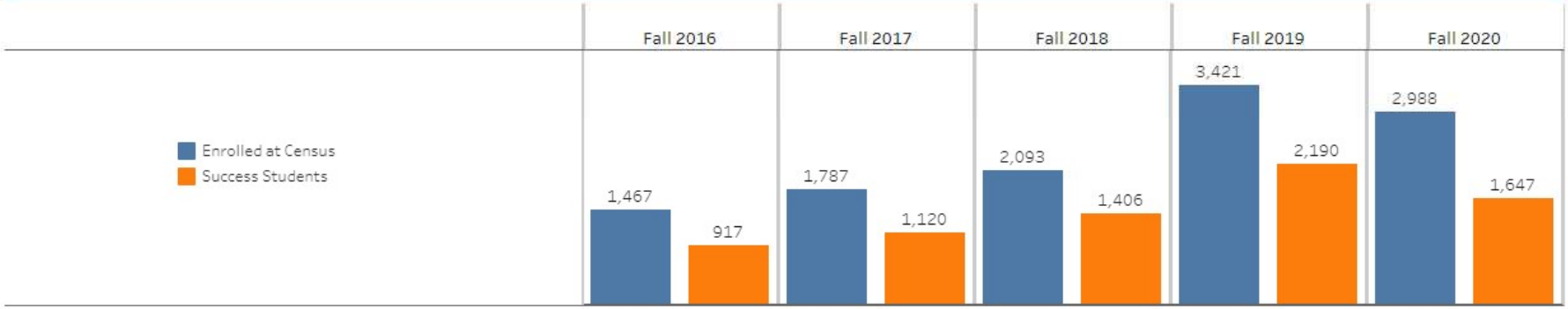
Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).

Withdrawal Rate - (Letter grade W / (All grades issued).

Excused Rate - (Letter grade EW / (All grades issued).

Enrolled at Census - Unduplicated count of all students who were enrolled at the first census that received any grade (includeing EW and MW grades).

ENGL 001 - Total Enrollments and Successful Completion



Outcomes and Enrollments: Enrolled at Census

Semester Filter: Fall

Group 1: None

Group 2: None

Group 3: None

ENGL 001 Enrolled at Census

			Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Grand Total			1,467	1,787	2,093	3,421	2,988
Null	Null	Null	1,467	1,787	2,093	3,421	2,988

AB 705 QR Dashboard by College of the Sequoias

Notice of Privacy | Success & Enrollments | First-Attempt QR Cohort Tracki... | Placement | Definitions

Success & Enrollments

Welcome to the AB705 Quantitative Reasoning (QR) Dashboard. This dashboard allows users to explore success, enrollments, withdrawals, and excused withdrawals through the race/ethnicity and gender equity lens. Outcomes of small groups (less than 10) are suppressed and denoted with an asterisk (*). Students who received a grade but were not enrolled at census are not included in these outcomes.

Success Rate Including EW - (Letter grades A, B, C, P) / (All grades issued).

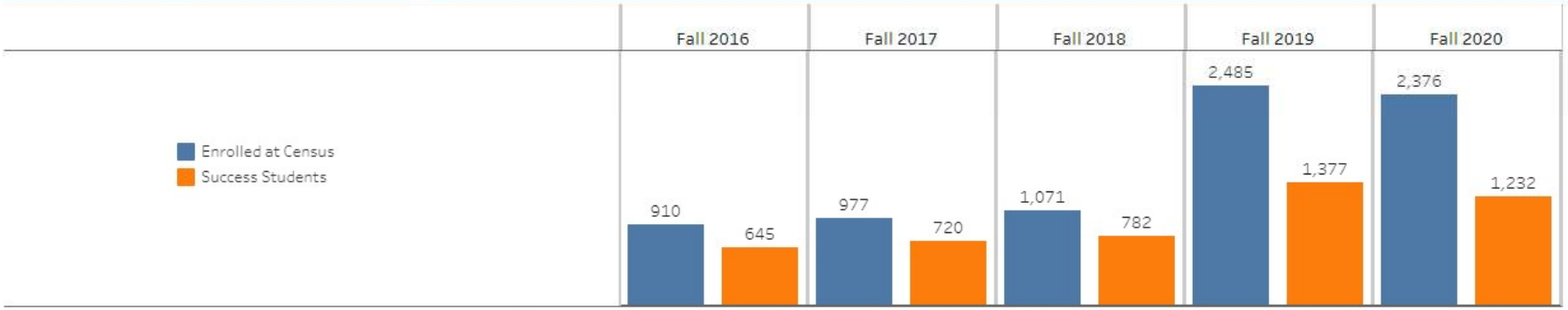
Success Rate Excluding EW - (Letter grades A, B, C, P / (A,B,C,D,F,W,I,P,NP).

Withdrawal Rate - (Letter grade W / (All grades issued).

Excused Rate - (Letter grade EW / (All grades issued).

Enrolled at Census - Unduplicated count of all students who were enrolled at the first census that received any grade (includeing EW and MW grades).

District Total Quantitative Reasoning



Metric-Measure: Enrolled at Census

Semester Filter: Fall

Courses: (All)

Group 1: None

Group 2: None

Group 3: None

All QR Courses Enrolled at Census

			Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Grand Total			910	977	1,071	2,485	2,376
Null	Null	Null	910	977	1,071	2,485	2,376

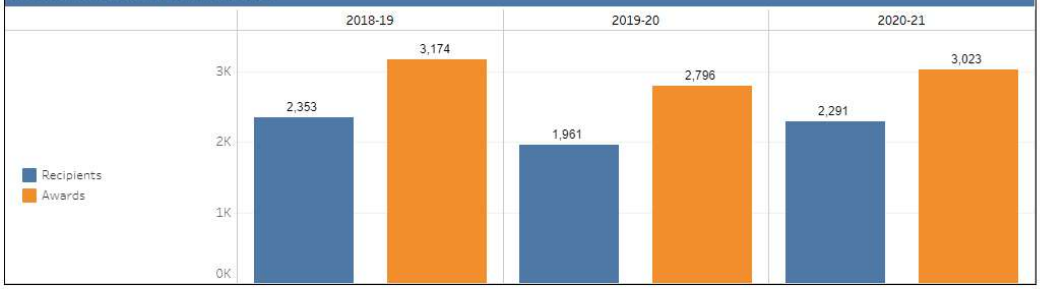
Awards, Recipients, and Majors by College of the Sequoias

Notice of Privacy | District Awards and Recipients | Program Award and Recipients | Majors by Department

District Awards and Recipients

Welcome to the District Award and Recipient Dashboard. This dashboard allows users to explore the total count of awards issued as well as the unduplicated count of recipients receiving the awards. Users can explore student majors in CTE related fields and financial aid eligible programs. Please visit the Privacy, Definitions, & Calculations tab for additional resources.

Awards and Recipients Trend



Award Type: (All)

CTE Award: (All)

Financial Aid Eligible: (All)

Award Year
- [ ] 2014-15
- [ ] 2015-16
- [ ] 2016-17
- [ ] 2017-18
- [x] 2018-19
- [x] 2019-20
- [x] 2020-21

Cancel | Apply

Award Types

	2018-19		2019-20		2020-21	
	Recipients	Awards	Recipients	Awards	Recipients	Awards
District Totals	2,353	3,174	1,961	2,796	2,291	3,023
A.A. for Transfer(ADT)	378	407	500	548	512	565
A.S. for Transfer(ADT)	274	287	308	321	314	336
A.A. Degree	552	757	646	959	545	717
A.S. Degree	287	295	318	322	307	313
Cert.(30 to < 60 units)	223	223	148	148	165	169
Cert.(18 to < 30 units)	149	152	94	95	14	14
Cert.(16 to < 30 units)			23	24	172	185
Cert.(12 to < 18 units)	46	69	12	13	1	1
Cert.(6 to < 18 units)	702	821	315	348	548	634
Cert.(< 6 units)	28	28	17	17	6	6
Non-Credit	133	135	1	1	75	78
Cert.(8 to < 16 units)					5	5

Gender Distribution (2018-19, 2019-20, 2020-21)

	Recipients	Percent
Grand Total	6,154	100.0%
Female	3,693	60.0%
Male	2,418	39.3%
Unknown	43	0.7%

Race/Ethnicity Distribution (2018-19, 2019-20, 2020-21)

	Recipients	Percent
Grand Total	6,154	100.0%
African-American	124	2.0%
Asian	177	2.9%
Hispanic	3,988	64.8%
Multi-Ethnicity	319	5.2%
Native American	17	0.3%
Pac. Islander or Filipino	72	1.2%
Unknown	68	1.1%
White	1,389	22.6%

Source: COS Office of Research, Planning, and Institutional Effectiveness (Data Warehouse)

Awards: The count of all awards issued (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students may earn multiple awards in the same time period.

Recipients: Unduplicated count of students who received at least one award (AW, CT, SK, SC, CM) over the time period July 1st - June 30th, for the respective year. Students are counted once regardless of how many awards they earned.

COS Student Support Services Survey 2019 by College of the Sequoias

Intro | LRC | Counseling | Student Services | Support Programs | Campus Safety | Health Center | Facilites | Technology | ILOs | Campus C

Based on your recent experiences with the Library/LRC, please indicate your level of satisfaction with the following services:

Questions	Satisfied & Very Satisfied	Dissatisfied & Very Dissatisfied	Unaware of the service: Not Aware of Service
Borrowing Materials (books, DVDs, textbooks, etc.)	97%	3%	18%
eBooks & Academic Databases	96%	4%	17%
Ask a Librarian (research and citation assistance)	97%	3%	14%
Study Rooms/Quiet Areas	95%	5%	9%
Assistance using computers, printers, etc.	96%	4%	9%
Laptop and Mobile Hotspot Checkout	94%	6%	35%
Writing Center	96%	4%	14%
Tutorial Center	97%	3%	20%
Math Lab	96%	4%	19%
Saturday Hours	91%	9%	36%

Campus: (All)

Gender: (All)

Race/Ethnicity: (All)

Load: (All)

First-Gen: (All)

Student Status: (All)

Overall Satisfaction:

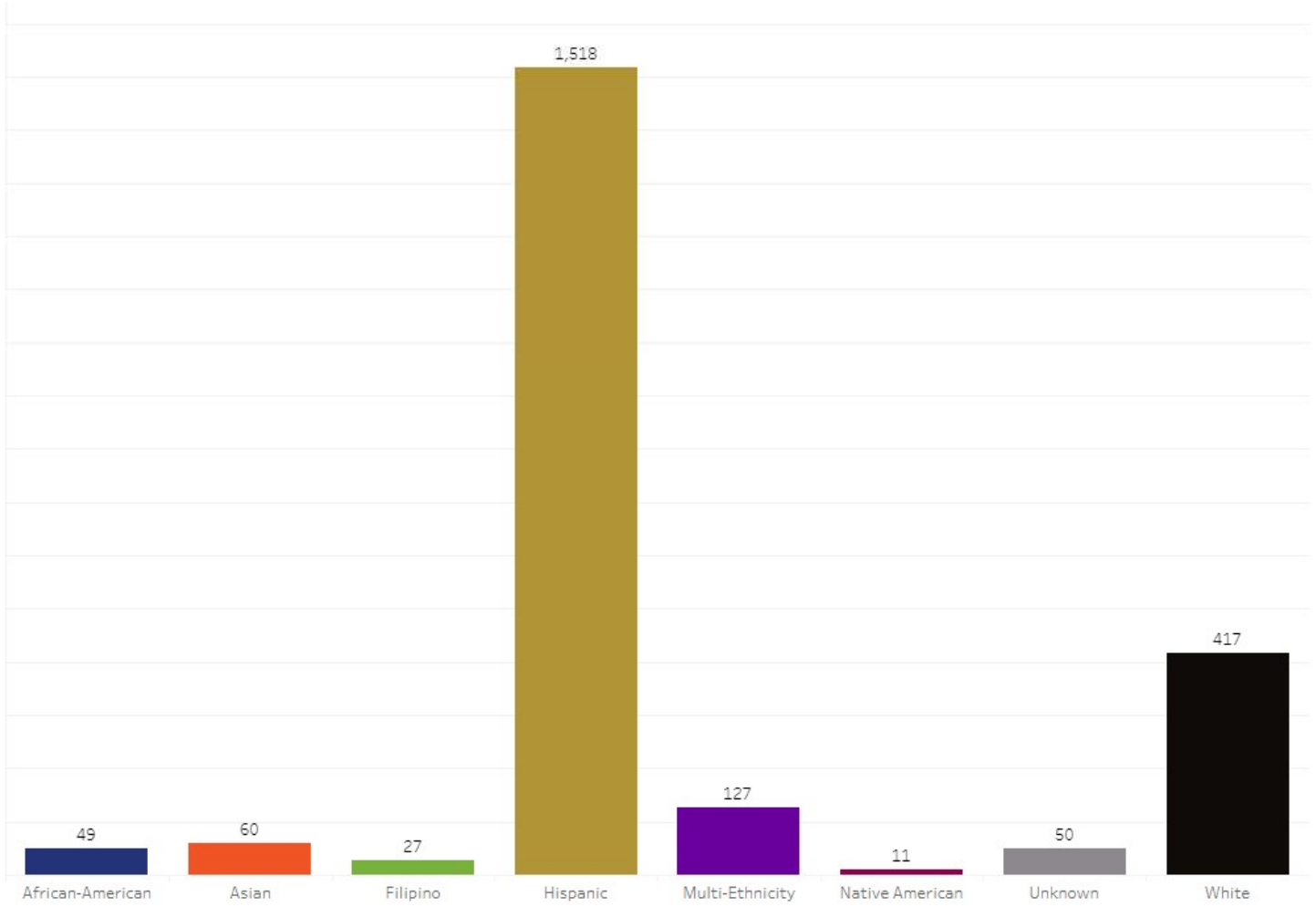
Questions	Satisfied & Very Satisfied	Dissatisfied & Very Dissatisfied
Please rate your overall satisfaction with the Library/LRC services.	98%	2%

Student Support Services Survey- 2021 by College of the Sequoias

Intro | Participant Demographics | Library/LRC Services | Counseling Services | Student Services | Student Support Programs | Health & Food

Participant Demographics

Demographic Characteristics: Race



STUDENT RIGHTS AND GRIEVANCES

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances against the District. These procedures shall be available to any student who reasonably believes a District decision or action has adversely affected his or her status, rights or privileges as a student.

This procedure does not apply to:

- Student disciplinary actions, which are covered under Board policies 5500, 5510, and 5550, and Administrative Procedure 5501 and 5520.
- Police citations (i.e. "tickets"); which are covered under Administrative Procedures 6750.
- Sex discrimination as prohibited by Title IX of the Higher Education Amendments of 1972; which is covered under Administrative Procedures 3410 and 3430.
- Sexual harassment; which is covered under separate Administrative Procedures 3410 and 3430, and collective bargaining agreements.
- Illegal discrimination; which is covered under Administrative Procedure 3410 and 3430, and collective bargaining agreements.
- The challenge process for prerequisites, co-requisites, advisories, and limitations on enrollment.
- Employee Discipline.
- Challenges to established district policies and administrative regulations.
- Financial claims against the District.

Furthermore, nothing in this Administrative Procedure can supersede education code or other local, state, or federal rules and regulations.

Definitions:

Bad Faith: Intent to deceive or to act in a manner contrary to law and/or a grade assigned because of a student's protected characteristics contrary to Education Code Section 66250 et. seq. (including, but not limited to, Section 66270) and Title 5, California Code of Regulations, Section 593000 et. Seq. If pursuant to the discrimination and

harassment complaint procedure it is determined that a grade was the results of discrimination or harassment the grade may be changed as a remedy of the discrimination or harassment.

Day: Unless otherwise provided, day shall mean a day during which the District is in session and regular classes are held, excluding Saturdays and Sundays.

District Representative: The person or representative of the group who rendered the decision or action that now serves as basis for the student's grievance against the District.

Education Code Section 76224 (a) which provides: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final."

Fraud: A deception deliberately practiced in order to secure unfair or unlawful gain.

Grievance Hearing Committee: A group made up of student representatives, faculty, and management who may hear the grievance.

Grievance Officer: The Superintendent/President shall appoint an employee who shall assist students in seeking resolution by informal means. This person shall be called the Grievance Officer.

Incompetence: A lack of ability, legal qualification, or fitness to discharge a required duty.

Mistake (in course grade(s)): May include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors.

Notification: Notification to parties may be via e-mail or telephone followed by a hard-copy document. The e-mail or telephone call will qualify as official notification for timeline purposes.

Party: The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the District Grievance Officer.

Representative: A person standing or acting for another especially through delegated authority for either party, which may include a union representative, parent, or legal counsel. (Notification requirements exist for legal counsel as per this administrative procedure).

Respondent: Any person representing the district claimed by a grievant to be responsible for the alleged grievance.

Student: A currently enrolled student, a person who has filed an application for admission to the District, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Superintendent/President: The Superintendent/President or a designated representative of the Superintendent/President.

Due Process Procedures:

A. Informal Resolution

All attempts to solve the grievance by informal resolution shall be documented on the COS Statement of Grievance Form (Appendix A).

Step One:
Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the District representative making the decision that the student is challenging and may be considered for a grievance.

If the student has a compelling reason for not directly seeking resolution from the District representative, the Grievance Officer and/or the student may seek the assistance of the Dean of Student Services in attempting to resolve a grievance informally. The Dean of Student Services may hold mediation session(s) with the student and the District representative to continue the informal resolution process. The Grievance Officer and/or the student may seek the assistance of the Dean of Student Services in attempting to resolve a grievance at any time during the informal resolution stage (optional). Documentation is required on the Grievance Form (Appendix A).

Step Two:
If the grievance is not resolved, then the student shall continue to seek resolution through the informal process with the assistance of the Division Chair and/or Director and the Area Dean. All attempts to solve the grievance by informal resolution shall be documented on the COS Statement of Grievance Form (Appendix A).

Step Three:
After exhausting all efforts in Step One and Two, the student may contact the District's Grievance Officer. The Grievance Officer shall verify completion of steps 1 and 2 and the required documentation on the Grievance Form (Appendix A).

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. Retaliation by any party stemming from initiating informal discussions or filing of a grievance is

prohibited.

B. Formal Resolution:

Step One:
A student who is still unsatisfied after the informal resolution process has the right to request a Formal Grievance Hearing by submitting to the District's Grievance Officer the Statement of Grievance form (Appendix A), which includes a signed written statement specifying the time, place, and nature of the grievance, identifying what occurred in the informal resolution process and requesting a hearing before the Grievance Hearing Committee.

The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

The Grievance Officer shall sit with the Hearing Committee but shall not serve as a member or vote.

The completed Statement of Grievance form must be submitted with the Grievance Officer no later than twenty (20) school days after the semester concludes that the incident on which the grievance is based occurred. Within five (5) school days following receipt of the Statement of Grievance form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

Step Two:

Formal Hearing with Grievance Hearing Committee:
When presented with a written Grievance Statement and request for a formal hearing from the student, the Grievance Officer shall forward all documents to the Committee Chair for review. The Committee Chair shall retain the right to approve or deny the formal hearing request based on the guidelines set forth below. The Superintendent/President may delay acting on the case until after the hearing.

The determination of whether the Statement of Grievance presents sufficient ground for a hearing shall be based on the following:

1. The statement contains facts which, if true, would constitute a grievance under these procedures;

2. The grievant is a student as defined in these procedures, which includes applicants and former students;

3. The grievant is personally and directly affected by the alleged grievance;

4. The grievance was filed in a timely manner; and,

5. The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Grievance Hearing Committee Chair shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within five (5) school days of the date the decision is made by the Hearing Committee.

Appeal: The student shall have the right to appeal a rejection of a Request for a formal Grievance Hearing. Any appeal relating to a Grievance Hearing Committee Chairperson decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the Vice President supervising the Division where the alleged decision/action occurred within ten (10) school days of that decision. The appropriate Vice President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The appropriate Vice President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Step Three:
If the Request for Grievance Hearing satisfies each of the requirements, the Grievance Officer shall schedule a grievance hearing. The hearing will begin within ten (10) school days following the decision to grant a grievance hearing. All parties to the grievance shall be given not less than five (5) school days notice of the date, time, and place of the hearing.

Grievance Hearing Committee Selection:
The Hearing Committee shall consist of the following seven members, each with the same right to vote:

1. Two students appointed by the Student Senate. Any full-time student in good standing is eligible, as defined by the Student Senate Constitution and By-Laws.

2. Two faculty members, one appointed by the Academic Senate President and one by the COSTA President.

3. Two administrators appointed by the Superintendent/President.

4. One person appointed by the Superintendent/President to serve as chairperson. Those eligible are students, faculty members, or administrators other than the Dean of Student Services.

Each person or group appointing a Grievance Hearing Committee member shall also appoint an alternate for each member. The purpose of an alternate is to take the place of a Grievance Hearing Committee member should they be unable to complete the hearing. Alternates may sit as non-voting members of the Grievance Hearing Committee, even if the regularly appointed member is present. Should a voting member of the Grievance Hearing Committee be unable to continue during the course of a hearing, the appropriate alternate may take the place of the voting member.

All seven members and their alternates are eligible for appointment on subsequent

Grievance Hearing Committees. Any four members shall constitute a quorum.

No person shall serve as a member of the Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. It is the responsibility of the Grievance Hearing Committee members to declare any potential conflict of interest and excuse themselves from proceedings. It is appropriate for a member of the Grievance Hearing Committee to recues themselves from a hearing if during such hearing they realize that they cannot act in a neutral manner.

Any party to the grievance may challenge for cause any member of the Hearing Committee prior to the beginning of the hearing by addressing a challenge to the Designated Vice President who shall then determine whether cause for disqualification has been shown. This challenge may occur a maximum of two times. If the Designated Vice President feels that sufficient ground for removal of a member of the committee has been presented, the Superintendent/President shall remove the challenged member or members and contact the appropriate group or individual for a substitute member or members from the panel described above in the Grievance Hearing Committee Selection portion.

C. Hearing Committee Procedures:

The Hearing Committee shall conduct its proceedings as follows:

1. Upon notification of the date, time and location of the hearing, all parties shall receive a list of the hearing committee members.

2. The decision of the Grievance Hearing Committee Chair shall be final on all matters relating to the conduct of the hearing.

3. The members of the Grievance Hearing Committee and both parties shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

4. District representatives and committee members are required to keep all documentation and information related to the hearing confidential before, during, and after the proceedings. Hearings shall be in accordance with the Family Educational Rights and Privacy Act (FERPA).

5. The parties concerned shall have the opportunity to be present at the hearing, and may be accompanied by witnesses to testify on their behalf (a maximum of three witnesses unless special and extenuating circumstances, as determined by the Committee Chair, require more witnesses).

6. All parties to the case shall have the right to present statements, testimony, evidence, and witnesses, and to be represented by counsel, if they desire, and to question witnesses and testimony. Faculty and staff are not required to appear but may be represented by their department.

7. The burden of proof rests with the student who brings forth the grievance against the

District.

8. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted. However, any and all relevant documents supporting either the grievant(s) or District's position may be admitted into evidence at the hearing. These documents shall be labeled as "exhibits" by the Grievance Officer and will remain the property of the District.

9. Each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant(s) shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant(s) to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

10. Each party to the grievance may represent himself or herself, and may also have the right to be represented by a person of his or her choice. If a party wishes to be represented by an attorney, a written request must be presented to the Grievance Officer not less than (5) five school days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. Upon notification from the Grievance Officer that a party will be represented by an attorney, the Hearing Committee Chair may also request legal assistance through the Superintendent/President. Any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

11. Hearings shall be closed. Witnesses shall not be present at the hearing when not testifying and shall remain outside the hearing until called to testify.

12. The Hearing Committee shall make findings of fact (render a decision) relative to the charges, by a majority vote. The Hearing Committee shall also make recommendations as to penalties or other action which it considers just.

The hearing shall be recorded by the Grievance Officer, either by tape recording or stenographic recording, and shall be the only recording made. Any witness who refuses to be recorded may not be permitted to give testimony. In the event the recording is by tape recording, the Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District at all times unless released to a professional transcribing service. Any party may request and receive a copy of the recording. A material fee may be charged for the copies of the transcription or tape.

All testimony shall be taken under oath; the oath shall be administered by the Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is deemed unavailable to testify by the Hearing Committee Chair. Grievance proceedings shall constitute a student record. As such, the recorded or transcribed hearing and exhibits shall be sealed and archived in the Dean of Student Services Office once Final Action (as described in Section D) has been completed. These

materials shall remain sealed unless a copy of the hearing is requested by either party or upon court order.

Within ten (10) school days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the Superintendent/President a written decision. The decision shall include specific factual findings regarding the grievance, the list of exhibits entered as evidence and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the grievant, if any. The decision shall be based only on the record of the hearing, and not on matters outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

Appeal: Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing by the student to the Superintendent/President within ten (10) school days of that decision.

Final Appeal to Superintendent/President:

Within ten (10) school days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the Superintendent/President shall send to all parties his or her written decision, together with the Hearing Committee's decision and recommendations. The Superintendent/President may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight; and if the Superintendent/President does not accept the decision or a finding or recommendation of the Hearing Committee, the Superintendent/President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Superintendent/President shall be final; no further appeals are allowed.

Reference: Title IX, Education Amendments of 1972; Education Code Section 76224 (a)
Appendix A, COS Statement of Grievance Form
Appendix B, COS Grievance Officer Duties

Adopted: February 12, 2008
Revised: November 3, 2010
Revised: March 30, 2016

COS Statement of Grievance Form

(To be completed by student within twenty (20) school days of the end of the semester that incident occurred).

IMPORTANT: BEFORE SUBMITTING THIS FORM, you must have completed the following actions:

- ./ Attempted to resolve conflict directly with the person or representative of the group responsible for decision or action
- ./ Spoken with the Division Chair and/or Director of Department in which that faculty member belongs to seek assistance in resolving grievance
- ./ Met with Area Dean of that Department to discuss situation and appeal for Dean's intervention.
- ./ Consulted with Grievance Officer in Room 101

- ./ (OPTIONAL) Participated in mediation with Dean of Student Services

Name of Student:_____ Student ID/Banner # _____
Address:_____ City/Zip: _____
Home Phone:_____ Cell Phone: _____

District Representative (Person who rendered decision that now serves as basis for the student's grievance against the District):
Name:_____ Position/Title: _____

NARRATIVE OF INCIDENT: In the space below, write down the facts in this matter, including time, place and nature of the grievance.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

If additional documentation is needed, please attach.

_____ _____
Signature of Student Date

STEP ONE:

☐ I have attempted to resolve this issue by informal means with the person or representative of the group responsible for the decision or action (or through mediation with the Dean of Student Services). Please document every contact:

Date of Contact(s):	Means of communication(s): (Example: Email, phone call, office visit, etc.)	How did you attempt to resolve the issue(s)?	What was the result of your attempt(s)?

If additional documentation is needed, please attach.

_____ _____

Signature of District Representative/Dean of Student Services Date

Does not imply agreement with the student's statement only signifies that student has met with District Representative (Person who rendered decision that now serves as basis for the student's grievance against the District).

Note: In Lieu of District Representative Signature, the student may obtain the signature of the Division Chair or Immediate Supervisor.

STEP TWO:

A. ☐ I have attempted to resolve this issue by informal means with the Division Chair and/or Director of the department. Please explain:

Date of contact:	Name/Title of person(s)	Means of communication(s)	How did you attempt to resolve the issue(s)?	What was the result of your attempt(s)?

If additional documentation is needed, please attach.

_____ _____

Signature of Division Chair and/or Director Date

Does not imply agreement with the student's statement only signifies that student has met with Division Chair and/or Director

B. ☐ I have attempted to resolve this issue by informal means with the Area Dean of the department. Please explain:

Date of contact:	Name/Title of person(s)	Means of communication(s)	How did you attempt to resolve the issue(s)?	What was the result of your attempt(s)?

If additional documentation is needed, please attach.

_____ _____
Signature of Area Dean Date

Does not imply agreement with the student's statement only signifies that student has met with Area Dean

STEP THREE:

☐ I have contacted the District's Grievance Officer to verify completion of STEPS ONE and TWO:

(To be completed by Grievance Officer)

I have met with student_____and verified completion of STEPS ONE and TWO as outlined in AP 5530.

_____ _____ _____
Date Signature Print name

☐ OPTIONAL: As suggested by Grievance Officer, I have attempted to resolve this issue through mediation with the Dean of Student Services. Please explain:

Date of contact:	*Name/Title of person(s)*	*Means of communication(s)*	*How did you attempt to resolve the issue(s)?*	*What was the result of your attempt(s)?*

If additional documentation is needed, please attach.

Signature of Dean of Student Services Date

Does not imply agreement with the student's statement only signifies that student has met with Dean of Student Services.

FORMAL RESOLUTION (Step One) REQUEST:

It has not been possible to resolve this issue by informal means. I request a formal hearing before the Grievance Hearing Committee.

Student's Signature Date Request Completed

If requesting a hearing, please submit completed form to Grievance Officer in Room 101. Student may add additional documentation as needed (please attach).

Received by: **Grievance Officer** **Date**

For Office Use Only:

_____Semester Incident/Issue Occurred _____ Date that semester ended _____ ALL STEPS COMPLETED
_____ Received on time *(Within 20school days period)* _____ Advised student of rights/ responsibilities

FORMAL HEARING PROCESS:
_____Date notification sent to Committee Chair (within 10 days of receiving signed request)

REQUEST DENIED:
_____Date Grievance Officer was notified _____Date notification was sent to student (*within 5 days*)

REQUEST APPROVED:
_____Date Grievance Officer was notified _____Date notification of Hearing Date sent to all parties & committee members.

COS Grievance Officer Duties

Grievance Officer Duties:
The Grievance Officer is appointed by the Superintendent/President of the District. In accordance with Government Code Sections 3540.1, 3544.1 and 3544.7 (modified by Senate Bill 253, August 2003), a confidential employee status is not required for this position.

The Grievance Officer is responsible for:

1. Guiding students who are seeking a resolution to a grievance with the District by:
    a. Providing a copy of AP 5530, including the grievance form;
    b. Explaining the steps in AP 5530;
    c. Clarifying what a grievance procedure includes and excludes;
    d. Consulting with the Dean of Student Services, if appropriate, in assisting students in the process; and
    e. Directing students to other resources/staff if necessary
2. Keeping accurate records, this includes:
    a. Maintaining files on active cases;
    b. Securing all documents from grievance hearings in locked cabinet;
    c. Ensuring all records are shared only with Grievance Committee members; and
    d. Keeps records in accordance with federal and state statutes and regulations.
3. Scheduling the Grievance Hearing by:
    a. Observing all deadlines; and
    b. Notifying all parties.
4. During the Grievance Hearing, the Officer shall:
    a. Take accurate records, including tape recording the procedure;
    b. Mark all exhibits into evidence;
    c. Ensure all parties adhere to all rules;
    d. Provide information to Grievance Hearing Committee as needed; and
    e. Attend deliberations (but shall not vote).
5. After the Hearing, the officer:
    a. Submits a summary of the committee's findings to the President; and
    b. Notifies all parties of the committee's findings.
    c. Provide copies of taped/transcribed recording only when directed by Dean of Student Services.

Online Orientation

Please verify that you have reviewed the orientation information by submitting your Banner ID and birthdate at the bottom of the page. (/en-us/Student-Services/Pages/Online-Orientation.aspx#verify)

The College of the Sequoias Orientation program seeks to promote student success by facilitating ease of transition to college for new students, connecting new students to campus resources and programs, and preparing students for the institution's educational opportunities, services, and responsibilities. Starting college can be confusing, so here at COS we've created an Orientation program to guide you and introduce you to resources available on campus.

- **Crosswalk for Fall 2021 Instructional Delivery Changes** (/en-us/academics/fall-2020/classes)
- **Video tutorial: How to utilize Crosswalk for Fall 2021 Instructional Delivery Changes** (https://vimeo.com/435793446)

The health and safety of Students, Staff and Faculty is the District's priority. Please continue to monitor District email, the District website, and District social media for further developments and information.

Questions? Please contact Roselia Rodriguez

Call or Text: 559-737-6225

Email: roseliar@cos.edu

Placement Procedures (/en-us/admissions/placement-procedures)

Canvas, Email, Zoom, & Tech Resources (/en-us/student-support/online-orientation#student-resources)

Student Complaint Form (https://cm.maxient.com/reportingform.php?CollegeoftheSequoias&layout_id=2)

Contact COS (/en-us/student-support/online-orientation#contact)

Library/LRC, Online Tutoring & Bookstore
(/en-us/student-support/online-orientation#lrc)

Registration Resources
(/en-us/student-support/online-orientation#student-registration)

Counseling Resources
(/en-us/student-support/online-orientation#student-counseling)

Access and Ability Center
(/en-us/student-support/access-ability)

Basic Needs, Health, & Wellness
(/en-us/student-life/health-services)

Financial Aid
(/en-us/admissions/financial-aid)

(/en-us/student-support/online-orientation#multilingual)

Multilingual Resources

(/en-us/student-support/online-orientation#mentalhealth)

Mental & Health Wellbeing

(/en-us/student-support/online-orientation#covid-info)

COVID-19 Information & Updates

(/en-us/student-support/online-orientation#faq)

FAQ

(/en-us/student-support/police/campus-safety-tips)

Campus Safety

(/en-us/administration/human-resources/title-ix-and-prohibition-of-unlawful-discrimination-sexual-harassment)

Unlawful Discrimination and Sexual Assault

+

CANVAS, EMAIL, & ZOOM +

CONTACT COS +

LIBRARY/LRC, ONLINE TUTORING & BOOKSTORE +

REGISTRATION RESOURCES +

COUNSELING RESOURCES +

MULTILINGUAL RESOURCES +

MENTAL HEALTH & WELLBEING +

COVID-19 INFORMATION AND UPDATES +

FAQ +

After carefully reviewing the content on this page, including following each linked tile above, please enter your info below to complete and confirm your Online Orientation with COS!

*** Indicates required field**

Banner ID: *

Birthdate (eg. 10/23/2010): *

Verify

Tell A Giant - Report It!

Campus Incident Reports / Student Complaints

The College of the Sequoias is committed to creating a safe, supportive learning and working environment for all members of the campus community. Campus safety is our top priority, and we take all reports of misconduct and reports of students-in-need seriously to protect everyone's health and well-being.

The College depends on its community members to identify and report behaviors of concern so that the College can provide distressed students and employees with appropriate support services and resources. We are all responsible for the well-being of our campus community, so if you become aware of a problem, use the reporting forms below to get some help.

Training Video - How to Make a Report
(https://vimeo.com/444952206)

Behavioral Intervention Team - Membership and Information
(/en-us/student-support/behavioral-intervention-team)

2021 BIT Training (Zoom - 5/5/21)
(https://cccconfer.zoom.us/rec/share/B54EsmKFtuc0IGmItg9xZFv0eb1Gfi6Ei-dBtA0XmiCXKkIlgtHfd5RnSTXEsrA_gx2cnQ_A1F_q-)

2021 BIT Training - Putting Together the Puzzle Pieces (PowerPoint)
(/en-us/Student-Services/Documents/2021%20BIT%20ROADSHOW%20-Faculty%20Jill%20and%20Michele%204%202021.pdf)

If you are dealing with an emergency, please call 911. For an immediate response to other situations, call the COS District Police Dept. on the Visalia Campus - 730-3999 / Tulare Campus - 688-3299 / Hanford Campus - 583-2599 before filling out the referral form below.

For questions or assistance in completing any of the reports below, please contact 559-730-5470 or email BIT@cos.edu (mailto:BIT@cos.edu).

REPORT STUDENT MISCONDUCT (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=0&PROMPTFORAUTH=TRUE)

College of the Sequoias seeks to foster a climate of safety and academic success that requires the involvement of all campus community members. The Student Misconduct Report is provided to allow faculty and staff to report observed behavior that warrants concern for the safety of the campus and the individuals involved. Use this form to document violations of the college's Student Code of Conduct (AP 5500). (/en-us/Student-Activities/Documents/Board%20Policy%205500%20-%20Conduct%20Standards.pdf)

This report may only be submitted by faculty / staff.

SUBMIT A STUDENT MISCONDUCT REPORT (STAFF SIGN-IN REQUIRED) (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=0&PROMPTFORAUTH=TRUE)

REPORT ACADEMIC DISHONESTY (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=1&PROMPTFORAUTH=TRUE)

Academic dishonesty, academic misconduct, or academic fraud is any type of cheating, plagiarism, fabrication or falsification of data, deception of an instructor by providing false information for missing an exam or deadline or claiming to have submitted coursework. It also can include using paid services to complete an assignment or providing test answers for money as well as impersonation by assuming a student's identity with an intent to advantage a student.

This report may only be submitted by faculty / staff.

SUBMIT AN ACADEMIC DISHONESTY REPORT (STAFF SIGN-IN REQUIRED) (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=1&PROMPTFORAUTH=TRUE)

REPORT A STUDENT OF CONCERN (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=3)

This report allows **anyone** to alert the Behavioral Intervention Team (BIT) about behavioral concerns you have about a student. Your concerns may relate to the well-being of the student, mental health, or may relate to concerns about whether the student might present a future threat to the campus community. You should provide as much detailed information as possible in the narrative. In the concerns section of the form select behavioral concern or student concern.

SUBMIT A STUDENT OF CONCERN REPORT (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=3)

REPORT A STUDENT COMPLAINT (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=2)

The Student Complaint Procedures are established so that students can resolve difficulties/problems they encounter in college-related activities. Student complaints are taken seriously; therefore, the complaint must be of a compelling, substantive, and verifiable nature. Repeated filings of the same complaint, filings of a frivolous nature, or capricious complaints against school personnel will be considered abuse of the student conduct and/or complaint process.

This form is only an intake form to start a conversation with the parties involved. Submitting this form does not start the COS Student Grievance process pursuant to AP 5530. (/en-us/Governance/Board/BoardPolicies/Documents/AP%205530%20-%20Student%20Rights%20and%20Grievances.pdf)

SUBMIT A STUDENT COMPLAINT FORM (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=2)

REPORT SEXUAL MISCONDUCT (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=4)

To create a safe campus, it is important that everyone has accurate information about confidential resources and reporting options. When sexual misconduct is not reported or taken seriously, it cannot be effectively addressed.

Many who experience sexual misconduct do not report it because they fear that nothing will happen or they will not be believed. COS takes all reports of sexual misconduct seriously and works with complainants to prevent and respond to retaliation. Those concerned about the consequences of reporting are encouraged to seek confidential assistance.

Sexual Misconduct includes sexual harassment, dating violence, domestic violence, sexual assault, or stalking behaviors.

SUBMIT A SEXUAL MISCONDUCT REPORT (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=4)

For additional information on Title IX issues, please click here (/en-us/administration/human-resources/title-ix-and-prohibition-of-unlawful-discrimination-sexual-harassment).

REPORT UNLAWFUL DISCRIMINATION (HTTPS://CM.MAXIENT.COM/REPORTINGFORM.PHP?COLLEGEOFTHESEQUOIAS&LAYOUT_ID=5)

This report allows anyone to report sexual harrassment or any type of unlawful discrimination or harrassment based on any of the following statuses: race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or military or veteran status, or because he or she is perceived to have one or more of the foregoing characteristics. (COS Policy on Discrimination - AP 3430) (/en-us/Governance/Board/BoardPolicies/Documents/AP%203430%20-%20Prohibition%20of%20Discrimination%20Including%20Harassment.pdf)

(https://cm.maxient.com/reportingform.php?CollegeoftheSequoias&layout_id=5)

Submit a Report of Unflawful Discrimination or Harrassment (https://cm.maxient.com/reportingform.php?CollegeoftheSequoias&layout_id=5) (https://cm.maxient.com/reportingform.php?CollegeoftheSequoias&layout_id=5)

For additional information on discrimination issues - please click here (/en-us/administration/human-resources/title-ix-and-prohibition-of-unlawful-discrimination-sexual-harassment).

We are committed to providing excellent service to our campus community. We have developed several systems to collect your input above. In the event that you cannot find a place to file a concern or a complaint, please feel free to submit your statement to the email address provided below. This address should only be used for a situation that does not fit any of the descriptions above. Be sure to use the main reporting forms if they are applicable to avoid any delay in processing your statement. As always, if you have questions about anything, contact us at ***559-730-5470 /BIT@cos.edu (mailto:BIT@cos.edu)***.

Timeline and Process for Reviewing the District Mission

September 2017 September 2020 September 2023	The Superintendent/President requests that the District Governance Senate Co-chairs initiate a review of the District Mission. The Co-chairs convene a task force and directs them to: 1. Develop a process to solicit District-wide feedback about the current mission; 2. Review relevant quantitative and qualitative data as well as emergent trends in higher education and/or recent legislation; and 3. Based on that feedback and new information make recommendations regarding the current mission statement. The task force: 1. Develops a process for gathering District-wide feedback and submits the proposed process to the District Governance Senate for review and comment; and 2. Identifies the specific data elements and information for the District Governance Senate to review.
October 2017 October 2020 October 2023	The District Governance Senate reviews the proposed process for soliciting District-wide feedback on the current mission and either approves or revises the process. The Co-chairs of the District Governance Senate: 1. Implement the process for gathering District-wide feedback; 2. Charge Institutional Research with gathering needed data; and 3. Gather information on emergent trends in higher education and/or recent legislation.
November 2017 November 2020 November 2023	The task force compiles the District-wide feedback, reviews the relevant data, and considers emergent trends in higher education and/or recent legislation. The task force develops a recommendation to revise or reaffirm the District Mission and submits the recommendation to the District Governance Senate.
December 2017 December 2020 December 2023	The District Governance Senate reviews the task force recommendation as well as a summary of the District-wide feedback, reviews the relevant data, and considers emergent trends in higher education and/or recent legislation. Members of the District Governance Senate distribute the recommendation to their constituent groups for feedback.
January 2018 January 2021 January 2024	District Governance Senate considers the feedback from that review; makes final changes as warranted; and recommends the document to the Superintendent/President. The Superintendent/President considers the District Governance Senate's recommendation. If he/she supports the proposed reaffirmation or revisions to the mission statement, he/she recommends the reaffirmed or revised mission to the Board of Trustees. If the Superintendent/President does not approve, collaboration and compromise between the Superintendent/President and the District Governance Senate continues until the Superintendent/President approves. Once agreement is reached, the Superintendent/President recommends the revised mission to the Board of Trustees for approval. If the Board of Trustees does not approve, the Board will recommend that the Superintendent/President charge the District Governance Senate with restarting the process.

District Governance Senate Minutes
October 27, 2020
3:10 – 4:45 p.m.
Zoom

Members Present

Administration:	Jessica Morrison, Juan Vazquez, Brent Davis
Classified:	Carolyn Franco, Nick Terry, Mayra Diaz, Donnie Charles
Faculty:	Juan Arzola, Greg Turner, David Hurst, Tracy Redden
Adjunct Faculty:	Don Nikkel, Charles Slaght
District Governance Senate Co-Chair Representatives:	Dali Ozturk, Ron Perez, Francisco Banuelos
Student Senate:	Anthony Moreno
Superintendent/President: (Ex Officio)	Brent Calvin
Members Absent:	Glen Profeta, John Bratsch, Jasmine Hanson
Guests:	Sarah Harris, Jennifer La Serna

I. **Call to Order:** Morrison called the meeting to order at 3:11 p.m.

II. **Public Comment:**
1. **Items not on the agenda:** None.
2. **Items on the agenda:** None.

III. **Approval of Minutes:** Turner moved to approve the minutes for 10/13/20 as presented; Vazquez seconded. Motion carried.

IV. **Standing Reports:**

a. Budget Committee: Morrison, on behalf of Perez, reviewed the attached standing report. Nikkel asked for clarification on item #3. Morrison emailed the following response to DGS members on October 28:

In response to a question during DGS, about the Budget Committee update item #3 - Chancellor's Office Emergency FTES Memo. Additional information is provided below:

- *Chancellor's Office Emergency Protection FTES Memo*
  - *a. The Chancellor's Office intent is for districts not to lose apportionment funding due to COVID-19 pandemic.*
  - *b. Allows districts to select the higher of its 2019-20 P1 or P2 for apportionment purposes.*
    - *i. COS selected its 2019-20 P1 as FTES base instead of 2019-20 P2*
      - *P1 FTES of 10,519.52 - P2 FTES of 10,330.87 = Loss of FTES (188.65)*
      - *Would have had a negative apportionment impact to our general fund budget*
        - *a. (188.65 FTES) x $4,009 (apportionment rate) = ($756,298)*

b. **Technology Committee:** No report.

c. **Institutional Planning and Effectiveness Committee**: Ozturk reviewed the attached standing report.

d. **Institutional Program Review Committee:** Banuelos reviewed the attached standing report.

e. **Equity, Diversity, and Action Committee:** Vazquez reviewed the attached standing report.

f. **Academic Senate:** Turner reviewed the attached standing report.

g. **Student Senate:** Moreno reported that Student Senate is seeking feedback from students about their online experiences. Moreno announced the following upcoming events:

- October 29 – Trunk or Treat
- October 30 – Halloween Festival (online)
- November 13 – Canned Food Drive to support the COS Food Pantry

h. **Accreditation Update:** No report.

V. Information

1. **2021-2022 Full-Time Faculty Requests –** Calvin presented the full-time faculty recommendations for 2021-22. Eight (8) new faculty will be hired for the 21-22 academic year, with six (6) for Academic Services and two (2) for Student Services. Discussion followed regarding retirees, adjuncts, and the Faculty Obligation Number (FON). Calvin explained that the FON is calculated with a specific formula, which creates a higher FON number than actual faculty members. Therefore, the FON count does not match Human Resources faculty lists. Calvin shared that the District has always strived to meet the FON requirement, and in recent years the District has hired above the actual FON requirement.

2. **AP/BP 30 Day Review – 2nd Read –** La Serna presented the newest versions of the following AP/BPs which will go to Academic Senate for final approval.
   - BP 4235 – Credit by Examination – no changes
   - AP 4235 – Credit for Prior Learning – Harris will send grammatical edits to La Serna.
   - AP 4236 – Advanced Placement Credit: Standardized Exams, Advanced Placement (AP), International Baccalaureate (IB), and College Level Examination Program (CLEP) – no changes

VI. Action

3. **Mission Statement Task Force Proposal and IPM Revisions –** Hurst presented the Mission Statement Task Force's proposal:
   i. Approval to administer a district-wide survey with open-ended text response regarding the Mission
   ii. Charge the Research Office to administer the survey
   iii. Include a revision to the Vision Statement

Discussion followed regarding the revisions to the Vision. It was decided to include "race/age" to the second sentence, and strikeout "consistent success rates" from the fourth sentence.

Ozturk moved to approve the revisions to the Vision Statement with amendments; Redden seconded. Motion carried.

Arzola moved to approve the Mission Statement proposal as presented; Slaght seconded. Motion carried.

Proposed revisions to the Integrated Planning Manual will be presented at the November 10th meeting.

VII. New Business

Arzola asked if the district could adopt an equity statement. Calvin asked Vazquez to discuss with EDAC and report back.

Nikkel asked about a COS slogan. Calvin shared that the District's current slogan is "First Step to Success", but could use a refresh. Slaght shared the District's current social media hashtag is #BeGiant. This item will be discussed at a future DGS meeting.

VIII. Adjourn: 4:14 p.m.

Overview

The Mission Statement Task Force met and reviewed the current Mission and Vision statements, considered the recommendation from the ACCJC to add "degrees and certificates" to the Mission Statement, and discussed the grammar and scope issues of the Vision Statement. We also discussed the timeline and procedures for updating the Mission Statement in light of the Strategic Plan review changes made previously to the Integrated Planning Manual (IPM).

We have recommendations to present for updating both the Mission and Vision statements and the IPM, presented here in three sections.

Recommended changes to the Integrated Planning Manual:

1. Change the Mission Statement review timeline to coincide with the Strategic Plan review timeline. The next Mission Statement review would then be September 2024. After that, we recommend following the same timeline: two 3-year periods followed by a 4-year period.

We discussed that the timeline was off already—the current Mission statement was not put into effect until July 2019—and that in fact because the Mission Statement is really the basic guide for all our planning processes (page 8, IPM), we feel the review process ought to adhere to the same timeline as our Strategic Plan review process.

2. Expand the scope of the Mission Statement review process to include the Vision Statement.

Currently, there is no review process for the Vision Statement and while the statement itself is not the basis of our planning documents, it was deemed important enough to display as one poster along with the Mission Statement and is prominent on the About Us page on the website. This task force did review it and have recommendations to make on it, but it is unclear if this was within our scope of duties. As the Vision seems to expand upon our sense of who we are as a community and our overarching goals, the task force felt it should be reviewed periodically.

3. Various edits to the IPM as attached.

Step 1 (September): The way the review process is written here is confusing. The task force is supposed to "develop a process to solicit District-wide feedback," but that process (essentially a survey) already exists and if combined with the Strategic Plan process, we don't even have to have extra surveys. Also, we note that the task force is directed to "make recommendations regarding the current mission statement" in one area, then… nothing. The first section of the document repeats itself, but leaves the third direction off in the repetition.

Step 2 (October): Seems to have the DGS Co-chairs and Institutional Research repeat everything the task force set out to do in Step 1 (except now the feedback process is "implemented").

Steps 3 through 5: Much of this could be pared down. There is no reason, for example, why the task force can't bring revision recommendations to DGS in Step 2 which could be part of the surveys sent out in October, and Steps 3 (November) and 4 (December) could be streamlined so that the first part of Step 5 (January) could happen in December.

The Mission Statement

The task force proposes revising as following:

The proposed process:

The ACCJC has recommended adding language about degrees and certificates. There was no other relevant information or legislation to consider since the last revision, so the task force proposes presenting a simple survey to the COS community from a link in a COS eNews announcement.

The proposed survey:

The current mission statement: “Sequoias Community College District is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population.”

We propose presenting two revision options and a third “Other” option as follows:

Option 1: “Sequoias Community College District is dedicated to equity for our diverse student population and success attaining degrees and certificates from basic skills to transfer education and workforce development.”

Option 2: “Sequoias Community College District is dedicated to quality higher education in a spirit of equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.”

Option 3: An open-ended text response for people to suggest their own language.

The Vision Statement

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

COS students achieve their full educational potential. The college strives to provide an educational pathway for every student with regard to background, disability, location, culture, learning modality, and preconceived time frames.

COS promotes an environment that creates a positive attitude among COS employees that carries over to the students and into the community.

COS is a community leader whose contributions positively impact the lives of the population it serves.

Educational programs at COS are aligned to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor."

Parts of the Vision Statement as written are not grammatically correct (the first “vision” is an incomplete sentence), and employs passive voice and verb tense inconsistent with having a vision. We also considered the equity work being done on our campus, statewide, and nationwide, as well as the equity and diversity changes to Title 5 that the CCC BOG recently

enacted. We thus propose adding a question about revising the Vision Statement to the survey above as a simple Yes/No/Other response to the suggested revision below:

> "The entire College of the Sequoias community works in an environment of mutual respect to realize the following vision:
>
> COS students will achieve their full educational potential regardless of ethnicity, gender, sexual orientation, immigration status, ability, culture, religion, and learning modality.
>
> The COS environment will create a positive attitude among COS employees that carries over to the students and into the community.
>
> COS will remain a community leader whose high standards and consistent success rates positively impact the lives of the population it serves.
>
> COS will align educational programs for higher education transfer, as well as to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor."

This concludes the task force recommendations for the DGS Meeting scheduled for 10/27/2020. (see attached IPM revisions)

District Governance Senate Minutes
November 10, 2020
3:10 – 4:45 p.m.
Zoom

Members Present

Administration:	Jessica Morrison, Juan Vazquez, Brent Davis, John Bratsch
Classified:	Carolyn Franco, Nick Terry, Mayra Diaz, Donnie Charles
Faculty:	Juan Arzola, Greg Turner, David Hurst, Tracy Redden
Adjunct Faculty:	Don Nikkel, Charles Slaght
District Governance Senate Co-Chair Representatives:	Dali Ozturk, Ron Perez, Francisco Banuelos, Glen Profeta
Student Senate:	Anthony Moreno
Superintendent/President: (Ex Officio)	

Members Absent: Brent Calvin, Jasmine Hanson

I. **Call to Order:** Morrison called the meeting to order at 3:15 p.m.

II. **Public Comment:**

1. **Items not on the agenda:** Morrison thanked the Mission Statement Task Force and the Office of Research, Planning and Effectiveness for preparing the mission statement survey which will launch on November 12 and close on November 24. Morrison thanked Student Senate representatives who joined the Skyline Equity Summit. In honor of Veterans Day, Morrison thanked our veterans for their time and service. The COS Veterans Resource Center collaborated with West Hills and Porterville colleges to host an online event to honor valley veterans.

   Arzola announced the Art Gallery's ***Seen and Unseen*** *plactica* with artist Barbara Carrasco on November 18 via Zoom.

2. **Items on the agenda:** None.

III. **Approval of Minutes:** Arzola moved to approve the minutes for 10/27/20 as presented; Slaght seconded. Motion carried.

IV. **Standing Reports:**

a. **Budget Committee:** No report.

b. **Technology Committee:** Profeta reviewed the attached report and invited members to attend the new phone system presentation on November 16.

c. **Institutional Planning and Effectiveness Committee**: Ozturk reported that Strategic Plan Task Forces have submitted their objectives and rationales. IPEC met to review the task forces' recommendations and forwarded to Senior Management. All feedback from Senior Management and IPEC was sent back to the task forces.

d. **Institutional Program Review Committee:** Ozturk, on behalf of Banuelos, reviewed the attached standing report.

e. **Equity, Diversity, and Action Committee:** Vazquez reported that a third watch

party was hosted on November 6. A fourth watch party will be held on November 13 focused on students and online learning.

f. Academic Senate: Arzola reviewed the attached standing report. Slaght, in regards to defining low-cost and zero-cost textbooks, reported that the bookstore is looking at what they can do for students regarding low-cost and zero-cost textbooks. Discussion followed regarding the advantages and disadvantages of Cengage.

Discussion followed regarding Proctorio, which uses students' cameras during test-taking to detect cheating. Some disciplines in the district have started using the software, but Academic Senate has not made a decision yet to fully support Proctorio and ask the District to pick up the cost. Hurst explained that the software is not wholly reliable concerning grading and recommended that instructors conduct their own grading.

g. Student Senate: Morrison reported, on behalf of Student Senate, that Trunk or Treat was held on October 29, and a canned food drive is scheduled for November 13. Morrison also reported that Student Senate is still collecting data from their student survey.

h. Accreditation Update: Morrison reviewed the attached report.

V. Information

1. **Discussion on COS Slogan –** Nikkel explained that the goal is to cut the mission down to a few words so it's easily remembered, like a slogan. Morrison explained that we do not need to use our current slogan, "Steps to Success", and we can change it. Turner noted that the District will need to replace all signage on campuses with the old slogan.

VI. Action

2. **Integrated Planning Manual Proposed Revisions from the Mission Statement Task Force (2nd Read) –** Hurst, after discussion, suggested that the review of the mission be aligned with the Strategic Plan and the review of the vision be aligned with the Master Plan. (The current IPM revisions indicate aligning vision and mission with the Strategic Plan.) Turner moved to approve the IPM revisions with aligning the vision review with the Master Plan; Arzola seconded. Ozturk suggested two friendly amendments. One, to spell out the Research Office in its entirety – the *Office of Research, Planning, and Institutional Effectiveness*; and second, to officially add a member of the Office of Research, Planning, and Institutional Effectiveness to serve on the task force. Turner accepted the friendly amendments; Ozturk seconded. Motion carried.

VII. New Business

None.

VIII. Adjourn: 3:50 p.m.

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS

To: Jessica Morrison and Carolyn Franco, Co-Chairs, District Governance Senate
From: Dr. Mehmet "Dali" Ozturk, Dean, Research, Planning and Institutional Effectiveness

Date: December 3, 2020
Subject: 2020-2021 Mission Statement Survey Report

District-wide feedback is valued and it is integral to our improvement efforts at the College of the Sequoias (COS). During Fall 2020, COS board members, trustees, administrators, faculty, staff, students, and community members were invited to participate in the *2020-2021 Mission Statement Survey* of which 145 participated between November 12, 2020 and November 24, 2020 (21 Administrators, 4 Board members/Trustees, 39 Classified/Confidential staff, 52 Full-time faculty, 17 Adjunct faculty, 5 Students, and 7 Community members). This survey provided COS stakeholders an opportunity to provide feedback on the COS Mission Statement. The feedback from various stakeholders are valuable for the continuous improvement efforts at COS.

Attached for your review and use, is the 2020-20201 Mission Statement Survey Report with comments.

The survey report only provides results in the aggregate so that the privacy of the respondent is protected. Disclosure of the personally identifiable information to unauthorized parties violates the Family Education Rights & Privacy Act (FERPA). This report includes comments/responses to open-ended questions and may include sensitive information. **It is expected that employees/administrators exercise the privilege of using such data/information with care and integrity, and protect the confidentiality and privacy of individuals.** Please use this information only for its intended purpose and handle it in a professional and careful manner as required by the District's General Ethical Standards (COS AP 3050). If the survey results and comments indicate that there may be a personnel issue that requires attention, **please contact your immediate supervisor** and Human Resources (HR), as appropriate.

The Office of Research, Planning and Institutional Effectiveness is happy to provide assistance with interpretations of the survey results, if needed. For additional survey data and analysis, please submit a Data/ Research Request Form: http://www.cos.edu/About/Research/Pages/Data-Request-Form.aspx

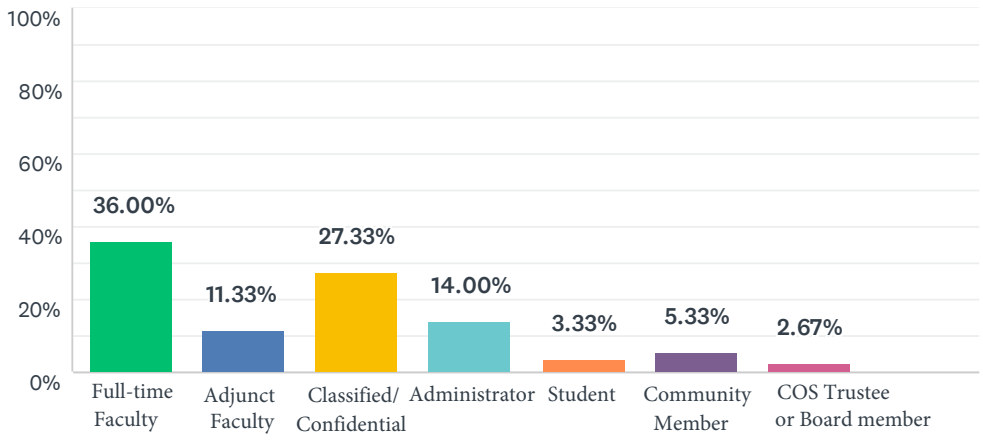
Sincerely,

Dali

Dr. Mehmet "Dali" Ozturk
Dean, Research, Planning and Institutional Effectiveness

Q1 What is your role at COS?

Answered: 150 Skipped: 0

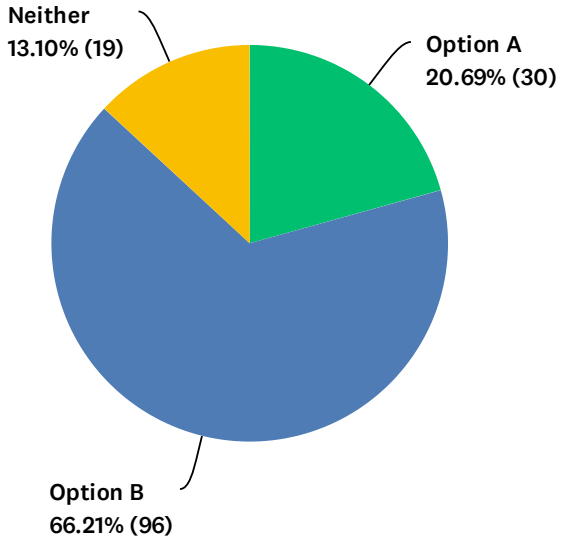


ANSWER CHOICES	RESPONSES	
Full-Time Faculty	36.00%	54
Adjunct Faculty	11.33%	17
Classified/Confidential	27.33%	41
Administrator	14.00%	21
Student	3.33%	5
Community Member	5.33%	8
COS Trustee or Board Member	2.67%	4
Other (please specify)	0.00%	0
TOTAL		150

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 Which option do you prefer?

Answered: 145 Skipped: 5



ANSWER CHOICES	RESPONSES	
Option A	20.69%	30
Option B	66.21%	96
Neither	13.10%	19
TOTAL		145

Q3 Please explain why you selected "{{ Q2 }}".

Answered: 108 Skipped: 18

	PLEASE EXPLAIN WHY YOU SELECTED "{{ Q2 }}".		TOTAL
Q2: Option A		100.00% 26	24.07% 26
Q2: Option B		100.00% 82	75.93% 82
Total Respondents	108		108

#	Q2: OPTION A	DATE
1	This option places the District on the hook of practicing equity, as opposed to option B that implies that we will do our best to use the "spirit" of equity--whatever that means--to help our students.	11/23/2020 6:57 PM
2	A is concise. B is a given, without being said, we support our student success.	11/20/2020 6:51 PM
3	Although option B is more specific, I prefer brevity.	11/20/2020 2:25 PM
4	It’s more direct and less wordy while saying essentially the same thing.	11/20/2020 11:27 AM
5	Both have equity, degrees, certificates, diverse student population, and the broad range of basic skills to transfer education, and workforce. Option A is cleaner, and concise.	11/20/2020 11:08 AM
6	Option A is clear and concise. It is also more affirmative that the college is acting in an Equitable manner. In option B, the college just has the spirit of equity, but not guided by it.	11/20/2020 9:45 AM
7	It’s more concise and to the point.	11/20/2020 9:19 AM
8	I chose "A" since it is direct and to the point. I did not like the word "we" in Option "B".	11/20/2020 9:09 AM
9	It is more concise, with the same content.	11/20/2020 9:03 AM
10	I feel that using the phrase "in the spirit" gives off the impression that we WANT(have the spirit) to have a campus with equality. I like option a because ot seems a bit more definitive.	11/20/2020 8:40 AM
11	The spirit of equity does not complete the task.	11/20/2020 8:34 AM
12	It’s simple and straight to the point.	11/19/2020 10:33 AM
13	"In a spirit" of equity almost seems as if we are not "fully" committed to principles of equity as an institution (which I believe we are).	11/16/2020 1:17 AM
14	I like how equity is stated as the first thing we are dedicated and how Option A is one sentence. However, it is missing "support" before success.	11/13/2020 10:27 AM
15	It's more about not liking B. "in a spirit of equity" is super passive and weak. ...higher education with a priority of equity for our... ...higher education with a commitment of equity for our...	11/13/2020 8:35 AM
16	Option B is toooooo long!! It should be clear and concise.	11/12/2020 2:47 PM
17	It's short and to the point.	11/12/2020 1:56 PM
18	Short, concise, and to the point	11/12/2020 1:45 PM
19	Option A is straightforward. Option B says the same thing but is more flowery and blows smoke. Keep it simple.	11/12/2020 1:01 PM
20	concise and clear	11/12/2020 12:26 PM
21	Option foregrounds equity more explicitly.	11/12/2020 12:16 PM
22	It is to the point. And what does the "spirit of equity" even mean?	11/12/2020 12:07 PM
23	The first one is concise and focused. The second one sounds more like a vision.	11/12/2020 12:01 PM
24	More concise	11/12/2020 11:58 AM
25	I lost interest reading option B.	11/12/2020 11:57 AM
26	Less wordy and straight to the point	11/12/2020 11:55 AM

2020-2021 Mission Statement Survey

#	Q2: OPTION B	DATE
1	I like that it mentions "quality higher education"	11/30/2020 9:48 AM
2	Option B challenges students to achieve their full potential and supports student success in attaining a variety of degrees.	11/22/2020 9:57 PM
3	I like the phrase "spirit of equity" since many departments seem to not really be aiming for true equity and a number of faculty don't even see an equity problem. So, might as well be honest and say "spirit" instead of "dedicated." I am not a fan of the us of "basic skills" but that's just nit picky.	11/22/2020 9:03 AM
4	Option B speaks to the community in a warmer more inviting way, it also conveys support which is so important and a big part of our college community.	11/20/2020 2:59 PM
5	Equity is not diluted in the second option. And he phrasing is better overall in B.	11/20/2020 1:30 PM
6	More descriptive	11/20/2020 12:16 PM
7	I believe the words quality higher education should be in the first sentence.	11/20/2020 11:33 AM
8	Option B recognizes and acknowledges our responsibility to provide "quality higher education" in ALL the ways that it relates to equity and the second sentence also takes into account that we play a role in raising up the students who come to us less prepared for higher education in the statement "we believe in students achieving their FULL educational POTENTIAL and SUPPORT student success"... I like the intentionality of stating those vital commitments.	11/20/2020 11:30 AM
9	More thorough. Reads much better as well.	11/20/2020 10:57 AM
10	Option A seems too narrow	11/20/2020 10:56 AM
11	Option B seems more specific to students about the kind of education they can expect & how they are involved in reaching their potential.	11/20/2020 10:44 AM
12	1) provides more emphasis on equity by separating it form the balance of the statement. 2) Second sentence connotes belief in and positive support for students.3) identifies multiple paths for achieving educational potential.	11/20/2020 10:12 AM
13	Option B has a warm and encouraging tone. Option A has an institutional tone that feels socially distant.	11/20/2020 10:11 AM
14	Comprehensive and to the point	11/20/2020 9:55 AM
15	I like the sentence of achieving their full potential and support student success which captures the various support services/resource COS offers to our diverse student population to overcome challenges/barriers.	11/20/2020 9:11 AM
16	Option B has more detail.	11/20/2020 9:02 AM
17	I feel that it best describes our mission and feelings about our students.	11/20/2020 9:00 AM
18	I feel it is a more complete summary of our mission and encompasses the spirit and dedication of who COS is as a learning community.	11/20/2020 8:57 AM
19	I like how it incorporates how we believe that our students will achieve their potential their goals.	11/20/2020 8:54 AM
20	It almost points to the real purpose of education: inquiry and thinking. The current statement emphasizes instruction to the exclusion of education as the desire and ability to think.	11/20/2020 8:41 AM
21	I like the part..."We believe in students".	11/20/2020 8:40 AM
22	I feel that Option B, is somewhat more descriptive.	11/20/2020 8:40 AM
23	I like the wording better; however, with so many of our basic skills classes having been cut, I'm surprised to see that it remains in our mission.	11/20/2020 8:39 AM
24	Option B: allows an individual to understand firsthand the College of the Sequoias puts the needs of our students' education and well-being at the forefront of our establishment.	11/20/2020 8:37 AM
25	I like the "quality to higher education" statement	11/20/2020 8:36 AM
26	More options	11/20/2020 8:35 AM
27	It is more detailed.	11/20/2020 8:34 AM
28	I think it feels more broad and inclusive and welcoming than Option A.	11/20/2020 8:31 AM
29	Is more comprehensive	11/20/2020 8:31 AM
30	I like that it mentions "higher education" and potential (as potential can refer to different definitions of success).	11/19/2020 10:59 AM
31	I think all students should strive to achieve over and beyond their own expectations, the college can take them to any level they aspire to in the cc setting	11/18/2020 5:03 PM
32	The equity for all our students is very important. The B option is more detailed	11/17/2020 7:31 PM
33	I believe the first goal should be education	11/17/2020 6:05 PM
34	Option B sounds more pleasant when reading/pronouncing. Aditonally by allowing equity to be in it's own sentence, It adds emphasis to the world and it isn't just lost in the sentence.	11/17/2020 1:31 PM
35	It says more about helping students with success and reaching their full potential.	11/17/2020 11:59 AM
36	Sounds like more school and community spirit, towards not just the most important, education, but also to diversity	11/17/2020 11:47 AM

	being incorporated.	
37	equality,equity and support	11/17/2020 10:57 AM
38	Option B seems more student centered, and emphasizes the institution's commitment to their success.	11/17/2020 9:42 AM
39	I selected option B because it says they want to help and support students and their success no matter if the student is staying there the whole time or just transferring	11/16/2020 10:25 AM
40	Option A has four coordinating conjunctions, which makes it awkward to read.	11/15/2020 6:19 PM
41	more thorough	11/15/2020 3:07 PM
42	It more accurately captures the goals of the college	11/15/2020 1:44 PM
43	A is too dense/compact. There is too much to unpack and the wording is a little awkward to follow, whereas B elaborates more and I can follow it more easily.	11/14/2020 6:46 AM
44	Option B describes our faculty commitment to students achieving their full potential and the support we continually offer.	11/14/2020 6:39 AM
45	Option B is bit more comprehensive than statement A. I would prefer to include “through periodic assessments” after “...certificates” in the B statement.	11/13/2020 9:29 PM
46	I prefer how it is worded. Very approachable and very clear.	11/13/2020 2:51 PM
47	I like the positive words like spirit of equity and full educational potential. However, I also like the current statement and recommend just adding the types of degrees to the vision statement.	11/13/2020 10:32 AM
48	First and foremost, it emphasizes our dedication to "quality higher education" while still noting our deep commitment to equity.	11/13/2020 8:16 AM
49	Though longer than Option B (two sentences instead of one), I appreciate it's emphasis on "quality" education and diversity, and then has a second sentence clarifying the kinds of educational opportunities that are available to students.	11/12/2020 6:41 PM
50	As an "educational" institution, I feel it is important to emphasize the "quality higher education" vs. simply "equity". By simply stating we are dedicated to "equity", there is an absence of academic excellence as a priority as well, which I believe is equally important. Just because something is equitable or "fair" doesn't mean it is of "quality". I also like the inclusion of "full educational potential and support student success" because that more descriptively illustrates the priorities/drive of the institution as a whole.	11/12/2020 2:53 PM
51	I feel that although we are dedicated to our students and their success, we can't guarantee success in attaining degrees and certificates. Rather we believe in students achieving their full educational potential and support their success.	11/12/2020 2:45 PM
52	It contains all of the required elements and seems to flow better.	11/12/2020 2:33 PM
53	I believe it clearly states our primary mission is higher education.	11/12/2020 2:15 PM
54	"dedicated to quality higher education"	11/12/2020 2:10 PM
55	"dedicated to quality higher education in a spirit of equity"	11/12/2020 2:09 PM
56	I like the phrase "full educational potential"	11/12/2020 1:51 PM
57	It states what we believe in for our students and future success	11/12/2020 1:49 PM
58	I am not sure if it has to do with the syntax or the need for some punctuation, but Option A requires a few read throughs to understand the actual idea it is trying to convey. So option B seems to be the better choice.	11/12/2020 1:37 PM
59	It doesn't sound too much like a run-on sentence like Option A.	11/12/2020 1:36 PM
60	I like the "quality in higher education in a spirit of equity" and "achieving their full educational potential".	11/12/2020 1:17 PM
61	Full potential	11/12/2020 12:55 PM
62	I like the wording in Option B about being dedicated to quality higher education and believing in students.	11/12/2020 12:51 PM
63	Goes a little more in detail and its worded better it flows	11/12/2020 12:45 PM
64	It sounds much nicer, more positive.	11/12/2020 12:41 PM
65	Option B sets the tone of excellence ("quality higher education" as the goal towards which we are reaching while maintaining a lens of equity in the process.	11/12/2020 12:39 PM
66	Although missions statements are encouraged to be about a sentence long, Option A seems rushed. Option B is clear and states what the institution truly strives for.	11/12/2020 12:35 PM
67	Option A sounds like some words are missing. Option B is much more eloquent (though could be shortened to something like: Sequoias CC District is dedicated to equitable, quality higher education for our diverse student population. We support student success in attaining degrees and certificates, from basic skills to transfer education and workforce development.	11/12/2020 12:28 PM
68	Just sounded more exact of what I think we should be.	11/12/2020 12:26 PM
69	This puts the emphasis on higher quality education, which is important.	11/12/2020 12:24 PM
70	I feel that option B is more robust	11/12/2020 12:23 PM

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71	Addresses more of what we strive to provide to the community.	11/12/2020 12:19 PM
72	Sounds better than option A.	11/12/2020 12:17 PM
73	Option A is concise, but also a bit sterile. It doesn't feel like it reaches out to our community. Option B makes the statement but also captures who we want to be to our students and community. Word's like "dedicated", "quality", "spirit" and "achieving full potential" adds the human touch back into the statement.	11/12/2020 12:13 PM
74	It just reads better and seems more friendly	11/12/2020 12:11 PM
75	Though neither are what I would aspire to, Option B seems the better of the two because it captures most accurately what I believe our mission should be: "quality higher education" and helping students "achieve full potential" toward degrees and transfer.	11/12/2020 12:08 PM
76	I like that includes the phrase "quality higher education". I think that is a very important component of our mission.	11/12/2020 12:07 PM
77	I feel that option b states more of what we would hope to have the students accomplish here at COS.	11/12/2020 12:04 PM
78	While equity is extremely important and should be emphasized, I like that option B emphasizes first that COS provides education. We can have equity and all be equally uneducated.	11/12/2020 11:59 AM
79	Honestly, A feels slapped together without any real direction, other than to state that this is what we do and nothing else, whereas B develops a narrative and describes a commitment to student success. It's like the beginning first sentences to an exciting new chapter.	11/12/2020 11:58 AM
80	Both are well written, and I do believe option A is very concise and straight to the point. Option B has language that grabbed my attention and uplifted my spirit when read. The language seems more motivations through my perspective.	11/12/2020 11:57 AM
81	I think it is a bit more precise.	11/12/2020 11:56 AM
82	I believe option B shows that we support all types of educational walks and shows our dedication to diversity awareness.	11/12/2020 11:56 AM

Q4 You may propose a new District mission statement that is different from Option A and Option B.

Answered: 14 Skipped: 136

#	RESPONSES	DATE
1	Sequoias Community College District is dedicated to equitably serving its diverse student population. We're committed to helping students achieve their full educational potential, regardless of their academic and career goals.	11/24/2020 11:47 AM
2	"Get'em in, Get'em out, Get'em jobs".	11/20/2020 10:55 AM
3	I prefer the current statement.	11/20/2020 9:28 AM
4	• Sequoias Community College District is dedicated to student learning, success, equity, and workforce development. We believe in students achieving their full educational potential and support the success of our diverse student population through the attainment of basic skills, transfer education, and/or a variety of degrees and certificates.	11/20/2020 9:26 AM
5	The Sequoias Community College District is committed to serving our community by providing excellent opportunities for our students to attain degrees and certificates or to extend life-long learning. We firmly believe and commit to the goal of providing our services with the values of respect, equity, support and community service at the heart of our mission.	11/20/2020 8:43 AM
6	Sequoias Community College District is dedicated to student learning, success, and equity by providing degrees, certificates, transfer education, basic skills, and workforce development for our diverse student population.	11/18/2020 6:07 PM
7	Sequoias Community College District is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population.	11/13/2020 10:05 AM
8	The current statement is clear. A new one should be at least as clear. Perhaps and option might be to make this change: ...and equity high quality preparation for students wishing to transfer and strong career and workforce development opportunities for students entering the workforce or developing their careers... If there is a great need to bring in certifications then perhaps make the following change: ....equity by providing strong preparation for students planning to transfer and well developed vocations and	11/12/2020 5:36 PM
9	Sequoias Community College District is dedicated to equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.	11/12/2020 2:12 PM
10	Sequoias Community College District is dedicated to quality higher education in a spirit of equity for our diverse student population and to support students in attaining degrees and/or certificates, from basic skills to transfer education and workforce development.	11/12/2020 2:08 PM
11	Sequoias Community College District is dedicated to student learning, success, and equity by providing workforce development, transfer education, and basic skills training for our diverse population. We measure student success by retention, progression, and completion, in particular the attainment of an associate degree or certificate.	11/12/2020 12:33 PM
12	Sequoias Community College District is dedicated to providing quality, equitable higher education for our diverse student population. We want all students, whether seeking a degree for transfer, a certificate, workforce skills, or personal development, to achieve their full educational potential.	11/12/2020 12:26 PM
13	I worked at previous institution years ago and still remember the mission statement: "Our focus is learning. Student success is our goal." It's easy to make fun of this. I remember faculty chuckling and thinking it was silly. But everybody knew the mission statement by heart because it was so simple: administrators, faculty, students. It framed everything we did. It was mentioned in meetings and in planning. As silly as it might be, it *did the work* of a mission statement.	11/12/2020 12:19 PM

14	"Sequoias Community College District is dedicated to success and equity for our diverse student population in attaining degrees and certificates from basic skills to transfer education and workforce development."	11/12/2020 12:08 PM

Q5 Please tell us why you are proposing this mission statement.

Answered: 15 Skipped: 135

#	RESPONSES	DATE
1	The concepts/values are basically the same: I changed the wording so it's more direct.	11/24/2020 11:47 AM
2	Not one student, faculty member, Board member, or COS employee knows, or probably cares, what the current mission statement says. It reads like we are trying to impress a political entity or special-interest group with fancy, feel-good words. And that should never be a mission statement...unless you are running for office. Mine is simple...and it is EXACTLY our mission. Through outreach, social media, and partnerships with the school districts, we work to "Get'em in". Through counseling, great instruction, and student programs, we strive to "Get'em out" in a timely manner. Then, with job placement, career counseling, and partnerships, we encourage and inspire to "Get'em jobs". I work for an organization that had a mission statement that was one paragraph long. Of the 80 employees that work there, ONE knew the mission statement, and that was only because a promotional exam was coming up. As an organization, we met, discussed our MAIN objective(s), and simplified our goal. Our mission statement is now 7 words long and every member knows it by heart. And knows EXACTLY what it means. I've always said, your mission statement should be short enough to put on a pencil, coffee cup, sticker, or whatever...where it can be in front of your target audience on a regular basis. And it should be simple enough for your target audience to know EXACTLY what the mission is. Unless, of course, you are running for office.	11/20/2020 10:55 AM
3	I am proposing this new mission statement because it more clearly, concisely and completely meets the criterion of a mission statement: "To meet various regulations, a mission statement must be clear, concise, define who we are, define what we do, and identify who we serve" The first part of the original mission statement (reaffirmed by the BOT in Feb 2018) presented a "clear, concise statement of what we do": we are dedicated to students - to their learning, success & equity. I moved workforce development to this section because that is something that the College is dedicated to, not something the student attains. I also ended the sentence after that statement because it is a stand alone statement. The dedication to these items will continue to exist even if the methods change. I added the statement of belief from Option B to the original Mission Statement because it it is a "clear, concise statement of who we are". We are faculty, counselors, administrators, staff who believe in students achieving their full educational potential and success. And finally, the last statement identifies who we serve, and how who we are and what we do is manifested - by supporting the students in attaining basic skills, transfer education &/or degrees and certificates.	11/20/2020 9:26 AM
4	I believe that the statement above highlights and extends the ideas expressed in the other proposed statements in a more coherent manner.	11/20/2020 8:43 AM
5	If our Accreditation Organization (ACCJC) has recommended that COS add language regarding degrees and certificates to our current mission statement, which was recently reaffirmed by the Board of Trustees in February 2018, just add the "degrees and certificates" to the statement. It will still be "clear, concise, define who we are, define what we do, and identify who we serve"	11/18/2020 6:07 PM
6	We are a college. We are supposed to be dedicated to student learning, student success, and making sure that all of our students have the opportunity to better themselves. The other statements don't actually say what a college does. Option A is horrible and should be rejected by the board if it is presented to them.	11/13/2020 10:05 AM

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#	RESPONSES	DATE
7	Be honest. We've become an extension High School, job training center. We do our students a disservice by not being honest. What is current transfer to real 4 year schools now, something like 2.5%?	11/13/2020 8:33 AM
8	I liked the new ones, but the phrasing " variety of degrees and certificates, from basic skills to transfer education and workforce development." sounded like the certiificates were in all those things, and we don't offer basic skills any more. In fact, we don't offer basic skills classes, right? maybe just something like "supporting them throughout their educational journey."	11/13/2020 8:28 AM
9	The greater the clarity, the stronger the statKent.	11/12/2020 5:36 PM
10	I like a combination of the two. Option A didn't seem to read correctly in the first sentence and Option B was lengthy.	11/12/2020 2:12 PM
11	I like option 2 that was proposed but mission statements are often more powerful when it's just one sentence; so I combined the two sentences into one.	11/12/2020 2:08 PM
12	Transfer education should not be listed first. The majority of our students never transfer. I list	11/12/2020 12:33 PM
13	The previous statements were confusingly worded and inelegant.	11/12/2020 12:26 PM
14	I did not propose a specific Mission Statement above because I don't have a specific one to propose. But I highly recommend a short, catchy mission statement. A mission statement that nobody really knows is a mission statement doing no work. A mission statement full of fashionable jargon and technocratic buzzwords that just sits in an obscure corner of the website is a mission statement that does no work. So I call for a short, punchy mission statement that can be easily recited by any COS member at any time. Because if it's not on our tongues when we talk about COS and it's not on our minds when we think about COS, then it's not really doing anything. I have never at any time at COS heard anybody refer to the mission statement from memory (except perhaps the occasional partial mention on opening day). So I suggest researching the many institutions that have moved to a motto-like mission statement, such as the University of Rochester: "Learn, Discover, Heal, Create—and Make the World Ever Better."	11/12/2020 12:19 PM
15	The primary goal is success in the degrees and certificates. Equity speaks to our commitment to each student achieving their goal of a degree or certificate. I'm not 100% sure my proposal hits that nail quite right, but i recommend minor modification to proposal 1 that moves somewhat in that direction.	11/12/2020 12:08 PM

Q6 Please provide any comments or suggestions for improving the District mission statement:

Answered: 48 Skipped: 97

	PLEASE PROVIDE ANY COMMENTS OR SUGGESTIONS FOR IMPROVING THE DISTRICT MISSION STATEMENT:	TOTAL
Q2: Option A	100.00% 8	16.67% 8
Q2: Option B	100.00% 28	58.33% 28
Q2: Neither	100.00% 12	25.00% 12
Total Respondents	48	48

#	Q2: OPTION A	DATE
1	None at this time.	11/23/2020 6:57 PM
2	Sequoias Community College District is dedicated to equity for our diverse student population and supporting them with quality student services on their path to success, by attaining degrees, certificates, offering basic skills courses, workforce development, and a transfer education.	11/20/2020 9:49 AM
3	None at this time.	11/20/2020 9:10 AM
4	I suggest that we implement language related to the College's commitment to Social Justice and inclusion.	11/16/2020 1:32 AM
5	Adding 2 words will help: “Sequoias Community College District is dedicated to equity for our diverse student population and support success in attaining degrees and certificates from basic skills to transfer education and workforce development.”	11/13/2020 10:29 AM
6	Use A!	11/12/2020 2:47 PM
7	If an additional sentence is considered to the mission statement, consider adding a point that highlights why student achieving their full potential from an equity point of view.	11/12/2020 12:09 PM
8	Thank you for your time.	11/12/2020 12:01 PM

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#	Q2: OPTION B	DATE
1	Remove the term "basic skills"	11/22/2020 9:04 AM
2	I suggest revising the phrase “in the spirit of equity” because it can be interpreted as non operational. How about “focusing on equity.”	11/20/2020 10:36 AM
3	What seems to be missing is the end game, the "why" portion, or result/benefit of furthering one's educational/skills development. (i.e. increased quality of life, self-fulfillment through vocational excellence, increased earning potential, etc.)	11/20/2020 10:16 AM
4	A reference to ‘citizenship’, ‘involvement in the community’, ‘contributing’ — a reference to anything more than hooking up drones to the economy— would be useful: something that addresses “society” rather than only an economy that supposedly serves that society. Education rather than mere instruction.	11/20/2020 8:47 AM
5	I believe there could be more attention toward our workforce development efforts, as more students benefit from this movement.	11/20/2020 8:42 AM
6	None	11/20/2020 8:36 AM
7	:)	11/20/2020 8:36 AM
8	I like it and support the college in anything g they do	11/18/2020 5:04 PM
9	Ok	11/17/2020 7:32 PM
10	N/A	11/17/2020 1:31 PM
11	maybe add the same when recruiting minority faculty - which I do not feel sometimes we are treated equally!	11/17/2020 10:58 AM
12	I think it’s perfect	11/16/2020 10:25 AM
13	The phrase "from basic skills to transfer education and workforce development" modifying "degrees and certificates" doesn't quite make sense. The "from" suggests that basic skills, transfer education, and workforce development award the degrees to the students.	11/15/2020 6:19 PM
14	See the last statement.	11/13/2020 9:30 PM
15	No additional feedback. Just really like option B.	11/13/2020 2:52 PM
16	I would keep it as is and add the required language to the vision.	11/13/2020 10:32 AM
17	Please refer to previous comments.	11/12/2020 2:53 PM
18	It seems to me that an additional statement (i.e. core values) needs to be added to all documents that specifically address how equity, community needs and instructional quality are going to be addressed by the institution.	11/12/2020 2:38 PM
19	Staying focus of our purpose and mission statement and staying connected with our students and staff to engage more improvements ahead in the future growth.	11/12/2020 1:51 PM
20	This seems to be a pretty generic statement. Nothing in this mission sets us apart from any other institution.	11/12/2020 1:37 PM
21	None	11/12/2020 12:56 PM
22	Option B is much clearer but could be more concise	11/12/2020 12:29 PM
23	None at this time	11/12/2020 12:20 PM
24	Option B is thorough.	11/12/2020 12:17 PM
25	I think Option B is the best and strongest statement!	11/12/2020 12:14 PM
26	Keep the statement aspirational and focused on higher education rather than political box-checking; keep it true to what we really believe higher education is about; prefer the precise over the diffuse; prefer the noble over the pedestrian.	11/12/2020 12:10 PM
27	N/A	11/12/2020 12:04 PM
28	I like it! Both are good. Option A seems more concise; Option B seems to give more “razzle dazzle”.	11/12/2020 11:58 AM

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#	Q2: NEITHER	DATE
1	Simplify, use common sense, and don't try to impress Sacramento.	11/20/2020 11:02 AM
2	Please see previous page	11/20/2020 9:26 AM
3	Possibly include an expression of the District's commitment to providing the same to staff and faculty.	11/20/2020 8:45 AM
4	If our Accreditation Organization (ACCJC) has recommended that COS add language regarding degrees and certificates to our current mission statement, which was recently reaffirmed by the Board of Trustees in February 2018, just add the "degrees and certificates" to the statement. It will still be “clear, concise, define who we are, define what we do, and identify who we serve” as required by various guidelines.	11/18/2020 6:08 PM
5	A mission statement for a college has to actually say what a college does.	11/13/2020 10:05 AM
6	Honesty.	11/13/2020 8:33 AM
7	just don't think it should say basic skills	11/13/2020 8:28 AM
8	Any such statement gains its strength from the ability of faculty and staff to build upon it. It also gains strength if is clear enough to allow a determination of progress.	11/12/2020 5:39 PM
9	none. Thanks for giving employees the opportunity to provide feedback.	11/12/2020 2:09 PM
10	I opted for two sentences because, word order aside, I like our current mission statement better than either Option A or Option B. From both a word flow and a meaning perspective, the current statement is superior. Adding the second sentence allows us to keep that first sentence, but nonetheless address ACCJC concerns. The problem with Option A is that it places equity before success, which is a problem. In Option B, I don't like the words "in a spirit of equity." Too me, those words sound like pablum. Option B should read that we are dedicated to providing quality education. Also, exclusively talking about completion as the measure of success focuses too much on the end goal and tends to ignore the steps along the path (retention and progression) which make completion possible. One problem with all the statements -- our current mission statement, Options A & B, plus my suggestion as well -- is that they ignore the fact that some students come here simply to take one or two courses, whether that is for fun, for lifelong learning reasons, or with the goal of learning a new skill or brushing up an old one.	11/12/2020 12:46 PM
11	Provided in previous comment.	11/12/2020 12:26 PM
12	See previous comments.	11/12/2020 12:22 PM

The following was emailed to me by a board member after the survey closed:

Hi Jessica: I missed out on the survey by the deadline of 11/24. I did complete the survey just now for what its worth. I did choose option B even thought it's a bit longer.

I did like the fact that its mentions "quality higher education".

Sorry for the delay.

College of the Sequoias Mission Statement Feedback

To meet various regulations, a mission statement must be clear, concise, define who we are, define what we do, and identify who we serve.

Current District Mission Statement
Sequoias Community College District is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population. (Reaffirmed by the Board of Trustees in February 2018)

Our Accreditation Organization (ACCJC) has recommended that COS add language regarding degrees and certificates to our mission statement. The District is proposing two mission statements for your review, and an opportunity to propose your own mission statement. Please see below for the proposed options.

Option A "Sequoias Community College District is dedicated to equity for our diverse student population and success attaining degrees and certificates from basic skills to transfer education and workforce development."

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

I selected neither Option A or Option B. In the survey the Strikeout was present. My correction is highlighted as well as a bit of clarification on reasoning.

My proposed Mission Statement:
Sequoias Community College District is dedicated to student learning, success, equity, and workforce development. We believe in students achieving their full educational potential and support the success of our diverse student population through ~~the~~ their attainment of basic skills, transfer education, and/or a variety of degrees and certificates.

My rationale for the proposed new Mission Statement:

I am proposing this new mission statement because it more clearly, concisely, and completely meets the criterion of a mission statement:
"To meet various regulations, a mission statement must be clear, concise, define who we are, define what we do, and identify who we serve"

The first part of the original mission statement (reaffirmed by the BOT in Feb 2018) was retained as it presented a "clear, concise statement of what we do": we are dedicated to students - to their learning, success & equity. I moved workforce development to this section because that is something that the College is dedicated to, not something that the student attains. I also ended the sentence after that statement because it is a stand-alone statement. The dedication to these items will continue to exist even if the methods change.

I added the statement of belief from Option B to the original Mission Statement because it it is a "clear, concise statement of who we are". We are faculty, counselors, administrators, staff who believe in students achieving their full educational potential and success.

And finally, the last statement identifies who we serve, and how who we are and what we do is manifested - by supporting the students in attaining basic skills, transfer education &/or degrees and certificates.

District Governance Senate Minutes
February 9, 2021
3:10 – 4:45 p.m.
Zoom

Members Present

Administration:	Jessica Morrison, John Bratsch, Brent Davis
Classified:	Carolyn Franco, Nick Terry, Mayra Diaz
Faculty:	Juan Arzola, Greg Turner, David Hurst, Tracy Redden
Adjunct Faculty:	Don Nikkel, Charles Slaght
District Governance Senate Co-Chair Representatives:	Dali Ozturk, Ron Perez, Francisco Banuelos
Student Senate:	Nadalie Cosme
Superintendent/President: (Ex Officio)	Brent Calvin
Members Absent:	Juan Vazquez, Glen Profeta, Donnie Charles, Jasmine Hanson
Guests:	Sarah Harris

I. **Call to Order:** Morrison called the meeting to order at 3:11 p.m.

II. **Public Comment:**
1. **Items not on the agenda:** Morrison thanked Student Senate for hosting the Student Resource Drive-Thru. Over 400 students participated.
2. **Items on the agenda:** None.

III. **Approval of Minutes:** Ozturk asked for a correction to the minutes under the AP 705 update to change the wording “completion rate” to “successful completions”. Arzola moved to approve the minutes for 1/26/21 as presented; Slaght seconded. Motion carried.

IV. **Standing Reports:**

a. **Budget Committee:** Perez reviewed the attached standing report. Perez provided a brief report on the Governor’s tentative budget, which includes a 1.5%, COLA and an overall positive outlook. The budget will not be final until June.

b. **Technology Committee:** No report.

c. **Institutional Planning and Effectiveness Committee**: Ozturk reviewed the attached standing report. Arzola thanked those who participated in drafting the Strategic Plan. The draft will go through the governance process (DGS and Academic Senate) in March.

d. **Institutional Program Review Committee:** Banuelos reviewed the attached standing report. Ozturk commended IPRC for including equity in their program reviews.

e. **Equity, Diversity, and Action Committee:** Diaz reported that EDAC is proposing another Equity Summit, and is currently looking for speakers. Three task forces under EDAC are planning heritage events and watch parties.

f. **Academic Senate:** Arzola reviewed the attached standing report.

g. **Student Senate:** Cosme reported that the Student Senate will host a Valentine's Day drive-thru on February 10, and a Student Social on February 16.

h. **Accreditation Update:** Morrison highlighted the attached report provided by Dr. La Serna. She reported that the District's midterm report is due in 2022. Discussion followed regarding the commission's actions on a few of the colleges (report attached). Ozturk reported that he is serving on an accreditation team, which is following a different approach to site visits. He stated that the team is simply reviewing the material that is presented, and not using a "gotcha" approach.

V. Information

1. **AP/BP Review (1st 30 Day Review) – 2nd Read** – Bratsch reviewed the following policies and procedures. Dr. Harris asked why the pronouns in all of the AP/BPs have not been changed. Bratsch will discuss with Senior Management on how to make pronoun changes going forward.
    a. BP 3310 – Records Retention and Destruction
    b. AP 3310 – Records Retention and Destruction
    c. BP 3410 – Nondiscrimination – Added reference to 3410 in 3430, which was recently passed in 2019.
    d. AP 3410 – Nondiscrimination
    e. AP 3415 – Immigration Enforcement Activities (New) – Arzola expressed concerns about what this procedure conveys to undocumented students. Arzola suggested the District make a statement to reassure and welcome undocumented students. Calvin will work with Arzola to draft such statement.
    f. BP 3500 – District Safety
    g. AP 3500 – District Safety
    h. BP 3501 – District Security and Access
    i. AP 3501 – District Security and Access
    j. AP 3710 – Securing of Copyright

VI. Action

2. **Meta Majors/Giant Pathways –** Harris presented the Meta Majors/Giant Pathways for a second review and approval. She reported a few minor changes from the first read, and that Academic Senate will also review and may make some minor changes. Discussion followed regarding the placement of certain subjects as listed within the pathways and how that could cause confusion to students. Harris assured that all comments and suggestions will be addressed at Academic Senate.

    Arzola moved to approve the Meta Majors/Giant Pathways as presented; Turner seconded. Motion carried.

3. **Mission Statement Task Force Final Report –** Hurst presented a PowerPoint with the Mission Statement Task Force Final Report. Hurst thanked Joseph Teller, Dali Ozturk, and Randy Villegas for their help with this work. The task force was asked to consider an ACCJC recommendation to include degrees and certificates into the mission statement. The task force administered a survey in November and collected those results in December. The survey provided three options for the mission statement for respondents to consider. Two-thirds of respondents preferred option B. Hurst briefly reviewed the comments received. The task force found that respondents favored a shorter and more concise mission, and that tone and audience were important elements to consider. After lengthy discussion, the task force settled on a slightly altered option B that uses a more active voice.
    Final Recommendation:
    Sequoias Community College District provides excellent higher education in a spirit of equity for our diverse student population. We believe in students achieving their full

educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.

Turner moved to approve the mission statement as presented; Arzola seconded. Motion carried.

VII. **New Business**
None.

VIII. **Adjourn:** 4:11 p.m.

Last semester, we recommended a survey with the following options to District Governance Senate:

> Option A: "Sequoias Community College District is dedicated to equity for our diverse student population and success attaining degrees and certificates from basic skills to transfer education and workforce development."
>
> Option B: "Sequoias Community College District is dedicated to quality higher education in a spirit of equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development."
>
> Option C: An open-ended text response for people to suggest their own language.

The survey results, including two late submissions, are attached. A nice cross-section of constituents participated. Overall, respondents overwhelmingly preferred Option B (66%), with nearly 21% preferring Option A and 13% preferring neither option.

The comments sections were robust and there were a number of alternatively worded submissions. The task force analyzed the comments into three general categories:

- Comments about details, wording, and scope (or lack thereof) in the options
- Comments about tone and audience
- Comments about equity

We wanted to see whether there could be changes made to any of the options that might address the majority of people's comments without completely altering the fact that most people preferred the second option.

Comments in favor of Option A primarily focused on it being shorter and many commented that it was more concise and clear. Some objected to the words "the spirit of equity".

Comments in favor of Option B had more range. Compared to Option A, it was seen as more comprehensive, detailed, and descriptive. There were many comments that the tone was more pleasing and recognized our community and students as the audience. Finally, there was a feeling that equity had a stronger focus in Option B.

Oddly, the open-ended response pages of the survey report (pages 8-10) were apparently scanned, as opposed to printed to pdf, and the proposed wording submissions were disconnected from the reasons for the submissions, so it was difficult to pair these up. We did read through and consider them, but they were harder to highlight and compare than the rest of the report. We believe that future task forces should have a Research Department member in the group to make the survey creation easier.

In the end, the task force settled on recommending the version below, which takes a slightly more active tone, but with the following caveat: We were cognizant of and sympathetic to the feelings people had that the Mission Statement is slowly over time becoming bloated. We discussed at length that a good Mission Statement should be something easy to remember and should just roll off the tongue of anyone here. In the end, because the ACCJC and other interests insist upon space in the Mission Statement, our final version is a slight rewording of Option B. However, we think a reasonable argument could be made for eliminating the second sentence entirely.

Final recommendation to District Governance Senate on a new Mission Statement:

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

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS

To: Jessica Morrison and Carolyn Franco, Co-Chairs, District Governance Senate
From: Dr. Mehmet "Dali" Ozturk, Dean, Research, Planning and Institutional Effectiveness

Date: December 3, 2020
Subject: 2020-2021 Mission Statement Survey Report

District-wide feedback is valued and it is integral to our improvement efforts at the College of the Sequoias (COS). During Fall 2020, COS board members, trustees, administrators, faculty, staff, students, and community members were invited to participate in the *2020-2021 Mission Statement Survey* of which 145 participated between November 12, 2020 and November 24, 2020 (21 Administrators, 4 Board members/Trustees, 39 Classified/Confidential staff, 52 Full-time faculty, 17 Adjunct faculty, 5 Students, and 7 Community members). This survey provided COS stakeholders an opportunity to provide feedback on the COS Mission Statement. The feedback from various stakeholders are valuable for the continuous improvement efforts at COS.

Attached for your review and use, is the 2020-20201 Mission Statement Survey Report with comments.

The survey report only provides results in the aggregate so that the privacy of the respondent is protected. Disclosure of the personally identifiable information to unauthorized parties violates the Family Education Rights & Privacy Act (FERPA). This report includes comments/responses to open-ended questions and may include sensitive information. **It is expected that employees/administrators exercise the privilege of using such data/information with care and integrity, and protect the confidentiality and privacy of individuals.** Please use this information only for its intended purpose and handle it in a professional and careful manner as required by the District's General Ethical Standards (COS AP 3050). If the survey results and comments indicate that there may be a personnel issue that requires attention, **please contact your immediate supervisor** and Human Resources (HR), as appropriate.

The Office of Research, Planning and Institutional Effectiveness is happy to provide assistance with interpretations of the survey results, if needed. For additional survey data and analysis, please submit a Data/ Research Request Form: http://www.cos.edu/About/Research/Pages/Data-Request-Form.aspx

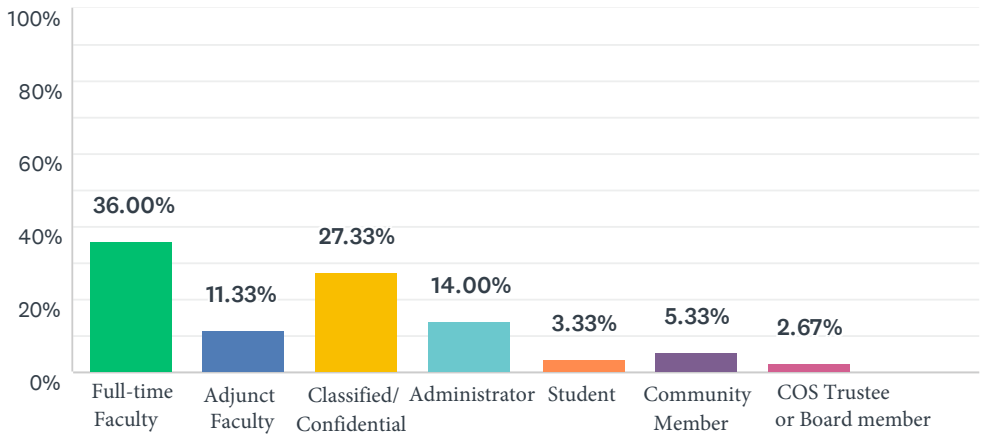
Sincerely,

Dali

Dr. Mehmet "Dali" Ozturk
Dean, Research, Planning and Institutional Effectiveness

Q1 What is your role at COS?

Answered: 150 Skipped: 0

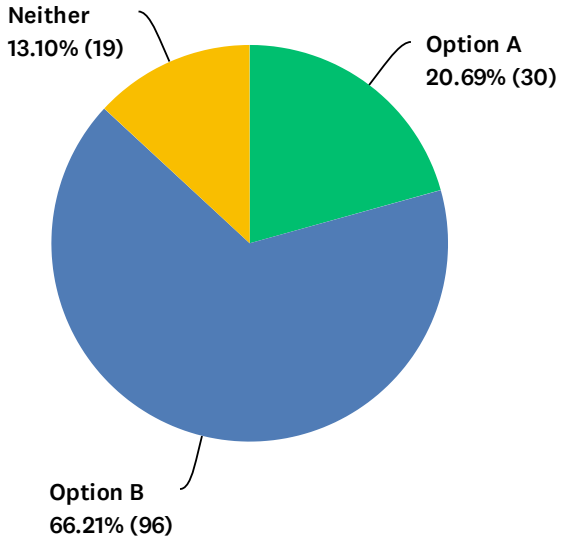


ANSWER CHOICES	RESPONSES	
Full-Time Faculty	36.00%	54
Adjunct Faculty	11.33%	17
Classified/Confidential	27.33%	41
Administrator	14.00%	21
Student	3.33%	5
Community Member	5.33%	8
COS Trustee or Board Member	2.67%	4
Other (please specify)	0.00%	0
TOTAL		150

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q2 Which option do you prefer?

Answered: 145 Skipped: 5



ANSWER CHOICES	RESPONSES	
Option A	20.69%	30
Option B	66.21%	96
Neither	13.10%	19
TOTAL		145

Q3 Please explain why you selected "{{ Q2 }}".

Answered: 108 Skipped: 18

	PLEASE EXPLAIN WHY YOU SELECTED "{{ Q2 }}".		TOTAL
Q2: Option A		100.00% 26	24.07% 26
Q2: Option B		100.00% 82	75.93% 82
Total Respondents	108		108

#	Q2: OPTION A	DATE
1	This option places the District on the hook of practicing equity, as opposed to option B that implies that we will do our best to use the "spirit" of equity--whatever that means--to help our students.	11/23/2020 6:57 PM
2	A is concise. B is a given, without being said, we support our student success.	11/20/2020 6:51 PM
3	Although option B is more specific, I prefer brevity.	11/20/2020 2:25 PM
4	It’s more direct and less wordy while saying essentially the same thing.	11/20/2020 11:27 AM
5	Both have equity, degrees, certificates, diverse student population, and the broad range of basic skills to transfer education, and workforce. Option A is cleaner, and concise.	11/20/2020 11:08 AM
6	Option A is clear and concise. It is also more affirmative that the college is acting in an Equitable manner. In option B, the college just has the spirit of equity, but not guided by it.	11/20/2020 9:45 AM
7	It’s more concise and to the point.	11/20/2020 9:19 AM
8	I chose "A" since it is direct and to the point. I did not like the word "we" in Option "B".	11/20/2020 9:09 AM
9	It is more concise, with the same content.	11/20/2020 9:03 AM
10	I feel that using the phrase "in the spirit" gives off the impression that we WANT(have the spirit) to have a campus with equality. I like option a because ot seems a bit more definitive.	11/20/2020 8:40 AM
11	The spirit of equity does not complete the task.	11/20/2020 8:34 AM
12	It’s simple and straight to the point.	11/19/2020 10:33 AM
13	"In a spirit" of equity almost seems as if we are not "fully" committed to principles of equity as an institution (which I believe we are).	11/16/2020 1:17 AM
14	I like how equity is stated as the first thing we are dedicated and how Option A is one sentence. However, it is missing "support" before success.	11/13/2020 10:27 AM
15	It's more about not liking B. "in a spirit of equity" is super passive and weak. ...higher education with a priority of equity for our... ...higher education with a commitment of equity for our...	11/13/2020 8:35 AM
16	Option B is toooooo long!! It should be clear and concise.	11/12/2020 2:47 PM
17	It's short and to the point.	11/12/2020 1:56 PM
18	Short, concise, and to the point	11/12/2020 1:45 PM
19	Option A is straightforward. Option B says the same thing but is more flowery and blows smoke. Keep it simple.	11/12/2020 1:01 PM
20	concise and clear	11/12/2020 12:26 PM
21	Option foregrounds equity more explicitly.	11/12/2020 12:16 PM
22	It is to the point. And what does the "spirit of equity" even mean?	11/12/2020 12:07 PM
23	The first one is concise and focused. The second one sounds more like a vision.	11/12/2020 12:01 PM
24	More concise	11/12/2020 11:58 AM
25	I lost interest reading option B.	11/12/2020 11:57 AM
26	Less wordy and straight to the point	11/12/2020 11:55 AM

2020-2021 Mission Statement Survey

#	Q2: OPTION B	DATE
1	I like that it mentions "quality higher education"	11/30/2020 9:48 AM
2	Option B challenges students to achieve their full potential and supports student success in attaining a variety of degrees.	11/22/2020 9:57 PM
3	I like the phrase "spirit of equity" since many departments seem to not really be aiming for true equity and a number of faculty don't even see an equity problem. So, might as well be honest and say "spirit" instead of "dedicated." I am not a fan of the us of "basic skills" but that's just nit picky.	11/22/2020 9:03 AM
4	Option B speaks to the community in a warmer more inviting way, it also conveys support which is so important and a big part of our college community.	11/20/2020 2:59 PM
5	Equity is not diluted in the second option. And he phrasing is better overall in B.	11/20/2020 1:30 PM
6	More descriptive	11/20/2020 12:16 PM
7	I believe the words quality higher education should be in the first sentence.	11/20/2020 11:33 AM
8	Option B recognizes and acknowledges our responsibility to provide "quality higher education" in ALL the ways that it relates to equity and the second sentence also takes into account that we play a role in raising up the students who come to us less prepared for higher education in the statement "we believe in students achieving their FULL educational POTENTIAL and SUPPORT student success"... I like the intentionality of stating those vital commitments.	11/20/2020 11:30 AM
9	More thorough. Reads much better as well.	11/20/2020 10:57 AM
10	Option A seems too narrow	11/20/2020 10:56 AM
11	Option B seems more specific to students about the kind of education they can expect & how they are involved in reaching their potential.	11/20/2020 10:44 AM
12	1) provides more emphasis on equity by separating it form the balance of the statement. 2) Second sentence connotes belief in and positive support for students.3) identifies multiple paths for achieving educational potential.	11/20/2020 10:12 AM
13	Option B has a warm and encouraging tone. Option A has an institutional tone that feels socially distant.	11/20/2020 10:11 AM
14	Comprehensive and to the point	11/20/2020 9:55 AM
15	I like the sentence of achieving their full potential and support student success which captures the various support services/resource COS offers to our diverse student population to overcome challenges/barriers.	11/20/2020 9:11 AM
16	Option B has more detail.	11/20/2020 9:02 AM
17	I feel that it best describes our mission and feelings about our students.	11/20/2020 9:00 AM
18	I feel it is a more complete summary of our mission and encompasses the spirit and dedication of who COS is as a learning community.	11/20/2020 8:57 AM
19	I like how it incorporates how we believe that our students will achieve their potential their goals.	11/20/2020 8:54 AM
20	It almost points to the real purpose of education: inquiry and thinking. The current statement emphasizes instruction to the exclusion of education as the desire and ability to think.	11/20/2020 8:41 AM
21	I like the part..."We believe in students".	11/20/2020 8:40 AM
22	I feel that Option B, is somewhat more descriptive.	11/20/2020 8:40 AM
23	I like the wording better; however, with so many of our basic skills classes having been cut, I'm surprised to see that it remains in our mission.	11/20/2020 8:39 AM
24	Option B: allows an individual to understand firsthand the College of the Sequoias puts the needs of our students' education and well-being at the forefront of our establishment.	11/20/2020 8:37 AM
25	I like the "quality to higher education" statement	11/20/2020 8:36 AM
26	More options	11/20/2020 8:35 AM
27	It is more detailed.	11/20/2020 8:34 AM
28	I think it feels more broad and inclusive and welcoming than Option A.	11/20/2020 8:31 AM
29	Is more comprehensive	11/20/2020 8:31 AM
30	I like that it mentions "higher education" and potential (as potential can refer to different definitions of success).	11/19/2020 10:59 AM
31	I think all students should strive to achieve over and beyond their own expectations, the college can take them to any level they aspire to in the cc setting	11/18/2020 5:03 PM
32	The equity for all our students is very important. The B option is more detailed	11/17/2020 7:31 PM
33	I believe the first goal should be education	11/17/2020 6:05 PM
34	Option B sounds more pleasant when reading/pronouncing. Aditonally by allowing equity to be in it's own sentence, It adds emphasis to the world and it isn't just lost in the sentence.	11/17/2020 1:31 PM
35	It says more about helping students with success and reaching their full potential.	11/17/2020 11:59 AM
36	Sounds like more school and community spirit, towards not just the most important, education, but also to diversity	11/17/2020 11:47 AM

	being incorporated.	
37	equality,equity and support	11/17/2020 10:57 AM
38	Option B seems more student centered, and emphasizes the institution's commitment to their success.	11/17/2020 9:42 AM
39	I selected option B because it says they want to help and support students and their success no matter if the student is staying there the whole time or just transferring	11/16/2020 10:25 AM
40	Option A has four coordinating conjunctions, which makes it awkward to read.	11/15/2020 6:19 PM
41	more thorough	11/15/2020 3:07 PM
42	It more accurately captures the goals of the college	11/15/2020 1:44 PM
43	A is too dense/compact. There is too much to unpack and the wording is a little awkward to follow, whereas B elaborates more and I can follow it more easily.	11/14/2020 6:46 AM
44	Option B describes our faculty commitment to students achieving their full potential and the support we continually offer.	11/14/2020 6:39 AM
45	Option B is bit more comprehensive than statement A. I would prefer to include “through periodic assessments” after “...certificates” in the B statement.	11/13/2020 9:29 PM
46	I prefer how it is worded. Very approachable and very clear.	11/13/2020 2:51 PM
47	I like the positive words like spirit of equity and full educational potential. However, I also like the current statement and recommend just adding the types of degrees to the vision statement.	11/13/2020 10:32 AM
48	First and foremost, it emphasizes our dedication to "quality higher education" while still noting our deep commitment to equity.	11/13/2020 8:16 AM
49	Though longer than Option B (two sentences instead of one), I appreciate it's emphasis on "quality" education and diversity, and then has a second sentence clarifying the kinds of educational opportunities that are available to students.	11/12/2020 6:41 PM
50	As an "educational" institution, I feel it is important to emphasize the "quality higher education" vs. simply "equity". By simply stating we are dedicated to "equity", there is an absence of academic excellence as a priority as well, which I believe is equally important. Just because something is equitable or "fair" doesn't mean it is of "quality". I also like the inclusion of "full educational potential and support student success" because that more descriptively illustrates the priorities/drive of the institution as a whole.	11/12/2020 2:53 PM
51	I feel that although we are dedicated to our students and their success, we can't guarantee success in attaining degrees and certificates. Rather we believe in students achieving their full educational potential and support their success.	11/12/2020 2:45 PM
52	It contains all of the required elements and seems to flow better.	11/12/2020 2:33 PM
53	I believe it clearly states our primary mission is higher education.	11/12/2020 2:15 PM
54	"dedicated to quality higher education"	11/12/2020 2:10 PM
55	"dedicated to quality higher education in a spirit of equity"	11/12/2020 2:09 PM
56	I like the phrase "full educational potential"	11/12/2020 1:51 PM
57	It states what we believe in for our students and future success	11/12/2020 1:49 PM
58	I am not sure if it has to do with the syntax or the need for some punctuation, but Option A requires a few read throughs to understand the actual idea it is trying to convey. So option B seems to be the better choice.	11/12/2020 1:37 PM
59	It doesn't sound too much like a run-on sentence like Option A.	11/12/2020 1:36 PM
60	I like the "quality in higher education in a spirit of equity" and "achieving their full educational potential".	11/12/2020 1:17 PM
61	Full potential	11/12/2020 12:55 PM
62	I like the wording in Option B about being dedicated to quality higher education and believing in students.	11/12/2020 12:51 PM
63	Goes a little more in detail and its worded better it flows	11/12/2020 12:45 PM
64	It sounds much nicer, more positive.	11/12/2020 12:41 PM
65	Option B sets the tone of excellence ("quality higher education" as the goal towards which we are reaching while maintaining a lens of equity in the process.	11/12/2020 12:39 PM
66	Although missions statements are encouraged to be about a sentence long, Option A seems rushed. Option B is clear and states what the institution truly strives for.	11/12/2020 12:35 PM
67	Option A sounds like some words are missing. Option B is much more eloquent (though could be shortened to something like: Sequoias CC District is dedicated to equitable, quality higher education for our diverse student population. We support student success in attaining degrees and certificates, from basic skills to transfer education and workforce development.	11/12/2020 12:28 PM
68	Just sounded more exact of what I think we should be.	11/12/2020 12:26 PM
69	This puts the emphasis on higher quality education, which is important.	11/12/2020 12:24 PM
70	I feel that option B is more robust	11/12/2020 12:23 PM

2020-2021 Mission Statement Survey

71	Addresses more of what we strive to provide to the community.	11/12/2020 12:19 PM
72	Sounds better than option A.	11/12/2020 12:17 PM
73	Option A is concise, but also a bit sterile. It doesn't feel like it reaches out to our community. Option B makes the statement but also captures who we want to be to our students and community. Word's like "dedicated", "quality", "spirit" and "achieving full potential" adds the human touch back into the statement.	11/12/2020 12:13 PM
74	It just reads better and seems more friendly	11/12/2020 12:11 PM
75	Though neither are what I would aspire to, Option B seems the better of the two because it captures most accurately what I believe our mission should be: "quality higher education" and helping students "achieve full potential" toward degrees and transfer.	11/12/2020 12:08 PM
76	I like that includes the phrase "quality higher education". I think that is a very important component of our mission.	11/12/2020 12:07 PM
77	I feel that option b states more of what we would hope to have the students accomplish here at COS.	11/12/2020 12:04 PM
78	While equity is extremely important and should be emphasized, I like that option B emphasizes first that COS provides education. We can have equity and all be equally uneducated.	11/12/2020 11:59 AM
79	Honestly, A feels slapped together without any real direction, other than to state that this is what we do and nothing else, whereas B develops a narrative and describes a commitment to student success. It's like the beginning first sentences to an exciting new chapter.	11/12/2020 11:58 AM
80	Both are well written, and I do believe option A is very concise and straight to the point. Option B has language that grabbed my attention and uplifted my spirit when read. The language seems more motivations through my perspective.	11/12/2020 11:57 AM
81	I think it is a bit more precise.	11/12/2020 11:56 AM
82	I believe option B shows that we support all types of educational walks and shows our dedication to diversity awareness.	11/12/2020 11:56 AM

Q4 You may propose a new District mission statement that is different from Option A and Option B.

Answered: 14 Skipped: 136

#	RESPONSES	DATE
1	Sequoias Community College District is dedicated to equitably serving its diverse student population. We're committed to helping students achieve their full educational potential, regardless of their academic and career goals.	11/24/2020 11:47 AM
2	"Get'em in, Get'em out, Get'em jobs".	11/20/2020 10:55 AM
3	I prefer the current statement.	11/20/2020 9:28 AM
4	• Sequoias Community College District is dedicated to student learning, success, equity, and workforce development. We believe in students achieving their full educational potential and support the success of our diverse student population through the attainment of basic skills, transfer education, and/or a variety of degrees and certificates.	11/20/2020 9:26 AM
5	The Sequoias Community College District is committed to serving our community by providing excellent opportunities for our students to attain degrees and certificates or to extend life-long learning. We firmly believe and commit to the goal of providing our services with the values of respect, equity, support and community service at the heart of our mission.	11/20/2020 8:43 AM
6	Sequoias Community College District is dedicated to student learning, success, and equity by providing degrees, certificates, transfer education, basic skills, and workforce development for our diverse student population.	11/18/2020 6:07 PM
7	Sequoias Community College District is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population.	11/13/2020 10:05 AM
8	The current statement is clear. A new one should be at least as clear. Perhaps and option might be to make this change: ...and equity high quality preparation for students wishing to transfer and strong career and workforce development opportunities for students entering the workforce or developing their careers... If there is a great need to bring in certifications then perhaps make the following change: ....equity by providing strong preparation for students planning to transfer and well developed vocations and	11/12/2020 5:36 PM
9	Sequoias Community College District is dedicated to equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.	11/12/2020 2:12 PM
10	Sequoias Community College District is dedicated to quality higher education in a spirit of equity for our diverse student population and to support students in attaining degrees and/or certificates, from basic skills to transfer education and workforce development.	11/12/2020 2:08 PM
11	Sequoias Community College District is dedicated to student learning, success, and equity by providing workforce development, transfer education, and basic skills training for our diverse population. We measure student success by retention, progression, and completion, in particular the attainment of an associate degree or certificate.	11/12/2020 12:33 PM
12	Sequoias Community College District is dedicated to providing quality, equitable higher education for our diverse student population. We want all students, whether seeking a degree for transfer, a certificate, workforce skills, or personal development, to achieve their full educational potential.	11/12/2020 12:26 PM
13	I worked at previous institution years ago and still remember the mission statement: "Our focus is learning. Student success is our goal." It's easy to make fun of this. I remember faculty chuckling and thinking it was silly. But everybody knew the mission statement by heart because it was so simple: administrators, faculty, students. It framed everything we did. It was mentioned in meetings and in planning. As silly as it might be, it *did the work* of a mission statement.	11/12/2020 12:19 PM

14	"Sequoias Community College District is dedicated to success and equity for our diverse student population in attaining degrees and certificates from basic skills to transfer education and workforce development."	11/12/2020 12:08 PM

Q5 Please tell us why you are proposing this mission statement.

Answered: 15 Skipped: 135

#	RESPONSES	DATE
1	The concepts/values are basically the same: I changed the wording so it's more direct.	11/24/2020 11:47 AM
2	Not one student, faculty member, Board member, or COS employee knows, or probably cares, what the current mission statement says. It reads like we are trying to impress a political entity or special-interest group with fancy, feel-good words. And that should never be a mission statement...unless you are running for office. Mine is simple...and it is EXACTLY our mission. Through outreach, social media, and partnerships with the school districts, we work to "Get'em in". Through counseling, great instruction, and student programs, we strive to "Get'em out" in a timely manner. Then, with job placement, career counseling, and partnerships, we encourage and inspire to "Get'em jobs". I work for an organization that had a mission statement that was one paragraph long. Of the 80 employees that work there, ONE knew the mission statement, and that was only because a promotional exam was coming up. As an organization, we met, discussed our MAIN objective(s), and simplified our goal. Our mission statement is now 7 words long and every member knows it by heart. And knows EXACTLY what it means. I've always said, your mission statement should be short enough to put on a pencil, coffee cup, sticker, or whatever...where it can be in front of your target audience on a regular basis. And it should be simple enough for your target audience to know EXACTLY what the mission is. Unless, of course, you are running for office.	11/20/2020 10:55 AM
3	I am proposing this new mission statement because it more clearly, concisely and completely meets the criterion of a mission statement: "To meet various regulations, a mission statement must be clear, concise, define who we are, define what we do, and identify who we serve" The first part of the original mission statement (reaffirmed by the BOT in Feb 2018) presented a "clear, concise statement of what we do": we are dedicated to students - to their learning, success & equity. I moved workforce development to this section because that is something that the College is dedicated to, not something the student attains. I also ended the sentence after that statement because it is a stand alone statement. The dedication to these items will continue to exist even if the methods change. I added the statement of belief from Option B to the original Mission Statement because it it is a "clear, concise statement of who we are". We are faculty, counselors, administrators, staff who believe in students achieving their full educational potential and success. And finally, the last statement identifies who we serve, and how who we are and what we do is manifested - by supporting the students in attaining basic skills, transfer education &/or degrees and certificates.	11/20/2020 9:26 AM
4	I believe that the statement above highlights and extends the ideas expressed in the other proposed statements in a more coherent manner.	11/20/2020 8:43 AM
5	If our Accreditation Organization (ACCJC) has recommended that COS add language regarding degrees and certificates to our current mission statement, which was recently reaffirmed by the Board of Trustees in February 2018, just add the "degrees and certificates" to the statement. It will still be "clear, concise, define who we are, define what we do, and identify who we serve"	11/18/2020 6:07 PM
6	We are a college. We are supposed to be dedicated to student learning, student success, and making sure that all of our students have the opportunity to better themselves. The other statements don't actually say what a college does. Option A is horrible and should be rejected by the board if it is presented to them.	11/13/2020 10:05 AM

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#	RESPONSES	DATE
7	Be honest. We've become an extension High School, job training center. We do our students a disservice by not being honest. What is current transfer to real 4 year schools now, something like 2.5%?	11/13/2020 8:33 AM
8	I liked the new ones, but the phrasing " variety of degrees and certificates, from basic skills to transfer education and workforce development." sounded like the certiificates were in all those things, and we don't offer basic skills any more. In fact, we don't offer basic skills classes, right? maybe just something like "supporting them throughout their educational journey."	11/13/2020 8:28 AM
9	The greater the clarity, the stronger the statKent.	11/12/2020 5:36 PM
10	I like a combination of the two. Option A didn't seem to read correctly in the first sentence and Option B was lengthy.	11/12/2020 2:12 PM
11	I like option 2 that was proposed but mission statements are often more powerful when it's just one sentence; so I combined the two sentences into one.	11/12/2020 2:08 PM
12	Transfer education should not be listed first. The majority of our students never transfer. I list	11/12/2020 12:33 PM
13	The previous statements were confusingly worded and inelegant.	11/12/2020 12:26 PM
14	I did not propose a specific Mission Statement above because I don't have a specific one to propose. But I highly recommend a short, catchy mission statement. A mission statement that nobody really knows is a mission statement doing no work. A mission statement full of fashionable jargon and technocratic buzzwords that just sits in an obscure corner of the website is a mission statement that does no work. So I call for a short, punchy mission statement that can be easily recited by any COS member at any time. Because if it's not on our tongues when we talk about COS and it's not on our minds when we think about COS, then it's not really doing anything. I have never at any time at COS heard anybody refer to the mission statement from memory (except perhaps the occasional partial mention on opening day). So I suggest researching the many institutions that have moved to a motto-like mission statement, such as the University of Rochester: "Learn, Discover, Heal, Create—and Make the World Ever Better."	11/12/2020 12:19 PM
15	The primary goal is success in the degrees and certificates. Equity speaks to our commitment to each student achieving their goal of a degree or certificate. I'm not 100% sure my proposal hits that nail quite right, but i recommend minor modification to proposal 1 that moves somewhat in that direction.	11/12/2020 12:08 PM

Q6 Please provide any comments or suggestions for improving the District mission statement:

Answered: 48 Skipped: 97

	PLEASE PROVIDE ANY COMMENTS OR SUGGESTIONS FOR IMPROVING THE DISTRICT MISSION STATEMENT:	TOTAL
Q2: Option A	100.00% 8	16.67% 8
Q2: Option B	100.00% 28	58.33% 28
Q2: Neither	100.00% 12	25.00% 12
Total Respondents	48	48

#	Q2: OPTION A	DATE
1	None at this time.	11/23/2020 6:57 PM
2	Sequoias Community College District is dedicated to equity for our diverse student population and supporting them with quality student services on their path to success, by attaining degrees, certificates, offering basic skills courses, workforce development, and a transfer education.	11/20/2020 9:49 AM
3	None at this time.	11/20/2020 9:10 AM
4	I suggest that we implement language related to the College's commitment to Social Justice and inclusion.	11/16/2020 1:32 AM
5	Adding 2 words will help: “Sequoias Community College District is dedicated to equity for our diverse student population and support success in attaining degrees and certificates from basic skills to transfer education and workforce development.”	11/13/2020 10:29 AM
6	Use A!	11/12/2020 2:47 PM
7	If an additional sentence is considered to the mission statement, consider adding a point that highlights why student achieving their full potential from an equity point of view.	11/12/2020 12:09 PM
8	Thank you for your time.	11/12/2020 12:01 PM

2020-2021 Mission Statement Survey

#	Q2: OPTION B	DATE
1	Remove the term "basic skills"	11/22/2020 9:04 AM
2	I suggest revising the phrase “in the spirit of equity” because it can be interpreted as non operational. How about “focusing on equity.”	11/20/2020 10:36 AM
3	What seems to be missing is the end game, the "why" portion, or result/benefit of furthering one's educational/skills development. (i.e. increased quality of life, self-fulfillment through vocational excellence, increased earning potential, etc.)	11/20/2020 10:16 AM
4	A reference to ‘citizenship’, ‘involvement in the community’, ‘contributing’ — a reference to anything more than hooking up drones to the economy— would be useful: something that addresses “society” rather than only an economy that supposedly serves that society. Education rather than mere instruction.	11/20/2020 8:47 AM
5	I believe there could be more attention toward our workforce development efforts, as more students benefit from this movement.	11/20/2020 8:42 AM
6	None	11/20/2020 8:36 AM
7	:)	11/20/2020 8:36 AM
8	I like it and support the college in anything g they do	11/18/2020 5:04 PM
9	Ok	11/17/2020 7:32 PM
10	N/A	11/17/2020 1:31 PM
11	maybe add the same when recruiting minority faculty - which I do not feel sometimes we are treated equally!	11/17/2020 10:58 AM
12	I think it’s perfect	11/16/2020 10:25 AM
13	The phrase "from basic skills to transfer education and workforce development" modifying "degrees and certificates" doesn't quite make sense. The "from" suggests that basic skills, transfer education, and workforce development award the degrees to the students.	11/15/2020 6:19 PM
14	See the last statement.	11/13/2020 9:30 PM
15	No additional feedback. Just really like option B.	11/13/2020 2:52 PM
16	I would keep it as is and add the required language to the vision.	11/13/2020 10:32 AM
17	Please refer to previous comments.	11/12/2020 2:53 PM
18	It seems to me that an additional statement (i.e. core values) needs to be added to all documents that specifically address how equity, community needs and instructional quality are going to be addressed by the institution.	11/12/2020 2:38 PM
19	Staying focus of our purpose and mission statement and staying connected with our students and staff to engage more improvements ahead in the future growth.	11/12/2020 1:51 PM
20	This seems to be a pretty generic statement. Nothing in this mission sets us apart from any other institution.	11/12/2020 1:37 PM
21	None	11/12/2020 12:56 PM
22	Option B is much clearer but could be more concise	11/12/2020 12:29 PM
23	None at this time	11/12/2020 12:20 PM
24	Option B is thorough.	11/12/2020 12:17 PM
25	I think Option B is the best and strongest statement!	11/12/2020 12:14 PM
26	Keep the statement aspirational and focused on higher education rather than political box-checking; keep it true to what we really believe higher education is about; prefer the precise over the diffuse; prefer the noble over the pedestrian.	11/12/2020 12:10 PM
27	N/A	11/12/2020 12:04 PM
28	I like it! Both are good. Option A seems more concise; Option B seems to give more “razzle dazzle”.	11/12/2020 11:58 AM

2020-2021 Mission Statement Survey

#	Q2: NEITHER	DATE
1	Simplify, use common sense, and don't try to impress Sacramento.	11/20/2020 11:02 AM
2	Please see previous page	11/20/2020 9:26 AM
3	Possibly include an expression of the District's commitment to providing the same to staff and faculty.	11/20/2020 8:45 AM
4	If our Accreditation Organization (ACCJC) has recommended that COS add language regarding degrees and certificates to our current mission statement, which was recently reaffirmed by the Board of Trustees in February 2018, just add the "degrees and certificates" to the statement. It will still be “clear, concise, define who we are, define what we do, and identify who we serve” as required by various guidelines.	11/18/2020 6:08 PM
5	A mission statement for a college has to actually say what a college does.	11/13/2020 10:05 AM
6	Honesty.	11/13/2020 8:33 AM
7	just don't think it should say basic skills	11/13/2020 8:28 AM
8	Any such statement gains its strength from the ability of faculty and staff to build upon it. It also gains strength if is clear enough to allow a determination of progress.	11/12/2020 5:39 PM
9	none. Thanks for giving employees the opportunity to provide feedback.	11/12/2020 2:09 PM
10	I opted for two sentences because, word order aside, I like our current mission statement better than either Option A or Option B. From both a word flow and a meaning perspective, the current statement is superior. Adding the second sentence allows us to keep that first sentence, but nonetheless address ACCJC concerns. The problem with Option A is that it places equity before success, which is a problem. In Option B, I don't like the words "in a spirit of equity." Too me, those words sound like pablum. Option B should read that we are dedicated to providing quality education. Also, exclusively talking about completion as the measure of success focuses too much on the end goal and tends to ignore the steps along the path (retention and progression) which make completion possible. One problem with all the statements -- our current mission statement, Options A & B, plus my suggestion as well -- is that they ignore the fact that some students come here simply to take one or two courses, whether that is for fun, for lifelong learning reasons, or with the goal of learning a new skill or brushing up an old one.	11/12/2020 12:46 PM
11	Provided in previous comment.	11/12/2020 12:26 PM
12	See previous comments.	11/12/2020 12:22 PM

The following was emailed to me by a board member after the survey closed:

Hi Jessica: I missed out on the survey by the deadline of 11/24. I did complete the survey just now for what its worth. I did choose option B even thought it's a bit longer.

I did like the fact that its mentions "quality higher education".

Sorry for the delay.

College of the Sequoias Mission Statement Feedback

To meet various regulations, a mission statement must be clear, concise, define who we are, define what we do, and identify who we serve.

Current District Mission Statement
Sequoias Community College District is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population. (Reaffirmed by the Board of Trustees in February 2018)

Our Accreditation Organization (ACCJC) has recommended that COS add language regarding degrees and certificates to our mission statement. The District is proposing two mission statements for your review, and an opportunity to propose your own mission statement. Please see below for the proposed options.

Option A "Sequoias Community College District is dedicated to equity for our diverse student population and success attaining degrees and certificates from basic skills to transfer education and workforce development."

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

I selected neither Option A or Option B. In the survey the Strikeout was present. My correction is highlighted as well as a bit of clarification on reasoning.

My proposed Mission Statement:
Sequoias Community College District is dedicated to student learning, success, equity, and workforce development. We believe in students achieving their full educational potential and support the success of our diverse student population through ~~the~~ their attainment of basic skills, transfer education, and/or a variety of degrees and certificates.

My rationale for the proposed new Mission Statement:

I am proposing this new mission statement because it more clearly, concisely, and completely meets the criterion of a mission statement:
"To meet various regulations, a mission statement must be clear, concise, define who we are, define what we do, and identify who we serve"

The first part of the original mission statement (reaffirmed by the BOT in Feb 2018) was retained as it presented a "clear, concise statement of what we do": we are dedicated to students - to their learning, success & equity. I moved workforce development to this section because that is something that the College is dedicated to, not something that the student attains. I also ended the sentence after that statement because it is a stand-alone statement. The dedication to these items will continue to exist even if the methods change.

I added the statement of belief from Option B to the original Mission Statement because it it is a "clear, concise statement of who we are". We are faculty, counselors, administrators, staff who believe in students achieving their full educational potential and success.

And finally, the last statement identifies who we serve, and how who we are and what we do is manifested - by supporting the students in attaining basic skills, transfer education &/or degrees and certificates.

District Governance Senate Minutes
February 9, 2021
3:10 – 4:45 p.m.
Zoom

Members Present

Administration:	Jessica Morrison, John Bratsch, Brent Davis
Classified:	Carolyn Franco, Nick Terry, Mayra Diaz
Faculty:	Juan Arzola, Greg Turner, David Hurst, Tracy Redden
Adjunct Faculty:	Don Nikkel, Charles Slaght
District Governance Senate Co-Chair Representatives:	Dali Ozturk, Ron Perez, Francisco Banuelos
Student Senate:	Nadalie Cosme
Superintendent/President: (Ex Officio)	Brent Calvin
Members Absent:	Juan Vazquez, Glen Profeta, Donnie Charles, Jasmine Hanson
Guests:	Sarah Harris

I. **Call to Order:** Morrison called the meeting to order at 3:11 p.m.

II. **Public Comment:**
1. **Items not on the agenda:** Morrison thanked Student Senate for hosting the Student Resource Drive-Thru. Over 400 students participated.
2. **Items on the agenda:** None.

III. **Approval of Minutes:** Ozturk asked for a correction to the minutes under the AP 705 update to change the wording “completion rate” to “successful completions”. Arzola moved to approve the minutes for 1/26/21 as presented; Slaght seconded. Motion carried.

IV. **Standing Reports:**

a. **Budget Committee:** Perez reviewed the attached standing report. Perez provided a brief report on the Governor’s tentative budget, which includes a 1.5%, COLA and an overall positive outlook. The budget will not be final until June.

b. **Technology Committee:** No report.

c. **Institutional Planning and Effectiveness Committee**: Ozturk reviewed the attached standing report. Arzola thanked those who participated in drafting the Strategic Plan. The draft will go through the governance process (DGS and Academic Senate) in March.

d. **Institutional Program Review Committee:** Banuelos reviewed the attached standing report. Ozturk commended IPRC for including equity in their program reviews.

e. **Equity, Diversity, and Action Committee:** Diaz reported that EDAC is proposing another Equity Summit, and is currently looking for speakers. Three task forces under EDAC are planning heritage events and watch parties.

f. **Academic Senate:** Arzola reviewed the attached standing report.

g. **Student Senate:** Cosme reported that the Student Senate will host a Valentine's Day drive-thru on February 10, and a Student Social on February 16.

h. **Accreditation Update:** Morrison highlighted the attached report provided by Dr. La Serna. She reported that the District's midterm report is due in 2022. Discussion followed regarding the commission's actions on a few of the colleges (report attached). Ozturk reported that he is serving on an accreditation team, which is following a different approach to site visits. He stated that the team is simply reviewing the material that is presented, and not using a "gotcha" approach.

V. Information

1. **AP/BP Review (1st 30 Day Review) – 2nd Read** – Bratsch reviewed the following policies and procedures. Dr. Harris asked why the pronouns in all of the AP/BPs have not been changed. Bratsch will discuss with Senior Management on how to make pronoun changes going forward.
    a. BP 3310 – Records Retention and Destruction
    b. AP 3310 – Records Retention and Destruction
    c. BP 3410 – Nondiscrimination – Added reference to 3410 in 3430, which was recently passed in 2019.
    d. AP 3410 – Nondiscrimination
    e. AP 3415 – Immigration Enforcement Activities (New) – Arzola expressed concerns about what this procedure conveys to undocumented students. Arzola suggested the District make a statement to reassure and welcome undocumented students. Calvin will work with Arzola to draft such statement.
    f. BP 3500 – District Safety
    g. AP 3500 – District Safety
    h. BP 3501 – District Security and Access
    i. AP 3501 – District Security and Access
    j. AP 3710 – Securing of Copyright

VI. Action

2. **Meta Majors/Giant Pathways –** Harris presented the Meta Majors/Giant Pathways for a second review and approval. She reported a few minor changes from the first read, and that Academic Senate will also review and may make some minor changes. Discussion followed regarding the placement of certain subjects as listed within the pathways and how that could cause confusion to students. Harris assured that all comments and suggestions will be addressed at Academic Senate.

    Arzola moved to approve the Meta Majors/Giant Pathways as presented; Turner seconded. Motion carried.

3. **Mission Statement Task Force Final Report –** Hurst presented a PowerPoint with the Mission Statement Task Force Final Report. Hurst thanked Joseph Teller, Dali Ozturk, and Randy Villegas for their help with this work. The task force was asked to consider an ACCJC recommendation to include degrees and certificates into the mission statement. The task force administered a survey in November and collected those results in December. The survey provided three options for the mission statement for respondents to consider. Two-thirds of respondents preferred option B. Hurst briefly reviewed the comments received. The task force found that respondents favored a shorter and more concise mission, and that tone and audience were important elements to consider. After lengthy discussion, the task force settled on a slightly altered option B that uses a more active voice.
    Final Recommendation:
    Sequoias Community College District provides excellent higher education in a spirit of equity for our diverse student population. We believe in students achieving their full

educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.

Turner moved to approve the mission statement as presented; Arzola seconded. Motion carried.

VII. **New Business**
None.

VIII. **Adjourn:** 4:11 p.m.

MEETING MINUTES OF THE BOARD OF TRUSTEES
OF THE
COLLEGE OF THE SEQUOIAS COMMUNITY COLLEGE DISTRICT

Monday, March 8, 2021

4:00 pm – Closed Session
5:00 pm – Regular Session

Location
College of the Sequoias, Visalia Campus
Sequoia Room 1
915 S. Mooney Blvd.
Visalia, CA 93277

Board of Trustees
Greg Sherman, Kenneth Nunes, Raymond Macareno, Lori Cardoza, John Lehn,
Brent Calvin, Superintendent/President; Noorulain Ali, Student Trustee

MINUTES

MEMBERS PRESENT: Lori Cardoza, John Lehn, Raymond Macareno, Kenneth Nunes, Greg Sherman, Noorulain Ali

MEMBERS ABSENT: None.

SENIOR MANAGEMENT PRESENT: Brent Calvin, Ron Perez, Jessica Morrison, Jennifer La Serna, Louann Waldner, Kristin Robinson, Dali Ozturk, John Bratsch

CLOSED SESSION

I CALL TO ORDER
President Lehn called the meeting to order at 4:00 pm.

II PUBLIC COMMENT
- Public Comments Concerning Items **On** the Closed Session Agenda – None.

1. CONFERENCE WITH LABOR NEGOTIATOR (GC §54957.6)
- College of the Sequoias Adjunct Faculty Association (COSAFA)
  Chief Negotiator: Brent Calvin
- California School Employees Association (CSEA), Chapter 408
  Chief Negotiator: Brent Calvin
- College of the Sequoias Teachers Association (COSTA)
  Chief Negotiator: Brent Calvin

2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/NON-REAPPOINTMENT (GC §54947)
Number of positions: one position

3. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GC §54957)
Superintendent/President – Mid-Year Review

4. BOARD SELF-EVALUATION (BP 2745)

OPEN SESSION

III CALL TO ORDER
- President Lehn called the meeting to order at 5:05pm.
- Closed Session Reportable Actions – President Lehn reported that by a unanimous vote, the Board took action in closed session to adopt Resolution 2021-01 to not reemploy Employee Number 00368012 as a tenured employee for the 2021-2022 academic year and all subsequent academic years. Additionally, the

Board directed the Superintendent/President or his designee to send out the appropriate legal notices to the affected employee. AYES: Cardoza, Lehn, Macareno, Nunes, Sherman. NOES: None. ABSENT: None.

- Pledge of Allegiance – Ms. Ali led the pledge of allegiance.

IV PUBLIC COMMENT

- Public Comments Concerning Items **On** Agenda – None.
- Public Comments Concerning Items **Not** on the Agenda – None.

V BOARD AND EXECUTIVE STAFF REPORTS (NON-DISCUSSION ITEMS)

a. STUDENT TRUSTEE REPORT
Ms. Ali reported the following Student Senate activities:
- Hosted a successful Valentine's Day drive-thru event.
- Hosted the first online Student Social to connect with students. Senate plans to hold socials twice per month.
- Hosted a Watch Party with the Equity, Diversity, and Action Committee during class to address macroaggressions in the classroom.
- Upcoming Events: Earth Day, Spring elections in mid-April

b. BOARD MEMBER REPORTS
Trustee Macareno offered his appreciation to Dr. Calvin for his communications with regards to the pandemic and vaccinations.

Trustee Nunes reported that he watched the Women's Basketball and Men's Basketball games on livestream. He was pleased for all student athletes that were able to participate and thankful that COS made it possible for athletes to participate.

Trustee Sherman thanked Dr. Schengel for meeting with him and Kaweah Delta doctors to discuss possible grants.

Trustee Lehn commented that he is looking forward to a return to campus.

c. FOUNDATION REPORT
No report.

d. ACCREDITATION REPORT
Dr. La Serna reviewed the attached Accreditation Report.

e. SUPERINTENDENT/PRESIDENT'S REPORT
Dr. Calvin expressed his excitement that athletics were held over the past weekend. He shared that much effort goes into allowing athletic competitions to take place with testing and safety protocols. He thanked Athletic Director Brent Davis and his team for making the effort to coordinate athletic games. Dr. Calvin announced that Football will begin next week.

Dr. Calvin reported that the vaccination clinics on the COS campus have been going very well, and thanked the County and COS volunteers for their commitment. COS employees will have an opportunity to receive their first dose vaccination on March 11 on the Visalia Campus.

Dr. Calvin reported that the District is planning for 50/50 face-to-face/online this fall, and hoping for 75% face-to-face and 25% online by spring 2022.

VI REPORTS

a. ACADEMIC SENATE PRESIDENT'S REPORT/ UPDATE
No report.

b. COSTA PRESIDENT'S REPORT/UPDATE
Mr. Hurst thanked the District for all efforts to work with faculty. He thanked administration for approving the tenure for 15 faculty on the personnel report. Mr. Hurst pointed out that the COSTA reopeners are on the

agenda, and asked the board to remember how hard faculty has worked this past year when considering negotiations.

c. CSEA PRESIDENT'S REPORT/UPDATE
No report.

d. COSAFA PRESIDENT'S/UPDATE
No report.

VII INFORMATION

1. COS GIANT PATHWAYS (META MAJORS)
Dr. Sarah Harris presented the new Giant Pathways which were approved by Academic Senate and District Governance Senate, and are now ready for implementation and distribution. Academic programs have been sorted into ten Giant Pathways: STEM; Health Sciences; History and Human Behavior; Education and Languages; Building Design, Drafting and Construction; Arts, Media and Entertainment; Agriculture, Plant and Animal Sciences; Business, Marketing and Communication; Public Service and Safety; and Machines, Manufacturing and Cars.

2. ABOVE BASE RESOURCE ALLOCATIONS 2020-21
President Calvin presented twelve (12) Above-Base Request allocations for the 2020-21 resource allocation cycle totaling $187,621.

3. PRESENTATION OF MEASURE J BOND AUTHORIZATION
Mr. Perez, Trennis Wright with Piper Sandler & Co., and Blake Boehm with KNN Public Finance presented the District's plan to issue the remaining $22.8M from the Measure J bonds. The College of the Sequoias Master Plan 2015-2025 contains a Phase II on the Tulare Campus and has a desire to access the remaining authorization in order to build a new CTE building housing: Environmental Control Technician, Electrical Training, Industrial Maintenance, Architecture CNC Machine, Industrial Automation, Construction, Faculty Offices and others. Discussion followed. Documents for approval will be presented at the next regular board meeting.

VIII CONSENT CALENDAR

Trustee Sherman pulled item #8 to clarify that the new financial advisor will be used for bond services only. Dr. Calvin confirmed. Trustee Sherman moved to approve item #8; Trustee Nunes seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

Trustee Sherman moved to approve the Consent Calendar items #4-7 as presented; Trustee Cardoza seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

4. MINUTES OF THE PREVIOUS MEETING:
- February 8, 2021 – Regular Meeting

5. PERSONNEL REPORT 09-2020-2021

6. PAYMENT OF BILLS

7. 2020-2021 WORKING BUDGET APPROVAL
(July 1, 2020 to February 17, 2021)

8. APPROVAL OF AGREEMENT: FINANCIAL ADVISOR SERVICES
It is recommended that the Board of Trustees authorize the District to enter into an agreement with KNN for financial advisor services for an initial term of 3-years with two one-year options.

IX ACTION

9. CURRICULUM: NEW, MODIFIED, DELETED
Dr. La Serna presented the curriculum report as required by Title V.

Trustee Macareno moved to approve the Curriculum: New, Modified, Deleted as presented; Trustee Nunes seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

10. REVISION OF THE COLLEGE OF THE SEQUOIAS MISSION STATEMENT

Dr. Calvin presented the new mission statement, which was approved by District Governance Senate. Dr. Calvin thanked David Hurst, Joseph Teller, and Randy Villegas for serving on the Mission Statement Task Force to recommend the new mission statement.

Trustee Cardoza moved to approve the revision to the College of the Sequoias Mission Statement as presented; Trustee Sherman seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

11. PRESENTATION OF REOPENER COLLECTIVE BARGAINING PROPOSALS FROM THE DISTRICT AND COSTA

Mr. Bratsch recommended the Board of Trustees acknowledge receipt of both the District and COSTA's reopener collective bargaining proposals.

Trustee Sherman moved to acknowledge receipt of the District and COSTA's Reopener Collective Bargaining Proposals; Trustee Cardoza seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

12. PRESENTATION OF REOPENER COLLECTIVE BARGAINING PROPOSALS FROM THE DISTRICT AND CSEA

Mr. Bratsch recommended the Board of Trustees acknowledge receipt of both the District and CSEA's reopener collective bargaining proposals.

Trustee Macareno moved to acknowledge receipt of the District and CSEA's Reopener Collective Bargaining Proposals; Trustee Nunes seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

13. PUBLIC HEARING ON THE DISTRICT AND COSAFA's REOPENER COLLECTIVE BARGAINING PROPOSALS

Mr. Bratsch recommended the Board conduct a public hearing to provide members of the public an opportunity to address the Board with comments and/or concerns regarding the District's and COSAFA's reopener collective bargaining proposals.

President Lehn opened the public hearing at 6:36 pm. After hearing no comments, President Lehn closed the public hearing at 6:36 pm.

14. BOARD POLICIES – 1ST READ

Dr. Calvin presented the following revised policies were reviewed and/or approved by Senior Management, District Governance Senate, and Academic Senate.

- BP 3310 – Records Retention and Destruction
- BP 3410 – Nondiscrimination
- BP 3500 – District Safety
- BP 3501 – District Security and Access

Trustee Cardoza moved to waive the first reading of the board policies as presented and move to a second read; Trustee Nunes seconded. AYES: Cardoza, Lehn, Macareno. Nunes, Sherman. NOES: None. ABSENT: None. Motion carried.

X ADJOURNMENT

President Lehn adjourned the meeting at 6:40 pm.

Respectfully submitted,

Raymond Macareno

Raymond Macareno, Board Clerk

VIRTUAL WORKSHOP ETIQUETTE

- Sign in for flex via the shared form link in chat. This and other links throughout the workshop will be added to chat throughout.
- All attendees are muted at the beginning of the workshop. Please use the "raise hand" feature and unmute your mic when called on if you wish to speak, then mute again when you have finished speaking.
- You may also use chat to ask questions or add to the discussion. The presenters will pause at designated times to share discussion from the chat and answer questions.
- Please know that chat is recorded as part of the meeting transcript. This may include "private" chat between specific participants.
- We will use a shared google document to collaborate together during the workshop. The document link will be shared throughout in chat for ease of access.
- PPT Slides, and a link to the Google Doc, will be available following the session on the Outcomes Assessment website.
- Please be patient with me and your colleagues as we all navigate this virtual format together!

PROGRAM LEARNING OUTCOMES ASSESSMENT

Dialogue Day General Session

23 October 2020

PROGRAM LEARNING OUTCOMES

Dr. Sarah Harris

Curriculum & Outcomes Assessment Coordinator

WHAT ARE SLO'S?

- Learning Outcomes are statements expressing what students should know or be able to do at particular educational milestones (such as the completion of a course, certificate or degree).
- SLO: Student Learning Outcome, used at course level at COS
- PLO: Program Learning Outcome, used for certificates & degrees
- SAO: Service Area Outcome, used in non-academic programs and services (such as administrative units, student services areas, etc.)
- GELO: General Education Learning Outcomes, used for local COS GE pattern
- ILO: Institutional Learning Outcomes, used for all COS graduates

WHAT ARE SLO'S?

- WELD 162: Shielded Metal Arc Welding SLO: At the end of this course students will be able to complete industry developed welding procedure sheet (WPS).
- AS Welding Technology PLO: Produce simple effective orthographic drawings used for cutting, fit-up and welding of metal weldments. These drawings shall include the use of the American Welding Society welding symbols. All drawings shall be done to industry standards.
- Institutional Learning Outcome: Students will communicate coherently and effectively, orally and in writing, adjusting to a variety of audiences and purposes, while synthesizing their positions and ideas with the thinking and writing of others.

PLOS AND PROGRAM REVIEW

PLO Assessment

- Entered in TracDat (Program)
- Three-year cycle
- Program = specific awards – individual Degrees and Certificates
- PLO Assessment planning and results
- Plans for future action – improve student learning
- Outcome mapping from course SLOs to PLOs to ILOs

Program Review

- Entered in TracDat (Program Review)
- Annual process
- Program = an area or concentration containing multiple awards
- Annual PLO process report—focused on progress update
- Plans for future action – improve student success
- Objective mapping to District objectives and/or PLO results

WORK SMARTER, NOT HARDER!

- Start Somewhere: Mapping is a good place to start, but mapping alone is not assessment without a discussion of the results.
- Map Course SLOs to PLOs in TracDat, then run report summarizing course results for each PLO.
- Be sure to update your map when you update your program, PLOs, etc.
- Talk with your department about the results! Are they useful? Why/why not?
- What do you want to know about your program? About your students? Shape your assessment to meet your needs.
- Start by asking good questions! The results you find will help shape your next steps.

OPPORTUNITIES, CHALLENGES, SOLUTIONS AND IDEAS

- Use the link in the chat to access a shared Google Doc for a brief exercise: https://docs.google.com/document/d/17PWDqM7s4wFsNrZP44KItXEHckmF_2X14FAOJzZ2oo0/edit?usp=sharing
- In the table, share your responses to the following:
  - *PLO Opportunities:* What are some possible ideas you have for program assessment, or some questions you have about your program that PLO assessment might help you address?
  - *PLO Challenges:* What are some of the challenges to completing PLO assessment in your program?
  - *Solutions and Ideas:* Use this column to share responses with colleagues! Highlight a common challenge, share a possible solution or idea, or just give an asterisk* for something that resonates for you.
- We'll return to this doc throughout and following today's presentations to share and discuss ideas.

DATA AND PLO ASSESSMENT

Ryan Barry-Souza

Office of Research, Planning and Institutional Effectiveness

OBSTACLES WITH PLO ASSESSMENT

- SLO to PLO mapping is absent or needs help.
- Granular outcome data is not collected and stored in a database.
- Program does not have a capstone course to conduct a PLO assessment activity.
- Exit surveys are a day late, dollar short.
- Narrow perception of assessment.
- Relying on a single data point for assessment.

RE-IMAGINE THE ASSESSMENT PLAN

- Nothing is perfect, and something is better than nothing.
- Be genuine in your assessment.
- Make the assessment realistic, convenient, and helpful.
- Do not depend on one metric.
- Add more inputs to your assessment plan:
  - Synthesize SLOs
  - Faculty Observations
  - Student Input
  - Demonstration by Assignment/Activity

CONTINUOUS IMPROVEMENT

- Suppose 100% of students demonstrate a given outcome on a course assignment. How do you pursue continuous improvement?
- Faculty observations and student feedback can provide improvement rationale and should not be discounted. Your department might observe that:
  - Non-traditional students have a positive impact on course discussions, resulting in a better demonstration of outcomes.
  - A particular student demographic group does not engage in outcome discussions in class.
  - The course content is putting students to sleep.
- These observations are opportunity for improvement.
- Make fellow faculty aware of your observations.
- Formulate action plans to address your observations.
- Revisit/reflect on these observations and actions at the next dialogue day.

Q&A

- Remember to revisit the Google Doc – Add any new ideas you're considering following this presentation! The document link will be posted in chat: https://docs.google.com/document/d/17PWDqM7s4wFsNrZP44KItXEHckmF_2X14FAOJzZ2oo0/edit?usp=sharing

DEPARTMENT EXAMPLE

Christina Lynch

English Department Faculty

ASSESSMENT PLANNING

- Forming a committee: overcoming volunteer fatigue
- Wrestling with what to ask, what to measure
- Determining what the end goal was, other than compliance
- The drive for data, but the sense that stories are also (maybe more) important
- An imperfect solution

ASK SARAH!

Hi Sarah,

It was great to see you today! I have been given the job of chairing a committee whose job it is to come up with a way for the English Division to assess its Program Learning Outcomes. Here are the outcomes:

At the end of this degree program, students can produce effective, meaningful writing for a variety of contexts, purposes, and audiences.

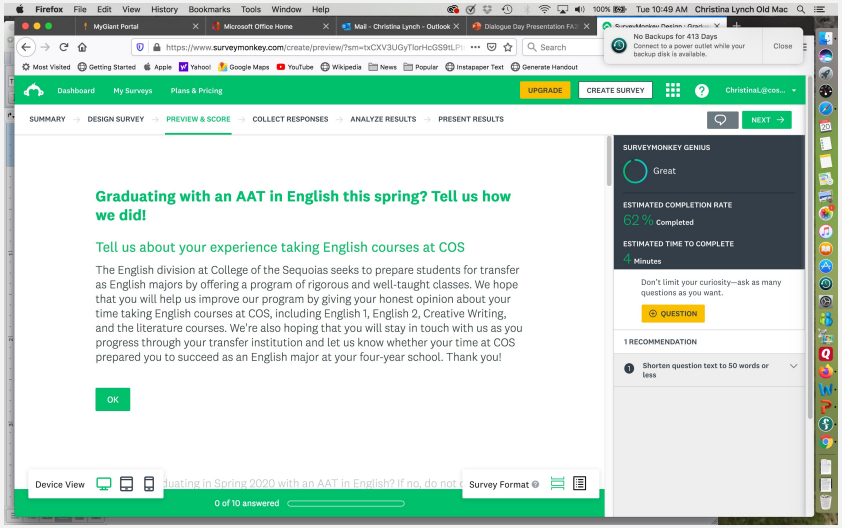
- At the end of this degree program, students can read literature and other texts closely and critically.
- At the end of this degree program, students can think critically and creatively about issues and ideas.

Each program outcome seems very tied to a different course's outcome (English 1, English 4/lit, English 2). We haven't done this before as a division on a program level, so we talked about maybe collecting essays, just looking at grades, or something else. What are other divisions doing to assess the effectiveness of their programs? What are other schools doing? We would love some guidance on this.

Thanks for any help you can provide!

Christina

THE SURVEY

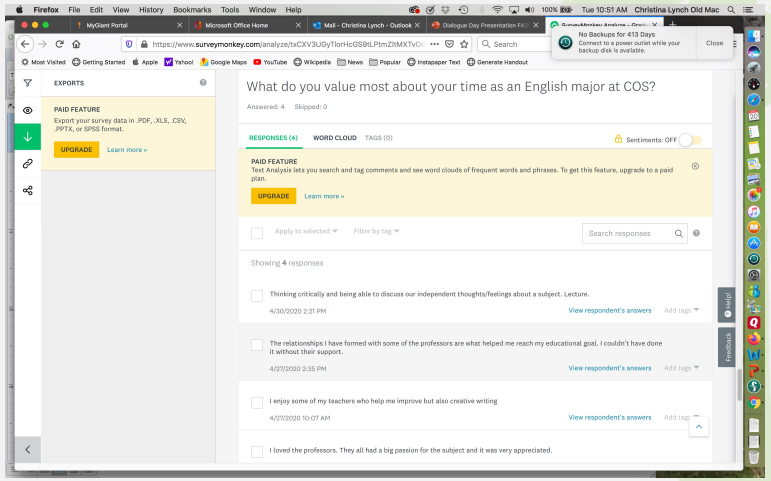

Dashboard
My Surveys
Plans & Pricing
UPGRADE
CREATE SURVEY
SUMMARY
DESIGN SURVEY
PREVIEW & SCORE
COLLECT RESPONSES
ANALYZE RESULTS
PRESENT RESULTS
NEXT
Graduating with an AAT in English this spring? Tell us how we did!
Tell us about your experience taking English courses at COS
The English division at College of the Sequoias seeks to prepare students for transfer as English majors by offering a program of rigorous and well-taught classes. We hope that you will help us improve our program by giving your honest opinion about your time taking English courses at COS, including English 1, English 2, Creative Writing, and the literature courses. We're also hoping that you will stay in touch with us as you progress through your transfer institution and let us know whether your time at COS prepared you to succeed as an English major at your four-year school. Thank you!
OK
SURVEYMONKEY GENIUS
Great
ESTIMATED COMPLETION RATE
62 % Completed
ESTIMATED TIME TO COMPLETE
4 Minutes
Don't limit your curiosity—ask as many questions as you want.
QUESTION
1 RECOMMENDATION
Shorten question text to 50 words or less
Device View
Survey Format
0 of 10 answered

THE DATA REQUEST

- **Does our course sequence (English 1, English 2/4 matter? Does it help students?**
- Do students, who take electives concurrently or before completing one or both of the core courses, differ in their elective GPA when compared to students, who take all electives after completing one or both of the core courses?
- Does taking electives before and/or concurrently with core courses impact students' elective GPA?
- Do students, who take an electives before completing one or both of the core courses, differ from students, who take all electives concurrently or after completing one or both of the core courses?
- Does taking electives before core courses impact students' English elective GPA?
- Are students' core course GPA and elective course GPA correlated?

ASSESSMENT RESULTS

- Limited participation in survey, but…
- Data: an interesting result!
- A desire for more meaningful feedback
- The mentoring program
- Problem with FSU English Dept.



PLANS FOR FUTURE ACTION

- Mentor English majors: good for them and us!
- Survey them regularly as a group
- Capture emails and track them after graduation
- Examine our program: prerequisites for lit classes, course sequence recommendations, SLOs, assessment frequency and type, transfer path
- Reshape expectations beyond compliance to excellence, equity, community, and a 100% success rate
- Communicate with faculty and students so all feel supported and motivated

Q&A

- Take a few minutes to re-visit the shared document and add any ideas you have following this presentation: https://docs.google.com/document/d/17PWDqM7s4wFsNrZP44KItXEHckmF_2X14FAOJzZ2oo0/edit?usp=sharing

DISCUSSION!

- In breakout groups, discuss the questions below and record a summary of your discussion in response to each question.
  - Review what's been added to the document so far. What common opportunities do you notice? What are some shared challenges?
  - What is one action you plan to take as a result of today's session? Try to name one concrete step you can take toward PLO assessment planning, completion, discussion or reporting.
- Be ready to share, ask questions, and discuss when we return from small groups!

REFERENCES & FURTHER READING

WHERE CAN I FIND MY OUTCOMES?

- Where can I find my Course Outcomes?
  - On Course Outlines of Record: http://old.cos.edu/About/Governance/AcademicSenate/Curriculum/Pages/default.aspx
  - In the Class Search: http://banweb.cos.edu/prod/hzsched.p_search
  - In Nuventive Improve (formerly TracDat): https://cos.tracdat.com/
  - On the Outcomes Assessment website: https://www.cos.edu/en-us/academics/outcomes-assesment
- Where can I find my Program Outcomes?
  - In the COS Catalog: https://catalog.cos.edu/
  - In Nuventive Improve (formerly TracDat): https://cos.tracdat.com/
  - On the Outcomes Assessment website: https://www.cos.edu/en-us/academics/outcomes-assesment
- Why are outcomes in so many places?
  - See Curriculum & Assessment Systems at COS: https://www.cos.edu/en-us/Outcomes-Assessment/Documents/Curriculum%20and%20Assessment%20Systems.pdf

REFERENCES & FURTHER READING

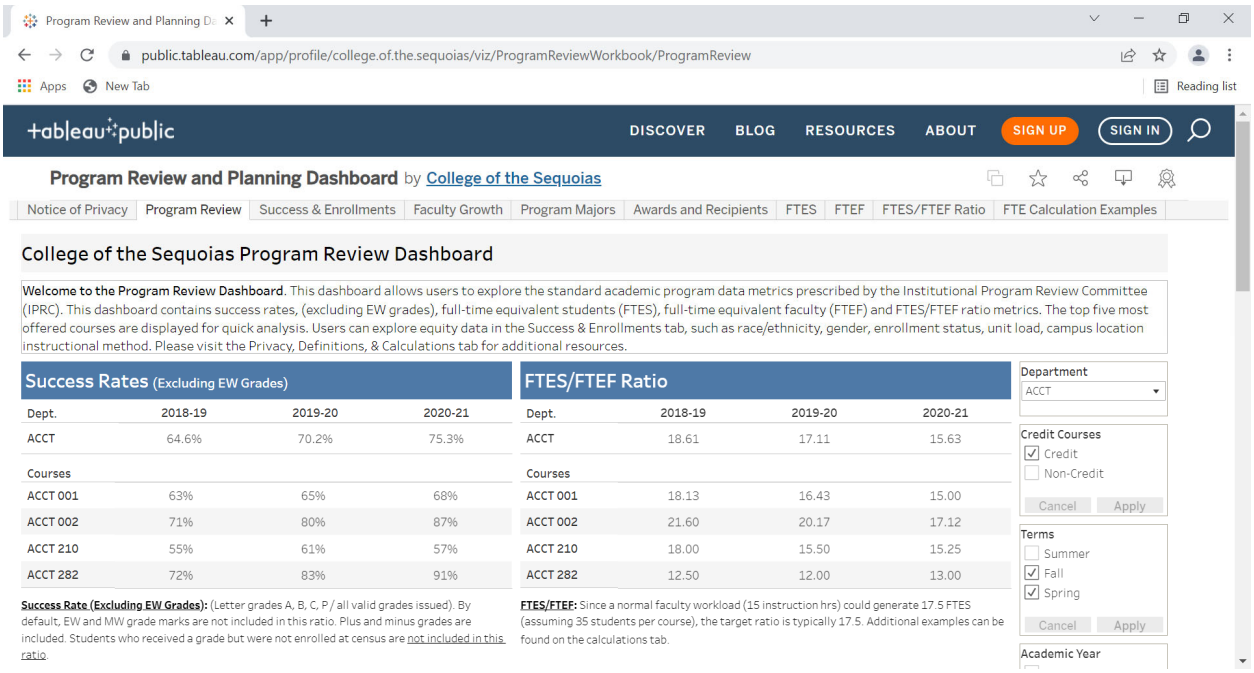
- General resources for PLO Assessment:
  - The Degree Qualifications Profile—a national framework for what students should know on completion of Associates, Bachelors, and Masters Degrees. This is a good beginning resource for thinking about mapping and a good resource for transfer-related outcomes: https://www.learningoutcomesassessment.org/dqp/
  - Program Review and Assessment for Continuous Improvement: A NILOA paper focused on program review and program assessment with some good definitions of each and ideas related to how they are connected: https://www.learningoutcomesassessment.org/wp-content/uploads/2020/09/OccasionalPaper48.pdf
  - NILOA Excellence in Assessment Awardees: This is a list of institutions designated as leaders in assessment, and there are good examples of local practices at the linked sites, including some community colleges: https://www.learningoutcomesassessment.org/eia/
  - IUPUI Assessment Institute: One of the premier assessment conferences in the US, and available virtually with free registration this year! Happening next week, Oct. 25 – 28. https://assessmentinstitute.iupui.edu/
  - ASCCC SLO Symposium Save the Date: Jan 29 & 30, also a virtual event with free registration

QUESTIONS? ASK SARAH!

Dr. Sarah E. Harris

Curriculum & Outcomes Assessment Coordinator

Sarahha at cos dot edu


Program Review and Planning D
public.tableau.com/app/profile/college.of.the.sequoias/viz/ProgramReviewWorkbook/ProgramReview
Apps
New Tab
Reading list
+ableau public
DISCOVER
BLOG
RESOURCES
ABOUT
SIGN UP
SIGN IN
Program Review and Planning Dashboard by College of the Sequoias
Notice of Privacy
Program Review
Success & Enrollments
Faculty Growth
Program Majors
Awards and Recipients
FTES
FTEF
FTES/FTEF Ratio
FTE Calculation Examples
College of the Sequoias Program Review Dashboard
Welcome to the Program Review Dashboard. This dashboard allows users to explore the standard academic program data metrics prescribed by the Institutional Program Review Committee (IPRC). This dashboard contains success rates, (excluding EW grades), full-time equivalent students (FTES), full-time equivalent faculty (FTEF) and FTES/FTEF ratio metrics. The top five most offered courses are displayed for quick analysis. Users can explore equity data in the Success & Enrollments tab, such as race/ethnicity, gender, enrollment status, unit load, campus location instructional method. Please visit the Privacy, Definitions, & Calculations tab for additional resources.
Success Rates (Excluding EW Grades)
Dept. 2018-19 2019-20 2020-21
ACCT 64.6% 70.2% 75.3%
Courses
ACCT 001 63% 65% 68%
ACCT 002 71% 80% 87%
ACCT 210 55% 61% 57%
ACCT 282 72% 83% 91%
Success Rate (Excluding EW Grades): (Letter grades A, B, C, P / all valid grades issued). By default, EW and MW grade marks are not included in this ratio. Plus and minus grades are included. Students who received a grade but were not enrolled at census are not included in this ratio.
FTES/FTEF Ratio
Dept. 2018-19 2019-20 2020-21
ACCT 18.61 17.11 15.63
Courses
ACCT 001 18.13 16.43 15.00
ACCT 002 21.60 20.17 17.12
ACCT 210 18.00 15.50 15.25
ACCT 282 12.50 12.00 13.00
FTES/FTEF: Since a normal faculty workload (15 instruction hrs) could generate 17.5 FTES (assuming 35 students per course), the target ratio is typically 17.5. Additional examples can be found on the calculations tab.
Department
ACCT
Credit Courses
Credit
Non-Credit
Cancel
Apply
Terms
Summer
Fall
Spring
Cancel
Apply
Academic Year

VIRTUAL WORKSHOP ETIQUETTE

- Sign in for flex via the shared document link in chat. This and other workshop links will be added to chat throughout.
- All attendees are muted at the beginning of the workshop. Please use the "raise hand" feature and unmute your mic when called on if you wish to speak, then mute again when you have finished speaking.
- You may also use chat to ask questions or add to the discussion. The presenter will pause at designated times to share discussion from the chat and answer questions.
- Please know that chat is recorded as part of the meeting transcript. This may include "private" chat between specific participants.
- The presentation portions of the session will be recorded. Discussion will be edited or recording paused during those sections.
- PPT Slides, and a link to the Google Doc, will be available following the session on the Outcomes Assessment website.
- Please be patient with me and your colleagues as we all navigate this virtual format together!

HOW CAN SLO ASSESSMENT SUPPORT EQUITY WORK?

Sarah E. Harris, Manlia Xiong

January 6, 2021

STUDENT LEARNING OUTCOMES

WHAT ARE SLO'S?

- Learning Outcomes are statements expressing what students should know or be able to do at particular educational milestones (such as the completion of a course, certificate or degree).
- SLO: Student Learning Outcome, used at course level at COS
- PLO: Program Learning Outcome, used for certificates & degrees
- SAO: Service Area Outcome, used in non-academic programs and services (such as administrative units, student services areas, etc.)
- GELO: General Education Learning Outcomes, used for local COS GE pattern
- ILO: Institutional Learning Outcomes, used for all COS graduates

WHAT ARE SLO'S?

- WELD 162: Shielded Metal Arc Welding SLO: At the end of this course students will be able to complete industry developed welding procedure sheet (WPS).
- AS Welding Technology PLO: Produce simple effective orthographic drawings used for cutting, fit-up and welding of metal weldments. These drawings shall include the use of the American Welding Society welding symbols. All drawings shall be done to industry standards.
- Institutional Learning Outcome: Students will communicate coherently and effectively, orally and in writing, adjusting to a variety of audiences and purposes, while synthesizing their positions and ideas with the thinking and writing of others.

WHY USE SLO'S?

- Outcomes, when presented clearly and aligned to good curriculum and teaching practices, help promote "deep learning" for students (see Driscoll & Wood).
- Clarity about what and how students are learning helps fill equity gaps, particularly for first-time students.
- For example: one of the SLO's for English 001 is: "Students will write essays that develop logically and use cogent and sufficient evidence to support a complex argument."
- In class, students might complete a series of shorter, "formative" assignments, such as locating and summarizing a source, or creating an outline, that explicitly lead toward this goal.
- In a final, "summative" essay or portfolio of writing, student work would be assessed based on how well the course outcome is met.
- The goal is that while completing the formative tasks, students will understand the purpose of their learning—they can build and apply the knowledge and skills gained throughout the semester to a larger task.
- This understanding promotes "deep learning"—the ability to make connections between tasks, reflect on progress, and encourage student interest and intrinsic motivations.

NILOA GUIDELINES FOR EQUITY-MINDED ASSESSMENT

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.

HOW DO WE ASSESS LEARNING?

- Formative assessment: monitors student learning in real time; is used to improve teaching in-the-moment.
- Summative assessment: is used to evaluate student learning at a particular milestone (a unit, course, program, etc); is used to improve teaching in the future.
- Assessment results can be used to generate institutional knowledge and evidence for accrediting bodies, funding agencies, even research projects. But the purpose of assessment is always to monitor, evaluate, and *improve learning*.
- Consider: Where can you add student voice and input to these processes?

GUIDED PATHWAYS

Four Pillars of Guided Pathways

Clarify the Path

Create clear curricular pathways to employment and further education.

Enter the Path

Help students choose and enter their pathway.

Stay on the Path

Help students stay on their path.

Ensure Learning

Ensure that learning is happening with intentional outcomes.

"Making College Ready for Students"

ENSURE LEARNING

- "A cohesive curriculum systematically provides students opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values" (Allen 40).
- Learning outcomes for a program should be introduced early, then reinforced and further developed throughout the curriculum.
- Designing curriculum with Program Learning Outcomes in mind, and helping students move through a path that supports these outcomes, can lead to deeper learning across a program.

MAKING COLLEGE READY FOR STUDENTS

- Guided Pathways is like "Backward Design" for our institutions!
- The goal is to take "luck" out of the equation, so that all students have access to the information and support they need for success.
- Designing with the end in mind also helps faculty: when outcomes are mapped across a program, faculty can more easily design courses to scaffold learning, ensure students are well-prepared at each step of their coursework, and make stronger connections across the curriculum.

SLO'S AND ASSIGNMENT DESIGN

Activity: Clarify the Path & Ensure Learning

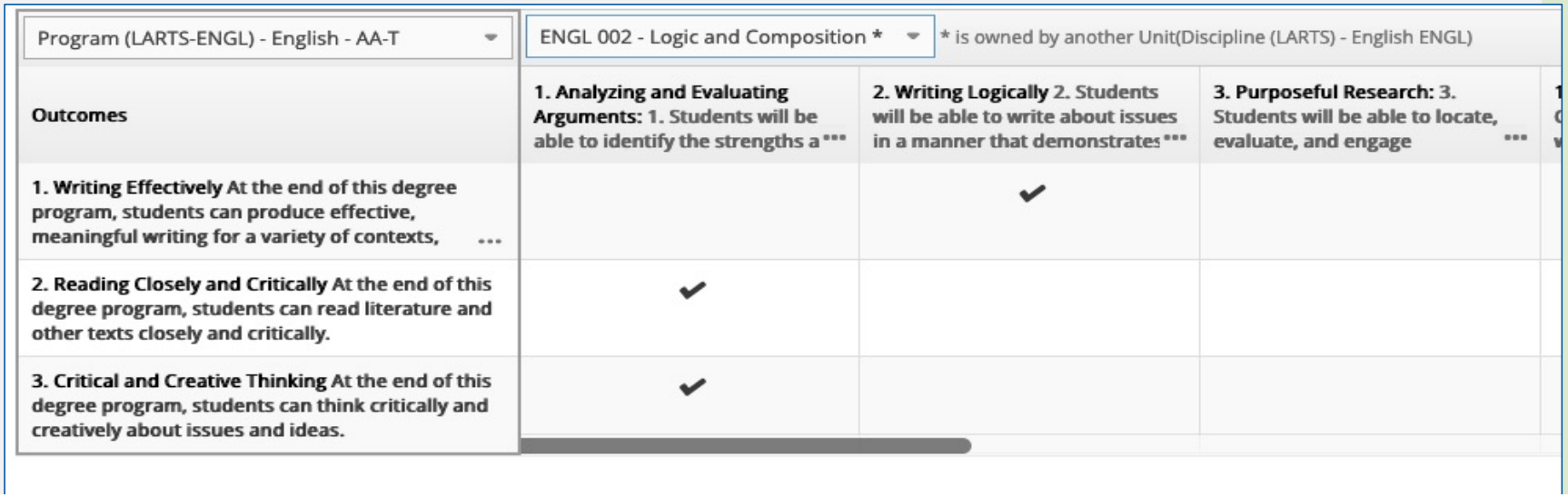
Use the link in the chat to access the assessment worksheet!

- Consider a course you are teaching this semester – list in the first column
- In the "learning goal" column, list a general learning outcome – a learning goal you have for your course.
- In the "supports" column, list steps you might take to ensure students can meet this goal. How will you both communicate high expectations for success, and ensure that students are able to meet them?

OUTCOMES MAPPING

COURSE OUTCOME MAPPING

- Aligns individual Course Outcomes to program, General Education, or Institutional Outcomes.
- Improves curriculum alignment and assists with curriculum maps.



Program (LARTS-ENGL) - English - AA-T

ENGL 002 - Logic and Composition * * is owned by another Unit(Discipline (LARTS) - English ENGL)

Outcomes	1. Analyzing and Evaluating Arguments: 1. Students will be able to identify the strengths a •••	2. Writing Logically 2. Students will be able to write about issues in a manner that demonstrates •••	3. Purposeful Research: 3. Students will be able to locate, evaluate, and engage •••
1. Writing Effectively At the end of this degree program, students can produce effective, meaningful writing for a variety of contexts, ...		✔	
2. Reading Closely and Critically At the end of this degree program, students can read literature and other texts closely and critically.	✔		
3. Critical and Creative Thinking At the end of this degree program, students can think critically and creatively about issues and ideas.	✔		

CURRICULUM MAPPING

- Curriculum Mapping aligns courses to program learning outcomes.
- Courses are assigned a "level" for each outcome: Introduced, Reinforced, Emphasized, Achieved.

PROGRAM A	Courses *1 - Introduced, 2 - Reinforced, 3 - Emphasized, 4 - Achieved*				
Outcome	**ECON 050 - Principles Of Macroeconomics ***	**POLS 005 - Federal, State and Local Govt***	**POLS 006 - Comparative Politics***	**POLS 008 - International Relations***	**SSCI 025 - Statistics - Social Sciences***
PLO 1 At the end of this program, students will be able to demonstrate the ability to explain and evaluate the significant factors that influence th ...		✔ 1 2 3 **4**	✔ 1 2 3 **4**	✔ 1 2 3 **4**	
PLO 2 Students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in ...		✔ 1 2 3 **4**	✔ 1 2 3 **4**	✔ 1 2 3 **4**	
PLO 3 Students will be prepared for active citizenship and begin to develop an ongoing interest in national and global politics.		✔ 1 2 3 **4**	✔ 1 2 3 **4**	✔ 1 2 3 **4**	

EXAMPLE: LIBRARY

- Library Course SLO Mapping & Alignment
- Library 102 Course Alignment

- Resources
- Curriculum Mapping Toolkit from The National Institute for Learning Outcomes Assessment (NILOA)

CLARIFY THE PATH & ENSURE LEARNING

Activity: Outcome Mapping

- Return to the Google Doc. Using Courseleaf CIM Courses, locate your course and view the programs the course is part of. Select one to list on the worksheet in the "Program" column.
- Review the program learning outcomes for this program. Which outcomes are strongly related to the SLO you selected? List in "Program Goal."
- Once you have updated the table, reflect on the results and discuss in small groups. Consider the following questions:
  - Consider where this course might fall in a sequence for students. Should the PLO be Introduced, Reinforced, Emphasized, or Achieved in this course? Do the course learning goals and supports you specified align with this level? Why/ why not?
  - Will the alignment between the learning and support you've identified in this course clearly align with program goals for students? If not, how can you make that alignment clear?
  - How might supports introduced in one course be reintroduced or reinforced throughout students' learning in the program?
  - How might the work you completed in the first exercise be updated or modified, based on your discussion?
  - Finally, what is one thing you can do in class on day one to make sure all students feel welcome, included, and capable of learning?

REFERENCES & FURTHER READING

WHERE CAN I FIND MY OUTCOMES?

- Where can I find my Course Outcomes?
  - On Course Outlines of Record: https://www.cos.edu/en-us/administration/governance/academic-senate/curriculum-committee
  - In the Class Search: http://banweb.cos.edu/prod/hzsched.p_search
  - In Nuventive Improve (formerly TracDat): https://cos.tracdat.com/
  - On the Outcomes Assessment website: https://www.cos.edu/en-us/academics/outcomes-assesment
- Where can I find my Program Outcomes?
  - In the COS Catalog: https://catalog.cos.edu/
  - In Nuventive Improve (formerly TracDat): https://cos.tracdat.com/
  - On the Outcomes Assessment website: https://www.cos.edu/en-us/academics/outcomes-assesment
- Why are outcomes in so many places?
  - See Curriculum & Assessment Systems at COS: https://www.cos.edu/en-us/Outcomes-Assessment/Documents/Curriculum%20and%20Assessment%20Systems.pdf

REFERENCES & FURTHER READING

- Allen, M. J. (2004). Assessing Academic Programs in Higher Education. Jossey-Bass, San Francisco, CA.
- Driscoll, A. & Wood, W. (2007). Developing Outcomes-Based Assessment for Learner-centered Education. Stylus Publishing, Sterling, VA.
- Wiggins, G., & McTigheJ. (2005). Understanding by Design (2nd ed.) Assoc. for Supervision & Curriculum Development.
- CCCCO Guided Pathways Resource Library: http://cccgp.cccco.edu/library-of-resources
- ASCCC Guided Pathways Resources: https://asccc.org/guided-pathways

Outcomes and Assessment Committee

End-of-Year Report

Committee - Outcomes and Assessment

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

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

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

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

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

District Governance Senate Minutes
October 26, 2021
3:10 – 4:45 p.m.
Zoom

Members Present

Administration:	John Bratsch, Juan Vazquez
Classified:	Carolyn Franco, Mayra Diaz, Nick Terry
Faculty:	Juan Arzola, Tracy Redden, Jared Burch, Octavio Barajas
Adjunct Faculty:	Don Nikkel, Charles Slaght
District Governance Senate Co-Chair Representatives:	Dali Öztürk, Glen Profeta, Francisco Banuelos
Student Senate:	
Superintendent/President: (Ex Officio)	Brent Calvin
Members Absent:	Jessica Morrison, Brent Davis, Donnie Charles, Francisco Banuelos, Ron Perez, Pedro Montes
Guests:	Sarah Harris

I. **Call to Order:** Franco called the meeting to order at 3:11 PM.

II. **Public Comment:**
   1. **Items not on the agenda:** None.
   2. **Items on the agenda:** None.

III. **Approval of Minutes:** Arzola moved to approve the minutes for 10/12/21 as presented; Öztürk seconded. Motion carried.

IV. **Standing Reports:**
   a. **Budget Committee:** See attached standing report.
   b. **Technology Committee:** Profeta reported that the phone system project is essentially complete.
   c. **Institutional Planning and Effectiveness Committee**: Öztürk reviewed the attached standing report.
   d. **Institutional Program Review Committee:** Banuelos reviewed the attached standing report.
   e. **Equity, Diversity, and Action Committee:** No report.
   f. **Academic Senate:** Barajas reviewed the attached standing report. Discussion followed about why Academic Senate's proposed initiative to establish a Standing Committee C to make recommendations on academic and professional matters relating to Anti-racism, Diversity, Equity, and Inclusion was not approved. Reasons mentioned were that the Equity, Diversity, and Action Committee is already doing the work, and that the availability of senators is very limited.
   g. **Student Senate:** No report.
   h. **Accreditation Update:** Dr. Harris reported that drafting of the Midterm Report is underway.

V. Information

1. **Joint Task Force – Program Review/Assessment Management System Review** – Harris reported that the O&A Committee is recommending the formation of a joint Task Force with the Academic Senate and DGS to review the functionality of the current Assessment Management/ Program Review System (TracDat), explore alternative systems, and make an adoption recommendation to DGS and Academic Senate.

   Arzola motioned to move the item to action; Profeta seconded. Motion carried.

2. **Annual Report on the Master Plan/End of Cycle Report on the Strategic Plan (1st Read) –** Öztürk presented a PowerPoint providing an update on the actions completed from Fall 2020 through Spring 2021 related to each objective and the End-of-Cycle assessments from 2018-2021. Öztürk also provided an analysis of the District's movement toward achieving its goals and results from the End-of-Cycle Assessment. The District had increases in the number of degrees and certificates awarded, the number of students transferring to a four-year university, and the number of students completing transfer-level math and English in their first year. Discussion followed about the seemingly low number of students transferring to a UC. Reasons shared were that distance is a factor for many students, and that transfer pathways to the UCs are not as seamless as they are to CSUs. Barajas shared that the Social Science division is looking at creating pipelines to the UC system.

3. **BP/AP 30 Day Review 1st Read –** Bratsch reviewed the following BP/APs for a first read.
   a. AP 3261 – Request for Personnel, Budget Augmentations, Facilities and/or Equipment
   b. AP 3262 – Submitting and Ranking Tenure Track Faculty Vacancies by Instructional Council
   c. AP 3263 – Submitting and Ranking Tenure Track Student Services Instructional and Non-Instructional Vacancies – revise the membership list under #12.
   d. BP/AP 3820 – Gift
   e. BP/AP 3900 – Speech, Time, Place and Manner
   f. AP 7211 – Equivalency

VI. Action

4. **Board Policies –** Arzola moved to table the following board policies; Slaght seconded.
   a. BP 3715 – Intellectual Property
   b. BP 3720 – Computer and Network Use
   c. BP 3721 – Website
   d. BP 3810 – Claims Against the District

5. **Joint Task Force – Program Review/Assessment Management System Review** Arzola moved to approve as presented (under information); Slaght seconded. Motion carried.

VII. New Business

None.

VIII. Adjourn: 4:13 PM

Outcomes & Assessment

Members

Co-Chairs:
Angela Sanchez
Sarah Harris

Representatives:
Allison Vander-Plaats – AG
Craig Arnold – BUS
Victoria Rioux – CFS
James McDonnell – FINA
William Reilly – I&T
Vacant – ENGL
Manlia Xiong – LIBR
David Jones – MATH
Vacant – NURS
Vacant – PE
Jennifer Verissimo – SCI
Josh Mueller – SOCS
Ambar Alvarez Soto – STSV
Aimee Ahle - LANG
Ryan Barry-Souza - Research Office

2021-2022 Initiatives

1. Provide assessment training, materials and support to faculty, including training focused on equity and assessment.
2. Develop and implement a Division feedback process for PLO assessment completion and currency.
3. Complete review and revision of ILOs, in collaboration and alignment with GE committee.
4. Work with Program Review committee to increase use of outcomes assessment results and investigate alternative Assessment Management/ Program Review systems.
5. The committee will complete routine business as described in our bylaws, including the annual review of the governance survey.

Agenda

May 6, 2022, 12:10 – 2:00pm
Zoom:
https://cccconfer.zoom.us/j/94166189721?pwd=U2o2NU05SzJSWHBsUUdudkpJcVFtQT09

1. **Call to Order**
2. **Comments/Questions**
    a. Regarding items on the agenda
    b. Regarding items not on the agenda
3. **Action Items**
    a. Minutes from April 1, 2022
    b. PLO Division Feedback Project Materials
4. **Information Items**
    a. Currency Reports
5. **Unfinished/ Ongoing Business**
    a. ILO Update Draft
        i. Survey Feedback
        ii. Next Steps
6. **New Business**
    a. Fall Convocation Training
    b. End-of-year Report Draft
    c. Fall Meeting Logistics
7. **Adjournment**

O&A Committee

End-of-Year Report

Committee - Outcomes and Assessment

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

Representatives:
Allison Vander Platts–AG
Craig Arnold –BUS/WEXP
Victoria Rioux –CFS
Vacant–ENGL
James McDonnell –FINA
William Reilly–I&T
Aimee Ahle - LANG
Manlia Xiong –LIBR
David Jones –MATH
Vacant –NURS
Joseph D'Agostino–PE
Jennifer Verissimo –SCI
Josh Muller–SOCS
Ambar Alvarez Soto –STSV
Ryan Barry-Souza--Research Office

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

Initiatives	Evaluations	Results	Actions
2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023 **Start Date:** 09/07/2015	**Directly related to Outcome**	7 committee members responded to the governance survey. Of those respondents, all agreed that the committee met its roles and responsibilities, that adequate and appropriate resources were available, that the workload of the committee was appropriate, that the committee was effective in completing initiatives, the committee stayed on task, and adhered to Robert's Rules (100%). Comments generally suggest that the committee is operating effectively; suggestions include to update the TracDat manual or transition to a more effective system, provide additional training specifically for new faculty, and continue the work begun this year on PLO assessments and updated GELOs. The committee will continue to conduct its standard business, but has done so effectively for this year. (04/26/2022)	
Equity Training and Support - Provide assessment training, materials and support to faculty, including training focused on equity and assessment. **Initiative Status:** Active **Academic Year:** 2021 - 2022 **Start Date:** 10/01/2021	**Directly related to Outcome**	**Report Type:** End-of-Year **Result:** Satisfactory The committee provided additional assessment training in Spring, including an assessment 101 session during dialogue days incorporating equity components. (04/26/2022)	
PLO Process - Develop and implement a Division feedback process for PLO assessment completion and currency. **Initiative Status:** Active **Academic Year:** 2021 - 2022 **Start Date:** 10/01/2021	**Directly related to Outcome**	**Report Type:** End-of-Year **Result:** Satisfactory The committee completed development of a pilot PLO assessment consultation process and related documentation. A pilot implementation of this process is planned for Fall. (04/26/2022)	
ILO Revision - Complete review and revision of ILOs, in collaboration and alignment with GE committee. **Initiative Status:** Active **Academic Year:** 2021 - 2022 **Start Date:** 10/01/2021	**Directly related to Outcome**	**Report Type:** End-of-Year **Result:** Satisfactory The committee completed a draft of updated GELOs and ILOs and solicited faculty feedback via a District-wide survey. The complete draft will begin the governance process for approval in Fall, however the initial ILO/GELO revision draft has been completed. (04/26/2022)	

Initiatives	Evaluations	Results	Actions
System Review - Work with Program Review committee to increase use of outcomes assessment results and investigate alternative Assessment Management/ Program Review systems. **Initiative Status:** Active **Academic Year:** 2021 - 2022 **Start Date:** 10/01/2021	**Directly related to Outcome**	**Report Type:** End-of-Year **Result:** Satisfactory The system review taskforce has met, developed review rubrics, and attended demos from vendors. A system recommendation is expected by Fall 2022. This particular initiative was moved to and completed by the taskforce. (04/26/2022)	

PLO Assessment: O&A Committee Division Support

I. Set Semester Meeting Schedule

a. The assessment will be planned and completed over the course of one semester, selected by the division.
b. Selected members of the O&A Committee will hold 2 – 3 meetings with Division Representatives, to include:
    i. 1st meeting – review or identify assessment plan/s and determine if they are measurable. Set goals and timeline for completion.
    ii. 2nd meeting (as needed) – Enter assessment plans in TracDat and discuss progress
    iii. 3rd meeting – Enter assessment results in TracDat. Analyze data, determine if the outcome was met and the assessment was effective. If so, how? If not, what changes will the division make?

II. Select Meeting Attendees

a. Division chair and 1-2 faculty selected by division chair are recommended
b. The O&A Committee will select attendees based on member availability

III. Relevant Documents/Reporting

a. An O&A Committee Member will set up meeting locations and times and send calendar invites. Division chair and faculty should RSVP for meetings.
b. The O&A Committee will provide TracDat reports on program outcomes to all attendees prior to the first meeting.
c. The O&A Committee will provide a template to be completed by faculty during meeting sessions.
d. Division chair/ faculty are responsible for completion of assessment reporting in TracDat.

Program Learning Outcomes Template

Meeting #1 Date:_____ Person Completing Form: _____					
Program Learning Outcome:	1.	2.	3.	4.	5.
Outcome Assessment Plan:					
Timeline for Completion:					
Responsible Parties (Faculty):					
Meeting #2 Date: _____ Person Completing Form: _____					
Notes on Progress:					
Meeting #3 Date: _____ Person Completing Form: _____					
Assessment Completed (Y/N):					
Results:					
Action Plan:					

Institution-Set Standards: From Floor to Aspirational Goals

Mehmet "Dali" Öztürk, Ph.D.

Dean, Research, Planning & Institutional Effectiveness

May 2021 (Participatory Governance)

September 2021 (Board of Trustees)

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ACCJC Guide to Evaluating and Improving Institutions

- What **criteria and processes** does the college use to determine its priorities and set **minimum expectations** (**institution-set standards**) for student achievement, including required expectations of performance for course completion, job placement rates, and licensure examination passage rates? (Federal Regulation)

- To what extent does the college **achieve** its standards? (Federal Regulation)

- How does the college use accreditation annual report data to **assess performance** against the institution-set standards?

- If an institution does not meet its own standards, what **plans** are developed and implemented to enable it to **reach** these standards? (Federal Regulation)

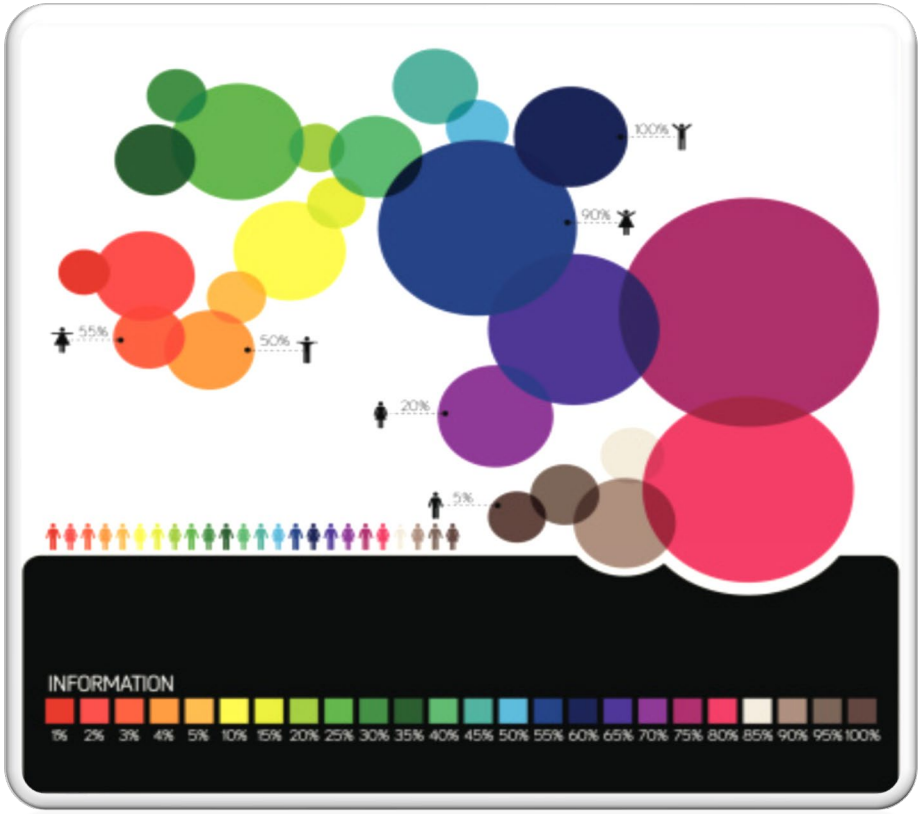
Stretch Goals

Student Achievement Data Requested by ACCJC

District level

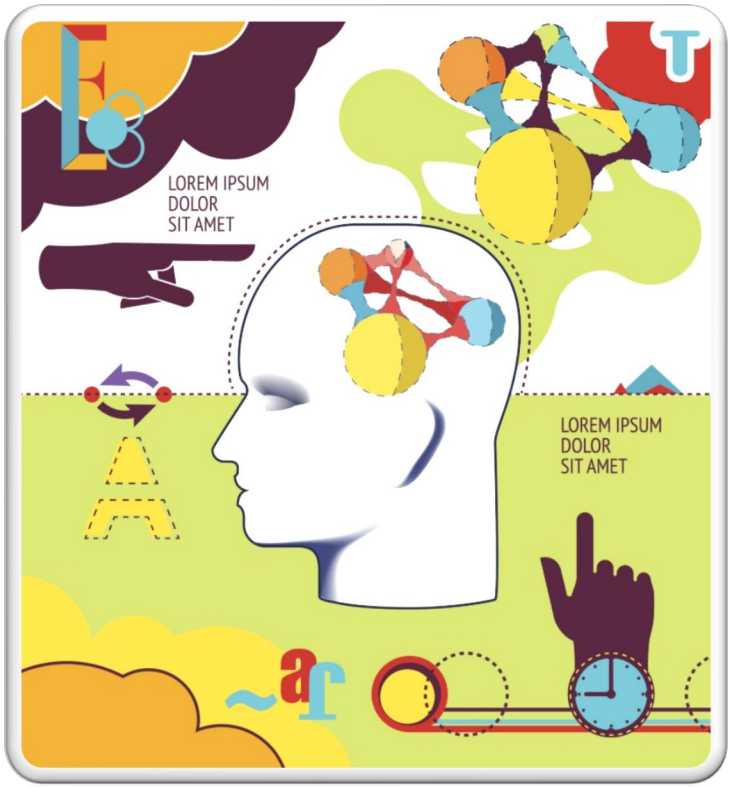
- Course Completion Rate
- Student Certificate Completion
- Student Degree Completion
- Student Transfer to 4-year Colleges/universities

Methods for Setting and Using the Standards



- ❑ Reasonable
- ❑ Appropriate
- ❑ Realistic

Proposed Method for Setting the Standards



1. Review most current and historical performance (multi-year/longitudinal data disaggregated by ethnicity and other demographic characteristics as appropriate)

2. Generate multi-year averages for performance (5-8 years)

3. Determine performance indicators based on data analysis, institutional history and context (standards)

Proposed Method for Using the Standards

Develop a performance range and/or color coding (Trapp, 2013):

Range

=>5% Above Target-Excellent
+ or – 5% On Target-Good
=<5% Below Target-Needs Attention

Percentage of 6-year overall

Proposed Standards

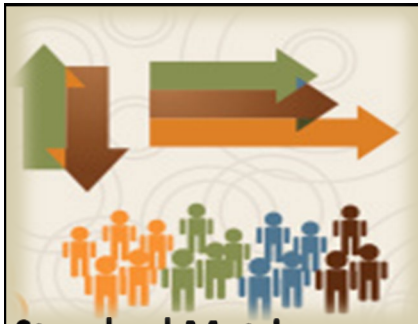
Minimum **Aspirational**

Standard Metric	90%	95%	100%	105%	110%	115%	120%
Course Completion	63%	67%	70%	74%	77%	81%	84%
Transfer (Volume)	828	874	920	966	1,012	1,058	1,104
Degrees (Method 1)	981	1,036	1,090	1,145	1,199	1,254	1,308
Degrees (Method 2)*	836	883	929	975	1,022	1,068	1,115
Certificates (Method 1)	224	237	249	261	274	286	299
Certificates (Method 2)*	489	516	543	570	597	624	652
Certificates (Method 3)	593	625	658	691	724	757	790

**Selected/preferred method*

March/April 2018

Proposed Standards

 Standard Metric	Multi-Year Average (6-Year)	Proposed Standards: Recent Year/Term Data	Proposed Standards: Minimum	Proposed Standards: Aspirational
Course Completion	70%	71%	67%	74%
Transfer (Volume)	920	852	828	1,012
Degrees (Method 2)	929	1,054	883	1,068
Certificates (Method 2)	543	711	489	652

March/April 2018

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Institution-set Standard Recommendations and Outcomes

Student Achievement Area	Multi-Year District Average	Minimum Standard	Stretch or Aspirational Goal	Baseline Year 2017	Reported Year/Term 2018/19	Reported Year/Term 2019/20
Course Completion Rate	70% (Fall 12-17)	67%	74%	71%	74%	74%
Student Degree Completion	929 (2012-17)	883	1,068	1,054	1,335	1538
Student Transfer to 4-Year Colleges/Universities	920 (2010-2016)	828	1,012	852*	916	1024
Student Certificate Completion	543 (2012-17)	489	652	711	838	719

Baseline Years

- Course Success: Fall 2017
- Degree Completion: 2017
- ***Student Transfers: 2015-16**
- Certificate Completion: 2017

Follow participatory governance structure

Review & Discussion

Where/Who (participatory governance group)	When
Academic Senate (by Ozturk)	May 12, 2021
District Governance Senate (by Ozturk)	May 11, 2021
Management Council (by Ozturk)	May 19, 2021
Senior Management (by Ozturk)	May 6, 2021
Board of Trustees (by Calvin)	September 13, 2021

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From: Jennifer Vega La Serna
To: Kathleen Sotelo
Subject: FW: ACCJC - 2019 Annual Report Submission
Date: Friday, March 29, 2019 2:51:58 PM

Jennifer Vega La Serna, Ph.D.
Vice President, Academic Services
Accreditation Liaison Officer
California Community College Chief Instructional Officers, Region 5 Representative
College of the Sequoias
559-730-3823
jenniferl@cos.edu

Go Giants!!!

From: support@accjc.org <support@accjc.org>
Sent: Thursday, March 28, 2019 5:20 PM
To: Brent Calvin <brentc@cos.edu>
Cc: Jennifer Vega La Serna <jenniferl@cos.edu>
Subject: ACCJC - 2019 Annual Report Submission

External Email

This confirms that your 2019 Annual Report to ACCJC was submitted by Mr. Brent Calvin <brentc@cos.edu> on 03/29/2019.
Below is a copy of the information submitted. You may also re-print the report by logging on at https://survey.accjc.org/annualreport.

2019 Annual Report
Final Submission
03/29/2019

College of the Sequoias
915 South Mooney Boulevard
Visalia, CA 93277

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	**Confirmed**
2.	Name of individual preparing report:	**Dr. Jennifer Vega La Serna**
3.	Phone number of person preparing report:	**559-730-3823**
4.	E-mail of person preparing report:	**jenniferl@cos.edu**
5.	Type of Institution	**California Community College**

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	FY 17/18: **13,154** FY 16/17: **12,883** FY 15/16: **12,749**
6a.	Percent Change FY 15/16 to FY 16/17: (calculated) Percent Change FY 16/17 to FY 17/18: (calculated)	**1 %** **2 %**
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	FY 17/18: **12,583** FY 16/17: **12,241** FY 15/16: **11,963**
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. **N/A**	

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in all types of distance education:	FY 17/18 **3,155** FY 16/17 **2,922** FY 15/16 **2,334**
8a.	Percent Change FY 15/16 to FY 16/17: (calculated) Percent Change FY 16/17 to FY 17/18: (calculated)	**25 %** **8 %**
9.	Do you offer Correspondence Education?	**No**

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard for FY 2017/18	**26 %**
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	**CCCCO Student Success Metrics dashboard (Scorecard)**

Student Achievement Data

#	Question	Answer
	Course Completion Rates	
12.	List your Institution-Set Standard (floor) for successful student course completion rate:	FY 15/16: **55 %** · FY 16/17: **55 %** · FY 17/18: **67 %**
12a.	List your stretch goal (aspirational) for successful student course completion rate:	FY 15/16: **N/A** · FY 16/17: **N/A** · FY 17/18: **74 %**
12b.	List the actual successful student course completion rate:	FY 15/16: **72 %** · FY 16/17: **71 %** · FY 17/18: **74 %**
	Certificates	
13.	List your Institution-Set Standard (floor) for the number of certificates awarded:	FY 15/16: **180** · FY 16/17: **180** · FY 17/18: **489**
13a.	List your stretch goal (aspirational) for the number of certificates awarded:	FY 15/16: **N/A** · FY 16/17: **N/A** · FY 17/18: **652**
13b.	List actual number of certificates awarded:	FY 15/16: **351** · FY 16/17: **316** · FY 17/18: **875**
	Associate Degree (A.A./A.S.)	
14.	List your Institution-Set Standard (floor) for number of degrees awarded:	FY 15/16: **700** · FY 16/17: **700** · FY 17/18: **883**
14a.	List your stretch goal (aspirational) for the number of degrees awarded:	FY 15/16: **N/A** · FY 16/17: **N/A** · FY 17/18: **1,068**
14b.	List actual number of degrees awarded:	FY 15/16: **1,202** · FY 16/17: **1,231** · FY 17/18: **1,137**
	Bachelor's Degree (B.A./B.S.)	
15.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	**No**
	Transfer	
16.	List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university:	FY 15/16: **373** · FY 16/17: **373** · FY 17/18: **828**
16a.	List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:	FY 15/16: **N/A** · FY 16/17: **N/A** · FY 17/18: **1,012**
16b.	List actual number of the number of students who transfer to a 4-year college/university:	FY 15/16: **504** · FY 16/17: **488** · FY 17/18: **864**
	Licensure Examination Pass Rates	
17.	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:	

Program	Examination	Institution set standard (%)	FY 15/16 Pass Rate	FY 16/17 Pass Rate	FY 17/18 Pass Rate

Physical Therapist Assistant	**national**	**85 %**	**100 %**	**100 %**	**100 %**
Registered Nursing	**state**	**75 %**	**88 %**	**88.24 %**	**96.1 %**

Employment rates for Career and Technical Education students

18. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%)	FY 15/16 Job Placement Rate	FY 16/17 Job Placement Rate	FY 15/16 Job Placement Rate
Physical Therapist Assistant	**90 %**	**100 %**	**95 %**	**95 %**
Registered Nursing	**70 %**	**97 %**	**83 %**	**84.2 %**

Other Information

19. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

â€¢ Distance Education (#8) methodology was expanded to include the new INST_METHOD code â€œOTâ€ â€" which are sections taught online but conduct testing in person.
â€¢ Per communication and conversation with ACCJC (During the 2017-18 academic year), the college aligned degree and certificate reporting methodology with the definitions used in The ACCJC Midterm Report Data Reporting Form. The standards were revised in 2018 to be more inclusive to all academic programs. As a result, the data reported for this past year encompasses a different methodology than the prior two years.
â€¢ Degree (#14b) and certificates (#13b) are counts of students (unduplicated), not awards.
â€¢ Transfer (#16b) methodology is an unduplicated count of students that transferred to the UC system, CSU system, in-state private colleges, and out-of-state colleges.

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

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234

From: Jennifer Vega La Serna
To: Kathleen Cain
Subject: FW: ACCJC - 2020 Annual Report Submission
Date: Friday, April 3, 2020 2:23:16 PM

For our records.

Jennifer Vega La Serna, Ph.D.
Vice President, Academic Services
Accreditation Liaison Officer
California Community College Chief Instructional Officers, President Elect
College of the Sequoias
559-730-3823
jenniferl@cos.edu

From: support@accjc.org <support@accjc.org>
Sent: Friday, April 3, 2020 2:22 PM
To: Brent Calvin <brentc@cos.edu>
Cc: Jennifer Vega La Serna <jenniferl@cos.edu>
Subject: ACCJC - 2020 Annual Report Submission

External Email

This confirms that your 2020 Annual Report to ACCJC was submitted by Mr. Brent Calvin <brentc@cos.edu> on 04/03/2020. Below is a copy of the information submitted. You may also re-print the report by logging on at https://survey.accjc.org/annualreport.

2020 Annual Report
Final Submission
04/03/2020

College of the Sequoias
915 South Mooney Boulevard
Visalia, CA 93277

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	**Confirmed**
2.	Name of individual preparing report:	**Jennifer Vega La Serna**
3.	Phone number of person preparing report:	**559-730-3823**
4.	E-mail of person preparing report:	jenniferl@cos.edu
5.	Type of Institution	**California Community College**

Headcount Enrollment Data

#	Question	Answer
		FY 16/17: **16,231**

6.	Total unduplicated headcount enrollment:	FY 17/18: **16,498** FY 18/19: **16,795**
6a.	Percent Change FY 18/19 to FY 17/18: (calculated) Percent Change FY 17/18 to FY 16/17: (calculated)	**2 %** **2 %**
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	FY 16/17: **15,242** FY 17/18: **15,652** FY 18/19: **16,058**
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. **N/A**	

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	FY 16/17 **4,368** FY 17/18 **5,181** FY 18/19 **5,616**
8a.	Percent Change FY 18/19 to FY 17/18: (calculated) Percent Change FY 17/18 to FY 16/17: (calculated)	**19 %** **8 %**
9.	Do you offer Correspondence Education?	**No**

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	**27 %**
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	**CCCCO Student Success Metrics dashboard (Scorecard)**
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://www.cos.edu/en-us/administration/research/giant-fact-book

Student Achievement Data

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	FY 18/19	FY 17/18	FY 16/17
		55 %	**67 %**	**67 %**
13a.	List your stretch goal (aspirational) for successful student course completion rate:	FY 18/19	FY 17/18	FY 16/17
		N/A	**74 %**	**74 %**
13b.	List the actual successful student course completion rate:	FY 18/19	FY 17/18	FY 16/17
		72 %	**72 %**	**74 %**
Certificates				
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**count of students (unduplicated)**		
14a.	List your Institution-Set Standard (floor) for certificates:	FY 18/19	FY 17/18	FY 16/17

		180	**489**	**489**
14b.	List your stretch goal (aspirational) for certificates:	FY 18/19	FY 17/18	FY 16/17
		N/A	**652**	**652**
14c.	List actual number or percentage of certificates:	FY 18/19	FY 17/18	FY 16/17
		706	**876**	**838**
Associate Degree (A.A./A.S.)				
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**count of students (unduplicated)**		
15a	List your Institution-Set Standard (floor) for degrees:	FY 18/19	FY 17/18	FY 16/17
		700	**883**	**883**
15b.	List your stretch goal (aspirational) for degrees:	FY 18/19	FY 17/18	FY 16/17
		N/A	**1,068**	**1,068**
15c.	List actual number or percentage of degrees:	FY 18/19	FY 17/18	FY 16/17
		1,231	**1,137**	**1,335**
Bachelor's Degree (B.A./B.S.)				
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	**No**		
Transfer				
17.	Type of Institute-set standard for transfers(Please Select Number or Percentage):	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**count of transfers (unduplicated)**		
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	FY 18/19	FY 17/18	FY 16/17
		373	**828**	**828**
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	FY 18/19	FY 17/18	FY 16/17
		N/A	**1,012**	**1,012**
17c.	List actual number of the number or percentage of students who transfer to a 4-year college/university:	FY 18/19	FY 17/18	FY 16/17
		1,037	**864**	**916**

Licensure Examination Pass Rates

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Examination	Institution set standard (%)	2016-17 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
Physical Therapy Assistant	**national**	**85 %**	**100 %**	**100 %**	**100 %**
Registered Nursing	**state**	**75 %**	**88 %**	**88.24 %**	**97.47 %**

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%)	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
Physical Therapy Assistant	**90 %**	**95 %**	**95 %**	**100 %**
Registered Nursing	**80 %**	**83 %**	**84.2 %**	**92 %**

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

- Referring to questions 14 and 15: Per communication and conversation with ACCJC (During the

20.	**2017-18 academic year), the college aligned degree and certificate reporting methodology with the definitions used in The ACCJC Midterm Report Data Reporting Form. The standards were revised in 2018 to be more inclusive to all academic programs.** **- Degree (#15) and certificates (#14) are counts of students (unduplicated), not awards.** **- Transfer (#17) methodology is an unduplicated count of students who transferred to the UC system, CSU system, in-state private colleges, and out-of-state colleges.**

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

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234

From: Jennifer Vega La Serna
To: Katie Cain; Sarah Harris
Subject: FW: ACCJC - 2021 Annual Report Submission
Date: Monday, April 12, 2021 2:02:11 PM

For our records.

Thank you,

Jennifer Vega La Serna

Dr. Jennifer Vega La Serna
Vice President, Academic Services
College of the Sequoias
President, California Community Colleges Chief Instructional Officers
Commissioner, Accrediting Commission for Community and Junior Colleges
559-730-3823
Jenniferl@cos.edu

From: support@accjc.org <support@accjc.org>
Sent: Monday, April 12, 2021 2:00 PM
To: Brent Calvin <brentc@cos.edu>
Cc: Jennifer Vega La Serna <jenniferl@cos.edu>
Subject: ACCJC - 2021 Annual Report Submission

External Email

This confirms that your 2021 Annual Report to ACCJC was submitted by Mr. Brent Calvin <brentc@cos.edu> on 04/12/2021. Below is a copy of the information submitted. You may also re-print the report by logging on at https://survey.accjc.org/annualreport.

2021 Annual Report
Final Submission
04/12/2021

College of the Sequoias
915 South Mooney Boulevard
Visalia, CA 93277

General Information

#	Question	Answer
1.	Confirm your College Information	**Confirmed**
2.	Name of individual preparing report:	**Jennifer Vega La Serna**
3.	Phone number of person preparing report:	**559-730-3823**
4.	E-mail of person preparing report:	**jenniferl@cos.edu**
5.	Type of Institution (select one)	**California Community College**

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: **16,498** 2018-19: **16,795** 2019-20: **17,263**
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	**2%** **3%**
6. Additional Instructions and Data Definitions: For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.		
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: **15,652** 2018-19: **16,058** 2019-20: **16,606**
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. **N/A**	
7. Additional Instructions and Data Definitions: Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.		

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2017-18 **3,982** 2018-19 **4,689** 2019-20 **5,780**
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	**18%** **23%**
8. Additional Instructions and Data Definitions: Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online. **IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.		
9.	Do you offer Correspondence Education?	**No**
9. Additional Instructions and Data Definitions: Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve paperwork (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).		

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	**29 %**
10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as the share of students who graduated within 8 years of entering this school for the first time.		
11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	**CCCCO Student Success Metrics dashboard (Scorecard)**
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	**https://www.cos.edu/en-us/administration/research/giant-fact-book**
12. Additional Instructions and Data Definitions: ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.		

Student Achievement Data

#	Question	Answer		
Course Completion Rates				
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2017-18	2018-19	2019-20
		67 %	**67 %**	**67 %**
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2017-18	2018-19	2019-20
		74 %	**74 %**	**74 %**
13b.	List the actual successful student course completion rate:	2017-18	2018-19	2019-20
		72 %	**74 %**	**74 %**
13. Additional Instructions and Data Definitions: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.				
Certificates				
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**Unduplicated count of students earning award**		
14a.	List your Institution-Set Standard (floor) for certificates:	2017-18	2018-19	2019-20
		489	**489**	**489**
14b.	List your stretch goal (aspirational) for certificates:	2017-18	2018-19	2019-20
		652	**652**	**652**
14c.	List actual number or percentage of certificates:	2017-18	2018-19	2019-20
		876	**838**	**719**
14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.				
Associate Degree (A.A./A.S.)				
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	**Number-Other**		
	If Number-Other or Percent-other, please describe:	**Unduplicated count of students**		
		2017-18	2018-19	2019-20

15a	List your Institution-Set Standard (floor) for degrees:	**883**	**883**	**883**

		2017-18	2018-19	2019-20
15b.	List your stretch goal (aspirational) for degrees:	**1,068**	**1,068**	**1,068**
15c.	List actual number or percentage of degrees:	**1,137**	**1,335**	**1,538**

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	**No**

Transfer

17.	Type of Institute-set standard for transfers(Please Select Number or Percentage):	**Number-Other**
	If Number-Other or Percent-other, please describe:	**unduplicated count of transfers**

		2017-18	2018-19	2019-20
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	**828**	**828**	**828**
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	**1,012**	**1,012**	**1,012**
17c.	List actual number of the number or percentage of students who transfer to a 4-year college/university:	**864**	**916**	**1,024**

Licensure Examination Pass Rates

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Registered Nursing	**State**	**75 %**	**90 %**	**88 %**	**97 %**	**94 %**
Physical Therapy Assistant	**National**	**85 %**	**95 %**	**100 %**	**100 %**	**92 %**

18. Additional Instructions and Data Definitions:
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%)(Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
Physical Therapy Assistant	**90 %**	**95 %**	**95 %**	**100 %**	**100 %**
Registered Nursing	**80 %**	**90 %**	**84 %**	**92 %**	**93 %**

19. Additional Instructions and Data Definitions: For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

â€¢ (#7a) Comparing fall terms 2018 to 2019, we see a 219% increase in students majoring in Associate in

20.	**Arts in Child & Adolescent Development for Transfer (31 students to 99 students) and Associate in Science in Animal Science for Transfer (88 students to 136 students). â€¢ Question 8 counts were revised to reflect the instructions to exclude hybrid courses. â€¢ Degree (#15) and certificates (#14) are counts of students (unduplicated), not awards. Per communication and conversation with ACCJC (During the 2017-18 academic year), the college aligned degree and certificate reporting methodology with the definitions used in The ACCJC Midterm Report Data Reporting Form. The standards were revised in 2018 to be more inclusive to all academic programs. â€¢ Transfer (#17) methodology is count of students who transferred to the UC system, CSU system, instate private colleges, and out-of-state colleges.**

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

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234

Giant Fact Book

The Giant Fact Book is designed to inform and support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, accreditation needs, and other areas that directly support the District mission. It serves as a quick and a convenient source of information about the College of the Sequoias and is updated annually as data becomes available. We welcome your questions, comments and suggestions about the content and format of the Fact Book.

Enrollments
Data Set - FTES and Headcount (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20FTES%20and%20Headcount.pdf)
Data Set – Race/Ethnicity (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Race%20Ethnicity.pdf)
Data Set - Gender (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Gender.pdf)
Data Set - Age Group (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Age%20Group.pdf)
Data Set - Student Status (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Enrollment%20Status.pdf)
Data Set - Unit Load (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Unit%20Load.pdf)
Data Set - Course Level (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Course%20Level.pdf)
Data Set - Program Major (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Program%20Major.pdf)
Data Set - Financial Aid (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Student%20Financial%20Aid.pdf)
Data Set - Feeder HS Grads vs. First-Time Students (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Feeder%20High%20Graduates%20vs%20First-Time%20Students.pdf)
Data Set - Placement into Math and English (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Placement%20into%20Math%20and%20English.pdf)
Data Set - Student Groups (/en-us/Research/Documents/2021%20Fact%20Book/Enrollment%20Students/Data%20Set%20-%20Student%20Groups.pdf)

Employees
Data Set - Employee Counts (/en-

us/Research/Documents/2021%20Fact%20Book/Employees/Data%20Set%20-%20Employee%20Counts.pdf)

Service Area Population
Data Set - Service Area Population vs. COS (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Population%20vs.%20COS.pdf)
Data Set - Service Area Growth Projections (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Growth%20Projections.pdf)
Data Set - Service Area Educational Attainment (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Educational%20Attainment.pdf)
Data Set - Service Area Language at Home (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Language%20at%20Home.pdf)
Data Set - Service Area Income Levels (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Income%20Levels.pdf)
Data Set - Service Area Unemployment (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Unemployment.pdf)
Data Set - Service Area Tulare County Job Growth (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Tulare%20County%20Job%20Growth.pdf)
Data Set - Service Area Kings County Job Growth (/en-us/Research/Documents/2021%20Fact%20Book/Service%20Area/Data%20Set%20-%20Service%20Area%20Kings%20County%20Job%20Growth.pdf)

Student Achievement
Data Set - Awards and Graduates (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Achievement/Data%20Set%20-%20District%20Awards%20and%20Recipients.pdf)
Data Set - CTE Awards and Graduates (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Achievement/Data%20Set%20-%20CTE%20Awards%20and%20Recipients.pdf)
Data Set - Student Retention (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Achievement/Data%20Set%20-%20Student%20Retention.pdf)

CCCCO Student Success Metrics
About CCCCO Metrics (/en-us/Research/Documents/2019%20Factbook/SSMetrics/About%20CCCCO%20Student%20Success%20Metrics.pdf)
Data Set - Avg. Units of Degree Completers (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set%20-%20Avg.%20Units%20of%20Degree%20Completers.pdf)
Data Set - Fall Units Completed (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set%20-%20Fall%20Units%20Completed.pdf)
Data Set - Vision Goal Completers (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set%20-%20Vision%20Goal%20Completers.pdf)
Data Set - Median Earnings (/en-

us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set%20-

%20Median%20Earnings.pdf)
Data Set - Median Earnings by Gender (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set%20-%20Median%20Earnings%20by%20Gender.pdf)
Data Set - Median Earning by Race/Ethnicity (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set%20-%20Median%20Earnings%20by%20Race.Ethnicity.pdf)
Data Set - LGBT Student Success Metrics (/en-us/Research/Documents/2021%20Fact%20Book/Student%20Success%20Metrics/Data%20Set-%20LGBT-%20Student%20Success%20Metrics.pdf)

LaunchBoard Metrics (CCCCO & Cal-PASS Plus)
About LaunchBoard Metrics (/en-us/Research/Documents/About%20LaunchBoard%20Metrics.pdf)
Data Set - Guided Pathways (/en-us/Research/Documents/Data%20Set-Guided%20Pathways.pdf)
Data Set - Strong Workforce Program (/en-us/Research/Documents/Data%20Set-%20Strong%20Workforce%20Program.pdf)
Data Set - Adult Education Pipeline (/en-us/Research/Documents/Data%20Set-%20Adult%20Education%20Pipeline.pdf)
Data Set - Community College Pipeline (/en-us/Research/Documents/Data%20Set-%20Community%20College%20Pipeline.pdf)

Institution-Set Standards
Data Set - Course Success (/en-us/Research/Documents/2021%20Fact%20Book/Standards/Data%20Set%20-%20Institution-Set%20Standard%20Course%20Success.pdf)
Data Set - Degrees and Certificates (/en-us/Research/Documents/2021%20Fact%20Book/Standards/Data%20Set%20-%20Institution-Set%20Standard%20Awards.pdf)
Data Set - Transfer Volume & Transfer (/en-us/Research/Documents/2021%20Fact%20Book/Standards/Data%20Set%20-%20Institution-Set%20Standard%20Transfer%20Volume.pdf)

COS Giant Dashboards

The Giant Dashboards (/dashboard) provide data to inform and support the District's planning activities, outcomes and assessment cycle, grant requirements, mandated reporting requirements, accreditation needs, and other areas that directly support the District's mission. They serve as a quick and convenient source of information about the College of the Sequoias and are updated periodically as data becomes available. We welcome your questions, comments, and suggestions about the content, format, definitions, and calculations utilized in the dashboards. If you have any questions, comments, suggestions, or concerns regarding the dashboards, please contact the Office of Research, Planning, and Institutional Effectiveness.

Additional Data

Additional Institutional Data is available from the sources below. Please note, the methodology and definitions vary from one another and make note of what data you are sourcing.

- IPEDS Data (https://nces.ed.gov/collegenavigator/?q=sequoias&s=all&id=123217)
- Student-Right-to-Know (SRTK) (http://srtk.cccco.edu/index.asp)
- Federal Scorecard (https://collegescorecard.ed.gov/school/?123217-College-of-the-Sequoias)
- CCCCO Student Success Metrics (https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics)

The Giant Data & Research Glossary

The Giant Data & Research Glossary (/en-us/Research/Pages/The-Giant-Data-%26-Research-Glossary.aspx) defines terms frequently used by the Research Office. These terms include operational definitions of outcome measures such as success rates, enrolled at census, excused withdrawals etc. The glossary can assist users in understanding how outcome measures used by the Research Office are calculated. In addition, the glossary provides with definitions and information about how student demographic groups such as veteran status, sexual orientation, gender, etc. are categorized. If there are additional outcome measures, student demographic groups, or terms used by the Research Office that you would like defined, please contact our office at research@cos.edu (mailto:research@cos.edu).

Curious Giant Series

- 2020-21 Curious Giant Series (/en-us/Research/Documents/2020-2021%20Curious%20Giant%20Series.pdf)
- 2019-20 Curious Giant Series (/en-us/Research/Documents/Curious%20Giant%20Series%202019-2020.pdf)
- 2018-19 Curious Giant Series (/en-us/Research/Documents/Curious%20Giant%20Series%202017-2019%20FINAL.pdf)
- 2017-18 Curious Giant Series (/en-us/Research/Documents/Curious%20Giant%20Series%202017-18.pdf)

Fact Book Archive

- 2019-2020 Giant Fact Book (/en-us/Research/Documents/2019-2020%20Giant%20Fact%20Book.pdf)
- 2018-2019 Giant Fact Book (/en-us/Research/Documents/2019%20Factbook/2018-19%20Giant%20Fact%20Book.pdf)
- 2017-2018 Giant Fact Book (/en-us/Research/Documents/2018%20Factbook/2017-18%20Giant%20Fact%20Book.pdf)
- 2016-2017 Giant Fact Book (/en-us/Research/Documents/2016-17%20Fact%20Book%20-%20Website%20Final.pdf)

ANNUAL AND END-OF-CYCLE (2018-2021) REPORTS ON THE MASTER PLAN

2021

Sequoias Community College District

COS

College of the Sequoias

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

Sequoias Community College District
College of the Sequoias

Visalia Campus	Hanford Educational Center	Tulare College Center
915 S. Mooney Blvd.	925 13th Ave.	4999 E. Bardsley Ave.
Visalia, CA 93277	Hanford, CA 93230	Tulare, CA 93274

Introduction

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

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

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

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

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

This report includes three parts:

1. Update on the actions completed from Fall 2020 through Spring 2021 related to each objective and the End of Cycle assessments from 2018-2021…… Page 3
   Purpose: To inform everyone in the District about the work that was completed during the year.

2. Analysis of the District's movement toward achieving its goals……..…..…. Page 66
   Purpose: To assess whether work on the objectives resulted in forward movement toward achievement of the institutional goals.

3. End of Cycle Assessment Results Summary……..……...….. Page 72
   Purpose: To inform everyone in the District of the progress made in the 2018-2021 planning cycle.

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

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

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

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

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

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

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

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

FTES Change

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

2020-21 Summary

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

Three-Year Summary (2018-21)

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

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

		resources that will aid in their success, such as tutoring. They counsel students on programs to support them financially such as the College Promise, Financial Aid, scholarships, EOPS, etc. In addition to advising students to take a full load, they discuss graduation/degree requirements, transfer requirements, career opportunities and appropriately refer students to those resources such as the Transfer and Career Center. Likewise, counselors advise students on the resources available within their portal such as Degree Works, Career Coach, and Net Tutor. Admissions & Records runs reports from Degree Works and then provides targeted communication via Regroup for students in range for graduation and transfer. **2020-2021:** Counselors continue to help students complete a Student Educational Plan (SEP) that focuses on timely completion of their degree/certificate. Categorical programs, such as EOPS, CalWORKS, Veterans, Student Success Program, and AAC provide ongoing support and follow-ups on the student's academic progress throughout the academic year.	retain and support students through the technological, instructional, or personal challenges they were experiencing. Additionally, due to the funds sent from the state, students were offered basic needs in a manner that was not previously available. Student Services will continue with many of the practices incorporated throughout the Pandemic. This action is completed.

		During these follow-up appointments, students are referred to services such as tutorial, library, and mental health counseling. This supports a student while keeping them on their prescribed pathway to completion (SEP).	
1.1.2 Develop a plan to reduce attrition rates from application to enrollment.	Vice President, Student Services; Provosts, Hanford and Tulare	**2018-2019:** A plan was developed that included making phone calls to students and improving communication with high school counselors and learning directors. Admissions and Welcome Center made phone calls to students whose applications were incomplete or incorrect. The Welcome Center identified attrition rates and shared with high school counselors and learning directors as part of a collaborative approach to reduce the number of students forced to apply with no intention of attending. **2019-2020:** Applications are intrusively case managed by student services specialists through the student's registration. There will always be students who apply but never register as the community college is often used as a backup plan for those applying to 4-year universities.	**End of Cycle:** During this reporting cycle, sustainable actions were implemented to increase and offer various modalities of contact and support for all applicants. District specialists have built a stronger collaboration with feeder high school partners to reduce attrition rates from application to enrollment. During this reporting period, we have seen challenges statewide in CCCApply due to hackers and false accounts. Because of this, Student Services, in conjunction with Computer Services, added intentional checks to ensure they have not missed any legitimate applications that may have been blocked by adapting to a more streamline and automated process. Also noteworthy has been the collaborative work between Student Services and partnering high schools. As we look at our

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

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

	Director, Dual Enrollment	districts including 23 high schools. The District is now planning how to continue growth in areas of articulation, concurrent enrollment, and offering classes after high school hours. **2019-2020:** Increased opportunities to maximize concurrent and dual enrollment through: • Expanding the number of dual enrollment courses offered across partnering high schools. • Increasing the number of high school teachers qualified to teach classes for COS. Now more than 30 adjunct instructors that are full-time teachers. • Implementation of online dual enrollment courses that has also allowed the District to serve multiple high schools in one section. For example, two Visalia Unified School District high schools share 1 section of medical terminology; therefore, maximizing dual enrollment opportunities for students within the school district. • Beginning conversations with academic departments to schedule courses after	dual enrollment to Exeter Union High School, Tulare Western High School, and Corcoran High School. The District now has 3 specific DE NURS 156 Medical Terminology courses with local high schools that help local students succeed in our Health Care programs at COS. In the Spring 2022 semester, MATH 207, CTE Math that is contextualized for all the Industrial and Technology (I&T) Division courses, will be offered to prepare HS students to take I&T courses in the Fall semester. The District has not yet found high schools willing to offer the course. This action is complete.

		school or summer. This will provide high school students from schools with limited dual enrollment opportunities a chance to enroll in college classes. • Connecting high schools with limited or no dual enrollment offerings with high schools with dual enrollment courses (e.g. Visalia Charter Independent Study students enroll in classes at VTEC, Alpaugh High School students enroll in classes at Corcoran HS, etc.) • Working with academic departments to create dual enrollment pathways into COS programs. For example, we will begin offering FASH 140 (fall) and FASH 143 (spring) at 4 high schools (Exeter, Mt. Whitney, Redwood, and El Diamanté) next year. These classes will be taught by COS faculty and will help create interest in the fashion program at COS. • A new Early College Liaison position between COS and VTEC.	

		2020-2021: The Math department, in conjunction with Orosi High School, identified a statistics class in which the math faculty collaborated to support 13 concurrent enrolled students. The COS Fashion department has worked closely with VUSD, Exeter, and Hanford High Schools. As a result, multiple dual enrollment fashion classes have recently been scheduled.	
1.1.5 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	**2018-2019:** The District has completed actions 1.1.1 and 1.1.2. Notable progress has been made on actions 1.1.3 and 1.1.4. **2019-2020:** The District has completed actions 1.1.1 and 1.1.2. Notable progress has been made on actions 1.1.3 and 1.1.4. **2020-2021:** The District has completed actions 1.1.1, 1.1.2., and 1.1.4. Action 1.1.3 is institutionalized.	**End of Cycle:** The District has completed actions 1.1.1, 1.1.2., and 1.1.4. Action 1.1.3 is institutionalized.

District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
District Objective 2.1*:* Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years. ***Assessment of District Objective 2.1****:* Review and compare the percentage of students earning an associate degree or certificate (CTE and non-CTE) over the next three years to the baseline data:

Students Receiving Awards (Degrees or Certificates)

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

Continuing Students

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

Graduate Yield (Student Graduates / Continuing Students)

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Graduate Year: July 1st - June 30th

Academic Year: Summer, Fall, Spring terms.

2020-21 Summary

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

Three-Year Summary (2018-21)

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

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

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

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

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

		increased CTE completion and success, is ongoing. **2019-2020:** The District has made progress in all actions for Objective 2.1. **2020-2021:** The District has completed Actions 2.1.1 through 2.1.3 and has made progress on 2.1.4.	

District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years. ***Assessment of District Objective 2.2:*** Review and compare the number of students who transfer to four-year institutions over three years to the baseline data.

Transfer Outcomes

Transfer Volume (number of transfers as reported to ACCJC)

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

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

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

Transfer Ready

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

Source: COS Research Office (Data Warehouse)

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

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

Three-Year Summary (2018-21)
The District experienced a slight decrease (-1.2%) in the volume of students transferring to a 4-year institution from baseline year 2016-17 (1,037) to year 2019-20 (1,024). However, the volume of students transferring to the UC or CSU systems reached an all-time high. The number of students who were transfer ready increased from 1,406 in baseline year 2017-18 to 1,773 in 2020-21, an increase of 26%.

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

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

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

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

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

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

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

2020-21 Summary

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

Three-Year Summary (2018-21)

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

Action for District Objective #2.3	*Responsible Party*	*Progress*	
2.3.1 Implement multiple measures to maximize student placement into transfer-level English and math.	Vice Presidents, Student Services, Academic Services; Student Services Deans; Deans and Division Chairs, Language Arts and Math/Science; Assessment Office	**2018-2019:** Counseling, Assessment, and Admissions offices participated in the on-going AB 705 taskforce to address application, placement, and advising issues. Math and English updated their placement guidelines. Supplemental placement questions were embedded into the CCCApply Application. **2019-2020:** COS students are placed in transfer-level English and Math courses, with or without a support course based on their high school GPA and High School English/Math classes taken. Counselors have been trained on these multiple-measures placement criteria to ensure they are accurately reflected in each student's SEP. • Multiple measures have been implemented for English and Math placement and all students are eligible to take transfer-level courses in English and Math. • The Math department, in conjunction with Academic Senate and administration, is	**End of Cycle:** The English Department no longer offers a developmental sequence and all students are placed into English 1 with or without support. The Division and District continue to analyze success and completion data, which reflects a significant increase in throughput for English 1 and improved success rates for underrepresented populations. All students place directly into transfer-level math. This action has been institutionalized.

		working on a process to update placement procedures. • The Math department is monitoring success rates and will adjust placement based on this data. **2020-2021:** In response to success rates in entry level math courses, the Math Department created a new course, College Algebra, for students seeking to pursue a B-STEM major who did not have adequate high school math preparation. The Math Department created a new course, Modern Mathematics, for non-B-STEM students who choose to not take statistics. The Math Department completed updated the placement grid and procedure to include new courses that were developed in response to success rates in foundational B-STEM courses and its traditional statistics courses. The English Department no longer offers a developmental sequence and all students are	

		placed into English 1 with or without support.	
2.3.2 Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.	Vice President, Academic Services; Dean, Language Arts; English faculty	**2018-2019:** English curriculum and sequence have been redesigned. All students will be placed in transfer-level English in Fall 2019. **2019-2020:** There is no longer a developmental English sequence offered at COS. All students are eligible to take transfer level English. **2020-2021:** There is no longer a developmental English sequence offered at COS. All students are eligible to take transfer-level English.	**End of Cycle:** English curriculum has been redesigned so there is no longer a developmental sequence. All students are placed in transfer-level English as of Fall 2019. This action has been institutionalized.
2.3.3 Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.	Vice President, Academic Services; Dean, Math/Science; math faculty	**2018-2019:** Math curriculum and sequence have been redesigned. All students will be placed in transfer-level Math in Fall 2019. **2019-2020:** There is no longer a developmental math sequence offered at COS. All students are eligible for a transfer-level math course. **2020-2021:** All COS math classes offered were transfer-level courses.	**End of Cycle:** All students place directly into transfer-level math. This action has been institutionalized.

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

		information and discussion session on AB 705 and acceleration pedagogy. They also coordinated and hosted multiple sessions on acceleration theory and practice for both English and Math faculty. Other ongoing work includes the Reading and Writing Across the Curriculum Workgroup coordinated by the AB 705 leads, as well as regular meetings of Math and English faculty to discuss acceleration pedagogy and scholarship. Implementation of AB 705 will require ongoing training, conversation, and improvement, as well as faculty support for curriculum and Student Services work. **2019-2020:** Due to new legislation, acceleration training has been superseded by AB705 training. Our district AB 705 leads have coordinated efforts with the Faculty Enrichment Committee to put on a program of on-site training sessions and to support off-site conference attendance for faculty in English, ESL, and math for AY 2019-20. Records of specific training	distributed to understand the impact of the District's efforts. Due to the pandemic, ESL had their implementation deadline extended by the Chancellor's Office. In order to meet ESL's new deadline and build on the initial success of Math and English implementation, ongoing training in curriculum, pedagogy, assessment, and data evaluation is necessary. This action was not completed due to the COVID-19 pandemic.

		attendance and training topics are available upon request. **2020-2021:** Due to the pandemic and the statewide push for equity, the focus this year has shifted to equitable and online instruction. However, continued conversation about teaching corequisite classes has continued. English has held meetings about teaching ENGL 001/301 and Mathematics has continued to hold meetings specific to teaching the different transfer-level mathematics courses. The Faculty Enrichment Committee also shared and supported virtual trainings offered by the Chancellor's Office, Academic Senate of California Community Colleges, and the California Acceleration Project.	
2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).	Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare	**2018-2019:** A task force has been created to address the need for greater alignment and integration of peer academic support programs. This task force is working to address campus concerns regarding the need for shared understanding of tutorial pedagogy across areas, tutor-training methods, blind spots in services, and ways to	**End of Cycle:** In 2018, the District created the Educational Support Services under the direction of an associate dean in order to address the alignment needs and provide expanded and more effective tutoring support. That brought Math Lab, Writing Center, General Tutorial, Language Center,

		support the anticipated needed growth of student academic support in light of AB705. **2019-2020:** Early Alert task force was created to inform and identify recommendations for improving academic support programs to the Tutorial Task Force. Tutorial Task Force has met 4 times and will have a set of recommendations to improve the alignments of peer academic support programs, including a stakeholder advisory committee, re-instituting tutor certification, updating training requirements to include a learning assistance sequence of courses, development of criteria for resource allocation, and providing clarity of services in areas of overlap (Math Lab & MESA). Oversight of supplemental instruction has moved fully to Educational Support Services Dean, which allows collaboration on training and flexibility in providing alternate supports such as augmented instruction when funding concerns come into play.	Augmented Instruction and Supplemental Instruction tutoring programs together under one manager. A tutorial task force was established in 2019 and identified key actions to improve the alignment and effectiveness of tutoring services, which included the establishment of a Tutorial Services Work Group, improving and aligning tutor training and establishing a tutor training course under the Learning Assistance FSA. In fall of 2020, the Tutorial Services Work Group was instituted to provide campus-wide feedback, guidance and support assessment of tutorial services. Adjustments in tutorial offerings have been made to reduce unnecessary overlap in services for Math and Science with the following clarification: MESA will specialize in supporting students who are STEM majors, Math Lab will specialize in supporting required math and non-STEM math and General Tutorial will remove math support and will focus science support on

		2020-2021: A Tutorial Services Work Group has been instituted to provide campus-wide feedback, guidance and support assessment of tutorial services. Adjustments in tutorial offerings have been made to reduce unnecessary overlap in services for Math and Science with the following clarification: MESA will specialize in supporting students who are STEM majors, Math Lab will specialize in supporting required math and non-STEM math and General Tutorial will remove math support and will focus science support on pre-nursing and general science requirements. Library 425 is in the curriculum process to be moved to Learning Assistance to better align with program organization. Writing Center staff has begun collaboration with English faculty to better support and expand the Augmented Instruction (embedded tutors) program. Writing Center has initiated monthly training for AI tutors and faculty to improve the effectiveness of this support.	pre-nursing and general science requirements. Library 425 is in the curriculum process to be moved to Learning Assistance to better align with program organization. Writing Center staff has begun collaboration with English faculty to better support and expand the Augmented Instruction (embedded tutors) program. Writing Center has initiated monthly training for AI tutors and faculty to improve the effectiveness of this support. This action has been institutionalized.
2.3.7 Assess the District's progress on all actions of the objective.	Institutional Planning and	**2018-2019:** The District completed Actions 2.3.1, 2.3.2,	**End of Cycle:** Most actions in this objective were completed. Actions 2.3.4 and

	Effectiveness Committee	and 2.3.5. Work is ongoing for Actions 2.3.3, 2.3.4, and 2.3.6. **2019-2020:** The District has made progress in all actions for Objective 2.3, with work continuing on 2.3.4. **2020-2021:** Actions 2.3.4 and 2.3.5 were not completed due to the Chancellor's Office extending the ESL deadline in response to the COVID-19 pandemic. All other actions were institutionalized.	2.3.5 were not completed due to the Chancellor's Office extending the ESL deadline in response to the COVID-19 pandemic. All other actions were institutionalized.

District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
District Objective 2.4: By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings). ***Assessment of District Objective 2.4:*** Review and compare the percentage of CTE students who obtain a job closely related to their field of study and the median change in earnings for CTE students over the next three years to the baseline data:

CTE Students that Secured Employment Closely Related to Program of Study

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

Source and Definition

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

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

Median Change in Earnings

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

Source and Definition

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

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

2020-21 Summary

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

Three-Year Summary (2018-21)

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

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

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

		COS faculty have participated in NWOW (National World of Work) workshops in the past. Additionally, NWOW provides webinars that have similarly been offered to faculty. ASSSC has also provided various resources including literature, research, presentations, etc. Efforts to provide training to CTE faculty are on an ongoing basis. In addition, Healthcare Workforce Initiative has provided online training on soft skills for nursing faculty. **2019-2020:** Faculty and staff have attended workshops and training on embedding soft skills. **2020-2021:** Student Success Coordinators have embedded soft skill/resume/interview techniques into several CTE programs: Electrician Training, Industrial Maintenance, Industrial Automation, Physical Therapy Assistant, and Pharmacy Technician. CTE programs work with Career Services and the CTE Dean to embed soft skills as part of employment preparation.	embed soft skills as part of employment preparation. Faculty and staff have attended workshops and training on embedding soft skills, including NWOW (National World of Work) workshops and the Healthcare Workforce Initiative. This action is institutionalized.

2.4.3	Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	**2018-2019:** The District has made progress on Actions 2.4.1 and 2.4.2. This work will continue into next year. **2019-2020:** The District has made progress on Actions 2.4.1 and 2.4.2. **2020-2021:** The District has institutionalized both actions in this objective.	**End of Cycle:** The District has institutionalized both actions in this objective.

District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.
District Objective 3.1: By 2021, increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for targeted groups that fall below the District average. ***Assessment of District Objective 3.1:*** Review and compare the percentage of students from targeted groups who place directly into transfer-level English and transfer-level math over the next three years to the baseline data:

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

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

2020-21 Summary

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

Three-Year Summary (2018-21)

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

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the RPIE website:
https://www.cos.edu/en-us/administration/research/surveys-and-studies
https://www.cos.edu/en-us/Research/Documents/District%20objectives%203.1%20%26%203.2%20Spring%202021.pdf

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

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

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

District Goal #3. College of the Sequoias will strategically tailor and implement academic programs and student services that match the unique needs of its student population and the demands of ongoing changes in workforce development.
District Objective 3.2*:** By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year. ***Assessment of District Objective 3.2: Review and compare the percentage of students from targeted groups who complete transfer-level English and transfer-level math requirements within their first year over the next three years to the baseline data: (see next page for data tables)

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

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

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

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

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

2020-21 Summary

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

Three-Year Summary (2018-21)

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

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

3.2.2	Implement best practices/interventions to increase completion rates for targeted student groups.	Student Services Deans; Director, Student Success; Academic Deans	**2018-2019:** Student Services has implemented the following best practices activities for, but not limited to, target groups to increase completion rates: •Offering individualized math tutoring for veterans •Providing annual Veteran Ally training for faculty, staff, and administration •Learning Resource Center collaborating with instructors to determine areas to strengthen, for example, English progression •Adding a Career Technical Education Student Success Coordinator •Implementing frequent and intrusive follow up services for disproportionately impacted students from Student Success Coordinators focused on course completion •Holding collaborative workshops to share information on resources for academic and progress probation students with counselors, financial aid, and student success coordinators sharing •Offering textbook, laptop, and mobile Wi-Fi hotspot checkout programs	**End of Cycle:** Student Services categorical programs, in conjunction with the District's grant programs, execute an intrusive model for student completion, especially among targeted student groups. These practices include, but are not limited to, mutual responsibility contracts, peer tutoring, mentorship opportunities, Early Alert, drop interventions, additional financial assistance, work-study, and resource referral. These interventions are case managed by counselors, specialists, coordinators, and program directors. This action is institutionalized.

		•Providing direct student financial support to assist in course completion (emergency textbook, gas, and food vouchers). **2019-2020:** Student Services has implemented the following practices/activities for, but not limited to, targeted student groups: • Mandated follow-up appointments with students to monitor students' academic progress and provide appropriate resource referrals. • Early Alerts are tracked each semester to help provide students the support they need early on in the semester. • Extended their service hours until 6pm to help meet the needs of our evening student population. • The Counseling Division offers online counseling.	

		DegreeWorks is another tool utilized to allow students and staff to better track their progress towards completion. **2020-2021:** In addition to prior years' progress, several programs, such as Counseling, Student Success Program, and Access and Ability Center, created Zoom rooms for students to drop in for questions or assistance. Some programs, such as Veterans Resource Center and the Transfer and Career Center, created a Canvas shell for the program to include important announcements and program information for students. Student Support Services has implemented the following practices/activities for, but not limited to, targeted student groups: • Transitioned all support services to an online format so that students are still supported while taking classes fully online. • Provided direct student financial assistance to support completion rates	

		for students who were not eligible for CARES funding. • Increased the laptop/hotspot check out program to include all enrolled students, including those from targeted groups. Student Success Coordinators and other specialists continued to provide intrusive follow up services in an online appointment format and in a virtual open lab format.	
3.2.3 Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.	Superintendent/President, Vice Presidents, Student and Academic Services; Deans, Division Chairs, and faculty, Math/Science and Language Arts	**2018-2019:** Preliminary conversations with feeder district superintendents are taking place through the District's involvement with Tulare Kings Collaborative. **2019-2020:** While, the District continued to partner with members of the Tulare Kings College and Career Collaborative and local high school districts to align curriculum and AB705 placement criteria for first-time freshmen, no direct collaboration between District faculty and high school teachers was	**End of Cycle:** Faculty from English division as well as faculty and staff from other departments and offices participated in collaborative efforts with high school teachers. However, for English, the extent of the collaborative efforts to better align high school exit and college entry standards (student learning outcomes, pre-requisites, etc.) was not comprehensive. Additionally, no direct/formal collaboration on math exit/entrance standards between District faculty and high school

		reported. The President/Superintendent continued his annual spring visits to all feeder high school districts within the District's service area to share District updates and student placement, success, and transfer information from the previous year. **2020-2021:** Faculty from English division as well as faculty and staff from other departments and offices participated in collaborative efforts with high school teachers. However, for English, the extent of the collaborative efforts to better align high school exit and college entry standards (student learning outcomes, pre-requisites, etc.) was not comprehensive. Additionally, no direct/formal collaboration on math exit/entrance standards between District faculty and high school teachers was reported.	teachers was reported. As the Action 3.2.3 was created to support the District Objective 3.2 to increase completion of both transfer-level English and transfer-level math within students' first year, this action was not completed.
3.2.4 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	**2018-2019:** The District has made progress on Actions 3.2.1, 3.2.2, and 3.2.3. **2019-2020:** The District has completed and institutionalized Actions 3.2.1 and 3.2.2. The	**End of Cycle:** The District completed Action 3.2.1, institutionalized Action 3.2.2, and did not complete Action 3.2.3.

		District has made progress on Actions 3.2.3. **2020-2021:** The District completed Action 3.2.1, institutionalized Action 3.2.2, and did not complete Action 3.2.3.	

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

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

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

2020-2021 Summary

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

Three-Year Summary (2018-21)

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

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

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

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

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

		Outcome and Assessment Committee co-chairs are advising individual faculty on incorporation and analysis of assessment data for program review. **2019-2020:** The Research Office continued to provide data and consultations to program review units, which now have access to substantially more data than in previous years. Now that Tableau software is fully deployed, units are exploring and disaggregating data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and productivity, as applicable. Institutional Program Review Committee (IPRC) will continue training units on the use of data during the program review process and will stress the use of disaggregated data as a way to improve equity across the District. The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers continued to employ specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators.	year, 95% of the college's program review units effectively "utilizes/analyzes quantitative and/or qualitative data to support claims made in the discussion of its strengths," up from 87% in 2019-20. Moreover, the same audit found that 89% of these same units effectively incorporated data analysis "to support its conclusions regarding needed improvements," up from 82% the previous year. Finally, it is expected that the amendment of the program review template instructions to explicitly direct units to engage with disaggregated data in these same analyses should further support the effective use of data within the program review process. This action has been institutionalized.

		2020-2021: The Institutional Program Review Committee (IPRC) continued to provide training to unit authors and responsible managers regarding the availability of data resources and basic analytical techniques appropriate to the program review process. In addition, this year the IPRC recommended changes to the program review template, which direct units to include analysis of disaggregated data in their examinations of the unit's strengths, and needed improvements. In addition, senior managers continued to employ specific activities at the Management Council to promote and increase the effective use of data among the District administrators.	
4.1.2 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	**2018-2019:** The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools. **2019-2020:** The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.	**End of Cycle:** The District has institutionalized Action 4.1.1.

		2020-2021: The District has institutionalized Action 4.1.1.	

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

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

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

Giant Questionnaire: 2017 vs 2021
Percentage of Participants Who "Agreed" with the Statement

Survey Item	2017	2021
"I am listened to and respected by my colleagues."	90%	88%
"Information at COS is readily available and accessible."	81%	88%
"It is easy for me to obtain information critical to my work."	83%	90%
"COS has clear policies, processes, and protocols that allow me to do my job effectively."	83%	89%

Source: COS Giant Questionnaire Survey Results: 2017 & 2021

2020-2021 Summary

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

Three-Year Summary (2018-21)

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

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

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

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

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

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

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

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

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

2020-2021 Summary

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

Three-Year Summary (2018-21)

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

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

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

Action for District Objective #4.3	*Responsible Party*	*Progress*	
4.3.1 Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.	Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees	**2018-2019:** Although there is not yet a formal professional development plan in place, in February of 2019, the District began a 12-week long implementation of Cornerstone (an online software program which will train new and existing employees and track their progress). **2019-2020:** There has been no effort to bring together all responsible parties to create/implement a District professional development plan, which would coordinate, align and manage professional development activities and new employee orientation. This is not to suggest work by the responsible parties is not being done. For example: 1. The Safety / Facilities Council and Human Resources launched a key initiative for 2019/20: the creation and implementation of new employee orientation that included a review of employee safety	**End of Cycle:** A "Professional Development Plan" was drafted during the 2020-2021 year. It was reviewed and adopted by District Governance Senate and Academic Senate. It will be implemented at COS in the next Strategic Plan cycle. This action is institutionalized.

		guidelines, introduction to the Injury and Illness Prevention Plan (IIPP), emergency notifications, hazard reporting, and the reporting of workers compensation claims. The orientation was offered for the first time on February 6, 2020. It will be offered once monthly to all full-time and part-time CSEA members and full-time faculty. 2. FEC/PACE continue to hold numerous professional development opportunities for their members. 3. Management Council has regular trainings including ensuring all mandatory trainings (i.e. preventing sexual harassment) are up to date. There is not yet a District professional development plan in place. Responsible parties will continue work on this action in the next year. **2020-2021:** During the past year, led by the FEC Chair, responsible	

		parties drafted a “Professional Learning Plan (Plan)”. The Plan was reviewed and adopted by both the District Governance Senate and Academic Senate.	
4.3.2 Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	**2018-2019:** The District has made progress on Action 4.3.1. **2019-2020:** The District has made no progress on Action 4.3.1. **2020-2021:** The District has institutionalized Action 4.3.1.	**End of Cycle:** The District has institutionalized Action 4.3.1.

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

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

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

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

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

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

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

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

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

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

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

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

The District has completed and institutionalized Action 2.2.1.

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

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

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

District Objective #2.4

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

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

The District has institutionalized both actions in this objective.

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

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

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

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

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

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

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

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

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

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

The District has institutionalized Action 4.1.1.

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

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

The District completed Action 4.2.1 and institutionalized Action 4.2.2.

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

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

The District has institutionalized Action 4.3.1.

Part 3: End of Cycle Assessment Results Summary

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

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

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

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

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

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

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

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

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

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

The District has completed and institutionalized Action 2.2.1.

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

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

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

District Objective #2.4

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

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

The District has institutionalized both actions in this objective.

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

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

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

Additional analysis related to strategic plan objectives 3.1 and 3.2 can be found on the Research Office website:
https://www.cos.edu/en-us/administration/research/surveys-and-studies
https://www.cos.edu/en-us/Research/Documents/District%20Objectives%203.1%20%26%203.2%20Spring%202021.pdf

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

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

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

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

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

District Objective #4.1

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

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

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

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

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

The District has institutionalized Action 4.1.1.

District Objective #4.2

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

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

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

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

The District completed Action 4.2.1 and institutionalized Action 4.2.2.

District Objective #4.3

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

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

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

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

The District has institutionalized Action 4.3.1.

COS

COLLEGE OF THE SEQUOIAS
RESEARCH, PLANNING &
INSTITUTIONAL EFFECTIVENESS

RESEARCH

MEASURING SUCCESS EVERYDAY

www.cos.edu/Research

Office of Research, Planning & Institutional Effectiveness

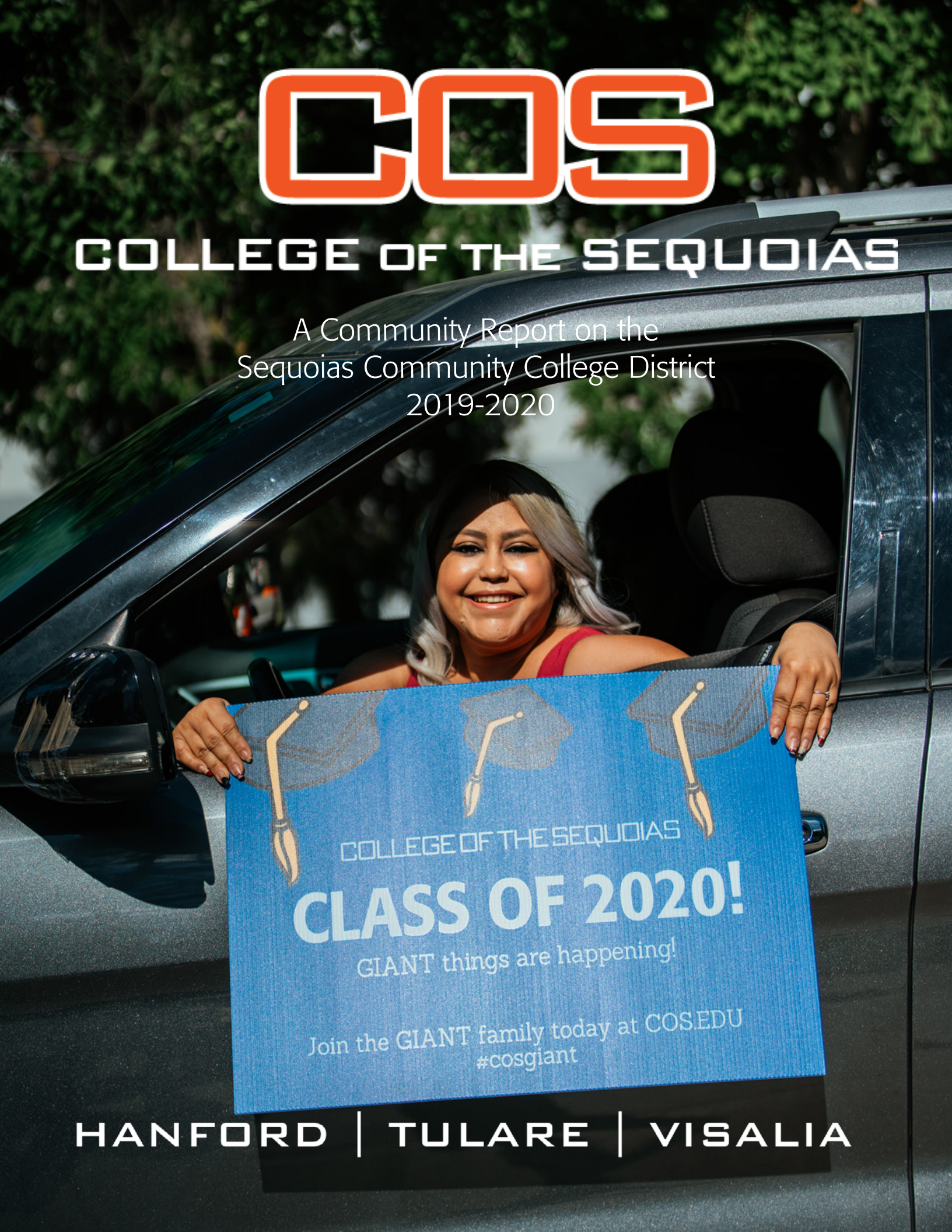
College of the Sequoias

915 S. Mooney Blvd. Visalia, CA 93277

COS

COLLEGE OF THE SEQUOIAS

A Community Report on the
Sequoias Community College District
2019-2020



HANFORD | TULARE | VISALIA

PRESIDENT'S MESSAGE

The 2019-2020 school year started out as another successful year in a series of successful years here at the College of the Sequoias. Halfway through the Spring 2020 semester, the world changed as a result of the global pandemic known as the Coronavirus (COVID-19) and the College needed to change with it.

In just three days in mid-March, the College transitioned its nearly 1500 classes to an online format. Faculty who had never taught an online class found themselves teaching their entire load remotely. Similarly, students who had not taken a distance learning class were now completely online.

While the situation was certainly not ideal, students, staff, faculty, and administrators persevered and ultimately salvaged the semester. The College awarded an extra $2 million in federal CARES Act funding, provided laptops and hotspots, and increased food pantry resources, all to help students in need during this extraordinary time.

Those efforts paid off in the form of student success and achievement. Despite the uncertainty, the College set all-time highs for enrollment as well as graduates. The College awarded 2,149 degrees during the 2019-2020 school year, a 23% increase over the previous high set just the year before and a 92% increase over the last five years!

Like the rest of the country, the College watched in horror as George Floyd was killed by a Minneapolis police officer in late May, sparking demonstrations and protests and leading to a reexamination of the way institutions like the College of the Sequoias ensure against systematic and institutional racism. The College hosted its first Call to Consciousness and Action on July 1, which led to a second Call on August 28, and a Summit on Racial Equality on September 25th. The College will be hosting professional development opportunities twice per month throughout the 2020-2021 school year with the goal of transitioning from training to action in order to strengthen its ongoing commitment to racial equality.

Throughout these challenging times, the District's Board of Trustees has provided steady leadership, guidance, and support and the Master Plan has continued to serve as the blueprint ensuring the growth of the District, success and equity of our students, and our ability to sustain it all.

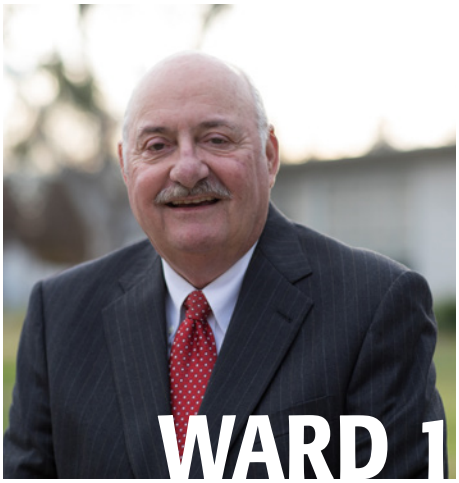
Thank you to the communities we serve and the faculty, staff, and administrators that make it all possible!

Sincerely,

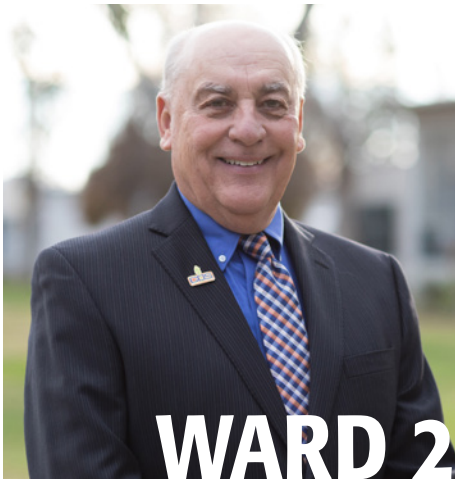
Brent Calvin

Brent Calvin, Ed.D.
Superintendent/President

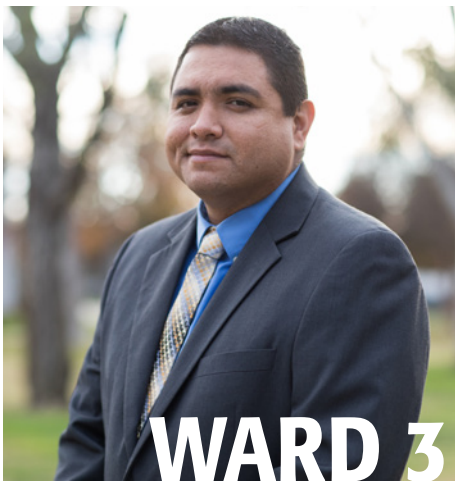
BOARD OF TRUSTEES



Greg Sherman
Trustee

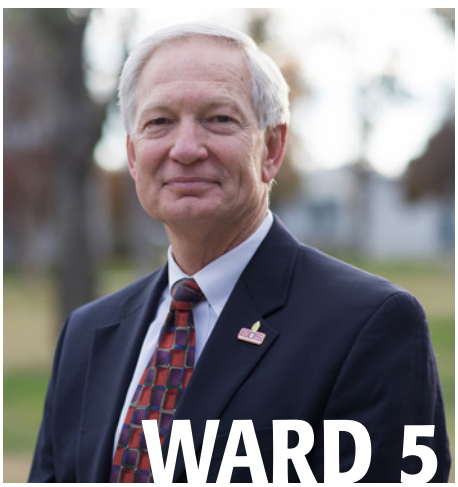


Ken Nunes
Board President



Raymond Macareno
Board Clerk

Lori Cardoza
Trustee

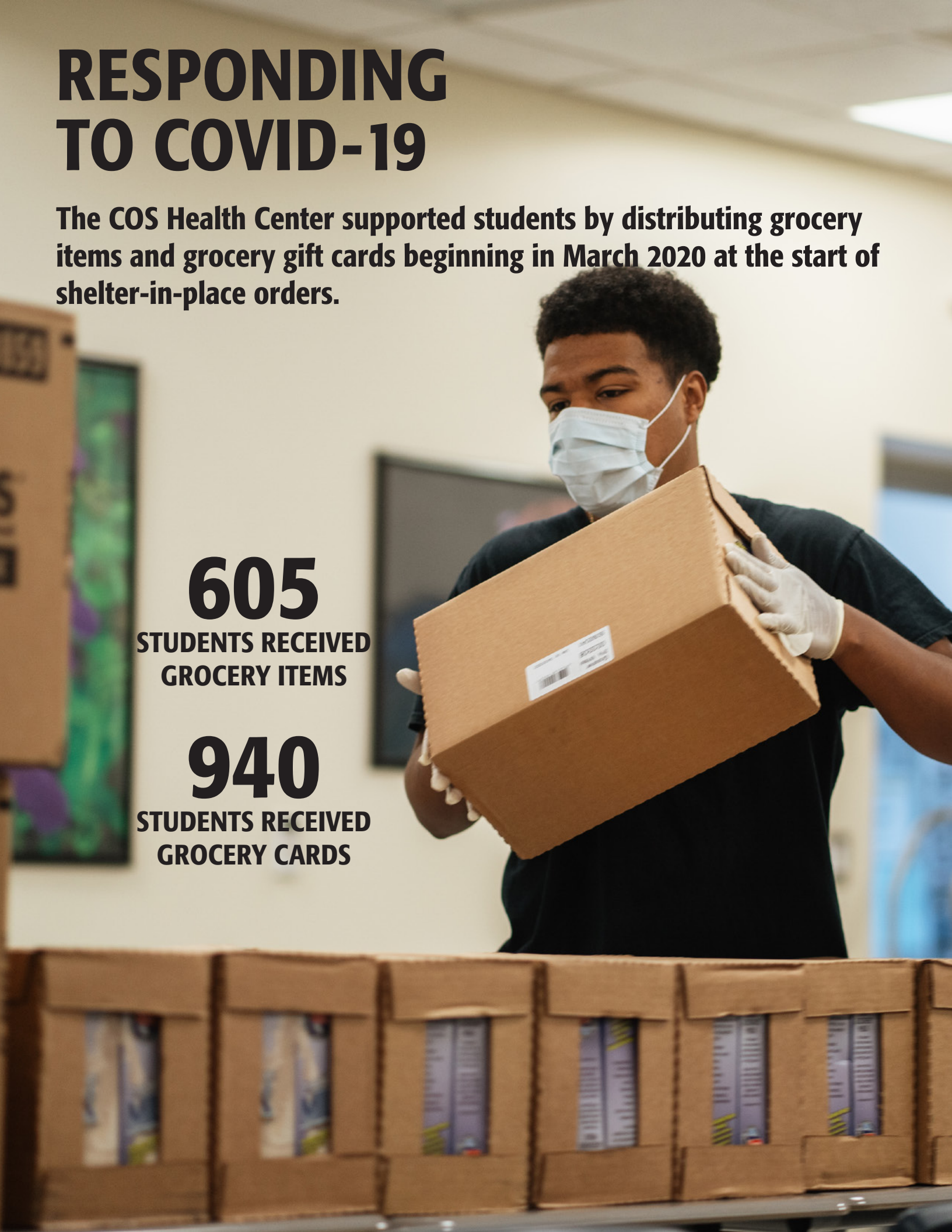


John Lehn
Board Vice President

Noorulain Ali
Student Trustee

RESPONDING TO COVID-19

The COS Health Center supported students by distributing grocery items and grocery gift cards beginning in March 2020 at the start of shelter-in-place orders.



605
STUDENTS RECEIVED GROCERY ITEMS

940
STUDENTS RECEIVED GROCERY CARDS

TECHNOLOGY DISTRIBUTION

Keeping Giants connected in a time of distance learning.

The Library/Learning Resource Center (LRC) began distributing technology in order for students to continue their classes online. Since May 2020, the Library/LRC has processed 1,892 requests for laptops, hotspots, mice, and webcams for students to continue distance learning. Currently, the LRC has over 1,800 tech items in circulation.

THE EOPS PROGRAM CELEBRATES 50 YEARS

The Extended Opportunity Program and Services (EOPS) program is currently celebrating its 50th anniversary! Senate Bill 164 authored by California Senator Alfred E. Alquist was signed into law in 1969 establishing the existence of the EOPS program. The EOPS program is a statewide program that is available at each of the 114 California Community Colleges.

At College of the Sequoias, the EOPS program currently serves over 1,200 unduplicated students each academic year. Over the past ten years, the EOPS program has served approximately 16,996 students. Throughout its tenure, the EOPS program has been highly successful and has fostered and promoted a culture of student success. For that reason it has been deemed a "model program" throughout the state.

The mission of the EOPS program at College of the Sequoias is to recruit and successfully retain College students of educationally and socioeconomically challenged backgrounds throughout Kings and Tulare counties. The primary purpose of the program is to prepare students to transfer to a four-year university, complete an associate degree, or earn a vocational certificate in order to acquire the desirable career related skills necessary to obtain employment.

The EOPS program encompasses two additional support programs for EOPS students, which are the Cooperative Agencies Resources for Education (CARE) and the Cooperative Agencies Foster Youth Educational Support (CAFYES) also known as the NextUp program. The CARE program serves students who are single head of household and are receiving temporary assistance. The NextUp program serves foster youth students who entered the foster youth system on or after their sixteenth birthday up until the age of twenty six. Both of these support programs provide additional services "over, and above, and in addition to" the services EOPS provides.

The majority of EOPS students are first generation college students who are breaking the cycle in their families as they pursue higher education and the "American Dream." They are trailblazers leading the

way for future generations in their families to follow suit. Over the years, the EOPS program has fostered many successful students who have transferred and done great things. We have many former EOPS students who currently lead successful careers in the education, health, business, and law professions.

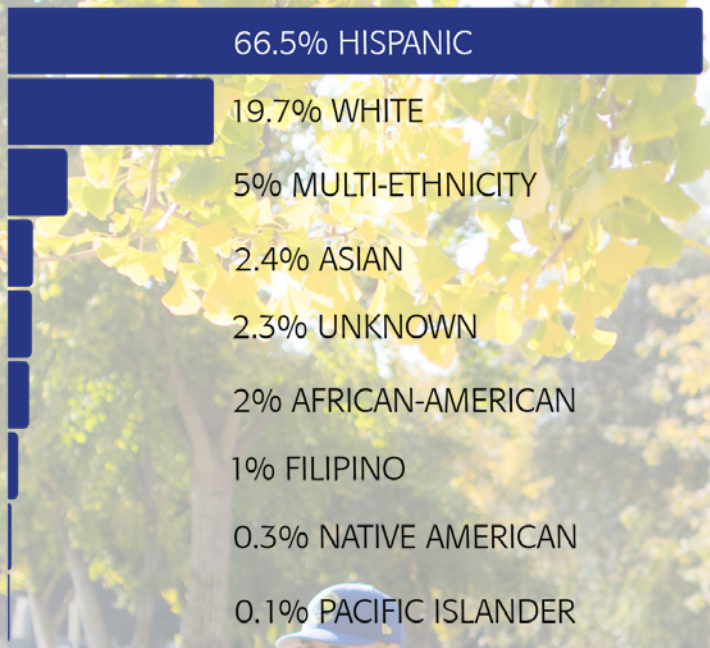
During the 2016-2017 academic school year, an EOPS student was selected as a Jack Kent Cooke Foundation Undergraduate Transfer Scholarship recipient. The Jack Kent Cooke Foundation Undergraduate Transfer Scholarship is the largest private scholarship in the nation. The scholarship is for students transferring from two-year community colleges and is worth up to $40,000 a year. Most recently, COS had a former EOPS student who was a finalist for the oldest and most celebrated international fellowship award in the world, the Rhodes Scholarship. In addition to these prestigious awards, there are former EOPS students representing College of the Sequoias at the majority of the California State Universities, University of California schools and many out of state universities such as Fisk University and John Hopkins University.

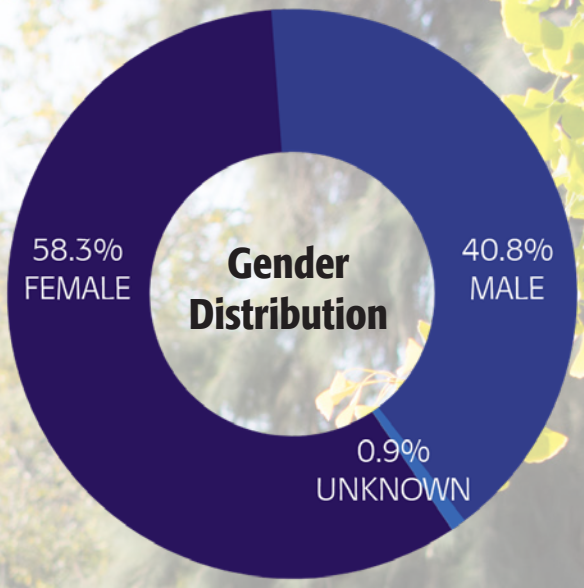
Another integral component of the EOPS success is the staff. The EOPS staff are a true reflection of the student population they serve. The majority of them were first-generation College students who overcame similar obstacles to the ones our students are currently facing. They are true inspirations and role models to the students they serve. The EOPS program strives daily to promote a culture of student success and is committed to continue to "open doors" for underrepresented students seeking an opportunity for higher education at College of the Sequoias!

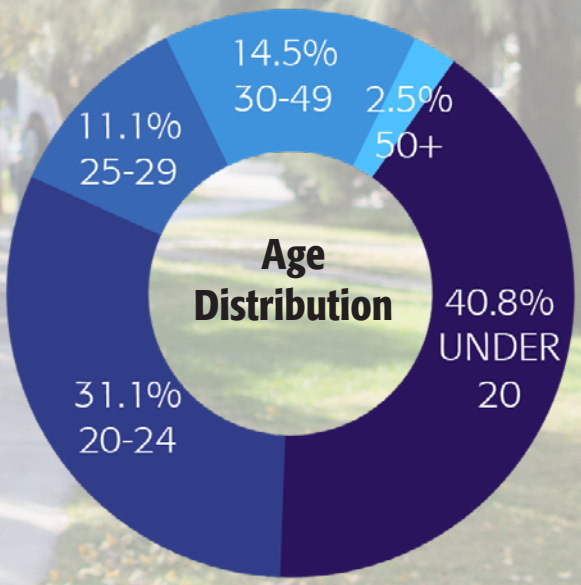
STUDENT DEMOGRAPHICS

A more technical version of the Annual Report is presented to the Board of Trustees and is available for review online at cos.edu.

Race/Ethnicity Distribution







Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart: **datamart.cccco.edu**

CLOTHING CLOSET AT COS

Career Services brings free professional clothing closet to COS students throughout the District.

As part of the Master and Strategic Plans, the District has worked not only to increase student success by having its students reach their full academic potential, but also translating that success into job placement. Especially in the District's Career Technical Education programs, many students have enrolled in their respective programs because they need immediate job skills, so that they can enter the job market. Each of the District Campuses have onsite Career Services Specialists that assist with resume building, interview skills, and workplace readiness. One barrier that remained was to assist students with appropriate clothing for interviews and to enter the workplace.

The District has many partner organizations to support these objectives, one of which is JC Penney. As a pilot project last year, the Visalia store started "Suit Up" night whereby they offered a 40% discount to COS students for business and business casual wear. In 2020, the Hanford JC Penney store was added to the promotion. It soon became apparent that even with the discounted prices, students had a barrier of having enough funds to purchase the attire they needed to be successful on the job.

Through an initial grant from the Hanford Rotary Community Foundation and local donors, the District was able to offer "clothing scholarships" to students. In addition, the Hanford Campus hosted the first ever temporary clothing closet. The community supported this project by donating gently-used work attire for a week in February. Several hundred items of clothing were donated, then organized by style, and size in preparation for students to shop the closet. The following week, students were invited to attend the clothing closet distribution where students could add to the basics of their work closet. The success of the event included 90 student shoppers District-wide and over 200 items of clothing found new homes.

LET'S GO GIANTS

As the world of cheerleading evolves, so do the requirements to make it onto a competitive team. The College of the Sequoias cheerleading team gives student athletes a chance to experience competitive cheer during their first two-years in community college. The COS cheer program strives not only to teach the skills needed to compete, but also to prepare COS athletes for when they are ready to transfer.

"One of the primary goals is to teach the skills that four-year Universities are looking for," says Head Coach Tiffany Ruiz. "COS runs the program at that University level, so student athletes are prepared and ready to compete once they move on from COS." COS Cheerleaders are also required to obtain community service hours each semester by volunteering at campus events or out in the community. "Student athletes are able to attend COS events throughout the entire year whether they are cheering at the games or going as a team just to support" says Coach Tiffany. "Representing COS during competitions or at community events is one of the best benefits for the cheerleaders." Multiple times a year, the COS Cheer Program hosts the Little Giants Cheer Clinic where local students in grades K-8, learn the basics of cheer from the COS Cheer Team. It is especially beneficial for the COS Cheerleaders, as it allows them to build relationships with community youth, share COS team spirit, and it also helps them to build up their resumes for future school and job applications.

In February of 2020, the COS Cheerleading team traveled to Anaheim, California to compete in the Game Day Championships, placing third in the Band Chant Division and fourth in Fight Song and Situational Cheer. Timber the Giant placed second in the Mascot Division. Go Giants!

INTERNSHIPS TO CAREERS

USDA internship prepares student Jennifer Alvidrez for applied chemistry career in soil science.

Jennifer Alvidrez came to the COS Tulare campus in 2018 planning to finish the chemistry degree that she'd started in the previous decade. At COS, she discovered that her aptitude for chemistry could be applied to soil science. "There is so much chemistry in plant science," said Alvidrez. "I want to use my knowledge to make soil healthier."

In Fernando Fernandez's plant science lab, the re-entry student was introduced to her future career. "The class I was in went out to a corn field, took samples of soil, dried it in the lab, ground it into smaller particles and then completed testing on the soil samples," said Alvidrez. "Hands-on is the way I like to learn."

"Not only is Mr. Fernandez so knowledgeable, he saw something in me that I didn't see," said Alvidrez. "He asked me to help other students and that gave me confidence." Jennifer's career shift advanced when Cosmo Costales, CTE Career & Academic Success Coordinator, helped her get a six-month internship with the United States Department of Agriculture. "At the Natural Resources Conservation Service (NRCS), I discovered exactly what I want to do," said Alvidrez.

Jennifer's NRCS supervisor, Bradley Pannett, indicated that Alvidrez met with farmers and gathered information to assess the feasibility of irrigation and sustainability projects. " Jennifer was quick to see the science behind conservation measures," said Pannett.

Alvidrez plans to transfer to Fresno State University to study plant science. "So many doors opened for me at COS," said Alvidrez. "I know it is possible to reach my goals."

93RD COMMENCE

2,151
DEGREES AWARDED

646
CERTIFICATES AWARDED

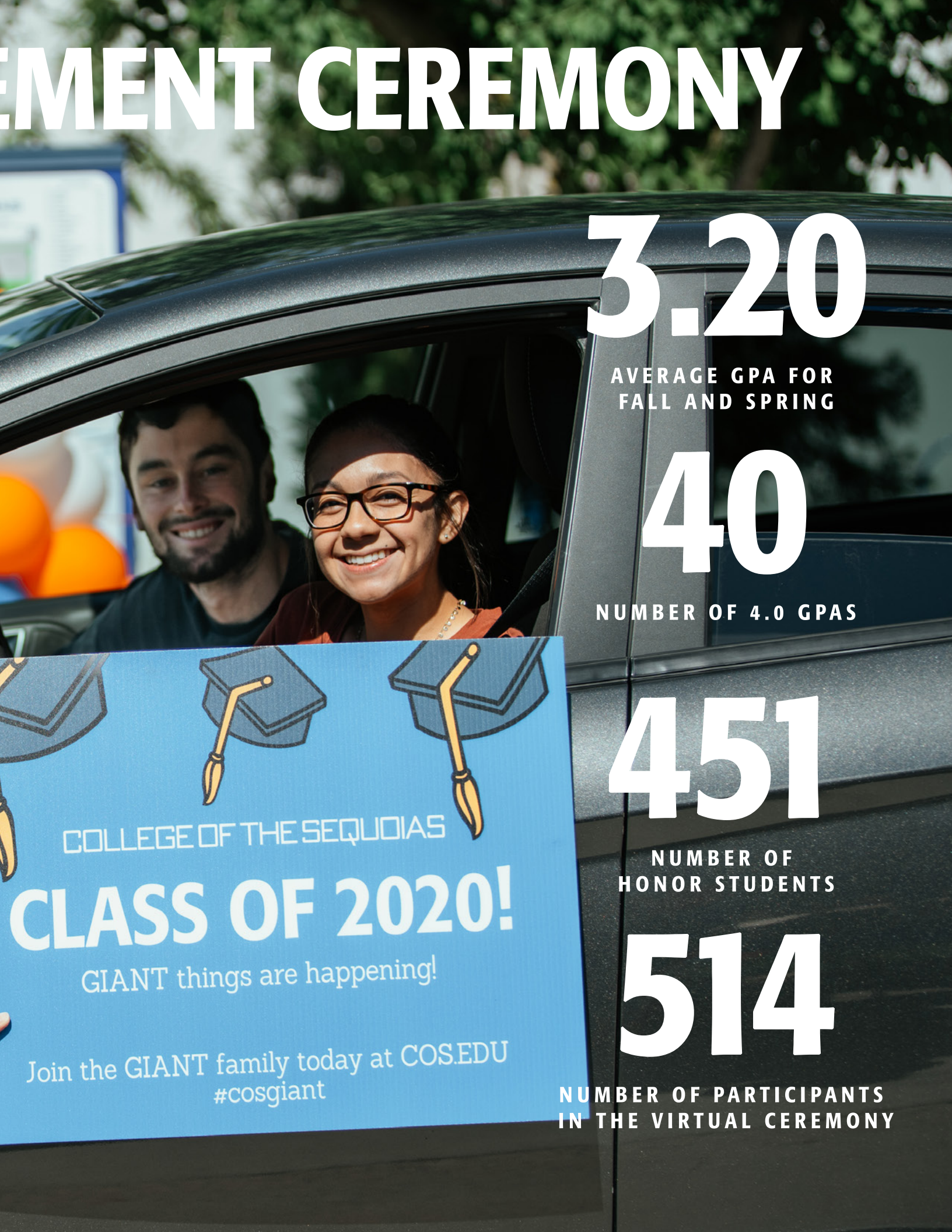
17
YOUNGEST GRADUATE

69
OLDEST GRADUATE

26
AVERAGE AGE FOR FALL

25
AVERAGE AGE FOR SPRING

EMENT CEREMONY



3.20

AVERAGE GPA FOR FALL AND SPRING

40

NUMBER OF 4.0 GPAS

451

NUMBER OF HONOR STUDENTS

514

NUMBER OF PARTICIPANTS IN THE VIRTUAL CEREMONY

COS ATHLETICS
A YEAR IN REVIEW

COS Athletics enjoyed another successful year despite Spring sports seasons being cut short due to COVID-19. Student athletes combined for a collective GPA of 2.91 for the year with a total of 135 degrees earned. Highlights included the following:

First-year basketball coach, Dallas Jensen, led the Giants to an overall record of 24-6 and a State Elite 8 appearance before the tournament was cancelled due to COVID-19.

COS became the only community college in state history to have a perfect game thrown in both baseball and softball in the same season when Ben Pedersen and Olivia Aguigam accomplished the feat.

Baseball was one of the top teams in the state, starting the year 18-4, before play was cancelled. Six Giants were selected to the all-state Academic Team with GPAs ranging from 3.54 to 3.96.

The volleyball team went 14-2 in CVC play (20-8 overall) to make a 5th straight state playoff appearance under head coach, Kim Rix.

The Giants softball team was tied for first place and seeking its third straight CVC crown under head coach, Cori Janelli, when the season was cut short.

The Giants Ismael Ramirez won the state cross country championship, leading his team to an overall 6th place finish in the state.

The Equestrian team boasted a Regional Reserve Champion in Emily Smith and had five additional riders place in the top 5 before the national championship tournament was cancelled.

The Giants football team went 6-4 in the regular season and advanced to its first bowl game since 2010.

NURSING CELEBRATES 50 YEARS OF SUCCESS

The Division of Nursing and Allied Health had fifty graduates in May of 2020, which also happened to be the program's 50th year in operation.

The COS Nursing Program began in January of 1970, and was to celebrate 50 years of excellence with a gala this past May. However, the festivities have been rescheduled due to COVID-19 restrictions and will now be hosted May 6, 2021.

The COS Nursing Program is important to students who cannot travel to a four-year institution in order to obtain their degree. Many COS students' balance households, families, are single parents, and cannot commute for their education. The cost of the COS Nursing Program is reasonable, landing at just under seven thousand dollars in total. Upon completion of the two-year program, graduates may sit for the National Council Licensure Exam (NCLEX). COS has a high pass rate of the NCLEX. Last year's graduates, 2018-2019, had a 97.47% pass rate on their first attempt. Additionally, many of the Fall 2019 graduates were offered RN positions upon passing the NCLEX.

Over the last few years, RN Faculty have worked on major curriculum changes that will be implemented in Fall 2020. This new curriculum will be concept-based and assist students to think globally. The faculty are working on improving the on-campus Simulation Lab by writing policies and attending professional development courses. Also, the COS Nursing Program hired an academic counselor, specifically for Nursing students.

One of the biggest benefits of the COS Nursing Program is that the program meets community needs by contributing to the local workforce and addressing the shortage of nurses in the area. Nursing is a profession that is highly respected and COS graduates are readily employed. The California Chancellor's Office issued the COS Nursing Program the Strong Workforce Gold Star award in 2018 and the World Health Organization (WHO), has deemed the year 2020 as the Year of the Nurse.

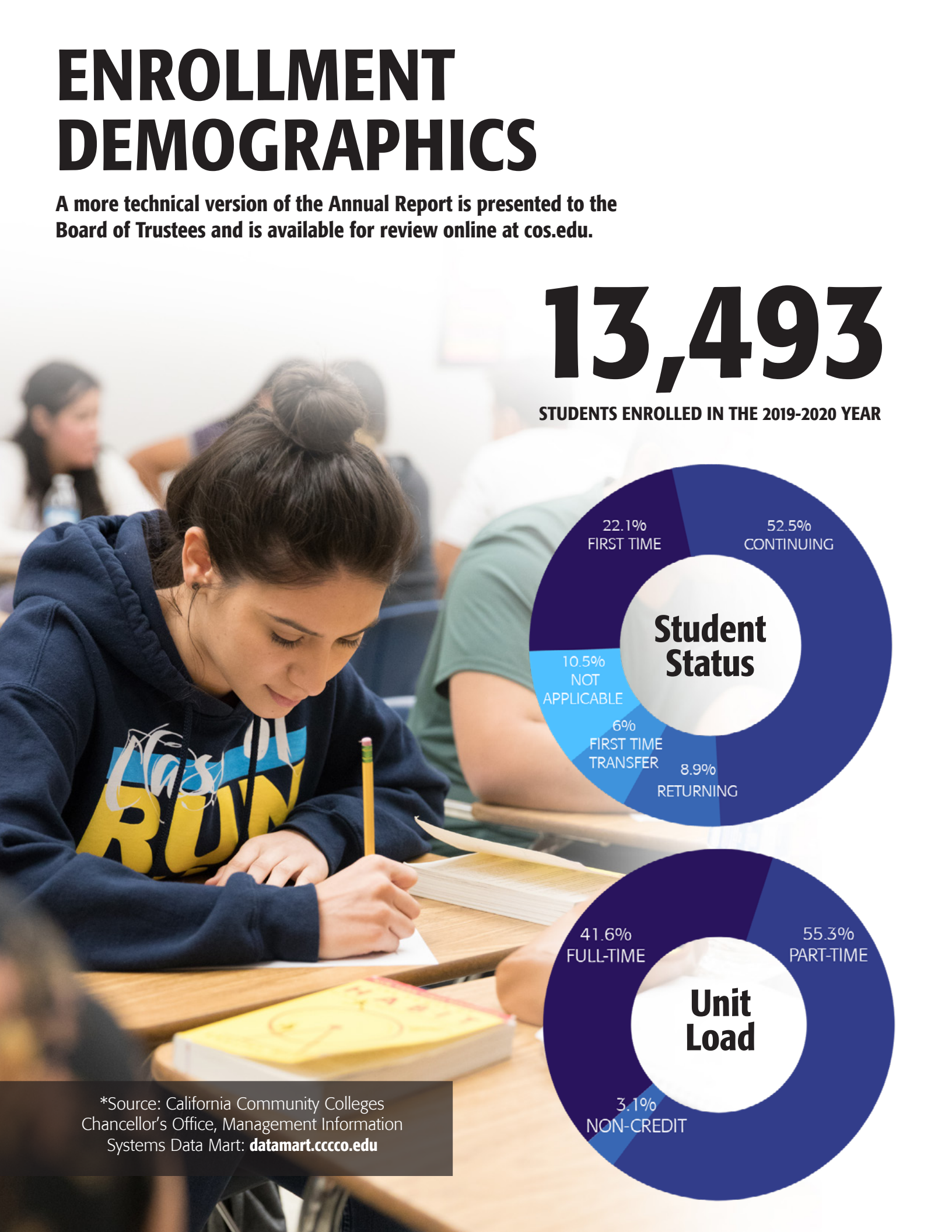
The Fall 2019 class celebrates with family and friends following the RN Pinning Ceremony at the COS Theatre. (Opposite) Students pose with Professor Rob Morris in the Nursing Simulation Lab.

ENROLLMENT DEMOGRAPHICS

A more technical version of the Annual Report is presented to the Board of Trustees and is available for review online at cos.edu.

13,493

STUDENTS ENROLLED IN THE 2019-2020 YEAR



*Source: California Community Colleges Chancellor's Office, Management Information Systems Data Mart: **datamart.cccco.edu**

COS FOUNDATION

The COS Foundation is a private not-for-profit organization led by volunteer community members. It exists to exclusively benefit the College of the Sequoias and its students.

Foundation volunteers and staff cultivate and direct community resources to COS in areas that matter most to the communities that COS serves. Gifts generally come in the form of direct cash, special event participation, and planned gifts. Some recent uses of raised funds include student scholarships, educational equipment purchases, and capital improvements.

$650,000
DONATIONS FOR THE COLLEGE IN 2019-2020

$410,500
SCHOLARSHIP AWARDS FOR 2020-2021

2,114
GIFTS FROM 978 INDIVIDUAL DONORS

$96,876
PROGRAM SUPPORT

$43,000
SCHOLARSHIP INCENTIVES FOR COS STUDENTS TRANSFERRING TO FRESNO STATE VISALIA CAMPUS INTEGRATED TEACHER EDUCATION PROGRAM

$53,955
CAPITAL AND EQUIPMENT PROJECTS

IRRIGATION MANAGEMENT

"An irrigation management career appealed to me because I work in nut orchards, can find work where I already live, and it is a huge new field that is growing quickly."

The COS Tulare campus is in the heart of the rapidly growing field of irrigation management, explained Charles Abee, lead Agriculture Technology faculty member. "Tulare is a top agricultural county and the headquarters for many manufacturers in water management technology," said Abee. "The Sustainable Groundwater Management Act (SGMA) is also creating a demand for skilled people. Students can quickly earn irrigation technology and management certificates for well-paid careers in this new industry."

Victor Rodriguez started in welding at COS and discovered the need for irrigation experts while taking a course on pumps and wells. "I want to be part of the change in how water is used, by designing new efficient irrigation systems," said Rodriguez, agriculture technology major. "COS opened the door to finding a job that I love to do versus a job that I have to do."

Part-time work for Bioflora taking soil and water samples to improve crop production led Kyler Hendrick to COS to study plant science. "Professor Abee created a passion inside me for helping farmers change the way that they apply water to fields," said Hendrick. "With the new SGMA regulations, every drop of water becomes important."

To apply his aptitude for science and technology to water sustainability, Konner Gilman switched from majoring in biology to plant science. "I like being outdoors, working with my hands," said Gilman. "An irrigation management career appealed to me because I work in nut orchards, can find work where I already live, and it is a huge new field that is growing quickly."

CULINARY ARTS PROGRAM

The COS Culinary Arts Program offers students the ability to receive certificates of achievement in Culinary Arts Fundamentals, Beginning Culinary Arts, and an Associates of Science in Culinary Arts. These achievements lay the basic foundation for success in the culinary arts industry.

Professor and Chef, Kyran Wiley explains, "COS has totally upgraded the culinary arts program. The program will be offering new culinary classes, new culinary arts certificates, and a new associate of science in culinary arts. If students are interested in joining the industry or just want to learn basic cooking skills, these classes will provide foundational elements to support industry professionals or the at home cook." This program will provide students with a clear pathway to earning the new certificates of achievement.

The new courses will include a beginning culinary arts course, baking and desserts course, advanced culinary arts course, and culinary arts work experience. It will lay the foundation for student success in the culinary arts industry. Students will gain fundamentals and basic culinary skills providing them the skill set to be hired in the culinary arts industry to gain first-hand experience in the field. It is a fast paced, competitive workforce that is always growing and in need of experienced food services workers.

“Take advantage of the intimate environment at COS Hanford. Your hard work and the help provided for you, will guarantee your success.”

STUDENT SPOTLIGHT AT COS HANFORD

Davynn Meek is a Liberal Studies Major Transferring to Fresno State.

Q: Why did you decide to come to College of the Sequoias?

A: I chose College of the Sequoias as a senior graduating high school because as deadlines were approaching for CSU applications, I became overwhelmed with all the decisions. I knew I wanted to go to school close to home and of course didn't want to spend loads of money, so when I looked further into COS and learned about the College Promise program, I knew COS would be a good choice for me.

Q: What impact has COS made on your academic experience? How has attending the COS Hanford campus played a role in that experience?

A: COS has impacted my academic experience in a positive way. COS Hanford is a smaller campus and allows for a more personable environment for students. College anywhere is very independent. However, COS Hanford is full of free, easily accessible resources that promote student success. I took advantage of these resources and was pleased with how that help was reflected in my grades. This college experience alone has helped me mature and take responsibility of my future.

Q: What experiences or opportunities have you had that will assist you in transferring, and ultimately in your career choice?

A: The first was a meeting with a Transfer and Career Counselor at the COS Hanford Campus. With this appointment I was able to begin my CSU application and understand the next steps in transferring. After my application was completed, I met with the head counselor at the COS Hanford Campus, Lisa, to review my application before submitting. She then helped me create a timeline, understand future requirements, and explore different programs. I have been nothing but encouraged and supported by instructors and staff members with my career path at the Hanford Campus.

Q: What is the importance of these experiences and opportunities to you?

A: This is my career and my life that I am starting here at COS, so naturally I am taking each step seriously. The people and counselors I have met with during this experience understood this and helped me in a way that went above and beyond. I am truly grateful.

Q: What advice would you share with an incoming COS Hanford student?

A: Take advantage of the intimate environment at COS Hanford. Your hard work and the help provided for you, will guarantee your success. Your first two-years of College could be free, so you can save so much before transferring. The College of the Sequoias' focus is on your success, whatever your path may be.

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AB 705 Quantitative Reasoning Disaggregated Outcomes Report:

Fall 2018 Cohort to Fall 2019 Cohort Comparisons

August 2021

Sequoias Community College District

COS

College of the Sequoias

RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS

To: The College of the Sequoias Community

From: Dr. Mehmet "Dali" Ozturk, Dean, Research, Planning and Institutional Effectiveness
Date: August 23, 2021

Subject: AB 705 Quantitative Reasoning Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Analysis and evaluation of student outcomes are valued and are integral to our improvement efforts at the College of the Sequoias (COS). Assembly Bill 705 (AB 705) requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and Quantitative Reasoning within a one year time-frame. Under the new law, a student cannot be denied entry into a transfer-level Quantitative Reasoning or English courses unless the college can prove that the student is highly unlikely to succeed. The Research Office conducted a comprehensive data analysis and developed this report to assist COS faculty, staff, administrators, and others in understanding the impact of placement practices, resulting from AB 705 requirements, on Quantitative Reasoning (QR) outcomes for students from varying backgrounds. A special thanks to Tyler Virden, Research Analyst, for her work on the analysis and report.

Attached for your review and use, is the *AB 705 Quantitative Reasoning Disaggregated Outcomes Report: Fall 2018 Cohort to Fall 2019 Cohort Comparisons* report. For the Fall 2018 cohort, there were 2,692 students in the placement cohort and 2,626 students in the throughput cohort. Additionally, when including excused withdrawals as valid attempts, 1,380 students in the Fall 2018 cohort attempted a QR course prior to the subsequent Fall semester, and when excluding excused withdrawals as valid attempts, 1,379 students in the Fall 2018 cohort attempted a QR course prior to the subsequent Fall semester. For the Fall 2019 cohort, there were 2,979 students in the placement cohort and 2,829 students in the throughput cohort, and when including excused withdrawals as valid attempts, 2,214 students in the Fall 2019 cohort attempted a QR course prior to the subsequent Fall semester. When excluding excused withdrawals as valid attempts, 2,131 students in the Fall 2019 cohort attempted a QR course prior to the subsequent Fall semester.

Please be aware that student outcomes are only reported in the aggregate so that the privacy of students is protected. Disclosure of personally identifiable information to unauthorized parties violates the Family Education Rights & Privacy Act (FERPA). **It is expected that employees/administrators exercise the privilege of using such data/information with care and integrity, and protect the confidentiality and privacy of individuals.** Please use this information only for its intended purpose and handle it in a professional and careful manner as required by the District's General Ethical Standards (COS AP 3050).

The Office of Research, Planning and Institutional Effectiveness is happy to provide consultation and assistance with any questions or concerns regarding this report, if needed. We highly encourage you to submit a Data/ Research Request form for additional data and analysis or consultation: https://www.cos.edu/en-us/Research/Pages/Ad-Hoc-Data-and-Research-Requests.aspx.

Sincerely,

Dr. Mehmet "Dali" Ozturk
Dean, Research, Planning and Institutional Effectiveness

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INTRODUCTION

Background

According to the AB-705 website (https://ab705.org/what-is-the-law) AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and Quantitative Reasoning within a one year timeframe.

Colleges must place students into English and Quantitative Reasoning (QR) courses using one or more of the following:

- high school coursework
- high school grades
- high school grade point average.

Under the new law, a **student cannot be denied entry into a transfer-level Quantitative Reasoning (QR) or English courses** *unless* the college can prove that the student is highly unlikely to succeed. Students may be required to enroll in a concurrent support course.

Who was included?

The cohorts consist of all Fall 2018 and Fall 2019 first-time students enrolled at census in any course are included in placement analyses, and all Fall 2018 and Fall 2019 first-time students enrolled at census in any credit course are included in all other analyses. The data is current as of 1.4.21.

Which Classes were included?

The courses included in the analyses were Math 010, Math 021, Math 035, Math 065, Math 070, Math 154, Bus 020, Bus 119, SSCI 025.

What metrics were used?

The following are definitions of outcomes assessed in this report.

Placement Cohort – Consists of first-time students enrolled at census in any course during the Fall semester.

Throughput Cohort – Consists of first-time students enrolled at census in any credit course during the Fall semester.

Successful Grades – A, B, C, P

Including EWs – All grades, including excused withdrawals (EW) and military withdrawals (MW) are included as valid attempts.

Excluding EWs – All grades, except excused withdrawals (EW) and military withdrawals (MW) are included as valid attempts.

Placement Status – All students with a placement score of 5.5 or greater were categorized as "placed without support". All students with a placement score below 5.5 were categorized as "placed with support".

Support Status – All students who took English and/or QR without support were listed as "taken without support". All students concurrently enrolled in a support course were listed as "taken with support" even if the student was not placed with support. Students are only listed as "taken with support" in the semester they concurrently took the support course.

- Students who take a QR course with support in Fall and retakes the same QR course without support in Spring are only categorized as "taken with support" for the Fall semester.
- Students who take a QR course in Fall with support and take a different QR course without support in a subsequent semester are only categorized as "taken with support" for the Fall semester.

Placement Rate – The ratio of students who placed into any transfer level math course (Fall 2018 cohort) or any transfer level math course without support (Fall 2019 cohort) to all students in the placement cohort for the respective year.

Enrolled at Census – The percentage of students in the cohort who were enrolled at census in a QR course prior to the subsequent Fall semester*. Prior to the subsequent Fall semester includes Fall, Spring, Summer, and any semester prior to becoming a first-time students such as when dual or concurrently enrolled.*

Did Not Attempt– The percentage of students in the cohort who were not enrolled at census in a QR course prior to the subsequent Fall semester. (Numerator includes students who either unsuccessfully completed or did not attempt a QR course).

Unsuccessful Attempts– The percentage of students in the cohort who were enrolled at census in a QR course, but did not receive a successful prior to the subsequent Fall semester. (Numerator does not include students who did not attempt a QR course).

Did Not Complete– The percentage of students in the cohort who did not receive a successful grade in a QR course prior to the subsequent Fall semester. (Numerator includes students who either unsuccessfully completed or did not attempt a QR course).

Throughput Rate – The percentage of students in the cohort who successfully completed a QR course **(with or without support)** prior to the subsequent Fall semester. Prior to the

subsequent Fall semester includes Fall, Spring, Summer, and any semester prior to becoming a first-time students such as when dual or concurrently enrolled. (Denominator includes all students in the throughput cohort).

Course Success Rate – The ratio of successful grades to grades in all QR courses among first-time students enrolled at census in a course within their first year.

- Students may have a grade in multiple semesters and are therefore counted multiple times towards the course success rate.

Withdrawal Rate –The ratio of withdrawal grades (W) to grades in all QR courses among first-time students enrolled at census in a course within their first year.

- Students may have a grade in multiple semesters and are therefore counted multiple times towards the withdrawal rate.

Excused Withdrawal Rate – The ratio of excused withdrawal grades (EW/MW) to grades in all QR courses among first-time students enrolled at census in a course within their first year.

- Students may have a grade in multiple semesters and are therefore counted multiple times towards the excused withdrawal rate.

Infographic definitions – *Please note that students are only placed into one of the categories listed below. If students have multiple attempts (either in the same QR course or different QR courses) they are categorized based on their highest ranking attempt (1- received passing grade, 2- received non-passing grade, 3- enrolled, but withdrew after census, enrolled but received, EW/MW, 5-enrolled but withdrew before census, and 6- never enrolled).*

- **Received passing grade-** percentage of students who received a passing grade (A, B, C, P) in a QR course prior to the subsequent fall semester.
- **Received non-passing grade-** percentage of students who received a non-passing grade (D, F, I, NP) in a QR course prior to the subsequent fall semester.
- **Enrolled, but withdrew after census-** percentage of students who were enrolled ate census in a QR course prior to the subsequent fall semester, but withdrew after the census date.
- **Enrolled, but received EW/MW-** percentage of students who were enrolled at census in a QR course prior to the subsequent fall semester, but received a EW/MW.
- **Enrolled, but withdrew before census-** percentage of students who enrolled in a QR course prior to the subsequent fall semester, but withdrew before census.
- **Never enrolled-** percentage of students who neve enrolled in a QR course prior to the subsequent fall semester.

Executive Summary

Placement Rates for QR Courses (Without Support)

All racial/ethnic groups, except Native Americans, as well as all other student groups regardless of their gender, PELL status, or college generation status had higher placement rates for the Fall 2019 cohort when compared to the Fall 2018 cohort. The District placement rate for the Fall 2019 cohort was 52%. Based on race/ethnicity, Filipino students had the highest QR placement rates for the Fall 2019 cohort. Additionally, based on gender, female students had the highest QR placement rates for the Fall 2019 cohort, and PELL recipients had a higher placement rate for the Fall 2019 when compared to non-PELL recipients. Finally, non-first generation college students had the highest QR placement rates based on college generation status.

Census Enrollment for QR Courses (Excluding EWs)

All student groups regardless of their race/ethnicity, gender, PELL status, or college generation status had a greater percentage of students in the Fall 2019 cohort who were enrolled at census in a QR course prior to the subsequent Fall semester when compared to the Fall 2018 cohort. The percentage of students who were enrolled at census in a QR course for the District was 52%. When examining enrollment by race/ethnicity, Filipino students had the highest percentage of students who were enrolled in a QR course at census, and Hispanic students closed the equity gap that existed among the Fall 2018 cohort by going from two percentage points below the District in Fall 2018 to one percentage point above the District in Fall 2019. Additionally, among the Fall 2019 cohort, students with an unknown gender had the highest percentage of students enrolled at census in a QR course, but female students had the largest increase in enrollment rates from the Fall 2018 cohort to the Fall 2019 cohort. Furthermore, PELL recipients had a higher percentage of students who were enrolled in a QR course at census when compared to non-PELL recipients. Finally, based on college generation status, non-first generation college students had the highest percentage of students enrolled at census in a QR course, but first generation college students had the greatest improvement in the percentage of students enrolled at census from Fall 2018 to Fall 2019.

Did not Take a QR Course (Excluding EWs)

All student groups regardless of their race/ethnicity, gender, PELL status, or college generation status had a lower percentage of students in the Fall 2019 cohort who did not take a QR course prior to the subsequent Fall semester when compared to the Fall 2018 cohort. The overall District percentage of students who did not take a QR course was 48%. When examining students who did not take a QR course by race/ethnicity, Filipino students had the lowest percentage of students who did not take a QR course, but Hispanic students closed the equity gap by going from two percentage points above the District in Fall 2018 to one percentage point above the District in Fall 2019. In addition, Fall 2019 cohort comparisons based on gender indicated that students with an unknown gender had the lowest percentage of students who did not take a QR course, while female students had the greatest improvement from the Fall 2018 cohort to the Fall 2019 cohort. Furthermore, PELL recipients had a lower percentage of students who did not take a QR course when compared to non-PELL recipients. Finally, non-first generation and first generation college students had a lower percentage of students who did not take a QR course when compared to students with an unknown college generation status,

but first generation college students had a greater decline in percentage of students who did not take a QR course when compared to the District.

Unsuccessful QR Attempts (Excluding EWs)

All student groups regardless of their race/ethnicity, gender, PELL status, or college generation status had an increase in the percentage of students who unsuccessfully attempted the QR requirement. District-wide, 20% of students in the Fall 2019 cohort attempted a QR course, but received unsuccessful grades. For the Fall 2019 cohort, African American students had the lowest percentage of unsuccessful attempts when comparing racial/ethnic groups, and based on gender, female students had the lowest percentage of unsuccessful attempts. For the Fall 2019 cohort comparison based on PELL status, non-PELL recipients had the lowest percentage of students who unsuccessfully attempted a QR course, while non-first generation college students had the lowest percentage of students who unsuccessfully attempted a QR course based on college generation status.

Did Not Successfully Complete a QR Course

All student groups regardless of their race/ethnicity, gender, PELL status, or college generation status declined in the percentage of students who did not successfully complete a QR course prior to the subsequent Fall semester. Overall, 69% of the Fall 2019 cohort did not successfully complete a QR course prior to the subsequent Fall semester. Based on race/ethnicity, Filipino had the lowest rate of students who did not successfully complete a QR course among the Fall 2019 cohort, but African American students made significant progress by reducing the percentage of students who did not successfully complete a QR course from 95% among the Fall 2018 cohort to 70% among the Fall 2019 cohort. Additionally, students with an unknown gender had the lowest percentage of students who did not successfully complete a QR course among the Fall 2019 cohort when compared to male and female students, but PELL recipients and non-PELL recipients had the same percentage of students who did not successfully complete a QR course. Finally, non-first generation college students had a lower percentage of students who did not successfully complete a QR course when compared to first generation college students and students with an unknown generation status.

Throughput Rates for QR Requirement

All student groups regardless of their race/ethnicity, gender, PELL status, or college generation status had an increased QR throughput rate for the Fall 2019 cohort when compared to the Fall 2018 cohort, and the QR throughput rate for the District was 31%. Filipino students had highest QR throughput rate based on race/ethnic comparison, but African American students made substantial progress towards reducing the equity gap in QR throughput rates that existed among the Fall 2018 cohort by going from 10 percentage points below the District in Fall 2018 to only one percentage point below the District in Fall 2019. When comparing QR throughput rates based on gender, students with an unknown gender had the highest throughput rates among the Fall 2019 cohort, while PELL recipients and non-PELL recipients had the same throughput rates among the Fall 2019 cohort. Finally, based on college generation status, non-first generation college students had the highest QR throughput rates.

Throughput Rates for QR Requirement by Placement Status

All student groups regardless of their race/ethnicity, gender, PELL status, or college generation status had higher QR throughput rates for students who placed without support. For the Fall 2019 cohort, students who were placed into a QR course without support (44%) had more than double the throughput rate of those were placed into a QR course with support (17%). Filipino students had the highest throughput rates among both those who placed with support and those placed without support. Asian students had the largest disparities between those who placed with support and those placed without support. Additionally, gender comparison revealed that female students had the highest throughput rate among those who placed with support, while students with an unknown gender had the highest throughput rate among those who placed without support. Students with an unknown gender also had the largest disparities in QR throughput rates between those who placed with support and those who placed without support. Furthermore, PELL recipients had the highest throughput rate among those who placed with support, while non-PELL recipients had the highest throughput rate among those who placed without support. Non-PELL recipients had a larger disparity in throughput rates between those who placed with support and those who placed without support. Finally, non-first generation college students had the highest QR throughput rate among both those who were placed with support and those who were placed without support, and non-first generation college students had the largest gap in throughput rates between those who were placed with support and those who were placed without support.

Course Success Rates for QR Courses (Excluding EWs)

The Fall 2019 cohort's QR course success rates were lower among Native American, Asian, Filipino, Hispanic, Multi-ethnic, and White students when compared to the Fall 2018 cohort. Additionally, QR course success rates were lower for the Fall 2019 cohort among non-first generation and first generation college students as well as all student groups regardless of gender and PELL status when compared to the Fall 2018 cohort. District-wide the course success rate for QR courses among the Fall 2019 cohort within their first year was 57%. Based on race/ethnicity, African American students had the highest course success rates, and African American students made substantial gains in QR course success rates by going from 23 percentage points below the District in Fall 2018 to 22 percentage points above the District in Fall 2019. Additionally, based on gender, female students had the highest QR course success rates, and based on PELL status non-PELL recipients had the highest course success rates. Finally, non-first generation students had the greatest course success rates, and from Fall 2018 to Fall 2019 first generation college students' course success rates declined less than the District's.

Course Success Rates for QR Courses by Support Status (Excluding EWs)

For the Fall 2019 cohort, all racial/ethnic groups, except Native Americans and Filipinos, as well as all, other student groups regardless of their gender, PELL status, or college generation status had higher course success rate for students who took QR courses without support. The District average course success rate for students who took QR courses with support (45%) was significantly lower than the District average course success rate for students who took QR courses without support (65%). Filipino students had the highest course success rate among those who took QR courses with support, while African American students had the highest course success rate among those who took QR courses without support. Native American students had the largest disparities between those who took QR courses with support and those who took QR courses without support. When examining gender differences in QR course success rates, female students had the greatest course success rate among

those who took QR courses with support, while students with an unknown gender had the greatest course success rate among those who took QR courses without support. Students with an unknown gender also had the greatest disparity in course success rates between those who took QR courses with support and those who took QR courses without support. When comparing course success rates by support status based on PELL status, PELL recipients had a greater course success rate among those who took QR courses with support when compared to non-PELL recipients, and non-PELL recipients had a greater course success rate among those who took QR courses without support. Non-PELL recipients had the largest discrepancy in course success rates between those who took QR courses with support and those who took QR courses without support. Finally, regardless of support status, non-first generation college students had greater course success rates when compared to first generation college students and students with an unknown generation status, but first generation college students had the largest gap in course success rate between those who took QR course with support and those who took QR course without support.

Withdrawal Rates for QR Courses

The Fall 2019 cohort's QR course withdrawal rates were higher among Hispanic, Multi-ethnic, and White students when compared to the Fall 2018 cohort. Additionally, QR withdrawal rates were higher for the Fall 2019 cohort among all student groups regardless of gender, PELL status, and college generation status when compared to the Fall 2018 cohort. The District's withdrawal rate for the Fall 2019 cohort was 15%, and comparisons based on race/ethnicity indicated that Multi-Ethnic students had the highest withdrawal rates among the Fall 2019 cohort. Additionally, students with an unknown gender had the highest withdrawal rate based on gender, while non-PELL recipients had the highest withdrawal rates based on PELL status. Finally, among the Fall 2019 cohort, students with an unknown college generation status had a higher withdrawal rate when compared to non-first generation and first-generation college students.

Excused Withdrawal Rates for QR Courses

All racial/ethnic groups, except Filipinos and all gender groups, except students with an unknown gender had higher excused withdrawal rates among the Fall 2019 cohort when compared to the Fall 2018 cohort. Additionally, all student groups regardless of their PELL status or college generation status had higher excused withdrawal rates among the Fall 2019 cohort when compared to the Fall 2018 cohort. The District's excused withdrawal rate for the Fall 2019 cohort was 11%, and Native American students had the highest excused withdrawal rates among the Fall 2019 cohort when compared to other race/ethnic groups. Furthermore, male and female students had a higher excused withdrawal rate when compared to students with an unknown gender, while PELL recipients had a higher excused withdrawal rate when compared to non-PELL recipients. Finally, among the Fall 2019 cohort, non-first generation college students had the highest excused withdrawal rate based on college generation status.

****Please note that the executive summary is based on the analyses which EXCLUDED EWs as valid attempts. Excluding EWs did change the percentages for nearly all analyses, but the overall patterns typically did not differ based on the inclusion or exclusion of EWs.*

Race/Ethnicity Comparisons

AB 705 QR Student Outcomes By Race/Ethnicity: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on AB 705 QR Student Outcomes By Race/Ethnicity

Based on race/ethnicity, what do QR placement rates (without support) look like for first-time students?

All racial/ethnic groups had higher placement rate for the Fall 2019 cohort, except Native American students. Native American Students had the same placement rate for both cohorts. Among the Fall 2019 cohort, Filipino (75%), Multi-Ethnic (65%), and White (64%) students had the highest QR placement rates for the Fall 2019 cohort, while African American (44%), Native American (27%), Asian (50%), and Hispanic (49%), students as well as students with an unknown race/ethnicity (47%) fell below the District's QR placement rate (52%). Additionally, from Fall 2018 to Fall 2019, Filipino (+56 percentage points), Multi-Ethnic (+39 percentage points), and White (+41 percentage points) students had greater increases in QR placement rates when compared to the District (+35 percentage points).

Based on race/ethnicity, which first-time students have been enrolled at census in a QR course prior to the subsequent Fall semester?

All racial/ethnic groups had a greater percentage of students enrolled at census for the Fall 2019 cohort when compared to the Fall 2018 cohort. Filipino (75%), Asian (63%), and Hispanic (53%) students had the highest enrollment rates for the Fall 2019 cohort, while African American (38%), Native American (45%), Multi-ethnic (46%), and White (50%) students as well as students with an unknown race/ethnicity (39%), fell below the District's percent of students enrolled in a QR course at census (52%). From Fall 2018 to Fall 2019, Asian (+33 percentage points), Filipino (+44 percentage points) and Hispanic (+39 percentage points) students had greater increases in the percentage of students enrolled at census in a QR course when compared to the District (+31 percentage points). Filipino students had the greatest improvement, but Hispanic students also closed the equity gap by going from two percentage points below the District in Fall 2018 to one percentage point above the District in Fall 2019.

From Fall 2018 to Fall 2019, African American (+38 percentage points), Native American (+46 percentage points), Hispanic (+39 percentage points), and Filipino (+44 percentage points) students had greater increases in the percentage of students enrolled at census in a QR course when compared to the District (+35 percentage points). Native American students had the greatest improvement and closed the equity gap by going from three percentage points below the District in Fall 2018 to eight percentage points above the District in Fall 2019. Hispanic students also closed the equity gap by going from two percentage points below the District in Fall 2018 to two percentage points above the District in Fall 2019.

When examining enrolled at census including EWs, the patterns mostly remained the same as those seen in enrolled at census excluding EWs. The District's percentage of students enrolled at census in a QR course (including EWs) was 56%, and when including EWs, Native American students (64%) had a greater percentage of students enrolled at census in a QR course when compared to the District. Additionally, when including EWs, African American (+38 percentage points) and Native American (+46 percentage points) student also had greater increases in the percentage of students enrolled at census in a QR course when compared to the District (+35 percentage points). When including EWs, Native

American students had the greatest improvement in percentage of students enrolled at census in a QR course, and they closed the equity gap by going from three percentage points below the District in Fall 2018 to eight percentage points above the District in Fall 2019.

Based on race/ethnicity, which first-time students did not take in a QR course prior to the subsequent Fall semester?

The percentage of students who did not take a QR course was lower for the Fall 2019 cohort when compared to the Fall 2018 cohort for all race/ethnic groups. For the Fall 2019 cohort, Asian (37%), Filipino (25%), and Hispanic (47%) students had the lowest percentage of students who did not take a QR course. Additionally, for the Fall 2019 cohort, African American (62%), Native American (55%), Multi-ethnic (54%), and White (50%) students as well as students with an unknown race/ethnicity (61%) had a greater percentage of students who did not take a QR course when compared to the District (48%). Additionally, Filipinos (+44 percentage points) had the greatest decline in percentage of students who did not take a QR course, and Hispanic students (+34 percentage points) closed the equity gap by going from two percentage point above the District in Fall 2018 to one percentage point below the District in Fall 2019.

When examining the percentage of students who did not take a QR course (including EWs), the patterns mostly remained the same as those seen in the percentage of students who did not take a QR course (excluding EWs). The percentage of students in the District who did not take a QR course prior to the subsequent Fall semester (including EWs) was 44%. When including EWs, Native American students (36%) had a lower percentage of students who did not take a QR course when compared to the District. Additionally, when including EWs, African American (-38 percentage points) and Native American (-46 percentage points) students also had greater declines in the percentage of students who did not take a QR course when compared to the District (-35 percentage points). Native American students had the greatest decrease in percentage of students who did not take a QR course, and they closed the equity gap by going from three percentage points above the District in Fall 2018 to eight percentage points below the District in Fall 2019.

Based on race/ethnicity, which first-time students are unsuccessfully attempting QR courses prior to the subsequent Fall semester? *Please note that this is not a measure of all students who unsuccessfully completed a QR course, but instead is a measure of students who 1) attempted QR course prior to the subsequent Fall semester and 2) never received a successful grade. Students who received a successful QR grade prior to the subsequent Fall semester, regardless of their number of attempts, were not counted in this measure.*

From Fall 2018 to Fall 2019, all racial/ethnic groups had an increase in the percentage of students who unsuccessfully attempted the QR requirement. Additionally, for the Fall 2019 cohort, African American (8%), Native American (18%), Filipino (15%), and White (17%) students as well as students with an unknown race/ethnicity had lower percentage of unsuccessful QR attempts when compared to the District (20%), while Asian (22%), and Hispanic (22%) students had greater a percentage of students who unsuccessfully attempted QR when compared to the District.

When including EWs for the Fall 2019 cohort, the percentage of students in the District who unsuccessfully attempted the QR requirement (including EWs) was 25%. Additionally, a lower

percentage of African American (18%), Asian (22%), Filipino (15%), and White (21%) students unsuccessfully attempted the QR requirement when compared to the District, while a greater percentage of Native American (36%), Hispanic (27%), and Multi-ethnic (27%) students unsuccessfully attempted the QR requirement when compared to the District. Students with an unknown race/ethnicity had the same percentage of students who unsuccessfully attempted the QR requirement as the District.

Based on race/ethnicity, which first-time students do not successfully complete a QR course prior to the subsequent Fall semester?

All racial/ethnic groups had a decline in the percentage of who did not successfully complete a QR course. Additionally, for the Fall 2019 cohort, Asian (59%), Filipino (40%), and White (67%) students had a smaller percentage of students who did not successfully complete a QR course when compared to the District (69%), while African American (70%), Native American (73%), and Multi-ethnic (74%) students, as well as students with an unknown race/ethnicity (77%) had a greater percentage who did not successfully complete a QR course when compared to the District. Hispanic students had the same percentage of students who did not successfully complete a QR course when compared to the District. Furthermore, nearly all racial/ethnic groups, except Multi-ethnic and White students had a greater decline percentage who did not successfully complete a QR course when compared to the District. Filipinos had the greatest decline in percentage of students who did not successfully complete a QR course, while African American students made significant progress towards closing the equity gap by going from 10 percentage points above the District in Fall 2018 to only one percentage point above the District in Fall 2019.

Based on race/ethnicity, what do QR throughput rates look like for first-time students?

All racial/ethnic groups had an increase in QR throughput rates. Additionally, for the Fall 2019 cohort, Asian (41%), Filipino (60%), and White (33%) students had higher QR throughput rates when compared to the District (31%), while African American (30%), Native American (27%), and Multi-ethnic (26%) students, as well as students with an unknown race/ethnicity (23%) had lower QR throughput rates when compared to the District. Furthermore, nearly all racial/ethnic groups, except Multi-Ethnic and White students had a greater increase in QR throughput rates percentage when compared to the District. Filipinos had the greatest increase in QR throughput rates, while African American students made significant progress towards closing the equity gap by going from 10 percentage points below the District in Fall 2018 to only one percentage point below the District in Fall 2019.

Based on race/ethnicity, what do first-time students' QR throughput rates look like for students who were placed into QR courses with support versus students who were placed into QR courses without support?

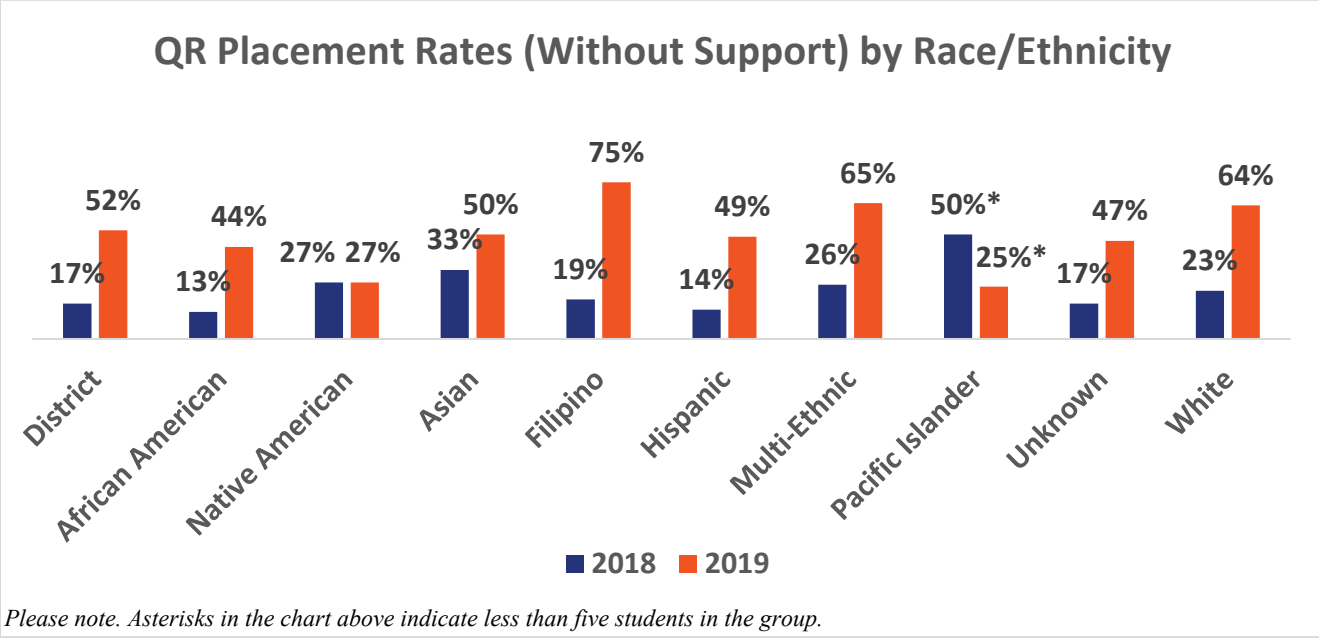
QR throughput rates were higher for those who were placed without support when compared to those placed with support for all race/ethnic groups. African American (26%), Native American (25%), and Filipino (40%) students had the highest throughput rate for those placed without support, while Asian (63%), Filipino (67%) and Hispanic (45%) students had the highest QR throughput rate among those who were placed without support. Asian (14%), Multi-ethnic (11%), and White (14%) students as well as

students with an unknown race/ethnicity (13%) had lower throughput rates for those placed with support when compared to the District (17%), while African American (36%), Native American (33%), Multi-ethnic (34%), and White (43%) students, as well as students with an unknown race/ethnicity (33%) had lower throughput rates for those placed without support when compared to the District (44%). Asian (49 percentage points), Hispanic (28 percentage points) and White (29 percentage points) students had the largest disparities in QR throughput rates between those who placed into QR courses with support and those who placed into QR courses without support.

Tables and Charts on AB 705 QR Student Outcomes By Race/Ethnicity

	2018 Placement Cohort	2019 Placement Cohort
District	2692	2979
African American	63	50
Native American	11	11
Asian	51	54
Filipino	16	20
Hispanic	1883	2063
Multi-Ethnic	140	165
Pacific Islander	*	*
Unknown	18	131
White	506	481

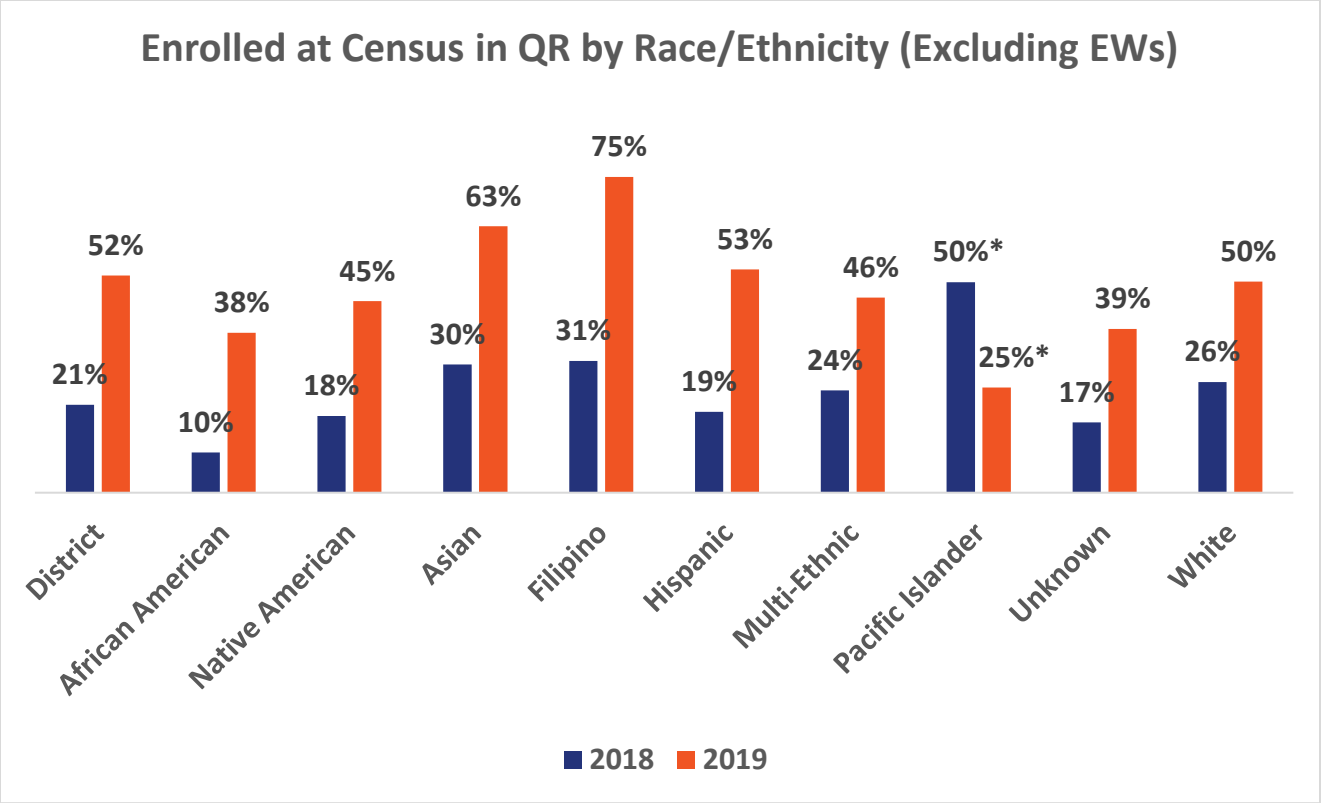
Please note. Asterisks in the table above indicate less than five students in the group.

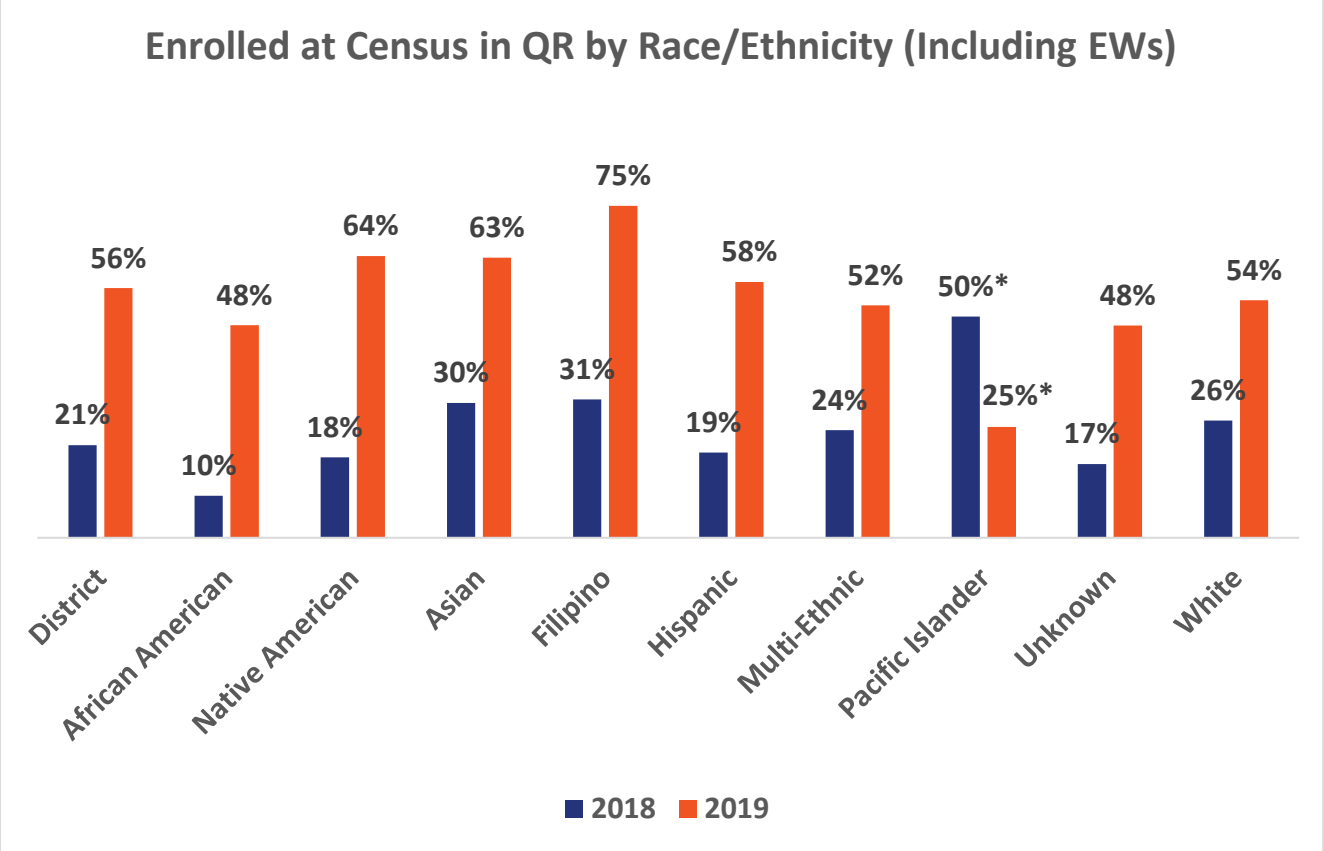


Please note. Asterisks in the chart above indicate less than five students in the group.

	2018 Throughput Cohort	2019 Throughput Cohort
District	2626	2829
African American	63	50
Native American	11	11
Asian	46	49
Filipino	16	20
Hispanic	1826	1931
Multi-Ethnic	140	162
Pacific Islander	*	*
Unknown	18	121
White	502	481

Please note. Asterisks in the table above indicate less than five students in the group.





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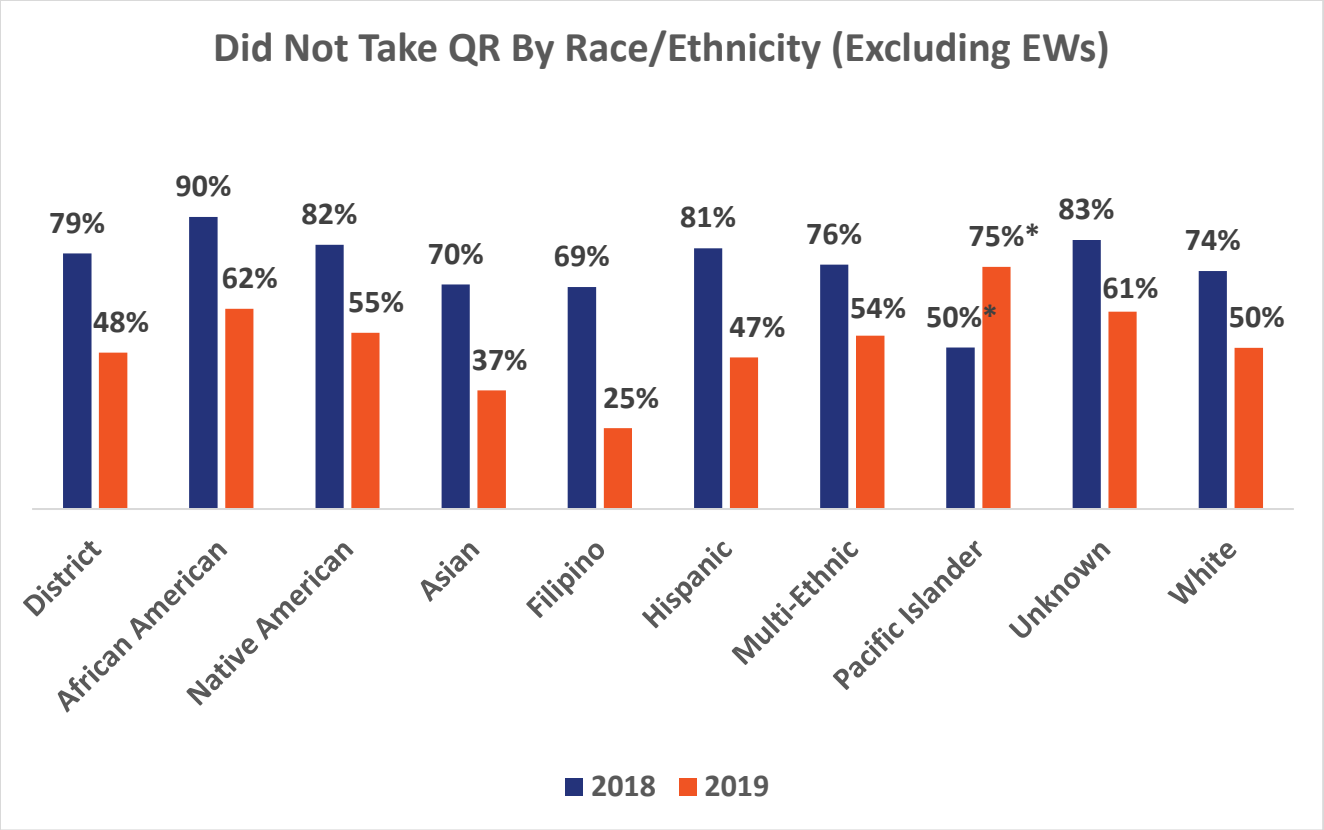

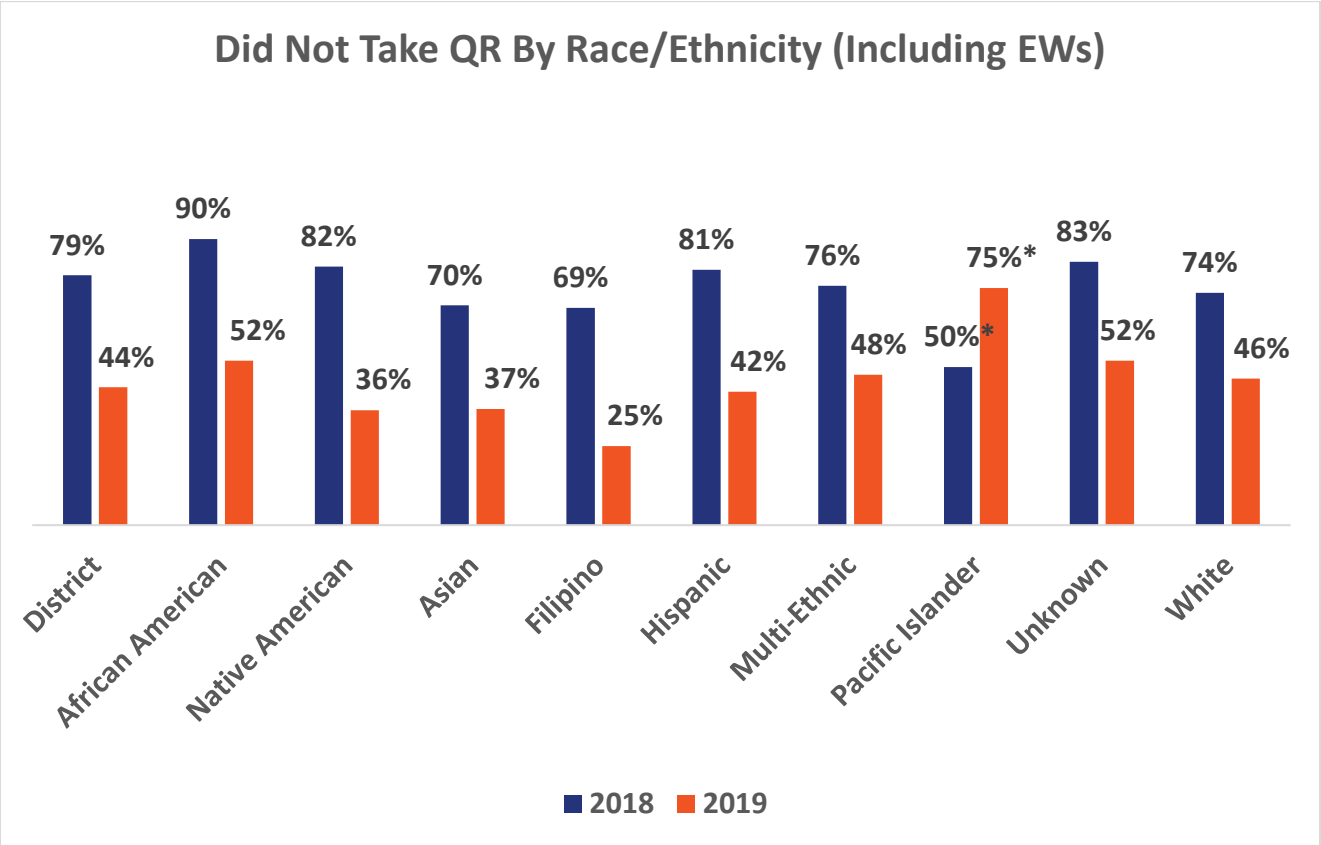

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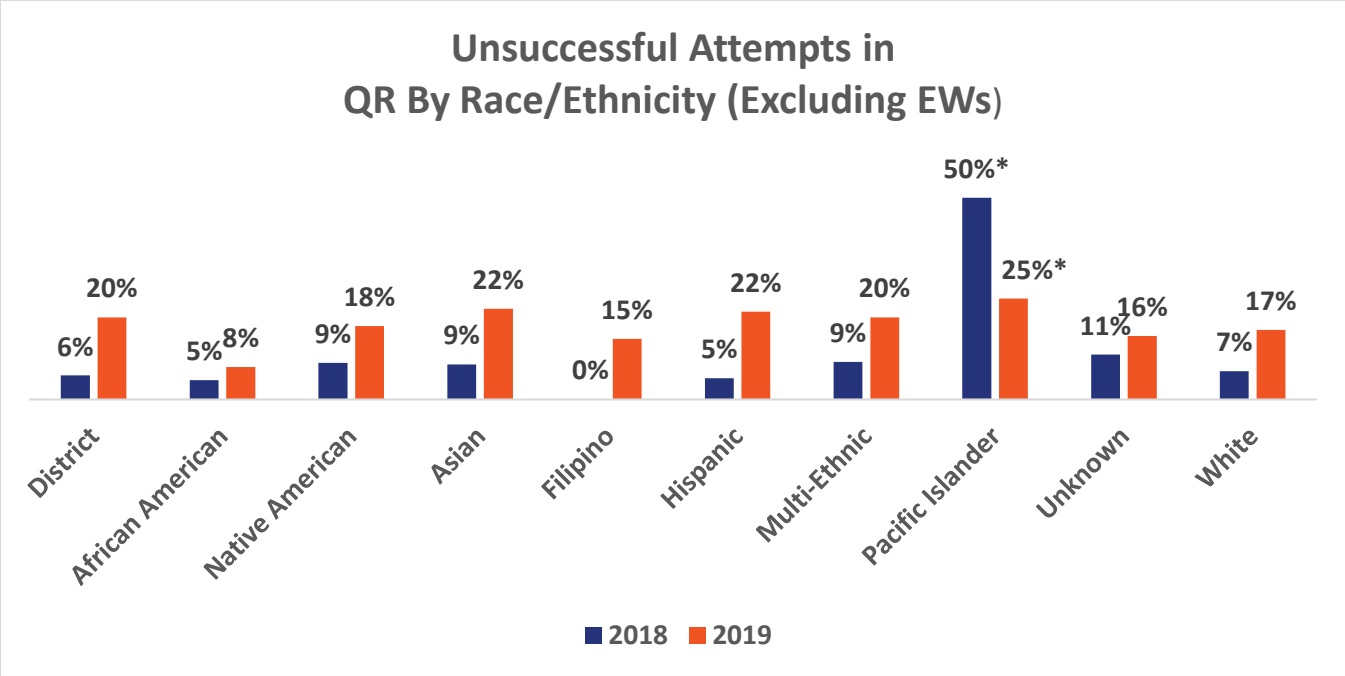

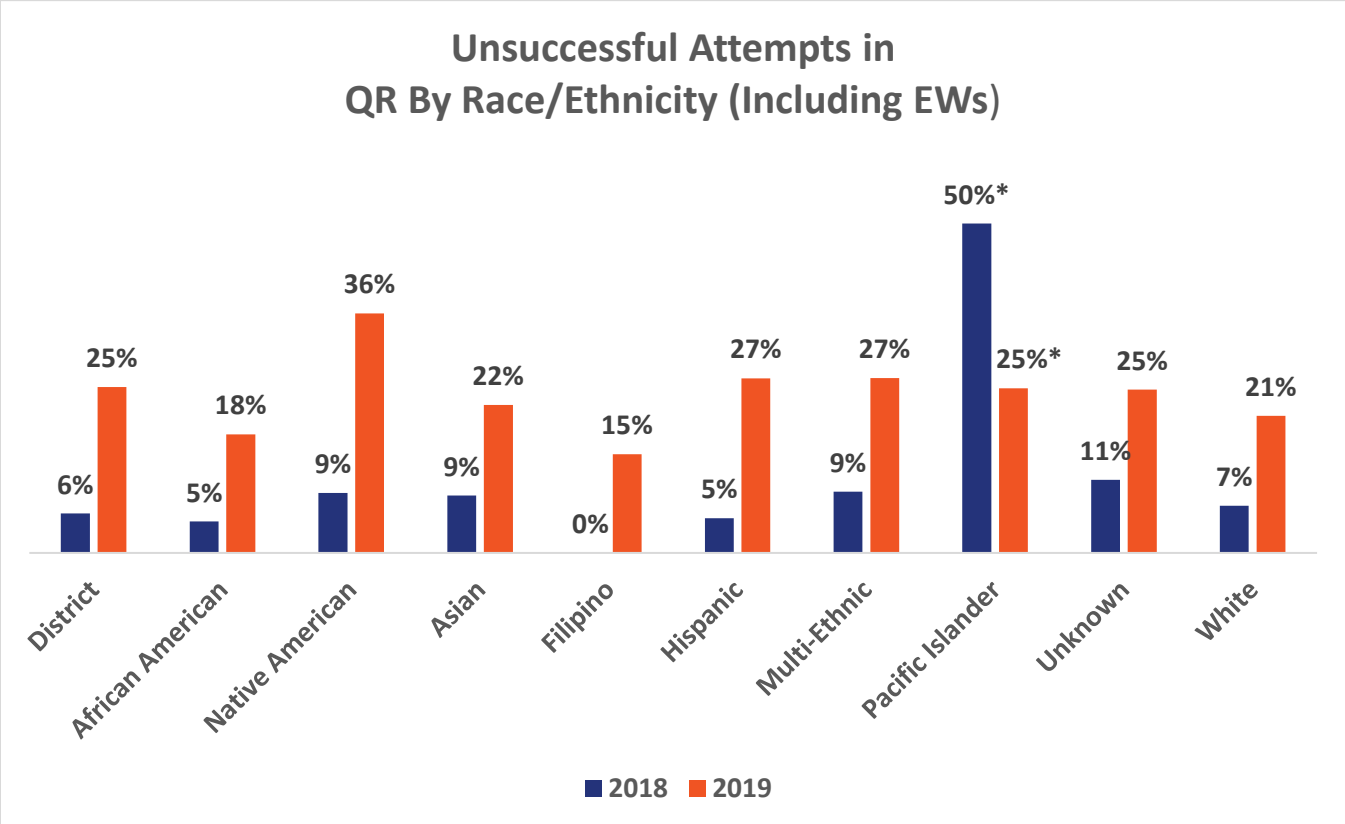

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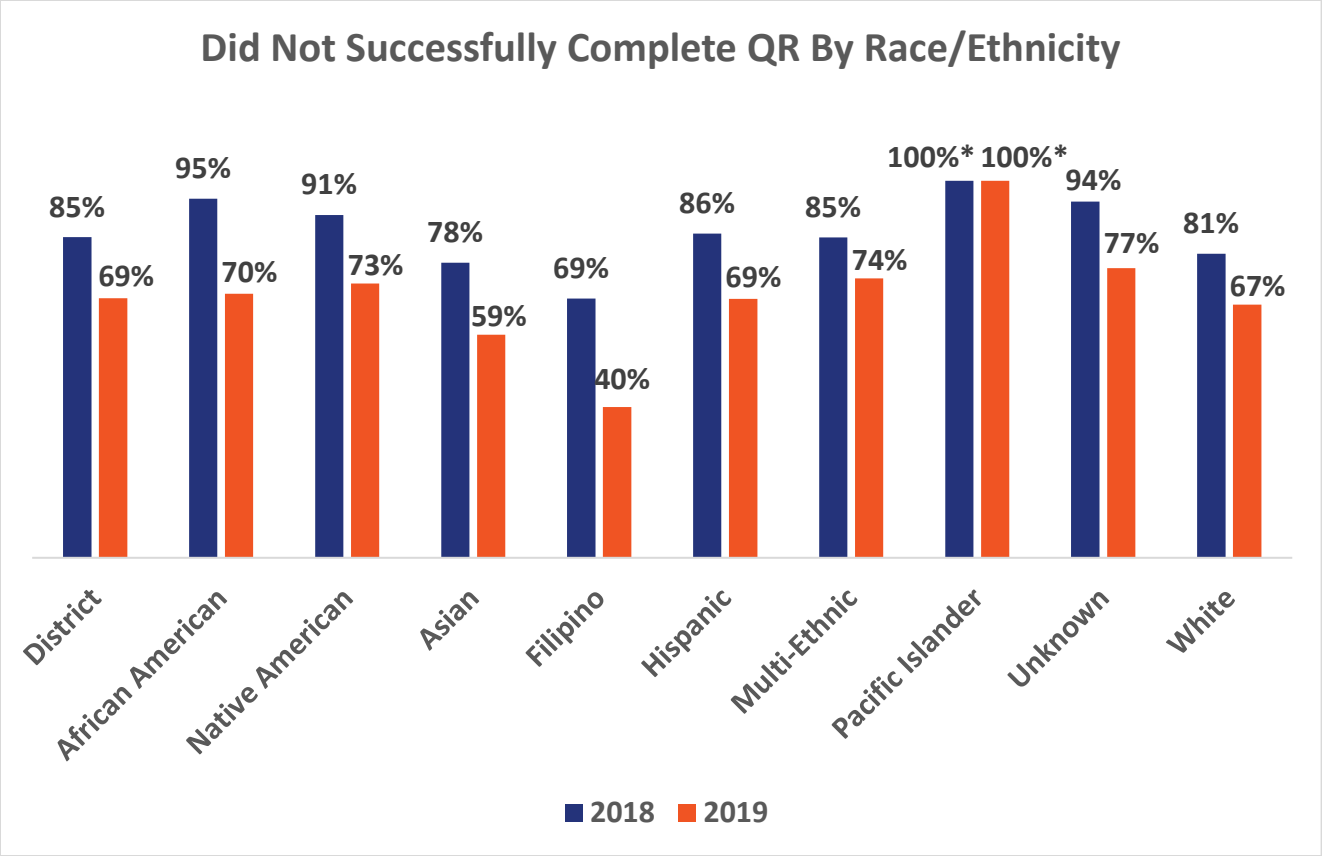

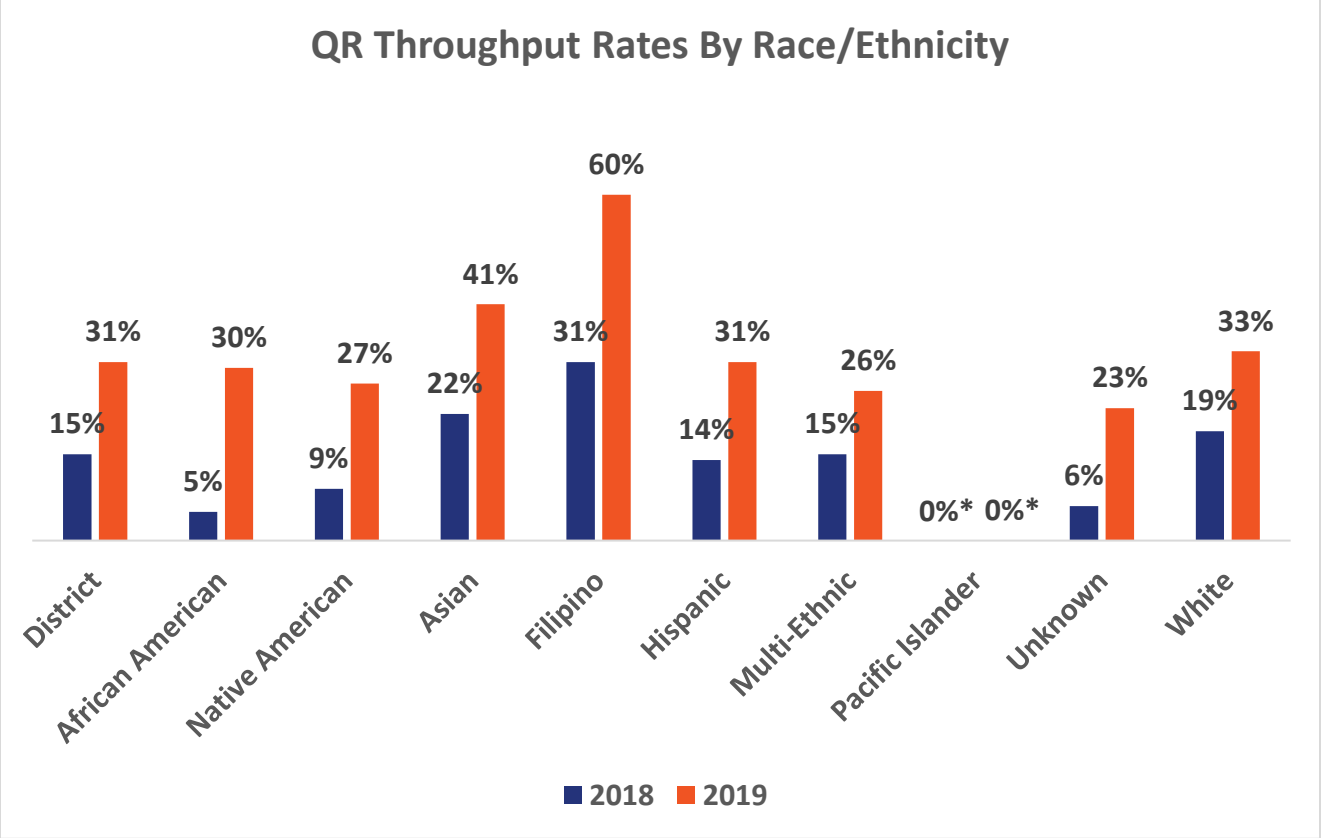

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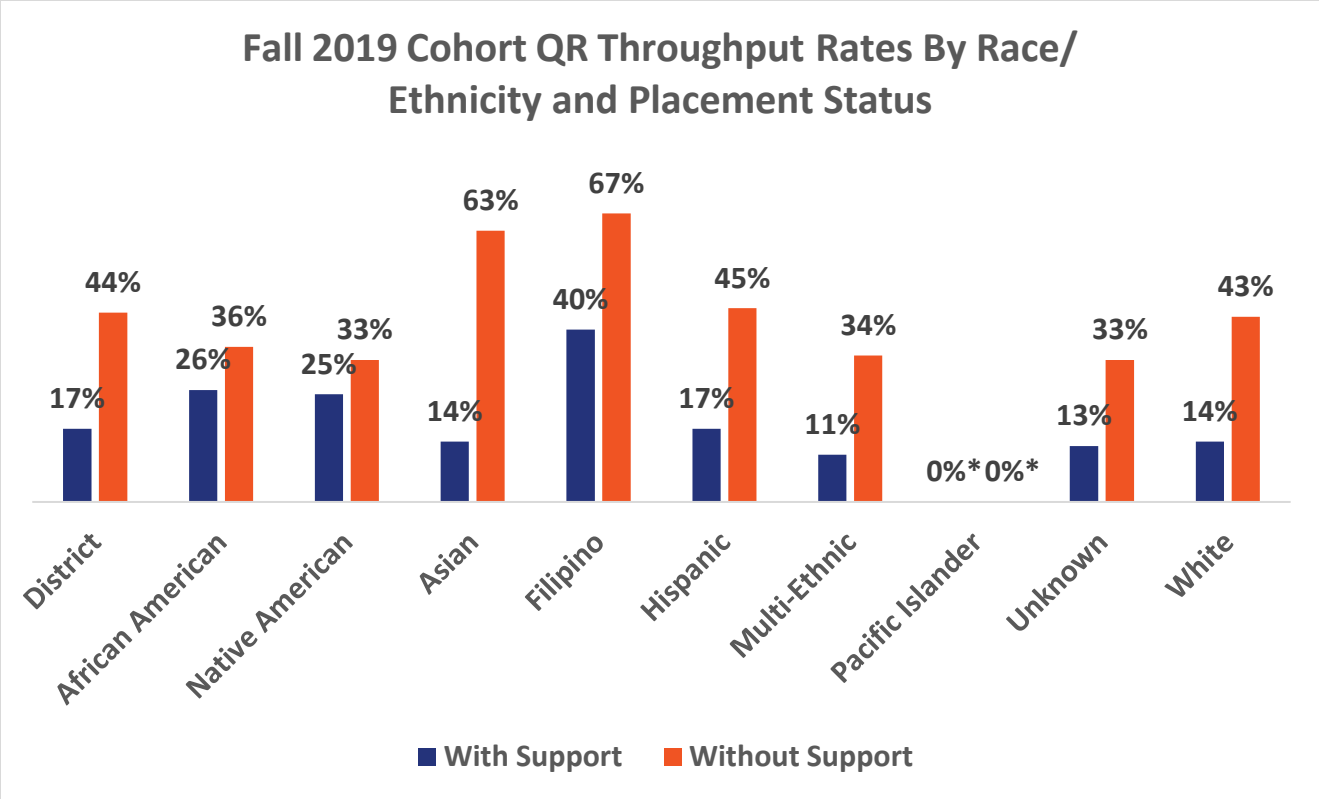


Please note. Asterisks in the charts above indicate less than five students in the group.

Additional QR Outcomes By Race/Ethnicity: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on Additional QR Outcomes by Race/Ethnicity

Based on race/ethnicity what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer)?

QR course success rates were higher for the Fall 2018 cohort for nearly all racial/ethnic groups except for African American students as well as students with an unknown race/ethnicity. African American students and students with an unknown race/ethnicity had higher QR course success for the Fall 2019 cohort. African American (75%) and Filipino (75%) students had the highest course success rates among the Fall 2019 cohort, Hispanic (56%), and Multi-ethnic (49%) students had lower QR course success rates when compared to the District (57%). Additionally, African American students (+36 percentage points) had the greatest increase in QR course success rates and closed the equity gap by going from 23 points below the District in Fall 2018 to 22 points above the District in Fall 2019, and students with an unknown gender (+28 percentage points) also closed the equity gap by going from 33 points below the District in Fall 2018 to four points above the District in Fall 2019.

When examining the QR course success rates including EWs, the patterns mostly remained the same as those seen in QR course success rates excluding EWs. When including EWs, the District's QR course success rate for the Fall 2019 cohort within their first year was 57%, and Asian students had the second highest course success rates behind Filipino students. Additionally, when including EWs, Native American students' QR throughput rate fell below the District's. Finally, African American students closed the equity gap by going from 23 percentage points below the District in Fall 2018 to nine percentage points above the District in Fall 2019. Students with an unknown gender nearly closed the equity gap by going from 33 percentage points below the District in Fall 2018 to only two percentage points below the District in Fall 2019.

Based on race/ethnicity what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer) among those who took QR courses with support versus those who took QR courses without support?

QR course success rates were higher among those who took QR courses without support for all racial/ethnic groups, except for Native American and Filipino students. Filipino (100%) and African American (73%) students had the highest course success rate among those who took QR courses with support, while African American (88%) and Asian (74%) students had the highest course success rates among those who took QR courses without support. Additionally, Multi-ethnic (36%), and White (41%) students had lower QR course success rates among those took QR courses with support when compared to the District (45%), while Native American (50%), and Multi-ethnic (55%) students had lower course success rates among those who took QR courses without support when compared to the District (65%). Hispanic students had the same course success rate as the District among both those who took QR courses with and without support. Asian (28 percentage points), Filipino (31 percentage points), and White (27 percentage points) students had the largest differences in course success rates between those who took QR courses with support and those who took QR courses without support.

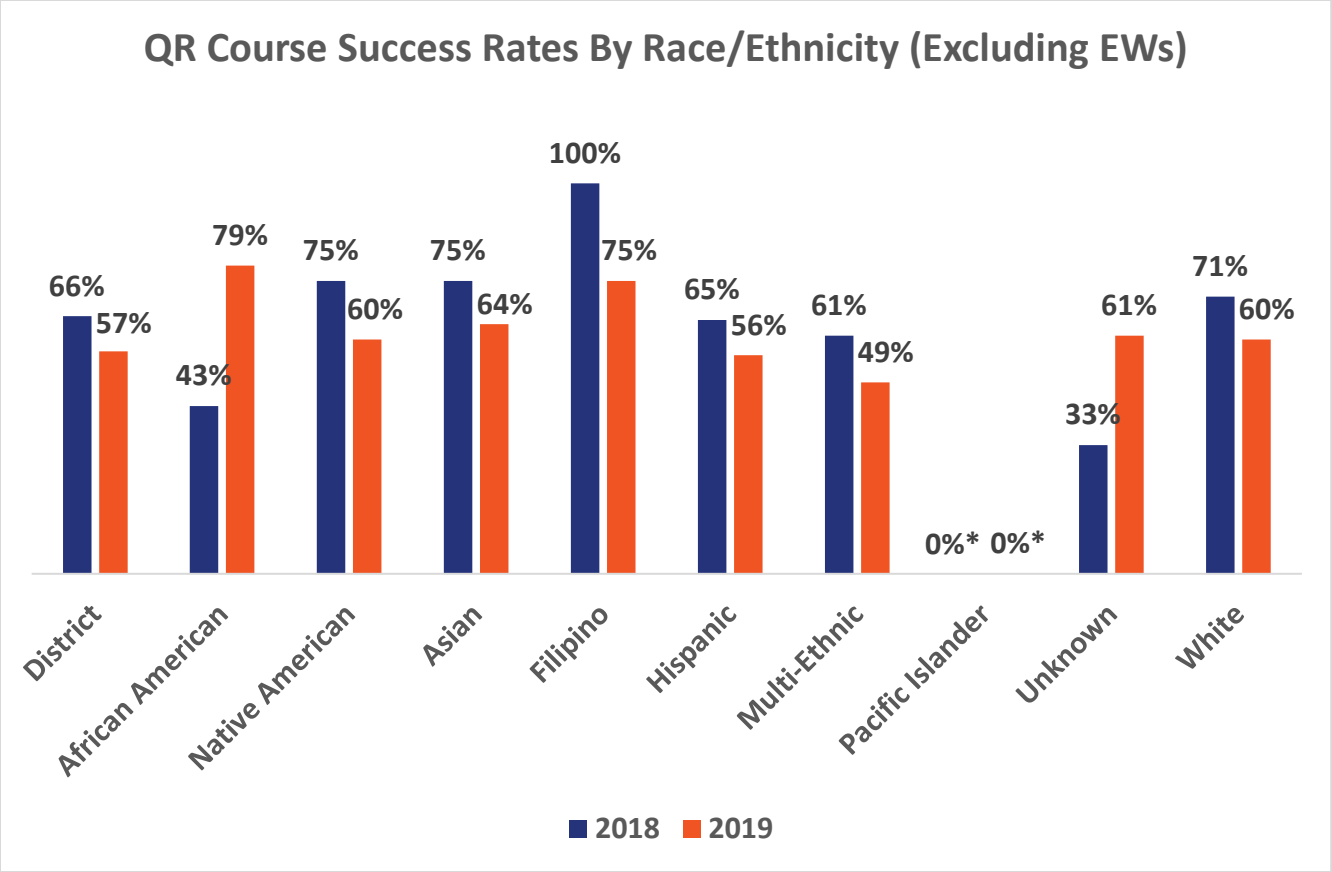
When including EWs, Filipino (100%) and African American (57%) students had the highest course success rate among those who took QR courses with support, while African American (64%), Asian (74%), and Filipino (69%) students had the highest course success rates among those who took QR

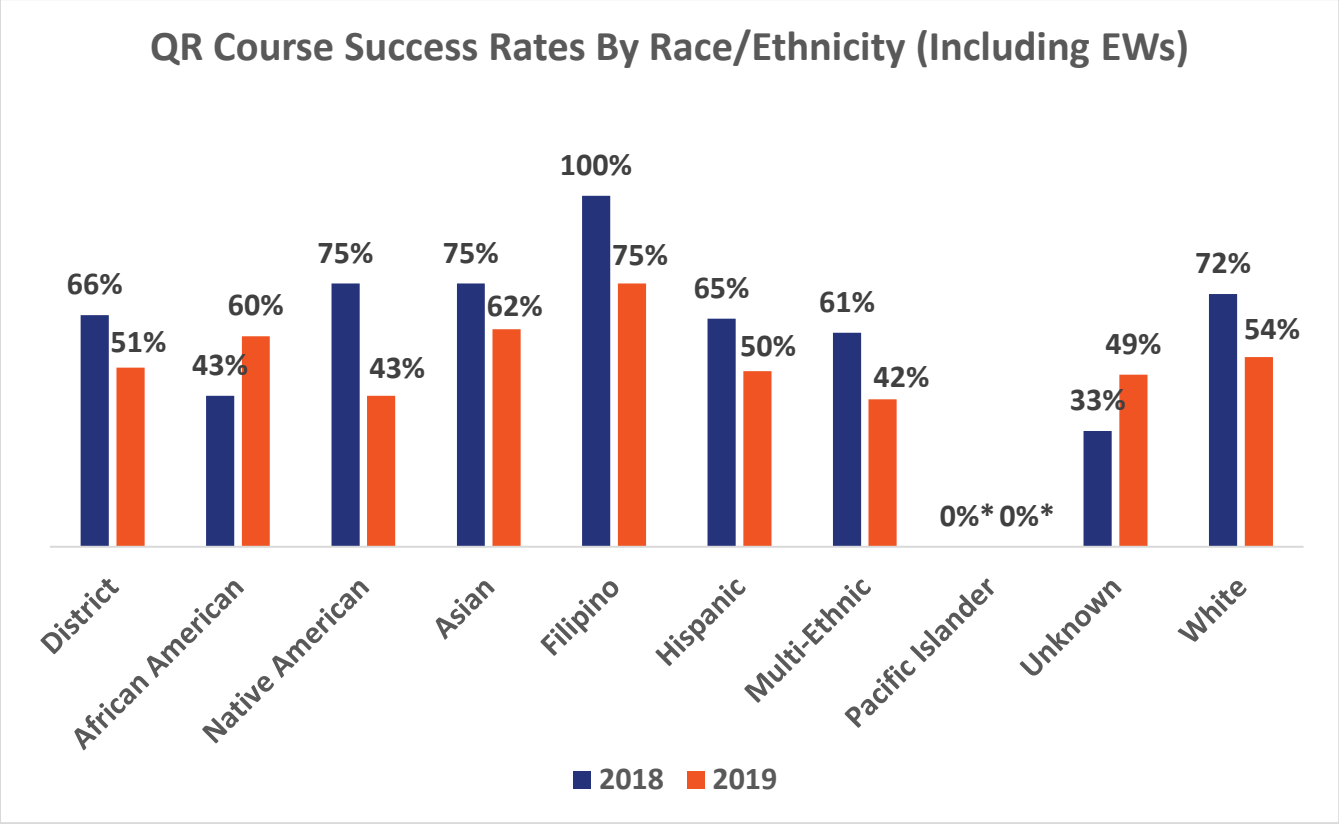
courses without support. Additionally, Multi-ethnic (28%), Hispanic (39%), and White (39%) students had lower QR course success rates among those took QR courses with support when compared to the District (40%), while Native American students had the same QR course success rate as the District. Native American (50%), and Multi-ethnic (50%) students as well as students with an unknown race/ethnicity (53%) had lower course success rates among those who took QR courses without support when compared District (59%), while Hispanic students had the same QR course success rate as the District. Finally, Asian (31 percentage points) and Filipino (31 percentage points) students had the largest differences in course success rates between those who took QR courses with support and those who took QR courses without support, with Asian students being more successful without support and Filipino students being more successful with support.

Based on race/ethnicity what were the withdrawal rates and excused withdrawal rates for first-time students during their first year (Fall, Spring, Summer)?

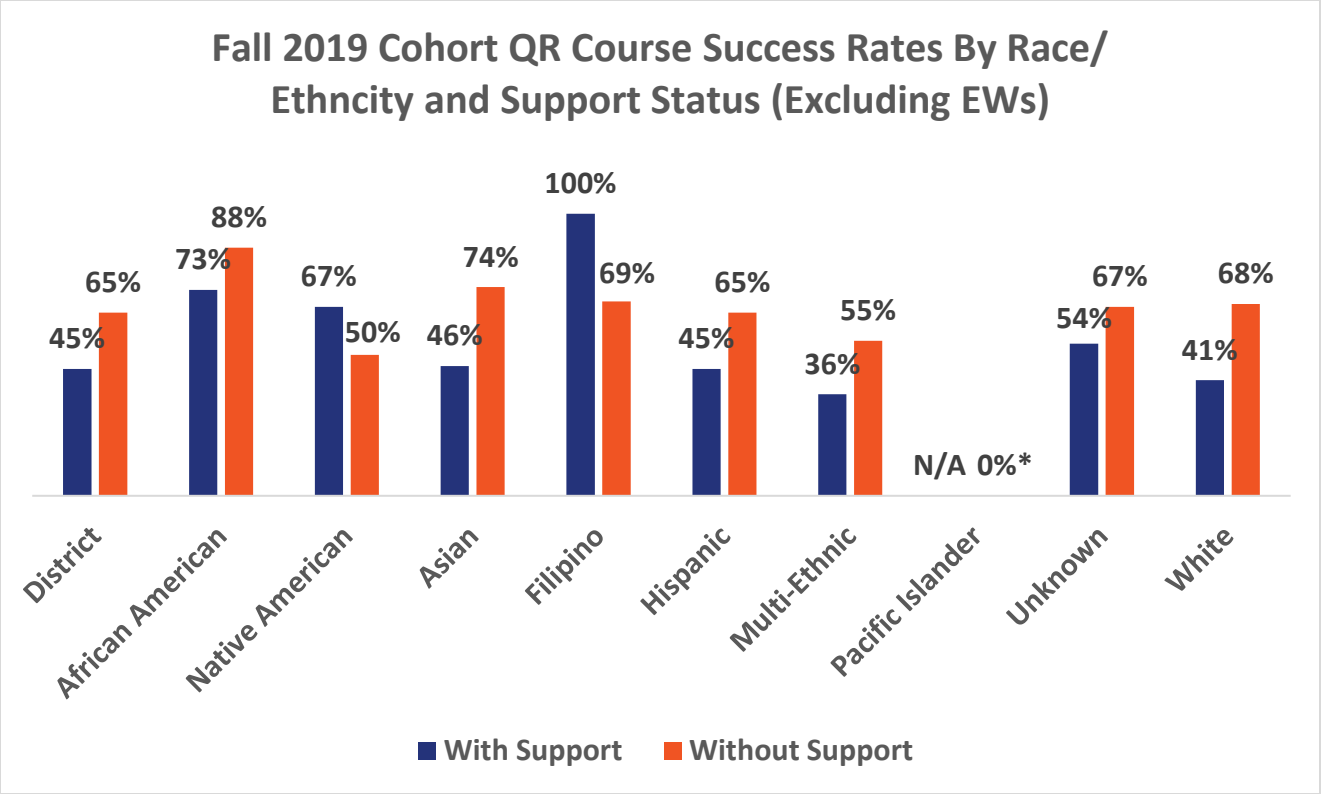
QR withdrawal rates were higher for the Fall 2019 cohort among Asian, Hispanic, Multi-ethnic and White students when compared to the Fall 2018 cohort, while withdrawal rates were higher for the Fall 2018 cohort among students with an unknown race/ethnicity, as well as African American students. The District's QR withdrawal rate for the Fall 2019 cohort was 15%, and Multi-ethnic (21%) and Hispanic (16%) students had the highest withdrawal rates among the Fall 2019 cohort. Among both the Fall 2018 and Fall 2019 cohorts, there were no Native American or Filipino students who withdrew from a QR course.

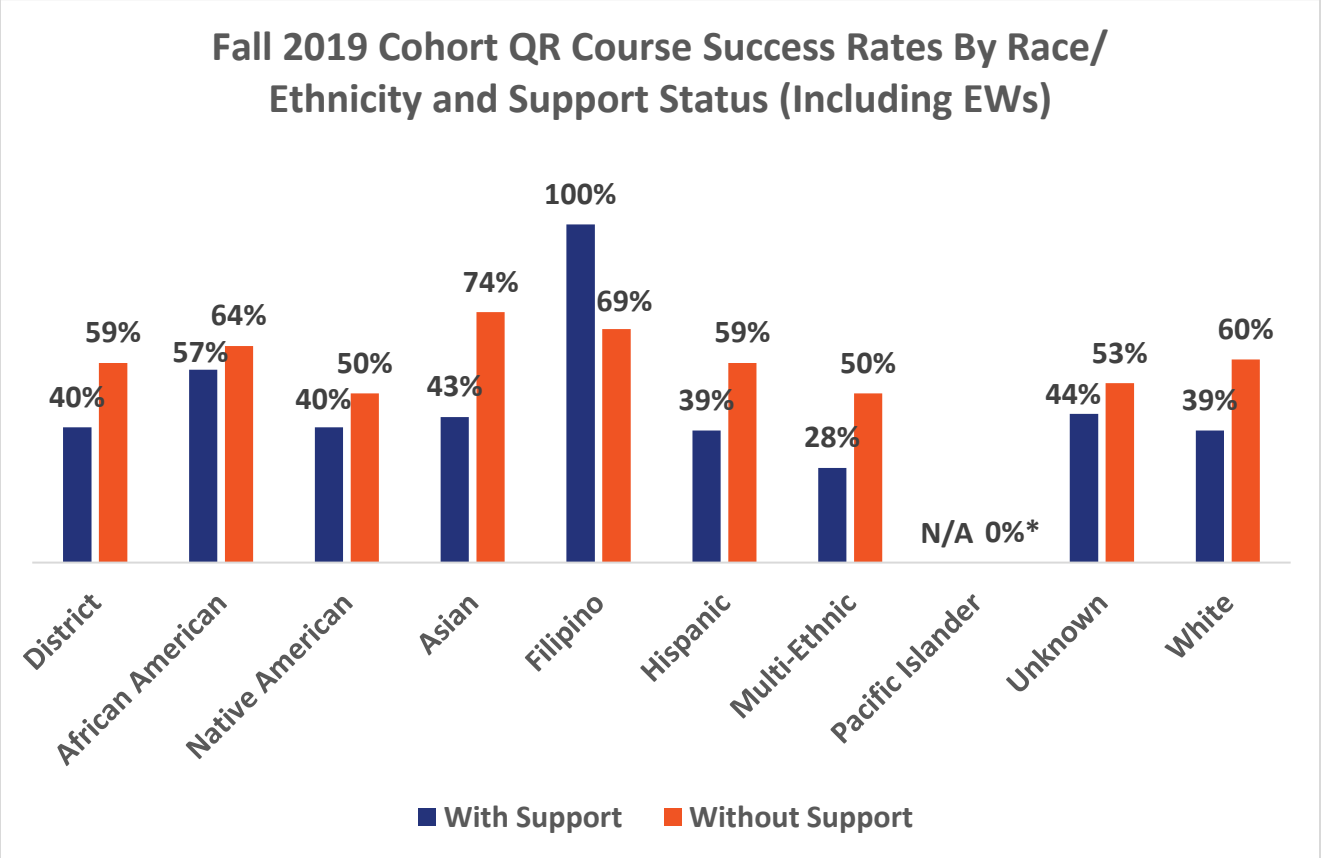
QR excused withdrawal rates were higher among the Fall 2019 cohort for the overall District as well as all racial/ethnic groups. The District's QR excused withdrawal rate for the Fall 2019 cohort was 11%, and Native American (29%) as well as African American (24%) students had the highest excused withdrawal rates among the Fall 2019 cohort. Among both the Fall 2018 and Fall 2019 cohorts, there were no Filipino students who received an excused withdrawal for a QR course.



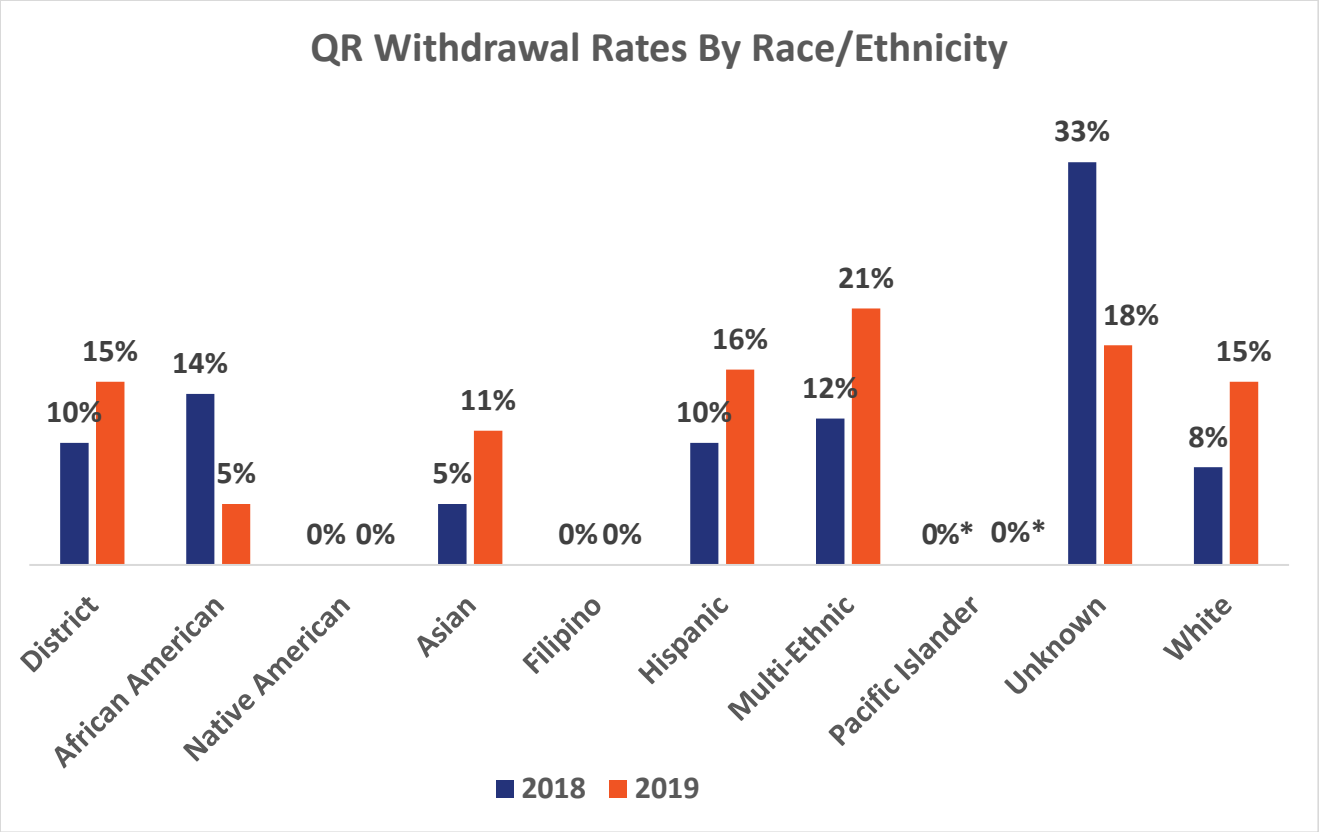


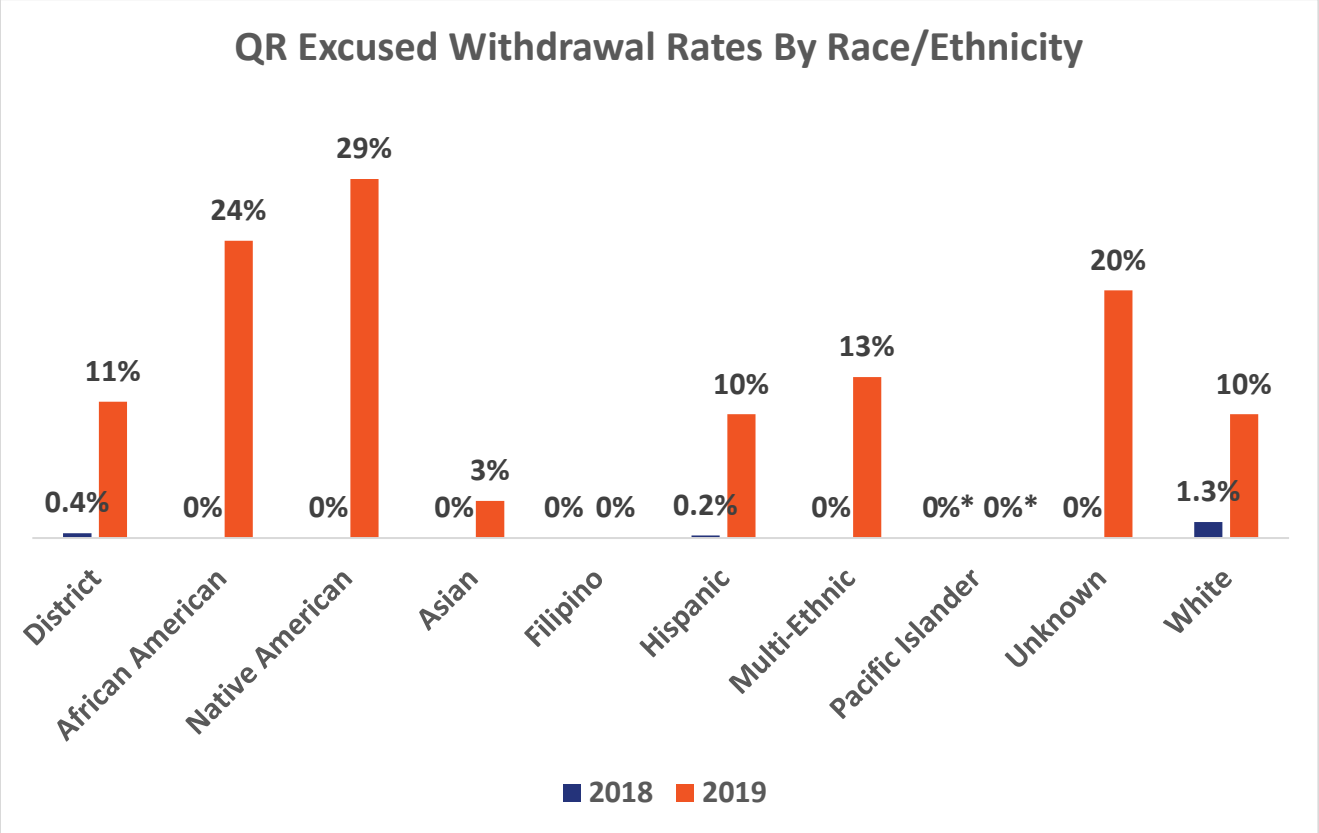
Please note. Asterisks in the charts above indicate less than five students in the group.





Please note. Asterisks in the charts above indicate less than five students in the group, and N/A indicates no students in the group.





Please note. Asterisks in the charts above indicate less than five students in the group.

QR Student Outcomes At A Glance By Race/Ethnicity: Fall 2019 Cohort

Observations on QR Student Outcomes at a Glance By Race/Ethnicity

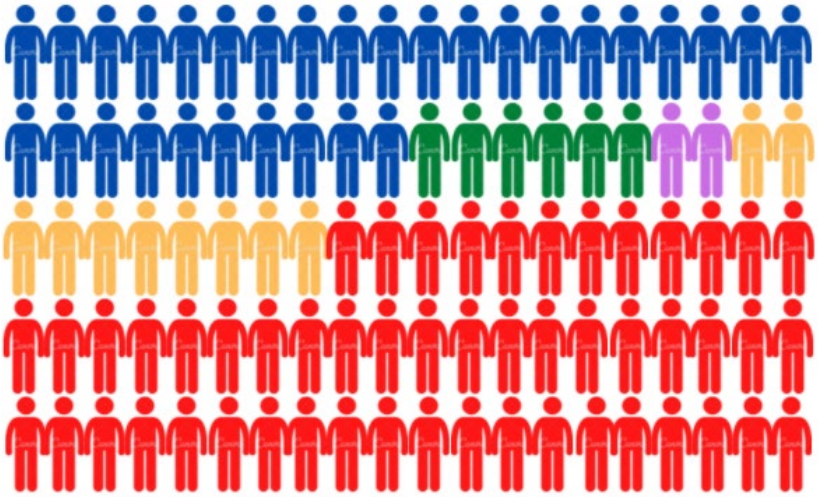
Based on race/ethnicity, what are the overall trends for first-time students' QR outcomes?

Filipino (60%) and Asian (41%) students had the highest percentage of students who received a passing grade, while Native American (18%) students had the highest percentage of students who received a non-passing grade. Additionally, Hispanic (7%) and Multi-ethnic (7%) students as well as students with an unknown race/ethnicity (7%) had the highest percentage of students who withdrew after census, while Native American (18%) and African American (10%) students had the highest rates of EW/MW. Finally, Filipino (5%) and Multi-ethnic (4%) students had the highest rate of withdrawals before census, while African American (25%) students had the highest percentage of students who never enrolled.

Fall 2019 Cohorts' QR Outcomes by Race/Ethnicity

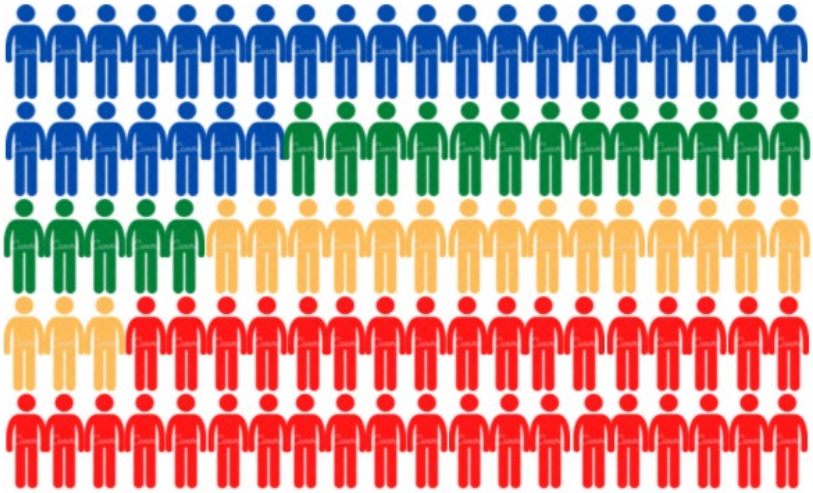
Fall 2019 Cohort: African Americans

- Received Passing Grade (30%)
- Received Non-passing Grade (6%)
- Enrolled, but Withdrew After Census (2%)
- Enrolled, but Received EW/MW (10%)
- Enrolled, but Withdrew Before Census (0%)
- Never Enrolled (52%)



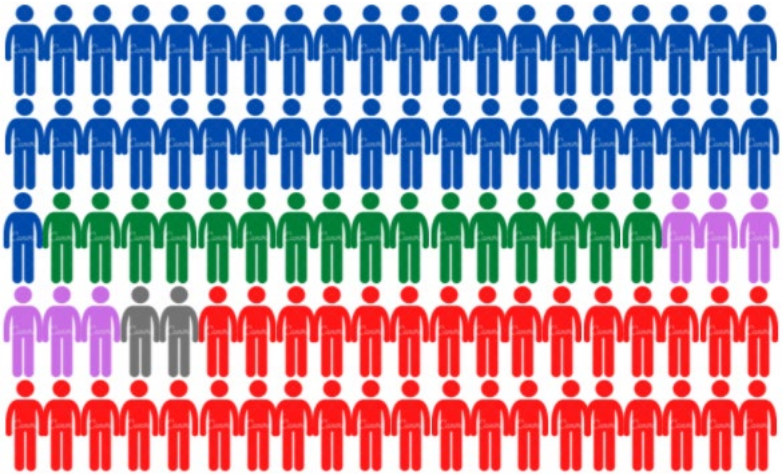
Fall 2019 Cohort: Native Americans

- Received Passing Grade (27%)
- Received Non-passing Grade (18%)
- Enrolled, but Withdrew After Census (0%)
- Enrolled, but Received EW/MW (18%)
- Enrolled, but Withdrew Before Census (0%)
- Never Enrolled (37%)



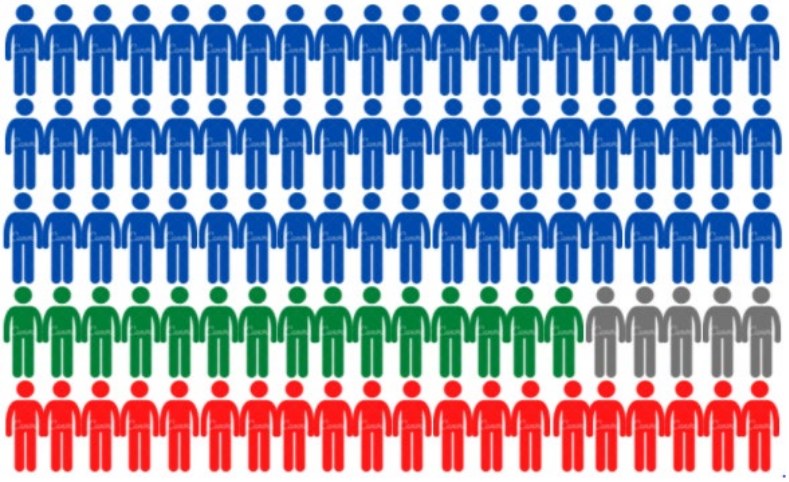
Fall 2019 Cohort: Asians

- Received Passing Grade (41%)
- Received Non-passing Grade (16%)
- Enrolled, but Withdrew After Census (6%)
- Enrolled, but Received EW/MW (0%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (35%)



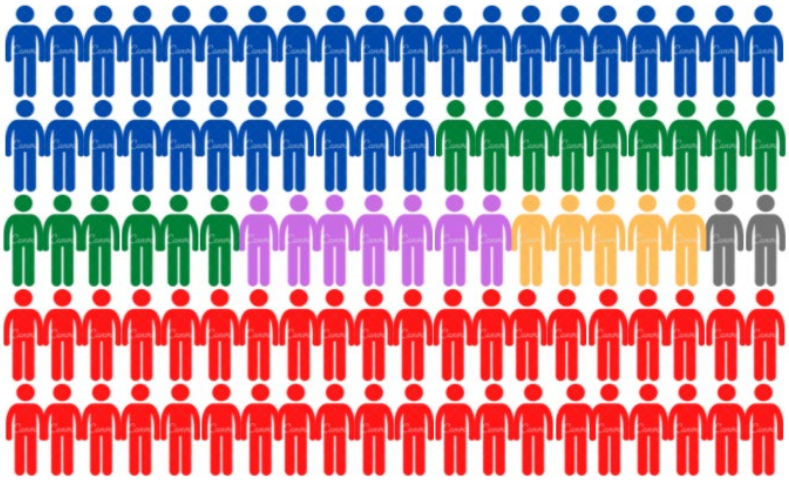
Fall 2019 Cohort: Filipinos

- Received Passing Grade (60%)
- Received Non-passing Grade (15%)
- Enrolled, but Withdrew After Census (0%)
- Enrolled, but Received EW/MW (0%)
- Enrolled, but Withdrew Before Census (5%)
- Never Enrolled (20%)



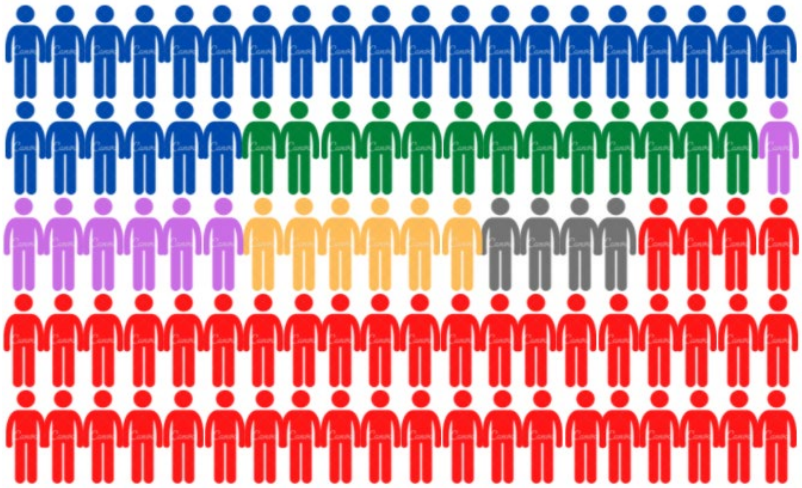
Fall 2019 Cohort: Hispanics

- Received Passing Grade (31%)
- Received Non-passing Grade (15%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (5%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (40%)



Fall 2019 Cohort: Multi-Ethnic

- Received Passing Grade (26%)
- Received Non-passing Grade (15%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (6%)
- Enrolled, but Withdrew Before Census (4%)
- Never Enrolled (44%)



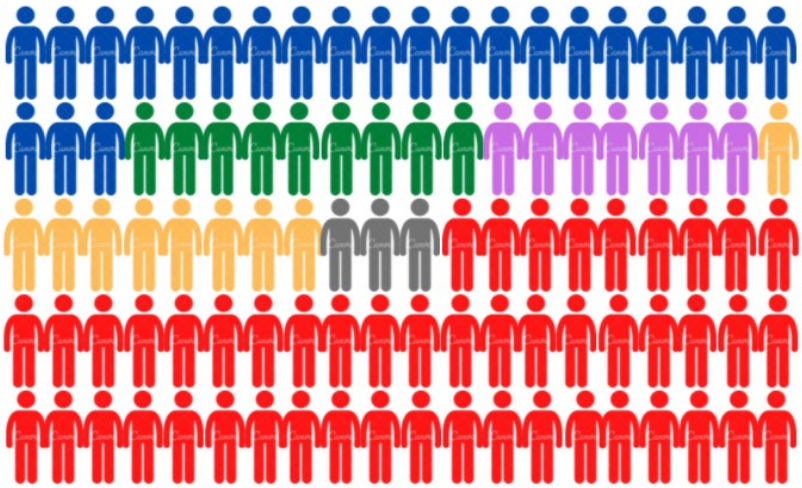
Fall 2019 Cohort: Pacific Islander*

- Received Passing Grade (0%)
- Received Non-passing Grade (25%)
- Enrolled, but Withdrew After Census (0%)
- Enrolled, but Received EW/MW (0%)
- Enrolled, but Withdrew Before Census (0%)
- Never Enrolled (75%)

Please note. The Asterisk indicates less than five students in this group.

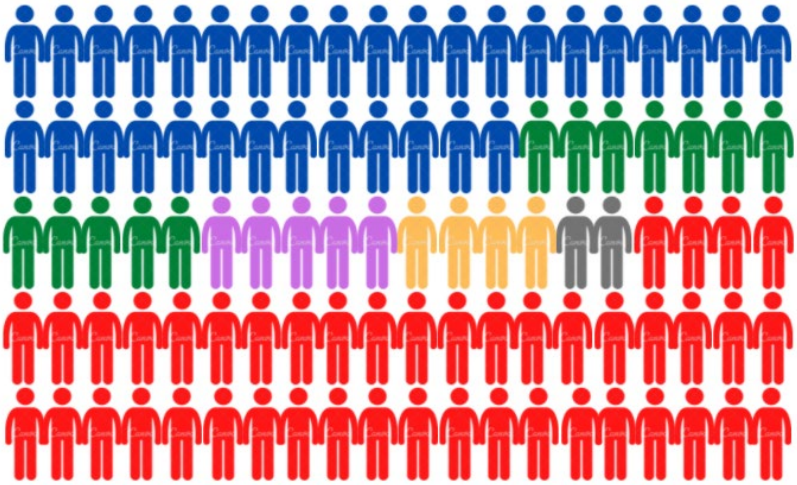
Fall 2019 Cohort: Unknown

- Received Passing Grade (23%)
- Received Non-passing Grade (9%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (9%)
- Enrolled, but Withdrew Before Census (3%)
- Never Enrolled (49%)



Fall 2019 Cohort: White Non-Hispanics

- Received Passing Grade (33%)
- Received Non-passing Grade (12%)
- Enrolled, but Withdrew After Census (5%)
- Enrolled, but Received EW/MW (4%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (44%)



Gender Comparisons

AB 705 QR Student Outcomes By Gender: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on AB 705 QR Student Outcomes By Gender

Based on gender, what do QR placement rates (with support) look like for first-time students?

All student groups, regardless of gender, had higher QR placements rates for the Fall 2019 cohort when compared to the Fall 2018 cohort. Female students (57%) had the highest QR placement rates for the Fall 2019 cohort, while male students (47%) and students with an unknown gender (33%) fell below the District's average placement rate (52%). Additionally, female students (+41 percentage points) had the greatest improvement in QR placement rates from Fall 2018 to Fall 2019.

Based on gender, which first-time students have been enrolled at census in a QR course prior to the subsequent Fall semester?

Male and female students, as well as students with an unknown gender had a greater percentage who were enrolled at census among the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, student with an unknown gender (59%) had the highest percentage who were enrolled in a QR course at census, while male students (46%) fell below the District's average (52%). Additionally, female students (+35 percentage points) had the greatest improvement in the percentage of students enrolled at census from Fall 2018 to Fall 2019.

When examining the percentage of students who were enrolled at census in a QR course including EWs, all patterns remained the same as when excluding EWs except for female students (61%) who had the highest percentage enrolled at census in a QR course for the Fall 2019 cohort. The percentage of students enrolled in a QR course at census when including EWs was 56%.

Based on gender, which first-time students did not take a QR course prior to the subsequent Fall semester?

The percentage of students who did not take a QR course was lower for the Fall 2019 cohort when compared to the Fall 2018 cohort for all student groups, regardless of gender. For the Fall 2019 cohort, students with an unknown gender (41%) had the lowest percentage of students who did not take a QR course, while male students (54%) had a greater percentage of students who did not take a QR course when compared to the District (48%). Additionally, male students (-35 percentage points) had the greatest decline in percentage of students who did not take a QR course.

When examining the percentage of students who did not take a QR course including EWs, all patterns remained the same as when excluding EWs except for female students who had the lowest percentage of students who did not take a QR course for the Fall 2019 cohort. The percentage of students in the District who did not take a QR course prior to the subsequent Fall semester (including EWs) was 44%.

Based on gender, which first-time students unsuccessfully attempted a QR course prior to the subsequent Fall semester? *Please note this is not a measure of all students who unsuccessfully completed QR, but instead is a measure of students who 1) attempted a QR course prior to the subsequent Fall semester and 2) never received a successful grade. Students who received a successful QR grade prior to the subsequent Fall semester, regardless of their number of attempts, were not counted in this measure.*

All student groups, regardless of gender, had an increase in the percentage of unsuccessful attempts for the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, female students (20%) had the same percentage of unsuccessful QR attempts as the District (20%), while male

((21%) and students with an unknown gender (22%) had a slightly greater percentage of students who unsuccessfully attempted a QR course when compared to the District. The percentage of unsuccessful attempts increased at a greater rate for the District (+14 percentage points) when compared to students with an unknown gender (+7 percentage points), but male (+14 percentage points) and female (+15 percentage points) students had a slightly greater increase in unsuccessful completions when compared to the District.

When examining the percentage of students who unsuccessfully attempted a QR course (including EWs), female and male students had the same percentage of unsuccessful QR attempts as the District (25%), while student with an unknown gender (22%) still had a greater percentage of unsuccessful attempts when compared to the District. Additionally, only female students' percentage of unsuccessful attempts increased at a greater rate than the District's. The percentage of students in the District who unsuccessfully attempted a QR course (including EWs) was 25%.

Based on gender, which first-time students do not successfully complete a QR course prior to the subsequent Fall semester?

All student groups, regardless of gender, had a lower percentage of students who did not successfully complete a QR course for the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, students with an unknown gender (63%) had the lowest percentage of students who did not successfully complete a QR course, while male students (75%) had a greater percentage of students who did not successfully complete a QR course when compared District (69%). Female students (-20 percentage points) had a greater decline in the percentage of students who did not successfully complete a QR course when compared to the District (-17 percentage points), while male students (-11 percentage points) and students with an unknown gender (-16 percentage points) had a smaller decline in percentage of students who did not successfully complete a QR course when compared to the District.

Based on gender, what do QR throughput rates look like for first-time students?

Both male and female students as well as students with an unknown gender had a greater QR throughput rates among the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, students with an unknown gender (37%) had the highest QR throughput rates, while male students (25%) had a lower QR throughput rate when compared to the District (31%). Furthermore, female students' (+20 percentage points) throughput rates increased at a greater rate than the District's (+17 percentage points), while QR throughput rates for male students (-11 percentage points) and students with an unknown gender (-16 percentage points) increased less than the District's.

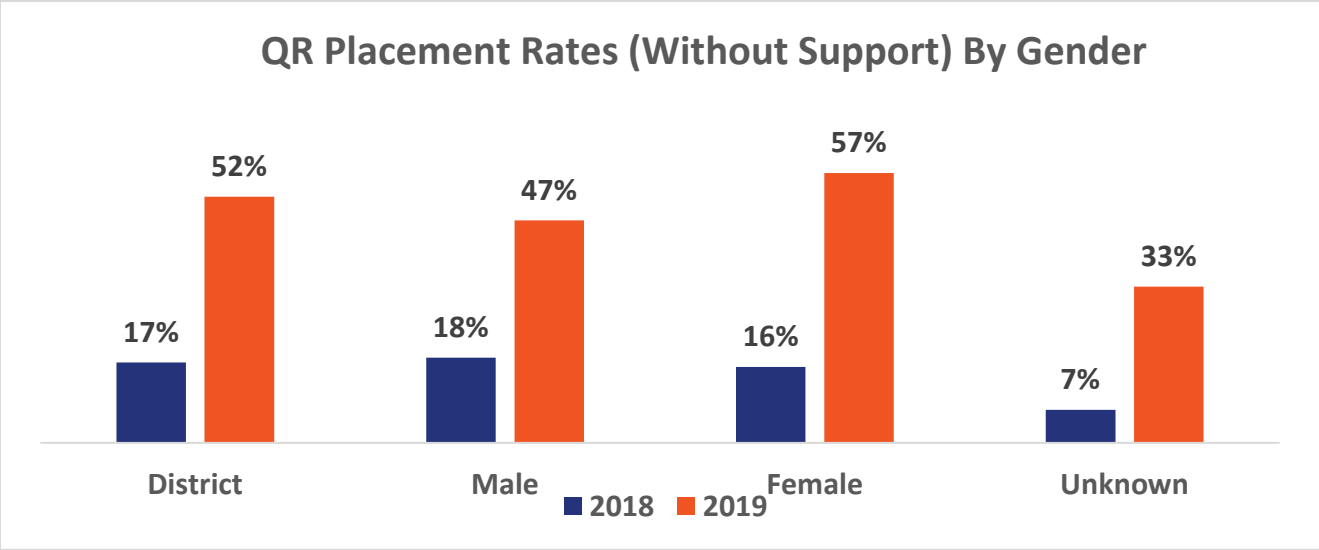
Based on gender, what do first-time students' QR throughput rates look like for students who were placed into QR with support versus students who were placed into QR without support?

QR throughput rates were higher for those who were placed without support when compared to those placed with support for males, females, and students with an unknown gender. Students with an unknown gender (82%) had the highest QR throughput rate among those who were placed with support while female students (30%) had the highest throughput rate for those who were placed without support. Male students (14%; 38%) had lower throughput rates for those placed with support (17%), and those placed without support (44%) when compared to the District. Moreover, students with an

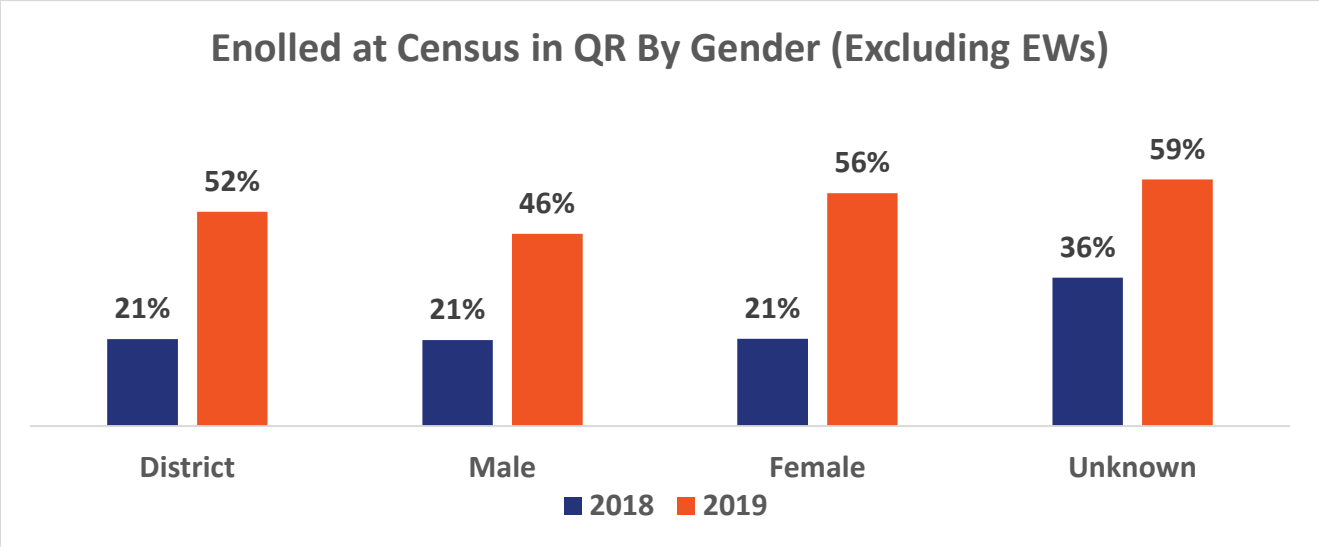
unknown gender (76 percentage points) had the largest disparities in throughput rates between those who placed into QR courses with support and those placed into QR courses without support.

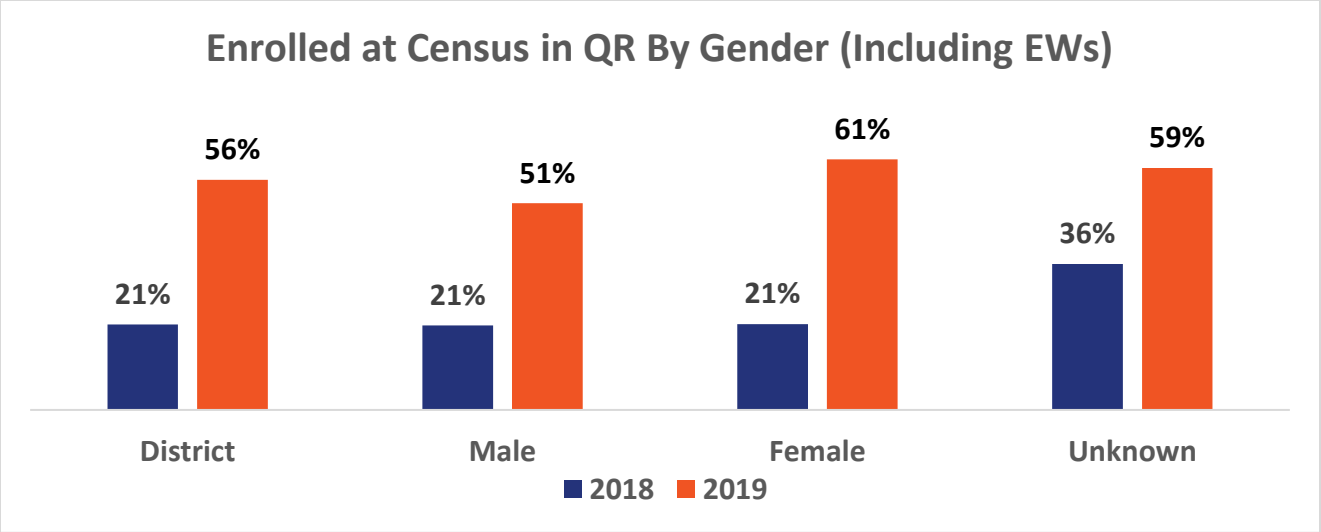
Tables and Charts on AB 705 QR Student Outcomes By Gender

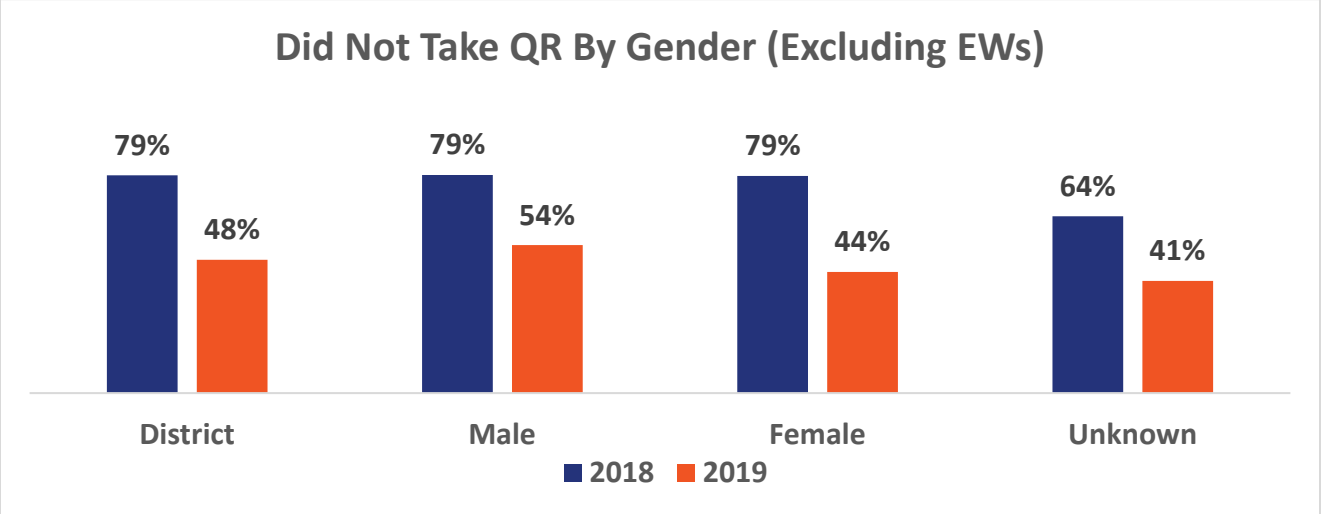
	2018 Placement Cohort	2019 Placement Cohort
District	2692	2979
Male	1347	1350
Female	1330	1596
Unknown	15	33

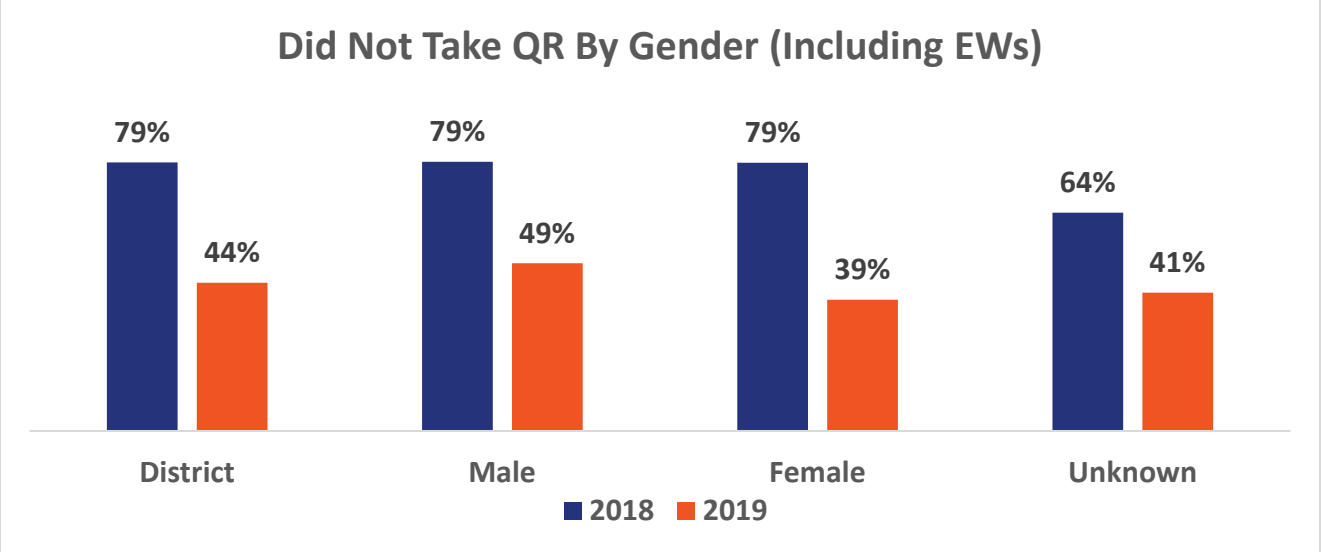


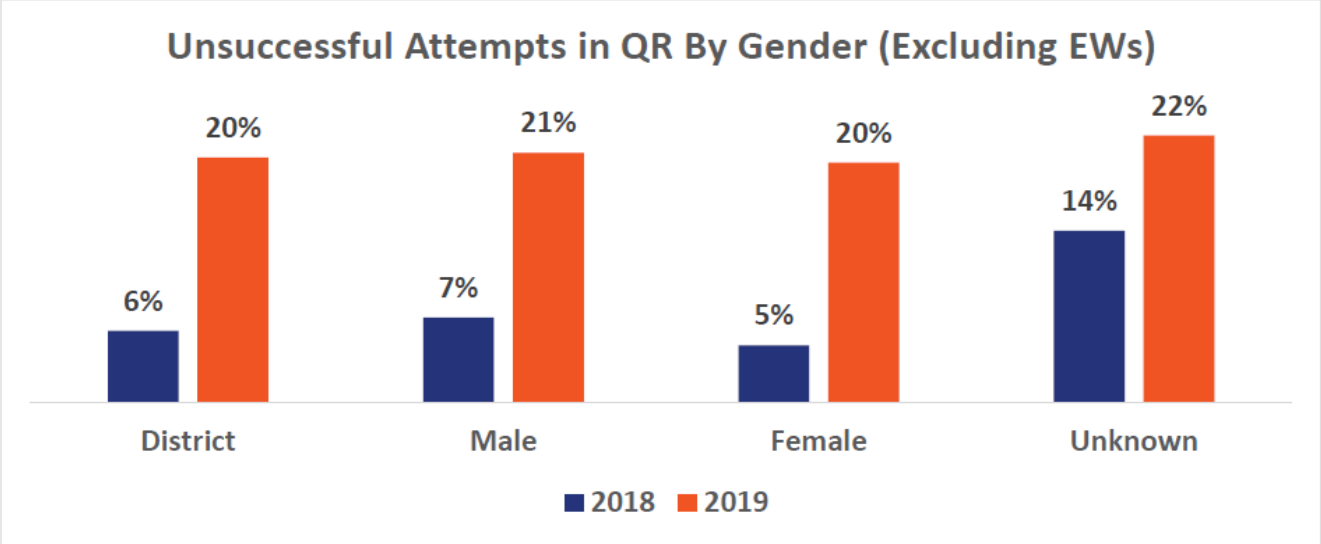
	2018 Throughput Cohort	2019 Throuhput Cohort
District	2626	2829
Male	1324	1308
Female	1288	1494
Unknown	14	27

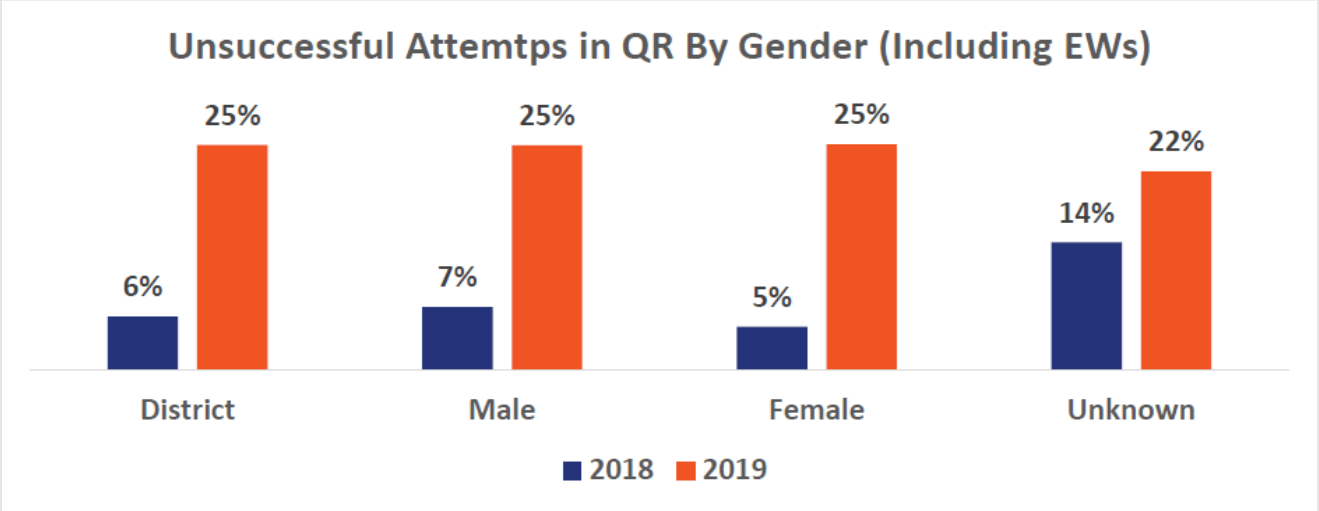


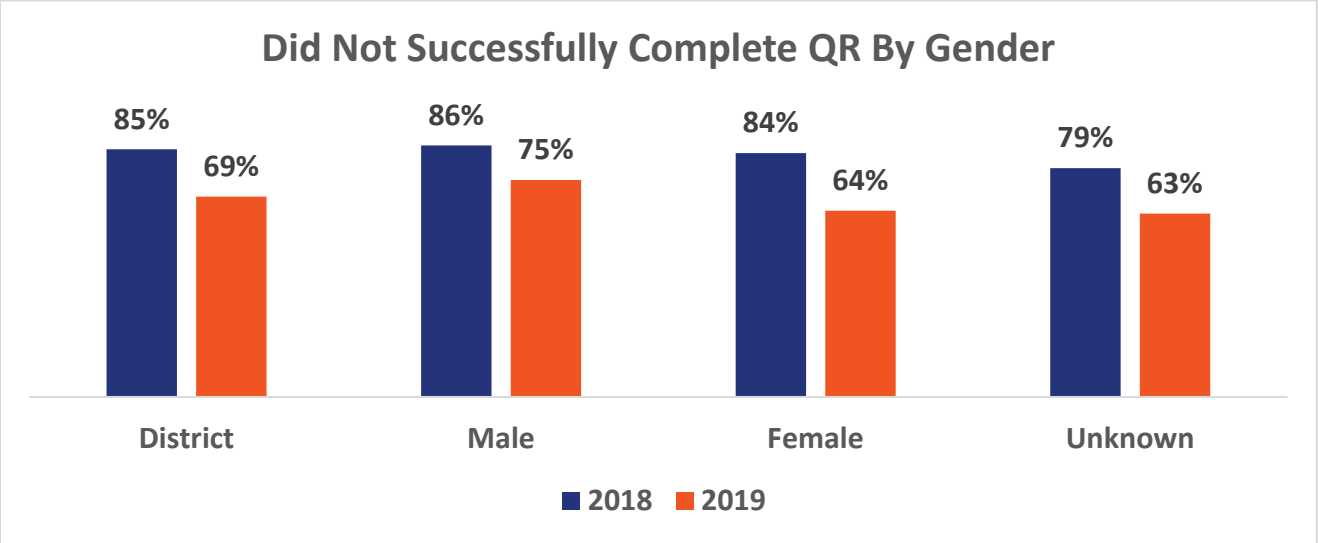

Enrolled at Census in QR By Gender (Including EWs)
21%
56%
21%
51%
21%
61%
36%
59%
District
Male
Female
Unknown
2018
2019

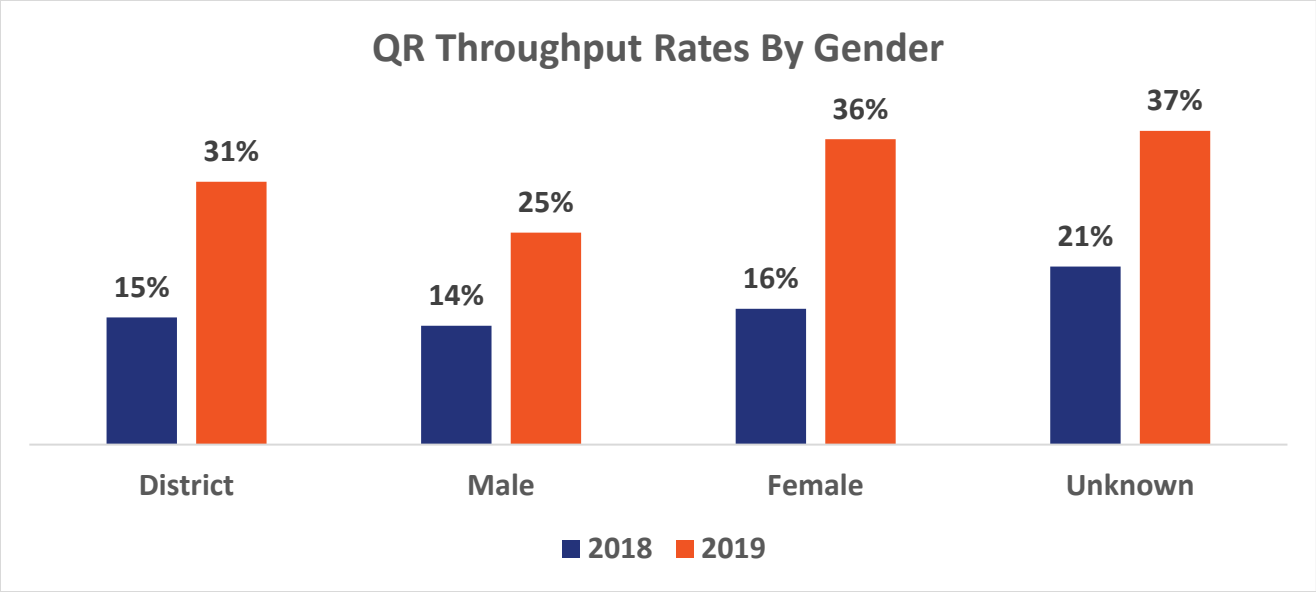

Did Not Take QR By Gender (Excluding EWs)
79%
48%
79%
54%
79%
44%
64%
41%
District
Male
Female
Unknown
2018
2019

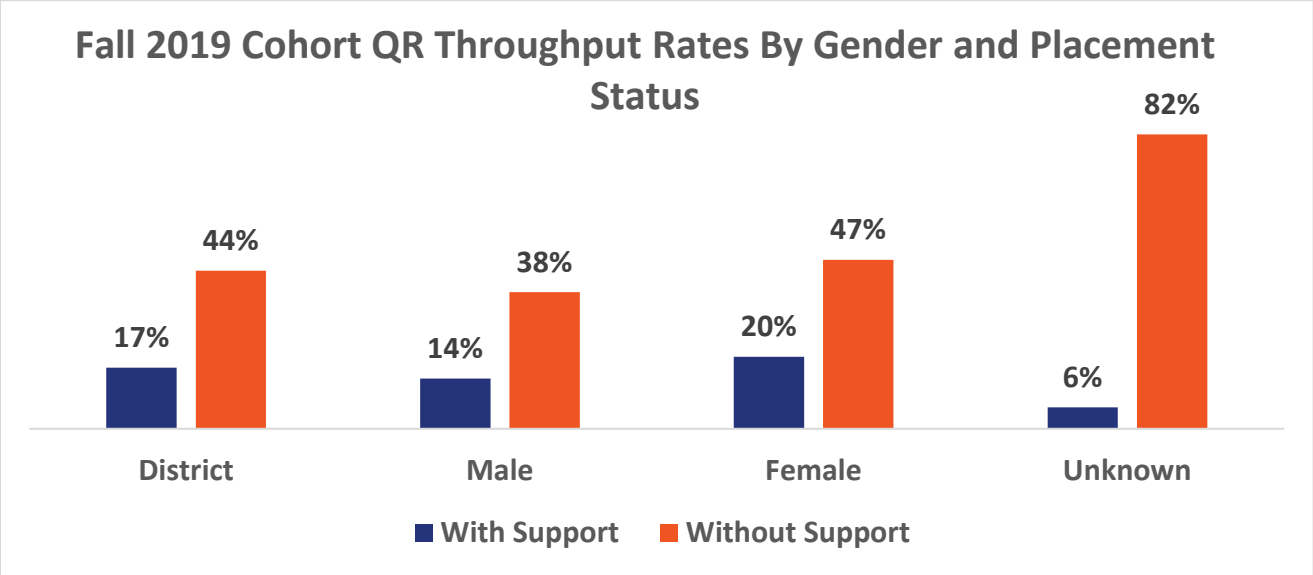

Did Not Take QR By Gender (Including EWs)
79%
44%
79%
49%
79%
39%
64%
41%
District
Male
Female
Unknown
2018
2019


Unsuccessful Attempts in QR By Gender (Excluding EWs)
20%
21%
20%
22%
14%
6%
7%
5%
District
Male
Female
Unknown
2018
2019


Unsuccessful Attemtps in QR By Gender (Including EWs)
25%
25%
25%
22%
14%
6%
7%
5%
District
Male
Female
Unknown
2018
2019


Did Not Successfully Complete QR By Gender
85%
86%
84%
79%
69%
75%
64%
63%
District
Male
Female
Unknown
2018
2019


QR Throughput Rates By Gender
15%
31%
14%
25%
16%
36%
21%
37%
District
Male
Female
Unknown
2018
2019


Fall 2019 Cohort QR Throughput Rates By Gender and Placement Status
17%
44%
14%
38%
20%
47%
6%
82%
District
Male
Female
Unknown
With Support
Without Support

Additional QR Outcomes By Gender: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on Additional QR Outcomes By Gender

Based on gender, what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer)?

QR course success rates were higher for the Fall 2018 cohort for male and female students, while students with an unknown gender had the same course success rate for both cohorts. Female students (60%) had the highest course success rates among the Fall 2019 cohort, while male students (53%) and students with an unknown gender (50%) had lower QR course success rates when compared to the District (57%). Additionally, male (-10 percentage points) and female (-10 percentage points) students' QR course success rates decreased from Fall 2018 to Fall 2019 at a slightly greater rate than the District's (-9 percentage points), while course success rates for students with an unknown gender stayed the same.

When examining the QR course success rates (including EWs), the patterns remained the same as those seen in QR course success rates (excluding EWs). The District's QR course success rate for the Fall 2019 cohort within their first year was 51%.

Based on gender, what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer) among those who took QR with support versus those who took QR without support?

QR course success rates were higher among those who took QR courses without support for all male students, female students, and those with an unknown gender. Female students (50%) had the highest course success rate among those who took QR with support and students with an unknown gender (73%) had the highest course success rate among those who took QR without support. Additionally, male students (63%) had lower QR course success rate among those took QR without support when compared to the District (65%), while male students (41%) as well as students with an unknown gender (22%) had lower course success rates among those who took QR with support when compared to the District (45%). Moreover, students with an unknown gender (51 percentage points) had the largest difference in course success rates between those who took QR courses with support and those who took Q courses without support.

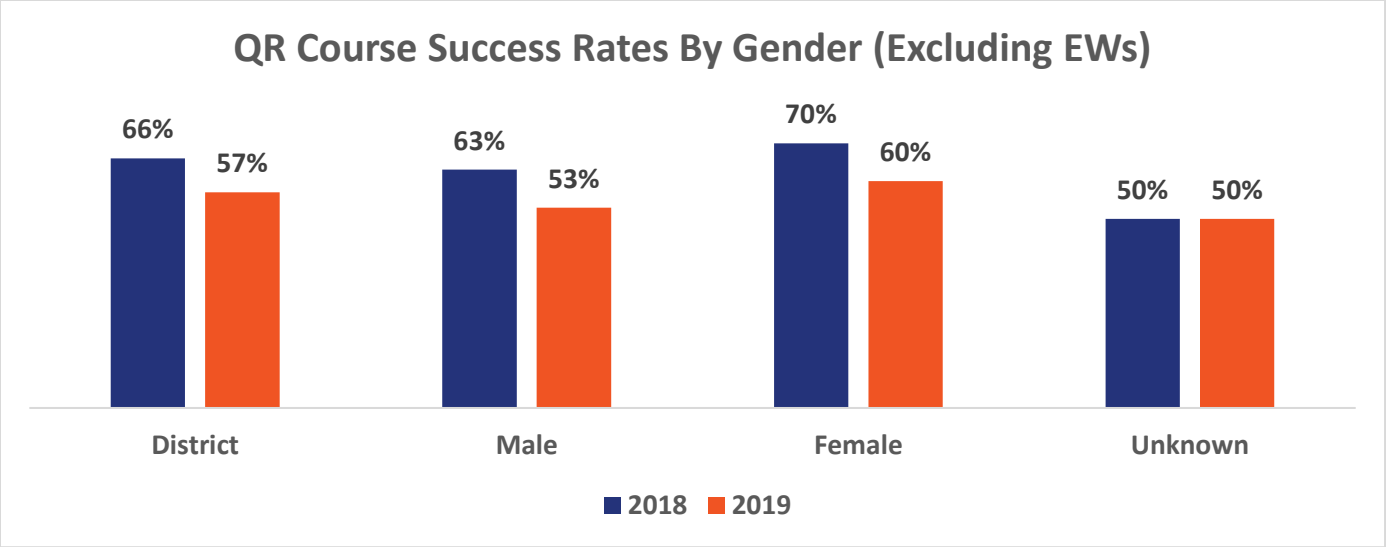
When examining the QR course success rates by support status (including EWs), the patterns remained the same as those seen in QR course success rates by support status (excluding EWs). The District's QR course success rate among those who took QR courses with support was 40% and the District's QR course success rate among those who took QR courses without support was 59%.

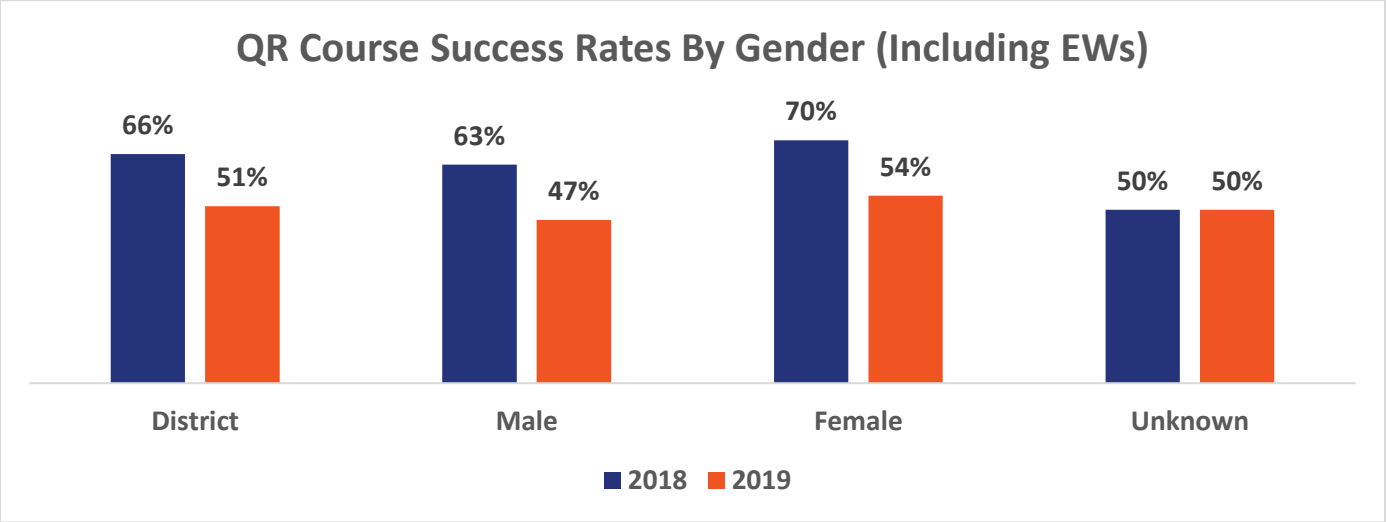
Based on gender. what were the withdrawal rates and excused withdrawal rates for first-time students during their first year (Fall, Spring, Summer)?

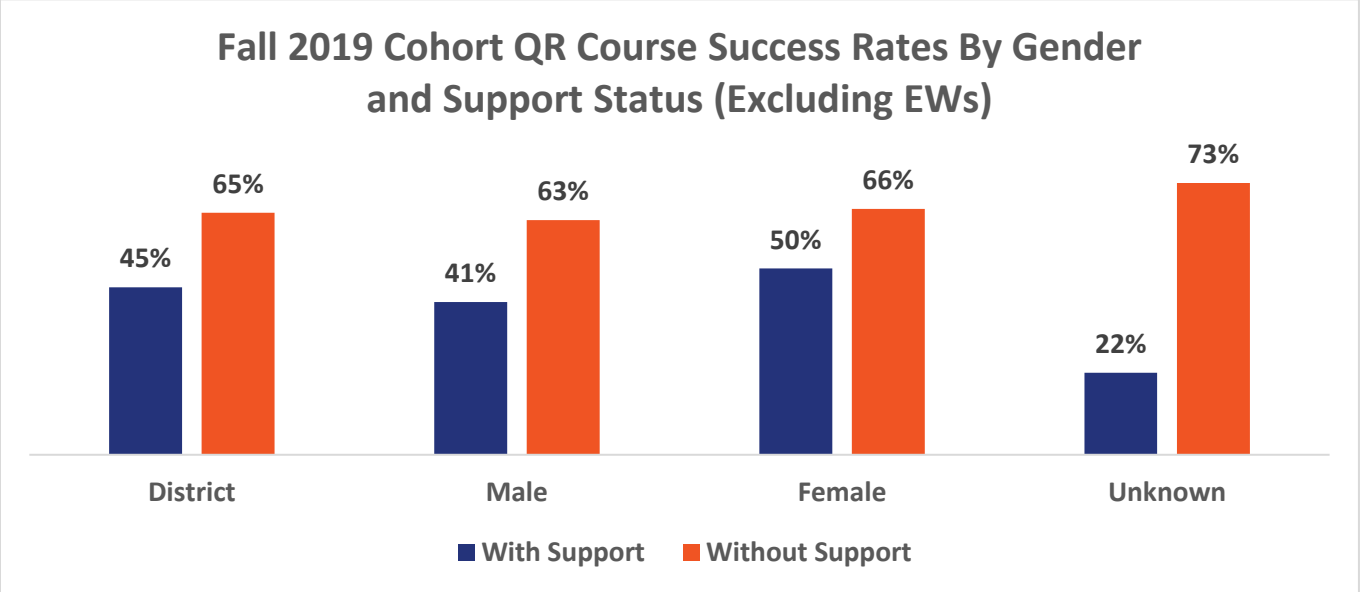
QR withdrawal rates were higher for the Fall 2019 cohort for all student groups, regardless of gender, when compared to the Fall 2018 cohort. The District's QR withdrawal rate for the Fall 2019 cohort was 15%, and students with an unknown gender (20%) had the highest withdrawal rates among the Fall 2019 cohort.

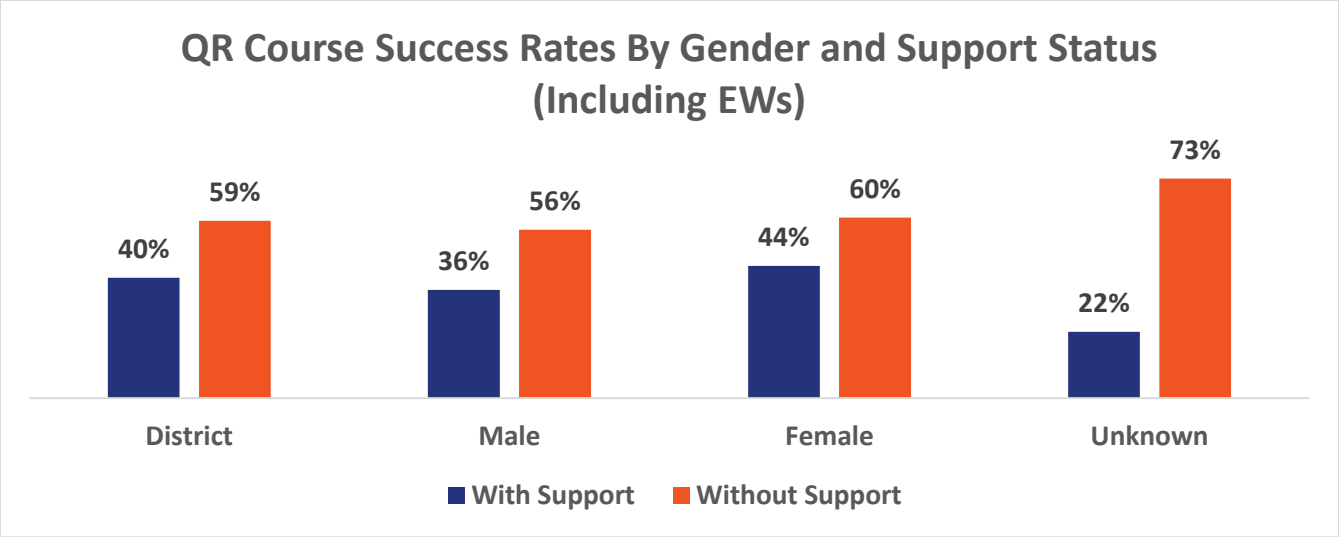
Male and female students had higher QR excused withdrawal rates among the Fall 2019 cohort when compared to the Fall 2018 cohort, while no student with an unknown gender, in either the Fall 2018 or Fall 2019 cohort, received an excused withdrawal. The District's QR excused withdrawal rate for

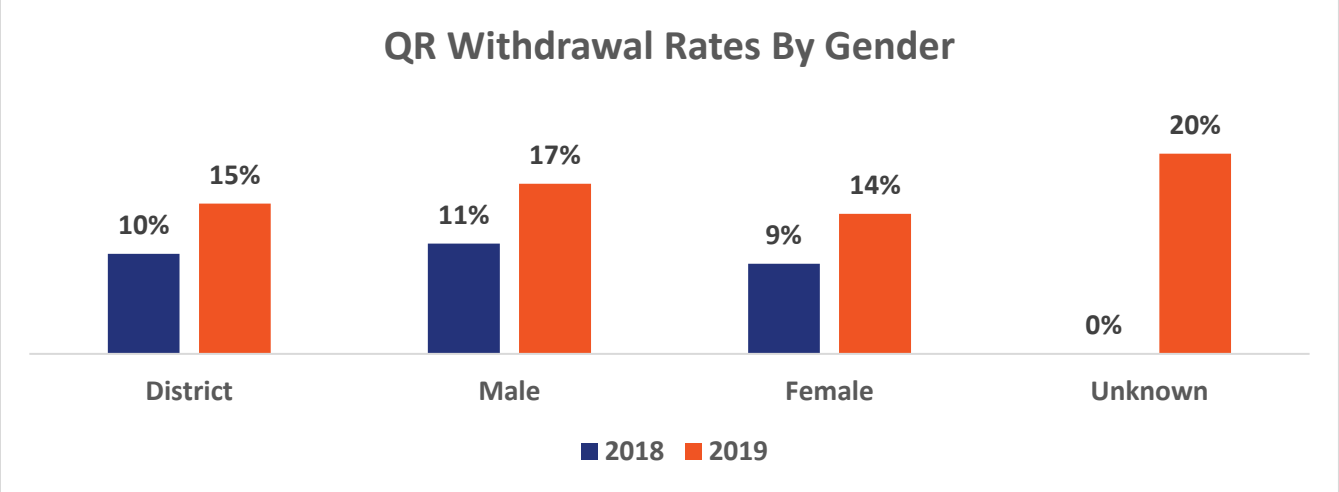
the Fall 2019 cohort was 11%, with male and female students having the same excused withdrawal rate as the District.

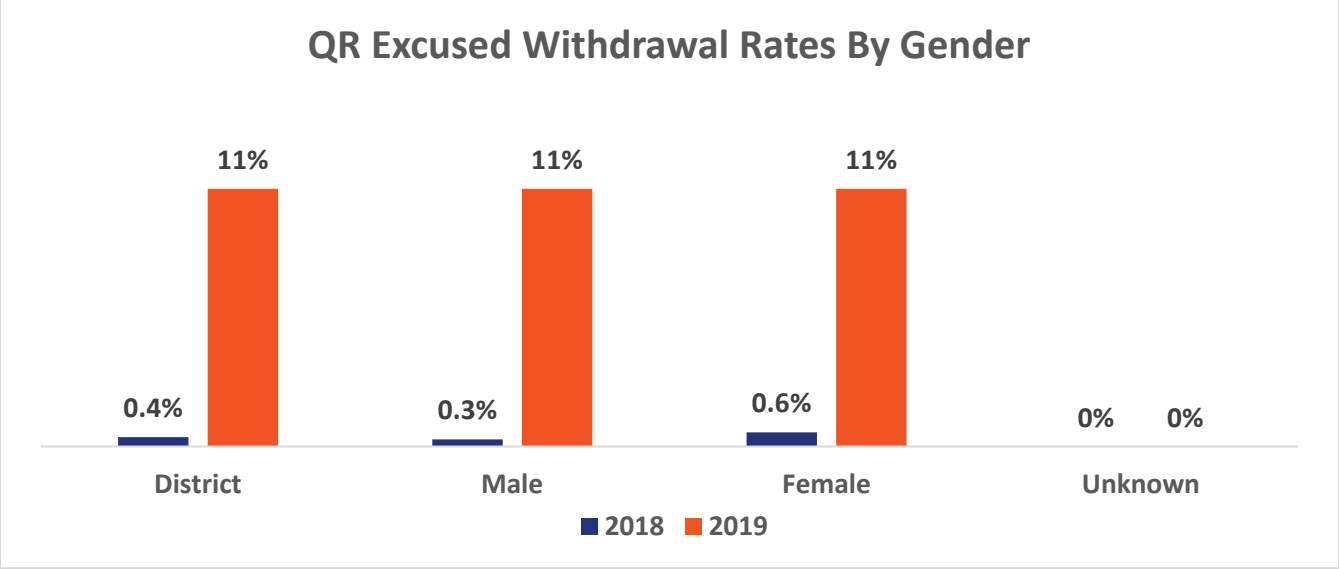

QR Course Success Rates By Gender (Excluding EWs)
66%
57%
63%
53%
70%
60%
50%
50%
District
Male
Female
Unknown
2018
2019


QR Course Success Rates By Gender (Including EWs)
66%
51%
63%
47%
70%
54%
50%
50%
District
Male
Female
Unknown
2018
2019


Fall 2019 Cohort QR Course Success Rates By Gender and Support Status (Excluding EWs)
45%
65%
41%
63%
50%
66%
22%
73%
District
Male
Female
Unknown
With Support
Without Support


QR Course Success Rates By Gender and Support Status (Including EWs)
40%
59%
36%
56%
44%
60%
22%
73%
District
Male
Female
Unknown
With Support
Without Support


QR Withdrawal Rates By Gender
10%
15%
11%
17%
9%
14%
0%
20%
District
Male
Female
Unknown
2018
2019


QR Excused Withdrawal Rates By Gender
0.4%
11%
0.3%
11%
0.6%
11%
0%
0%
District
Male
Female
Unknown
2018
2019

QR Student Outcomes At A Glance By Gender: Fall 2019 Cohort

Observations on QR Student Outcomes At A Glance By Gender

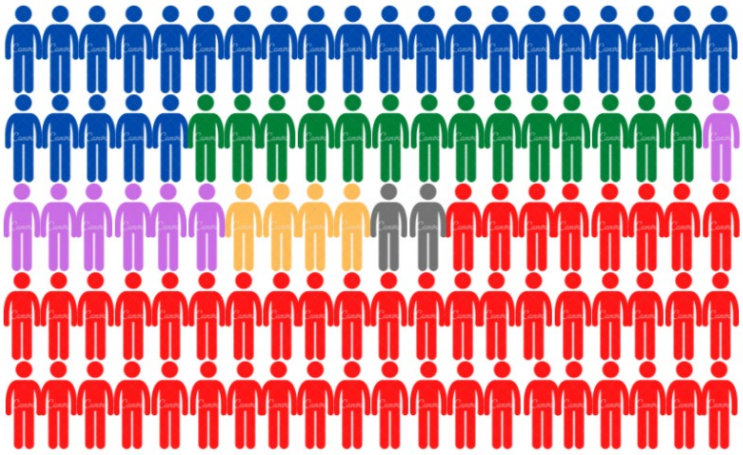
Based on gender, what are the overall trends for first-time students' QR outcomes?

Students with an unknown gender had the highest percentage of students who received a passing grade (37%) and the highest percentage of students who received a non-passing grade (15%). Male students (7%) and students with an unknown gender (7%) had the highest percentage of students who withdrew after census, while female students (5%) had the highest rates of EW/MW. Additionally, female students (3%) had the highest rate of withdrawals before census, and male students (48%) had the highest percentage of students who never enrolled in a QR course.

Fall 2019 Cohorts' QR Outcomes by Gender

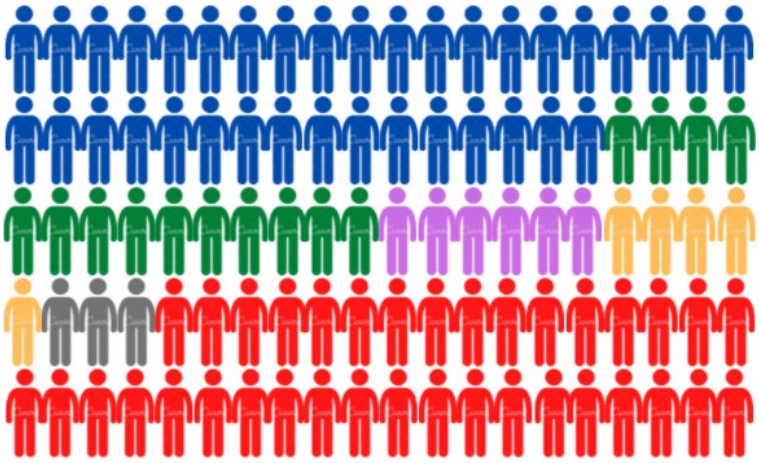
Fall 2019 Cohort: Males

- Received Passing Grade (25%)
- Received Non-passing Grade (14%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (4%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (48%)



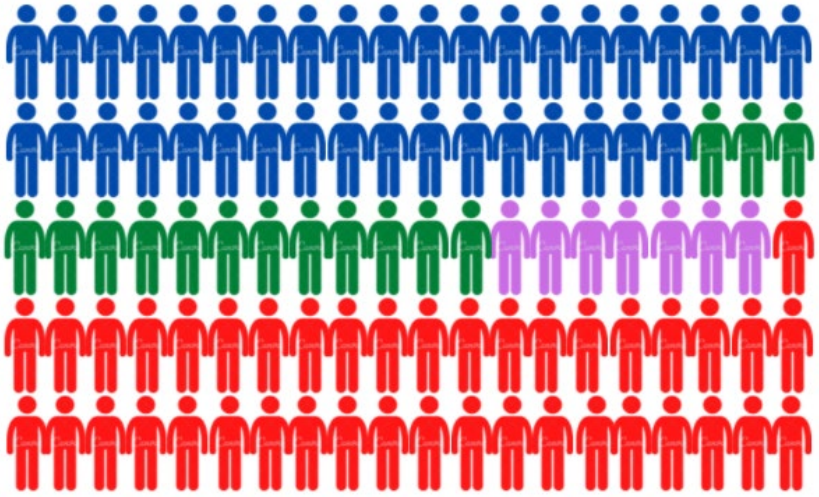
Fall 2019 Cohort: Females

- Received Passing Grade (36%)
- Received Non-passing Grade (14%)
- Enrolled, but Withdrew After Census (6%)
- Enrolled, but Received EW/MW (5%)
- Enrolled, but Withdrew Before Census (3%)
- Never Enrolled (36%)



Fall 2019 Cohort: Unknown Gender

- Received Passing Grade (37%)
- Received Non-passing Grade (15%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (0%)
- Enrolled, but Withdrew Before Census (0%)
- Never Enrolled (41%)



PELL Status Comparisons

AB 705 QR Student Outcomes By PELL Status: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on AB 705 QR Student Outcomes By PELL Status

Based on PELL status, what do QR placement rates (without support) look like for first-time students?

Both PELL recipients and non-PELL recipients had higher placement rates for the Fall 2019 cohort when compared to the Fall 2018 cohort. PELL recipients (53%) had the highest QR placement rates for the Fall 2019 cohort, while non-PELL recipients (50%) fell slightly below the District's average placement rate (52%). Additionally, PELL recipients (+38 percentage points) had the greatest improvement in QR placement rates from Fall 2018 to Fall 2019.

Based on PELL status, which first-time students have been enrolled at census in QR prior to the subsequent Fall semester?

Both PELL recipients and non-PELL recipients had a greater percentage of students who were enrolled at census among the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, PELL recipients (52%) had a slightly greater percentage of students who were enrolled in a QR course at census when compared to non-PELL recipients (51%), who fell below the District's enrolled at census percentage
(52%). Additionally, PELL recipients (+32 percentage point) had the greatest improvement in the percentage of students enrolled at census from Fall 2018 to Fall 2019.

When examining the percentage of students who were enrolled at census in a QR course including EWs, the patterns remained the same as those seen in enrolled at census excluding EWs. The percentage of students enrolled in a QR course at census when including EWs was 56%.

Based on PELL status, which first-time students do not take in QR prior to the subsequent Fall semester?

The percentage of students who did not take a QR course was lower for the Fall 2019 cohort when compared to the Fall 2018 cohort for PELL recipients and non-PELL recipients. For the Fall 2019 cohort, non-PELL recipients (49%) had a slightly greater percentage of students who did not take a QR course when when compared to the District (48%) and PELL recipients (48%). Additionally, PELL recipients (-32 percentage points) had the greatest decline in percentage of students who did not take a QR course.

When examining the percentage of students who did not take a QR course including EWs, the patterns remained the same as those seen in the percentage of students who did not take a QR course excluding EWs. The percentage of students in the District who did not take a QR course prior to the subsequent Fall semester (including EWs) was 44%.

Based on PELL status, which first-time students are unsuccessfully attempting QR courses prior to the subsequent Fall semester? *Please note this is not a measure of all students who unsuccessfully completed a QR course, but instead is a measure of students who 1) attempted a QR course prior to the subsequent Fall semester and 2) never received a successful grade. Students who received a successful QR grade prior to the subsequent Fall semester, regardless of their number of attempts, were not counted in this measure.*

PELL recipients and non-PELL recipients had an increase in the percentage of unsuccessful attempts for the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, non-PELL recipients (19%) had the lowest percentage of unsuccessful QR attempts, while PELL recipients (21%) had a slightly greater a percentage of students who unsuccessfully attempted a QR course when

compared to the District (40%). The percentage of PELL recipients (+10 percentage points,) who unsuccessfully attempted a QR course, increased less than the District.

compared to the District (20%). The percentage of non-PELL recipients (+13 percentage points,) who unsuccessfully attempted a QR course, increased less than the District's. When examining the percentage of students who unsuccessfully attempted a QR course (including EWs), the patterns remained the same as those seen in the percentage of students who unsuccessfully attempted a QR course (excluding EWs). The percentage of students in the District who unsuccessfully attempted a QR course (including EWs) was 25%.

Based on PELL status, which first-time students do not successfully complete a QR course prior to the subsequent Fall semester?

Both PELL recipients and non-PELL recipients had a lower percentage of students who did not successfully complete a QR course for the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, PELL recipients, non-PELL recipients, and the District all had 69% of students who did not successfully complete a QR course prior to the subsequent Fall semester. Non-PELL recipients (-17 percentage points) had a slightly greater decline in percentage of students who did not successfully complete a QR course when compared to the District (-16 percentage points), while PELL recipients (-14 percentage points) had less of a decline when compared to the District.

Based on PELL status, what do QR throughput rates look like for first-time students?

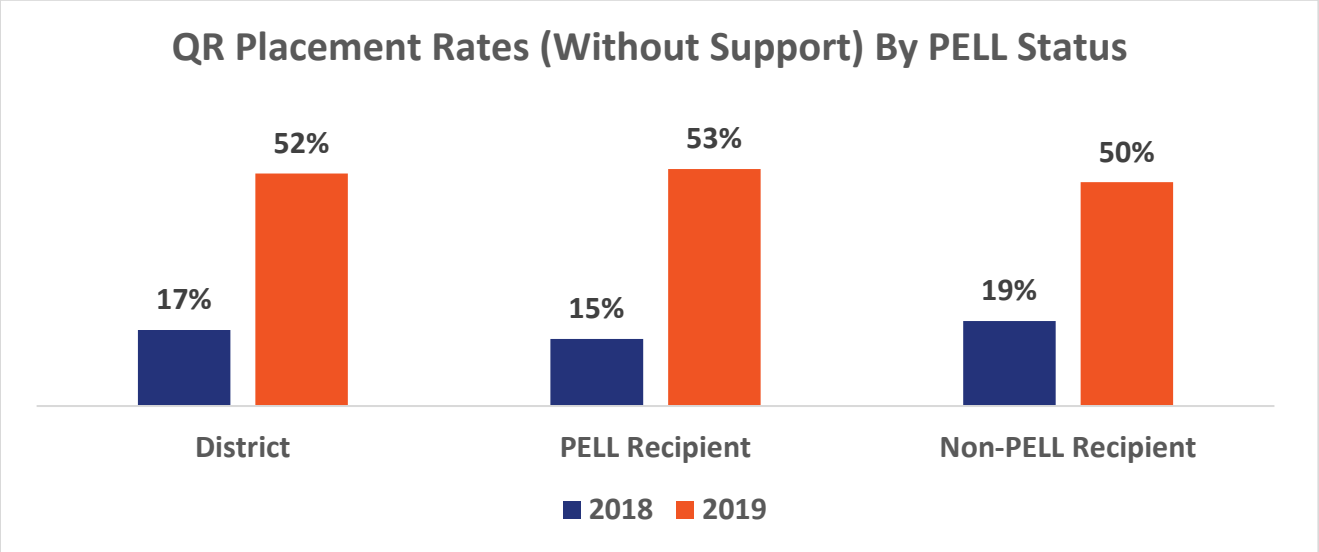
Both PELL recipients and non-PELL recipients had a greater QR throughput rate among the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, PELL recipients, non-PELL recipients, and the District had a 31% QR throughput rate. Non-PELL recipients (+17 percentage points) had a slightly greater increase in throughput rates when compared to the District (+16 percentage points), while PELL recipients' (+14 percentage points) throughput rates had increased less than the District's.

Based on PELL status, what do first-time students' QR throughput rates look like for students who were placed into QR with support versus students who were placed into QR without support?

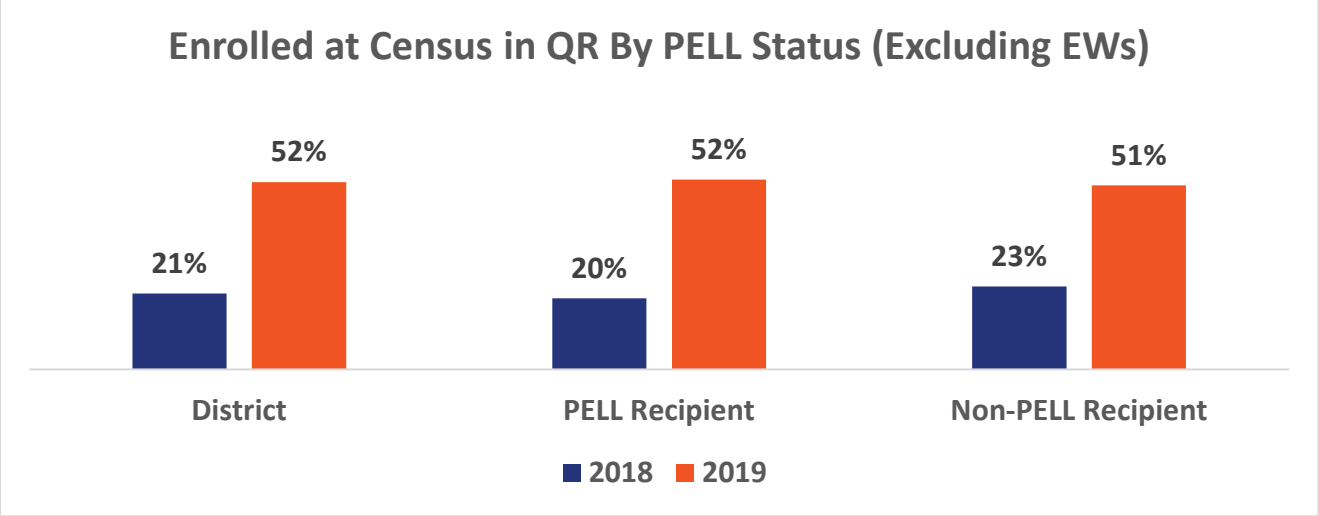
QR throughput rates were higher for those who were placed without support when compared to those placed with support for both PELL recipients and non-PELL recipients. Non-PELL recipients had the highest QR throughput rate among those who were placed with support (18%), while PELL recipients had the highest QR throughput rate among those who were placed without support (45%). Additionally, when compared to the District (17%; 44%) non-PELL recipients (14%) had a lower throughput rates among those who were placed with support, while PELL recipients (42%) had a lower QR throughput rate among those who were place without support. Furthermore, non-PELL recipients (31 percentage points) had the largest disparities in throughput rates between those who placed into QR courses with support and those placed into QR courses without support.

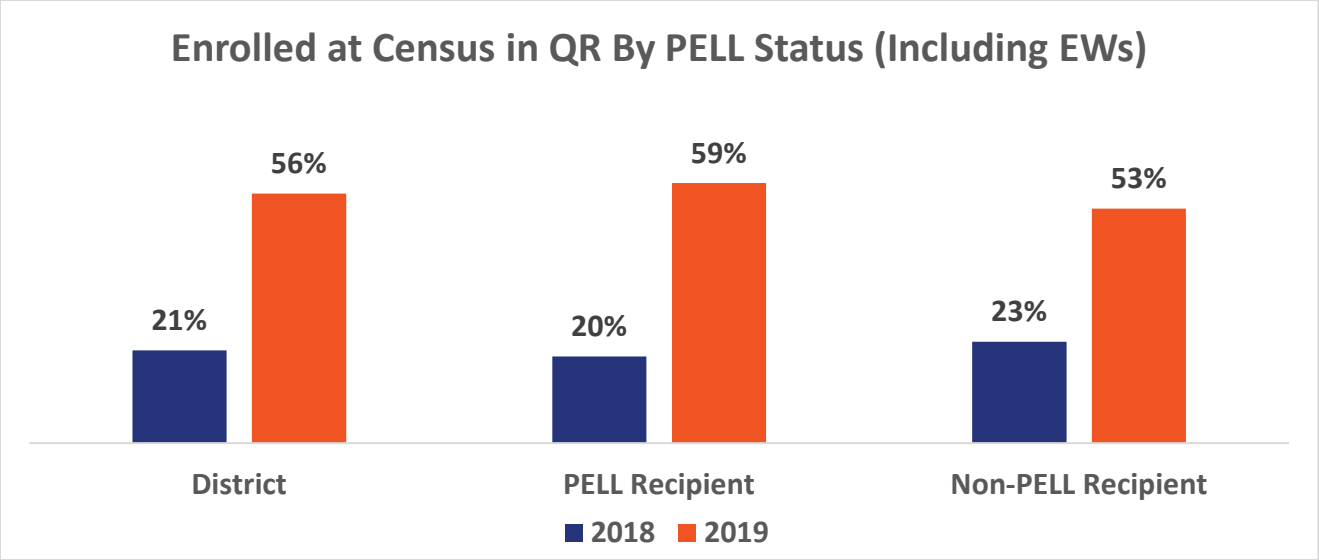
Tables and Charts on AB 705 QR Student Outcomes By PELL Status

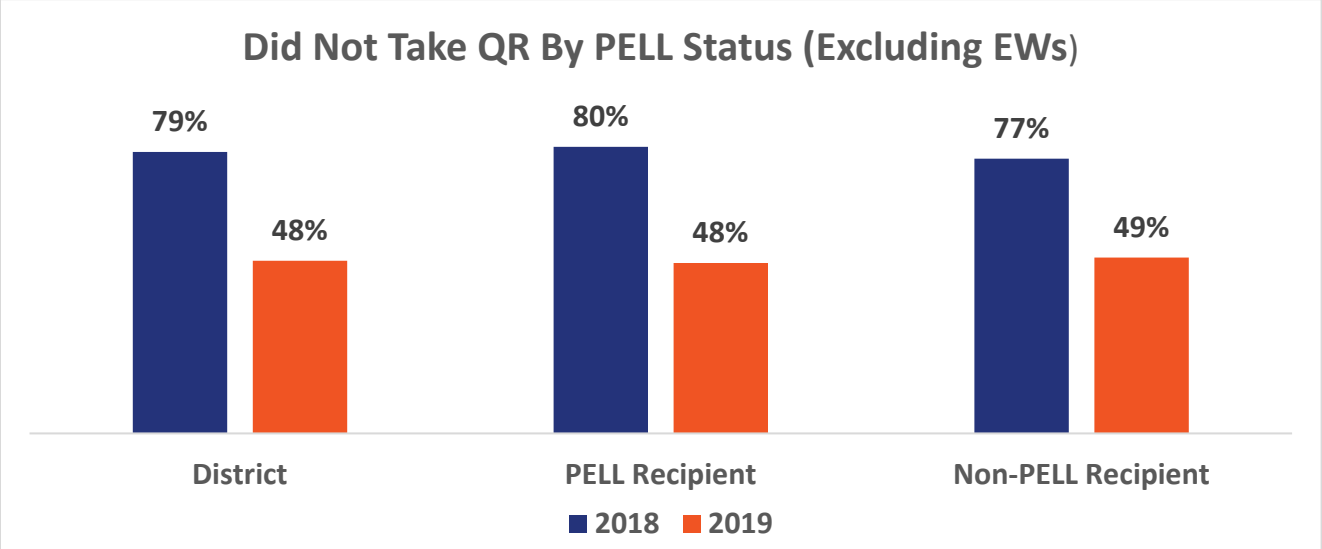
	2018 Placement Cohort	2019 Placement Cohort
District	2692	2979
PELL Recipient	1534	1681
Non-PELL Recipient	1158	1298

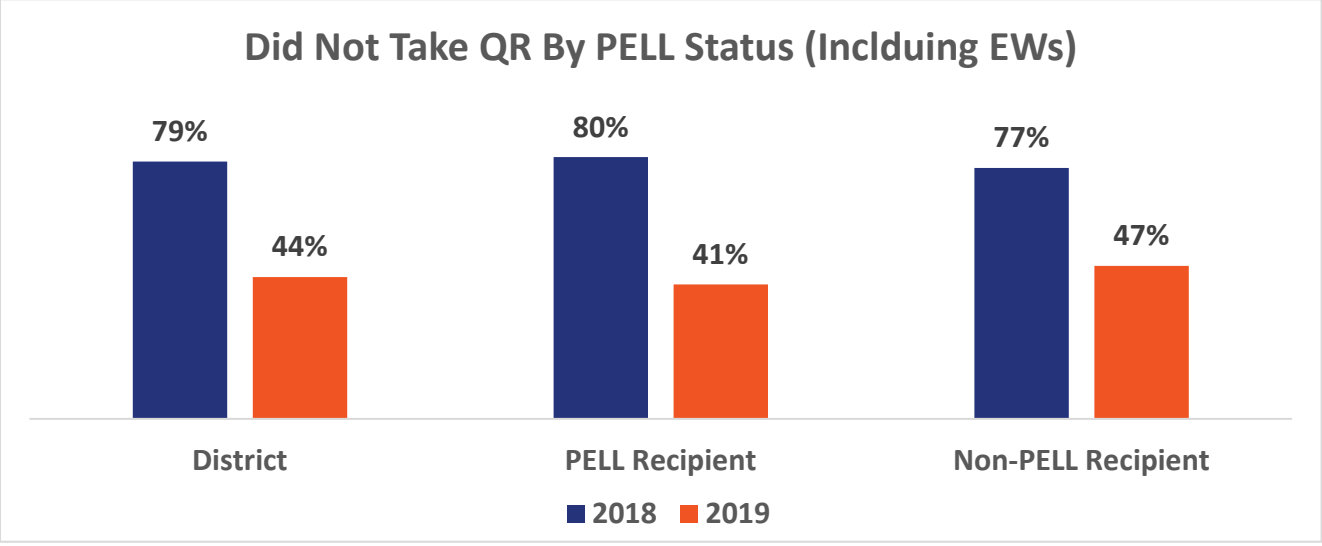


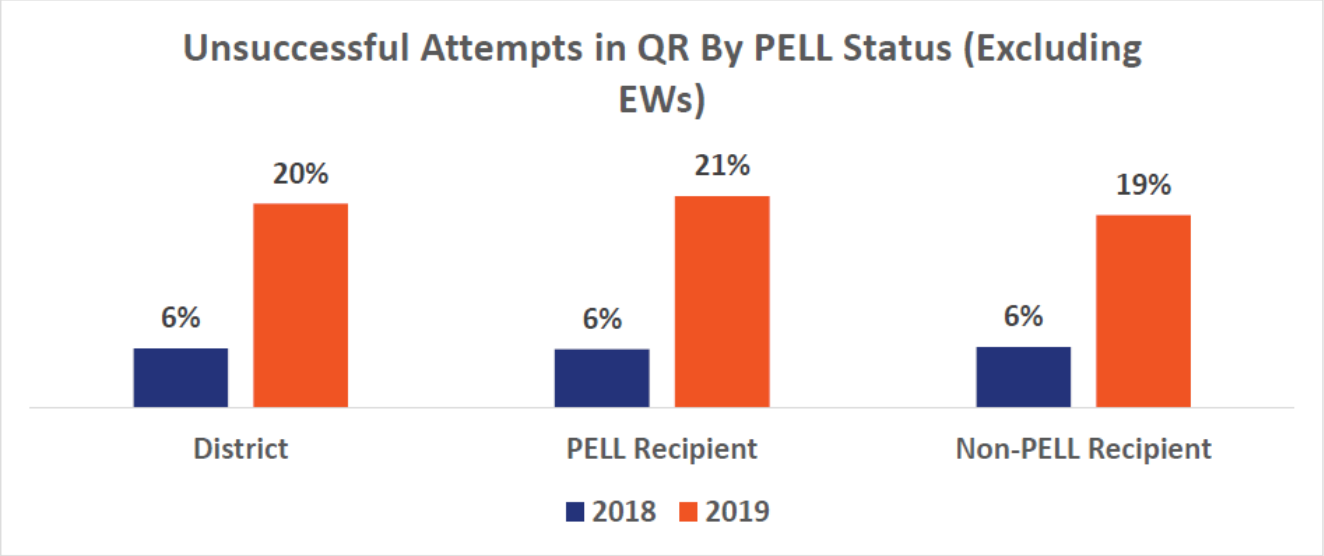
	2018 Throughput Cohort	2019 Throughput Cohort
District	2626	2829
PELL Recipient	1534	1681
Non-PELL Recipient	1092	1148

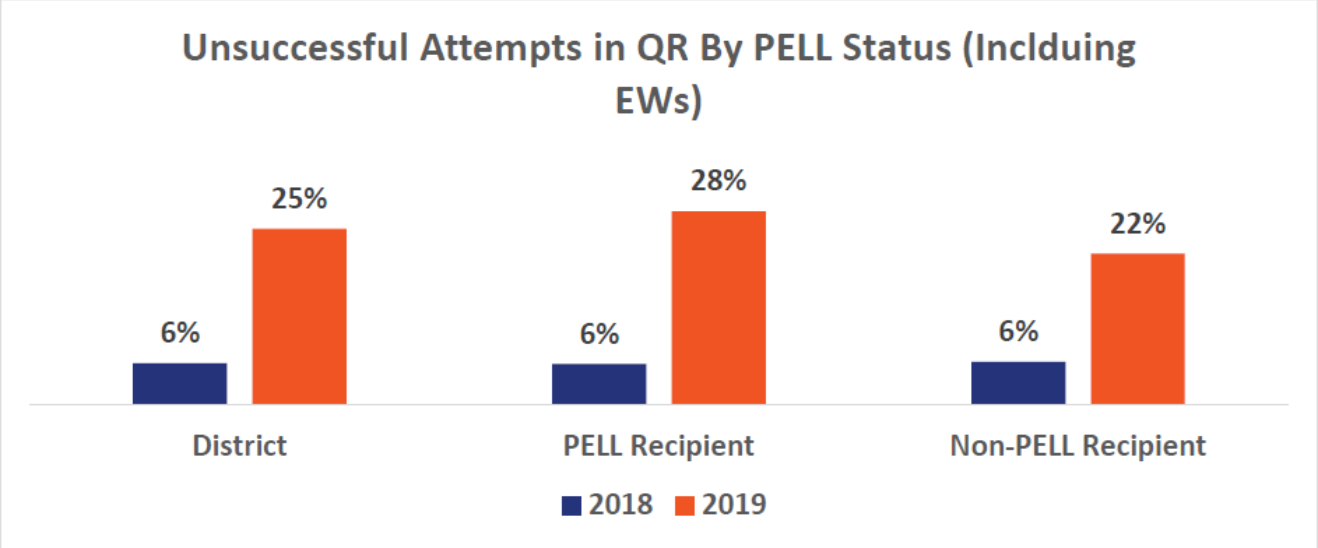


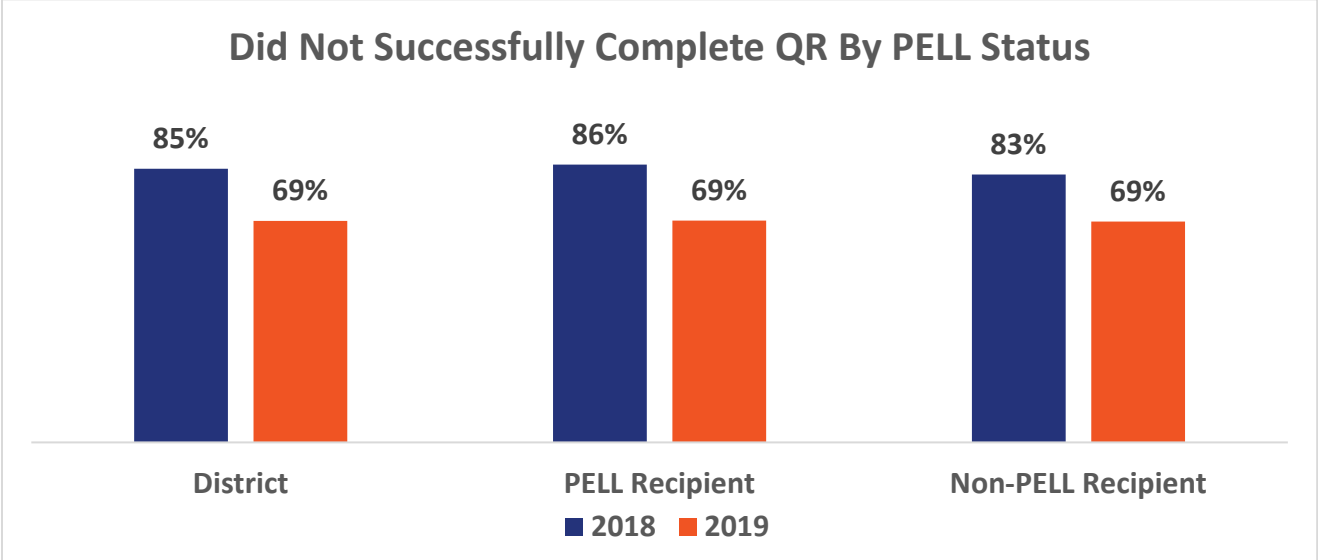

Enrolled at Census in QR By PELL Status (Including EWs)
56%
59%
53%
21%
20%
23%
District
PELL Recipient
Non-PELL Recipient
2018
2019

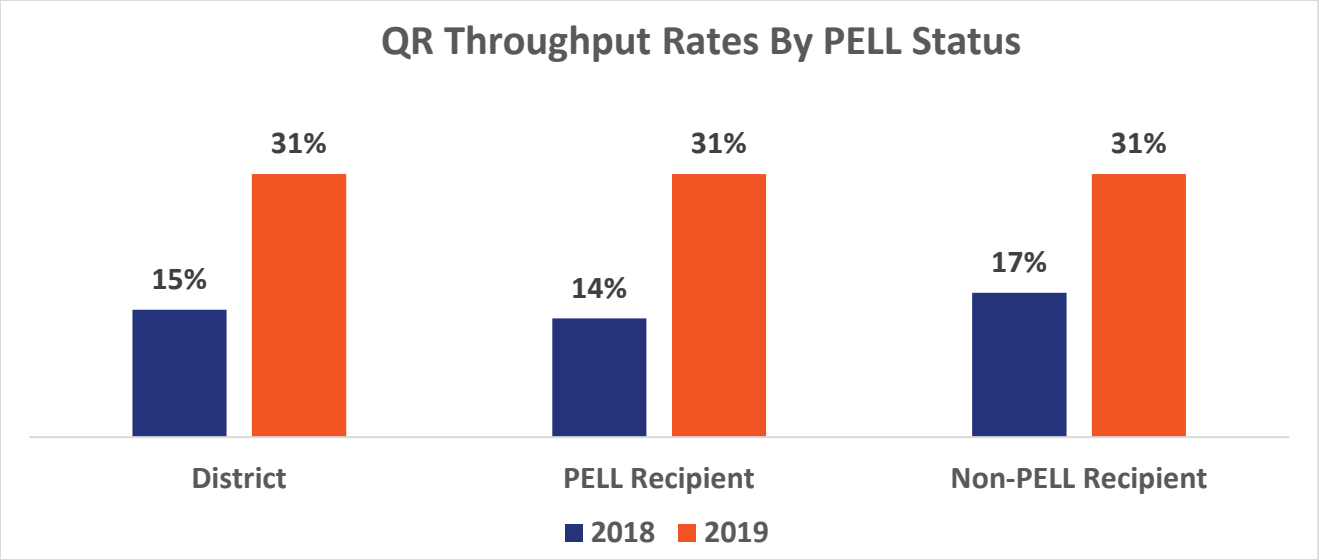

Did Not Take QR By PELL Status (Excluding EWs)
79%
80%
77%
48%
48%
49%
District
PELL Recipient
Non-PELL Recipient
2018
2019

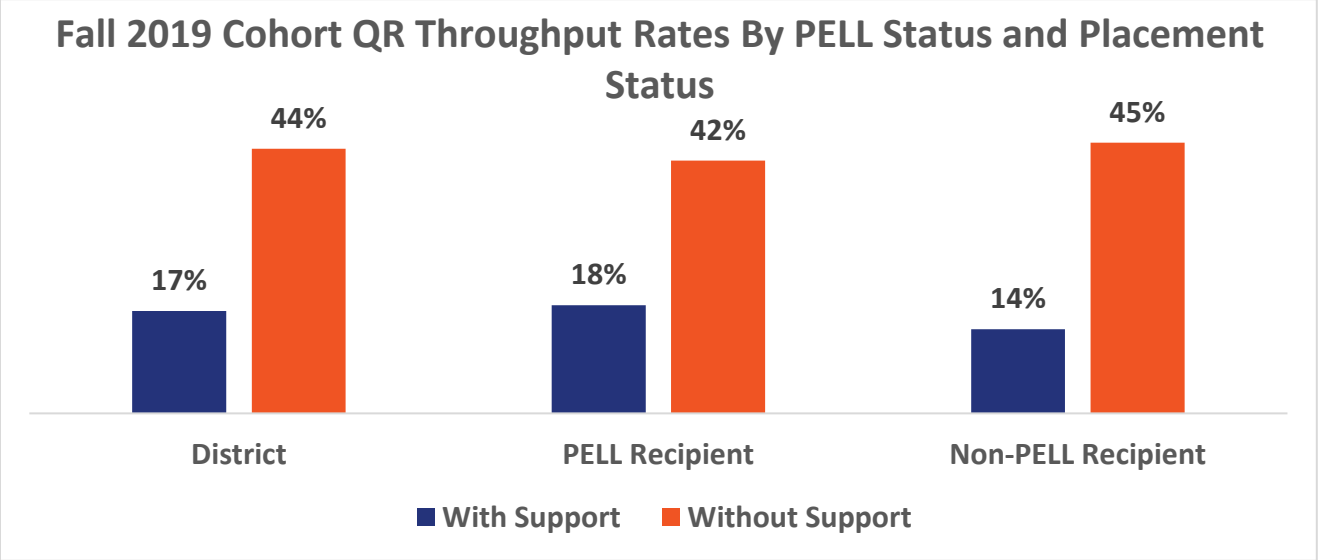

Did Not Take QR By PELL Status (Incldуing EWs)
79%
80%
77%
44%
41%
47%
District
PELL Recipient
Non-PELL Recipient
2018
2019


Unsuccessful Attempts in QR By PELL Status (Excluding EWs)
20%
21%
19%
6%
6%
6%
District
PELL Recipient
Non-PELL Recipient
2018
2019


Unsuccessful Attempts in QR By PELL Status (Incldуing EWs)
25%
28%
22%
6%
6%
6%
District
PELL Recipient
Non-PELL Recipient
2018
2019


Did Not Successfully Complete QR By PELL Status
85%
86%
83%
69%
69%
69%
District
PELL Recipient
Non-PELL Recipient
2018
2019


QR Throughput Rates By PELL Status
31%
31%
31%
15%
14%
17%
District
PELL Recipient
Non-PELL Recipient
2018
2019


Fall 2019 Cohort QR Throughput Rates By PELL Status and Placement Status
44%
42%
45%
17%
18%
14%
District
PELL Recipient
Non-PELL Recipient
With Support
Without Support

Additional QR Outcomes By PELL Status: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on Additional QR Outcomes By PELL Status

Based on PELL status, what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer)?

When examining the QR course success rates (excluding EWs), course success rates were higher for the Fall 2018 cohort for both PELL recipients and non- PELL recipients. Among the Fall 2019 cohort, non-PELL recipients (58%) had a slightly greater QR course success rates when compared to the District (57%), while PELL recipients (56%) had a slightly lower QR course success rates when compared to the District. Additionally, non-PELL recipients' (-8 percentage points) QR course success rates decreased from the Fall 2018 to Fall 2019 slightly less than the District's (-9 percentage points), while PELL recipients' (-11 percentage points) course success rates declined at a greater rate than the District's.

When examining the QR course success rates (including EWs), the patterns remained mostly the same as those seen in QR course success rates (excluding EWs), with PELL recipients' (-15 percentage points) QR course success rates declining the same amount as the District's. The District's QR course success rate for the Fall 2019 cohort within their first year was 51%.

Based on PELL status, what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer) among those who took a QR course with support versus those who took a QR course without support?

When examining the QR course success rates by support status (excluding EWs), course success rates were higher among those who took QR courses without support for both PELL recipients and non-PELL recipients. PELL recipients had the highest course success rate among those who took a QR course with support (47%), and non-PELL recipients (67%) had the highest course success rate among those who took a QR course without support. Pell recipients (64%) fell slightly below the District average (65%) in course success rates among those who took QR courses without support, and non-PELL recipients (43%) fell slightly below the District average (45%) for those who took QR courses with support. Additionally, non-PELL recipients (24 percentage points) had the largest difference in course success rates between those who took QR courses with support and those who took QR courses without support.

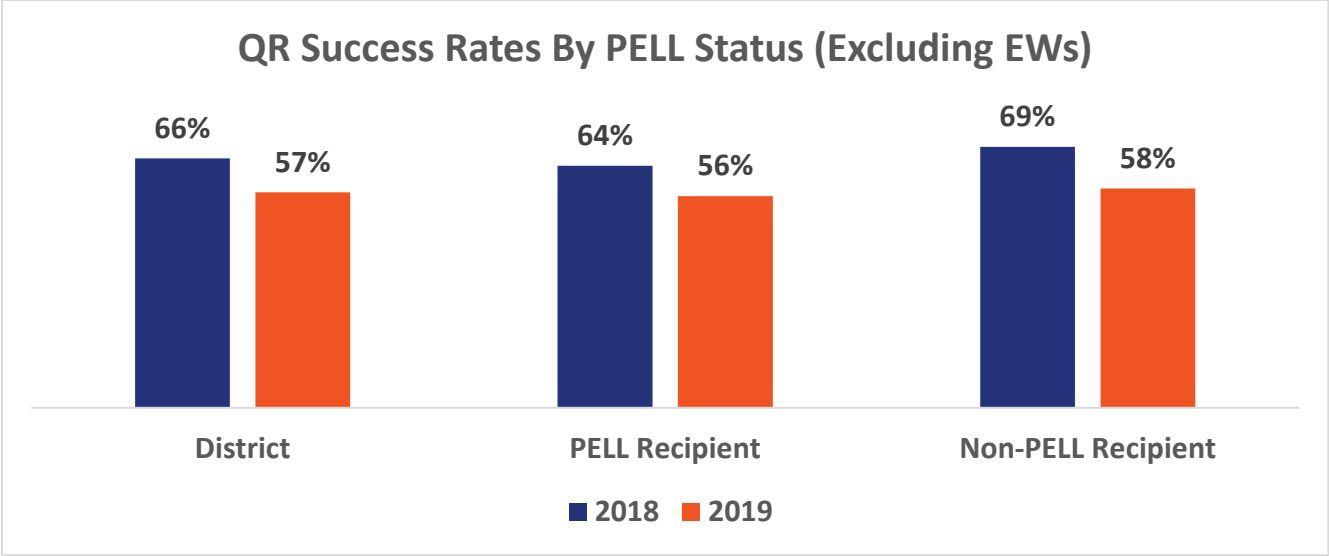
When examining the QR course success rates by support status (including EWs), the patterns remained the same as those seen in QR course success rates by support status (excluding EWs). The District's QR course success rate among those who took QR courses with support was 40% and the District's QR course success rate among those who took QR courses without support was 59%.

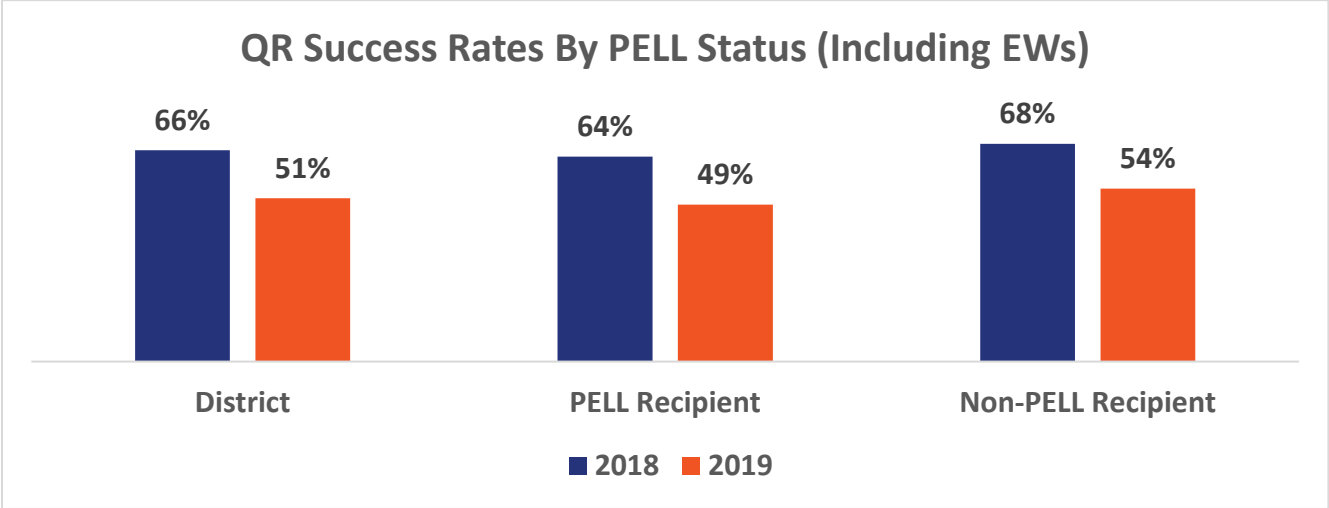
Based on PELL status, what were the withdrawal rates and excused withdrawal rates for first-time students during their first year (Fall, Spring, Summer)?

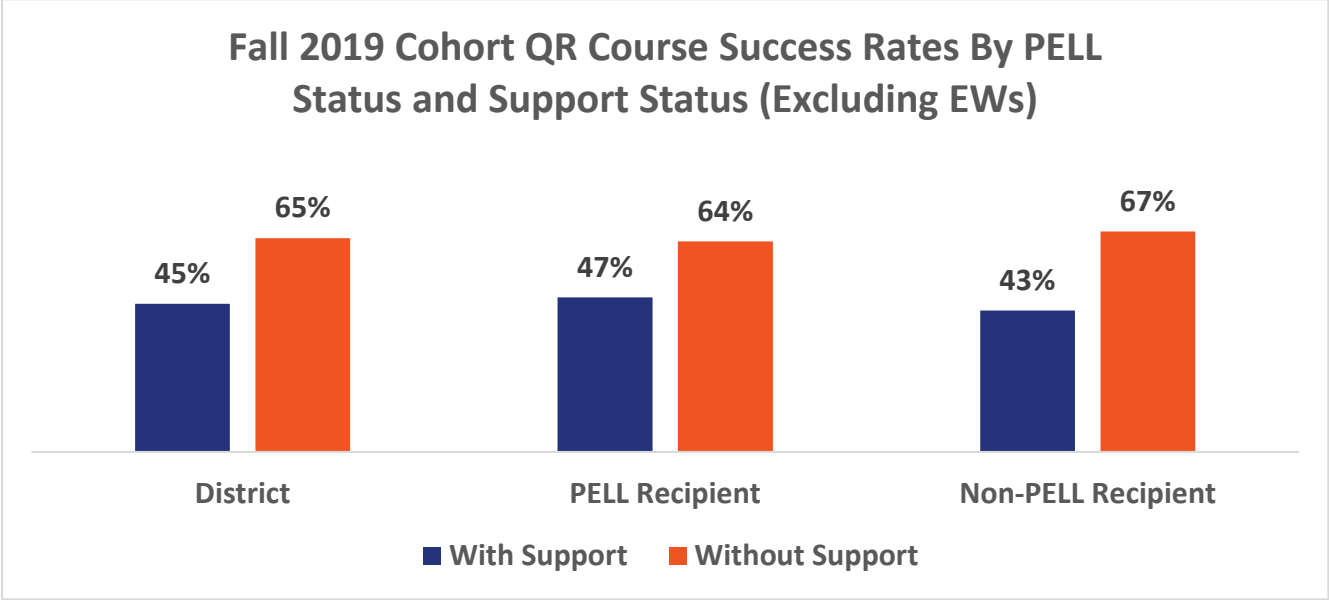
QR withdrawal rates were higher for the Fall 2019 cohort for both PELL recipients and non-PELL recipients when compared to the Fall 2018 cohort. The District's QR course withdrawal rate for the Fall 2019 cohort was 15%, and non-PELL recipients (16%) had a higher withdrawal rates among the Fall 2019 cohort when compared to PELL recipients (15%).

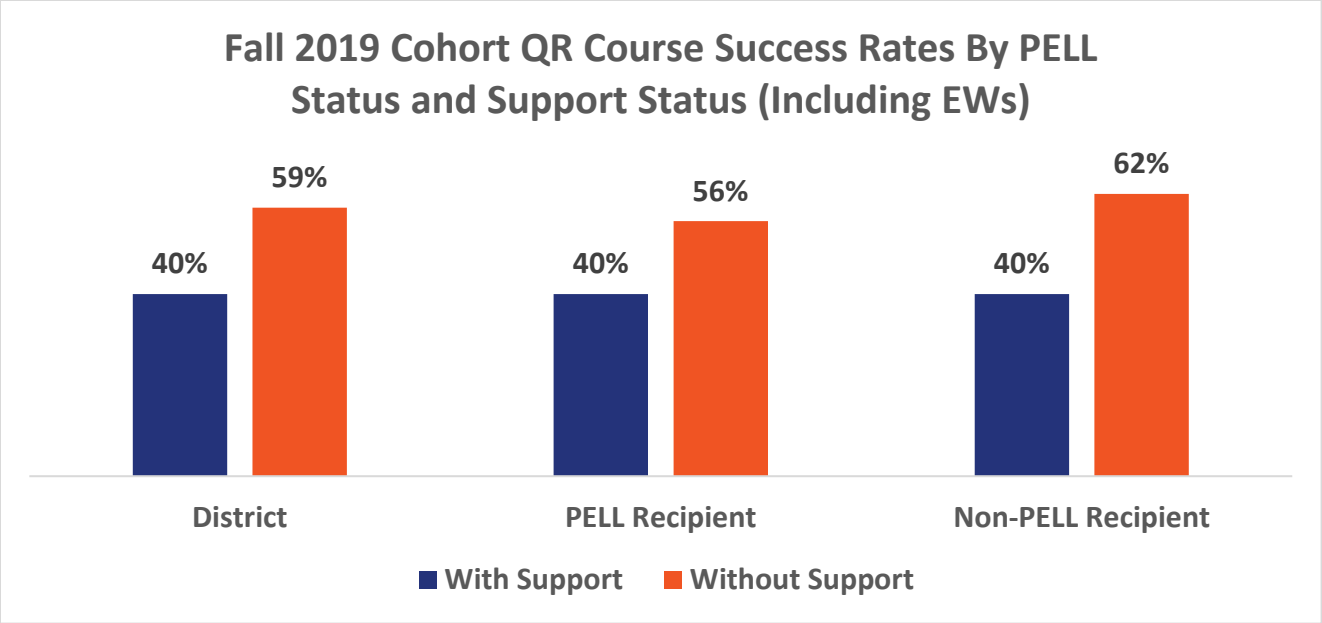
QR course excused withdrawal rates were higher among the Fall 2019 cohort for both PELL recipients and non-PELL recipients when compared to the Fall 2018 cohort. The District's QR course excused

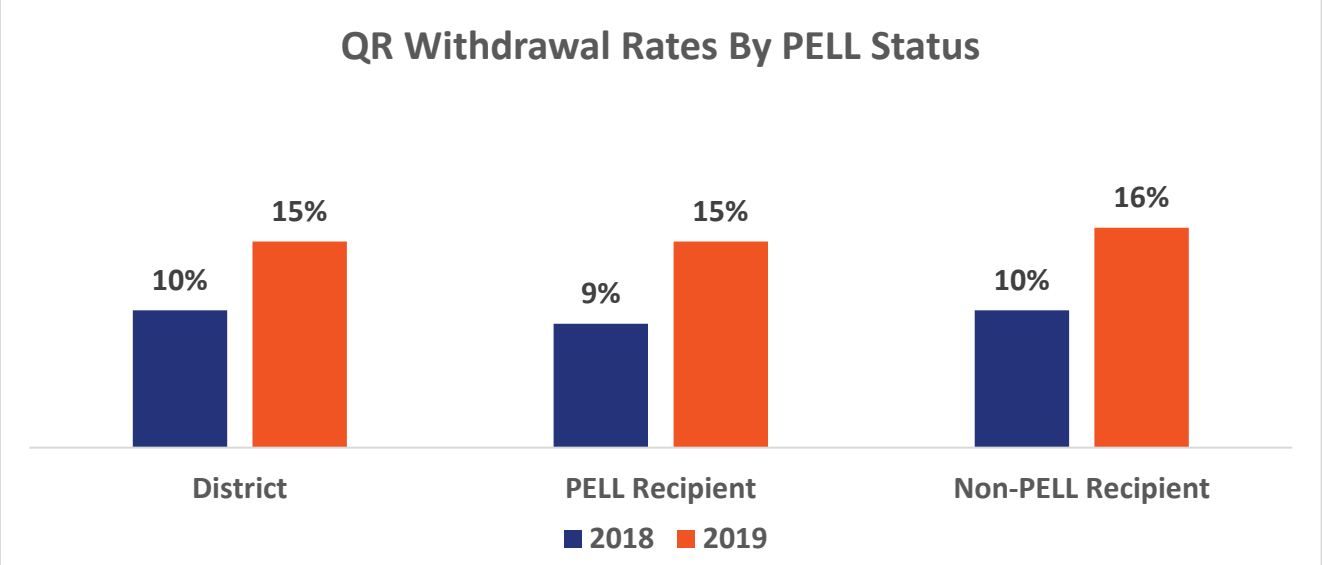
withdrawal rate for the Fall 2019 cohort was 11%, and PELL recipients (13%) had a higher excused withdrawal rate when compared to non-PELL recipients (7%).

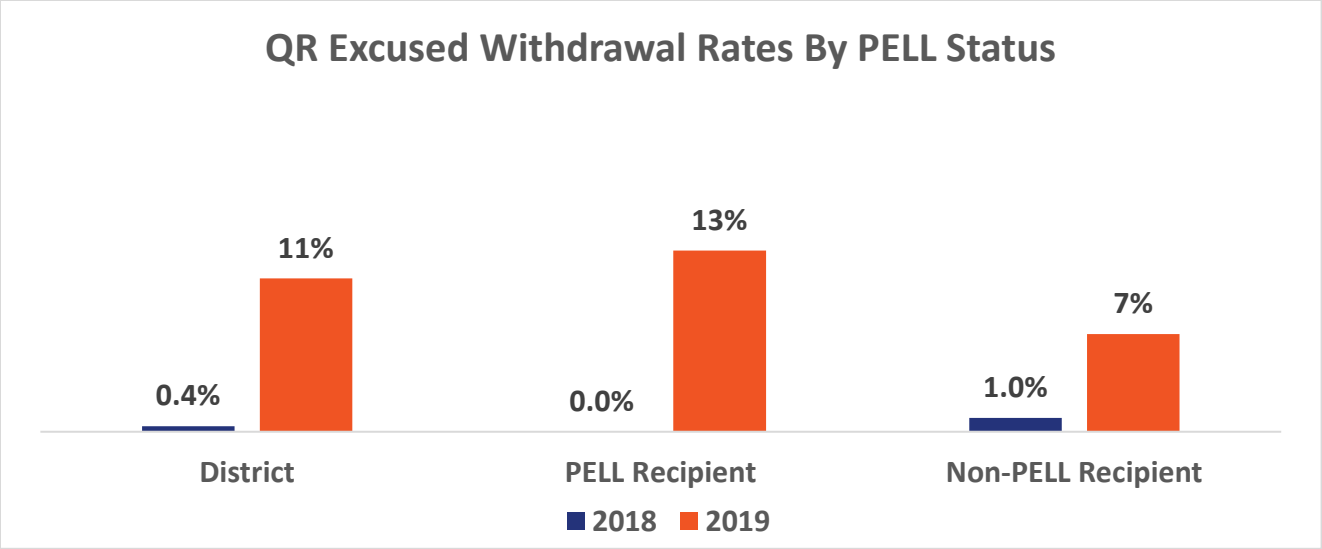

QR Success Rates By PELL Status (Excluding EWs)
66%
57%
64%
56%
69%
58%
District
PELL Recipient
Non-PELL Recipient
2018
2019


QR Success Rates By PELL Status (Including EWs)
66%
51%
64%
49%
68%
54%
District
PELL Recipient
Non-PELL Recipient
2018
2019


Fall 2019 Cohort QR Course Success Rates By PELL Status and Support Status (Excluding EWs)
45%
65%
47%
64%
43%
67%
District
PELL Recipient
Non-PELL Recipient
With Support
Without Support


Fall 2019 Cohort QR Course Success Rates By PELL Status and Support Status (Including EWs)
40%
59%
40%
56%
40%
62%
District
PELL Recipient
Non-PELL Recipient
With Support
Without Support


QR Withdrawal Rates By PELL Status
10%
15%
9%
15%
10%
16%
District
PELL Recipient
Non-PELL Recipient
2018
2019


QR Excused Withdrawal Rates By PELL Status
11%
13%
7%
0.4%
0.0%
1.0%
District
PELL Recipient
Non-PELL Recipient
2018
2019

QR Student Outcomes At A Glance By PELL Status: Fall 2019 Cohort

Observations on QR Student Outcomes At A Glance By PELL Status

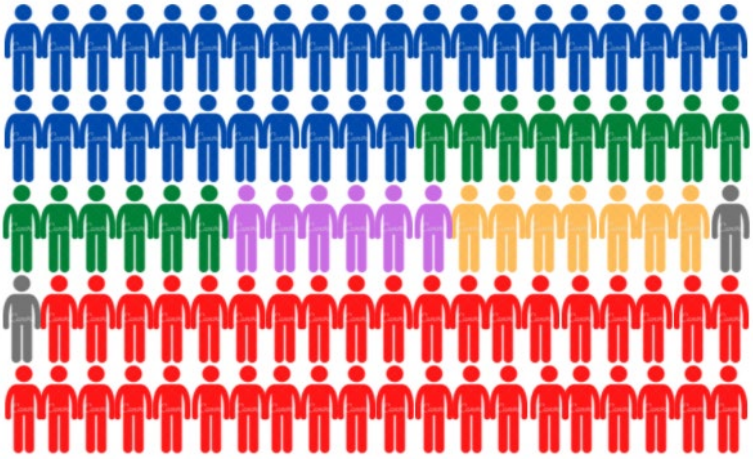
Based on PELL status, what are the overall trends for first-time students' QR outcomes?

PELL recipients (31%) and non-PELL recipients (31%) had the same percentage of students who received a passing grade while PELL recipients (22%) had the highest percentage of students who received a non-passing grade. Non-PELL recipients (7%) had the highest percentage of students who withdrew after census, while PELL recipients (7%) had the highest rates of EW/MW. PELL recipients (2%) and non-PELL recipients (2%) had the same percentage of students who withdrew before census, and non-PELL recipients (45%) had the highest percentage of student who never enrolled in a QR course.

Fall 2019 Cohorts' QR Outcomes by PELL Status

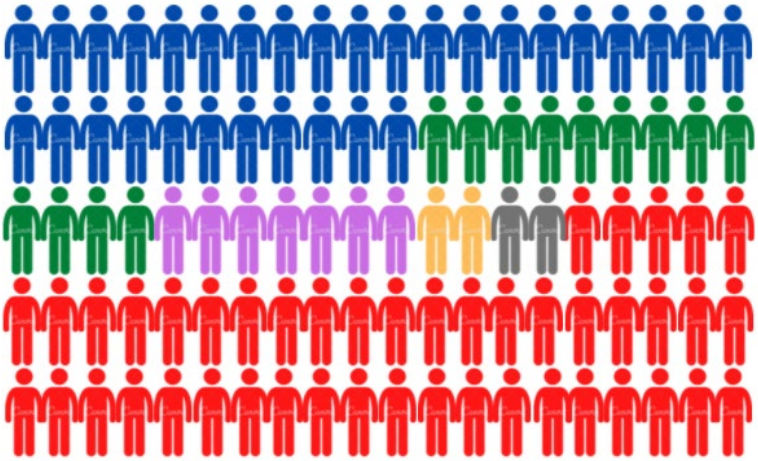
Fall 2019 Cohort: PELL Recipient

- Received Passing Grade (31%)
- Received Non-passing Grade (15%)
- Enrolled, but Withdrew After Census (6%)
- Enrolled, but Received EW/MW (7%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (39%)



Fall 2019 Cohort: Non-PELL Recipient

- Received Passing Grade (31%)
- Received Non-passing Grade (13%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (2%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (45%)



College Generation Status Comparisons

AB 705 QR Student Outcomes By College Generation Status: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on AB 705 QR Student Outcomes By College Generation Status

Based on college generation status, what do QR placement rates (without support) look like for first-time students?

Students from all college generation statuses had higher placement rate for the Fall 2019 cohort when compared to the Fall 2018 cohort. Non-first generation college students (88%) had the highest QR placement rate for the Fall 2019 cohort, while first generation college students (49%) and students with an unknown college generation status (30%) fell below the District's average placement rate (52%). Non-first generation college students (+39 percentage points) had the greatest improvement in QR placement rates from Fall 2018 to Fall 2019.

Based on college generation status, which first-time students have been enrolled at census in a QR course prior to the subsequent Fall semester?

Students from all college generation statuses had a greater percentage of who were enrolled at census among the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, non-first generation college students (56%) had the highest percentage of students who were enrolled in a QR course at census. First generation college students (50%) and students with an unknown college generation status (40%) had a lower percentage of students enrolled in a QR course at census when compared to the District (52%). However, first generation college students (+31 percentage points) had a slightly greater improvement in the percentage of students enrolled at census from Fall 2018 to Fall 2019 when compared to the District (+31 percentage points).

When examining the percentage of students who were enrolled at census in a QR course including EWs, the patterns remained mostly the same as those seen in enrolled at census excluding EWs, except first generation college students had the same percentage of students enrolled at census when compared to the District. The percentage of students enrolled in a QR course at census when including EWs was 56%.

Based on college generation status, which first-time students do not take a QR course prior to the subsequent Fall semester?

The percentage of students who did not take a QR course was lower for the Fall 2019 cohort when compared to the Fall 2018 cohort for students from all college generation statuses. For the Fall 2019, cohort, non-first generation college students (44%) had the lowest percentage of students who did not take a QR course. First generation college students (50%) had a slightly greater rate of students who did take a QR course when compared to the District (48%), while students with an unknown college generation status (60%) had a significantly greater percentage of students who did not take a QR course when compared to the District. Additionally, first generation college students (-32 percentage points) had a slightly greater decline in percentage of students who did not take a QR course when compared to the District (-31 percentage points).

When examining the percentage of students who did not take a QR course including EWs, the patterns remained the same as those seen in the percentage of students who did not take a QR course excluding EWs. The percentage of students in the District who did not take a QR course prior to the subsequent Fall semester (including EWs) was 44%.

Based on college generation status, which first-time students are unsuccessfully attempting QR courses prior to the subsequent Fall semester? *Please note this is not a measure of all students who unsuccessfully completed a QR course, but instead is a measure of students who 1) attempted a QR course prior to the subsequent Fall semester and 2) never received a successful grade. Students who received a successful QR grade prior to the subsequent Fall semester, regardless of their number of attempts, were not counted in this measure.*

Students from all college generation statuses had an increase in the percentage of unsuccessful attempts for the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, non-first generation college students (20%) and first generation college students (20%) had the same percentage of unsuccessful QR attempts when compared to the District (20%), while students with an unknown college generation status (23%) had greater a percentage of students who unsuccessfully attempted the QR requirement when compared to District. Additionally, from the Fall 2018 cohort to the Fall 2019 cohort, the percentage of non-first generation college students and first generation college students who unsuccessfully attempted the QR requirement increased at the same rate as the District (+14 percentage points), while students with an unknown generation status (+17 percentage points) had greater increases in unsuccessful QR attempts when compared to the District. When excluding EWs, non-first generation college students (24%) had a slightly smaller percentage of students who unsuccessfully attempted the QR requirement when compared to the District (25%), while first generation students (26%) and students with an unknown gender (28%) had a slightly greater percentage of students who unsuccessfully attempted the QR requirement when compared to the District. Additionally, first generation students (+20 percentage points) and students with an unknown gender (+22 percentage points) had a slightly greater increase in the percentage of students who unsuccessfully attempted the QR requirement when compared to the District (+19 percentage points).

Based on college generation status, which first-time students do not successfully complete a QR course prior to the subsequent Fall semester?

Students from all college generation statuses had a lower percentage of students who did not successfully complete a QR course for the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, non-first generation college students (64%) had the lowest percentage of students who did not successfully complete a QR course, while first generation college students (71%) and students with an unknown college generation status (84%) had greater a percentage of students who did not successfully complete the QR requirement when compared to the District (69%). Furthermore, first generation college students (-17 percentage points) had a slightly greater decline in percentage of students who did not successfully complete a QR course when compared to the District (-16 percentage points). Non-first generation college students declined at the same rate as the District, while the percentage of students who did not successfully complete a QR course declined at a significant lower rate for students with an unknown generation status (-9 percentage points) when compared to the District.

Based on college generation status, what do QR throughput rates look like for first-time students?

Students from all college generation statuses had a greater QR throughput rate among the Fall 2019 cohort when compared to the Fall 2018 cohort. For the Fall 2019 cohort, non-first generation college students (36%) had the highest QR throughput rates, while first generation college students (29%) and students with an unknown college generation status (16%) had lower QR throughput rates when compared to the District (31%). Furthermore, first generation college students (+16 percentage points)

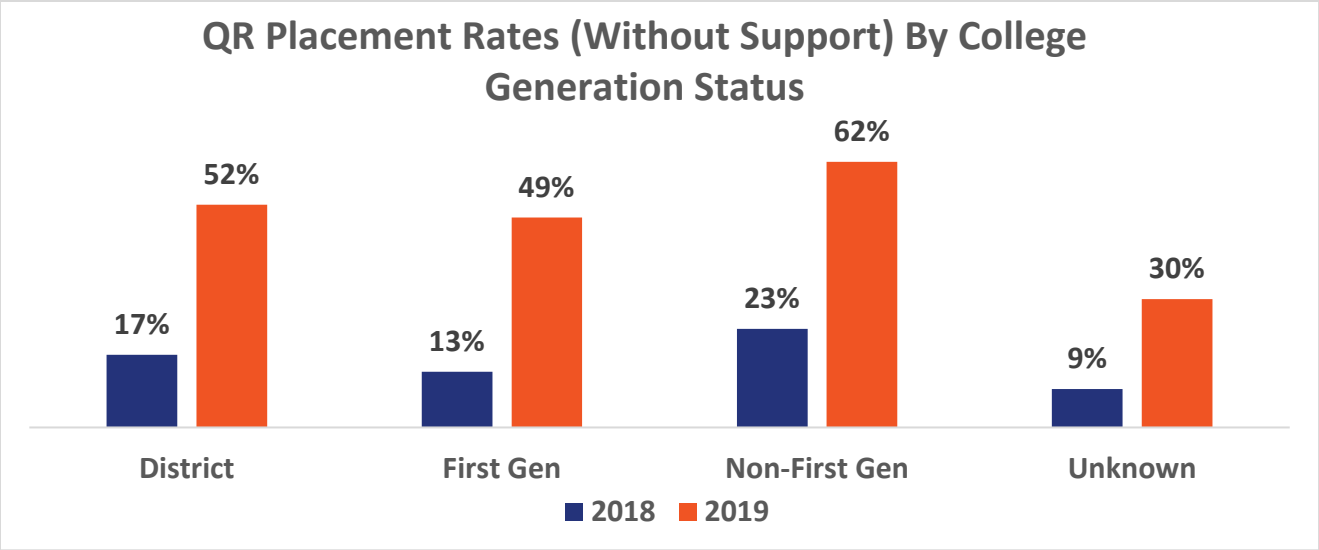
had a slightly greater increase in QR throughput rates when compared to the District (+11 percentage points). Non-first generation college students' throughput rates increased at the same rate as the District's, while throughput rates for students with an unknown generation status (+9 percentage points) increased less than the District's.

Based on college generation status, what do first-time students' QR throughput rates look like for students who were placed into QR courses with support versus students who were placed into QR courses without support?

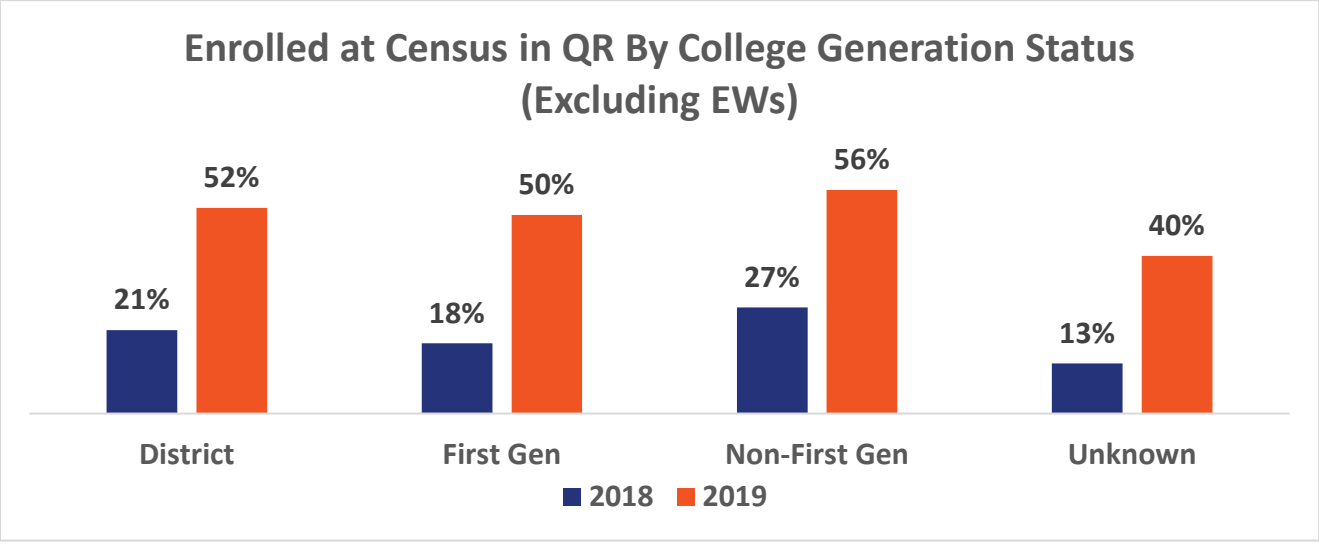
QR throughput rates were higher for those who were placed without support when compared to those placed with support for students from all college generation statuses. Non-first generation college students had the highest QR throughput rate among those who were placed with support (19%) and those who were placed without support (47%). Additionally, first generation college students (16%; 42%) and students with an unknown college generation status (9%; 30%) had lower throughput rates for those placed with support (17%), and those placed without support (44%) when compared to the District. Finally, non-first generation students (27 percentage points) had the largest difference in throughput rates between those who were placed with support and those who were placed without support.

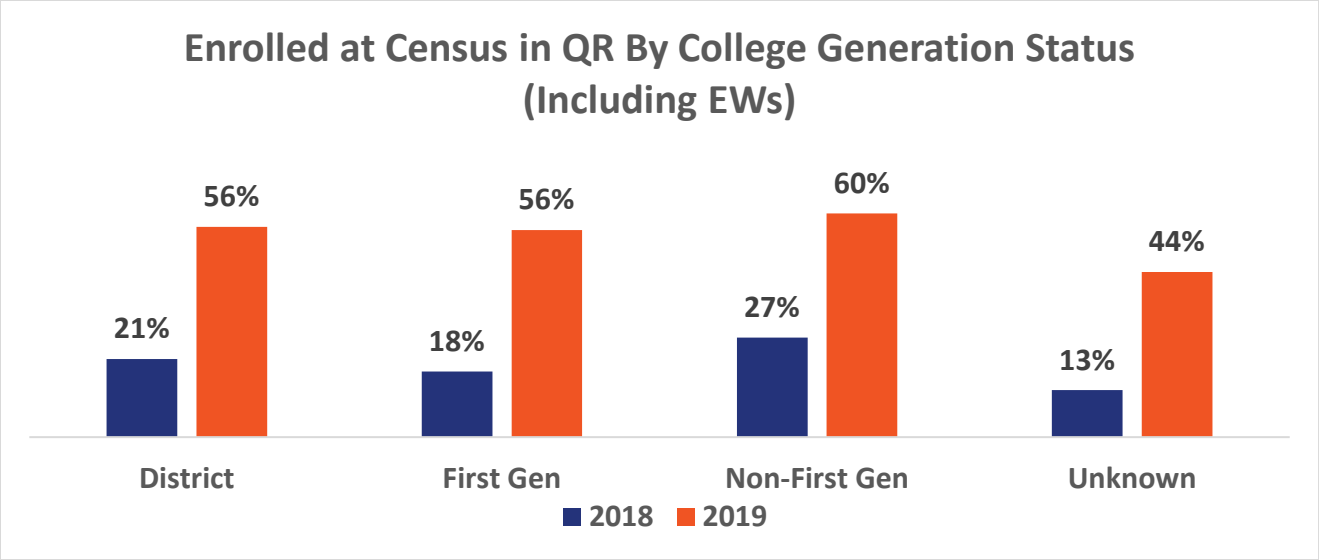
Tables and Charts on AB 705 QR Student Outcomes By College Generation Status

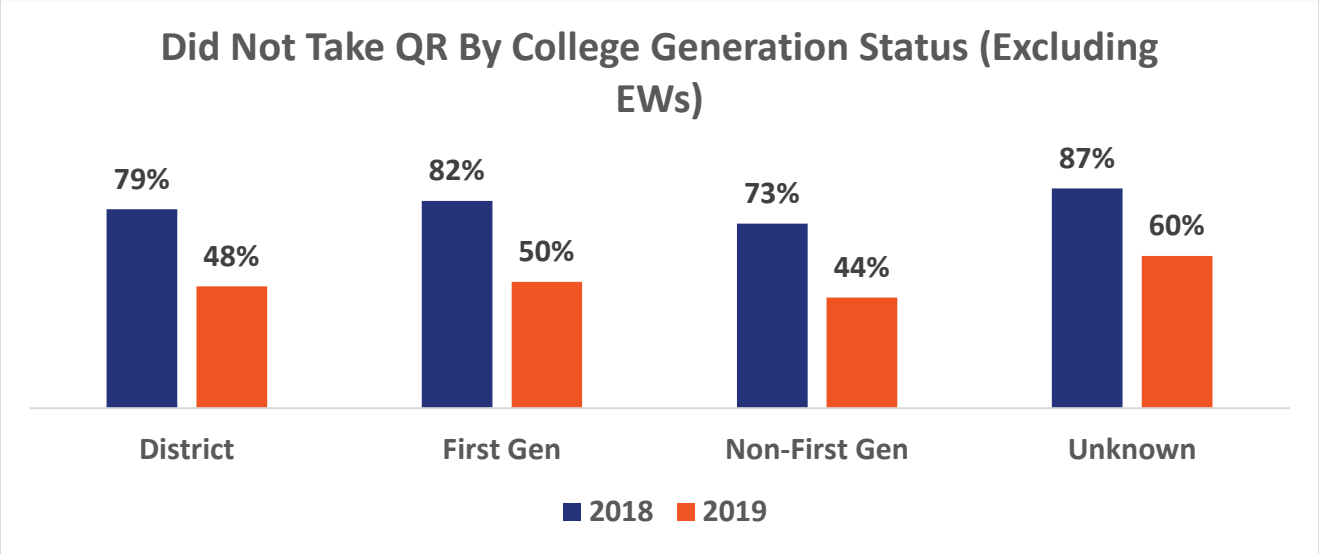
	2018 Placement Cohort	2019 Placement Cohort
District	2692	2979
First Generation	1306	1345
Non-First Generation	1116	1275
Unknown Generation Status	270	359

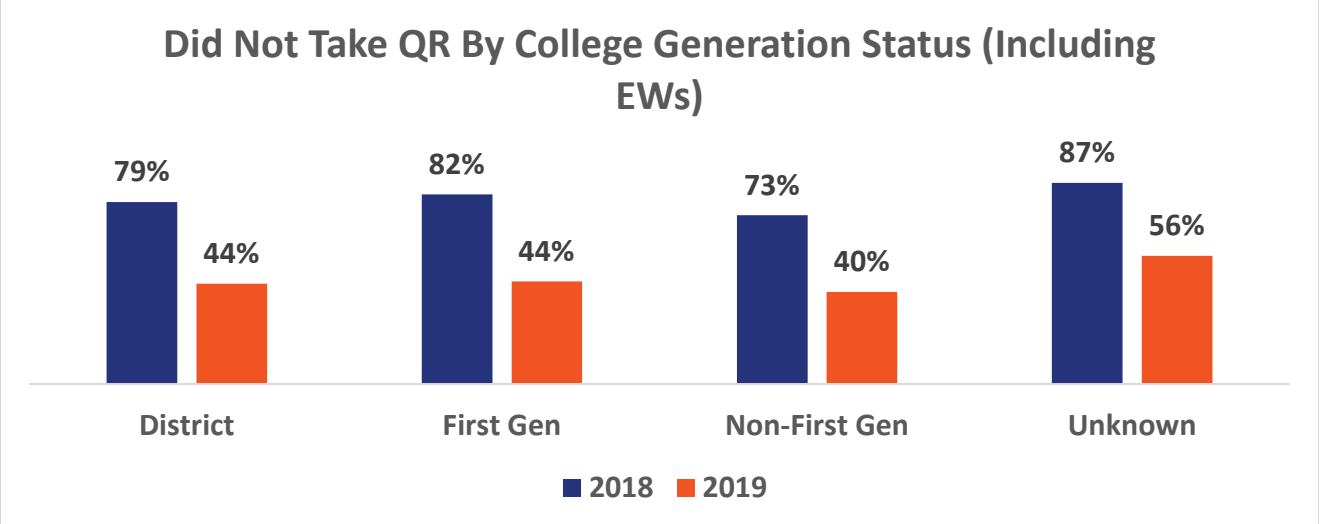


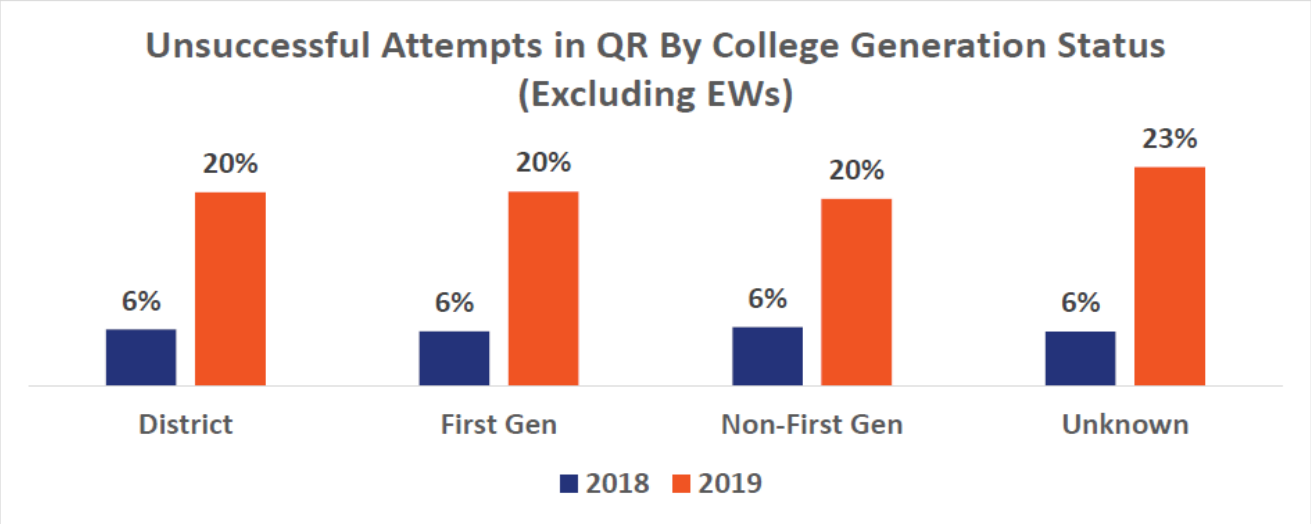
	2018 Throughput Cohort	2019 Throughput Cohort
District	2626	2829
First Generation	1250	1271
Non-First Generation	1114	1267
Unknown Generation Status	262	291

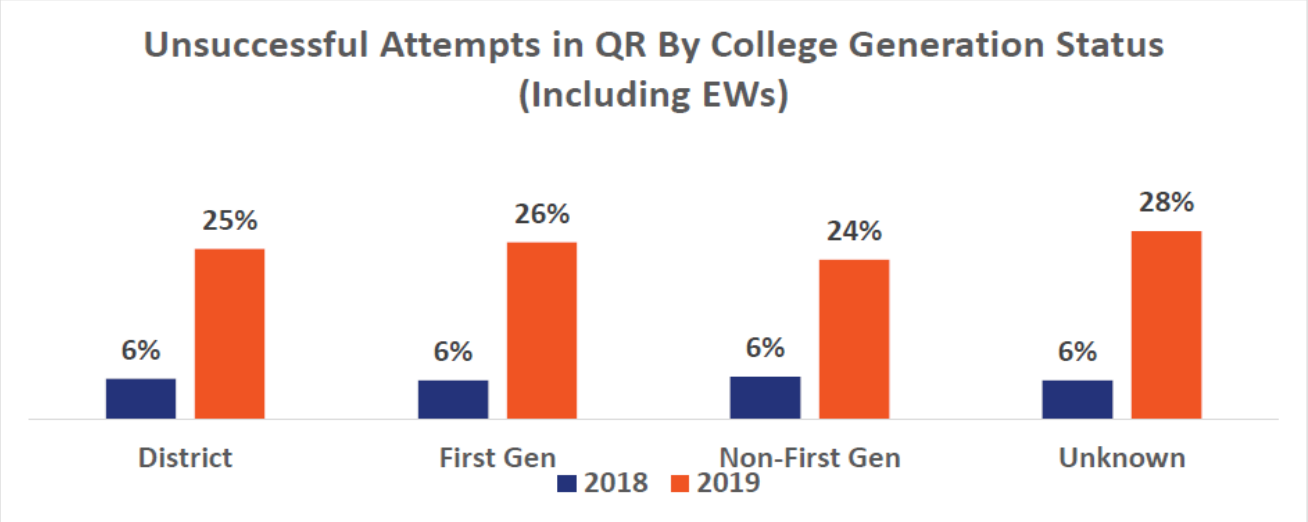


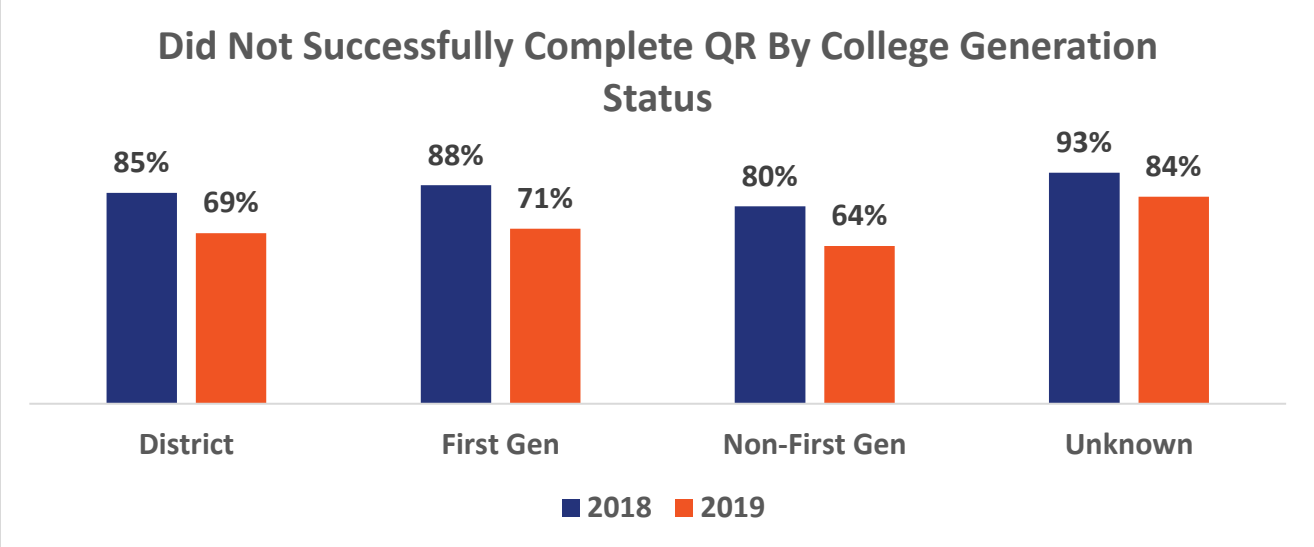

Enrolled at Census in QR By College Generation Status (Including EWs)
21%
56%
18%
56%
27%
60%
13%
44%
District
First Gen
Non-First Gen
Unknown
2018
2019

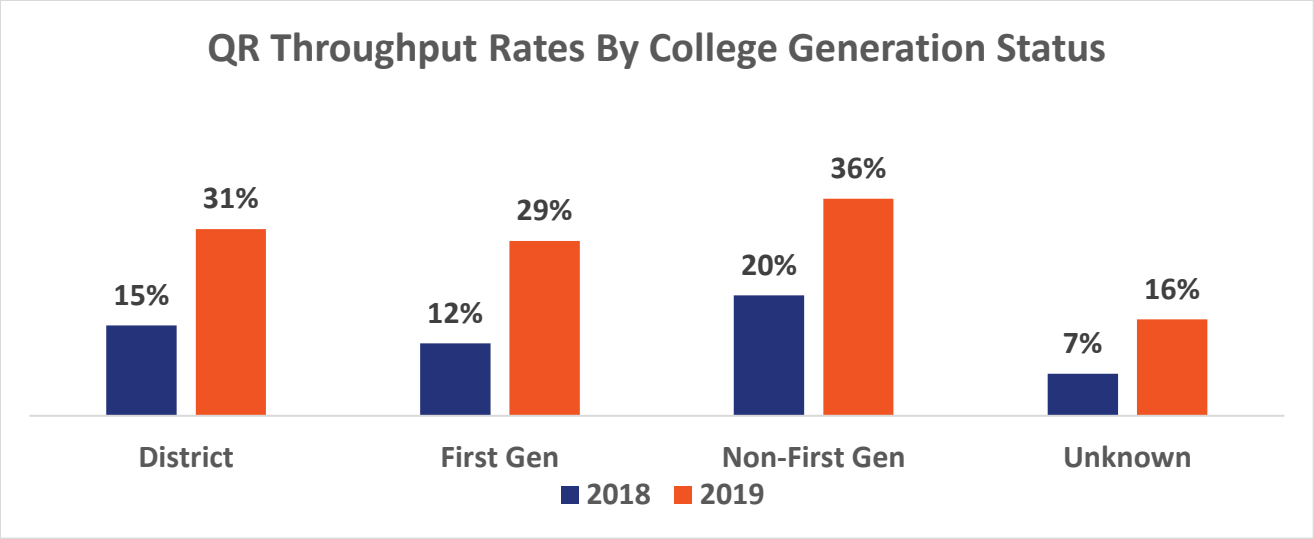

Did Not Take QR By College Generation Status (Excluding EWs)
79%
48%
82%
50%
73%
44%
87%
60%
District
First Gen
Non-First Gen
Unknown
2018
2019

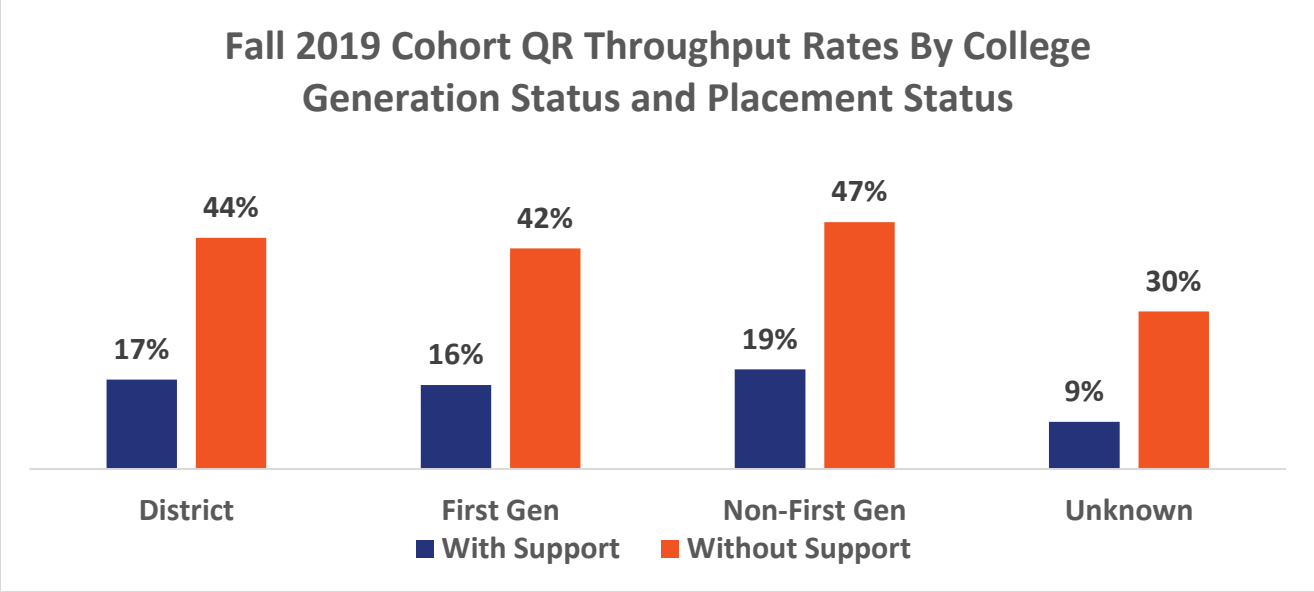

Did Not Take QR By College Generation Status (Including EWs)
79%
44%
82%
44%
73%
40%
87%
56%
District
First Gen
Non-First Gen
Unknown
2018
2019


Unsuccessful Attempts in QR By College Generation Status (Excluding EWs)
20%
20%
20%
23%
6%
6%
6%
6%
District
First Gen
Non-First Gen
Unknown
2018
2019


Unsuccessful Attempts in QR By College Generation Status (Including EWs)
25%
26%
24%
28%
6%
6%
6%
6%
District
First Gen
Non-First Gen
Unknown
2018
2019


Did Not Successfully Complete QR By College Generation Status
85%
69%
88%
71%
80%
64%
93%
84%
District
First Gen
Non-First Gen
Unknown
2018
2019


QR Throughput Rates By College Generation Status
15%
31%
12%
29%
20%
36%
7%
16%
District
First Gen
Non-First Gen
Unknown
2018
2019


Fall 2019 Cohort QR Throughput Rates By College Generation Status and Placement Status
17%
44%
16%
42%
19%
47%
9%
30%
District
First Gen
Non-First Gen
Unknown
With Support
Without Support

Additional QR Outcomes By College Generation Status: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

Observations on Additional QR Outcomes By College Generation Status

Based on college generation status, what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer)?

When examining the QR course success rates (excluding EWs), course success rates were higher for the Fall 2018 cohort for students from all college generation statuses. Non-first generation college students (61%) had the highest course success rates among the Fall 2019 cohort, while first generation college students (56%) and students with an unknown college generation status (41%) had lower QR course success rates when compared District (57%). Additionally, from the Fall 2018 to Fall 2019, QR course success rates for students with an unknown college generation status (-15 percentage points) decreased at a significantly greater rate when compared to the District (-9 percentage points). Non-first generation college students' course success rate decreased by the same amount as the District's, while first generation college students' (-7 percentage points) course success rate decreased by less than the District's.

When examining the QR course success rates (including EWs), the patterns remained the same as those seen in QR course success rates (excluding EWs). The District's QR course success rate for the Fall 2019 cohort within their first year was 51%.

Based on college generation status, what are the QR course success rates for first-time students during the first year (Fall, Spring, Summer) among those who took QR with support versus those who took QR without support?

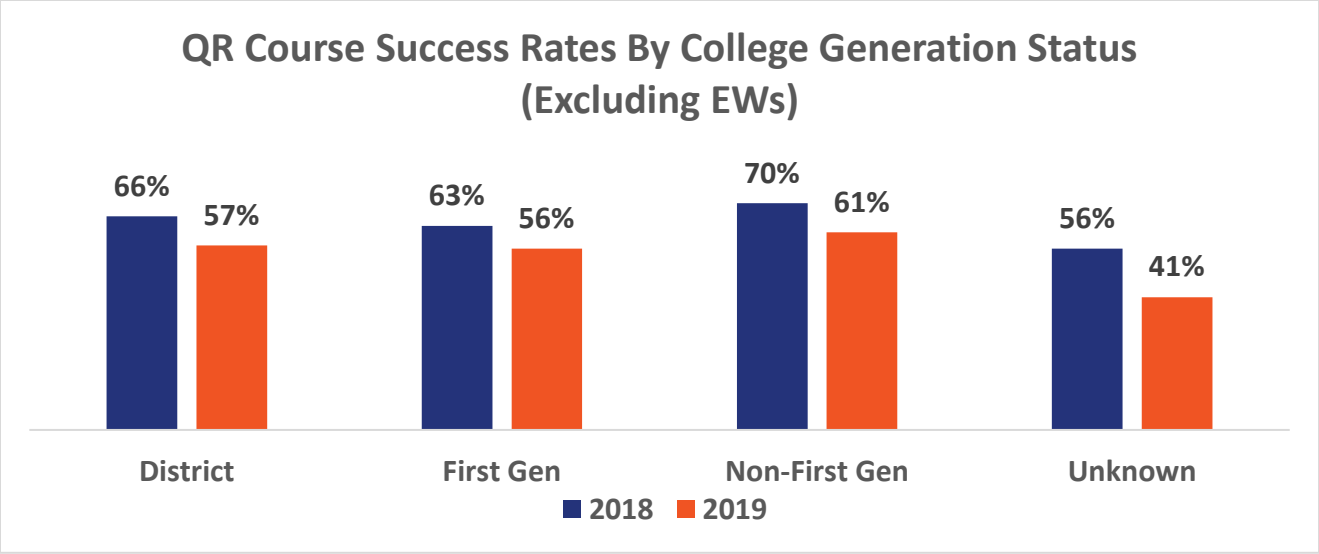
When examining the QR course success rates by support status (excluding EWs), course success rates were higher among those who took QR without support for students regardless of college generation status. Non-first generation college students had the highest course success rate among those who took QR with support (49%) and those who took QR without support (67%). Additionally, students with an unknown college generation status (34%) had lower QR course success rate among those took QR with support (45%) when compared to the District, while first generation college students (64%) and students with an unknown college generation status (49%) had lower QR course success rate among those who took QR without support (65%) when compared to the District. Moreover, first generation college students (19 percentage points) had the largest difference in throughput rates between those who took QR with support and those who took QR courses without support.

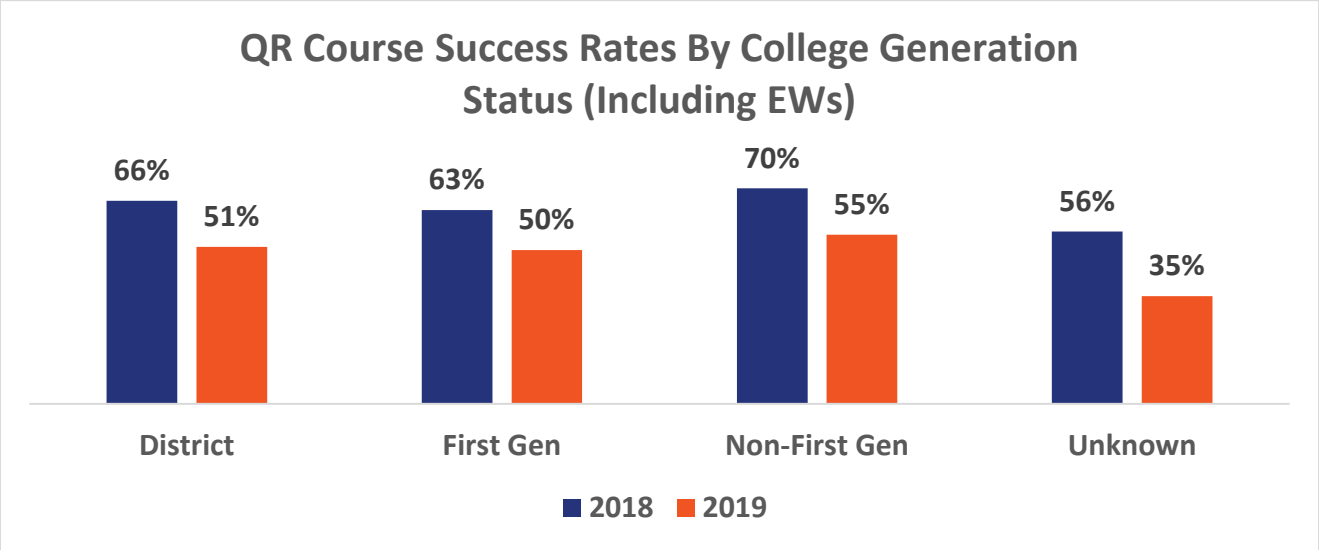
When examining the QR course success rates by support status (including EWs), the patterns remained mostly the same as those seen in QR course success rates by support status (excluding EWs). The District's QR course success rate among those who took QR courses with support was 40% and the District's QR course success rate among those who took QR courses without support was 59%. When including EWs, first generation college students had a slightly lower course success rate among those who took QR courses with support when compared to the District.

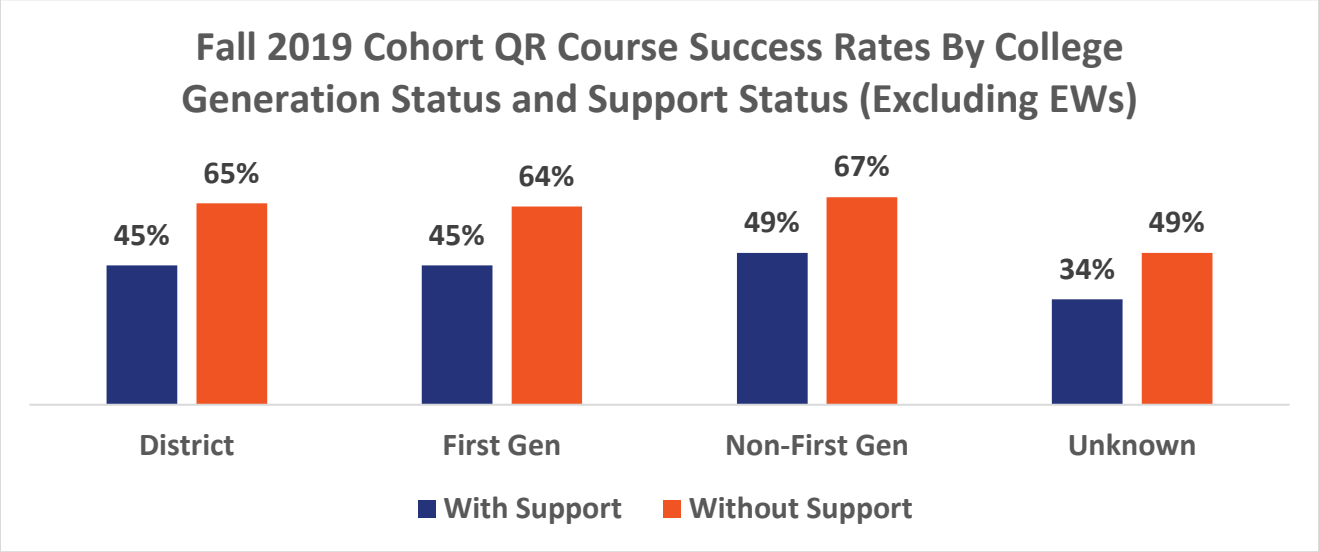
Based on college generation status what were the withdrawal rates and excused withdrawal rates for first-time students during their first year (Fall, Spring, Summer)?

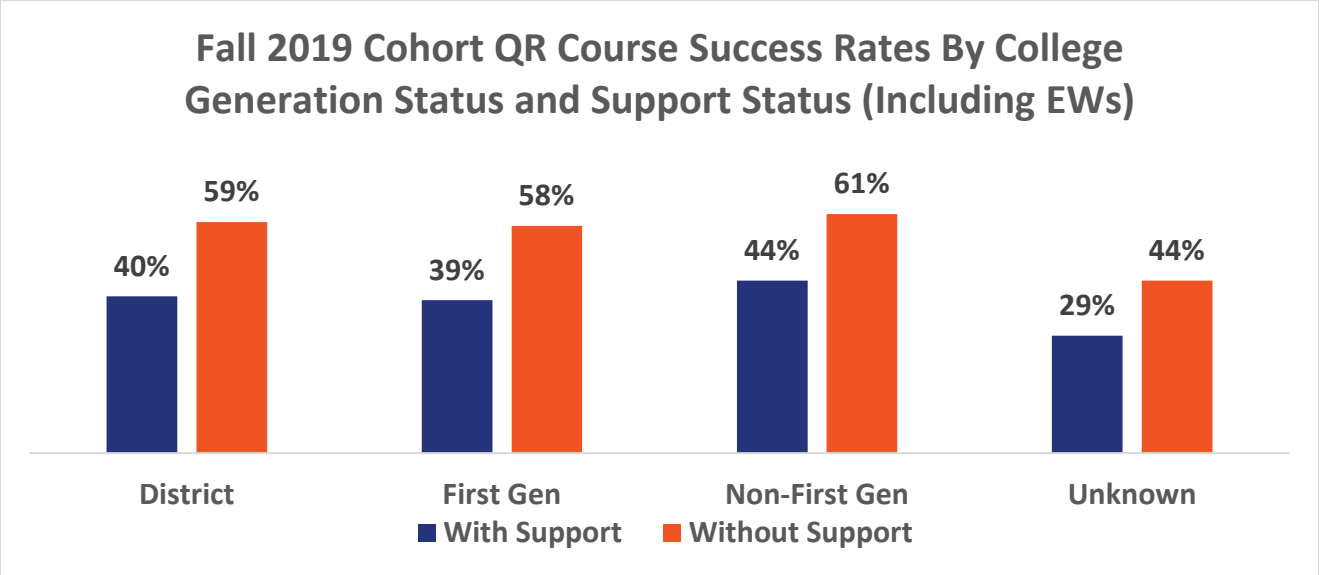
QR withdrawal rates were higher for the Fall 2019 cohort for students from all college generation statuses when compared to the Fall 2018 cohort. The District's QR withdrawal rate for the Fall 2019 cohort was 15%, and students with an unknown college generation status (21%) had the highest withdrawal rates among the Fall 2019 cohort.

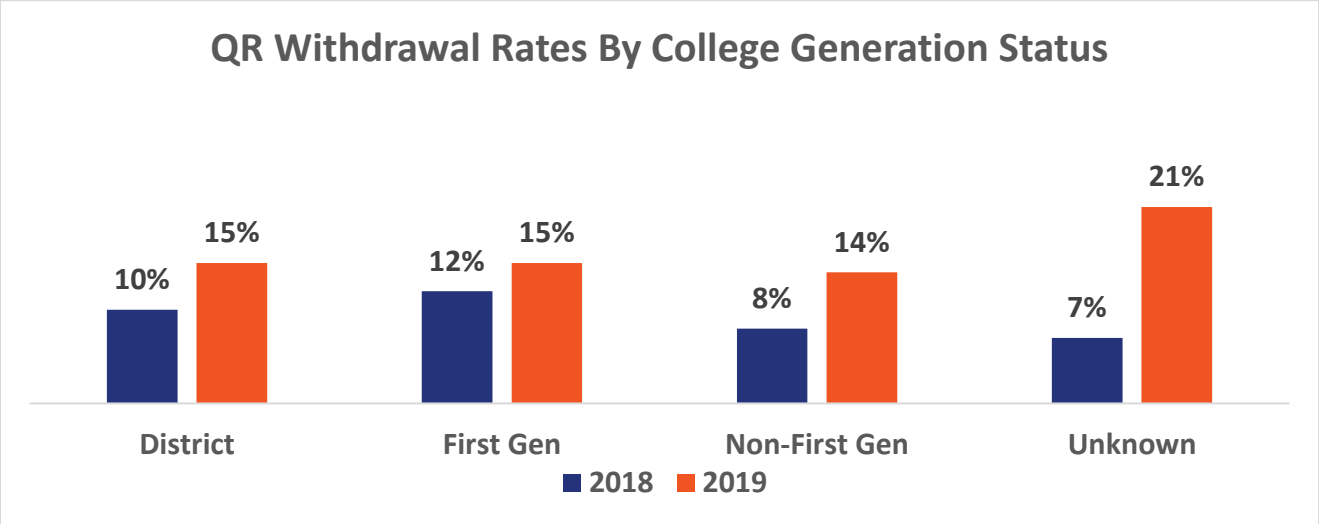
QR excused withdrawal rates were higher among the Fall 2019 cohort for students from all college generation statuses when compared to the Fall 2018 cohort. The District's QR excused withdrawal rate for the Fall 2019 cohort was 11%, and students with an unknown college generation status (13%) had the highest excused withdrawal rates among the Fall 2019 cohort.

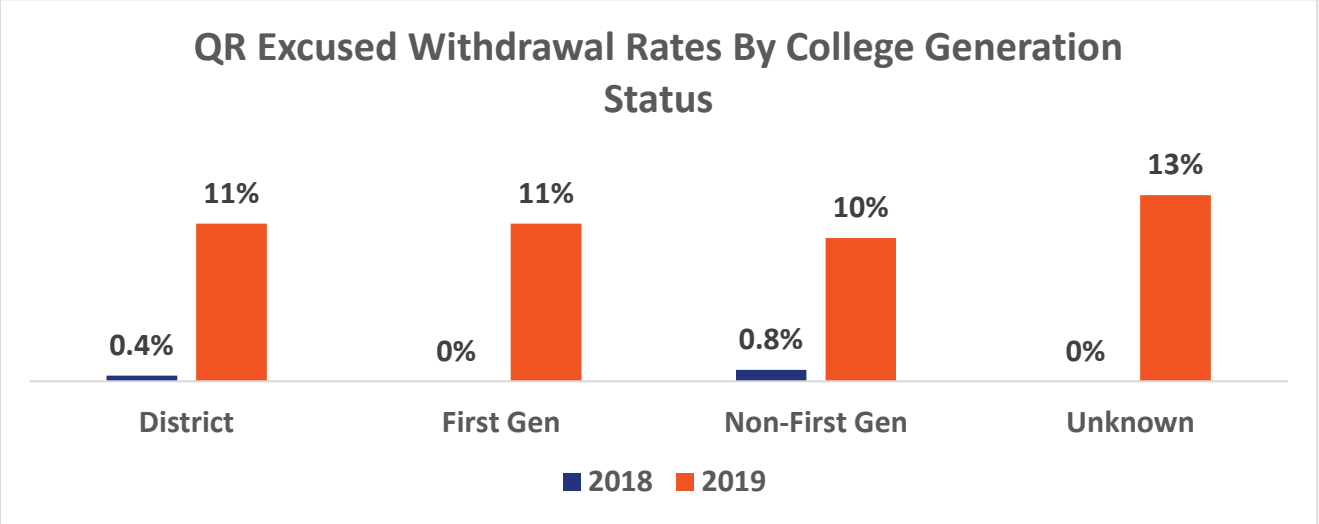

QR Course Success Rates By College Generation Status (Excluding EWs)
66%
57%
63%
56%
70%
61%
56%
41%
District
First Gen
Non-First Gen
Unknown
2018
2019


QR Course Success Rates By College Generation Status (Including EWs)
66%
51%
63%
50%
70%
55%
56%
35%
District
First Gen
Non-First Gen
Unknown
2018
2019


Fall 2019 Cohort QR Course Success Rates By College Generation Status and Support Status (Excluding EWs)
45%
65%
45%
64%
49%
67%
34%
49%
District
First Gen
Non-First Gen
Unknown
With Support
Without Support


Fall 2019 Cohort QR Course Success Rates By College Generation Status and Support Status (Including EWs)
40%
59%
39%
58%
44%
61%
29%
44%
District
First Gen
Non-First Gen
Unknown
With Support
Without Support


QR Withdrawal Rates By College Generation Status
10%
15%
12%
15%
8%
14%
7%
21%
District
First Gen
Non-First Gen
Unknown
2018
2019


QR Excused Withdrawal Rates By College Generation Status
0.4%
11%
0%
11%
0.8%
10%
0%
13%
District
First Gen
Non-First Gen
Unknown
2018
2019

QR Student Outcomes At a Glance By College Generation Status: Fall 2019 Cohort

Observations on QR Student Outcomes At a Glance By College Generation Status

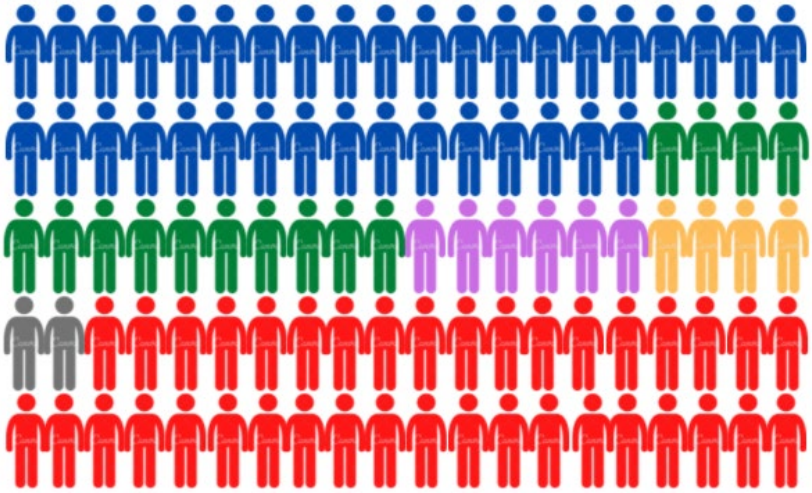
Based on college generation status, what are the overall trends for first-time students' QR outcomes?

First generation college students (36%) had the highest percentage of students who received a passing grade, while students with an unknown college generation status had the highest percentage of students who received a non-passing grade (16%) and the highest percentage of students who withdrew after census (7%). Non-first generation college students had the highest rates of EW/MW (6%) and the highest rate of withdrawals before census (3%). Finally, students with an unknown college generation status (55%) had the highest percentage of student who never enrolled in a QR course.

Fall 2019 Cohorts' QR Outcomes by College Generation Status

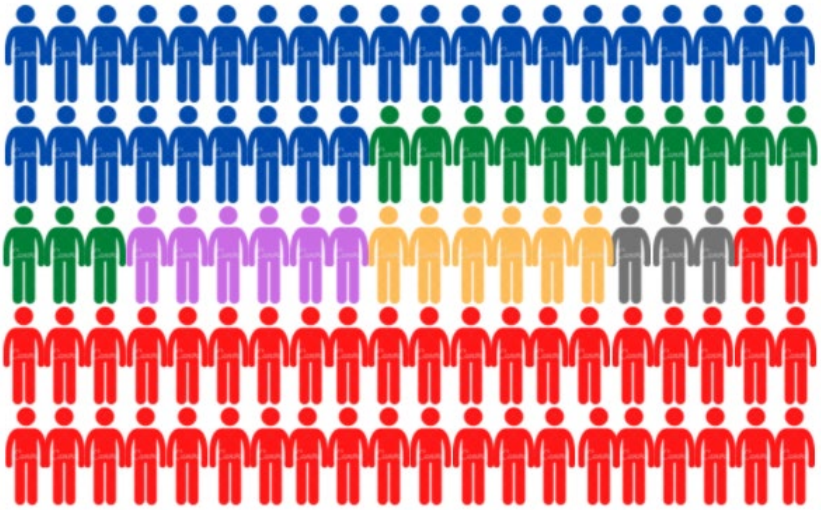
Fall 2019 Cohort: First Generation College Students

- Received Passing Grade (36%)
- Received Non-passing Grade (14%)
- Enrolled, but Withdrew After Census (6%)
- Enrolled, but Received EW/MW (4%)
- Enrolled, but Withdrew Before Census (2%)
- Never Enrolled (38%)



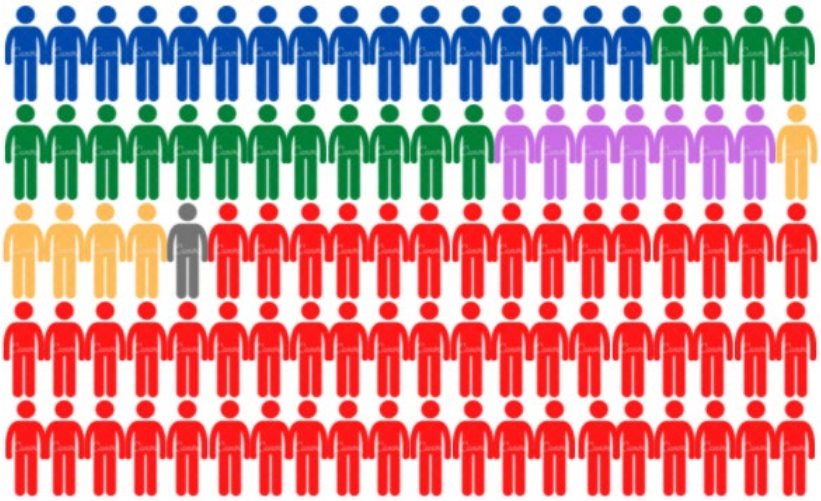
Fall 2019 Cohort: Non-First Generation College Students

- Received Passing Grade (29%)
- Received Non-passing Grade (14%)
- Enrolled, but Withdrew After Census (6%)
- Enrolled, but Received EW/MW (6%)
- Enrolled, but Withdrew Before Census (3%)
- Never Enrolled (42%)



Fall 2019 Cohort: Unknown College Generation Status

- Received Passing Grade (16%)
- Received Non-passing Grade (16%)
- Enrolled, but Withdrew After Census (7%)
- Enrolled, but Received EW/MW (5%)
- Enrolled, but Withdrew Before Census (1%)
- Never Enrolled (55%)



Office of Research, Planning & Institutional Effectiveness
College of the Sequoias
915 S Mooney Blvd, Visalia, CA 93277

AB 705 Report

Update on Progress: Fall 2018 Cohort to Fall 2019 Cohort Comparisons

February 2021

Sequoias Community College District

College of the Sequoias

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INTRODUCTION

Background

According to the AB-705 website (https://ab705.org/what-is-the-law) AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and Quantitative Reasoning within a one year timeframe.

Colleges must place students into English and Quantitative Reasoning courses using one or more of the following:

- high school coursework
- high school grades
- high school grade point average.

Under the new law, a **student cannot be denied entry into a transfer-level Quantitative Reasoning or English courses** *unless* the college can prove that the student is highly unlikely to succeed. Students may be required to enroll in a concurrent support course.

This report provides preliminary look at the immediate impact of the changes made in accordance with AB 705 requirements.

Who was included?

The cohorts consist of all Fall 2018 and Fall 2019 first-time students enrolled at census in any course are included in placement analyses, and all Fall 2018 and Fall 2019 first-time students enrolled at census in any credit course are included in all other analyses. The data is current as of 1.4.21.

Which Classes were included?

For English, the only course that was included in the analyses was English 001. For Quantitative Reasoning the following courses were included Math 010, Math 021, Math 035, Math 065, Math 070, Math 154, Bus 020, Bus 119, SSCI 025.

What metrics were used?

The following are definitions of outcomes assessed in this report.

Placement Cohort – Consists of first-time students enrolled at census in any course during the Fall semester.

Throughput Cohort – Consists of first-time students enrolled at census in any credit course during the Fall semester.

Successful Grades – A, B, C, P

Valid Grades – All letter grades except EW and MW.

Placement Status – All students with a placement score of 5.5 or greater were categorized as "placed without support". All students with a placement score below 5.5 were categorized as "placed with support".

Support Status – All students who took English and/or QR without support were listed as "taken without support". All students concurrently enrolled in a support course were listed as "taken with support" even if the student was not placed with support. Students are only listed as "taken with support" in the semester they concurrently took the support course.

- Students who take English 00l with support in Fall and retake English 001 without support in Spring are only categorized as "taken with support" for the Fall semester.
- Students who take a QR course in Fall with support and take a different QR course without support in a subsequent semester are only categorized as "taken with support" for the Fall semester.

Placement Rate – The ratio of students who placed into English 001 (Fall 2018 cohort) or English 001 without support (Fall 2019 cohort) to all students in the placement cohort for the respective year.

Enrolled at Census – Unduplicated count of all students enrolled at census in the respective course.

Students Who Successfully Completed – For students enrolled at census, the unduplicated count of all students with a successful grades issued in English 001 or QR courses.

Students Who Were Unsuccessful – For students enrolled at census, the unduplicated count of all students without a successful grade issued in English 001 or QR courses. (Does not include students who did not attempt English or QR).

Students Who Did Not Complete– For all students in the cohort, the unduplicated count of all students without a successful grade issued in English 001 or QR courses. (Includes students who either unsuccessfully completed or did not attempt English or QR).

Throughput Rate – The percentage of students who successfully completed English 001 or Quantitative Reasoning requirements **(with or without support)** prior to the subsequent Fall semester. Prior to the subsequent Fall semester includes Fall, Spring, Summer, and any semester prior to becoming a first-time students such as when dual or concurrently enrolled. (Includes students who either unsuccessfully completed or did not attempt English or QR).

Course Success Rate – The ratio of successful grades to valid grades in English 001 and QR courses among first-time students enrolled at census in a course within their first year.

- Students may have a valid grade in multiple semesters and are therefore counted multiple times towards the course success rate.
- For QR courses, students may have multiple valid grades within the same semester due to taking multiple QR courses in the same semester and are therefore counted multiple times towards the course success rate.

Withdrawal Rate –The ratio of withdrawal grades (W) to valid grades in English 001 and QR courses among first-time students enrolled at census in a course within their first year.

- Students may have a valid grade in multiple semesters and are therefore counted multiple times towards the withdrawal rate.
- For QR courses, students may have multiple valid grades within the same semester due to taking multiple QR courses in the same semester and are therefore counted multiple times towards the withdrawal rate.

Excused Withdrawal Rate – The ratio of excused withdrawal grades (EW/MW) to valid grades in English 001 and QR courses among first-time students enrolled at census in a course within their first year.

- Students may have a valid grade in multiple semesters and are therefore counted multiple times towards the excused withdrawal rate.
- For QR courses, students may have multiple valid grades within the same semester due to taking multiple QR courses in the same semester and are therefore counted multiple times towards the excused withdrawal rate.

Executive Summary

RECAP OF PRELIMINARY FINDINGS: ALL STUDENTS ENROLLED IN ENGLISH 001 AND MATH COURSES (Math 010, Math 021, Math 035)

- The total number of students enrolling in and successfully completing English 001 and Math courses increased from Fall 2018 to Fall 2019.
- The number of students unsuccessfully completing English 001 and Math courses increased from Fall 2018 to Fall 2019.

PROGRESS UPDATE: FALL 2018 COHORT TO FALL 2019 COHORT COMPARISONS

- The Fall 2019 cohort had a greater number of students eligible to enroll in transfer level English and QR courses when compared to the Fall 2018 Cohort.
- The Fall 2019 cohort had a greater number of students enrolling in and successfully completing English and QR courses by the end of their first year when compared to the Fall 2018 cohort.
- The Fall 2019 cohort had more students who attempted but did not successfully complete English 001 and QR courses by the end of their first year when compared to the Fall 2018 Cohort.
- The Fall 2019 cohort had less students who did not meet the English and QR requirements by the end of their first year when compared to the Fall 2018 Cohort.
- The English and QR throughput rate for the Fall 2019 cohort was greater than the throughput rates for the Fall 2018 cohort
- When excluding EWs from the analyses, English course success rates were higher for the Fall 2018 cohort in two of the three semesters in their first year when compared to the 2019 cohort
- When excluding EWs from the analyses, QR course success rates were higher for the Fall 2019 cohort in two of the three semesters in their first year when compared to the 2018 cohort.
- When including EWs in the analyses, the Fall 2018 cohort had higher course success rates in all three semester for both English and QR courses when compared to the 2019 cohort.
- For the Fall 2019 cohort, the students placed without support had higher throughput rates for English and QR courses when compared to the students placed with support.

ADDITIONAL INFORMATION ON STUDENTS' QR AND ENGLISH OUTCOMES: FALL 2018 COHORT TO FALL 2019 COHORT COMPARISONS

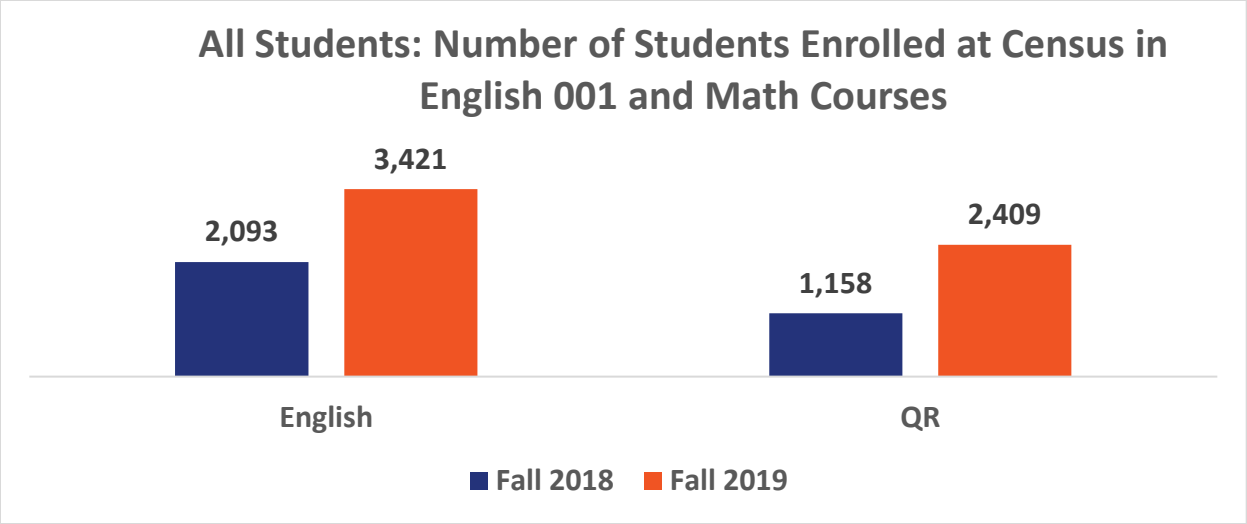
- Among the Fall 2019 cohort, students who took QR courses without support had greater course success rates in all three semesters in their first year when compared to those who took QR courses with support.

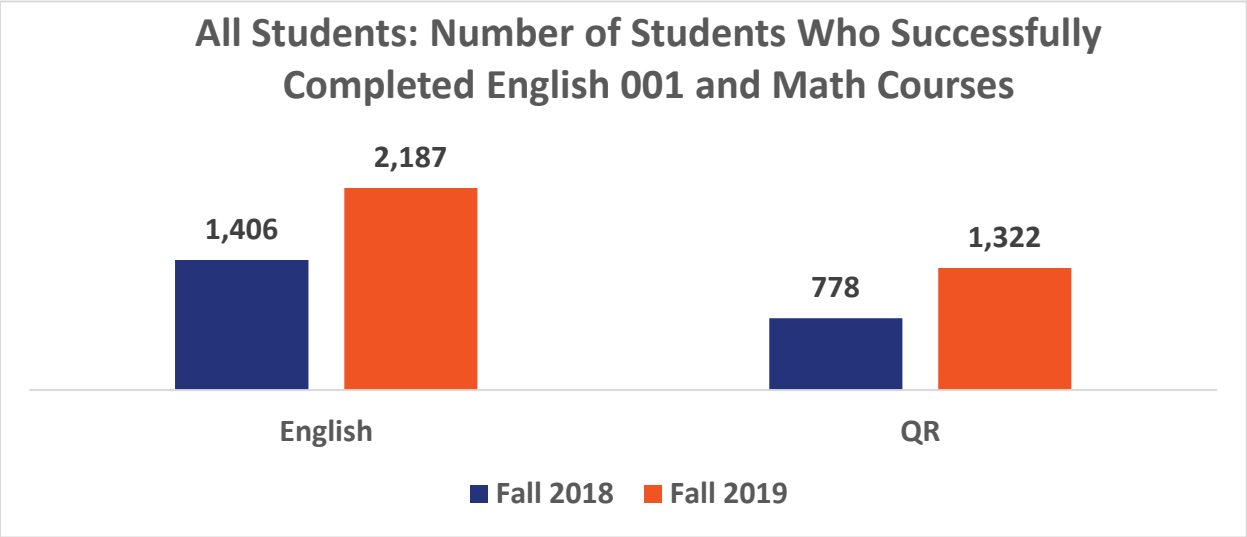
- Among the Fall 2019 cohort, students who took English 001 without support had greater course success rates in the Fall and Spring semesters during their first year when compared to those who took English 001 with support.
- Withdrawal rates for QR courses and English 001 were higher for the Fall 2019 cohort in the Fall and Spring semesters during their first year when compared to the 2018 cohort.
- Excused withdrawal rates for QR courses and English 001 were higher for the Fall 2019 cohort in all three semesters of their first year.

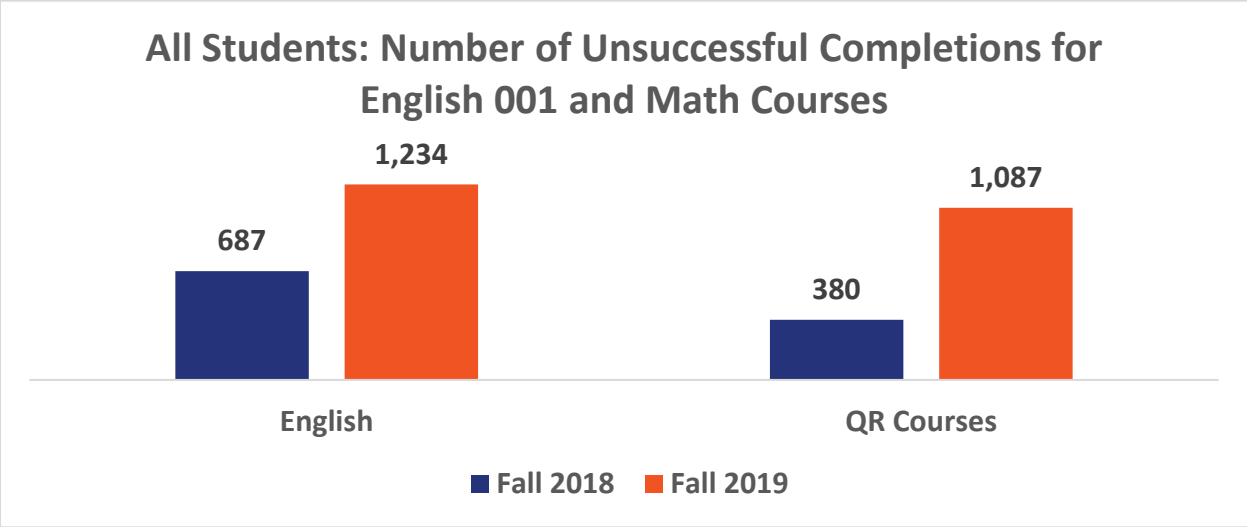
****It is important to note that the high rates of excused withdrawals during Spring 2020 and Summer 2020 can be explained by the increased use of excused withdrawals due to the Covid-19 pandemic. Additionally, the increased rate of withdrawals for English 001 in Spring 2020 may be due to the shift to remote learning and students being unaware of the excused withdrawal option at that time.

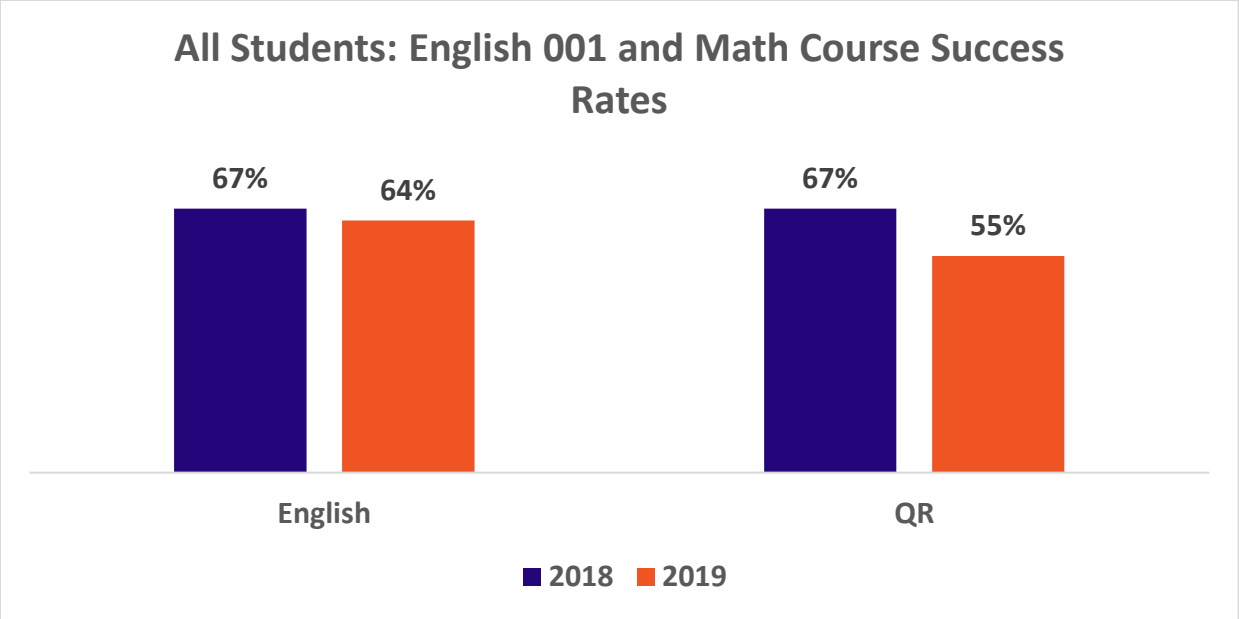
RECAP OF PRELIMINARY FINDINGS: ALL STUDENTS ENROLLED IN ENGLISH 001 AND MATH COURSES

English	Math
English 001	Math 010, Math 021, Math 035


All Students: Number of Students Enrolled at Census in English 001 and Math Courses
2,093
3,421
1,158
2,409
English
QR
Fall 2018
Fall 2019


All Students: Number of Students Who Successfully Completed English 001 and Math Courses
1,406
2,187
778
1,322
English
QR
Fall 2018
Fall 2019


All Students: Number of Unsuccessful Completions for English 001 and Math Courses
687
1,234
380
1,087
English
QR Courses
Fall 2018
Fall 2019



When comparing Fall 2018 enrollment numbers to Fall 2019 enrollment numbers, the District increased the number of students enrolled at census in English 001 by 63% and increased the number of students enrolled at census in Math courses by 108%. Additionally, compared to Fall 2018, the District increased the number of students successfully completing English 001 by 56% and increased the number of students successfully completing Math courses by 70%.

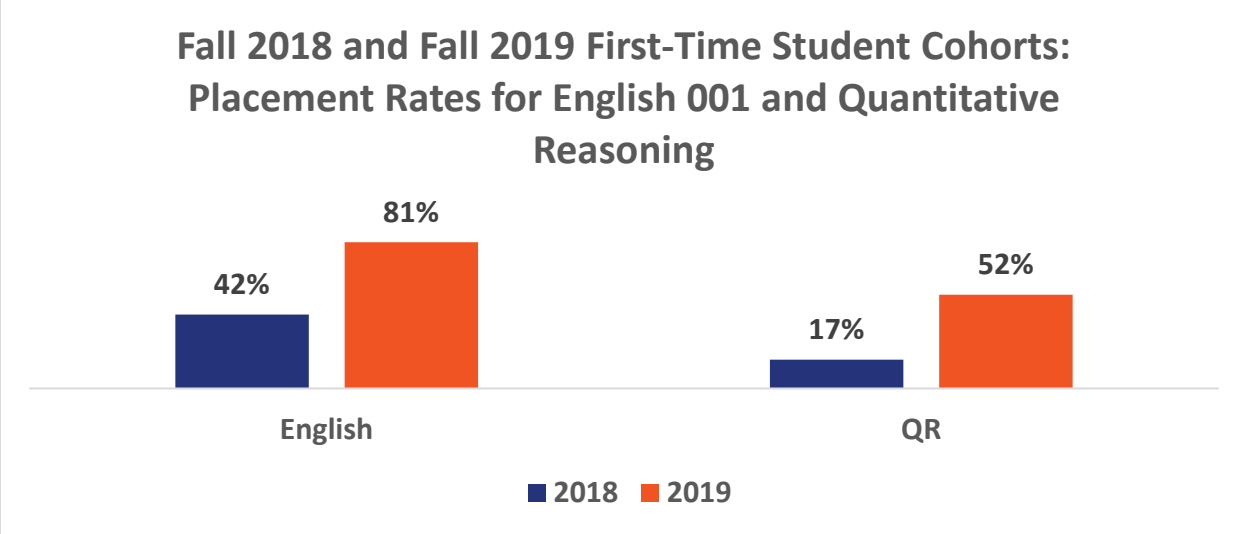
Overall, the District had an 80% increase from Fall 2018 to Fall 2019 in the number of students who attempted English 001, but did not pass, and course success rates decrease by three percentage points. Additionally, the District had a 186% increase from Fall 2018 to Fall 2019 in the number of students who attempted a Math course, but did not pass, and course success rates decreased by 12 percentage points.

***These charts include all students enrolled at census in English 001 and Math (Math 021, Math 010, and Math 035) including dual/concurrent K-12 students. Students who dropped the course before census are not included. The data is current as of 1.6.2019.

PROGRESS UPDATE: FALL 2018 COHORT TO FALL 2019 COHORT COMPARISONS

English	QR
English 001	Math 010, Math 021, Math 035, Math 065, Math 070, Math 154, Bus 020, Bus 119, SSCI 025

Placement Rates

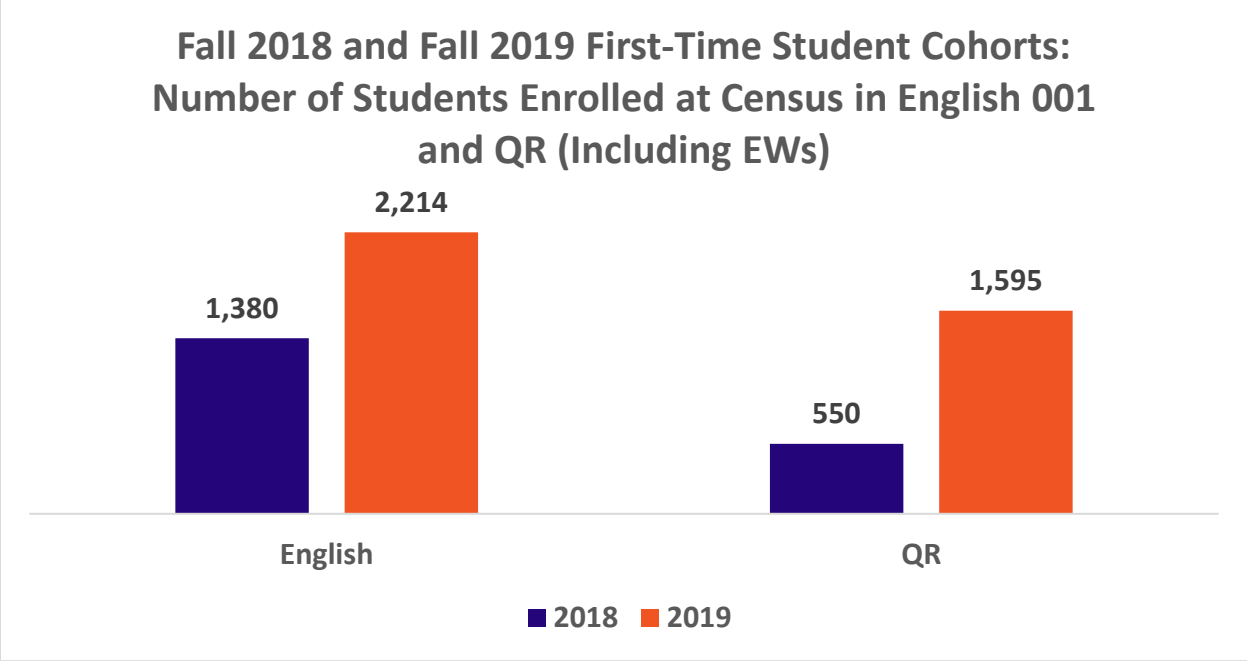


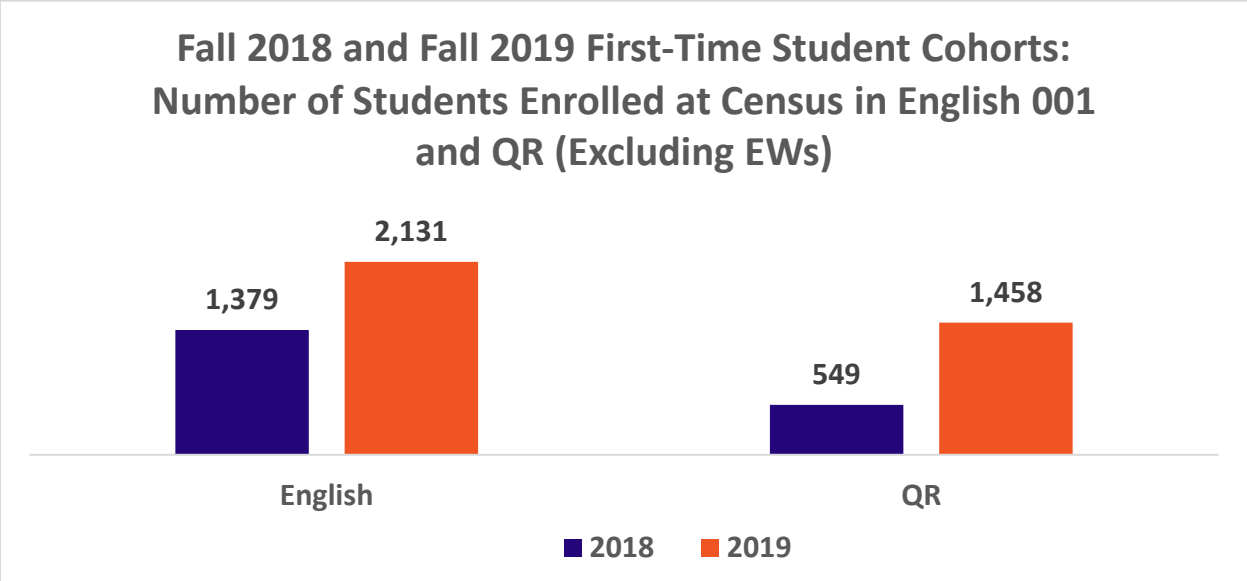
In Fall 2019 all students were placed into transfer level English and QR courses either with or without support. For comparison purposes, Fall 2019 students placed into transfer level English and QR courses without support were compared to Fall 2018 students placed into English and QR transfer level courses.

When comparing the Fall 2018 cohort to the Fall 2019 cohort, the District increased the percentage of first-time students eligible to enroll (without support for Fall 2019 cohort) in English 001 by 39 percentage points. Additionally, the District increased the percentage of first-time students eligible to enroll (without support for Fall 2019 cohort) in QR courses by 35 percentage points.

***The placement cohorts were used to calculate the data for this chart.

Enrolled at Census

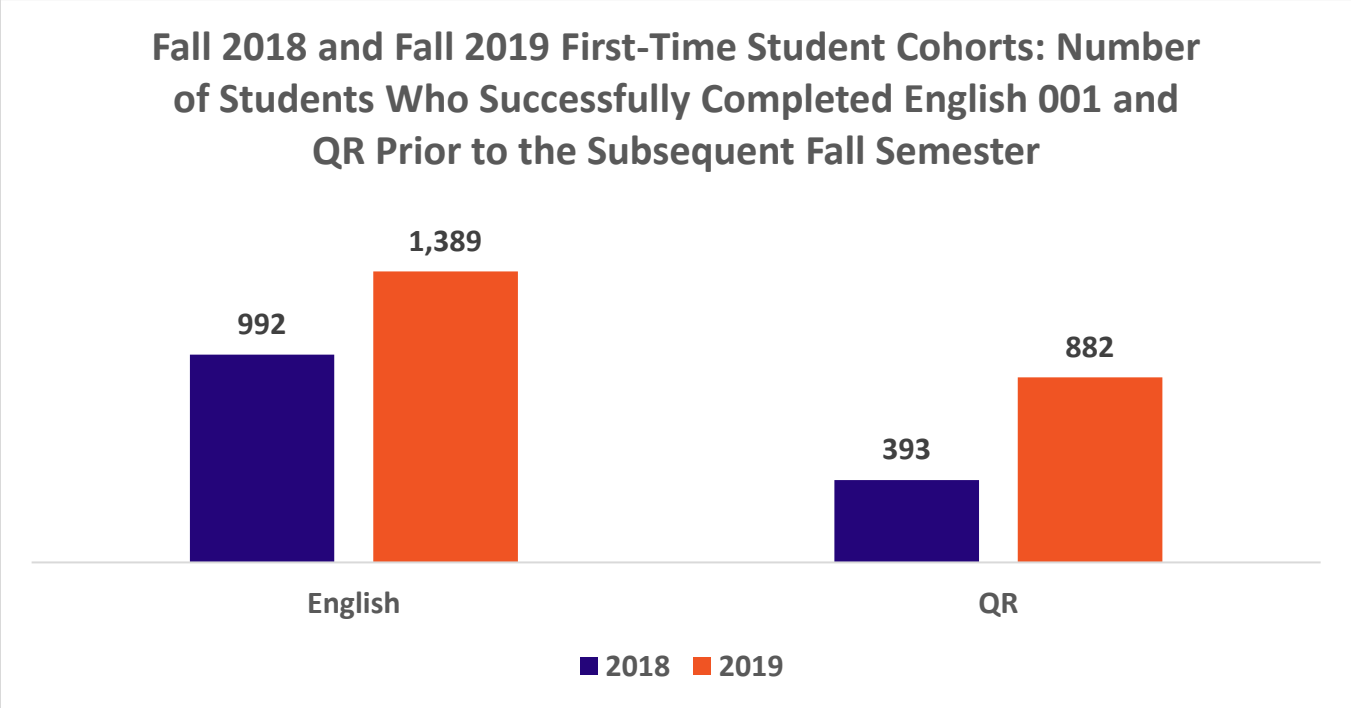




When comparing the Fall 2018 cohort to the Fall 2019 cohort, the District increased the number of first-time students enrolled at census in English 001 by 60% (54% with EWs excluded). Additionally, the District increased the number of first-time students enrolled at census in QR courses by 190% (166% with EWs excluded).

***The throughput cohorts were used to calculate the data for these charts.

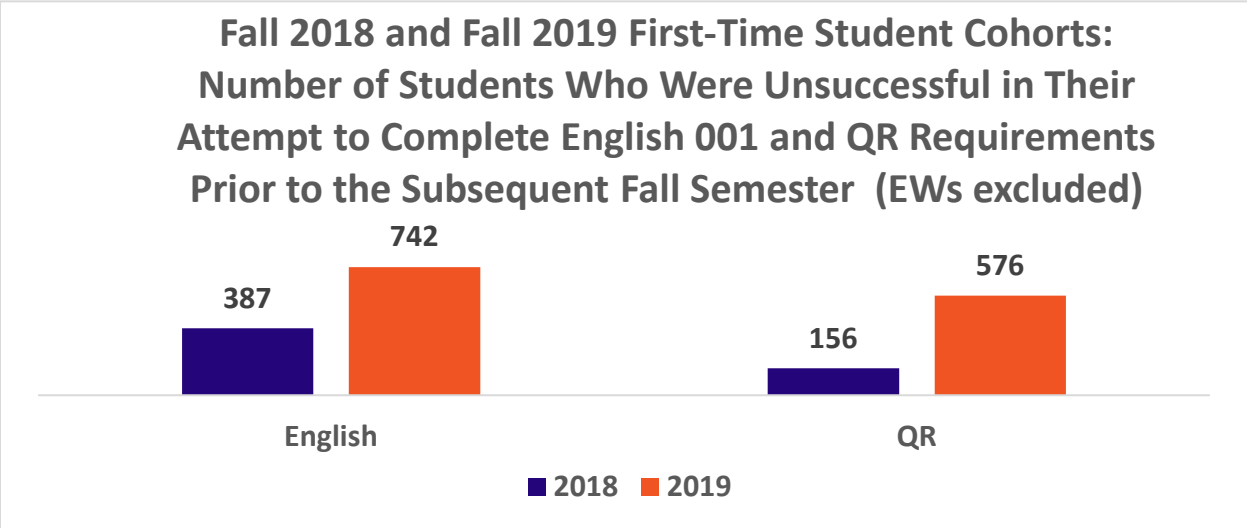
Students Who Successfully Completed

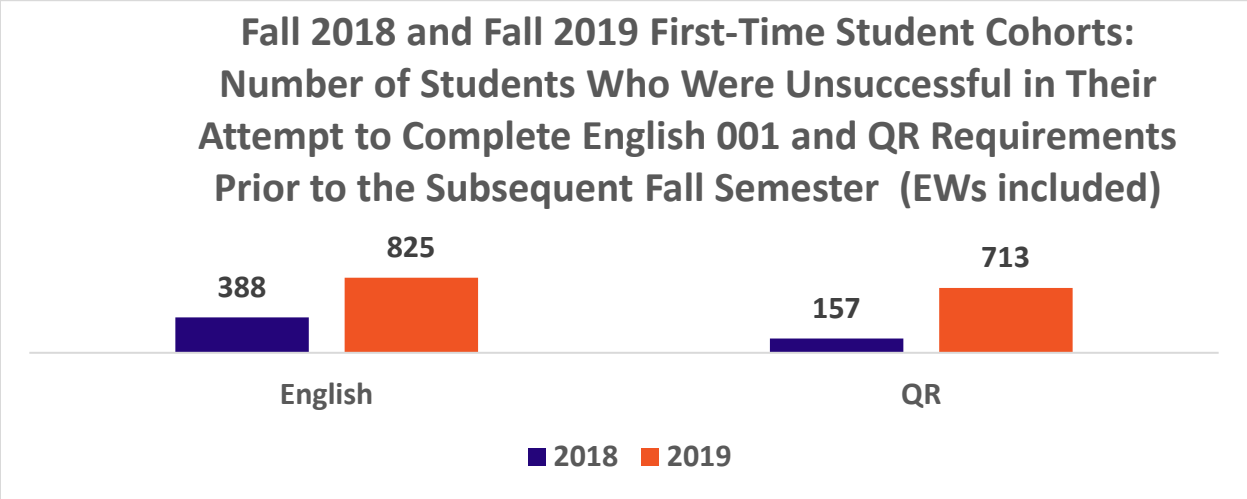


When comparing the Fall 2018 cohort to the Fall 2019 cohort, the District increased the number of first-time students successfully completing English 001 prior to the subsequent Fall semester by 40%. Additionally, the District increased the number of first-time students successfully completing QR courses prior to the subsequent Fall semester by 124%. Despite the Covid-19 pandemic, the District still saw an increase in the number of students successfully completing the English and QR requirements prior to the subsequent Fall semester.

***The throughput cohorts were used to calculate the data for this chart. Prior to the subsequent Fall semester includes Fall, Spring, Summer, and any semester prior to becoming a first-time students, such as when dual or concurrently enrolled.

Students Who Were Unsuccessful

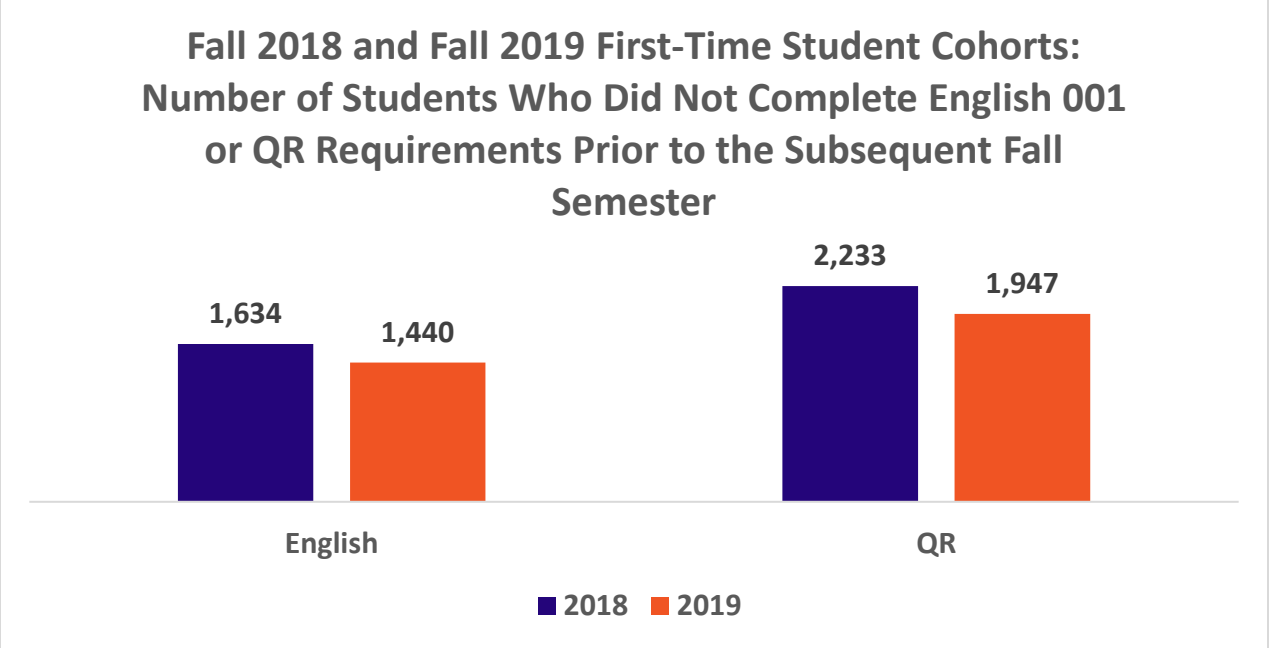




When comparing the Fall 2018 cohort to the Fall 2019 cohort, the District increased the number of first-time students who were unsuccessful in their attempt to complete English 001 by 92% (113% for EWs included). Additionally, the District increased the number of first-time students who were unsuccessful in their attempts to complete QR courses by 269%. (354% for EWs included). It is important to note that the Covid-19 pandemic may have impacted students' ability to successfully complete these courses, which may explain the large increases in unsuccessful completions.

***The throughput cohorts were used to calculate the data for this chart. This is the unduplicated count of students who attempted, but did not successfully complete English 001 or QR Courses within their first year. Student who did not attempt English 001 or QR courses are not included in this count.

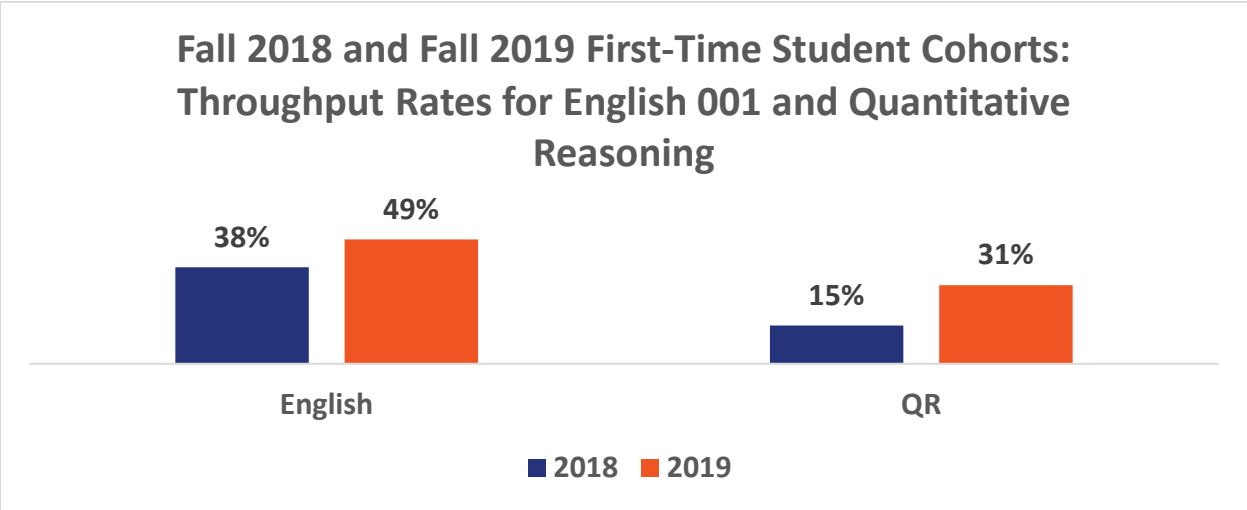
Students Who Did Not Complete

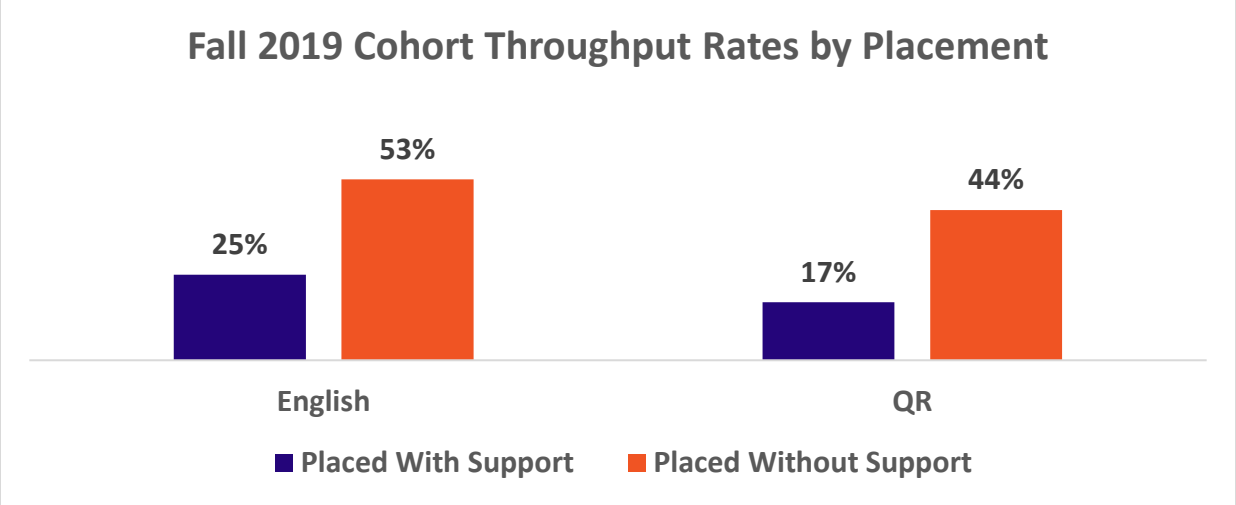


When comparing the Fall 2018 cohort to the Fall 2019 cohort, the District decreased the number of first-time students who did not complete English 001 prior to the subsequent Fall semester by 12%. Additionally, the District decreased the number of first-time students who did not complete the QR requirement prior to the subsequent Fall semester by 13%. Despite the Covid-19 pandemic, the district still saw a decrease in the number of students that did not complete the English and QR requirements prior to the subsequent Fall semester.

***The throughput cohorts were used to calculate the data for this chart. This is the unduplicated count of students did not complete English 001 or QR Courses within their first year. Student who did not attempt English 001 or QR courses are included in this count.

Throughput Rates





When comparing the Fall 2018 cohort to the Fall 2019 cohort, the District saw an 11 percentage point increase in English throughput rates, and a 16 percentage point increase in QR throughput rates. Additionally, for the Fall 2019 cohort, students placed without support were more likely to successfully complete English and QR requirements prior to the subsequent Fall semester, when compared to students placed with support.

***The throughput cohorts were used to calculate the data for these charts. Prior to the subsequent Fall semester includes Fall, Spring, Summer, and any semester prior to becoming a first-time students, such as when dual or concurrently enrolled.

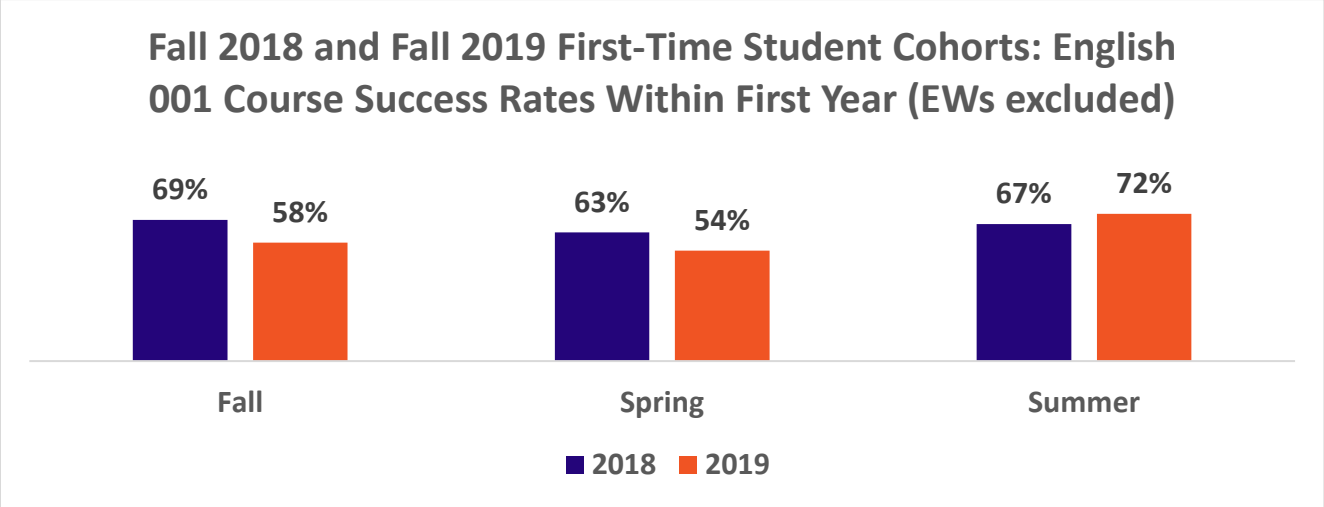
ADDITIONAL INFORMATION ON STUDENTS' QR AND ENGLISH OUTCOMES: FALL 2018 COHORT TO FALL 2019 COHORT COMPARISONS

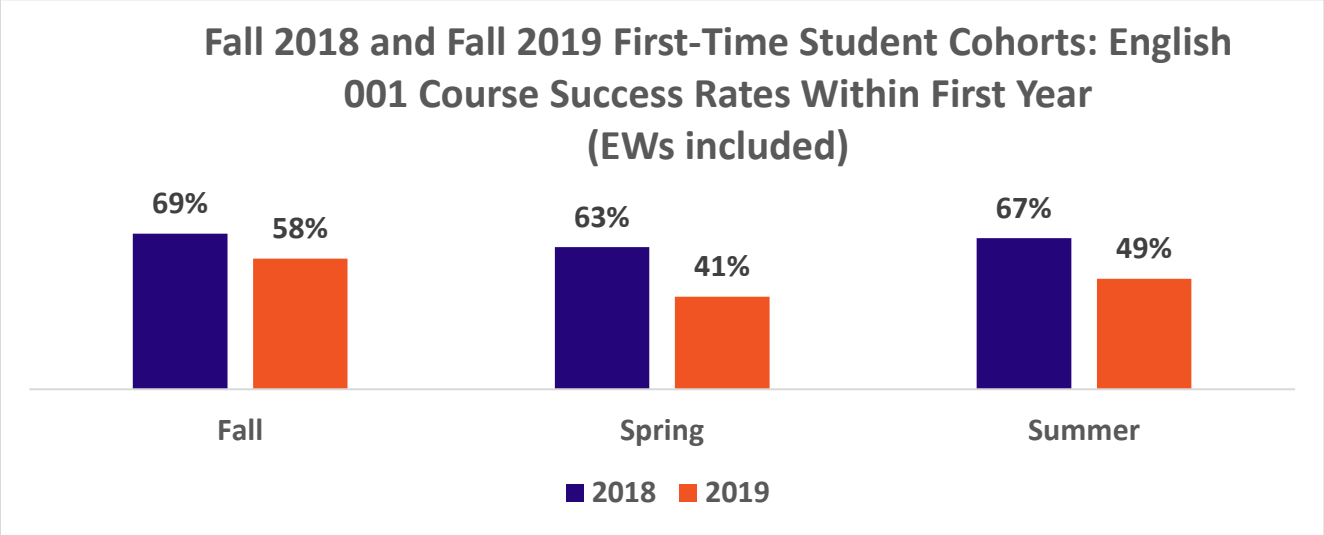
English	QR
English 001	Math 010, Math 021, Math 035, Math 065, Math 070, Math 154, Bus 020, Bus 119, SSCI 025

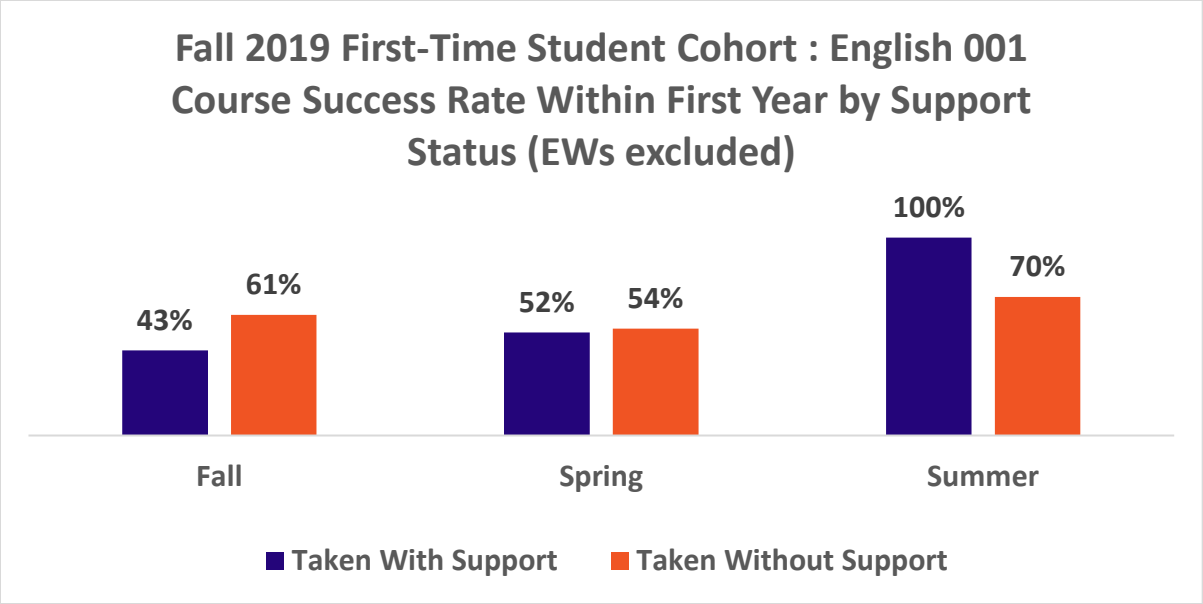
Introduction

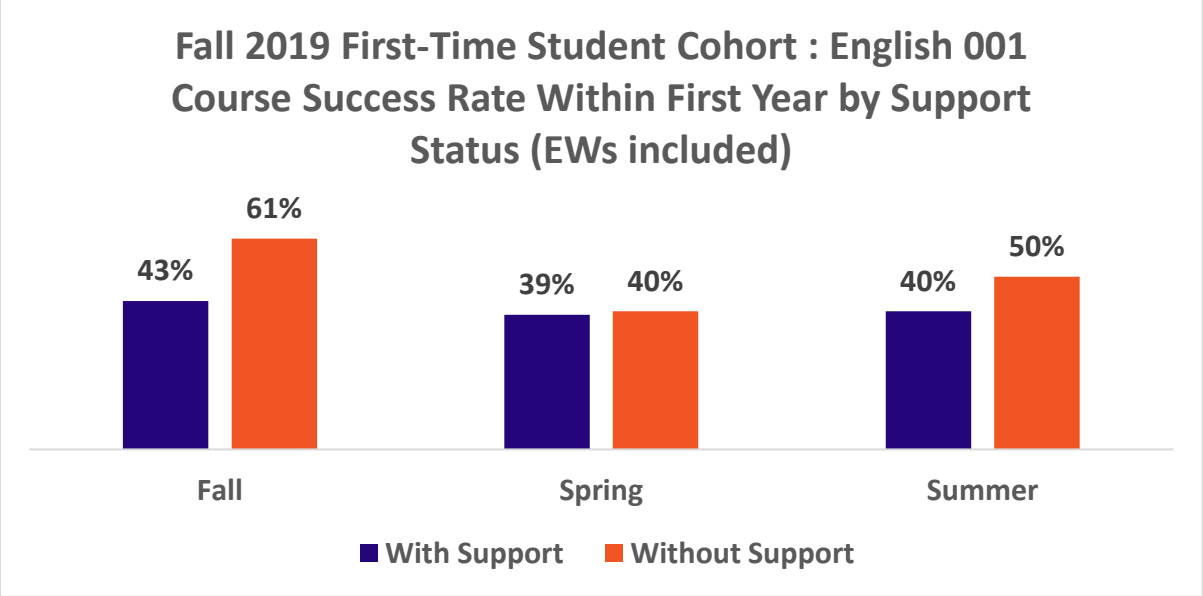
In addition to measures assessing AB 705 outcomes such as throughput rates, successful completions, and unsuccessful attempts, measures such as course success rates, withdrawal rates, and excused withdrawal rates provide additional insights into students' outcomes related to English 001 and Quantitative Reasoning requirement. These measures are not based on an unduplicated student count, but are instead based on the number of grades issued. Students may have attempts in multiple semesters and are therefore counted multiple times towards the course success, withdrawal, and excused withdrawal rates. For QR courses, students may have multiple attempts within the same semester due to taking multiple QR courses in the same semester and are therefore counted multiple times towards the course success, withdrawal, and excused withdrawal rates.

English 001 Course Success Rates






Fall 2019 First-Time Student Cohort : English 001 Course Success Rate Within First Year by Support Status (EWs excluded)
43%
61%
52%
54%
100%
70%
Fall
Spring
Summer
Taken With Support
Taken Without Support

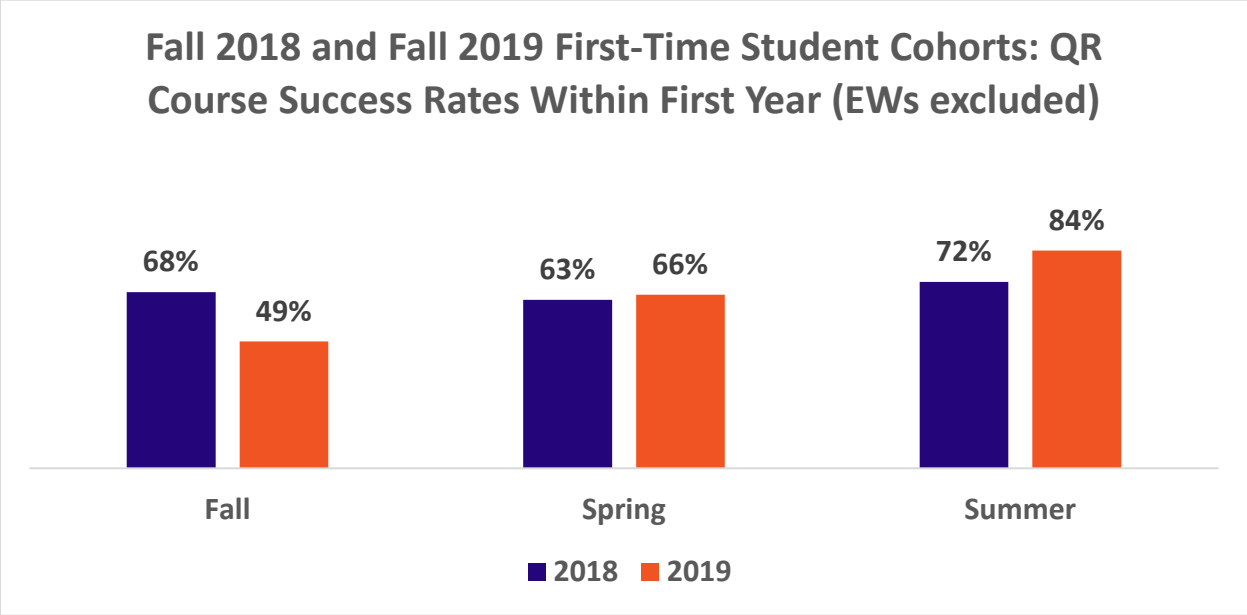

Fall 2019 First-Time Student Cohort : English 001 Course Success Rate Within First Year by Support Status (EWs included)
43%
61%
39%
40%
40%
50%
Fall
Spring
Summer
With Support
Without Support

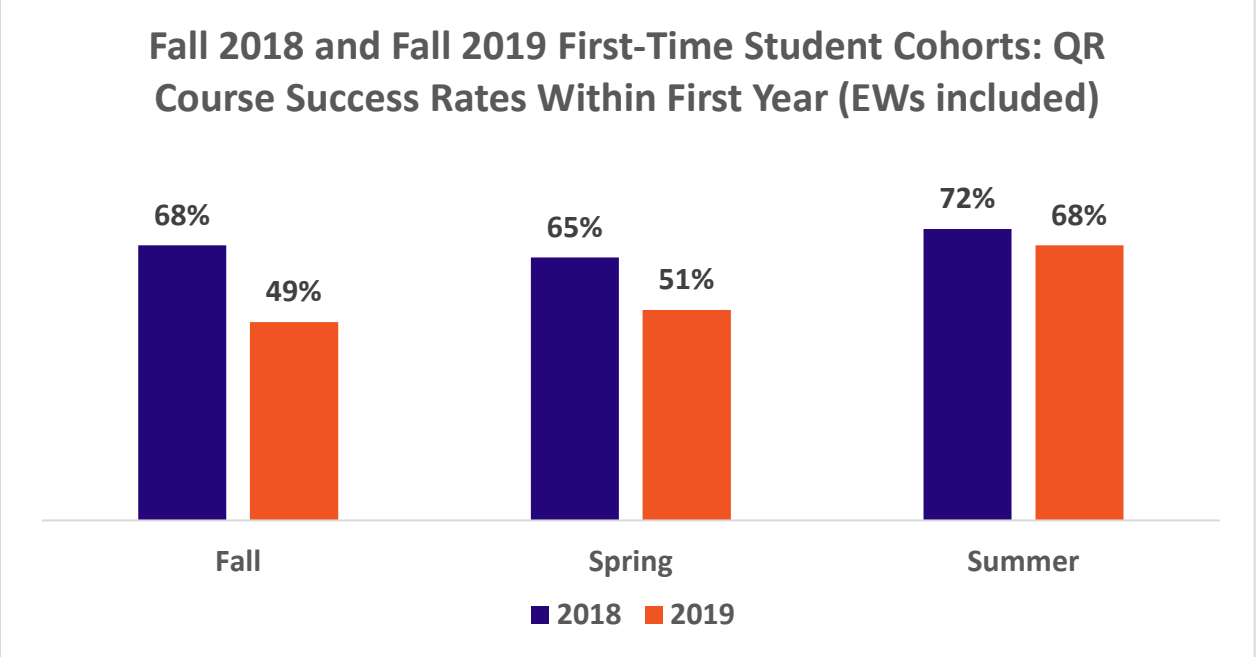
For English 001, first-time students in Fall 2018 had greater course success rates in the Fall and Spring semesters of their first year when compared to first-time students in Fall 2019. When including EWs as unsuccessful attempts, first-time students in Fall 2018 had greater course success rates in all three of their first year semesters. When examining course success rates for only the Fall 2019 cohort, students who took English 001 without support had greater success rates in Fall and Spring semesters when compared to students who took English 001 with support, but when EWs are included in the analyses, students who took English 001 without support had greater success rates in all three of their first year semesters when compared to students who took English 001 with support.

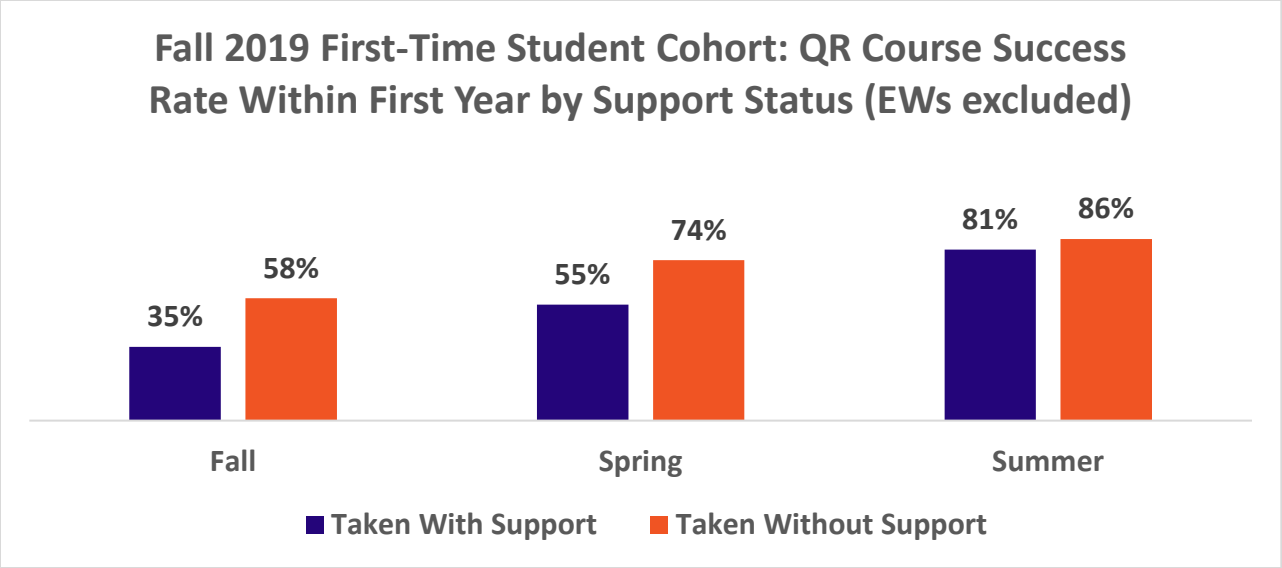
It is important to note that excluding EWs from the analyses inflates course success rates, especially for the Spring 2020 and Summer 2020 semesters due to the increase in EWs related to the Covid-19 pandemic. Including EWs in the analyses may negatively impact course success rates in the Spring 2020 and Summer 2020 because more students may have withdrawn due to the multitude of challenges resulting from the Covid-19 pandemic.

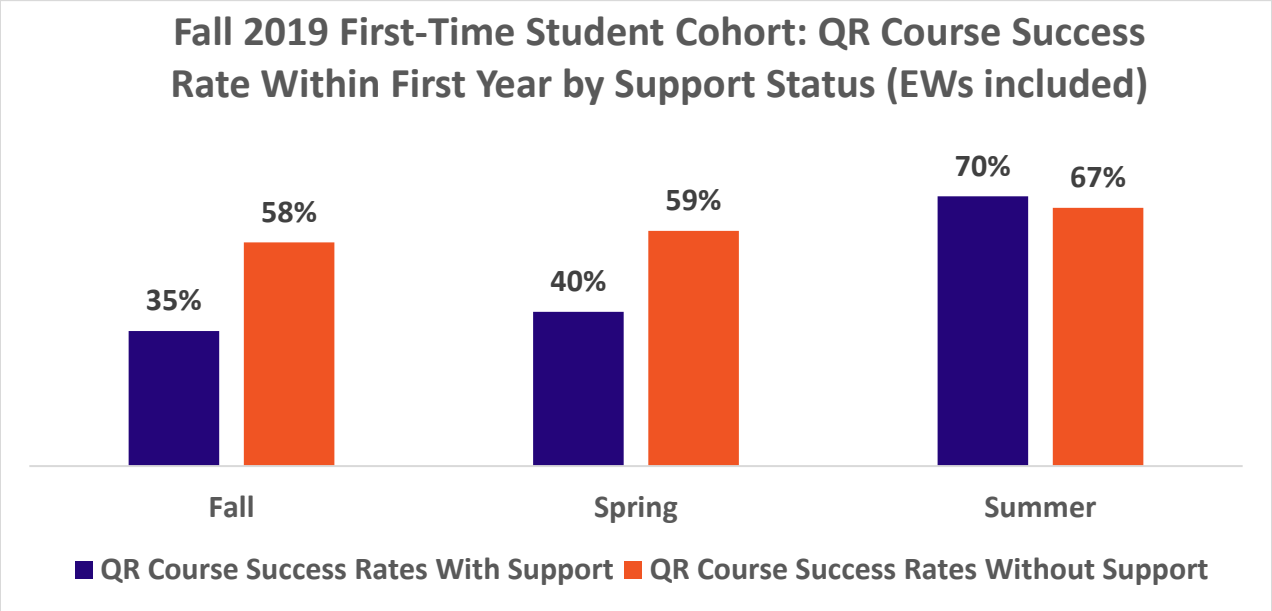
***Only five students from the 2019 cohort were enrolled at census in English 001 with support during Summer 2020, and three of those students received an EW. The throughput cohorts were used to calculate the data for theses charts. The denominator for the course success ratio is valid grades which means students may be counted more than once if the attempted multiple courses in the same semester or a single course in multiple semesters.

QR Course Success Rates






Fall 2019 First-Time Student Cohort: QR Course Success Rate Within First Year by Support Status (EWs excluded)
35%
58%
55%
74%
81%
86%
Fall
Spring
Summer
Taken With Support
Taken Without Support

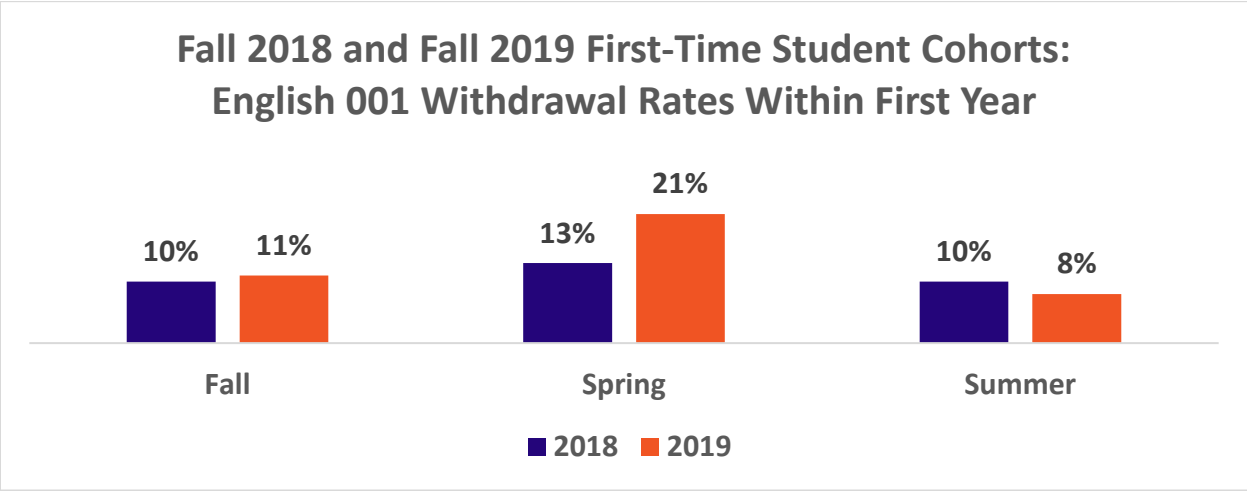

Fall 2019 First-Time Student Cohort: QR Course Success Rate Within First Year by Support Status (EWs included)
35%
58%
40%
59%
70%
67%
Fall
Spring
Summer
QR Course Success Rates With Support
QR Course Success Rates Without Support

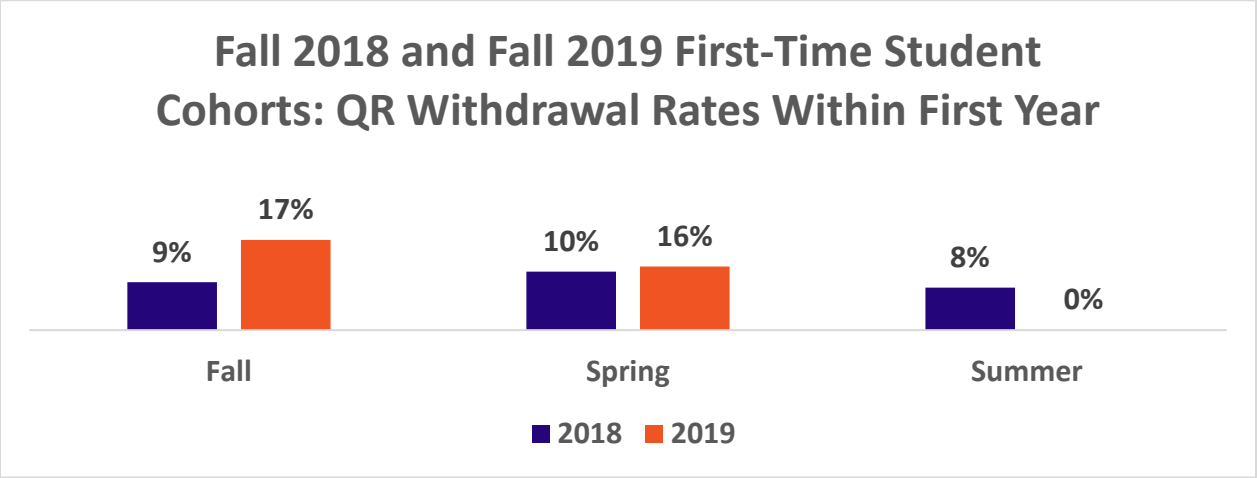
For QR courses, first-time students in Fall 2019 had greater success rates in their first year Spring and Summer semesters when compared to the first-time students in Fall 2018. When including EWs as unsuccessful attempts, first-time students in Fall 2019 had lower success rates in all three of their first year semesters when compared to the first-time students in Fall 2018. When examining course success rates for only the Fall 2019 cohort, students who took QR courses without support had greater success rates in all three of their first year semesters when compared to students who took QR courses with support, but when EWs are included in the analyses, students who took QR courses without support had greater success rates in their first year Fall and Spring semesters when compared to students who took QR courses with support.

It is important to note that excluding EWs from the analyses inflates course success rates, especially for the Spring 2020 and Summer 2020 semesters due to the increase in EWs related to the Covid-19 pandemic. Including EWs in the analyses may negatively impact course success rates in the Spring 2020 and Summer 2020 because more students may have withdrawn due to the multitude of challenges resulting from the Covid-19 pandemic.

***The throughput cohorts were used to calculate the data for theses charts. The denominator for the course success ratio is valid grades which means students may be counted more than once if the attempted multiple QR courses in the same semester or a single QR course in multiple semesters.

Withdrawal Rates

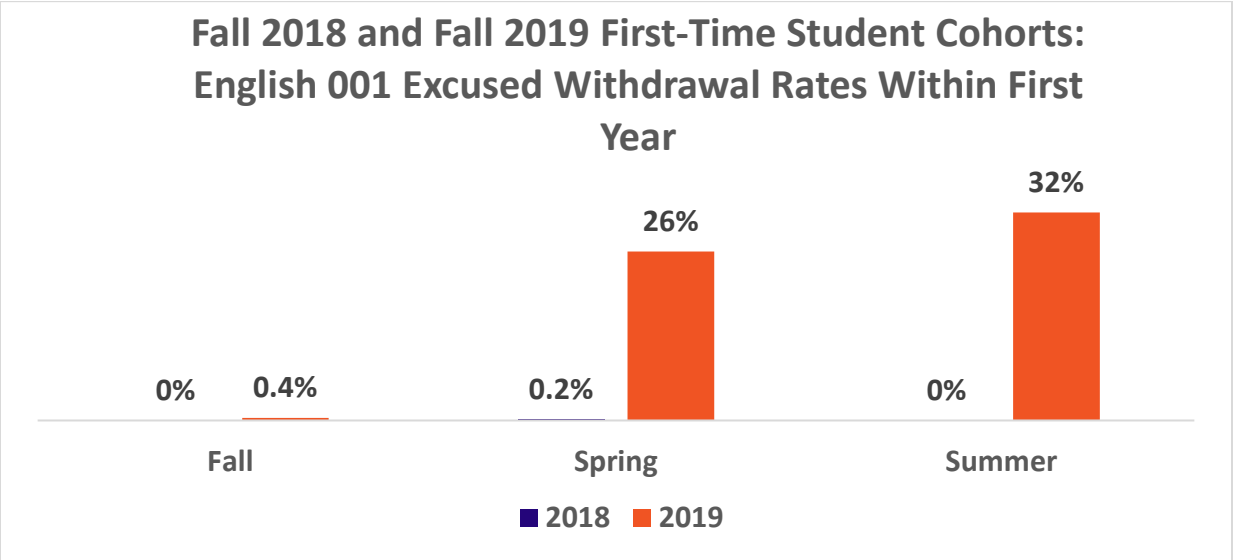


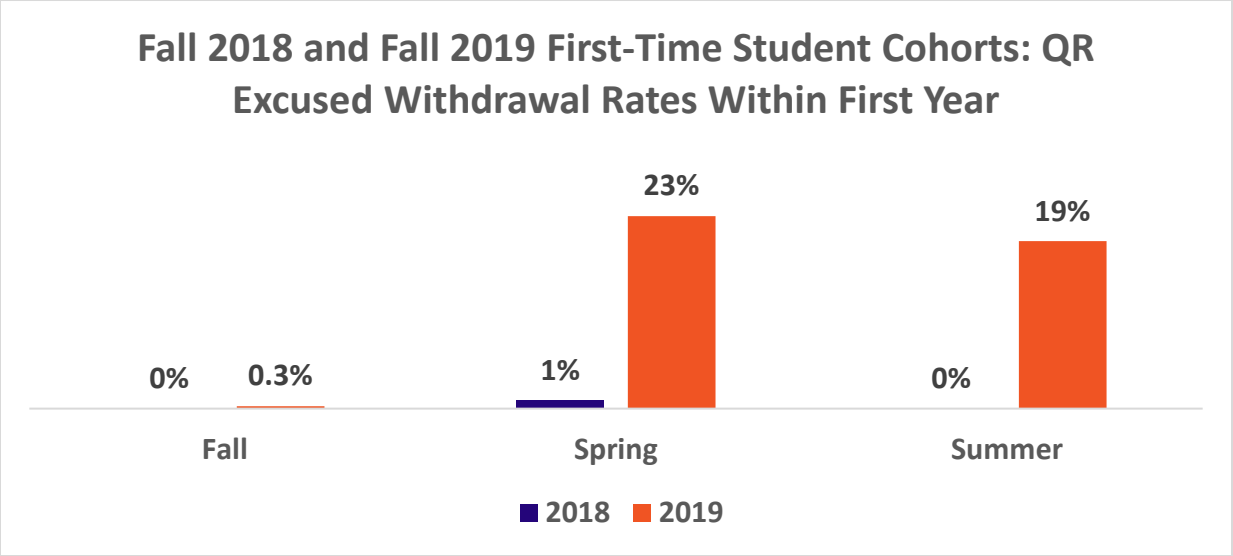


First-time students in Fall 2019 had higher withdrawal rates for both English and QR courses in the Fall and Spring semesters of their first year when compared to first-time students in Fall 2018. The largest difference in QR course withdrawal rates between these two cohorts was in the Fall semester, and the largest difference in English course withdrawal rates between these two cohorts was in the Spring semester. It is important to note that the Covid-19 pandemic may have impacted withdrawal rates, which would explain why summer withdrawal rates are noticeably low. Additionally, students may have withdrawn from courses during Spring 2020 at higher rates without knowing EWs was an option which could have increased withdrawals for the Spring 2020 semester.

***The throughput cohorts were used to calculate the data for these charts. The denominator for the withdrawal rate is valid grades which means students may be counted more than once if they attempted English 001 in multiple semesters.

Excused Withdrawal Rates





First-time students in Fall 2019 had higher excused withdrawal rates for both English and QR courses in all three semesters within their first year when compared to first-time students in Fall 2018. The largest differences occurred in the Spring and Summer semesters which can be explained by the increased use of "EW" due to the Covid-19 pandemic.

***The throughput cohorts were used to calculate the data for these charts. The denominator for the excused withdrawal rate is all grades for students enrolled at census which means students may be counted more than once if they attempted English 001 in multiple semesters.

Office of Research, Planning & Institutional Effectiveness
College of the Sequoias
915 S Mooney Blvd, Visalia, CA 93277

AB 705

Preliminary Assessment of Transfer Level Math (Math 010, Math 021, & Math 035) Disaggregated Outcomes

April 2020

Sequoias Community College District

COS

College of the Sequoias

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Background Information

AB 705

According to the AB-705 website (https://ab705.org/what-is-the-law) AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.

Colleges must place students into English and math courses using one or more of the following:

- high school coursework
- high school grades
- high school grade point average.

Under the new law, a **student cannot be denied entry into a transfer-level math or English class** *unless* the college can prove that the student is highly unlikely to succeed. Students may be required to enroll in a concurrent support course.

This document provides preliminary look at the immediate impact of the changes made in accordance with AB 705 requirements.

Who was included?

All students enrolled at census in either Math 010, Math 021, and Math 035 were included in this analysis (including dual/concurrent k-12 students). Students who dropped the course before census are not included. Students are categorized as receiving support if they were enrolled in the support course at census during the same term. The data is current as of 1.6.2019.

Part-Time students included those enrolled at census in at least one unit but less than 12 units. Full-Time students included those who were enrolled at census in at least 12 units. First-Time students were students who enrolled in college for the first time after High School. The student was counted as a first-time student the first time they enrolled in a primary term, even if the student was previously enrolled in a summer or winter intersession. For example, if a student enrolls at the college for the first time during a summer term and subsequently enrolls during a fall term, the student were coded as a first-time student for both terms. Continuing/Returning students was comprised of students who were enrolled in the current session and were enrolled in the previous regular session, students who were enrolled at the reporting college after an absence of one or more primary terms, and students who were enrolled at the reporting college for, the first time but transferred from another institution of higher education. K-12students include students who were a Special Admit student currently enrolled in K-12.

What metrics were used?

The following are definitions of outcomes assessed in this document.

Enrolled at Census – Unduplicated count of all students enrolled at census in the respective course.

Success Students – For students enrolled at census, the count of all successful grades issued in the respective course.
Course Success Rate – For students enrolled at census, the ratio of success grades (A, B, C, P) to all grades issued for students enrolled at census.

Executive Summary of Findings

Math 010

Over the past five years and from Fall 2018 to Fall 2019, all student groups had increases in the number of students enrolled in and successfully completing Math 010. Male, Other race/ethnicity, first-time, and part-time students had larger increases in the number of students enrolling in and successfully completing Math 010 when compared to the District average. Female, Hispanic, White, continuing/ returning, and full-time students had increases in the number of students enrolling in and successfully completing Math 010, but these increases were smaller than the District average.

From Fall 2018 to Fall 2019, female, Hispanic, Other race/ethnicity, first-time, and full-time students had larger increases in the number of students enrolling in and successfully completing Math 010 when compared to the District average. However, male, White, continuing/returning, and part time students had increases in the number of students enrolling in and successfully completing Math 010, but these increases were smaller than the District average.

Regarding successful course completion rates over the past five years, Other race/ethnicity students increased in successful course completion rates while the District average declined. Female, White, continuing/returning and full-time students experienced smaller declines in rates when compared to the District average, while male, Hispanic, first-time and part-time students experienced a greater decline in rates when compared to the District average.

From Fall 2018 to Fall 2019, successful course completion rates for males increased while overall rates for the District declined. The rates for White and continuing/returning students stayed the same, while the rates for full-time students declined at a lower rate than the District. Female, Hispanic, Other race/ ethnicity, first-time and part-time students had greater declines in successful course completion rates when compared to the District average.

Math 021

Over the past five years and from Fall 2018 to Fall 2019, all student groups experienced increases in the number of students enrolled in and successfully completing Math 021. Male, Hispanic, Other race/ ethnicity, first-time, K-12, and full-time students had larger increases in the number of students enrolling in Math 021 when compared to the District average. Female, White, continuing/returning, and full-time students had increases in the number of students enrolling in and successfully completing Math 021, but these increases were smaller than the District average. Additionally, Male, Hispanic, first-time, K-12, and full-time students had larger increases in the number of students enrolling in Math 021 when compared to the District average. Female, White, Other race/ethnicity, continuing/returning, and full-time students had increases in the number of students enrolling in and successfully completing Math 021, but these increases were smaller than the District average.

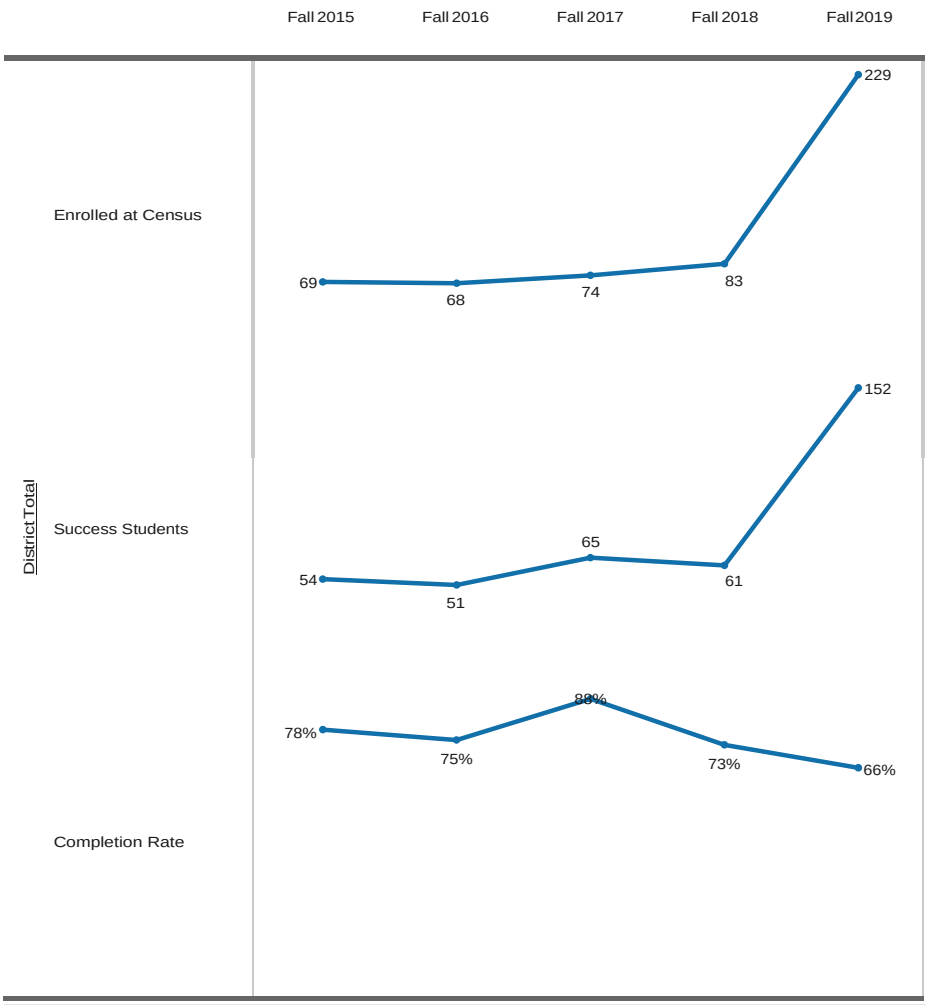
From Fall 2018 to Fall 2019, all student groups, except, K-12, experienced increases in the number of students enrolled in and successfully completing Math 021. Female, Hispanic, Other race/ethnicity, first-time, and full-time students had larger increases in the number of students enrolling in and successfully completing Math 021 when compared to the District average. However, male, White, continuing/returning, and part time students had increases in the number of students enrolling in and successfully completing Math 010, but these increases were smaller than the District average. K-12 students declined in the number of students enrolling in and successfully completing Math 021.

Math 035

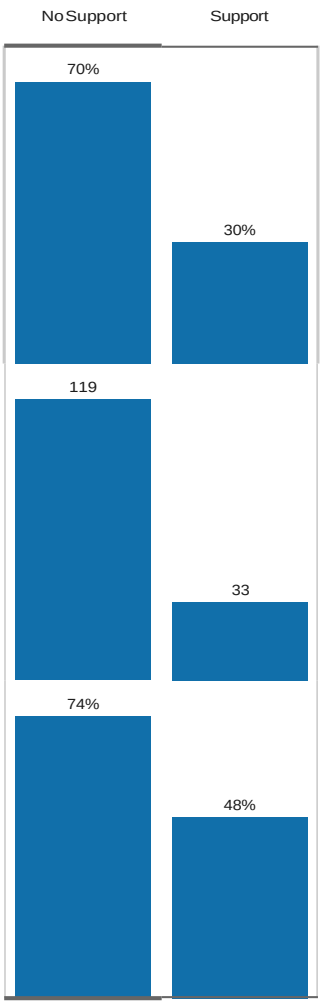
Math 035 was a new course offered in Fall 2019. Therefore no trend data is available for this course. In Fall 2019, 346 students were enrolled at census in Math 035, and of those 133 students successfully completed the course (38%). Female, Hispanic, first-time, and full-time students were enrolled at census in Math 035 in greater numbers than their male, White, Other race/ethnicity, continuing/returning, K-12, and part-time counterparts. Regarding successful course completion rates, female (42%), Other race/ethnicity (49%), continuing/returning (39%), K-12 (65%) and full-time students (39%) experienced rates above the District average (38%), while the course success rates for male (37%), Hispanic (36%), White (37%), first-time (35%), and part-time (36%) students fell below the District average.

Math 010 District Results

MATH 010 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 010

Student Groups
District Total

Gender
- [ ] Female
- [ ] Male
- [ ] Unknown

Race/Ethnicity
- [ ] African-American
- [ ] Asian
- [ ] Filipino
- [ ] Hispanic
- [x] Multi-Ethnicity
- [ ] Native American
- [ ] Pacific Islander
- [ ] Unknown
- [ ] White

Reference Table

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrolled at Census	69	68	74	83	229
All Grades	69	68	74	82	229
Success Students	54	51	65	61	152
Success Grades	54	51	65	61	152
W Grades	9	11	3	11	21
Course Success Rate	78%	75%	88%	74%	66%
Withdrawal Rate	13%	16%	4%	13%	9%

Fall 2019 Co-requisite

No Support	Support
160	69
160	69
119	33
119	33
13	8
74%	48%
8%	12%

Math 010 District Observations

Math 010: Structure and Concepts 1

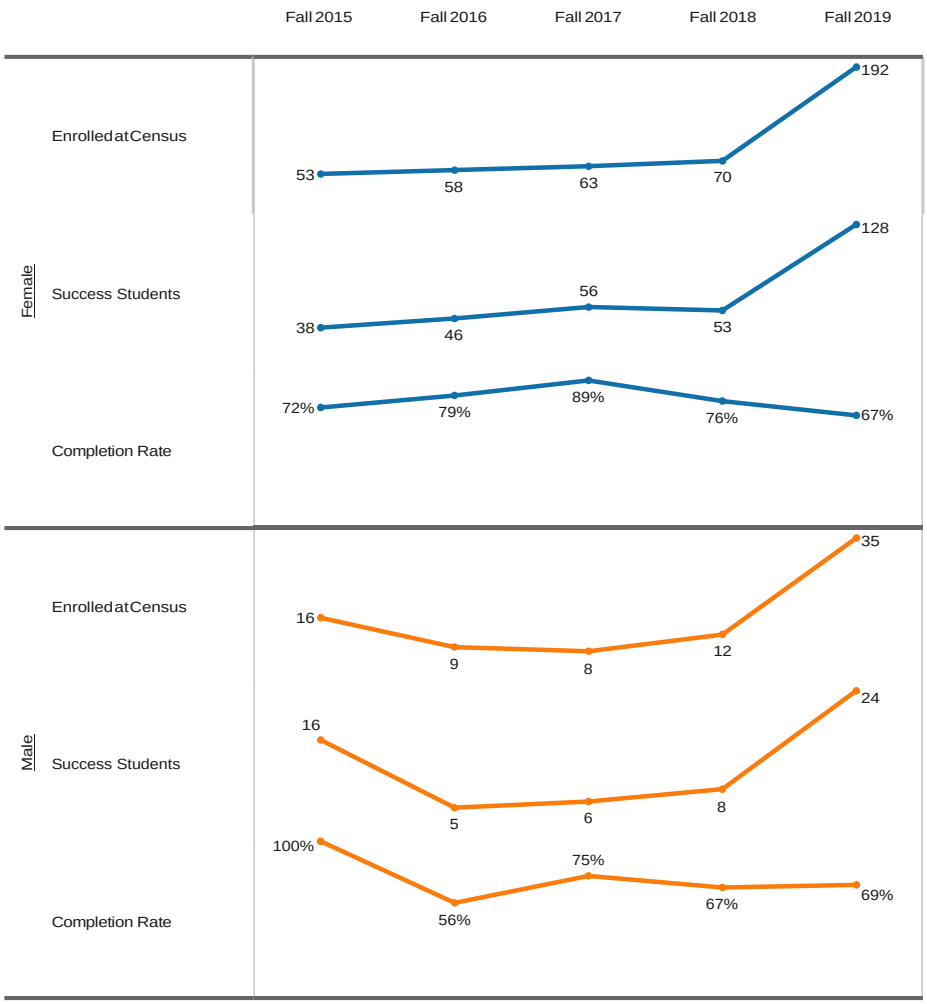
The number of students enrolled in Math 010 at census increased 232% from Fall 2015 (n=69) to Fall 2019 (n=229), with a significant increase (176%) from Fall 2018 (n=83) to Fall 2019 (n =229). Nearly 3 in 4 of the students (70%) enrolled in Math 010 in Fall 2019 did not enroll in the support class.

The number of students successfully completing Math 010 increased 181% from Fall 2015 (n=54) to Fall 2019 (n=152) with a significant increase (149%) from Fall 2018 (n=61) to Fall 2019 (n =152). Of the students that successfully completed Math 010 in Fall 2019, 119 did not need the support class (78%).

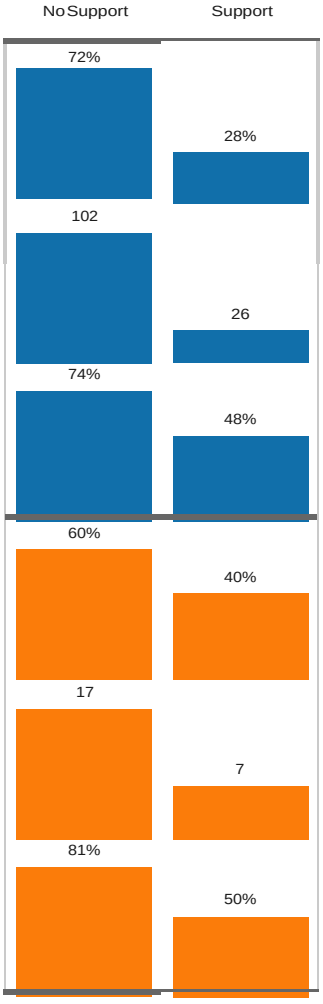
Over the past five years, the successful course completion rate for Math 010 declined 12 points, and from 78% in Fall 2015 to 66% in Fall 2019. The decline in successful course completion rates from Fall 2018 (73%) to Fall 2019 (66%) was smaller, and students enrolled in Math 010 without the support class in Fall 2019 (74%) had a slightly improved success rate when compared to Fall 2018 students' success rates in Math 010.

Math 010 Results
By Gender

MATH 010 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 010

Student Groups
Gender

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	Enrolled at Census	53	58	63	70	192
	Success Students	38	46	56	53	128
	Course Success Rate	72%	79%	89%	77%	67%
Male	Enrolled at Census	16	9	8	12	35
	Success Students	16	5	6	8	24
	Course Success Rate	100%	56%	75%	67%	69%

Note. Students with an unknown gender were not included in this section.

Fall 2019 Co-requisite

No Support	Support
138	54
102	26
74%	48%
21	14
17	7
81%	50%

Math 010 Observations By Gender

Female students

Over the past five years, the number of female students enrolled at census in Math 010 increased from 53 in Fall 2015 to 192 in Fall 2019 (+262%) with a significant increase from 70 in Fall 2018 to 192 in Fall 2019 (+174%). The number of female students who successfully completed Math 010 increased from 38 in Fall 2015 to 128 in Fall 2019 (+237%) with a significant increase from 53 in Fall 2018 to 128 in Fall 2019 (+142%). Additionally, females students' rates of successful completion for Math 010 declined five points from Fall 2015 (72%) to Fall 2019 (67%). From Fall 2018 (76%) to Fall 2019 (67%), female students' rates of successful completion for Math 010 declined nine points.

Male students

Over the past five years, the number of male student enrolled at census increased from 16 in Fall 2015 to 35 in Fall 2019 (+119%) with a significant increase from 12 in Fall 2018 to 35 in Fall 2019 (+192%). The number of male students who successfully completed Math 010 increased from 16 in Fall 2015 to 24 in Fall 2019 (+50%) with a significant increase from 8 in Fall 2018 to 24 in Fall 2019 (+200%). Additionally, males students' rates of successful completion for Math 010 declined 31 points from Fall 2015 (100%) to Fall 2019 (61%), but from Fall 2018 (67%) to Fall 2019 (69%), male students' rates of successful completion for Math 010 improved by two points.

Comparisons over the Past Five Years: Male vs Female

Over the past five years, female students had a greater increase in the number of students who enrolled in and successfully completed Math 010 when compared to male students. Additionally, female students' success rates in Math 010 declined by fewer points than male students' success rates in Math 010.

Comparisons Fall 2018 to Fall 2019: Male vs Female

From Fall 2018 to Fall 2019, male students had a greater increase in the number of students who enrolled in and successfully completed Math 010 when compared to female students. Additionally, male students' experienced an increase in successful course completion rates in Math 010 while females students experienced a decline.

Comparisons over the Past Five Years: Males and Females vs District Average

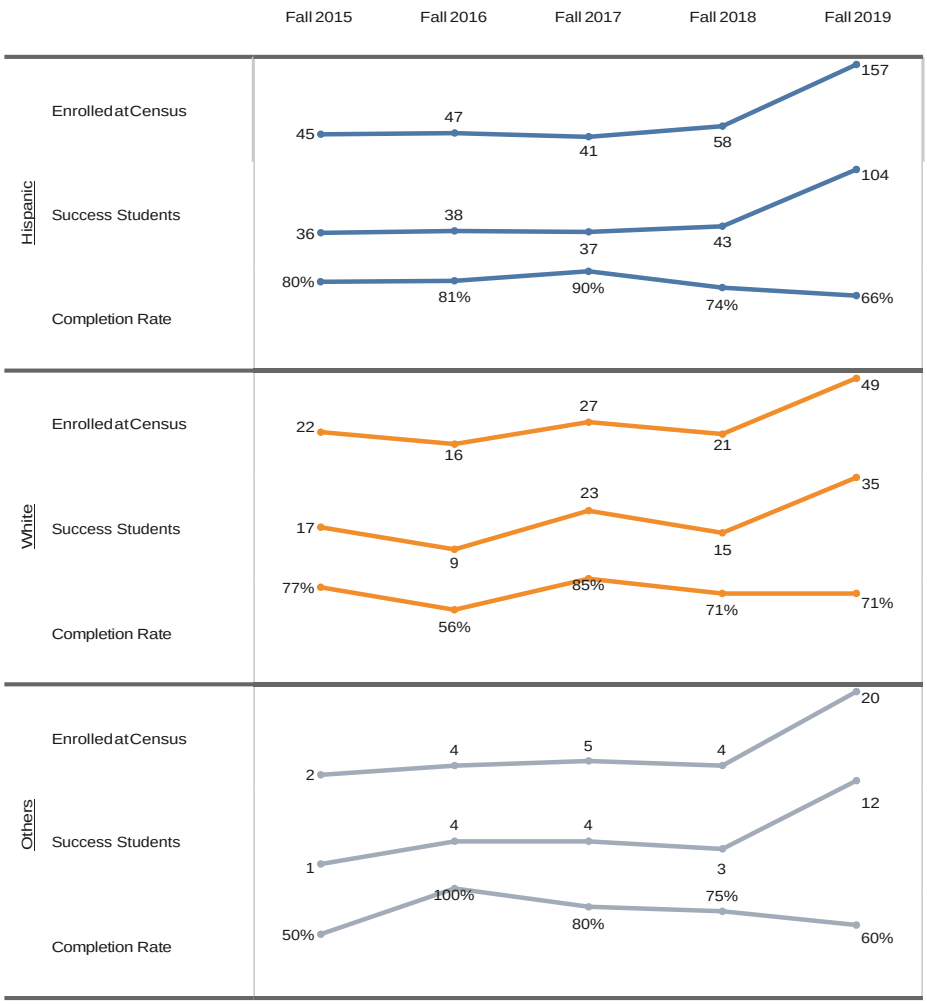
Over the past five years, female students (+262%) had larger increases in Math 010 enrollment numbers when compared to the District average (+232%), while male students (+119%) experienced smaller increases in enrollment numbers when compared to the District average. Additionally, female students (+237%) had larger increases in the number of students successfully completing Math 010 when compared to the District average (+181%), while male students (+50%) experienced smaller increases in the number of students successfully completing Math 010 when compared to the District average. Finally, female students (-5 points) experienced less decline in Math 010 successful course completion rates when compared to the District average (-12 points), and male students (-31 points).

Comparisons Fall 2018 to Fall 2019: Males and Females vs District Average

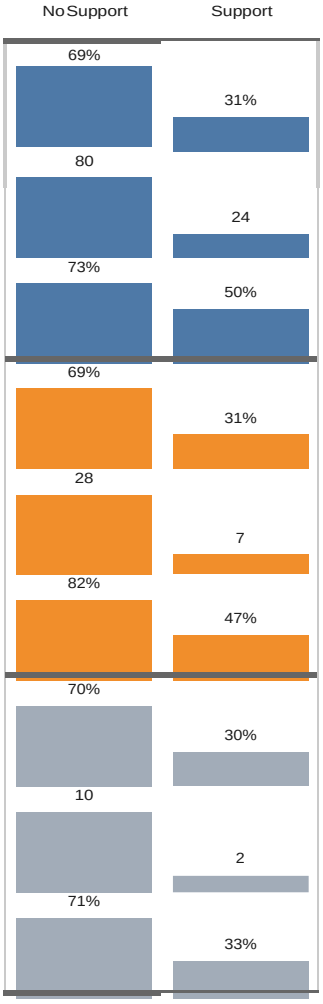
From Fall 2018 to Fall 2019, female students (+174%) had slightly smaller increases in Math 010 enrollment numbers when compared to the District average (+176%), and male students (+192%) had greater increases in Math 010 enrollment numbers when compared to the District average. Additionally, male students (+200%) had greater increases in the number of students successfully completing Math 010 when compared to the District average (+149%), but female students (+142%) experienced smaller increases than the District average. Finally, female students (-9 points) had slightly more of a decline in Math 010 successful course completion rates when compared to the District average (-7 points), while male students (+2) had an increased in rates**.**

Math 010 Results By Race/Ethnicity

MATH 010 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 010

Student Groups
Race/Ethnicity

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hispanic	Enrolled at Census	45	47	41	58	157
	Success Students	36	38	37	43	104
	Course Success Rate	80%	81%	90%	74%	66%
White	Enrolled at Census	22	16	27	21	49
	Success Students	17	9	23	15	35
	Course Success Rate	77%	56%	85%	71%	71%
Others	Enrolled at Census	2	4	5	4	20
	Success Students	1	4	4	3	12
	Course Success Rate	50%	100%	80%	100%	60%

Note. Students with an unknown race/ethnicity were not included in this section.

Fall 2019 Co-requisite

No Support	Support
109	48
80	24
73%	50%
34	15
28	7
82%	47%
14	6
10	2
71%	33%

Math 010 Observations By Race/Ethnicity

Hispanic students

Over the past five years, the number of Hispanic students enrolled at census in Math 010 increased from 45 in Fall 2015 to 157 in Fall 2019 (+249%) with a significant increase from 58 in Fall 2018 to 157 in Fall 2019 (+171%). The number of Hispanic students who successfully completed Math 010 increased from 36 in Fall 2015 to 104 in Fall 2019 (+189%) with a significant increase from 43 in Fall 2018 to 104 in Fall 2019 (+142%). Additionally, Hispanic students' rates of successful completion for Math 010 declined 14 points from Fall 2015 (80%) to Fall 2019 (66%), and from Fall 2018 (74%) to Fall 2019 (66%), Hispanic students' rates of successful completion for Math 010 declined eight points.

White students

Over the past five years, the number of White students enrolled at census in Math 010 increased from 22 in Fall 2015 to 49 in Fall 2019 (+123%) with an increase from 21 in Fall 2018 to 49 in Fall 2019 (+133%). The number of White students who successfully completed Math 010 increased from 17 in Fall 2015 to 35 in Fall 2019 (+106%) with a significant increase from 15 in Fall 2018 to 35 in Fall 2019 (+133%). Additionally, White students' rates of successful completion for Math 010 declined six points from Fall 2015 (77%) to Fall 2019 (71%), but from Fall 2018 (71%) to Fall 2019 (71%), White students' rates of successful completion for Math 010 has stayed the same.

Other race/ethnicity students (This group includes African American, Asian, Filipino, Native American, Pacific Islander, and Multi-Ethnic Students)

Over the past five years, the number of Other race/ethnicity students that were enrolled at census in Math 010 increased from two in Fall 2015 to 20 in Fall 2019 (+900%) with an increase from four in Fall 2018 to 20 in Fall 2019 (+400%). The number of Other race/ethnicity students who successfully completed Math 010 increased from one in Fall 2015 to 12 in Fall 2019 (+1100%) with a significant increase from three in Fall 2018 to 12 in Fall 2019 (+300%). Additionally, Other race/ethnicity students' rates of successful completion for Math 010 improved by 10 points from Fall 2015 (50%) to Fall 2019 (60%), but from Fall 2018 (75%) to Fall 2019 (60%), other students' rates of successful completion for Math 010 declined 15 points.

Comparisons over the Past Five Years: Hispanic vs White Vs Other

Over the past five years Hispanic and Other race/ethnicity students had a greater increase in Math 010 enrollment when compared to White students. Other race/ethnicity students had the largest increase in Math 010 enrollment . Additionally, the number of Hispanic and Other race/ethnicity students who successfully completed Math 010 increased more over the past five years than the number White students who successfully completed the course, Finally, over the past five years, Other race ethnicity students' success rates in Math 010 improved, while Hispanic and White Students success rates for the course declined. Hispanic students had the largest decline in success rates for Math 010.

Comparisons Fall 2018 to Fall 2019: Hispanic vs White Vs Other

From Fall 2018 to Fall 2019, Hispanic and Other race/ethnicity students had a greater increase in Math 010 enrollment when compared to White students. Other race/ethnicity students had the largest increase in Math 010 enrollment. From Fall 2018 to Fall 2019, Other race/ethnicity students had greater increase in the number of students successfully completing Math 010, when compared to Hispanic and White students. Finally, from Fall 2018 to Fall 2019, White students' success rates in Math 010 stayed the same, while the success rates of Hispanic and Other Students declined. Other students had the largest decline in success rates.

Comparisons over the Past Five Years: Hispanic, White, Other vs District Average

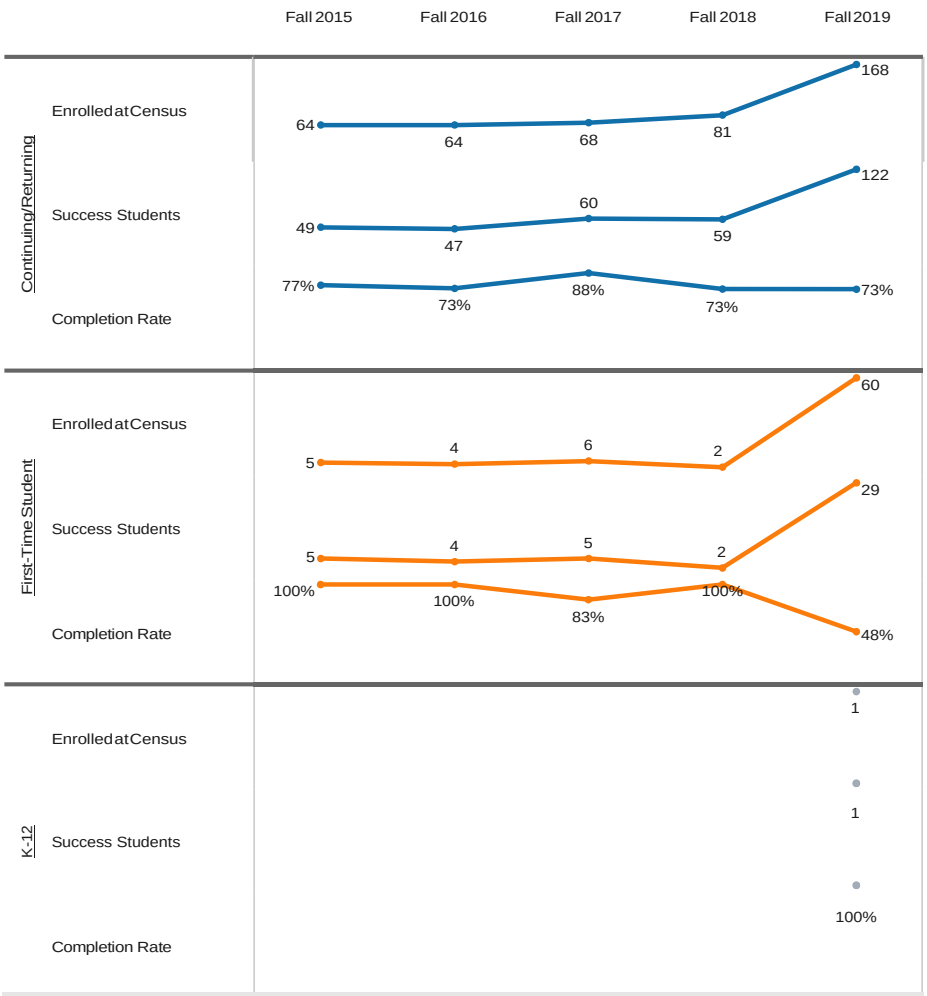
Over the past five years, White students (123%) had smaller increases in Math 010 enrollment numbers when compared to the District average (+232%), while Hispanic (+249%) and Other race/ethnicity (+900%) students experienced greater increases in Math 010 enrollment numbers when compared to the District average. Additionally, White (+106%) had smaller increases in the number of students successfully completing Math 010 when compared to the District average (+181%). Hispanic (+189%) and Other race/ethnicity (+1100%) students experienced a greater number of students successfully completing Math 010 when compared to the District average. Finally, Other race/ethnicity students (+10 points) experienced increases in their successful course completion rates, while the District average declined (-12 points). White students (-6 points) experienced smaller declines in rates when compared to the District average, while Hispanic students (-14 points) reported greater declines.

Comparisons Fall 2018 to Fall 2019: Hispanic, White, Other vs District Average

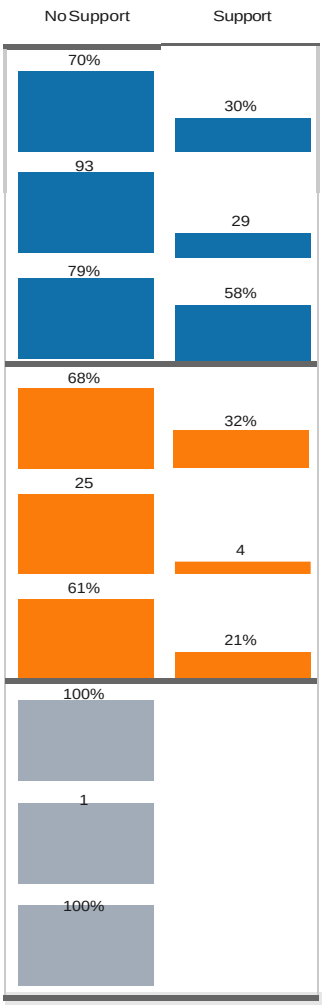
From Fall 2018 to Fall 2019, White (+133%) and Hispanic Students (171%) had smaller increases in Math 010 enrollment numbers when compared to the District average (+176%), while Other race/ethnicity students (+400%) had a greater increase in Math 010 enrollment numbers when compared to the District average. Additionally, Other race/ethnicity students (+300%) experienced greater increases in the number of students successfully completing Math 010 when compared to the District average (149%), while White (133%) and Hispanic students (142%) experienced smaller increases in the number of students successfully completing the course when compared to the District average. Finally, Hispanic (-8 points) and Other race/ethnicity (-15 points) students experienced greater declines in Math 010 successful completion rates when compared to the District average (-7 points), while White students experienced no change in rates.

Math 010 Results
By Student Status

MATH 010 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 010

Student Groups
Student Status

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Continuing/Ret...	Enrolled at Census	64	64	68	81	168
	Success Students	49	47	60	59	122
	Course Success Rate	77%	73%	88%	74%	73%
First-TimeSt...	Enrolled at Census	5	4	6	2	60
	Success Students	5	4	5	2	29
	Course Success Rate	100%	100%	83%	100%	48%
K-12	Enrolled at Census					1
	Success Students					1
	Course Success Rate					100%

Fall 2019 Co-requisite

	No Support	Support
Enrolled at Census	118	50
Success Students	93	29
Course Success Rate	79%	58%
Enrolled at Census	41	19
Success Students	25	4
Course Success Rate	61%	21%
Enrolled at Census	1	
Success Students	1	
Course Success Rate	100%	

Math 010 Observations By Student Status

Continuing/Returning students

Over the past five years, the number of continuing/returning students enrolled at census in Math 010 increased from 64 in Fall 2015 to 168 in Fall 2019 (+163%) with a significant increase from 81 in Fall 2018 to 168 in Fall 2019 (+107%). The number of continuing/returning students who successfully completed Math 010 increased from 49 in Fall 2015 to 122 in Fall 2019 (+149%) with a significant increase from 59 in Fall 2018 to 122 in Fall 2019 (+107%). Additionally, continuing/ returning students' rates of successful completion for Math 010 declined four points from Fall 2015 (77%) to Fall 2019 (73%), but from Fall 2018 (73%) to Fall 2019 (73%), continuing/returning students' rates of successful completion for Math 010 has stayed the same.

First-Time students

Over the past five years, the number of first-time students enrolled at census in Math 010 increased from five in Fall 2015 to 60 in Fall 2019 (+1100%) with a significant increase from two in Fall 2018 to 60 in Fall 2019 (+2900%). The number of first-time students who successfully completed Math increased 010 from five in Fall 2015 to 29 in Fall 2019 (+480%) with a significant increase from two in Fall 2018 to 29 in Fall 2019 (+1350%). Additionally, first-time students' rates of successful completion for Math 010 declined 52 points from Fall 2015 (100%) to Fall 2019 (48%). as well as from Fall 2018 (100%) to Fall 2019 (48%).

K-12 students

There were no reported K-12 students enrolled in Math 010 for any Fall semester with the exception of Fall 2019. For Fall 2019, one students enrolled in Math 010, and the student successfully completed the course, making the success rate 100%.

Comparisons over the Past Five Years: First-Time vs Continuing/Returning

K-12 students were not included in the comparison because there were no students enrolled in Math 010 from Fall 2015 to Fall 2018. Over the past five years, first-time students had a greater increase in the number of students enrolling in and successfully completing Math 010 when compared to continuing/returning students. Additionally, continuing/returning students' successful course completion rates in Math 010 declined less than, while the rates for first-time students.

Comparisons Fall 2018 to Fall 2019: First-Time vs Continuing/Returning

K-12 students were not included in the comparison because there were no students enrolled in Math 010 from Fall 2015 to Fall 2018. From Fall 2018 to Fall 2019, first-time students had a greater increase in the number of students enrolling in and successfully completing Math 010 when compared to continuing/returning students. Additionally, continuing/returning students' successful course completion rates in Math 010 stayed the same, while the rates for first-time students declined.

Comparisons over the Past Five Years: Continuing/Returning and First-Time vs District Average

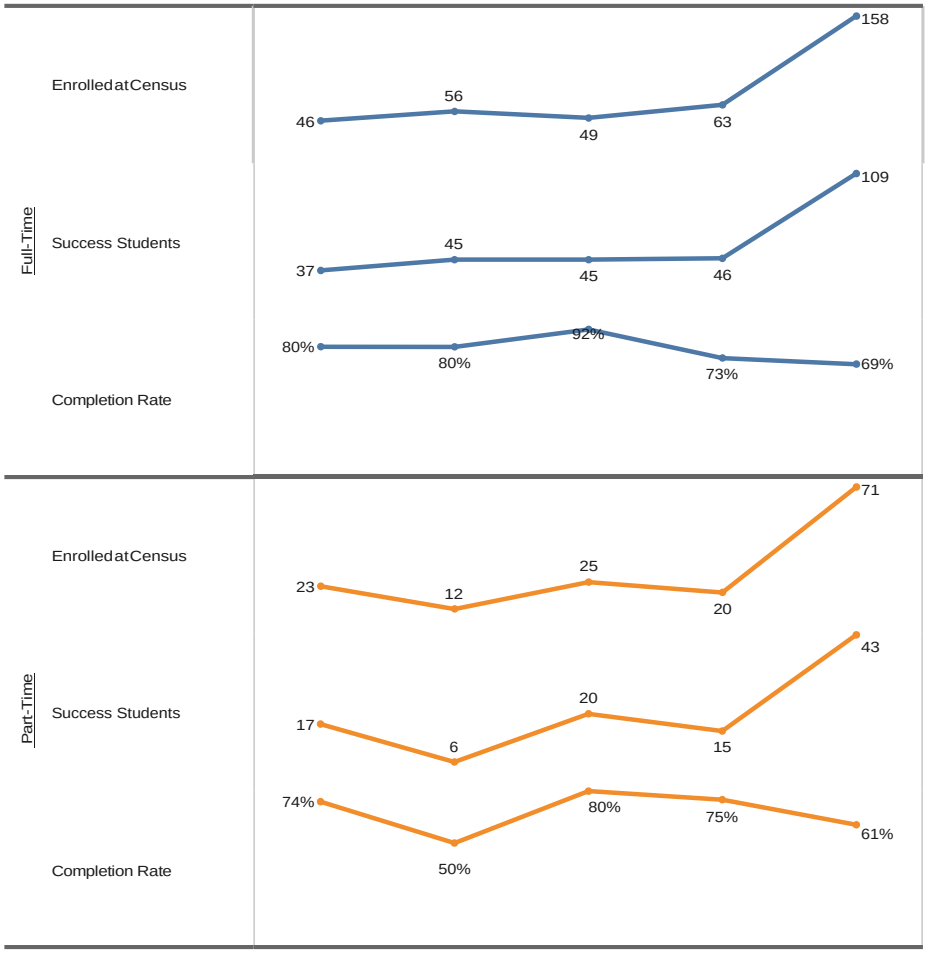
Over the past five years, continuing/returning students (+163%) had smaller increases in Math 010 enrollment numbers when compared to the District average (+232%), while first-time students (+1100%) had greater increases in Math 010 enrollment numbers when compared to the District average. Additionally, continuing/returning students (+149%) had smaller increases in the number of students successfully completing Math 010 when compared to the District average (+181%), while first-time students (+480%) had greater increases in the number of students successfully completing the course when compared to the District average. Finally, First-time students' successful course completion rates (-52 points) declined more than the District average (-12 points), but continuing/returning students' rates (- 4 points) declined less than the District average

Comparisons Fall 2018 to Fall 2019: Continuing/Returning and First-Time, K-12 vs District Average

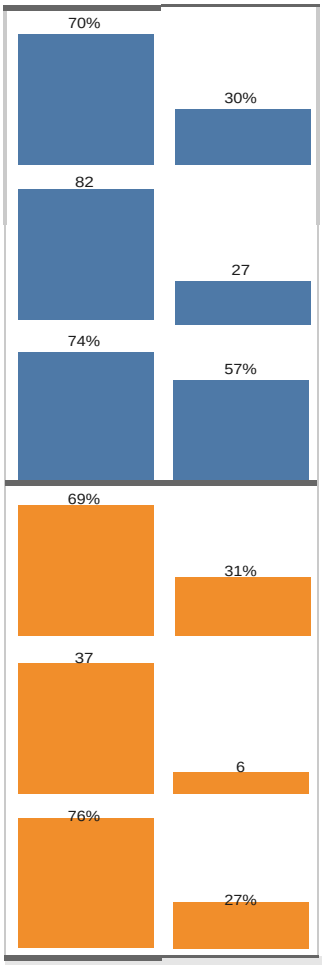
From Fall 2018 to Fall 2019, continuing/returning students (+107%) had a smaller increase in Math 010 enrollment numbers when compared to the District average (+176%), while first-time students (+2900%) had greater increases in Math 010 enrollment numbers when compared to the District average. Additionally, continuing/returning students (+107%) had smaller increases in the number of students successfully completing Math 010 when compared to the District average (+149%), while first-time (+1350%) students had greater increases in the number of students successfully completing the course when compared to the District average. Finally, First-time students' successful course completion rates (-52 points) declined more than the District average (-7 points) but continuing/returning students' rates stayed the same.

Math 010 Results
By Unit Load

MATH 010 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 010

Student Groups
Unit Load

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-	Enrolled at Census	46	56	49	63	158
	Success Students	37	45	45	46	109
	Course Success Rate	80%	80%	92%	74%	69%
Part-	Enrolled at Census	23	12	25	20	71
	Success Students	17	6	20	15	43
	Course Success Rate	74%	50%	80%	75%	61%

Fall 2019 Co-requisite

No Support	Support
111	47
82	27
74%	57%
49	22
37	6
76%	27%

Math 010 Observations By Unit Load

Full-Time students

Over the past five years, the number of full-time students enrolled at census in Math 010 increased from 46 in Fall 2015 to 158 in Fall 2019 (+243%) with an increase from 63 in Fall 2018 to 158 in Fall 2019 (+151%). The number of full-time students who successfully completed Math 010 increased from 37 in Fall 2015 to 109 in Fall 2019 (+195%) with an increase from 46 in Fall 2018 to 109 in Fall 2019 (+137%). Additionally, full-time students' rates of successful completion for Math 010 has declined 11 points from Fall 2015 (80%) to Fall 2019 (69%), and from Fall 2018 (73%) to Fall 2019 (69%), full-time students' rates of successful completion for Math 010 has declined four points

Part-Time students

Over the past five years, the number of part-time students enrolled at census in Math 010 increased from 23 in Fall 2015 to 71 in Fall 2019 (+209%) with an increase from 20 in Fall 2018 to 71 in Fall 2019 (+255%). The number of part-time students who successfully completed Math 010 increased from 17 in Fall 2015 to 43 in Fall 2019 (+153%) with an increase from 15 in Fall 2018 to 43 in Fall 2019 (+187%). Additionally, part-time students' rates of successful completion for Math 010 declined 13 points from Fall 2015 (74%) to Fall 2019 (61%), and from Fall 2018 (75%) to Fall 2019 (61%), part-time students' rates of successful completion for Math 010 declined 14 points.

Comparisons over the Past Five Years: Full-Time vs Part-Time

Over the past five years, full-time students had a greater increase in the number of students enrolling in and successfully completing Math 010 when compared to part-time students. Additionally, full-time students' successful course completion rates in Math 010 declined by fewer points than the success rates for part-time students**.**

Comparisons Fall 2018 to Fall 2019: Full-Time vs Part-Time

From Fall 2018 to Fall 2019, part-time students had a greater increase in the number of students enrolling in and successfully completing Math 010 when compared to full-time students. Additionally, full-time students' successful course completion rates in Math 010 declined by fewer points than the success rates for part-time students.

Comparisons over the Past Five Years: Full-Time & Part-Time vs District Average

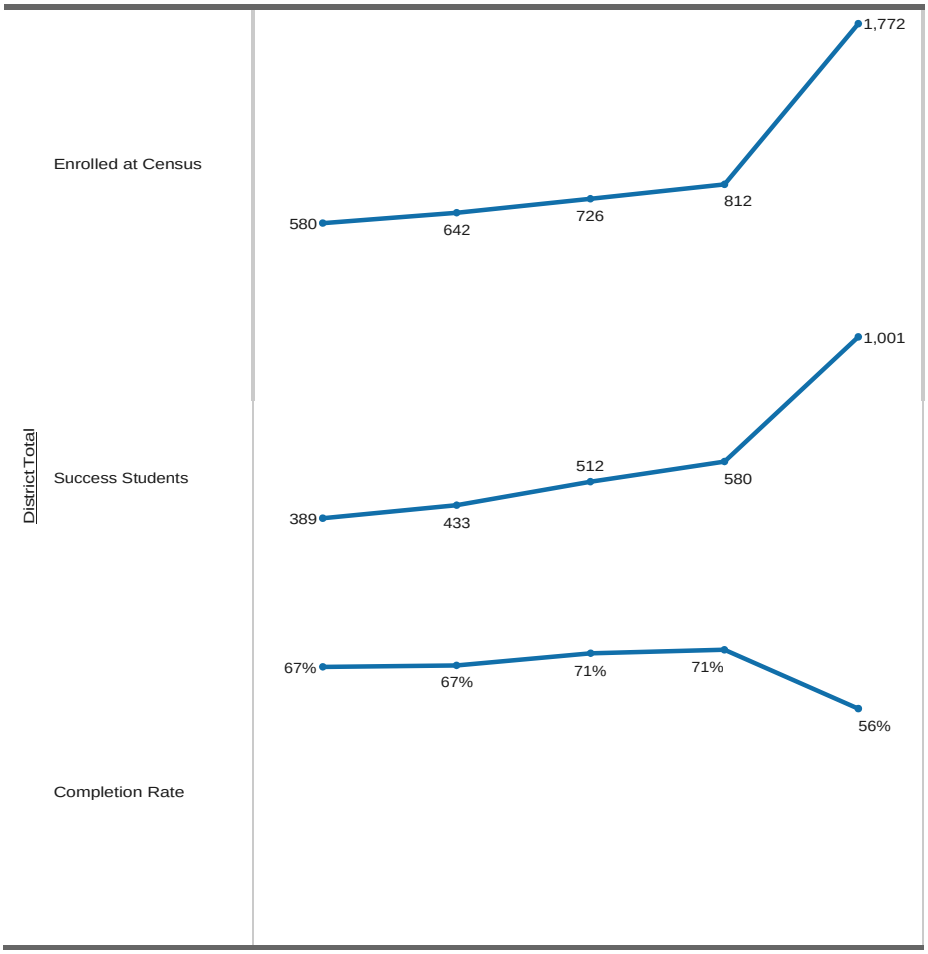
Over the past five years, full-time students (+243%) experienced greater increases in Math 010 enrollment numbers when compared to the District average (+232%), and part-time students (+209%) had smaller increases in Math 010 enrollment numbers when compared to the District average. Additionally, full-time students (+195%) had greater increases in the number of students successfully completing Math 010 when compared to the District average (+181%), and part-time students (+153%) experienced smaller increases in the number of students successfully completing Math 010 when compared to the District average. Finally, full-time students (-11 points) had slightly more improvement in successful course completion rates when compared to the District average (-12 points), while part-time students (-13 points) experienced slightly less improvement in rates when compared to the District average.

Comparisons Fall 2018 to Fall 2019: Full-Time & Part-Time vs District Average

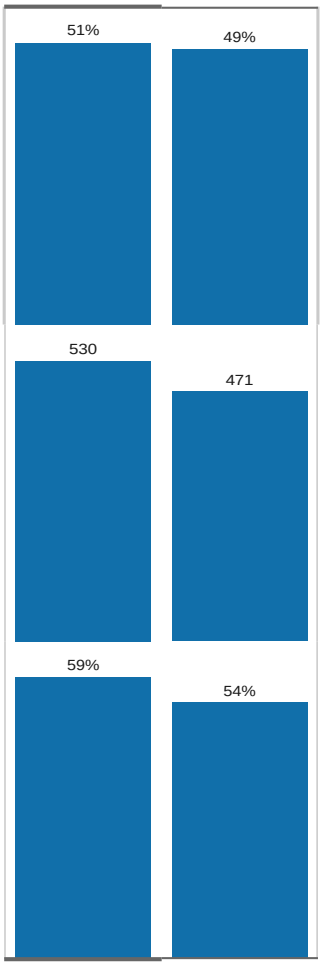
From Fall 2018 to Fall 2019, part-time students (+255%) experienced greater increases in Math 010 enrollment numbers when compared to the District average (+176%), and full-time students (+151%) had smaller increases in Math 010 enrollment numbers when compared to the District average. Additionally, part-time students (+187%) had greater increases in the number of students successfully completing Math 010 when compared to the District average (+149%), and full-time students (+137%) experienced smaller increases in the number of students successfully completing Math 010 when compared to the District average. Finally, full-time students (-4 points) had slightly more improvement in successful course completion rates when compared to the District average (-7 points), while part-time students (-14 points) experienced less improvement in rates when compared to the District average.

Math 021 District Results

MATH 021 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 021

Student Groups
District Total

Gender
- [ ] Female
- [ ] Male
- [ ] Unknown

Race/Ethnicity
- [ ] African-American
- [ ] Asian
- [x] Filipino
- [x] Hispanic
- [ ] Multi-Ethnicity
- [ ] Native American
- [ ] Pacific Islander
- [ ] Unknown
- [ ] White

Reference Table

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Enrolled at Census	580	642	726	812	1,772
All Grades	580	642	727	804	1,770
Success Students	389	433	512	580	1,001
Success Grades	389	433	513	580	1,001
W Grades	78	80	98	99	279
Course Success Rate	67%	67%	71%	72%	57%
Withdrawal Rate	13%	12%	13%	12%	16%

Fall 2019 Co-requisite

No Support	W/ Support
896	876
896	874
530	471
530	471
133	146
59%	54%
15%	17%

Math 021 District Observations

Math 021: Introduction to Statistics

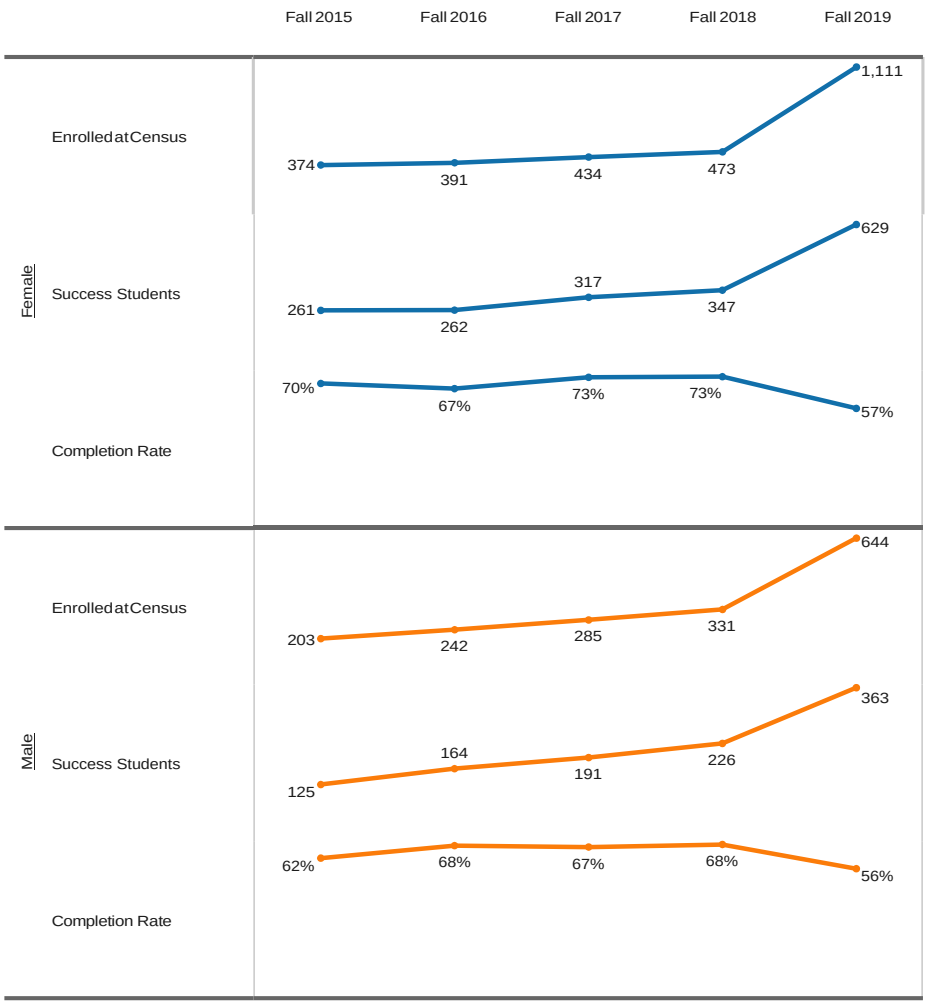
The number of students enrolled in Math 021 at census increased 206% from Fall 2015 (n=580) to Fall 2019 (n=1,772) with a significant increase (118%) from Fall 2018 (n=812) to Fall 2019 (n =1,772), and approximately half of the students (51%) enrolled in Math 021 in Fall 2019 did not enroll in the support class.

The number of students successfully completing Math 021 increased 157% from Fall 2015 (n=389) to Fall 2019 (n=1,001), with a significant increase (73%) from Fall 2018 (n=580) to Fall 2019 (n =1,001). Of the students who successfully completed Math 021 in Fall 2019, 530 did not need the support class (53%).

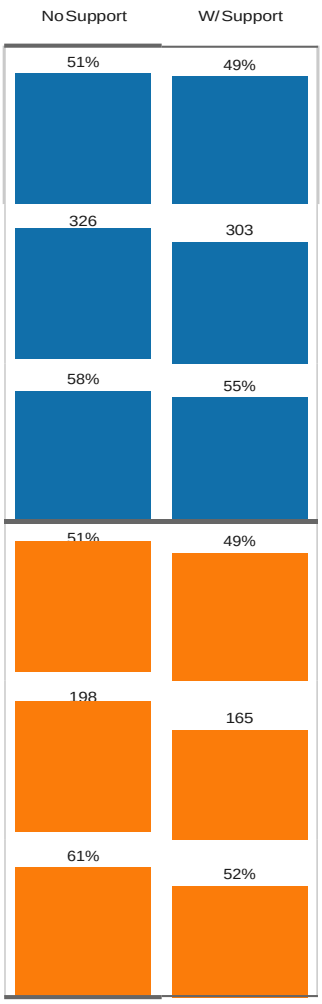
Over the past five years, the successful course completion rate for Math 021 declined 11 points, and from 67% in Fall 2015 to 56% in Fall 2019. The decline in successful course completion rates from Fall 2018 (71%) to Fall 2019 (56%) was larger (-15 points) but students enrolled in Math 021 without the support class in Fall 2019 (59%) had a a greater successful course completion rate, when compared to those enrolled in Math 021 with the support class (54%).

Math 021 Results
By Gender

MATH 021 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 021

Student Groups
Gender

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	Enrolled at Census	374	391	434	473	1,111
	Success Students	261	262	317	347	629
	Course Success Rate	70%	67%	73%	74%	57%
Male	Enrolled at Census	203	242	285	331	644
	Success Students	125	164	191	226	363
	Course Success Rate	62%	68%	67%	69%	56%

Fall 2019 Co-requisite

No Support	W/ Support
562	549
326	303
58%	55%
326	318
198	165
61%	52%

Note. Students with an unknown gender were not included in this section.

Math 021 Observations By Gender

Female students

Over the past five years, the number of female students enrolled at census in Math 021 increased from 374 in Fall 2015 to 1,111 in Fall 2019 (+197%) with a significant increase from 473 in Fall 2018 to 1,111 in Fall 2019 (+135%). The number of female students who successfully completed Math 021 increased from 261 in Fall 2015 to 629 in Fall 2019 (+141%) with a significant increase from 347 in Fall 2018 to 629 in Fall 2019 (+81%). Additionally, females students' rates of successful completion for Math 021 declined 13 points from Fall 2015 (70%) to Fall 2019 (57%), and declined 16 points from Fall 2018 (73%) to Fall 2019 (57%).

Male students

Over the past five years, the number of male student enrolled at census increased from 203 in Fall 2015 to 644 in Fall 2019 (+217%) with a significant increase from 331 in Fall 2018 to 644 in Fall 2019 (+95%). The number of male students who successfully completed Math 021 increased from 125 in Fall 2015 to 363 in Fall 2019 (+190%) with a significant increase from 226 in Fall 2018 to 363 in Fall 2019 (+61%). Additionally, males students' rates of successful completion for Math 021 declined six points from Fall 2015 (62%) to Fall 2019 (56%), and declined 12 points from Fall 2018 (68%) to Fall 2019 (56%).

Comparisons over the Past Five Years: Male vs Female

Over the past five years, male students had a slightly greater increase in Math 021 enrollment when compared to female students, and the number of male students who successfully completed Math 021 increased more than the number female students who successfully completed the course. Additionally, male students' successful course completion rates in Math 021 declined by fewer points when compared to female students rates.

Comparisons Fall 2018 to Fall 2019: Male vs Female

From Fall 2018 to Fall 2019 female students had a slightly greater increase in Math 021 enrollment when compared to male students, and the number of female students who successfully completed Math 021 increased more than the number female students that successfully completed the course. However, male students' successful course completion rates in Math 021 declined by fewer points than female students' rates.

Comparisons over the Past Five Years: Males and Females vs District Average

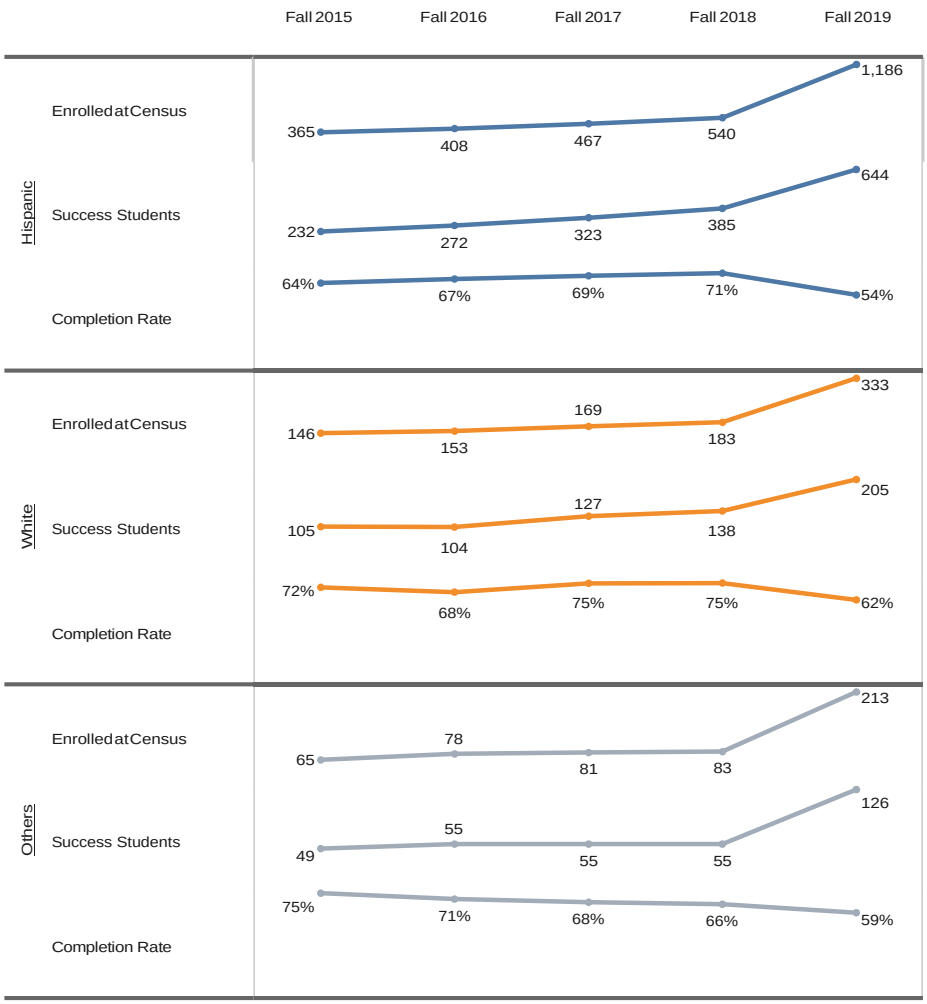
Over the past five years, female students (+197%) had smaller increases in Math 021 enrollment numbers when compared to the District average (+206%), and male students (+217%) experienced greater increases in Math 021 enrollment numbers when compared to the District average. Additionally, female students (+141%) had slightly smaller increases in the number of students successfully completing Math 021 when compared to the District average (+157%), and male students (+190%) experienced greater increases in the number of students successfully completing Math 021 when compared to the District average. Finally, female students (-13%) experienced a slightly greater decline in Math 021 successful course completion rates when compared to the District average (-11%), while male students (-8%) experienced a smaller decline improvement in Math 021 when compared to the District average.

Comparisons Fall 2018 to Fall 2019: Males and Females vs District Average

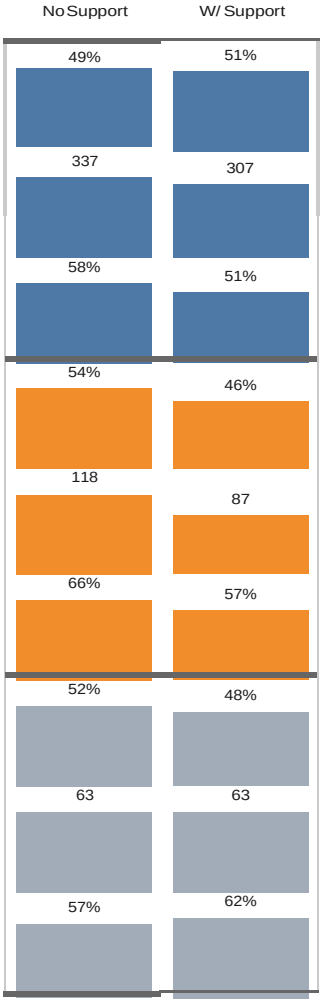
From Fall 2018 to Fall 2019, female students (+135%) experienced a greater increase in Math 021 enrollment numbers when compared to the District average (+118%), while male students (+95%) experienced a smaller increase in Math 021 enrollment numbers when compared to the District average. Additionally, female students (+81%) had a greater increase in the number of students successfully completing Math 021 when compared to the District average (73%), while male students (61%) experienced a smaller increase in the number of students successfully completing Math 021 when compared to the District average. Finally, female students (-16 points) experienced a slightly greater decline in Math 021 successful course completion rates when compared to the District average (-15 points), but male students experienced a smaller decline (-12 points) when compared to the District average.

Math 021 Results By Race/Ethnicity

MATH 021 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 021

Student Groups
Race/Ethnicity

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hispanic	Enrolled at Census	365	408	467	540	1,186
	Success Students	232	272	323	385	644
	Course Success Rate	64%	67%	69%	72%	54%
White	Enrolled at Census	146	153	169	183	333
	Success Students	105	104	127	138	205
	Course Success Rate	72%	68%	75%	75%	62%
Others	Enrolled at Census	65	78	81	83	213
	Success Students	49	55	55	55	126
	Course Success Rate	75%	71%	68%	67%	59%

Note. Students with an unknown race/ethnicity were not included in this section.

Fall 2019 Co-requisite

No Support	W/ Support
584	602
337	307
58%	51%
180	153
118	87
66%	57%
111	102
63	63
57%	62%

Math 021
Observations By Race/Ethnicity

Hispanic students

Over the past five years, the number of Hispanic students enrolled at census in Math 021 increased from 365 in Fall 2015 to 1,186 in Fall 2019 (+225%) with a significant increase from 540 in Fall 2018 to 1,186 in Fall 2019 (+120%). The number of Hispanic students who successfully completed Math 021 increased from 232 in Fall 2015 to 644 in Fall 2019 (+178%) with a significant increase from 385 in Fall 2018 to 644 in Fall 2019 (+67%). Additionally, Hispanic students' rates of successful completion for Math 021 declined 10 points from Fall 2015 (64%) to Fall 2019 (54%), and from Fall 2018 (71%) to Fall 2019 (54%), their rates declined 17 points.

White students

Over the past five years, the number of White students enrolled at census in Math 021 increased from 146 in Fall 2015 to 333 in Fall 2019 (+128%) with an increase from 183 in Fall 2018 to 333 in Fall 2019 (+82%). The number of White students who successfully completed Math 021 increased from 105 in Fall 2015 to 205 in Fall 2019 (+95%) with a significant increase from 138 in Fall 2018 to 205 in Fall 2019 (+49%). Additionally, White students' rates of successful completion for Math 021 declined 10 points from Fall 2015 (72%) to Fall 2019 (62%), and from Fall 2018 (75%) to Fall 2019 (62%), their rates declined 13 points.

Other students (This group includes African American, Asian, Filipino, Native American, Pacific Islander, and Multi-Ethnic Students)

Over the past five years, the number of Other race/ethnicity students that were enrolled at census in Math 021 increased from 69 in Fall 2015 to 253 in Fall 2019 (+228%) with a significant increase from 89 in Fall 2018 to 253 in Fall 2019 (+157%). The number of Other race/ethnicity students who successfully completed Math 021 increased from 49 in Fall 2015 to 126 in Fall 2019 (+157%) with a significant increase from 55 in Fall 2018 to 126 in Fall 2019 (+129%). Additionally, Other students' rates of successful completion for Math 021 declined 16 points from Fall 2015 (75%) to Fall 2019 (59%), and from Fall 2018 (66%) to Fall 2019 (59%), their rates declined seven points.

Comparisons over the Past Five Years: Hispanic vs White Vs Other

Over the past five years Hispanic and Other race/ethnicity students had a greater increase in the number of students enrolling in and successfully completing Math 021 when compared to White students, with Other race/ethnicity students experienced the largest increase in Math 021 enrollment. Hispanic students experienced the largest increase in the number of students successfully completing Math 021, Finally, Over the past five years, Hispanic and White students' success rates in Math 021 declined less than Other race/ethnicity students.

Comparisons Fall 2018 to Fall 2019: Hispanic vs White Vs Other

From Fall 2018 to Fall 2019 Hispanic and Other race/ethnicity students had a greater increase in the number of students enrolling in and successfully completing Math 021 when compared to White students. Other race/ethnicity students experienced the largest increase in Math 021 enrollment, while Other race/ethnicity students had the largest increase in the number of students successfully completing the course from Fall 2018 to Fall 2019. Finally, from Fall 2018 to Fall 2019 Other students' success rates in Math 021 declined less than the success rates of Hispanic and White Students.

Comparisons over the Past Five Years: Hispanic, White and Other vs District Average

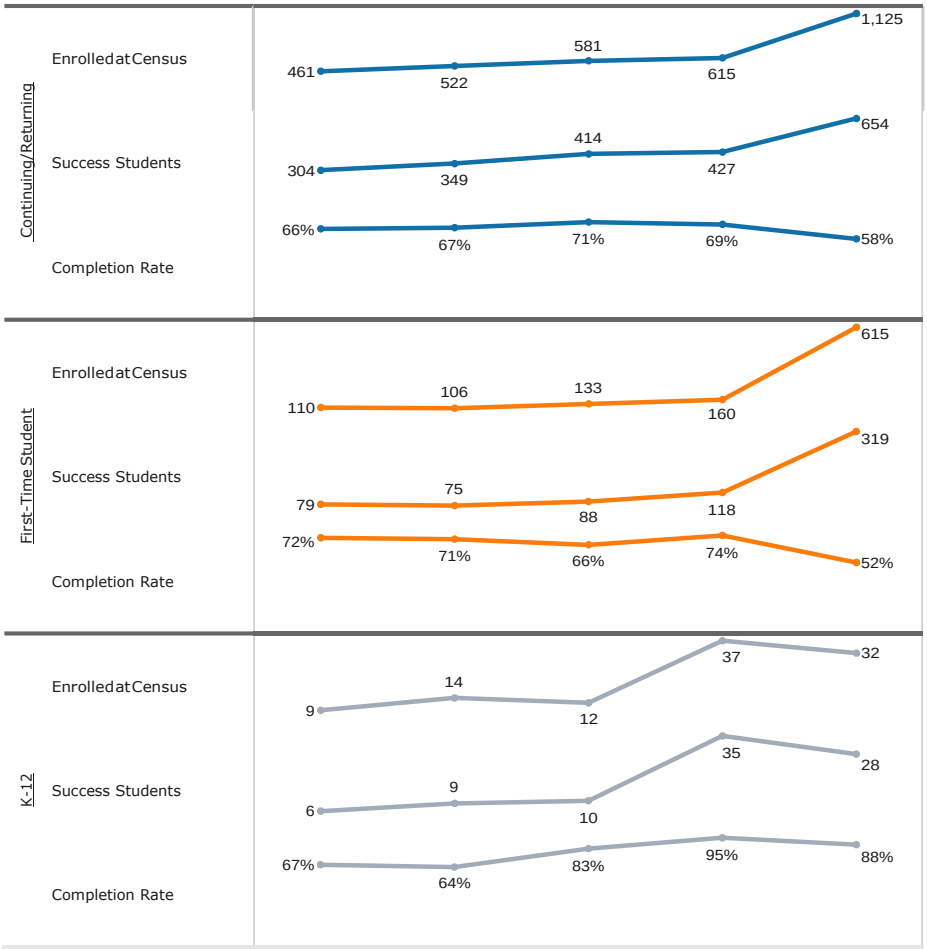
Over the past five years, Hispanic (+225%) and Other race/ethnicity (228%) students experienced greater increases in Math 021 enrollment numbers when compared to the District average (+206%), but White students (+128%) had a smaller increase in enrollment numbers when compared to the District average. Additionally, Hispanic students (+178%) had greater increases in the number of students successfully completing Math 021 when compared to the District average (+157%), but White students (+95%) had a smaller increase when compared to the District average. Other race/ethnicity students (+157%) experienced the same rate of improvement for numbers of students successfully completing the course when compared to the District average. Finally, Hispanic (-10 points) and White (-10 points) students had slightly smaller declines in Math 021 successful course completion rates when compared to the District average (-11 points), but Other race/ethnicity students (-16 points) had greater declines when compared to the District average.

Comparisons Fall 2018 to Fall 2019: Hispanic, White and Other vs District Average

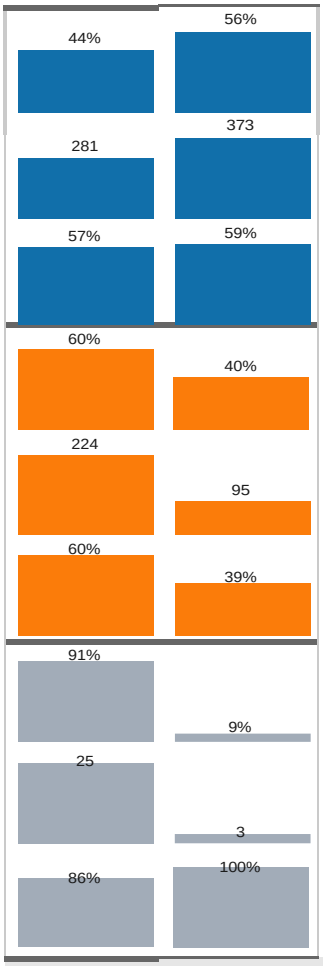
From Fall 2018 to Fall 2019, Hispanic (+120%) and Other race/ethnicity (157%) students experienced greater increases in Math 021 enrollment numbers when compared to the District average (+118%), but White students (+82%) had a smaller increase in enrollment numbers when compared to the District average. Additionally, Other race/ethnicity students (+129%) had greater increases in the number of students successfully completing Math 021 when compared to the District average (+73%), but Hispanic (+67%) and White (+49%) students had smaller increases when compared to the District average. Finally, Other race/ethnicity (-7 points) and White (-13 points) students had greater improvement in Math 021 successful course completion rates when compared to the District average (-15 points), but Hispanic students (-17 points) had less improvement in when compared to the District average.

Math 021 Results
By Student Status

MATH 021 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 021

Student Groups
Student Status

Gender
- [ ] Female
- [ ] Male
- [ ] Unknown

Race/Ethnicity
- [x] African-American
- [ ] Asian
- [ ] Filipino
- [x] Hispanic
- [ ] Multi-Ethnicity
- [ ] Native American
- [ ] Pacific Islander
- [ ] Unknown
- [ ] White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Continuing/Ret..	Enrolled at Census	461	522	581	615	1,125
	Success Students	304	349	414	427	654
	Course Success Rate	66%	67%	71%	70%	58%
First-Time St..	Enrolled at Census	110	106	133	160	615
	Success Students	79	75	88	118	319
	Course Success Rate	72%	71%	66%	74%	52%
K-12	Enrolled at Census	9	14	12	37	32
	Success Students	6	9	10	35	28
	Course Success Rate	67%	64%	83%	95%	88%

Fall 2019 Co-requisite

		No Support	W/ Support
Continuing/Ret..	Enrolled at Census	495	630
	Success Students	281	373
	Course Success Rate	57%	59%
First-Time St..	Enrolled at Census	372	243
	Success Students	224	95
	Course Success Rate	60%	39%
K-12	Enrolled at Census	29	3
	Success Students	25	3
	Course Success Rate	86%	100%

Math 021 Observations By Student Status

Continuing/Returning students

Over the past five years, the number of continuing/returning students enrolled at census in Math 021 increased from 461 in Fall 2015 to 1,125 in Fall 2019 (+144%) with a significant increase from 615 in Fall 2018 to 1,125 in Fall 2019 (+83%). The number of continuing/returning students who successfully completed Math 021 increased from 304 in Fall 2015 to 654 in Fall 2019 (+115%) with a significant increase from 427 in Fall 2018 to 654 in Fall 2019 (+53%). Additionally, continuing/ returning students' rates of successful completion for Math 021 declined eight points from Fall 2015 (66%) to Fall 2019 (58%) and declined 11 points from Fall 2018 (69%) to Fall 2019 (58%).

First-Time students

Over the past five years, the number of first-time students enrolled at census in Math 021 increased from 110 in Fall 2015 to 615 in Fall 2019 (+459%) with a significant increase from 160 in Fall 2018 to 615 in Fall 2019 (+284%). The number of first-time students who successfully completed Math 021 increased from 79 in Fall 2015 to 319 in Fall 2019 (+304%) with a significant increase from 118 in Fall 2018 to 319 in Fall 2019 (+170%). Additionally, first-time students' rates of successful completion for Math 021 declined 20 points from Fall 2015 (72%) to Fall 2019 (52%), and declined 22 points from Fall 2018 (74%) to Fall 2019 (52%).

K-12 students

Over the past five years, the number of K-12 students enrolled at census in Math 021 increased from 9 in Fall 2015 to 32 in Fall 2019 (+256%) but decreased from 37 in Fall 2018 to 32 in Fall 2019 (-14%). The number of K-12 students who successfully completed Math 021 increased from 6 in Fall 2015 to 28 in Fall 2019 (+367%) but decreased from 35 in Fall 2018 to 28 in Fall 2019 (-20%). Additionally, K-12 students' rates of successful completion for Math 021 improved 21 points from Fall 2015 (67%) to Fall 2019 (88%), but declined seven points from Fall 2018 (95%) to Fall 2019 (88%).

Comparisons over the Past Five Years: First-Time vs Continuing/Returning vs K-12

Over the past five years and from Fall 2018 to Fall 2019, first-time students had a greater increase in enrollment in Math 021 when compared to continuing/returning students and K-12 students. K-12 students had a decrease in Math 021 enrollment from fall 2018 to Fall 2019, while continuing/ returning students had the smallest increase in Math 021 enrollment over the past five years. During both time periods, first-time students had a greater increase in the number of students that successfully completed Math 021 when compared to the number continuing/returning students and K-12 students. Over the past five years, continuing/returning students had the smallest increase in the number of students successfully completing Math 021, while K-12 students decreased in the number of students successfully completing Math 021 from Fall 2018 to Fall 2019. Over the past five years, K-12 students' Math 021 success rates improved, while the success rates declined for continuing/returning students and first-time students, with first-time students having the largest decline. From Fall 2018 to Fall 2019 K-12 students' success rates in Math 021 declined by fewer points than the success rates of continuing/returning students and first-time students. First-time students had the largest decline in success rates

Comparisons Fall 2018 to Fall 2019 First-Time vs Continuing/Returning vs K-12

Over the past five years first-time students had a greater increase in Math 021 enrollment when compared to continuing/returning and K-12 students with K-12 students having the smallest increase in enrollment numbers. Additionally, the number of first-time students who successfully completed Math 021 increased more than the number continuing/returning and K-12 students who successfully completed the course. K-12 student actually experienced a decline in the number of students successfully completing the course. Finally, K-12 students' successful course completion rates in Math 021 improved, while the rates for first-time and continuing/returning students declined. Continuing/returning students had the largest decline in successful course completion rates.

Comparisons over the Past Five Years: Continuing/Returning, First-Time, K-12 vs District Average

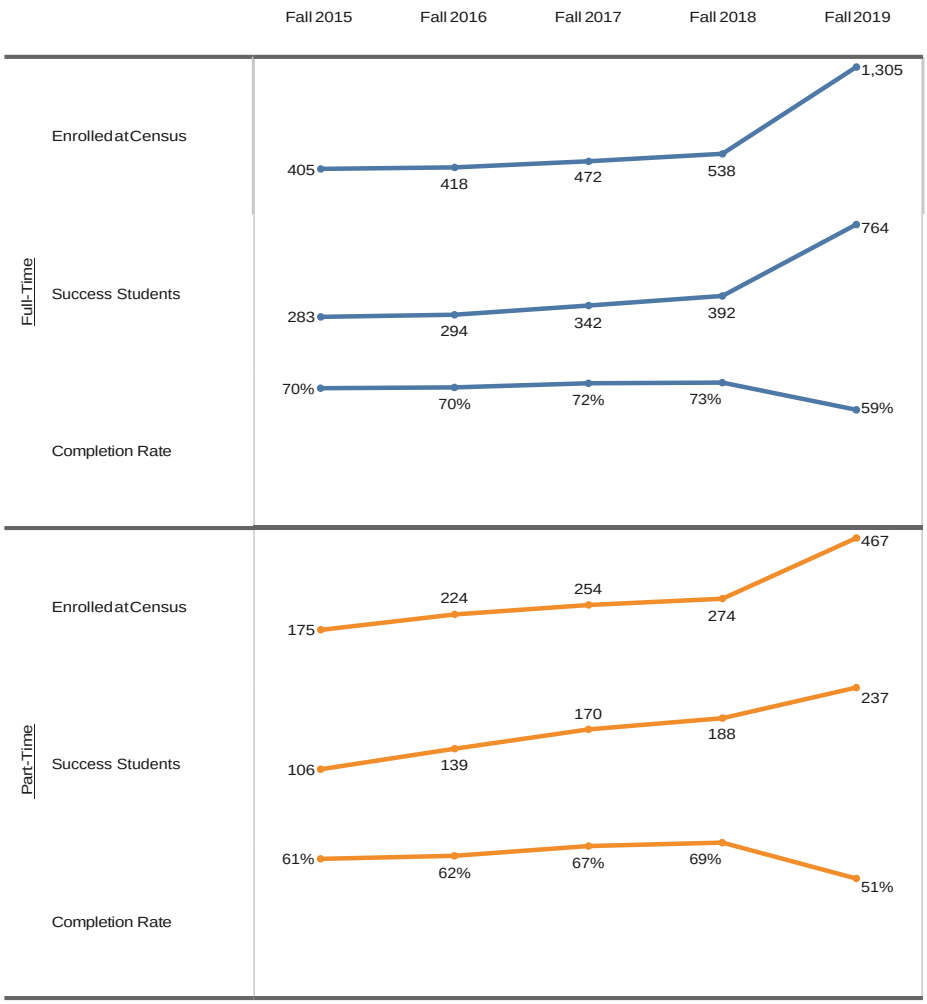
Over the past five years first-time students had a greater increase in Math 021 enrollment when compared to continuing/returning and K-12 students with K-12 students having the smallest increase in enrollment numbers. Additionally, the number of first-time students who successfully completed Math 021 increased more than the number continuing/returning and K-12 students who successfully completed the course. K-12 student actually experienced a decline in the number of students successfully completing the course. Finally, K-12 students' successful course completion rates in Math 021 improved, while the rates for first-time and continuing/returning students declined. Continuing/returning students had the largest decline in successful course completion rates.

Comparisons Fall 2018 to Fall 2019: Continuing/Returning, First-Time, K-12 vs District Average

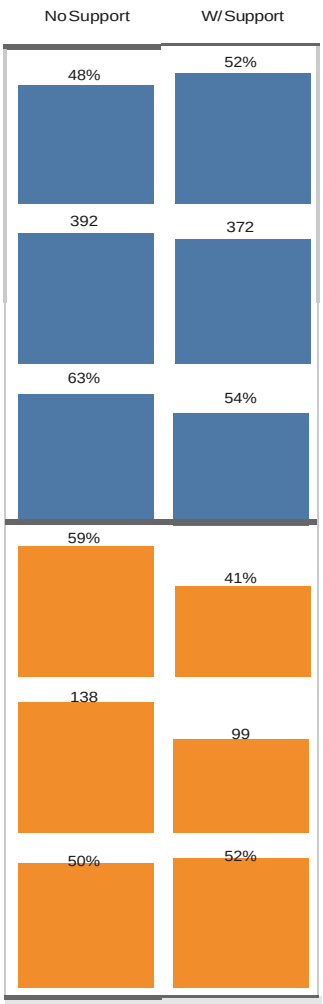
From Fall 2018 to Fall 2019, continuing/returning (+83%) had smaller increases in Math 021 enrollment numbers when compared to the District average (+206%), while first-time students (+284%) had greater increases in Math 021 enrollment numbers when compared to the District average. K-12 (-14%) students decreased in the number of students enrolled in Math 021. Additionally, continuing/returning students (+53%) had smaller increases in the number of students successfully completing Math 021 when compared to the District average (+73%), while first-time (+170%) students had greater increases in the number of students successfully completing the course when compared to the District average. K-12 students (-20%) not only fellow below the District average for number of students successfully completing this course, they also saw a decline these numbers for Math 021. Finally, K-12 (-7 points) and continuing/ returning (-11 points) students' successful course completion rates declined less than the District average (-15 points), but first-time students' rates (-22 points) declined more than the District average.

Math 021 Results
By Unit Load

MATH 021 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
MATH 021

Student Groups
Unit Load

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- [x] African-American
- [ ] Asian
- [ ] Filipino
- [ ] Hispanic
- [ ] Multi-Ethnicity
- [ ] Native American
- [x] Pacific Islander
- [ ] Unknown
- [ ] White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-	Enrolled at Census	405	418	472	538	1,305
	Success Students	283	294	342	392	764
	Course Success Rate	70%	70%	73%	73%	59%
Part-	Enrolled at Census	175	224	254	274	467
	Success Students	106	139	170	188	237
	Course Success Rate	61%	62%	67%	70%	51%

Fall 2019 Co-requisite

No Support	W/ Support
620	685
392	372
63%	54%
276	191
138	99
50%	52%

Math 021 Observations By Unit Load

Full-Time students

Over the past five years, the number of full-time students enrolled at census in Math 021 increased from 405 in Fall 2015 to 1,305 in Fall 2019 (+222%) with a significant increase from 538 in Fall 2018 to 1,305 in Fall 2019 (+143%). The number of full-time students who successfully completed Math 021 increased from 283 in Fall 2015 to 764 in Fall 2019 (+170%) with a significant increase from 392 in Fall 2018 to 764 in Fall 2019 (+95%). Additionally, full-time students' rates of successful completion for Math 021 declined 11 points from Fall 2015 (70%) to Fall 2019 (59%), and from Fall 2018 (73%) to Fall 2019 (59%), their rates declined 14 points.

Part-Time students

Over the past five years, the number of part-time students enrolled at census in Math 021 increased from 175 in Fall 2015 to 467 in Fall 2019 (+167%) with a significant increase from 274 in Fall 2018 to 467 in Fall 2019 (+70%). The number of part-time students who successfully completed Math 021 increased from 106 in Fall 2015 to 237 in Fall 2019 (+124%) with an increase from 188 in Fall 2018 to 237 in Fall 2019 (+26%). Additionally, part-time students' rates of successful completion for Math 021 declined 10 points from Fall 2015 (61%) to Fall 2019 (51%), and from Fall 2018 (69%) to Fall 2019 (51%), their rates declined 18 points.

Comparisons over the Past Five Years: Full-Time vs Part-Time

Over the past five years, full-time students had a greater increase in the number of students enrolling in and successfully completing Math 021 when compared to part-time students, but part-time students had slightly less of a decline in successful course completion rates when compared to full-time students.

Comparisons Fall 2018 to Fall 2019: Full-Time vs Part-Time

From Fall 2018 to Fall 2019, full-time students had a greater increase in the number of students enrolling in and successfully completing Math 021 when compared to part-time students, and full-time students had slightly less of a decline in successful course completion rates when compared to part-time students

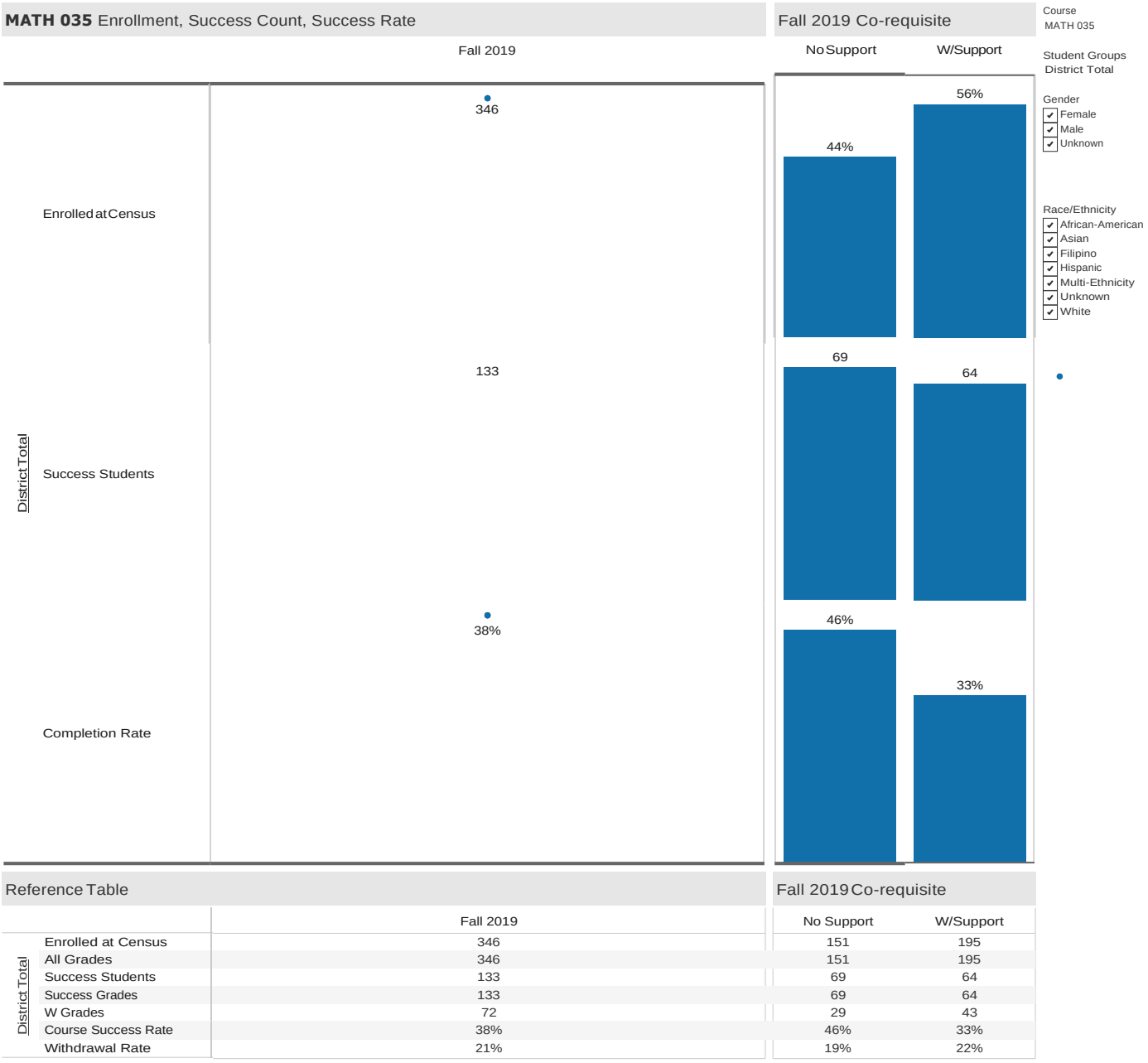
Comparisons over the Past Five Years: Full-Time and Part-Time vs District Average

Over the past five years, part-time students (+167%) had smaller increases in Math 021 enrollment numbers when compared to the District average (+206%), while full-time students (+222%) had greater increases in Math 021 enrollment numbers when compared to the District average. Additionally, part-time students (+124%) had smaller increases in the number of students successfully completing Math 021 when compared to the District average (+157%), while full-time students (+170%) had a greater increase in the number of students successfully completing the course when compared to the District average. Finally, part-time students' successful course completion rates (-10 points) declined slightly less than the District average (-11 points), but full-time students' rates (-11 points) declined at the same rate as the District average.

Comparisons Fall 2018 to Fall 2019: Full-Time and Part-Time vs District Average

From Fall 2018 to Fall 2019, part-time students (+70%) had smaller increases in Math 021 enrollment numbers when compared to the District average (+118%), while full-time students (+143%) had greater increases in Math 021 enrollment numbers when compared to the District average. Additionally, part-time students (+26%) had smaller increases in the number of students successfully completing Math 021 when compared to the District average (+73%), while full-time students (+95%) had a greater increase in the number of students successfully completing the course when compared to the District average. Finally, full-time students' successful course completion rates (-14 points) declined slightly less than the District average (-15 points), but part-time students' rates (-18 points) declined more than the District average.

Math 035 District Results and Observations



Reference Table

Fall 2019 Co-requisite

		Fall 2019	No Support	W/Support
District Total	Enrolled at Census	346	151	195
	All Grades	346	151	195
	Success Students	133	69	64
	Success Grades	133	69	64
	W Grades	72	29	43
	Course Success Rate	38%	46%	33%
	Withdrawal Rate	21%	19%	22%

Math 035: College Algebra for STEM

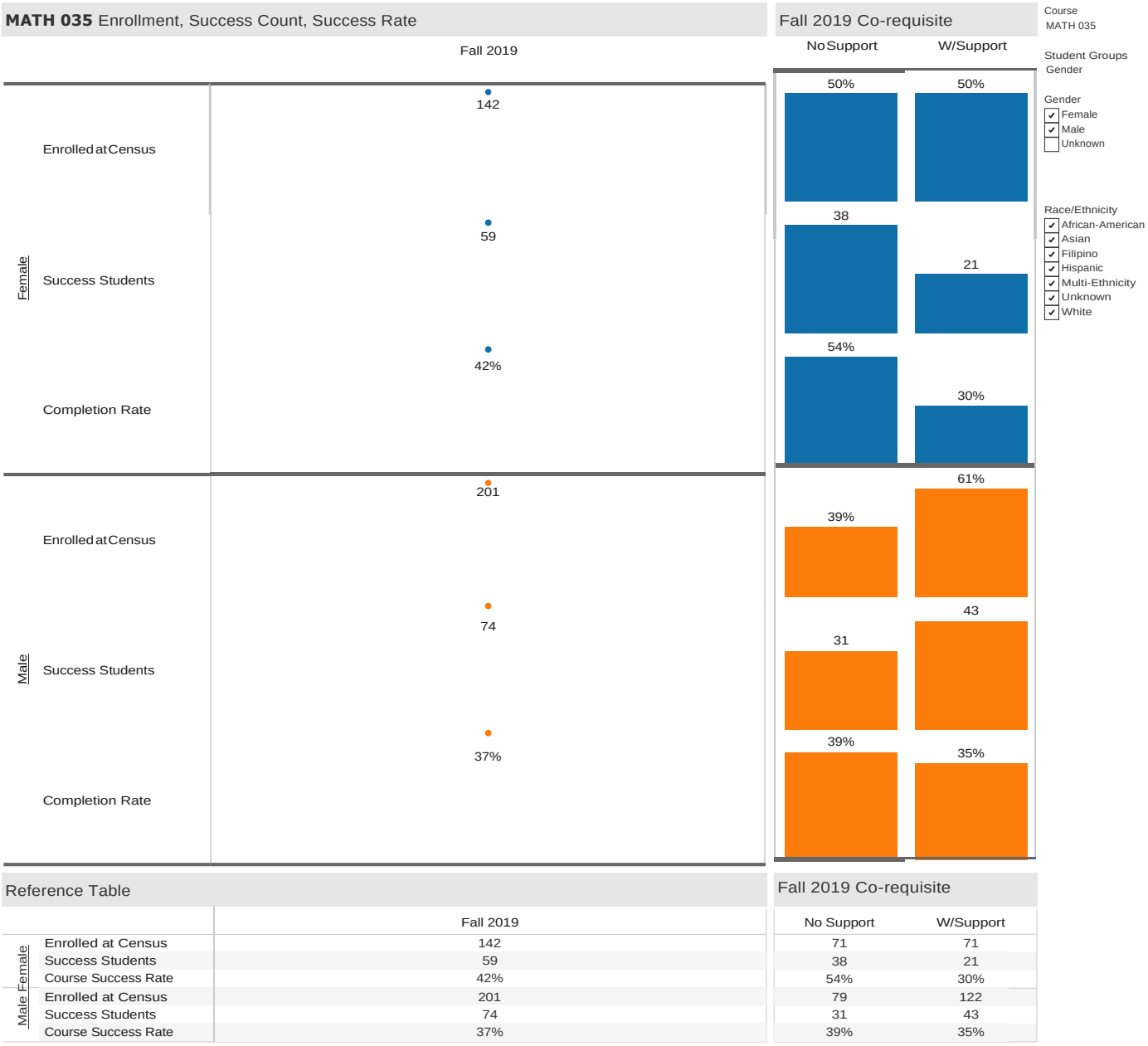
Math 035 was a newly created course in Fall 2019, and therefore there is no data for previous years. The course is a transfer level course in algebra designed for majors in science, technology, engineering, and mathematics and focuses on polynomial, rational, radical,exponential, absolute value, and logarithmic functions, systems of equations, theory of polynomial equations, and analytic geometry. The number of students enrolled in Math 035 at census in Fall 2019 was 346, and more than half of the students (56%) enrolled in Math 035 in Fall 2019 were enrolled in the support class.

The number of students successfully completing Math 035 in Fall 2019 was 133. The number of Fall 2019 students who enrolled in Math 035 without the support class and successfully completed Math 035 (n=69) was slightly higher than the number of students who successfully completed Math 035 with the support class (n=64).

The success rate for Math 035 in Fall 2019 was 38%. Students enrolled in Math 035 without the support class had a 46% success rate, while those enrolled in Math 035 with the support class had a 33% success rate. The withdrawal rate for Fall 2019 was 21%, while students not enrolled in the support class had a slightly lower withdrawal rate (19%) than students enrolled in the support class (22%).

Given that there is no data for previous years, no comparisons over time can be made; however, 346 students, who may not have been allowed to enroll in a transfer level math course based on previous placement and enrollment practices, were able to do so, and 133 of those students successfully completed the course.

Math 035 Results & Observations By Gender



Reference Table

		Fall 2019	Fall 2019 Co-requisite: No Support	Fall 2019 Co-requisite: W/Support
Female	Enrolled at Census	142	71	71
	Success Students	59	38	21
	Course Success Rate	42%	54%	30%
Male	Enrolled at Census	201	79	122
	Success Students	74	31	43
	Course Success Rate	37%	39%	35%

Note. Students with an unknown gender were not included in this section.

Gender

In Fall 2019, there were more male students (201) enrolled in Math 035 at census when compared to female students (142) , and a larger number of male students (74) successfully completed Math 035 when compared to the number of female students (59) that successfully completed the course. Female students (42%) had a greater course success rate when compared to male students (37%).

Math 035 Results & Observations By Race/Ethnicity

Reference Table

		Fall 2019	Fall 2019 Co-requisite: No Support	Fall 2019 Co-requisite: W/Support
Hispanic	Enrolled at Census	231	86	145
	Success Students	83	37	46
	Course Success Rate	36%	43%	32%
White	Enrolled at Census	65	39	26
	Success Students	24	17	7
	Course Success Rate	37%	44%	27%
Others	Enrolled at Census	43	24	19
	Success Students	21	14	7
	Course Success Rate	49%	58%	37%

Note. Students with an unknown race/ethnicity were not included in this section.

Race/Ethnicity

In Fall 2019, Hispanic students had greater Math 035 enrollment numbers (231) when compared to White (65) and Other race/ethnicity (43) students. Additionally, a greater number of Hispanic students (83) successfully completed Math 025 when compared to White (24) and Other race/ethnicity (21) students. Other students had a greater course success rate (49%) when compared to Hispanic (36%) and White (36%) students.

Math 035 Results & Observations By Student Status

Reference Table

		Fall 2019	Fall 2019 Co-requisite: No Support	Fall 2019 Co-requisite: W/Support
Continuing/Returning	Enrolled at Census	140	72	68
	Success Students	55	30	25
	Course Success Rate	39%	42%	37%
First-Time Student	Enrolled at Census	189	67	122
	Success Students	67	30	37
	Course Success Rate	35%	45%	30%
K-12	Enrolled at Census	17	12	5
	Success Students	11	9	2
	Course Success Rate	65%	75%	40%

Student Status

In Fall 2019, first-time students had greater Math 035 enrollment numbers (189) when compared to continuing/returning (140) and K-12 (17) students. Additionally, a greater number of first-time students (67) successfully completed Math 025 when compared to continuing/returning (55) and K-12 (11) students. K-12 students had a greater course success rate (65%) when compared to first-time (35%) and continuing/returning (39%) students.

Math 035 Results & Observations By Unit Load

Reference Table

		Fall 2019	Fall 2019 Co-requisite: No Support	Fall 2019 Co-requisite: W/Support
Full-	Enrolled at Census	265	106	159
	Success Students	104	50	54
	Course Success Rate	39%	47%	34%
Part-	Enrolled at Census	81	45	36
	Success Students	29	19	10
	Course Success Rate	36%	42%	28%

Unit Load

In Fall, 2019, There were more full-time students (265) enrolled in Math 035 at census when compared to part-time students (81), and a larger number of full-time students (104) successfully completed Math 035 when compared to the number of part-time students (29). Additionally, full-time students had a greater course success rate (39%) when compared to part-time students (36%).

Office of Research, Planning & Institutional Effectiveness
College of the Sequoias
915 S Mooney Blvd, Visalia, CA 93277

AB 705

Preliminary Assessment of Transfer Level English (ENGL 001) Disaggregated Outcomes

March 2020

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Background Information

AB 705

According to the AB 705 website (https://ab705.org/what-is-the-law) AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe.

Colleges must place students into English and math courses using one or more of the following:

- high school coursework
- high school grades
- high school grade point average.

Under the new law, a **student cannot be denied entry into a transfer-level math or English class** *unless* the college can prove that the student is highly unlikely to succeed. Students may be required to enroll in a concurrent support course.

This document provides preliminary look at the immediate impact of the changes made in accordance with AB 705 requirements.

Who was included?

All students enrolled at census in ENGL 001 were included in this analysis (including dual/ concurrent k-12 students). Students who dropped the course before census are not included. Students are categorized as receiving support if they were enrolled in the support course at census during the same term. The data is current as of 1.6.2019.

Part-Time students were students who were enrolled at census in at least one unit but less than 12 units.

Full-Time students were students who were enrolled at census in at least 12 units.

First-Time students were students who enrolled in college for the first time after High School. The student was counted as a first-time student the first time they enrolled in a primary term, even if the student was previously enrolled in a summer or winter intersession. For example, if a student enrolls at the college for the first time during a summer term and subsequently enrolls during a fall term, the student were coded as a first-time student for both terms.

Continuing/Returning students include students enrolled in the current session and were enrolled in the previous regular session, students enrolled at the reporting college after an absence of one or more primary terms, and students enrolled at the reporting college for the first time but transferred from another institution of higher education.

K-12/not applicable students include students who were a Special Admit student currently enrolled in K-12.

What metrics were used?

The following are definitions of outcomes assessed in this document.

Enrolled at Census – Unduplicated count of all students enrolled at census in the respective course.

Success Students – For students enrolled at census, the count of all successful grades issued in the respective course.

Course Success Rate – For students enrolled at census, the ratio of success grades (A, B, C, P) to all grades issued for students enrolled at census.

Executive Summary of the Findings

Over the past five years and from Fall 2018 to Fall 2019, all student groups had increases in the number of students enrolled in and successfully completing English 001. Over the past five years, male, Hispanic, first-time, K-12, and part-time students experienced larger increases in the number of students enrolling in and successfully completing English 001 when compared to the district average. Female, White, Other race/ethnicity, and continuing/returning students had increases in the number of students enrolling in and successfully completing English 001, but these increases were smaller than the district average.

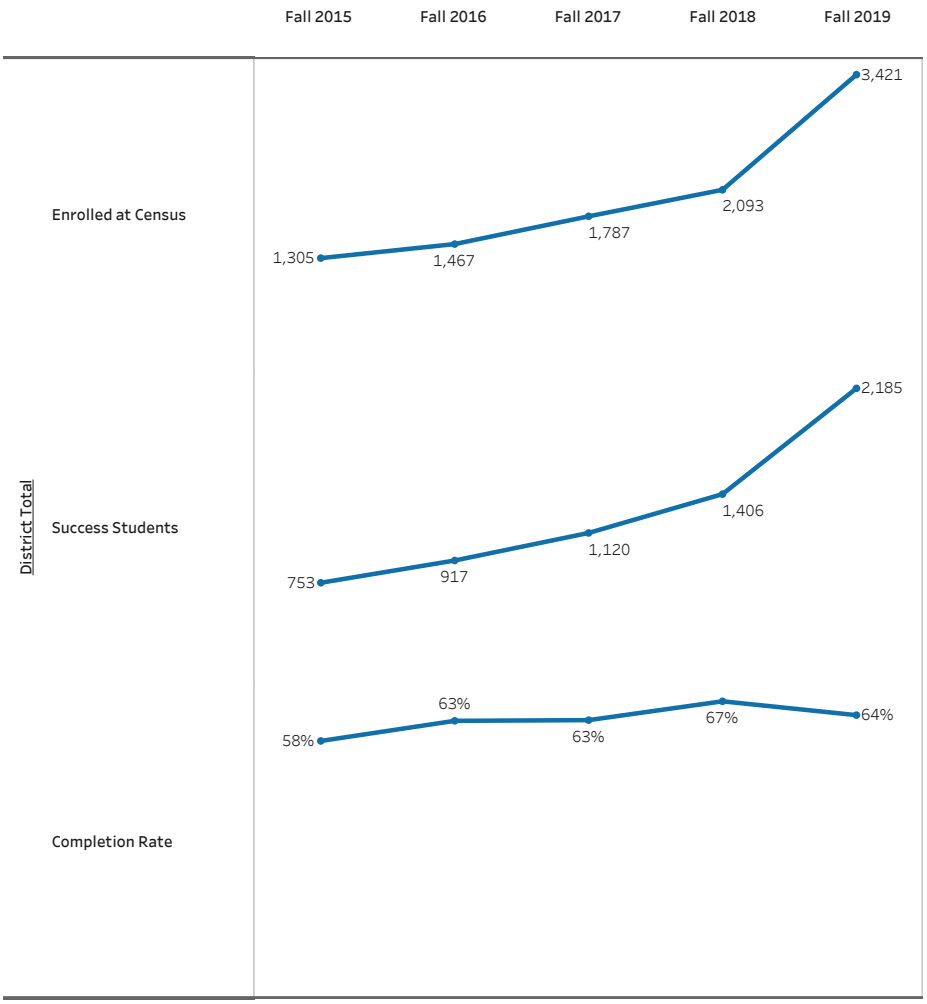
From Fall 2018 to Fall 2019, male, Hispanic, first-time, and full-time students had larger increases in the number of students enrolling in and successfully completing English 001 when compared to the district average. K-12 students had larger increases in the number of students successfully completing English 001 when compared to the district average. However, White, Other race/ethnicity, continuing/returning, and part-time students had increases in the number of students enrolling in and successfully completing English 001, but these increases were smaller than the district average. Female and K-12 students had increases in the number of students enrolling in English 001, but these increases were also smaller than the district average. Additionally, female students' successful completion rates for English 001 increased the same amount as the district average.

Regarding successful course completion rates over the past five years, male, White, Other race/ethnicity, K-12, and part-time students had larger increases when compared to the district average, while female, continuing/returning, and full-time students had increases, which were smaller than the district average. The increases in successful course completion rates for Hispanic students was the same as the district average, and for first-time students these rates stayed the same from Fall 2015 to Fall 2018.

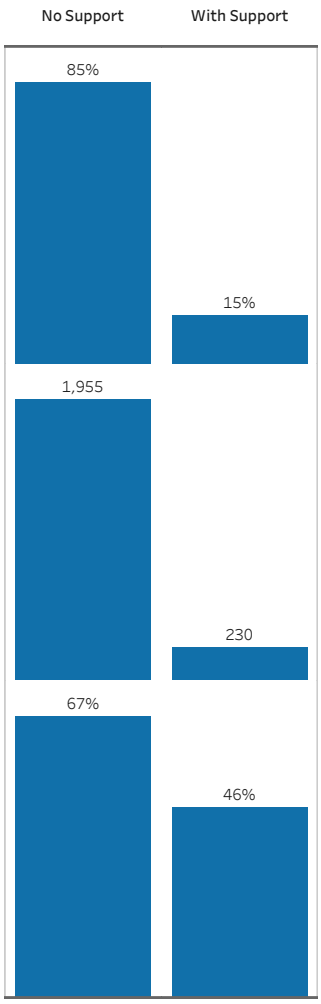
From Fall 2018 to Fall 2019, White, K-12, and part-time students had increases in successful course completion rates. Female and continuing/returning students declined, but these groups declined less than the district average. Male students declined at the same rate as the district average, but Hispanic, Other race/ethnicity, first-time, and full-times students declined more than the district average.

English 001 District Results

ENGL 001 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
ENGL 001

Student Groups
District Total

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
District Total	Enrolled at Census	1,305	1,467	1,787	2,093	3,421
	Success Students	753	917	1,120	1,406	2,185
	Course Success Rate	58%	63%	63%	68%	64%

Fall 2019 Co-requisite

No Support	With Support
2,916	505
1,955	230
67%	46%

English 001 District Observations

English 001: College Reading and Composition (District Average)

Over the past five years, the number of students enrolled in English 001 at census increased 162% from Fall 2015 (1,305) to Fall 2019 (3,421). From Fall 2018 (2,093) to Fall 2019 (3,421), the number of students enrolled in English 001 at census increased 63%, and a majority of the students (85%) enrolled in English 001 in Fall 2019 did not enroll in the support class.

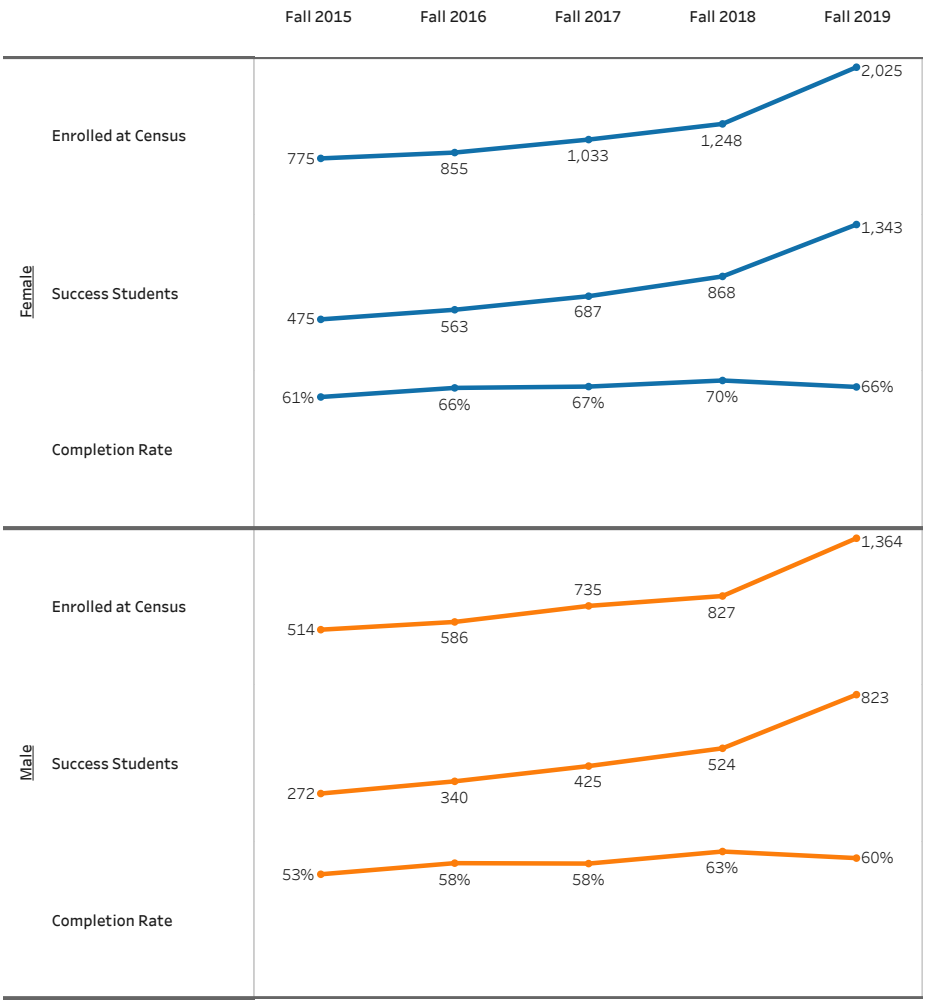
Over the past five years, the number of students successfully completing English 001 increased 190% from Fall 2015 (n=753) to Fall 2019 (n=2,183). The number of students successfully completing English 001 increased 55% from Fall 2018 (n=1,406) to Fall 2019 (n=2,183). The number of Fall 2019 students who enrolled in English 001 without the support class and successfully completed English 001 (n=1,953) was 39% greater than the number of students who successfully completed English 001 in Fall 2018 (n=1,406). An additional 230 students successfully completed English 001 with the support class in Fall 2019.

Over the past five years, the course completion rate for English 001 increased six points from 58% in Fall 2015 to 64% in Fall 2019. The course completion rate for English 001 has decreased three points from 67% in Fall 2018 to 64% in Fall 2019, but students taking English 001 without support (67%) had the same course completion rate as students taking English 001 in Fall 2019

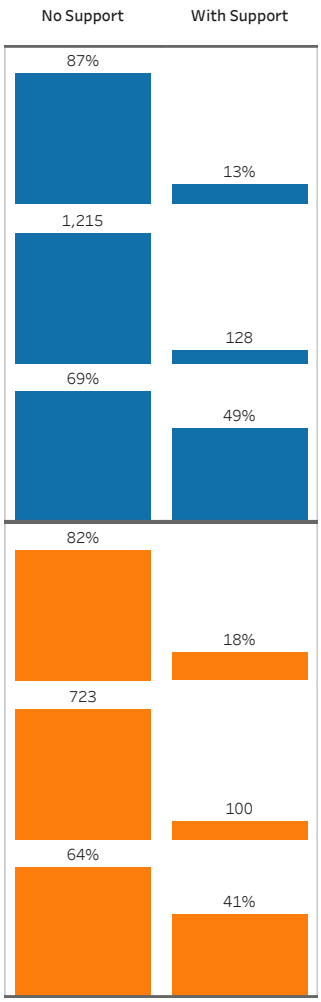
These charts illustrate that while the English 001 success rate has decreased from 2018 (67%) to 2019 (64%), but the Fall 2019 success rate of students taking English 001 without support remained the same. Additionally,the number of students enrolling in and successfully completing English 001 has significantly increased (63% and 55%, respectively) from Fall 2018 to Fall 2019. This suggests the implementation of AB705 policies may have impacted the volume of students who are allowed to enroll in English 001 and the volume of students successfully completing English 001 in a given semester.

English 001 Results By Gender

ENGL 001 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
ENGL 001

Student Groups
Gender

Gender
- [x] Female
- [x] Male
- [ ] Unknown

Race/Ethnicity
- [x] African-American
- [x] Asian
- [x] Filipino
- [x] Hispanic
- [x] Multi-Ethnicity
- [x] Native American
- [x] Pacific Islander
- [x] Unknown
- [x] White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	Enrolled at Census	775	855	1,033	1,248	2,025
	Success Students	475	563	687	868	1,343
	Course Success Rate	61%	66%	67%	70%	66%
Male	Enrolled at Census	514	586	735	827	1,364
	Success Students	272	340	425	524	823
	Course Success Rate	53%	58%	58%	64%	60%

Fall 2019 Co-requisite

		No Support	With Support
Female	Enrolled at Census	1,765	260
	Success Students	1,215	128
	Course Success Rate	69%	49%
Male	Enrolled at Census	1,122	242
	Success Students	723	100
	Course Success Rate	64%	41%

English 001 Observations By Gender

Female students

Over the past five years, the number of female students enrolled at census in English 001 increased from 775 in Fall 2015 to 2,025 in Fall 2019 (+161%) with a significant increase from 1,248 in Fall 2018 to 2,025 in Fall 2019 (+62%). Additionally, over the past five years, the number of female students who successfully completed English 001 increased from 475 in Fall 2015 to 1,343 in Fall 2019 (+183%) with a significant increase from 868 in Fall 2018 to 1,343 in Fall 2019 (+55%). Finally, over the past five years, female students' rates of successful completion for English 001 improved five points from Fall 2015 (61%) to Fall 2019 (66%), while from Fall 2018 (70%) to Fall 2019 (68%) they declined by two points.

Male students

Over the past five years, the number of male students enrolled at census increased from 514 in Fall 2015 to 1,364 in Fall 2019 (+165%) with a significant increase from 827 in Fall 2018 to 1,364 in Fall 2019 (+65%). Additionally, over the past five years, the number of male students who successfully completed English 001 increased from 272 in Fall 2015 to 823 in Fall 2019 (+203%) with a significant increase from 524 in Fall 2018 to 823 in Fall 2019 (+57%). Finally, over the past five years, male students' rates of successful completion of English 001 improved seven points from Fall 2015 (53%) to Fall 2019 (60%), but from Fall 2018 (63%) to Fall 2019 (60%), they declined three points.

Comparisons over the Past Five Years: Male vs Female

Over the past five years, male students had a slightly greater increase in English 001 enrollment when compared to female students, and the number of male students who successfully completed English 001 increased more than the number of female students who successfully completed the course. Additionally, male students' success rates in English 001 improved by two points more than female students' success rates in English 001.

Comparisons Fall 2018 to Fall 2019: Male vs Female

From Fall 2018 to Fall 2019, male students had a slightly greater increase in English 001 enrollment when compared to female students, and the number of male students who successfully completed English 001 increased more than the number of female students who successfully completed the course. Additionally, female students' success rates in English 001 declined by one point less than male students' success rates in the course.

Comparisons over the Past Five Years: Males and Females vs District Average

Over the past five years, female students (+161%) had slightly smaller increases in English 001 enrollment numbers when compared to the district average (+162%), and male students (+165%) had slightly greater increases in English 001 enrollment numbers when compared to the district average. Additionally, female students (+183%) had slightly smaller increases in the number of students successfully completing English 001 when compared to the district average (+190%), and male students (+203%) had greater increases in the number of students successfully completing English 001 when compared to the district average. Finally, female students (+5 points) had slightly less improvement in English 001 course success rates when compared to the district average (+6 points), and male students (+7 points)

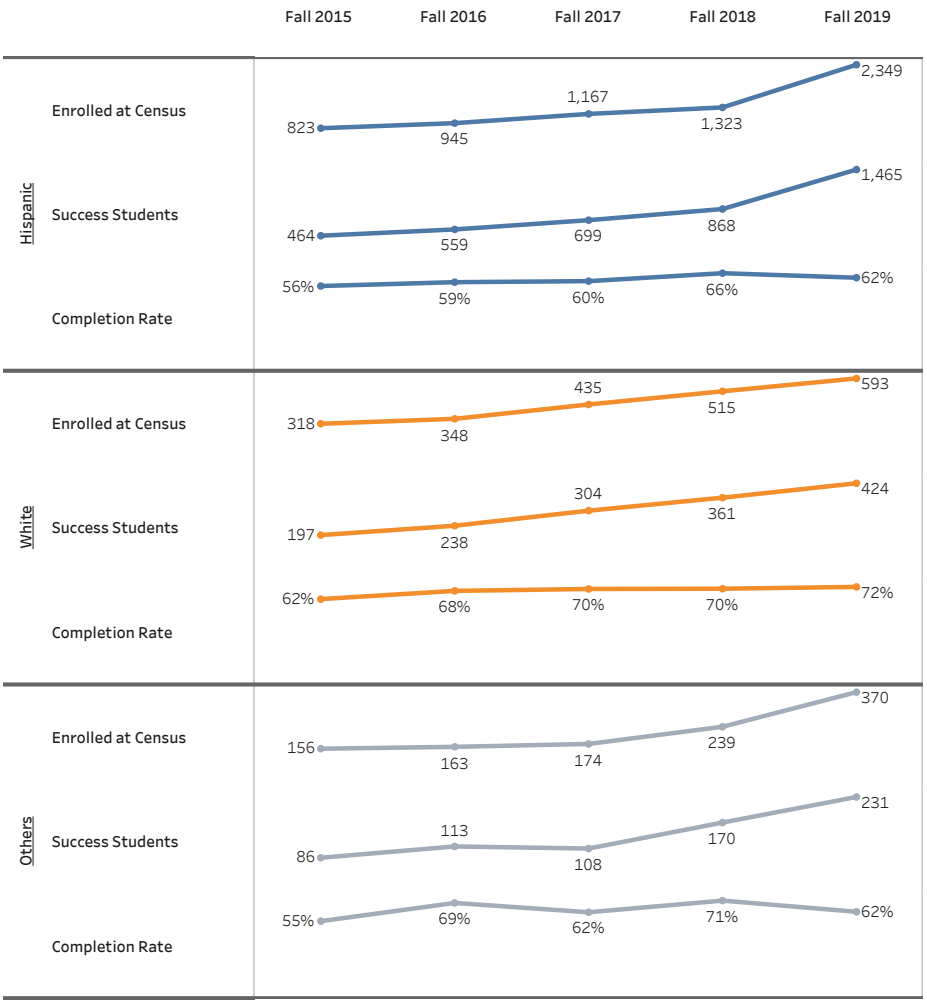
had slightly more improvement in English 001 course success rates when compared to the district average.

Comparisons Fall 2018 to Fall 2019: Males and Females vs District Average

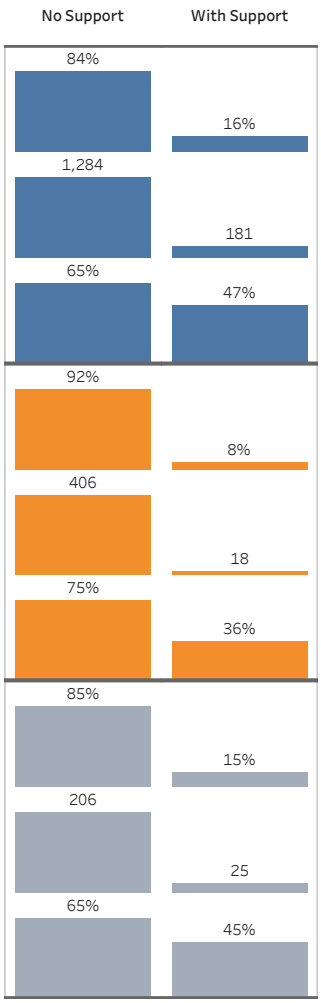
From Fall 2018 to Fall 2019, female students (+62%) had slightly smaller increases in English 001 enrollment numbers when compared to the district average (+63%), and male students (+65%) had slightly greater increases in English 001 enrollment numbers when compared to the district average. Additionally, male students (+57%) had slightly greater increases in the number of students successfully completing English 001 when compared to the district average (+55%), but female students and the district as a whole had the same increases in the number of students successfully completing English 001 (+55%). Finally, female students(-2 points) had slightly less of a decline in English 001 course success rates when compared to the district average (-3 points), and male students had the same amount of decline in English 001 course success rates when compared to the district average (-3 points)**.**

English 001 Results By Race/Ethnicity

ENGL 001 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
ENGL 001

Student Groups
Race/Ethnicity

Gender
- [x] Female
- [x] Male
- [x] Unknown

Race/Ethnicity
- [x] African-American
- [x] Asian
- [x] Filipino
- [x] Hispanic
- [x] Multi-Ethnicity
- [x] Native American
- [x] Pacific Islander
- [ ] Unknown
- [x] White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hispanic	Enrolled at Census	823	945	1,167	1,323	2,349
	Success Students	464	559	699	868	1,465
	Course Success Rate	56%	59%	60%	66%	62%
White	Enrolled at Census	318	348	435	515	593
	Success Students	197	238	304	361	424
	Course Success Rate	62%	68%	70%	71%	72%
Others	Enrolled at Census	156	163	174	239	370
	Success Students	86	113	108	170	231
	Course Success Rate	55%	69%	62%	71%	62%

Fall 2019 Co-requisite

		No Support	With Support
Hispanic	Enrolled at Census	1,967	382
	Success Students	1,284	181
	Course Success Rate	65%	47%
White	Enrolled at Census	543	50
	Success Students	406	18
	Course Success Rate	75%	36%
Others	Enrolled at Census	315	55
	Success Students	206	25
	Course Success Rate	65%	45%

English 001 Observations By Race/Ethnicity

Hispanic students

Over the past five years, the number of Hispanic students enrolled at census in English 001 increased from 823 in Fall 2015 to 2,349 in Fall 2019 (+185%) with a significant increase from 1,323 in Fall 2018 to 2,349 in Fall 2019 (+78%). Additionally, over the past five years, the number of Hispanic students who successfully completed English 001 increased from 464 in Fall 2015 to 1,465 in Fall 2019 (+216%) with an increase from 868 in Fall 2018 to 1,465 in Fall 2019 (+69%). Finally, over the past five years, Hispanic students' rates of successful completion for English 001 improved six points from Fall 2015 (56%) to Fall 2019 (62%). From Fall 2018 (66%) to Fall 2019 (62%), Hispanic students' rates of successful completion of English 001 declined four points.

White students

Over the past five years, the number of White students enrolled at census in English 001 increased from 318 in Fall 2015 to 593 in Fall 2019 (+86%) with an increase from 515 in Fall 2018 to 593 in Fall 2019 (+13%). Additionally, over the past five years, the number of White students who successfully completed English 001 increased from 197 in Fall 2015 to 424 in Fall 2019 (+115%) with an increase from 361 in Fall 2018 to 424 in Fall 2019 (+17%). Finally, over the past five years, White students' rates of successful completion of English 001 has increased 10 points from Fall 2015 (62%) to Fall 2019 (72%). From Fall 2018 (70%) to Fall 2019 (72%), White students' rates of successful completion of English 001 increased two points.

Other students (This group includes African American, Asian, Filipino, Native American, Pacific Islander, and Multi-Ethnic Students)

Over the past five years, the number of Other students that were enrolled at census in English 001 increased from 156 in Fall 2015 to 370 in Fall 2019 (+137%) with an increase from 239 in Fall 2018 to 370 in Fall 2019 (+55%). Additionally, over the past five years, the number of Other students who successfully completed English 001 increased from 86 in Fall 2015 to 231 in Fall 2019 (+169%) with an increase from 170 in Fall 2018 to 231 in Fall 2019 (+36%). Finally, over the past five years, Other students' rates of successful completion for English 001 improved seven points from Fall 2015 (55%) to Fall 2019 (62%). From Fall 2018 (71%) to Fall 2019 (62%), Other students' rates of successful completion of English 001 declined nine points.

Comparisons over the Past Five Years: Hispanic vs White Vs Other

Over the past five years, Hispanic and Other students had a greater increase in English 001 enrollment when compared to White students. Hispanic students had the largest increase in English 001 enrollment over the past five year. Additionally, the number of Hispanic and Other students who successfully completed English 001 increased more than the number of White students who successfully completed the course. Hispanic students had the largest increase in the number of students successfully completing English 001. Finally, over the past five years White students' success rates in English 001 increased more than Hispanic and Other students**.**

Comparisons Fall 2018 to Fall 2019: Hispanic vs White Vs Other

From Fall 2018 to Fall 2019, Hispanic and Other students had a greater increase in English 001 enrollment when compared to White students. Hispanic students had the largest increase in English 001

enrollment. Additionally, the number of Hispanic and Other students who successfully completed English 001 increased more than the number of White students who successfully completed the course. Hispanic students had the largest increase in the number of students successfully completing English 001. Finally, White students' success rates in English 001 improved but the success rates of Hispanic and Other students declined, with Other students having the greatest decline in success rates.

Comparisons over the Past Five Years: Hispanic, White, Other vs District Average

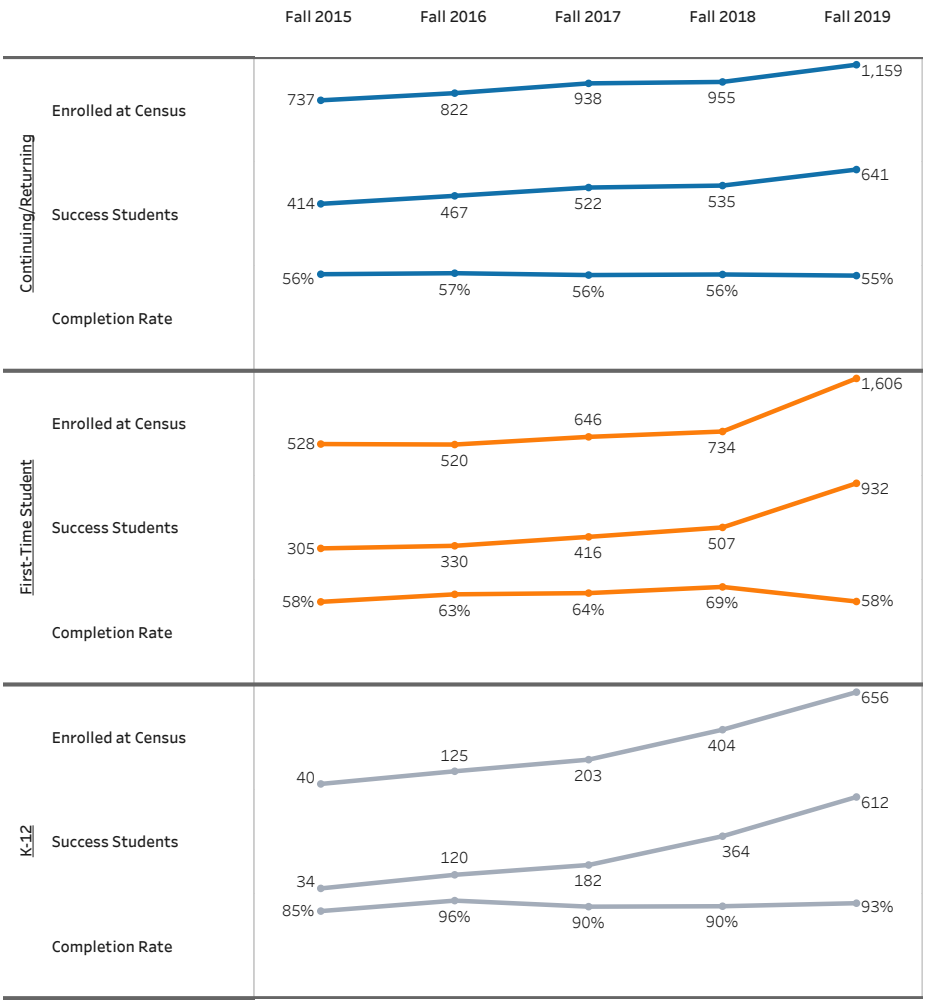
Over the past five years, White (+86%) and Other students (137%) had smaller increases in English 001 enrollment numbers when compared to the district average (+162%), while Hispanic students (+185%) had greater increases in English 001 enrollment numbers when compared to the district average. Additionally, White (+115%) and Other students (169%) had smaller increases in the number of students successfully completing English 001 when compared to the district average (+190%). Hispanic (+216%) had greater increases in the number of students successfully completing English 001 when compared to the district average. Finally, White (+10 points) and Other students (+7 points) had greater improvement in English 001 course success rates when compared to the district average (+6 points), while Hispanic (+6 points) had the same amount of improvement in English 001 course success rates when compared to the district average **.**

Comparisons Fall 2018 to Fall 2019: Hispanic, White, Other vs District Average

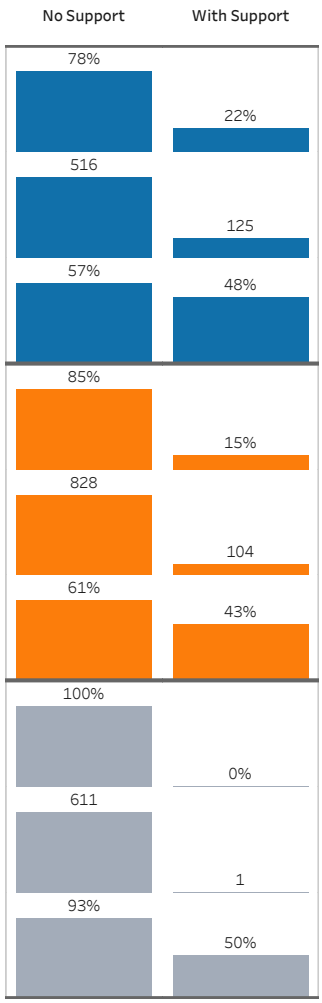
From Fall 2018 to Fall 2019, White (+13%) and Other Students (55%) had smaller increases in English 001 enrollment numbers when compared to the district average (+63%), while Hispanic students (+78%) had a greater increase in English 001 enrollment numbers when compared to the district average. Additionally, Hispanic students (+69%) had slightly greater increases in the number of students successfully completing English 001 when compared to the district average (55%). White (17%) and Other students (36%) had smaller increases in the number of students successfully completing English 001 when compared to the district average. Finally, Hispanic (-4 points) and Other students (-9 points) had a greater of a decline in English 001 course success rates when compared to the district average (-3 points), while White (+2 point) students made improvements in English 001 course success rates**.**

English 001 Results By Student Status

ENGL 001 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
ENGL 001

Student Groups
Student Status

Gender
- Female
- Male
- Unknown

Race/Ethnicity
- African-American
- Asian
- Filipino
- Hispanic
- Multi-Ethnicity
- Native American
- Pacific Islander
- Unknown
- White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Continuing/Ret..	Enrolled at Census	737	822	938	955	1,159
	Success Students	414	467	522	535	641
	Course Success Rate	56%	57%	56%	57%	55%
First-Time St..	Enrolled at Census	528	520	646	734	1,606
	Success Students	305	330	416	507	932
	Course Success Rate	58%	63%	64%	69%	58%
K-12	Enrolled at Census	40	125	203	404	656
	Success Students	34	120	182	364	612
	Course Success Rate	85%	96%	91%	90%	93%

Fall 2019 Co-requisite

	No Support	With Support
Continuing/Ret.. Enrolled at Census	899	260
Continuing/Ret.. Success Students	516	125
Continuing/Ret.. Course Success Rate	57%	48%
First-Time St.. Enrolled at Census	1,363	243
First-Time St.. Success Students	828	104
First-Time St.. Course Success Rate	61%	43%
K-12 Enrolled at Census	654	2
K-12 Success Students	611	1
K-12 Course Success Rate	93%	50%

English 001 Observations By Student Status

Continuing/Returning students

Over the past five years, the number of continuing/returning students enrolled at census in English 001 increased from 737 in Fall 2015 to 1,159 in Fall 2019 (+57%) with an increase from 955 in Fall 2018 to 1,159 in Fall 2019 (+21%). Additionally, over the past five years, the number of White students who successfully completed English 001 increased from 414 in Fall 2015 to 641 in Fall 2019 (+55%) with a significant increase from 535 in Fall 2018 to 641 in Fall 2019 (+20%). Finally, over the past five years, continuing/returning students' rates of successful completion for English 001 declined by one point from Fall 2015 (56%) to Fall 2019 (55%). From Fall 2018 (56%) to Fall 2019 (55%), continuing/returning students' rates of successful completion for English 001 declined by one point.

First-Time students

Over the past five years, the number of first-time students enrolled at census in English 001 increased from 528 in Fall 2015 to 1,606 in Fall 2019 (+204%) with a significant increase from 734 in Fall 2018 to 1,606 in Fall 2019 (+119%). Additionally, over the past five years, the number of first-time students who successfully completed English 001 increased from 305 in Fall 2015 to 932 in Fall 2019 (+206%) with a significant increase from 507 in Fall 2018 to 932 in Fall 2019 (+84%). Finally, over the past five years, first-time students' rates of successful completion for English 001 stayed the same from Fall 2015 (58%) to Fall 2019 (58%). From Fall 2018 (69%) to Fall 2019 (58%), first-time students' rates of successful completion for English 001 declined 11 points.

K-12 students

Over the past five years, the number of K-12 students enrolled at census in English 001 increased from 40 in Fall 2015 to 656 in Fall 2019 (+1540%) with an increase from 404 in Fall 2018 to 656 in Fall 2019 (+62%). Additionally, over the past five years, the number of K-12 students who successfully completed English 001 increased from 34 in Fall 2015 to 612 in Fall 2019 (+1700%) with an increase from 364 in Fall 2018 to 612 in Fall 2019 (+68%). Finally, over the past five years, K-12 students' rates of successful completion for English 001 improved eight points from Fall 2015 (85%) to Fall 2019 (93%). From Fall 2018 (90%) to Fall 2019 (93%), K-12 students' rates of successful completion for English 001 improved three points.

Comparisons over the Past Five Years: First-Time vs Continuing/Returning vs K-12

Over the past five years, first-time students and K-12 students had a greater increase in English 001 enrollment when compared to continuing/returning students with K-12 students having the largest increase in enrollment numbers. Additionally, first-time and K-12 students had a larger increases in the number of students who successfully completed English 001 when compared to continuing/returning students. K-12 students had the largest increase in the number of students successfully completing English 001. Finally, K-12 students' success rates in English 001 improved, while the success rates for continuing/returning students declined. The success rates for first-time students stayed the same.

Comparisons Fall 2018 to Fall 2019: First-Time vs Continuing/Returning vs K-12

From Fall 2018 to Fall 2019, first-time students and K-12 students had a greater increase in English 001 enrollment when compared to continuing/returning students, with first-time students having the largest

increase in enrollment numbers. Additionally, first-time and K-12 students had a larger increases in the number of students who successfully completed English 001 when compared to continuing/returning students. First-time students had the largest increase in the number of students successfully completing the course. Finally, K-12 students' success rates in English 001 improved while the English 001 success rates for continuing/returning students and first-time students declined. First-time students had the largest decline in success rates for this course.

Comparisons over the Past Five Years: Continuing/Returning, First-Time, K-12 vs District Average

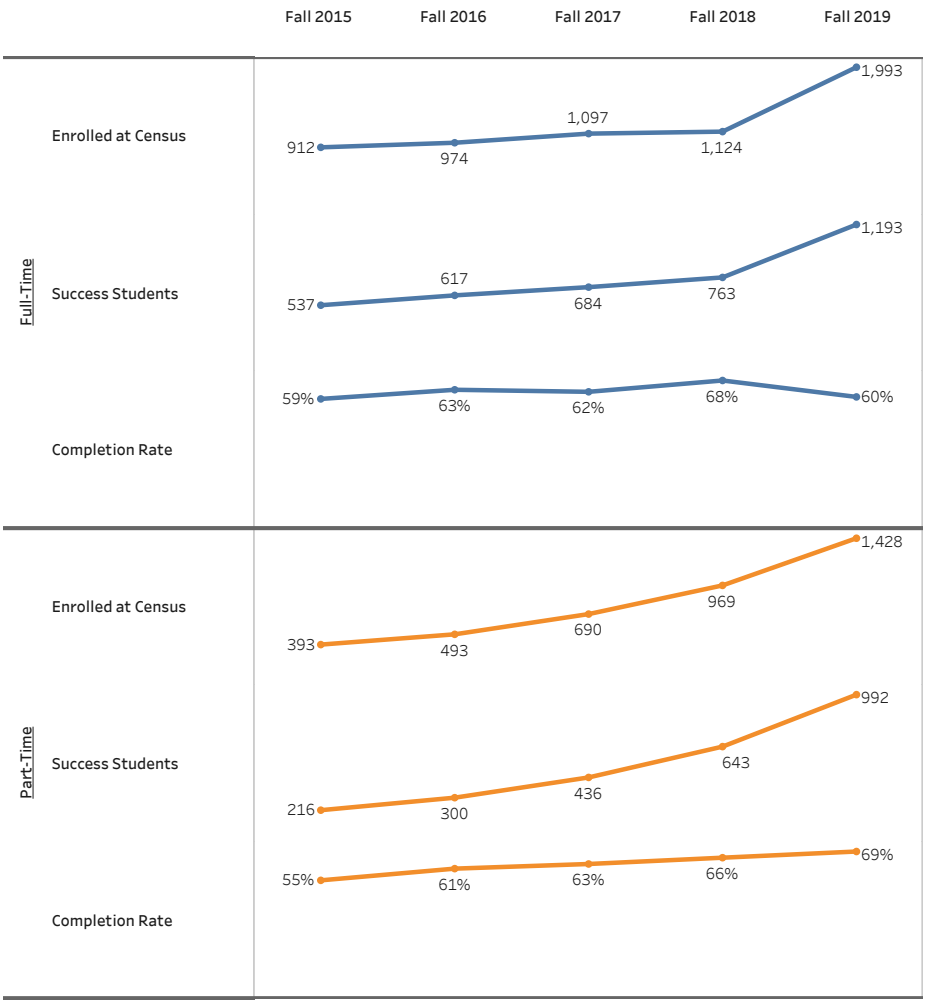
Over the past five years, continuing/returning students (+57%) had smaller increases in English 001 enrollment numbers when compared to the district average (+162%). First-time (+204%) and K-12 (+1540%) students had greater increases in English 001 enrollment numbers when compared to the district average. Additionally, continuing/returning students (+55%) had smaller increases in the number of students successfully completing English 001 when compared to the district average (+190%). First-time (+206%) and K-12 (+1700%) students had greater increases in the number of students successfully completing English 001 when compared to the district average. Finally, K-12 students (+8 points) had greater improvement in English 001 course success rates when compared to the district average (+6 points). First-time (+1 point) and continuing/returning (no change) showed less improvement when compared to the district average.

Comparisons Fall 2018 to Fall 2019: Continuing/Returning, First-Time, K-12 vs District Average

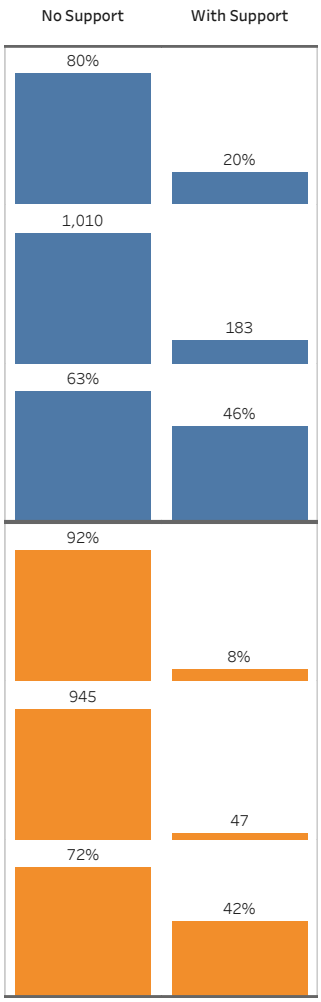
From Fall 2018 to Fall 2019, continuing/returning (+21%) and K-12 students (+62%) had smaller increases in English 001 enrollment numbers when compared to the district average (+63%), while first-time (+119%) had greater increases in English 001 enrollment numbers when compared to the district average. Additionally, continuing/returning students (+20%) had smaller increases in the number of students successfully completing English 001 when compared to the district average (55%). First-time students (84%) and K-12 students (68%) had larger increases in the number of students successfully completing English 001 when compared to the district average. Finally, first-time students (-11 points) had more decline in English 001 course success rates when compared to the district averages (-3 points), while continuing/returning students (-1 points) had slightly less decline in course success rates when compared to the district average. K-12 students (+3 points) had improvements in English 001 course success rates.

English 001 Results By Unit Load

ENGL 001 Enrollment, Success Count, Success Rate



Fall 2019 Co-requisite



Course
ENGL 001

Student Groups
Unit Load

Gender
- [x] Female
- [x] Male
- [x] Unknown

Race/Ethnicity
- [x] African-American
- [x] Asian
- [x] Filipino
- [x] Hispanic
- [x] Multi-Ethnicity
- [x] Native American
- [x] Pacific Islander
- [x] Unknown
- [x] White

Reference Table

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Full-Time	Enrolled at Census	912	974	1,097	1,124	1,993
	Success Students	537	617	684	763	1,193
	Course Success Rate	59%	63%	62%	68%	60%
Part-Time	Enrolled at Census	393	493	690	969	1,428
	Success Students	216	300	436	643	992
	Course Success Rate	55%	61%	64%	67%	70%

Fall 2019 Co-requisite

	No Support	With Support
Enrolled at Census	1,599	394
Success Students	1,010	183
Course Success Rate	63%	46%
Enrolled at Census	1,317	111
Success Students	945	47
Course Success Rate	72%	42%

English 001 Observations By Unit Load

Full-Time students

Over the past five years, the number of full-time students enrolled at census in English 001 increased from 912 in Fall 2015 to 1,993 in Fall 2019 (+119%) with a significant increase from 1,124 in Fall 2018 to 1,993 in Fall 2019 (+77%). Additionally, over the past five years, the number of full-time students who successfully completed English 001 increased from 537 in Fall 2015 to 1,193 in Fall 2019 (+122%) with a significant increase from 763 in Fall 2018 to 1,193 in Fall 2019 (+56%). Finally, over the past five years, full-time students' rates of successful completion for English 001 improved by one point from Fall 2015 (59%) to Fall 2019 (60%). From Fall 2018 (68%) to Fall 2019 (60%), full-time students' rates of successful completion for English 001 declined eight points.

Part-Time students

Over the past five years, the number of part-time students enrolled at census in English 001 increased from 393 in Fall 2015 to 1,428 in Fall 2019 (+263%) with an increase from 969 in Fall 2018 to 1,428 in Fall 2019 (+47%). Additionally, over the past five years, the number of part-time students who successfully completed English 001 increased from 216 in Fall 2015 to 992 in Fall 2019 (+359%) with an increase from 643 in Fall 2018 to 992 in Fall 2019 (+54%). Finally, over the past five years, part-time students' rates of successful completion for English 001 improved by 14 points from Fall 2015 (55%) to Fall 2019 (69%). From Fall 2018 (66%) to Fall 2019 (69%), part-time students' rates of successful completion for English 001 improved by three points.

Comparisons over the Past Five Years: Full-Time vs Part-Time

Over the past five years, part-time students had a greater increase in English 001 enrollment when compared to full-time students. Additionally, the number of part-time students who successfully completed English 001 increased more than the number of full-time students who successfully completed the course. Finally, part-time students' English 001 success rates improved more than the course success rates for full-time students.

Comparisons Fall 2018 to Fall 2019: Full-Time vs Part-Time

From Fall 2018 to Fall 2019, full-time students had a greater increase in English 001 enrollment when compared to part-time students. Additionally, the number of full-time students who successfully completed English 001 increased more than the number of part-time students who successfully completed the course. Finally, part-time students' English 001 success rates improved more than the course success rates for full-time students.

Comparisons over the Past Five Years: Full-Time & Part-Time vs District Average

Over the past five years, full-time students (+119%) had smaller increases in English 001 enrollment numbers when compared to the district average (+162%), and part-time students (+263%) had greater increases in English 001 enrollment numbers when compared to the district average. Additionally, full-time students (+122%) had smaller increases in the number of students successfully completing English 001 when compared to the district average (+190%), and part-time students (+359%) had greater increases in the number of students successfully completing English 001 when compared to the district average. Finally, full-time students (+1 point) had slightly less improvement in English 001 course success

rates when compared to the district average (+6 points), and part-time students (+14 points) had more improvement in English 001 course success rates when compared to the district average.

Comparisons Fall 2018 to Fall 2019: Full-Time & Part-Time vs District Average

From Fall 2018 to Fall 2019, part-time students (+47%) had smaller increases in English 001 enrollment numbers when compared to the district average (+63%), and full-time students (+77%) had greater increases in English 001 enrollment numbers when compared to the district average. Additionally, full-time students (+56%) had slightly greater increases in the number of students successfully completing English 001 when compared to the district average (55%). Part-time students (54%) had slightly smaller increases in the number of students successfully completing English 001 when compared to the district average**.** Finally, full-time students(-8 points) had slightly more of a decline in English 001 course success rates when compared to the district average (-3 points), while part-time students had an improvement in English 001 course success rates (+3 points)**.**

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AB 705 FALL WORKSHOP SERIES

We've changed placement- now is time to change our teaching to best serve students. These workshops are designed to facilitate reflection about our teaching practices as we create more equitable classes. Also, you'll get a $125 dollar stipend for each workshop you participate in. Adjuncts, that's for you too!

OCTOBER 18 11-2 EQUITABLE GRADING PRACTICES WITH COPRESENTER MATTHEW NELSON

In this workshop, we plan to showcase grading contracts because there is interest in the department. We'd like to also discuss grading practices more broadly. What factors determine a student's grade? How can we determine final grades in equitable ways? We will ask participants to reflect on whatever grading systems they use as we discuss what changes might benefit our students. This kick-off workshop will include lunch and will immediately follow Matthew's Pedagogy Group's Grading Contract discussion

NOVEMBER 4 4-6 WRITING PROJECT PROMPT PRAXIS WITH COPRESENTER ERIN ALVAREZ

In this workshop, we'll discuss best practices for prompt design and talk about the unintentional roadblocks we place in front of students. What are we valuing in our prompts? What might confuse students? I've asked Erin Alvarez to co-lead because the Writing Center often serves as the place where prompts are interpreted. Bring a prompt you are using or working on to workshop with us!

DECEMBER 3 4-6 CREATING A MORE EQUITABLE SYLLABUS WITH COPRESENTER JAMIE MOORE

The syllabus is our first opportunity to make an impression on our students. What impression do we make? What policies do we have that set some students up for failure? What policies in our syllabus exist on paper but look different in practice? What beliefs about students are reflected in our syllabi? In this workshop, Jamie and I will discuss equitable syllabus and policy design. Bring your syllabus to workshop.

Questions? Email Katie at katieb@cos.edu

AB 705 Training Session—*Please Indicate whether you are full-time or part-time, and whether you wish to receive FLEX credit OR a stipend*

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Date: Feb 18th, 2020
Time: 4-6
Location: Tule
Title: Online Teaching Post AB 705
Presenter(s): Christina Lynch & Brice Nakamura

Print Name	Banner ID #	Full Time	Part Time	I would like the stipend	I would like FLEX credit	Total Hours
Greg Turner	0000 B41	✓		✓		2
Barbara Laird	00293247	✓		✓		2
Erik Armstrong	00312884	✓		✓		2
Jeff Maryanow	00222274	✓			✓	1
Sofia Cook	00049279		✓	✓		2
Matthew Nelson	00383377	✓		✓		2
Chris Stillwell	00383243	✓		✓		1
Andrew Bligh	00370398		✓	✓		2

Please submit completed sign-in sheet to Dr. Joseph Teller

Print Name	Banner ID #	Full Time	Part Time	I would like the stipend	I would like FLEX credit	Total Hours
Erik Armstrong	00312884	X		X		2
Sondra Bergen	00000112	x		x		2
Matthew Nelson	00383377	x		x		2
Lucia Tejeda	00337996	x		x		2
Jenny Heaton	00138028		X	x		2
Monica Urban	00401669	x		x		2
Christina Lynch	00323250	X		X		2
Brice Nakamura	00333680	X		X		2
Chris Stillwell		X		X		2
Stacy Brand		X			X	2
Jamie Moore		X		X		2

AB 705 Training Session—*Please Indicate whether you are full-time or part-time, and whether you wish to receive FLEX credit OR a stipend*

Date: April 17
Time: 10-12
Location: Zoom
Title: "Reflection: A Year of the Corequisite"
Presenter(s): Katie Beberian and Erik Armstrong

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Please submit completed sign-in sheet to Dr. Joseph Teller

Print Name	Banner ID #	Full Time	Part Time	I would like the stipend	I would like FLEX credit	Total Hours
Lisa McHarry Freeman .	00327022	X		X		2
Jenny Heaton	00138028		X	X		2
Greg Turner .	00001341	X		X		2
Christopher Stillwell .	00383243	X		X		2
Sondra Bergen .	00000112	x		x		
Lucia Tejeda .	00337996	x		x		2
Andrea Hawkins	00385425		x	x		2
Matthew Nelson .	00383377	x		x		2
Milena Seyed	00164618	x		x		2
Mai Soua Lee	00385079		x		X	1
Emily Campbell (Copresenter) .	00344130	X		x		2
Manlia Xiong .	00322700	X		X		2
Raina Yang .			X	X		
Barbara Laid		X		X		
Landon Spencer .		X		X		

Please submit completed sign-in sheet to Dr. Joseph Teller

AB 705 Training Session—*Please Indicate whether you are full-time or part-time, and whether you wish to receive FLEX credit OR a stipend*

Date:
Time:
Location:
Title:
Presenter(s):

Print Name	Banner ID #	Full Time	Part Time	I would like the stipend	I would like FLEX credit	Total Hours
Stacy Brand.		X			X	
Jodi Baker .			X	X		
Monica Urban .		X		X		

Please submit completed sign-in sheet to Dr. Joseph Teller

English Department Meeting Minutes

Friday, February 2, 2018
4:30-5:00 PM
Episcopal Conference Center at Oakhurst - Barton Meeting Room

1. Meeting called to order at 4:39 PM. Members in attendance: Josh Geist (Chair), Erik Armstrong, Megan Baptista, Katie Beberian, Sondra Bergen, Anya Connelly, James Espinoza, Jeremiah Henry, Amble Hollenhorst, David Hurst, Christina Lynch, Lisa McHarry Freeman, Jamie Moore, Brice Nakamura, Theresa Rodriguez, Landon Spencer, Lucia Tejeda, Joseph Teller.

2. Action Items

    a. The Chair read the attached Resolution of English Unit Regarding Multiple Measures in Placement. Brice Nakamura moved to adopt the Resolution as written. Second: David Hurst. Discussion:

        i. Amble Hollenhorst suggested including directed self-placement.

        ii. Josh Geist noted that there was a possibility of returning to this Resolution after any decisions made tomorrow concerning the composition sequence.

        iii. Joseph Teller observed that this might place a burden on counseling.

        iv. Theresa Rodriguez asked whether the Resolution specified the ten-year shelf life on self-reported high-school GPAs. Upon observing that it did not, she moved to amend the Resolution to include same. No second.

        v. Hearing no further discussion, the Chair put the question. 17 Aye, 0 Nay. Motion carried.

    b. Jamie Moore moved to adjourn. Second: David Hurst. All in favor. Meeting adjourned.

Resolution of English Unit Regarding Multiple Measures in Placement

Whereas, CA Assembly Bill 705 requires that multiple measures be incorporated for placement, and

Whereas, AB 705 further requires that community colleges maximize the probability that students complete transfer-level Math and English within one year, and

Whereas, increasing access to transfer-level English has been shown to increase one-year throughput rates across all equity groups,

Resolved, that English placement at CoS will incorporate multiple measures following a disjunctive model,

Resolved, that students who demonstrate *any* of the following will place into English 1:

- A self-reported high-school GPA of 2.6 or above, *or*
- Three years of high-school English with no self-reported semester grade below a B-, *or*
- Placement into English 1 via our current Accuplacer cut scores.

Resolved, that students who demonstrate *any* of the following will place into English 251:

- A self-reported high-school GPA of 2.0-2.5, *or*
- Three years of high-school English with no self-reported semester grade below a C-, *or*
- Placement into English 251 via our current Accuplacer cut scores.

Resolved, that any student not demonstrating any of the above will place into English 360.

Resolved, that students who are not confident in their writing, speaking, or understanding of the English language will be offered the Accuplacer test as an optional advisory.

Resolved, that otherwise, only students not placing via GPA or English coursework will be required to take Accuplacer.

Resolved, that when the current version of Accuplacer reaches end of life, we will examine the results of our new placement methods and decide whether a placement test is still necessary.

Adopted 2018-02-02.

English Department Meeting Minutes

Saturday, February 3, 2018
1:30-2:00 PM
Episcopal Conference Center at Oakhurst - Barton Meeting Room

1. Meeting called to order at 2:00 PM. Members in attendance: Josh Geist (Chair), Erik Armstrong, Megan Baptista, Katie Beberian, Sondra Bergen, Anya Connelly, James Espinoza, Jeremiah Henry, Amble Hollenhorst, David Hurst, Christina Lynch, Lisa McHarry Freeman, Jamie Moore, Brice Nakamura, Theresa Rodriguez, Landon Spencer, Lucia Tejeda, Joseph Teller.

2. Action Items

    a. The Chair read the attached Resolution of English Unit Regarding the English Composition Sequence. Landon Spencer moved to adopt the Resolution as written. Second: Brice Nakamura. Discussion:

        i. Discussion concerning the language "supplement enrollment in English 1," which several identified as unclear. Landon Spencer accepted "support students concurrently enrolled in English 1" as a friendly amendment.

        ii. Katie Beberian moved to insert the words "*Resolved*, that the co-requisite course will follow either a wall-to-wall model or a 'floating' model." Second: Sondra Bergen. Discussion:

            1. David Hurst argued for eliminating the either/or language in the amendment. Further discussion about the limiting language of this amendment.

            2. Katie Beberian accepted "*Resolved*, that our continued exploration of co-requisite course design will consider only wall-to-wall and floating models" as a friendly amendment.

            3. Hearing no further discussion, the Chair put the question. 17 Aye, 0 Nay. Motion to Amend carried.

        iii. Hearing no further discussion of the motion to adopt the Resoltuion, the Chair put the question. 17 Aye, 0 Nay. Motion carried.

    b. Brice Nakamura moved to amend the Resolution of English Unit Regarding Multiple Measures in Placement (adopted February 2, 2018) to insert the words, "*Resolved*, that the above prescribed placement will sunset upon the adoption of the new English Composition Sequence in Fall 2019." Second: Jeremiah Henry. Hearing no discussion, the Chair put the question. 17 Aye, 0 Nay. Motion carried.

    c. Christina Lynch moved to refer the question of the desired model of a co-requisite course to two committees: one to draft a wall-to-wall model curriculum, and one to draft a floating model curriculum. No second.

d. Sondra Bergen moved to refer the above question to a single committee charged with creating draft curriculum for both models. Second: Christina Lynch. Discussion:

    i. Volunteers for the Committee were sought: Lisa McHarry Freeman, Katie Beberian, Brice Nakamura, Megan Baptista, Christina Lynch, Anya Connelly, Sondra Bergen, Amble Hollenhorst, Erik Armstrong, and Joseph Teller.

    ii. Hearing no further discussion, the Chair put the question. 17 Aye, 0 Nay. Motion carried.

e. Chris Lynch moved to adjourn. Second: David Hurst. All in favor. Meeting adjourned.

Resolution of English Unit Regarding the English Composition Sequence

Whereas, CA Assembly Bill 705 requires that community colleges maximize the probability that students complete transfer-level Math and English within one year, and

Whereas, the length of pre-transfer English sequences has been shown to have a significant impact on student completion of transfer-level English, and

Whereas, shorter pathways through transfer-level English benefit all of our students, regardless of legislative mandate,

Resolved, the English composition sequence will be revised so as to comply with AB 705.

Resolved, that English 1 will remain as our transfer-level English course.

Resolved, that a co-requisite course will be designed to support students concurrently enrolled in English 1.

Resolved, that our continued exploration of co-requisite course design will consider only wall-to-wall and floating models.

Resolved, that English 261 shall serve as the entry point to the composition sequence.

Resolved, that English 251 and English 360 will be phased out in accordance with AB 705.

Resolved, that this new sequence will be adopted as of Fall 2019.

Resolved, that upon the adoption of this sequence in Fall 2019, the placement levels articulated in our Resolution Regarding Multiple Measures in Placement of Friday, February 2, 2018, will be superseded by the following.

Resolved, that upon the adoption of this sequence in Fall 2019, students who demonstrate *any* of the following will place into English 1:

- A self-reported high-school GPA of 2.6 or above, *or*
- Three years of high-school English with no self-reported semester grade below a B-, *or*
- Placement into English 1 via our current Accuplacer cut scores.

Resolved, that upon the adoption of this sequence in Fall 2019, students who demonstrate *any* of the following will placed into English 1 with the required support of the co-requisite course:

- A self-reported high-school GPA of 2.0-2.59, *or*
- Three years of high-school English with no self-reported semester grade below a C-, *or*
- Placement into English 251 via our current Accuplacer cut scores.

Resolved, that upon the adoption of this sequence in Fall 2019, students not demonstrating any of the above will place into English 261.

Adopted 2018-02-03.

Resolution of English Unit Regarding Multiple Measures in Placement

Whereas, CA Assembly Bill 705 requires that multiple measures be incorporated for placement, and

Whereas, AB 705 further requires that community colleges maximize the probability that students complete transfer-level Math and English within one year, and

Whereas, increasing access to transfer-level English has been shown to increase one-year throughput rates across all equity groups,

Resolved, that English placement at CoS will incorporate multiple measures following a disjunctive model,

Resolved, that students who demonstrate *any* of the following will place into English 1:

- A self-reported high-school GPA of 2.6 or above, *or*
- Three years of high-school English with no self-reported semester grade below a B-, *or*
- Placement into English 1 via our current Accuplacer cut scores.

Resolved, that students who demonstrate *any* of the following will place into English 251:

- A self-reported high-school GPA of 2.0-2.5, *or*
- Three years of high-school English with no self-reported semester grade below a C-, *or*
- Placement into English 251 via our current Accuplacer cut scores.

Resolved, that any student not demonstrating any of the above will place into English 360.

Resolved, that students who are not confident in their writing, speaking, or understanding of the English language will be offered the Accuplacer test as an optional advisory.

Resolved, that otherwise, only students not placing via GPA or English coursework will be required to take Accuplacer.

Resolved, that when the current version of Accuplacer reaches end of life, we will examine the results of our new placement methods and decide whether a placement test is still necessary.

***Resolved,* that the above prescribed placement levels will sunset upon the adoption of the newly established English Composition Sequence in Fall 2019.**

Adopted 2018-02-02.
Amended 2018-02-03.

Subject: Progress Report

Date: Saturday, May 12, 2018 at 3:49:13 PM Pacific Daylight Time

From: Jared Burch

To: Chanthoeun Chap, Chris Keen, David Heywood Jr, David Jones, Don Rose, George Woodbury, Jared Burch, Jeanne Draper, John Redden, Jon Blakely, Keith Eddy, Kevin Ruiz, Liana Craven, Mark Tom, Matt Bourez, Ross Rueger, Stephanie Collier, Tracy Redden, Vineta Harper

CC: Robert Urtecho, Jennifer Vega La Serna, Louann Waldner, Jeannie Iriye-Meade, Sarah Harris, Kathryn Torres

Hi all,

Thanks to all those who attended the retreat -- we had a great turnout! It was a very productive day. Before getting into a recap of what was accomplished, I wanted to thank Sarah Harris for lending her expertise throughout the day so we remained efficient. Also, a sincere thank you to Robert Urtecho and Katie Torres for arranging the room reservations, timesheets, snacks, and catered lunch. Thanks also to the Tulare Center for hosting us.

In short, we developed course outlines for three support courses including distance learning addenda. Specifically, we developed curriculum for the following support courses: Math 10, Math 21, and Math 135.

We also had great discussion throughout the day regarding our new stem sequence that now includes our newly added college algebra class. We have two distinct pathways to calculus for our B-STEM majors. The more prepared students will take Math 070 and then Math 065, while the less prepared student will take Math 135, then Math 154, and then Math 065.

We also agreed to begin the development of a quantitative reasoning course that will serve as an alternative to statistics for those on the liberal arts side of our math sequence. We will need to form a committee of interested faculty to research the best way forward.

We also agreed that we should develop a late-start "Foundations in Math" course. This course will attempt to remediate students who drop one of our entry level transfer courses within the first 4 weeks of the semester. We can not place students in this course, but students can elect to take it if they are overwhelmed in the course they were initially placed. This could serve to help students stay eligible for financial aid as well after dropping their initial transfer level or transfer level course with support. A committee will need to be formed to explore the topics necessary for this class.

Finally, though we shared some ideas on commingling vs cohorting this was not yet finalized. Let's keep thinking about this and perhaps try to find other schools that are using each approach so we can better identify advantages and disadvantages to each.

As a Division Chair, this may have been the most rewarding day. I so much appreciate how hard each of you worked. We were efficient, focused and prepared. Thanks for sharing your ideas, being respectful to others points of view, and working together as a team and in small groups to get this tremendous amount of work done in such a short time.

Well done everyone,

Jared

ESL Adoption Plan Form

1. Introduction and Contact Information

Introduction

As described in guidance memorandum Equitable Placement (AB 705) English as a Second Language (ESL) Adoption Plan Submission, ESS 21-200-004 released February 3, 2021, (link below), all California Community Colleges are to complete an Equitable Placement (AB 705) ESL Adoption Plan using this form by July 1, 2021. Per Title 5, §55522.5(b)(4), districts shall provide an adoption plan on a form prescribed by the Chancellor, explaining the placement method, the evidence to be collected, and why the district believes it will be effective. Reference the Equitable Placement (AB 705) ESL Adoption Plan Implementation Guide and Glossary of Terms to help direct your planning and completion of this adoption plan (links below):

ESS 21-200-004 Equitable Placement (AB 705) English as a Second Language Adoption Plan Submission Memorandum

Glossary of Terms

ESL Adoption Plan Guide

The form contains a "Save and Continue" phrase located at the top right portion of each page. In order to save information on a specific page you must advance to the next page and click the "Save and Continue" phrase. Follow the instructions on the screen.

1. Contact Information

District

Sequoias Community College District

College

College of the Sequoias

2. Adoption Plan Development Process

2. Provide details on the development of the adoption plan. Explain how the development process was organized and communicated to the campus. Which parties were involved in the development and writing of this form? What was the approval process? During the development and approval process, how was feedback gathered?

The District AB 705 task force consists of faculty, deans, VPSS, VPAS, technology, articulation officer, counselors among others. The task force has met for two years since the implementation of AB 705. The task force provided feedback and input on this form.

3. If you have additional information regarding your adoption plan development process in a separate file please upload it here.

3. Localized Placement Method for ESL Students

4. Are students with a U.S. high school diploma, or the equivalent, placed using the default placement rules (see glossary of terms)?

Yes

5. If not, which placement methods are used to place students with a U.S. high school diploma or the equivalent? Select all that apply.

6. Please describe the placement process used to place students with a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

7. How will these placement methods be retroactively applied to current students with a U.S. high school diploma or the equivalent?

8. Which placement methods are used to place students who do not have a U.S. high school diploma? Select all that apply.

Guided placement
Self-placement
Self-reported high school data

9. Please describe the placement process used to place students without a U.S. high school diploma or the equivalent (i.e. provide detail on how the methods checked above are used within the placement process).

Students contact the college directly through the Language Center for ESL classes or through general enrollment procedures and if no US high school diploma and speaks a language other than English, are referred to the Language Center. Once referred
Students follow the placement procedures below:
1. Student is given a writing prompt and allowed 30 minutes to respond in writing to the prompt.
2. After writing their response, students are shown examples of writing responses and asked to identify which example is most like theirs. That writing sample represents entry-level writing for a particular level.
3. Students respond to "I can" statements that represent ability with a variety of language skills associated with the different levels of ESL.
4. After completing these two tasks, the student is informed of the levels their work corresponds to and the students is asked if they would like to be placed at that level.
5. At the beginning of the semester, the instructor gives a diagnostic assessment and confirms placement/recommends other appropriate options.

10. How will these placement methods be retroactively applied to current students without a U.S. high school diploma or the equivalent?

Students who are continuing a sequence begun before the new self-placement process will be offered to participate in the self-placement process, particularly if they are repeating the same class and not passing or show accelerated progress.

11. Does your college use different placement methods for different types of students?
If so, please list and describe the different types of students for whom different placement methods are used. Also, describe and provide the rationale and evidence to support this decision.

No - all students use the same process.

12. How do these methods of placement of ESL students maximize the likelihood that ESL students with a goal of transfer to a four-year institution or an associate degree will enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal? Provide evidence to support this.

The Guided Self Placement model for ESL students provides autonomy allowing students to accelerate in our Credit ESL Pathway.
The Credit ESL Sequence offers a CSU and UC transferable ESL course (ESL 090) that shortens the amount of time for Credit ESL students to complete their degree-seeking goals or transfer to a four-year institution.
The Credit ESL Pathway aligns with transfer-level English allowing students to complete this goal within the three-year timeframe.

13. For students who are placed in transfer-level English Composition or an ESL course equivalent, what types of support are provided? Select all that apply.

Course & linked credit co-requisite support
Embedded support (i.e. tutor, counselor, study skills training, time management)
Specialized tutoring assistance (tutorial center and faculty customized support)

4. Disproportionate Impact

14. Does your college examine disproportionate impact in student outcomes among ESL students?

Yes

15. If so, based on what characteristics does your college examine disproportionate impact among ESL students (e.g., ethnicity, language, dialect, linguistic community, or others locally determined)? How are disproportionately impacted ESL students identified?

Disporportionate impact can be examined in the program review dashboard for intersectionality between the following: race/ethnicity, gender, enrollment status, unit load, disability, athletes, Pell, and foster youth. We anticipate expanding these groups in summer 2021.

16. Which groups of students show disproportionate impact among your college's ESL population? How was this determined?

Currently the District has not formally identified disporportionate impact among ESL students, but will begin to assess in the coming year.

17. How have your ESL placement methods been designed and/or revised to minimize disproportionate impact to the students identified above (i.e. eliminate cultural or linguistic biases)? What evidence was used to establish this method?

The District has modeled after colleges that are using Guided Self-Placement. We have created assessment tools that are based on student writing samples and which align with the ESL sequence. Students have autonomy to choose what they think is their appropriate level and to change levels as appropriate.

5. Validation

18. Please verify the following data is being collected in order to validate ESL implementation practices. (Select all that apply)

Each of the above, disaggregated by race and ethnicity

6. Assessment

19. Is your college using an assessment instrument to place ESL students?

No

20. If yes, which instrument(s) are being used and with what cut scores?

	Name of Assessment Instrument	Assessment Cut Scores
Assessment Instrument #1		
Assessment Instrument #2		
Assessment Instrument #3		
Assessment Instrument #4		

Comments:

21. Is your college using a writing assessment to place ESL students?

Yes

22. If yes, please upload a copy of the writing assessment(s) (i.e. the prompts or questions, not student samples).

ESL_Writing_Prompt_HERO.pdf

23. Certify your college is abiding by the provisions of title 5 §55522.5 (e) by checking below:

Yes, we are abiding by these provisions.

24. How have these provisions influenced your placement processes?

No longer doing a formal assessment or testing of ESL students. Students now do guided self-placement. No longer offering pre-transfer English or math.

25. Certify your college is abiding by the provisions of title 5 §55522.5 (f) by checking below:

Yes, we are abiding by provisions 1 and 2, and will respond to the forthcoming AB 1805 data template from the Chancellor's Office to comply with provisions 3 and 4.

26. How have these provisions influenced your placement processes?

Created a video to guide students through their options in math, English and ESL. Followed default placement rules established by the Chancellor's Office. Created an AB 705 taskforce to examine and implement AB 705. No longer using placement exams in English, math or ESL.

7. Communications

27. What methods of communication are being used to inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college? Select all that apply.

Webpage
Catalog
Email

28. Provide uploads of those communication artifacts.

29. If applicable, provide links to those communication artifacts.

Link to artifact #1 : https://catalog.cos.edu/placement-procedures/#eslplacementtext
Link to artifact #2 : https://catalog.cos.edu/placement-procedures/#overviewtext
Link to artifact #3 : https://catalog.cos.edu/placement-procedures/#englishplacementtext

8. Certification Page

30. Please provide the name, title, email address, and contact telephone number for the district President/Superintendent/Chancellor or their designee in the space below.

First Name

Brent

Last Name

Calvin

Title

Superintendent/President

Email Address

brentc@cos.edu

Phone Number

5597303745

President/Superintendent/Chancellor Signature via Adobe Sign

Adobe Sign Date for President/Superintendent/Chancellor

31. Please provide the name, title, email address, and contact telephone number for the college's representative or their designee in the space below.

First Name

Jennifer

Last Name

Vega La Serna

Title

Vice President, Academic Services

Email Address

jenniferl@cos.edu

Phone Number

5597303823

College Representative Signature via Adobe Sign

Adobe Sign Date for College Representative

32. Please provide the name, title, email address, and contact telephone number for the college's Academic Senate President or their designee in the space below.

First Name

Greg

Last Name

Turner

Title

Academic Senate President

Email Address

gregt@cos.edu

Phone Number

5597303909

AS President Signature via Adobe Sign

Adobe Sign Date for AS President

9. Thank You!

Thank you for taking our survey. Your response is very important to us.

AB 1805 Data Submission Form

1. Instructions

1. Contact Information

District

Sequoias Community College District

College

College of the Sequoias

2. College CEO Contact Information

CEO First Name

Brent

CEO Last Name

Calvin

CEO Telephone Number

(559)730-3745

CEO Email

brentc@cos.edu

3. Academic Senate Contact Information

AS President First Name

Greg

AS President Last Name

Turner

AS President Telephone Number

AS President Email

gregt@cos.edu

4. College Representative Completing the Form Contact Information

Rep. First Name

Jessica

Rep. Last Name

Morrison

Rep. Title

VP, Student Services

Rep. Tel. #

(559)730-3755

Rep. Email

jessicamo@cos.edu

5. Certify your college is informing students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework, and of the multiple measures placement policies developed by the community college by checking below:

Yes, we are abiding by these provisions.

If you answered No above, please explain why. Also explain the college's plans to comply with this provision.

6. Certify your college is "informing students" in language that is easily understandable, and shall be prominently featured in the community college catalog, orientation materials, information relating to student assessment on the community college's Internet Web site, and any written communication by a college counselor to a student about the student's course placement options" by checking below:

Yes, we are abiding by these provisions.

If you answered No above, please explain why. Also explain the college's plan to comply with this provision.

7. Provide uploads of or links to these communication artifacts:

Community College Catalog : https://catalog.cos.edu/placement-procedures/
Orientation materials : https://www.cos.edu/en-us/student-support/online-orientation
Community college's Internet Website : https://www.cos.edu/en-us/admissions/placement-procedures
Any written communication by a college counselor to a student about the student's course placement options : Embedded into the CCCApply application is a self-reported questionnaire that will place all students, including ESL students into transfer level English and Math with or without support. Please see the attached education plan for a student who met with a counselor, who was placed into transfer level math and English, but choose to take our highest level of ESL first.

8. If you did not provide a link to the following communication artifacts in the question above you may upload them here.

Community college catalog
Orientation materials
Any written communication by a college counselor to a student about the student's course placement options

ESL_Student_Education_Plan.pdf

9. Data Template Submission:
Please attach your completed AB 1805 data template here. Please ensure your college has completed all of the applicable tabs following the instructions closely.

AB1805_Reporting_Template_Final_Sequoias.xlsx

10. Data or Results Explanation or Comment:
If there is any important context you would like to share with the Chancellor's Office about your college's data results please do so here.

• All first-time credit students are in the assessment cohort. But there are hundreds of first-time students who already completed their English (sometimes math) requirement while k-12 status. As a result, there's a gap. Either the assessment table N is overstated, or the enrollment table N is understated.

GETTING THERE II:

A Statewide Progress Report on Implementation of AB 705

Are California Community Colleges maximizing student completion of transfer-level math and English?

The Campaign for College Opportunity — ONE MISSION: Making College Dreams a Reality — 15 Years

CALIFORNIA ACCELERATION PROJECT

December 2019

EXECUTIVE SUMMARY

A new law, Assembly Bill 705 (Irwin), is driving dramatic changes to how the California Community Colleges place students into English and math courses. In fall 2019, AB 705 began requiring the colleges to use students' high school grades as the primary means of placement; restricting colleges from denying students access to transferable college-level courses; and giving students the right to begin in courses where they have the best chance of completing the English and math requirements for a bachelor's degree.

This report—a collaboration between the Campaign for College Opportunity and the California Acceleration Project—analyzes early AB 705 implementation efforts across California's community college system. It is a follow-up to the regional analysis of 47 colleges in the Central Valley, the Inland Empire, and greater Los Angeles that was published in September 2019.[1] Here, we examine fall course schedules and websites from 114 of the state's community colleges to identify bright spots and problems in implementation, with particular focus on the extent to which college course offerings are aligned with the AB 705 standard of "maximizing" student completion of transfer-level English and math courses.

We find that AB 705 has catalyzed substantial changes across community colleges.

Consistent with the initial regional analysis, we find that colleges have approximately doubled the proportion of transfer-level classes they offer. Across California, transfer-level classes **increased from 48 percent to 87 percent** of introductory English sections in the fall course schedules, and transfer-level classes **increased from 36 percent to 68 percent** of introductory math sections.

There also has been dramatic growth in the number of colleges offering corequisite remediation—that is, curricular models in which students receive additional support while enrolled in transferable college-level classes. Across the state, the number of colleges offering these models increased from 28 to 99 in English composition, from 13 to 91 in statistics, and from two to 84 in courses for students in math-intensive business, science, technology, engineering, and math programs (B-STEM).

Most colleges are allowing all students to enroll directly in transferable college-level courses, in compliance with the law, although we do find some exceptions.

Despite this progress, we identify several areas of weak implementation that will need further attention from the colleges, the California Community Colleges Chancellor's Office (Chancellor's Office), and possibly the State Legislature.

At many colleges, remedial courses continue to constitute a large proportion of course offerings, especially in math. Only 13 out of the 114 colleges meet the strong implementation benchmark for offering fewer than 10 percent pre-transfer courses in math. At 49 of the 114 colleges, below-transfer math sections continue to constitute over 30 percent of introductory sections in the course schedules.

Colleges are not providing enough sections of transfer-level statistics and quantitative reasoning, which is the math most students need for their degrees. **Instead, course schedules are weighted toward pre-transfer and transfer-level classes for students in math-intensive business and STEM programs. These sections represent 53 percent of the introductory math offerings across the state.**

In a close analysis of the websites of 11 weak implementer colleges—that is, colleges with a substantial share of remedial courses in their schedules—we find that none of the colleges provide data on how enrolling in a below-transfer class would reduce students' likelihood of completing their English and math requirements. Without this data, students are unable to make informed choices and to protect their right to begin in courses where they would have the best chance of completing transfer-level English and math.

With regard to AB 705, the California Community College system is *getting there.* Colleges have made substantial progress in addressing the long-standing problem of low and inequitable completion among students placed into remediation; however, student completion gains will be depressed if problems implementing AB 705 are not addressed. **We are particularly concerned about the equity implications of uneven implementation across the state, as students' zip codes continue to determine their access to colleges that have made powerful reforms.** This is especially problematic when implementation is weak in geographically remote areas, where students can't simply drive to another college down the road.

INTRODUCTION

For years, the California Community Colleges have required more than 75 percent of incoming students to take remedial math and/or English classes based on their performance on standardized tests.[2] Remedial classes at the colleges are intended to help students be more successful there, but they can take up to two years to complete, with students spending time and money repeating material covered in K-12, though not earning units toward a degree. **A decade of research has made clear that, regardless of their original intent, remedial classes make students less likely to complete college.**

Thanks to a new law, Assembly Bill 705 (Irwin), this system is undergoing a much-needed overhaul. AB 705 requires colleges to stop relying upon standardized tests and instead use students' high school grades as the primary means of student placement in English and math, as these grades have been shown to be far more reliable indicators of how students will perform in college.[3] The state law, which went into effect this fall, also restricts colleges from requiring students to enroll in remedial courses that will delay their progress to degree, and it gives students the right to enroll in courses where they have the best chance of completing the English and math requirements for a bachelor's degree. Though not the focus of this report, AB 705 also includes separate requirements for students in English as a Second Language (ESL) programs, with a fall 2020 deadline for implementation.

At colleges that have already made the changes required by AB 705, student completion of transfer-level English and math has increased substantially.[4] A recent study by the Public Policy Institute of California (PPIC) examined outcomes at colleges that broadened access to transfer-level courses ahead of the fall 2019 deadline. They concluded:

> **Our research shows that these colleges saw dramatic gains in student success, with large increases in the number of first-time students completing transfer-level courses in English and math. Gains were experienced by all students, including Latinos and African Americans. Colleges that offered students support courses at the same time they took transfer-level courses, a practice known as corequisite remediation, had especially strong results. This means that thousands of students who in the past would have started college in remedial courses are now bypassing those courses and succeeding in transfer-level courses.**[5]

Despite strong results at individual colleges, realizing the full potential of the law will require faithful implementation across the system's many community colleges.

Getting There examines the changes underway at the 114 community colleges in California. It is a follow-up to the previously published regional analysis of 47 colleges in the Central Valley, the Inland Empire, and Greater Los Angeles. This report analyzes fall 2019 course schedules from each of the state's community colleges to get an early window into how the colleges are responding to the legislation. It also includes findings from an examination of the websites of a subset of colleges to analyze the messages students are receiving about placement when a substantial number of remedial sections remain on the schedule. Data collection occurred between May and October 2019, commencing soon after the fall course schedules were made public.

Key questions:

- What changes have colleges made to their English and math course schedules since AB 705 was signed in fall 2017? Are colleges now offering primarily transferable, college-level courses, or are they continuing to offer traditional remedial classes?
- How are colleges communicating with students about placement policies and about their right to enroll in transfer-level courses?

While additional research will be needed to examine student enrollment patterns and outcomes from fall 2019, this report sheds light on implementation trends for use in ongoing advocacy and improvement efforts.

ENSURING THAT ALL STUDENTS HAVE THE BEST CHANCE AT COMPLETION

In the past, the California Community Colleges had wide discretion to determine which students could enroll directly in transferable college-level courses and which had to begin in remedial prerequisites. In principle, the colleges were required to consider multiple measures to assess student readiness; in practice, however, most relied almost exclusively on standardized placement tests, known to be poor predictors of academic performance, and the colleges could set whatever "readiness" bar they wanted and exclude students from transferable courses if they were below this line.

Under this system, more than 75 percent of students were denied access to transferable English and/or math classes, and there were widespread racial inequities. Black and Latinx students were much more likely to be excluded from transferable English and math and required to take multiple levels of remedial classes more frequently than White students. A 2010 study showed that more than half of the Black and Latinx students classified as "unprepared" in math began in the lowest levels of the sequence, taking three or more remedial classes before they could enroll in a transferable gateway course.[6] Fewer than six percent of students starting at these levels would go on to complete a transferable math course in three years.[7]

AB 705 sets new statewide parameters for placing students into English and math coursework. First, it gives students the right to enroll in transfer-level courses, unless colleges can demonstrate that their students are "highly unlikely" to succeed there, shifting the burden from students proving they are "ready" to colleges proving they are not.

The second parameter represents an even greater paradigm shift. According to the law, "A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year time frame." Initially, some interpreted this to mean that colleges could still require remedial courses, as long as students could complete transfer-level requirements within a year. But the Chancellor's Office clarified that **community colleges must examine either local or statewide data on students' high school grades and place students into courses that give them the best chance of completing a transfer-level course within a year.**[8]

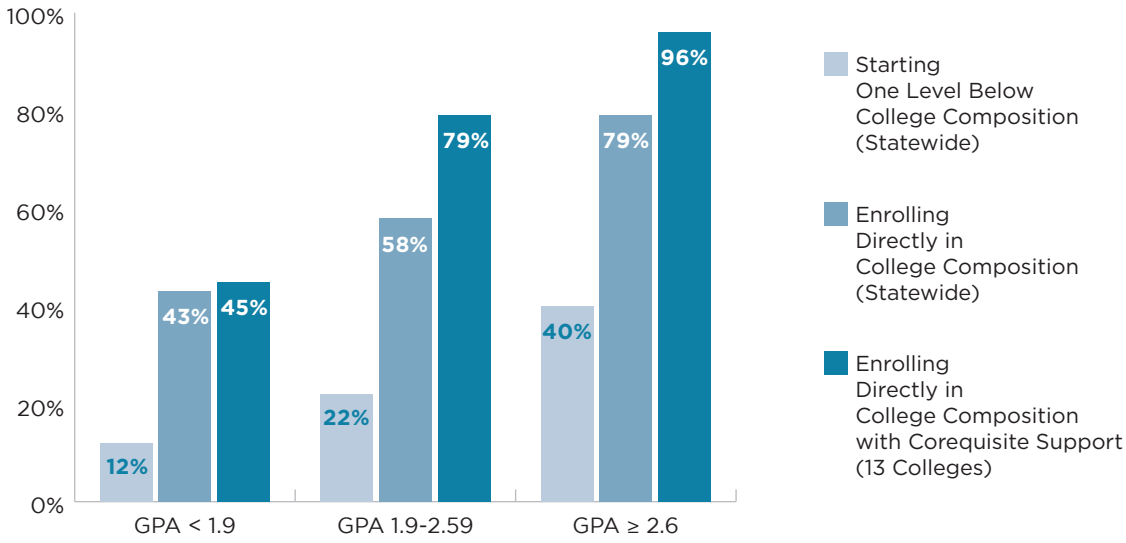
To provide guidance to the system's 115 community colleges (114 colleges and one online college), the Chancellor's Office enlisted researchers from the Multiple Measures Assessment Project (MMAP) to analyze a statewide dataset of high school and community college transcripts against the AB 705 standard of maximizing student completion. The analyses included controls for differences, such as higher placement test scores and high school grades, between students enrolling in transfer-level and pre-transfer courses. Students enrolling in separate curricula for English language learners were not part of the analysis.[9]

The statewide MMAP research established that all students are two to three times more likely to complete transfer-level English and math courses when they begin directly in a transferable, college-level course than in a stand-alone remedial course one level below transfer level. For example, students with a high school GPA between 1.9 and 2.59 have a 58 percent likelihood of success if they enroll directly in college composition, but only a 22 percent likelihood of completing that course in a year if they take a remedial class first. Maximizing student completion, therefore, requires these students to begin in transfer-level English composition.

These findings held true for all racial/ethnic groups, students with disabilities, low-income students, and non-native English speakers who attended high school in the United States. Even students with GPAs below 1.9—the lowest 10 percent of the statewide dataset—are still over three times more likely to complete college English in a year if they enroll in it directly than if they begin in a remedial course (43 percent vs. 12 percent). Further, when students enroll directly in a transfer-level course with additional concurrent support ("corequisite remediation"), they are even more likely to complete it than if they begin in a remedial class one level below the transferable course.

Figure 1. Completion of Transferable English Composition

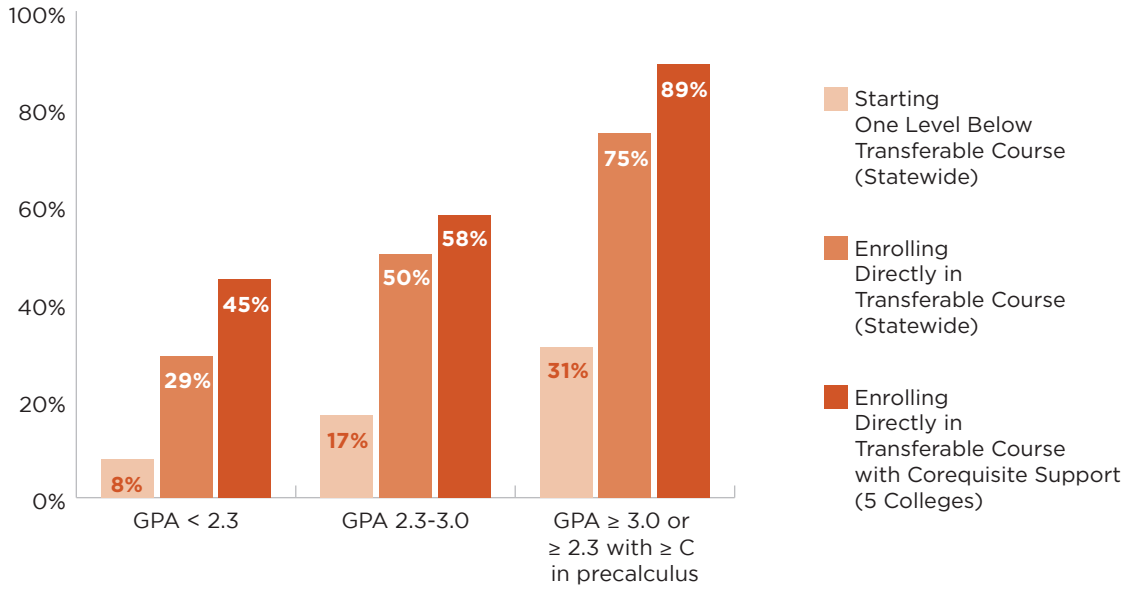
Students with a low GPA are three and a half times more likely to complete transfer-level English when they are placed directly into transfer-level coursework (12% vs. 43%).



Source: Analysis by the Multiple Measures Assessment Project, Statewide Data from 2007-2014, Corequisite Data from F2016-2018 (N=4332).

Figure 2. Completion of Transferable Statistics

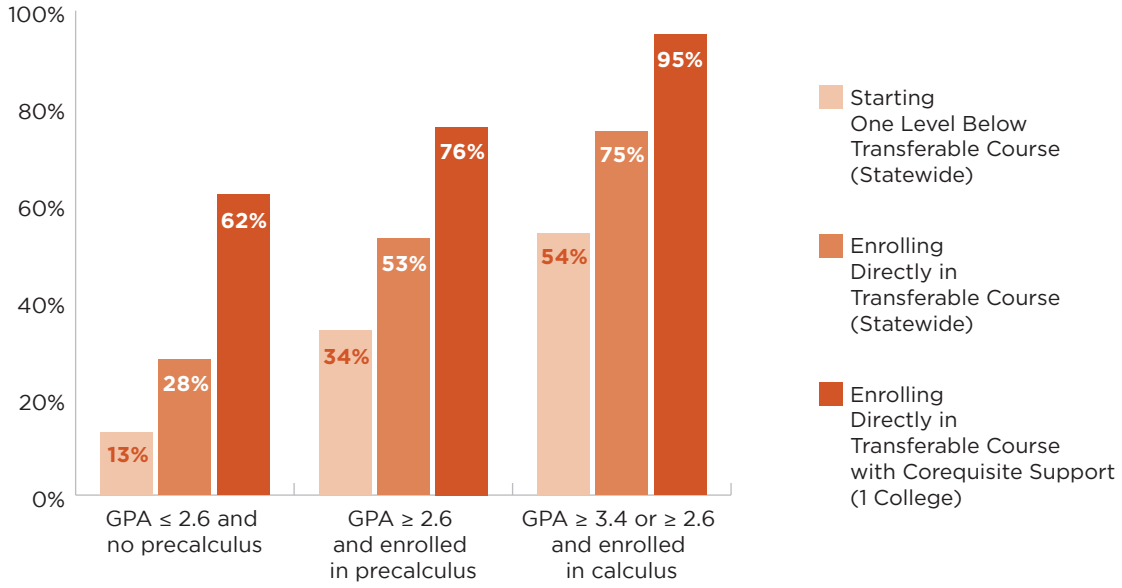
Students with low GPAs who are placed directly into transfer-level courses are three times more likely to complete transfer-level statistics than their peers who are placed one level below transfer level (29% vs. 8%), and students receiving corequisite support in a transfer-level course are five times more likely to complete transferable statistics than their peers placed one level below transfer level (45% vs. 8%).



Source: Analysis by the Multiple Measures Assessment Project, Statewide Data from 2007-2014, Corequisite Data from F2016-F2018 (N-1,888).

Figure 3. Completion of Transferable STEM Math

When enrolling directly in transfer-level courses with corequisite support, almost two-thirds (62%) of students with low GPAs and no prior precalculus courses complete transferable STEM math. When enrolling one level below transfer level, just one eighth (13%) complete transferable STEM math.



Source: Analysis by the Multiple Measures Assessment Project, Statewide Data from 2007-2014, Corequisite Data from Pre-Calc & Business Calc F2016-F2018 (N=241).

Based on this research, the Chancellor's Office developed a set of default rules for placing students into English and math courses. The rules state that all students should be placed directly into transfer-level English and math. Further, they encourage colleges to provide additional concurrent/corequisite support for students with lower high school grades (e.g., a GPA below 2.6 for English). If colleges do not want to use these statewide rules, they can examine local data and develop their own placement rules, and the MMAP team has provided resources to help colleges conduct local analyses.[10] However, the colleges must still honor the right of students to enroll in transfer-level courses, and their local placement rules must meet the AB 705 criterion for maximizing students' chances of completing transfer-level coursework.

DATA AND METHODS

For each of the 114 colleges in this study, we identified introductory-level courses ("transfer-level courses") that students take to complete their general education requirements in English composition and math/quantitative reasoning in order to transfer to a four-year institution. Completion of these early gatekeeper requirements in a student's first academic year in college has been associated with substantially higher rates of degree completion.[11] Most students have typically been required to take one or more remedial prerequisites before enrolling in these transfer-level courses.[12]

To understand colleges' responses to AB 705, we sought to understand which courses colleges were providing to incoming students and, specifically, the proportion of transferable and non-transferable sections being offered. For each college, we counted the number of sections of introductory transfer-level courses in the schedule, as well as the number of sections of non-transferable remedial courses. The counts were then used to calculate the percentage of introductory sections being offered at the transfer level. For example, a college with 80 sections of freshman composition and 20 sections of remedial reading and writing is described as having 80 percent transfer-level offerings in English.

In English, introductory transfer-level courses included the first semester of college composition, as well as ESL courses that meet the composition requirement. We included both traditional transfer-level sections and sections with additional concurrent support (corequisite/enhanced models). We did not include the second semester of freshman composition or English courses not related to the composition requirement (e.g., literature or creative writing). At the remedial level, we counted reading and writing courses below the level of freshman composition, including both credit and non-credit models offered within English, reading, and other related departments (e.g., basic skills departments). In the remedial counts, we did not include courses in ESL, corequisite courses attached to transfer-level sections, or support courses offered in tutoring and learning centers.

In math, introductory level courses included transferable courses for students in math-intensive business and STEM majors—college algebra, precalculus, trigonometry, applied calculus, and finite math. Again, we counted both standard sections and sections with additional concurrent support (corequisite/enhanced models). For students in non-math-intensive majors, transferable courses included math for elementary educators, liberal arts math, and statistics offered in the math department and in other disciplines (e.g., psychology, economics, business). Below-transfer courses include the traditional sequence of stand-alone remedial courses (from arithmetic to intermediate algebra), pre-statistics, the first semester of the Statway statistics program, and specialized math courses for students in career and technical programs. Both credit and noncredit classes were included. Most courses were offered in the math department, but we also counted sections in other related areas, such as separate basic skills departments. The remedial counts did not include corequisite courses attached to transfer-level sections or support courses offered in tutoring and learning centers. We also analyzed the proportion of introductory courses being offered in math-intensive business and STEM areas. For this, we counted the transferable courses listed above for students in math-intensive majors, along with courses in the traditional pre-transfer algebra sequence. Pre-transfer statistics and specialized career and technical education courses were not included in STEM counts.

We counted sections, not seats or course enrollments. This is worth noting for colleges offering a particular model of computerized instruction in pre-transfer-level math. In a few cases, we noted that colleges had scheduled multiple sections of different courses at the same time, in the same room, and with the same instructor. For example, 30 students in a single classroom might be working side by side on a self-paced review of different levels of math, with some of them enrolled in a section focused on arithmetic, others enrolled in pre-algebra, and others in elementary algebra. In our early analysis, we tried collapsing these overlapping sections in our counts, but this did not substantially change the findings. The colleges offering these models were in the weak implementer category, regardless of how the sections were treated, with fewer than 70 percent of introductory course offerings at the transfer level. Ultimately, for consistency in data collection, we treated these few colleges the same as all the others and counted each section offered.

Data collection occurred between May and October 2019. Findings, therefore, may not reflect some class cancellations and additions to the schedule. While these changes may have shifted course offerings at colleges analyzed earlier in the process, the published schedule provides a good window into how colleges were preparing for their first term of AB 705 implementation.

For a pre-AB 705 comparison, we collected the above data from the colleges' fall 2017 course schedules whenever they were available online or by request. Fall 2017 data were collected from 108 of the 114 colleges in math and 110 of the 114 colleges in English. Several of the colleges with missing data were small institutions, and we do not expect they would have substantially influenced the overall findings. Throughout the report, all 114 colleges were examined, unless an explicit comparison was being made between 2017 and 2019. In these cases, colleges were included only if both years' schedules were available, unless otherwise noted.

STRONG IMPLEMENTATION OF AB 705

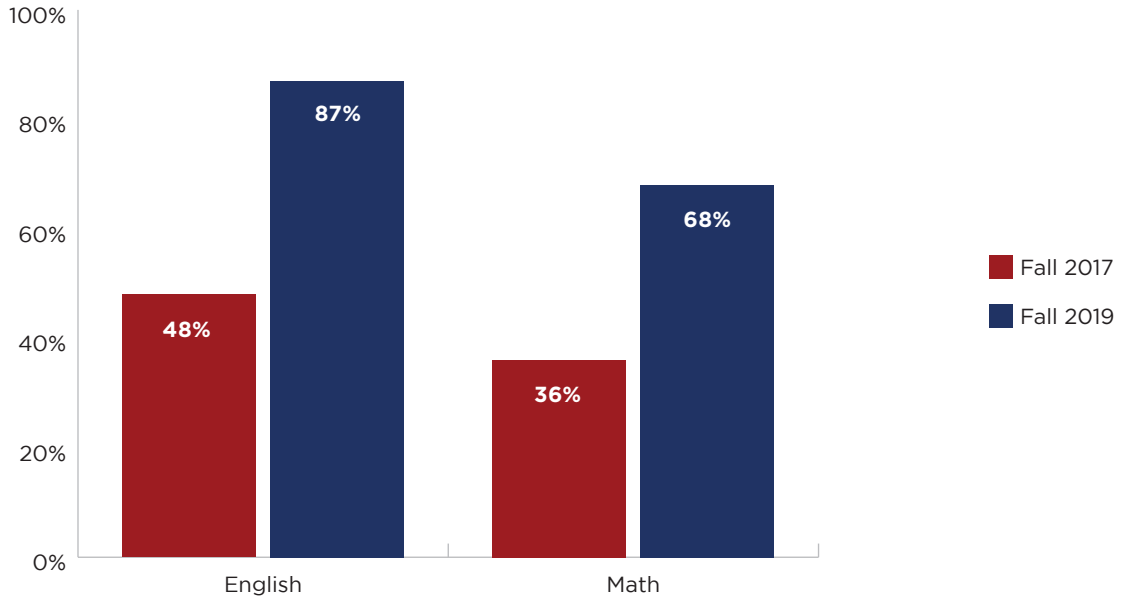
Since research has not been able to identify students for whom taking a below-transfer class produces higher completion, the surest way to maximize student completion is to eliminate these classes and offer 100 percent transfer-level courses, with corequisite remediation for students needing additional support. For this report, colleges are classified as strong implementers if they offer at least 90 percent of their introductory English and math offerings at the transfer level, with fewer than 10 percent at the pre-transfer level (not including ESL courses). This more conservative benchmark allows for atypical circumstances under which colleges might provide a below-transfer course within AB 705 criteria, such as for students in career and technical associate's degree programs with specialized math requirements that cannot be met with a transfer-level course. It also leaves room for limited offerings of intermediate algebra for students who did not complete Algebra 2 in high school, but who want to pursue a math-intensive major. This group is estimated to represent roughly five percent of all California community college students taking math.[13] Colleges were classified as mid-range implementers if 70 to 89 percent of their introductory offerings were at the transfer level and weak implementers if fewer than 70 percent of their introductory courses were transfer level.

OVERALL PROGRESS

AB 705 has produced substantial changes in course offerings across the California Community Colleges system. In 2017, the majority of introductory-level course sections in English and math were non-transferable, remedial courses. As Figure 4 shows, in 2019, the proportion of transfer-level course sections has nearly doubled in both disciplines. Course offerings in English are close to the 90 percent benchmark for strong implementation, with 87 percent of introductory English sections at the transfer level. Implementation in math is less strong, but it is still a substantial improvement over pre-AB 705 data, with transfer-level sections increasing from 36 to 68 percent of introductory-level offerings.

Figure 4. Percentage of Introductory Sections that are Transfer Level

Transfer-level sections have doubled as a percentage of introductory course offerings since the Fall of 2017.



Source: Individual College Course Schedules, Statewide Average.

STRONG IMPLEMENTERS IN ENGLISH AND MATH

Across the California Community Colleges, only 10 of the 114 colleges are strong implementers in both English and math, with 90 to 100 percent of introductory sections at the transfer level and fewer than 10 percent in below-transfer remedial courses.

Table 1. Strong Implementers in English and Math

Transfer-level sections account for at least 90 percent of the introductory course offerings at 10 of the California Community Colleges.

College	% Transfer-Level Math	% Transfer-Level English
Berkeley City College	92%	100%
Citrus College	90%	97%
Golden West College	91%	100%
Pasadena City College	100%	100%
Porterville College	100%	100%
Reedley College	98%	98%
Santa Barbara City College	91%	97%
College of the Sequoias	93%	100%
Victor Valley College	91%	95%
West Hills College Lemoore	96%	100%

Source: Individual College Course Schedules.

STRONG IMPLEMENTERS IN MATH

At an additional three colleges, 90 to 100 percent of introductory sections are at the transfer level in math, but not in English.

Table 2. Strong Implementers in Math Only

At three colleges, transfer-level sections account for at least 90 percent of introductory course offerings in math but not in English.

College	% Transfer-Level Math
Merritt College	96%
Orange Coast College	91%
Lassen Community College	91%

Source: Individual College Course Schedules.

STRONG IMPLEMENTERS IN ENGLISH

At an additional 44 colleges, 90 to 100 percent of introductory sections are at the transfer level in English, but not in math.

Table 3. Strong Implementers in English Only

At 44 colleges, transfer-level sections account for at least 90 percent of introductory course offerings in English but not in math.

College	% Transfer-Level English
College of the Canyons	100%
Clovis Community College	100%
College of San Mateo	100%
College of the Siskiyous	100%
Columbia College	100%
Contra Costa College	100%
Cuyamaca College	100%
Los Angeles Valley College	100%
Skyline College	100%
West Hills College Coalinga	100%
Butte College	99%
Irvine Valley College	99%
Sierra College	99%
Santa Ana College	98%
Solano Community College	98%
Bakersfield College	97%
Diablo Valley College	97%
Fullerton College	97%
Santiago Canyon College	97%
Barstow Community College	96%
Mt. San Jacinto College	96%
Yuba College	96%

College	% Transfer-Level English
Alan Hancock College	95%
Foothill College	95%
Merced College	95%
San Francisco City College	95%
San Joaquin Delta College	95%
Consumnes River College	94%
Santa Monica College	94%
American River College	93%
Cañada College	93%
Coastline Community College	93%
El Camino College	93%
Los Angeles Mission College	93%
Las Positas College	93%
Folsom Lake College	92%
Hartnell College	92%
MiraCosta College	92%
Riverside City College	92%
Saddleback College	92%
West Valley College	92%
San Diego Mesa College	91%
Moorpark College	90%
Ventura College	90%

Source: Individual College Course Schedules.

THE DANGER OF MAINTAINING REMEDIAL CLASSES AS AN OPTION

In her book, *The College Fear Factor*, Rebecca Cox notes that, in every community college she has studied across the country, student anxiety has been high, and math and English "evoked by far the biggest anxiety for the vast majority of students."[14]

The prevalence of student anxiety becomes a problem when colleges continue to offer remedial classes as an option, even as the law gives students the right to enroll in transfer-level courses. When students' anxiety is reinforced by faculty, counselors, guided placement instruments, and the course schedule itself, many students will choose to enroll in a remedial class out of fear of failure. In the process, they will unwittingly undermine their own long-term goals.

Colleges have already seen this happen as they broaden access to transfer-level courses. For example, when College of the Canyons first implemented multiple measures placement in 2016, they gave students the choice of enrolling in college statistics or remedial algebra. More than three-quarters of students chose remedial algebra, even if they didn't need it for their majors. The result? Just 13 percent of students who chose a remedial class completed transfer-level math in a year, compared to 66 percent of students who enrolled directly in the transfer-level course.[15]

Keeping remedial courses in the schedule is also likely to exacerbate racial and economic inequities. Historically, students of color have been disproportionately classified as "remedial," and continuing to offer these classes opens the door to implicit bias, as certain students are steered to take them, while other students are perceived as "college material." Another concern is that, because economically privileged students are more likely to be confident in their abilities (warranted or not), the deck will be unfairly stacked against those who self-select into remedial courses.[16] The PPIC recently cited Florida research showing that historically underrepresented groups disproportionately enroll in remedial courses if given the option. Applying this finding to California's implementation of AB 705, the researchers noted, "The prospect of some colleges eliminating developmental education while others offer it on an optional basis raises questions about equity."

Perhaps this is most worrisome at colleges still offering a large proportion of remedial classes, students are not able to protect their AB 705 right to begin in the classes where they have the best chance of completing transferable English and math requirements. As documented later in the report, none of the 11 weak-implementer colleges examined here shared information with students about how choosing a remedial class might negatively impact their likelihood of completion and, therefore, their likelihood of earning a degree and transferring. They failed to inform students, for example, that if their GPA is between 1.9 and 2.6, they have a 58 percent chance of succeeding in college English, if they enroll directly, but only a 22 percent chance of completing the course in a year if they take a remedial course.[17]

Finally, when colleges devote their limited public resources to remedial courses, there often aren't enough seats in transfer-level classes for the students legally entitled to enroll in them. The choice to continue providing substantial numbers of remedial sections will also mean a loss of funding under the new Student-Centered Funding Formula, a California Community Colleges resource allocation model that rewards colleges when students complete transfer-level courses in their first year. Using this metric, more remedial offerings mean lower student completion.

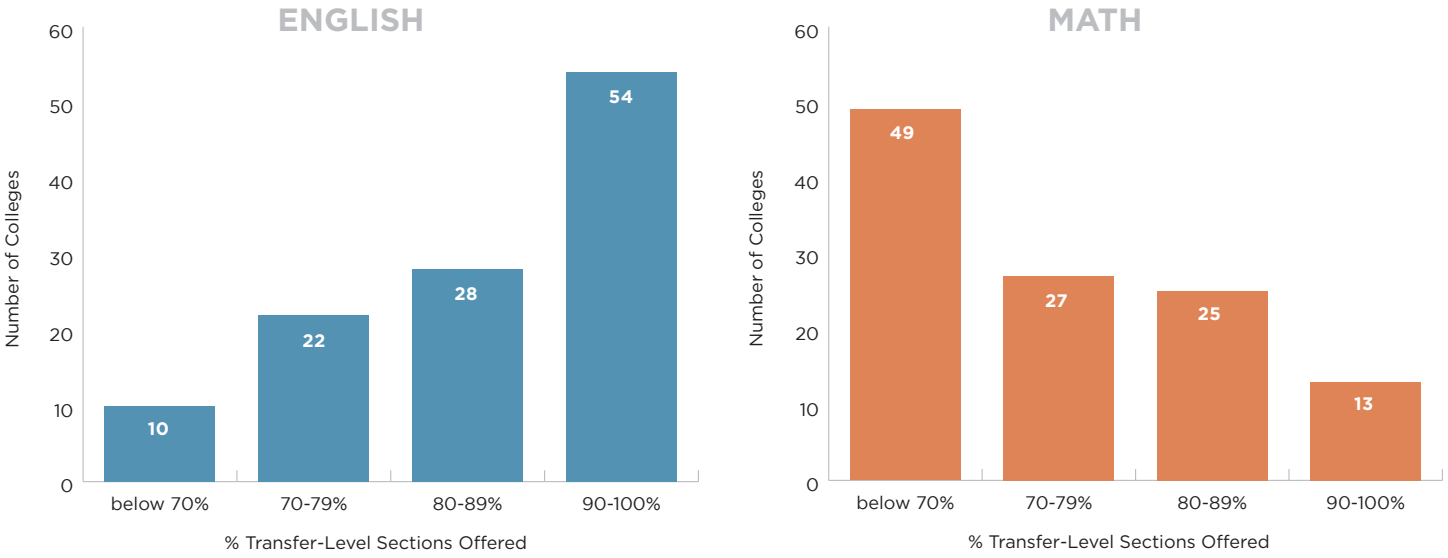
UNEVEN IMPLEMENTATION ACROSS THE STATE

Despite the research showing all students have higher completion of transfer-level English and math when they begin directly in these courses, many colleges continue to offer traditional remedial classes. This is especially true in math. We found only 13 colleges where transfer-level sections account for more than 90 percent of the introductory math course offerings. Nearly half of the state's colleges are weak implementers in math, with fewer than 70 percent of math sections at the transfer level (49 of 114 colleges).

A common interpretation of AB 705 is that, even if colleges can no longer require students to take remedial classes, they can continue to offer them. Compliance is defined as simply allowing students access to transfer-level courses. However, this approach ignores the core standard of AB 705—**that students should begin with the courses that give them the best chance of completing their English and math requirements.**

Figure 5. AB 705 by Strength of Implementation

Implementation is uneven for English and math.



Source: Individual College Course Schedules.

In English, remedial reading courses are a key driver of below-transfer course offerings, constituting the majority of remedial classes in some colleges' schedules.

In math, colleges are continuing to offer a substantial number of remedial algebra courses historically intended to prepare students for math-intensive majors. At most colleges, the number of sections offered far exceeds student need. Under the AB 705 standard of maximizing student completion, most students, including students seeking a terminal associate's degree (one not intended for transfer to a four-year institution), should proceed directly into a transferable statistics or liberal arts math course appropriate for their majors. Students interested in math-intensive STEM majors should enroll directly in a transfer-level math course if they completed Algebra 2 in high school. Only STEM-directed students who have not completed this prerequisite should be considered for intermediate algebra, one level below transferable math. As noted earlier, this group is estimated to represent only five percent of California community college math students. Finally, a small percentage of students should take below-transfer courses if their career and technical education programs have specialized requirements that can't be met with a transfer-level course.

COLLEGES SHOULD NOT OFFER SO MUCH PRE-TRANSFER MATH

With the prevalence of pre-transfer math sections in college schedules, many students are beginning in courses that will not maximize their chances of completing math requirements for degree and transfer. What are alternative ways to address concerns about math-preparedness while ensuring students begin in the class where they have the greatest likelihood of completion?

What We Hear	What We Know	What Campuses Can Do
Student demand: Colleges must continue to offer these classes because students want them, especially returning adults.	**Students are much more capable than recognized by traditional remediation practices. All students, even returning adults, have higher completion when they enroll directly in transfer-level math, especially when offered in corequisite models or with other concurrent support.**	Students often choose courses based on fear, lack of confidence, and concern about not belonging in college, rather than on an accurate assessment of their needs and options. Instead of playing into these fears, strong implementer colleges are steering uncertain students toward corequisite models and other concurrent support. If below-transfer sections remain on the schedule, some colleges have instituted processes to dissuade students from underplacing themselves. At College of the Redwoods, students attempting to enroll in pre-transfer math must sign an informed consent that communicates their belief in their capacity to do transfer-level work, explains their rights under the law, and discusses the impact on their likelihood of completion by choosing a below-transfer course. At Modesto Junior College, students are blocked from enrolling in a course below their placement and must go through an appeal process to clear the block.
Pathway to STEM: We need to preserve below-transfer courses for the students who are interested in math-intensive majors but have not completed Algebra 2 in high school, especially those who attended a school with inequitable access to higher-level math.	**Requiring prospective STEM students to enroll in a pre-transfer course reduces their likelihood of completion because many students are lost to attrition before reaching the transfer-level course.**	Statewide data show that only 5 percent of students taking math are STEM majors who have not successfully completed Algebra 2 or the equivalent. Consistent with this estimate, the 13 colleges listed earlier have trimmed pre-transfer math to fewer than 10 percent of introductory sections for fall 2019. As an alternative to pre-transfer courses, Citrus College and Los Medanos College have corequisite-supported precalculus and/or applied calculus courses that are open to all students, embedding just-in-time algebra review in the context of the transfer-level STEM class. At Citrus, far more students are enrolling in precalculus with corequisite support than anticipated, with long waitlists for the seven sections offered in fall 2019. College personnel anticipate an increase in STEM majors now that students are no longer lost to high rates of attrition in remedial prerequisite sequences.

What We Hear	What We Know	What Campuses Can Do
Students seeking a terminal associate's degree: Colleges need to maintain intermediate algebra for students in associate's degree programs, including career and technical programs and nursing.	**Associate's degree and transfer credit requirements can be met with transfer-level and specialized math courses.**	Many students seeking a terminal associate's degree can complete their requirements using transfer-level courses, which typically have higher success rates than intermediate algebra. For nursing majors, the vast majority of community college and California State University (CSU) nursing programs require transfer-level statistics as an entrance requirement. Some colleges also offer a low-unit contextualized pre-nursing math course to prepare students for the statewide nursing admissions exam. For career technical education (CTE) students, both Citrus and College of the Redwoods offer an open-access transfer-level course in CTE math that earns CSU Area B4 Quantitative Reasoning credit. As an alternative to intermediate algebra for CTE students, some colleges offer specialized, contextualized math courses that meet associate's degree or certificate requirements. These are often taught by CTE faculty.
Math prerequisites for science courses: Colleges need to maintain pre-transfer math for science courses that have a remedial algebra prerequisite.	**Prerequisite requirements can be met with transfer-level courses and corequisite support models.**	Many colleges use "or equivalent" placement or completion of higher-level math courses to clear access to science courses. College of the Redwoods offers a successful 0.5-unit concurrent algebra support course for nursing students taking chemistry.
Opposition from the math department: Colleges must continue to offer pre-transfer courses because math faculty often doubt that students can be successful in higher-level classes, even with concurrent support, and/or they want all students to have a strong grounding in algebra, whether or not it is relevant to their programs of study.	**Regardless of faculty perceptions, under AB 705, colleges must protect students' right to begin in courses where they have the greatest likelihood of completing transfer-level requirements.**	Bakersfield College and San Joaquin Delta College offer a large number of statistics sections in departments other than math (e.g., psychology, business). At schools like Cuyamaca College and in the Riverside Community College District, administrators have provided institutional and/or grant funding for professional development to support faculty so they can implement corequisite remediation, teach new courses, strengthen their pedagogy, replace a deficit view of students with a capacity orientation, and/or adopt a growth mindset toward learning and improvement.

THE CENTRAL VALLEY IS LEADING THE WAY

The Central Valley has some of the strongest AB 705 implementation in the state. **Across the region's 14 community colleges, 93 percent of introductory English sections and 79 percent of introductory math sections are at the transfer level.**

How did the Central Valley mobilize such strong implementation of AB 705?

In 2016, under the leadership of Merced College President Emeritus Benjamin Duran, the Central Valley Higher Education Consortium (CVHEC) began a concerted effort to remove the barriers to college completion in the region. Its ambition was reflected in the regional summit "All means All in the Central Valley—Clearing the Road to the Finish Line."

The region's college and university presidents and chancellors, who comprise the CVHEC board, came to understand that transforming placement and remediation was critical to their larger effort. They set goals for implementing corequisite models and enlisted partners like Complete College America, the Charles A. Dana Center, and the California Acceleration Project to lead summits and workshops for Central Valley faculty and administrators. By the time AB 705 came along, the region was primed for action.

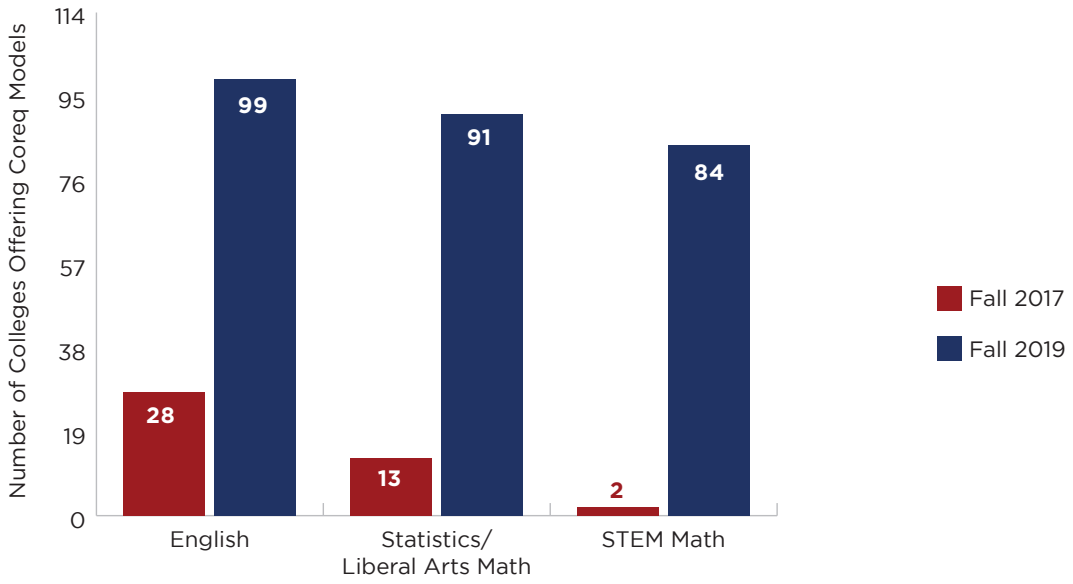
"More and more colleges in the Central Valley are realizing the importance of AB 705," says Duran. "They're recognizing that, because of these changes, children of doctors and children of farmworkers could all have the same shot at succeeding at a community college or CSU."

LARGE INCREASE IN THE USE OF COREQUISITE REMEDIATION

As an alternative to traditional remedial classes, AB 705 steers colleges to provide concurrent support while students are enrolled in transfer-level classes—an approach known nationally as corequisite remediation.[18] For example, instead of enrolling in remedial math, students entering community college with lower high school grades might take college statistics or precalculus with two additional units attached. This would provide these students with more class time to review the foundational math concepts and skills needed at the higher level.

Figure 6. Colleges Offering Corequisite Remediation at the Transfer Level

The number of colleges offering corequisite remediation has grown considerably since fall 2017, but nearly a quarter of colleges still do not offer corequisite models in STEM.



Source: Individual College Course Schedules. Fall 2019 data includes all 114 colleges. Fall 2017 data includes 108 colleges in math and 110 in English.

Corequisite remediation enables students to enroll in the classes that give them the best chance of completing transferable English and math, while also receiving support to be successful in them. At colleges not offering corequisite support, or offering only limited sections, traditional remedial classes remain the primary option for students who are nervous about meeting the demands of a transfer-level course. This option, however, carries the hidden consequence of reducing their likelihood of completion.

While the growth of corequisite models is encouraging, uneven implementation remains a concern, and some colleges offer only a few sections of these models. In English, 32 colleges have more sections of pre-transfer-level courses than transfer-level courses with corequisite support. In math, 79 colleges have more sections of pre-transfer-level courses than of transfer-level courses with corequisite support. This means that in math, at more than two out of every three colleges in the state, there are more sections of non-transferable remedial courses than there are of transfer-level courses with additional concurrent support.

COREQUISITE/CONCURRENT SUPPORT MODELS

While traditional remediation delays students' educational progress by requiring them to take classes that don't count toward a bachelor's degree, corequisite remediation enables students to enroll directly in a transferable, college-level gateway course and to receive additional support to be successful there. In corequisite models, the level of rigor is unchanged—students must meet the same learning outcomes as in a traditional college-level class, but they have more time and support in class to reach those outcomes.

The California Community Colleges have a lot of flexibility in how they design corequisite/concurrent support (e.g., lecture/lab units, credit/noncredit options, required/recommended support); however, AB 705 guides colleges to "minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options."

Several common models are described below.

Linked Corequisite Courses

Students enroll in two linked classes—a standard transfer-level course and a support course designed to help them with the transfer-level assignments. Both classes are typically taught by the same teacher. At some colleges, students are required to enroll in the extra support course based on their high school grades; at other colleges, students can choose whether to enroll in the standard or extra-support model. In California, one of the first colleges to implement this model for English was San Diego Mesa College, where the three-unit English composition course is linked to a two-unit support course.[19] Cuyamaca College was one of the first to implement this model in math, with two-unit corequisites linked to designated sections of statistics, business calculus, and precalculus.[20]

Enhanced Courses

In this model, students do not register for two linked courses; instead, they receive additional support by enrolling in a higher-unit version (providing additional instructional time) of the transfer-level course. At some colleges, students are required to enroll in an enhanced course based on their high school grades; at other colleges, students can choose whether to enroll in the standard or enhanced model. By streamlining registration, this enhanced model solves some of the technical challenges that colleges have faced with linked corequisite classes, but when units are added to a transferable course, colleges must rearticulate the course with four-year universities. Skyline College was one of the first community colleges in California to offer an enhanced version of college composition, with students taking either a standard three-unit class or a five-unit enhanced version. Reedley College offers an enhanced model of statistics.[21]

Accelerated Learning Program (ALP) Models

Also called a commingled model, this is a specific type of linked corequisite model in which the transfer-level course includes a mix of students—those who are taking the regular class without support and those who enroll in the linked support class. The corequisite support class is typically taught by the same instructor immediately before or after the main class, and class size is often small. Based on the ALP program at the Community College of Baltimore County, this model was first implemented in California by English department faculty at Sacramento City College and MiraCosta College.[22]

Other Concurrent Support

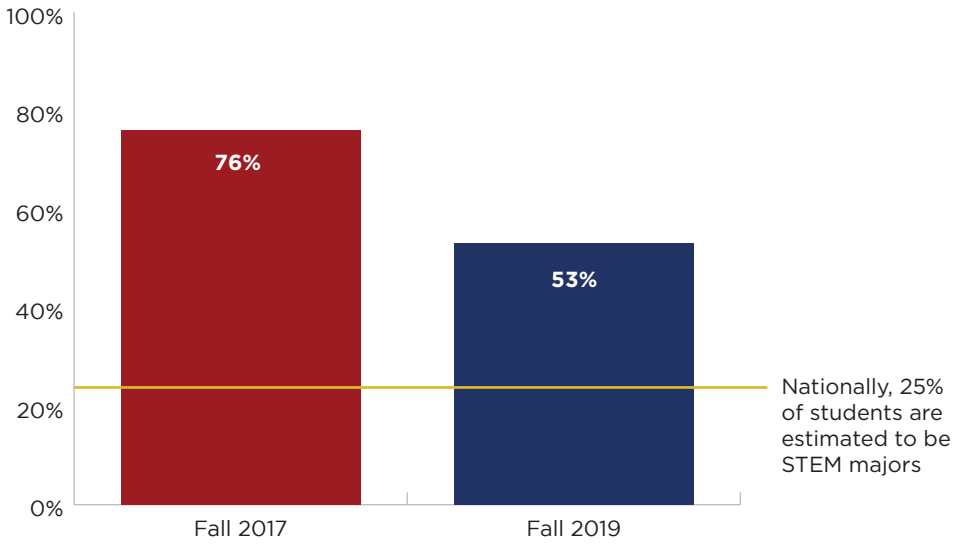
Colleges are also providing support to students through tutoring provided at learning centers, tutors embedded in the classroom, workshops, counseling, and other wraparound supports. These supports may be combined with the curricular models described above. Because they are generally not visible in the course schedule, these supports have not been included in the tallies of corequisite models.

MATH OFFERINGS NOT ALIGNED WITH STUDENTS' GOALS

Another area of concern in the fall course schedules is that colleges are not providing enough sections of transfer-level statistics and quantitative reasoning, the math most students need for their degrees. Instead, course offerings are weighted toward pre-transfer and transfer-level classes for students pursuing math-intensive business and STEM programs. While rates may vary at individual colleges, national research estimates that just 25 percent of students are pursuing STEM majors.[23] Across the state, STEM-related courses represent 53 percent of the fall 2019 introductory math offerings. On the positive side, between fall 2017 and fall 2019, colleges made improvements in aligning their course offerings with students' goals.

Figure 7. STEM Math Sections as a Percentage of Introductory Math Sections

Colleges continue to offer more STEM math sections than they need.



Source: Individual College Course Schedules.
Note: STEM courses include finite math and applied calculus, which are often taken by students in math-intensive business programs.

At several colleges, a promising strategy has emerged to address the misalignment between math offerings and students' educational goals: expanding the number of sections of statistics offered by other departments (e.g., business, economics, psychology). At some colleges, other departments offer two to three times the number of statistics sections as the math department. This strategy can substantially improve a college's proportion of transfer-level offerings. At one large college, the 30 sections of statistics offered outside the math department increased the proportion of transfer-level sections from 64 to 80 percent.

COLLEGE MESSAGING ABOUT AB 705

"WE BELIEVE IN OUR STUDENTS."

A good example of positive AB 705 messaging comes from College of the Sequoias in the Central Valley. The college's fall schedule includes 100 percent transfer-level courses in English and 93 percent in math, making it one of just 10 colleges in the state that is a strong implementer in both disciplines.

The college produced a powerful video to inform students and the larger community about AB 705.[24]

The one-minute video begins and ends with a student excitedly saying that now she and other students will be able to register directly into transfer-level English and math courses. It also features a series of college employees speaking in easy-to-understand language about the changes they are making—using high school grades for placement, eliminating remedial courses, and creating new corequisite classes to support students in challenging transfer-level classes. Rather than stoking students' fears about taking higher level classes, the video emphasizes a belief in students, and the overall impression is of faculty and advisers taking ownership of what AB 705 means for the college:

"It means we're going to have to change how we do things. How we advise students. How we offer courses. And, of course, how we support them. But it also means we believe in our students. Now, students will have greater and more equitable access to transfer-level courses."

In College of the Sequoias, we see an institution where both communications and course offerings are aligned with the AB 705 standard of maximizing student completion.

At colleges still offering a large number of remedial sections, we wanted to understand the messages students are receiving about their right under AB 705 and its follow-up legislation, Assembly Bill 1805 (Irwin), which requires colleges to inform students about their placement policies.

For a deeper dive into college messaging, we focused on three regions—the Central Valley, the Inland Empire, and Greater Los Angeles—that were selected because of their geographic, racial/ethnic, and economic diversity and their mix of institutional sizes (small, medium, and large). We focused on 11 colleges with the lowest proportions of transfer-level course sections in fall 2019, along with several other colleges for additional context. For each, we examined the college homepage; webpages related to assessment, placement, matriculation, and counseling; English and math department webpages; and college catalogs and course schedules. Our questions were:

- Are colleges publicly communicating their multiple measures policies?
- Are colleges informing students of their right to enroll in transfer-level courses?
- With so many sections of remedial courses in their schedules, how are colleges ensuring that students enroll in courses that meet the AB 705 standard of maximizing their likelihood of completing transferable English and math?

In some cases, it was difficult to observe how colleges were advising or placing students, because their websites provided limited information and/or because their placement processes occurred behind a password-protected wall on their sites and were therefore not visible to the public. Overall, however, some patterns emerged.

COLLEGE MULTIPLE MEASURES POLICIES

Are colleges publicly communicating their multiple measures policies, as required by AB 1805? For most of the 11 weak implementer colleges we examined, the answer is yes.

At some colleges, multiple measures policies are expressed in broad strokes and jargon that could be hard for students to follow, as in this quote from the website of a Central Valley college:

> **"The assessment test for credit courses will no longer be available after February 4, 2019 …**
> ***We recommend you speak with a counselor before registration. Counselors can provide a multiple measures review of your preparation for transfer-level courses."***

Other colleges are more specific about how high school grades are used to place students into or to recommend them for various courses and support. One college provides a table outlining its placement recommendations based on students' high school GPAs, math coursework, and intended majors. For example, high-GPA students pursuing liberal arts and other non-technical majors receive this guidance:

> **"My high school GPA was 3.0 or higher.**
> ***Recommendation:* You should take transfer-level statistics or Math for Liberal Arts. You don't need extra support to succeed"**

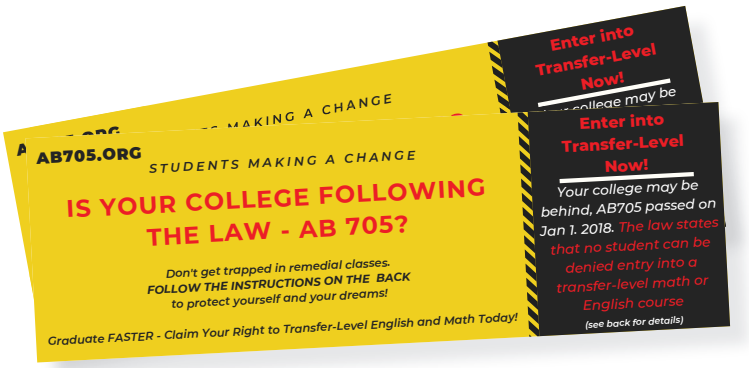
Mid-range GPA students pursuing STEM majors see this message:

> **"My high school GPA was 2.6 or higher OR I took precalculus in high school.**
> ***Recommendation:* You should take transfer-level algebra or higher—extra support is recommended to succeed."**

While most colleges meet at least a minimal bar for compliance, a few are communicating inaccurate information to students. **At three of the 11 weak implementer colleges, the college websites still tell students that they must take English and math assessment tests, even though no standardized placement tests in English and math are currently approved by the California Community Colleges Board of Governors (Board of Governors).**[25] Another college informed continuing students that they could only gain access to transfer-level courses if they brought in a transcript, which is a violation of the Title 5 regulation that colleges "must accept self-reported high school performance data" if transcripts are unavailable.[26]

STUDENTS' RIGHT TO ENROLL IN TRANSFER-LEVEL COURSES

AB 705 gives students the right to enroll directly in transfer-level courses, unless the college can demonstrate that they are highly unlikely to succeed there, and that they will have a higher completion rate if they begin in a remedial prerequisite course. Are students being informed of this right? Here, the answer is mixed.



Two of the 11 weak implementer colleges provide no information about the law or about students' right to enroll in transfer-level courses.

Three of the 11 appear to still be placing some students into non-transferable remedial courses in at least one discipline. None provided research showing that these placements meet the AB 705 standard of maximizing students' likelihood of completing transfer-level requirements, so students are unable to assess whether their right is being honored.

Six of the 11 weak implementer colleges do inform students of AB 705 and their right to enroll in transfer-level courses. The tone of these communications tends toward compliance—for example, cutting and pasting a description of AB 705 or including links to the statewide default placement rules on their websites—rather than positive expressions of belief in students.

In several cases where colleges inform students of their right to enroll in transfer-level courses, other parts of their websites undercut the message that students should enroll there. The website for one college in the Central Valley says this:

> **"You have been cleared for Transfer Level English and math courses. However, you have the right to start at a level you feel is best suited to your ability. Remember, studies show students who go into Transfer level course work have a better chance to graduate, but it is still your right to begin where you feel it is most appropriate. Below are directions on how to conduct a self-guided placement."**

Students are told they have a right to enroll in transfer-level courses, and the college even mentions the research about their greater odds of success there, but each of these statements is followed up with "however" or "but." This would seem to encourage students to question whether they really should enroll, then directs them to a guided placement process where they instead can choose a stand-alone remedial course. As noted earlier, this process is likely to exacerbate racial/ethnic and economic inequities.

Other colleges recommend students enroll in below-transfer courses, regardless of the impact this will have on the students' likelihood of completion. One college math website recommends intermediate algebra for STEM-bound students with GPAs below 2.6, even if they completed this course and took precalculus in high school. For STEM students who did not complete Algebra 2 in high school, this math department "strongly recommends" the students enroll in a high-unit course that covers not just Algebra 2, but also repeats Algebra 1. The college provides no information about how following these recommendations will impact students' likelihood of completing a transfer-level course.

Furthermore, although expressly prohibited by new Title 5 regulations,[27] some colleges embed "readiness tests" deep within their guided placement tools or include examples of potentially intimidating tasks students would be expected to do in a transfer-level course ("Would you describe yourself as a strong academic writer? Do you have experience writing essays that require you to analyze books and/or quote from multiple sources, and cite those sources?"). In these examples, the implication is that, if students can't already do these things, they may not belong in college composition, even though the class is supposed to teach students these skills.

NO WAY FOR STUDENTS TO PROTECT THEIR RIGHT UNDER AB 705

When remedial courses constitute fewer than 10 percent of the sections offered, it is less urgent that colleges fully and accurately communicate students' rights and options under AB 705. The course schedule is already designed to maximize completion, so few students will end up in a class that makes them less likely to reach their goals.

The problem arises when students must choose whether to enroll in a transfer-level or a stand-alone remedial course below transfer level. Are colleges informing students about their likelihood of completing transferable English and math for each option?

None of the colleges examined here provided enough information for students to make informed decisions. At one college, freshman composition is described as "advanced," while remedial courses are framed as a less threatening alternative— "slower paced," for "students who want more time and support" or who "want to establish a stronger foundation in academic reading and writing" before taking college composition for a letter grade. **The college informs students that, if they have a high school GPA below 1.9, their chance of succeeding in college English is only 43 percent, but it neglects to share that starting in a remedial course means their chances drop from 43 to 12 percent.**

If colleges do not share data that show outcomes for these various options, students have no way of protecting their right to begin in the courses they will have the best chance of completing—transfer-level courses. And with so many remedial sections still in college schedules, students will sign up for these classes without understanding the consequence: that they may learn or re-learn how to factor a polynomial but become much less likely to earn a bachelor's degree.

RECOMMENDATIONS FOR ACTION

As was the case in our regional analysis of AB 705 implementation, many colleges across California are living in the gray area of this legislation, especially in math. They continue to offer a large proportion of remedial classes, even if they can't require students to enroll.

The volume of remedial course sections that remain in many college schedules indicates a continued belief among community college faculty and administrators that students need and benefit from these classes. This belief persists, despite years of local and statewide data showing that the likelihood of completion declines with every remedial course that lengthens a student's path through college. This misconception continues, even when local and statewide data fail to identify a group of students for whom starting in a stand-alone remedial course produces higher completion rates. The persistence of this belief is perhaps the main reason that the changes mandated by AB 705 had to be legislated, rather than voluntarily adopted.

The continued presence of remedial course offerings poses the greatest threat to implementation of the law, will undermine the completion gains students see from AB 705, and will likely continue to feed racial and economic inequities. It will also cause colleges to lose funding under California's new funding formula. This issue, therefore, is central to our recommendations for action.

HOW CAMPUSES CAN IMPROVE IMPLEMENTATION

In the near term, colleges should make changes to address the implementation problems identified in this study by:

- shifting course schedules to offer primarily transfer-level courses in English and math, with few, if any, stand-alone remedial courses;
- aligning course offerings with the math students' need for their programs of study (e.g., STEM vs. statistics/quantitative reasoning);
- developing evidence-based corequisite support for transfer-level English, statistics, liberal arts math, and STEM math classes, if these are not already in place;
- revising college websites to ensure that students are receiving accurate, consistent, and encouraging messages about their right to enroll in transfer-level courses and about the support available to help them be successful;
- providing students with clear information about how enrolling in a transfer-level or a remedial course will affect their likelihood of completing transfer-level requirements, so that they are fully informed about a remedial course's impact on their educational progress;
- annually monitoring first-course enrollment in English and math, disaggregated by race/ethnicity; and
- taking proactive steps to prevent students from underplacing themselves in stand-alone remedial classes and guarding against inequities in who self-selects these courses, such as:
    - checking placement information for students who enrolled in remedial math each term and moving them to the transfer-level classes appropriate to their programs of study;
    - adding a "forced acknowledgement pop-up" during registration, informing students about their right to take a transferable class and about research showing that all students do better starting there;
    - instituting enrollment blocks that prevent students from registering for below-transfer classes unless they go through a formal challenge process; and
    - requiring students registering for remedial classes to sign a placement acknowledgement form that contains information on the lower completion rates for these courses.

HOW THE STATE CAN SUPPORT IMPLEMENTATION

Faculty Development and State Funding

The changes required by AB 705 represent a sea change for community college English and math faculty, as they require not only changes to placement policies, but changes to instruction. Faculty need support to develop new curriculum for corequisite support models, to effectively teach within these models, and to replace a deficit-based view of students with one that recognizes their capacity. Many faculty need professional development to learn to maintain the level of rigor in transfer-level courses, while also providing just-in-time remediation to help students succeed. And in math, many faculty members need support to begin teaching statistics and liberal arts math, since their graduate training often does not include these subjects.

Some colleges have supported the redesign of remedial education by prioritizing developing faculty capacity, providing release time to faculty that leads to the development of new curricula, and funding professional development to help faculty teach within new structures.[28] But a key source of funding for this work—the state's Basic Skills and Student Outcomes Transformation Program—ended, just as colleges were gearing up for AB 705, and no additional state funding has been earmarked to help colleges make the dramatic shifts the law requires.

In the near term, colleges should prioritize AB 705 implementation in their use of state Student Equity and Achievement Program funding. Further, the Legislature should consider an additional round of dedicated funding tied to AB 705 implementation, especially to support the replacement of stand-alone remedial courses with corequisite/concurrent support models and the aligning of math course offerings with students' programs of study.

Systemwide Communications Plan

Ideally, colleges should develop course schedules designed to maximize student success and to protect students' right to enroll in transfer-level courses. However, until that is the case for most colleges, communication to students about their right is necessary. And while we see many colleges attempting to communicate information about AB 705 to students, those messages can be unclear, inconsistent, or absent across institutions.

The Chancellor's Office should develop a strategic statewide communications plan and guidelines for use by the community colleges that promote clear and consistent messages about AB 705. The plan should address:

- sample communications templates that address students' right to begin in the courses where they have the best chance of completion and that can be used to place this information on college websites and in course catalogs and registration systems;
- statewide data showing the different completion rates for students starting in transfer-level courses versus stand-alone remedial courses, to enable students to make fully informed choices; and
- guidelines and timelines for how colleges are expected to use these communications tools.

MONITORING IMPLEMENTATION

A student's ability to complete the English and math requirements needed for a certificate or degree or to transfer is foundational to realizing each of the goals outlined in the California Community Colleges' Vision for Success. The Board of Governors and the Chancellor's Office must, therefore, closely monitor colleges' implementation of AB 705.

Refining Data Collection and Reporting

Reporting and data collection are critical to monitoring faithful AB 705 implementation. However, current reporting requirements need to more explicitly measure the number of students *starting* in transfer-level courses versus those *having access* to transfer-level courses. First-course enrollment is the truest measure of a college's placement results—combining what the college has chosen to offer (remedial vs. transferable courses) with the different elements of its placement practices (from formal policies to guidance tools to advice from counselors and other faculty). This is the primary driver of student completion in transferable English and math.

In particular, the Chancellor's Office needs to make this metric more explicit in the annual reporting required of colleges under AB 1805 and in the data that colleges are required to publicly post on their websites. This data must also be disaggregated by race/ethnicity.

Encouraging Progress

Using this revised first-course enrollment metric, the Board of Governors should identify colleges that are failing to enroll the vast majority of their students in transfer-level English and math courses. Those colleges should be required to submit a detailed plan for meeting that metric within the next calendar year. The Board of Governors and the Chancellor's Office should also celebrate and highlight best practices from the colleges that are leading the way in strong implementation of AB 705.

AREAS FOR FURTHER ATTENTION

This report identifies several opportunities for strengthening and refining AB 705 implementation in the near term. AB 705 has the potential for being a transformative policy, but only if we continue to commit the research, reform, and investments necessary to maximize outcomes for all students.

The following areas are not addressed in this report, but warrant further exploration:

- **The quality of corequisite models:** While many colleges are introducing corequisite support as an alternative to traditional remediation, these models vary among the state's community colleges. Research should be conducted to assess the effectiveness of different models, especially those with high unit requirements.
- **State investments in stand-alone remedial courses:** At the time AB 705 passed, many believed that some students have higher completion of transferable requirements if they began in a remedial course. Since then, further research has established that this is not the case. The state should explore reducing or eliminating funding of stand-alone remedial courses that do not maximize student success.
- **Role of implicit bias:** Improving student outcomes in transfer-level English and math must include a thoughtful examination of belief structures and how they are manifested in the classroom and in advising. Resources should be dedicated to professional learning aimed at advancing racial equity in gateway courses by examining the role of implicit bias.

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The Campaign for College Opportunity staff contributing to the work were Sara Arce, Vikash Reddy, and Jessie Ryan.

PHOTO ATTRIBUTIONS

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Page 6 WOCinTech Chat https://wocintechchat.com

Page 12 LinkedIn Sales Navigator https://unsplash.com/photos/jJFrkJP_-RA

Page 20 screenshot of video produced by College of the Sequoias to educate students and the college community about changes to placement under AB 705

Page 22 Sean Kong https://unsplash.com/photos/r2WhdAwJPxM

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ANNUAL REPORT ON THE MASTER PLAN 2019

Sequoias Community College District

COS

College of the Sequoias

College of the Sequoias
2019 Annual Report on the COS 2015-2025 Master Plan

Sequoias Community College District
College of the Sequoias

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Introduction

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

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

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

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

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

This report includes three parts:

1. Update on the actions completed from Fall 2018 through Spring 2019 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 35
   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 2019-2020……...….. Page 41
   Purpose: To focus the District's collective energies and resources on specific objectives

Part 1: Update on the actions completed from Fall 2018 through Spring 2019 related to the objectives in the *College of the Sequoias 2018-2021 Strategic Plan.*

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

This is the first progress report on the *College of the Sequoias 2018-2021 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2018 through Spring 2019 related to its Institutional Goals and Objectives. In addition to a summary of progress on each Objective, the status of each Objective is identified as one of the following:

1. Completed;
2. Eliminated;
3. To be included in the 2019-2020 actions; or
4. Ongoing.

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

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

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

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

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

Rationale for District Objective 1.1: *The District anticipates an economic change that might deter enrollment. Historically, the District has not increased FTES every year; for example, FTES declined from 2011/2012 to 2012/2013 and from 2013/2014 to 2014/2015. Projected growth for the service area is at least half that of the projection when the Master Plan 1.75% annual growth goal was developed. Therefore, growth in FTES should be measured over a three-year period.*

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

FTES Change

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Annual FTES	9,050	9,060	9,527	9,846	10,237	10,480
Yr-to-Yr Change		0.1%	5.2%	3.4%	4.0%	2.4%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Summary: The District experienced a 2.4% growth in FTES from 2017-18 (10,237) to 2018-19 (10,480). Over the past six years, the District's FTES has increased 15.8%.

Actions for District Objective #1	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
1.1.1 Implement best practices for student fulltime enrollment, graduation, or transfer in two-years.	Vice President, Student Services; Student Services Deans; Counseling Department	May 2019	**2018-2019:** Counseling focused upon early comprehensive education plans, encouraging 15 units per semester and in summer. Implemented DegreeWorks, including student training and incorporated DegreeWorks into counseling sessions. Some counselors were trained to provide Career Assessment for undecided majors using the Myers-Briggs Type Indication tool.	Completed
1.1.2 Develop a plan to reduce attrition rates from application to enrollment.	Vice President, Student Services; Provosts, Hanford and Tulare	May 2019	**2018-2019:** A plan was developed that included making phone calls to students and improving communication with high school counselors and learning directors. Admissions and Welcome Center made phone calls to students whose applications were incomplete or incorrect. The Welcome Center identified attrition rates and shared with high school counselors and learning directors as part of a collaborative approach to reduce the number of students forced to apply with no intention of attending.	Completed
1.1.3 Implement student centered schedule planning to maximize fulltime enrollment (Student Education Plan data, previous semester classes, placement data, etc.)	Vice Presidents, Academic and Student Services; Student Services Deans; Instructional Council;	May 2021	**2018-2019:** Departments are focusing on improving course sequencing, class scheduling, and curriculum redesign. Examples include: Child Development, Culinary, Fashion Merchandising, Construction Technology, Information	To be included in the 2019-2020 actions

	Counseling Department		Communication Technology, Welding, Plant Science, and Sports Medicine.	
1.1.4 Increase opportunities to maximize concurrent and dual enrollment	Vice President, Academic Services; Academic Deans; Director, Dual Enrollment	May 2021	**2018-2019:** Dual and concurrent enrollment numbers have increased by 65% since 2016. The District now has partnerships with 12 districts including 23 high schools. The District is now planning how to continue growth in areas of articulation, concurrent enrollment, and offering classes after high school hours.	To be included in the 2019-2020 actions
1.1.5 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District has completed actions 1.1.1 and 1.1.2. Notable progress has been made on actions 1.1.3 and 1.1.4.	

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

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

Rationale for District Objective 2.1*: Degree and certificate completion rates for COS students have been consistently below the statewide average. Whereas COS completion rates range in the low 40%'s, statewide average completion rates range in the high 40's. As part of the "Vision for Success," the Chancellor's Office has outlined new goals, the first of which is "[to] increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job" over five years.*

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

Students Receiving Awards (Degrees or Certificates)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Students	1,361	1,322	1,558	1,357	1,920	2,353
CTE	722	652	826	703	1,199	1,468
Non-CTE	679	703	794	712	805	1,004

Continuing Students

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Continuing Student	10,161	10,164	10,592	10,958	11,278	11,260

Graduate Yield (Student Graduates / Continuing Students)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Total Students	13.4%	13.0%	14.7%	12.4%	17.0%	20.9%
CTE Students	7.1%	6.4%	7.8%	6.4%	10.6%	13.0%
Non-CTE Students	6.7%	6.9%	7.5%	6.5%	7.1%	8.9%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Graduate Year: July 1st - June 30th

Academic Year: Summer, Fall, Spring terms.

Summary:

- Overall, the percentage of students earning any degree or certificate increased from 17% during the 2017-18 year to 20.9% in 2018-19, an increase of 3.9 percentage points (relative to the size of continuing students).
- The percentage of students earning a CTE degree or certificate increased from 10.6% during the 2017-18 year to 13% in 2018-19, an increase of 2.4 percentage points (relative to the size of continuing students).
- The percentage of students earning a Non-CTE degree or certificate increased from 7.1% during the 2017-18 year to 8.9% in 2018-19, an increase of 1.8 percentage points (relative to the size of continuing students).

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.1.1 Complete implementation of DegreeWorks District-wide.	Vice President, Student Services; Student Services Deans; Dean, Technology	May 2019	**2018-2019:** Counseling and evaluations staff provided student and counseling faculty workshops and marketed DegreeWorks to students. A DegreeWorks video with a student-friendly tutorial was created and is available on the District website. The counseling division chair was recently approved though Faculty Enrichment Committee to offer faculty DegreeWorks training, Convocation Fall 2019.	Ongoing
2.1.2 Identify and categorize areas of study (meta-majors).	Vice President, Academic Services; Counseling Department; Instructional Council; Academic Deans; Academic Senate	May 2021	**2018-2019:** Student Services is in the process of planning a summit on meta-majors for summer 2019. Departments have focused on developing areas of study. For example, Health Sciences combined all six departments into one informational meeting for students pursuing health pathways.	To be included in the 2019-2020 actions
2.1.3 Automate the application process for degrees and certificates.	Vice President, Student Services; Dean, Technology	May 2019	**2018-2019:** An online application link for certificates has been created for ease of access. Student services, computer services, and Provosts collaborated to seek ways to promote students to apply for certificates. On-going discussion is occurring locally and statewide surrounding automatically awarding	To be included in the 2019-2020 actions

			certificates and degrees upon a student's completion.	
2.1.4 Implement best practices for increased CTE completion and success (e.g. Tutoring, contextualized math and English, counseling).	Vice President, Academic Services; Provosts, Hanford and Tulare; Academic Deans; Counseling Department	May 2021	**2018-2019:** Departments are implementing various proven practices. For example: contextualized math in Welding and Pharmacy Technician; curriculum redesign in Pharmacy Technician, Fashion Merchandising, Culinary, and Sports Medicine; and soft skills embedded in CTE classes through New World of Work. Tutoring was aligned with CTE classes.	To be included in the 2019-2020 actions
2.1.5 Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** Action 2.1.1, implementation of DegreeWorks, is completed. Work continues on 2.1.2, meta majors, and 2.1.3, automation of degrees and certificates. Action 2.1.4, implementing best practices for increased CTE completion and success, is ongoing.	

District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years. ***Rationale for District Objective 2.2:*** *While COS has had an increase of transfer-prepared students (+11.6% over 3 years), the number of students who have transferred has declined (-2 percent over 3 years). The "Vision for Success" sets a statewide goal for the community college system to increase transfers to 4-year institutions (UC and CSU) by 35% over five years in order to meet the statewide demand for employees with bachelor's degrees. In order to meet both the state's vision and student goals, the District needs to help students become transfer-prepared and then help those students transfer to a four-year institution.* ***Assessment of District Objective 2.2:*** Review and compare the number of students who transfer to four-year institutions over three years to the baseline data:

Transfer Volume (number of transfers)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Grand Total	869	1,006	993	852	1,037	864
CSU	377	526	515	439	666	508
In-State-Private	226	215	192	192	178	160
Out-of-State	222	226	238	176	159	156
UC	44	39	48	45	34	40

Source and Definition

Source: California Community College Chancellor's Office
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx
https://www.universityofcalifornia.edu/infocenter/admissions-source-school
http://asd.calstate.edu/ccc/SummaryYear.asp

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

Transfer Ready

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Annual Unduplicated Total	1,197	1,206	1,273	1,349	1,406	1,532
Fall Transfer Ready	725	756	842	829	820	906
Spring Transfer Ready	924	938	954	1,007	1,097	1,196

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Summary: The volume of students transferring to four-year institutions decreased from 1,037 in 2016-17 to 864 in 2017-18. Transfers increased to the UC system but decreases were observed for the CSU system, and in-state-private and out-of-state colleges. The number of students that were transfer ready increased from 1,406 in 2017-18 to 1,532 in 2018-19, an increase of nine percentage points.

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.2.1 Contact students who become transfer-prepared and provide support to complete transfer.	Vice President, Student Services; Student Services Deans	May 2019	**2018-2019:** The Transfer Counselor contacts and assesses student barriers and then assists with transfer applications and resources. Counseling further encourages transfer prepared students through the Map Your Success campaign, Transfer Day, and Transfer Workshops, along with hosting university advisors.	Ongoing
2.2.2 Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** Action 2.2.1 is ongoing with the implementation of Map Your Success campaign, Transfer Day, and Transfer Workshops and will be institutionalized.	

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

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

Rationale for District Objective 2.3*: California Community College Student Success Scorecard data indicates that unprepared students are much less likely than prepared students to complete a degree or certificate or transfer to a 4-year college, 37.3% versus 69.8% respectively. Working to improve how well and how quickly students complete their math and English sequences can greatly assist them in achieving their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor's Office Vision for Success.*

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

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

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
District Total	2,161	11%	25%	2,262	12%	28%	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,627	15%	38%	14,825	13%	30%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

Math Summary: The percentage of students that began in Fall 2018 and completed transfer-level math prior to Fall 2019 is 15%, a one percentage point increase compared to the baseline Fall 2017 cohort (14%). Both of which are above the 6-Yr overall rate of 13%.

English Summary: The percentage of students that began in Fall 2018 and completed transfer-level English prior to Fall 2019 is 38%. This is an increase of seven percentage points when compared to the baseline Fall 2017 cohort (31%). Both of which are above the 6-Yr overall rate of 30%.

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.3.1 Implement multiple measures to maximize student placement into transfer-level English and math.	Vice Presidents, Student Services, Academic Services; Student Services Deans; Deans and Division Chairs, Language Arts and Math/Science; Assessment Office	Fall 2019	**2018-2019:** Counseling, Assessment, and Admissions offices participated in the on-going AB 705 taskforce to address application, placement, and advising issues. Math and English updated their placement guidelines. Supplemental placement questions were embedded into the CCCApply Application.	Completed
2.3.2 Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.	Vice President, Academic Services; Dean, Language Arts; English faculty	Fall 2019	**2018-2019:** English curriculum and sequence have been redesigned. All students will be placed in transfer-level English in Fall 2019.	Completed
2.3.3 Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.	Vice President, Academic Services; Dean, Math/Science; math faculty	Fall 2019	**2018-2019:** Math curriculum and sequence have been redesigned. All students will be placed in transfer-level Math in Fall 2019.	Completed
2.3.4 Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.	Vice President, Academic Services; Dean, Language Arts; English as a Second Language faculty	Fall 2019	**2018-2019:** ESL has begun the revision of their course sequence, with a new course effective Fall 2019. Additional sequence revisions are planned for implementation in Fall 2020, as the chancellor's office has not yet released guidelines for AB705 implementation for ESL.	To be included in the 2019-2020 actions

2.3.5	Train faculty in accelerated instruction.	Faculty Enrichment Committee; Academic Deans; Division Chairs, Language Arts and Math/Science	Fall 2019	**2018-2019:** Faculty in English, Math, and ESL participated in training sessions. The Faculty Enrichment Committee and AB 705 leads sponsored and coordinated a COS campus-wide information and discussion session on AB 705 and acceleration pedagogy. They also coordinated and hosted multiple sessions on acceleration theory and practice for both English and Math faculty. Other ongoing work includes the Reading and Writing Across the Curriculum Workgroup coordinated by the AB 705 leads, as well as regular meetings of Math and English faculty to discuss acceleration pedagogy and scholarship. Implementation of AB 705 will require ongoing training, conversation, and improvement, as well as faculty support for curriculum and Student Services work.	Ongoing
2.3.6	Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).	Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare	May 2020	**2018-2019:** A task force has been created to address the need for greater alignment and integration of peer academic support programs. This task force is working to address campus concerns regarding the need for shared understanding of tutorial pedagogy across areas, tutor-training methods, blind spots in services, and ways to support the anticipated needed growth of student academic support in light of AB705.	To be included in the 2019-2020 actions
2.3.7	Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District completed Actions 2.3.1, 2.3.2, and 2.3.5. Work is ongoing for Actions 2.3.3, 2.3.4, and 2.3.6.	

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

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

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

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

CTE Students that Secured Employment Closely Related to Program of Study

	2014-15	2015-16
Percent of Students	67%	72%
Count of Students	158	686

Source and Definition

Source: https://www.calpassplus.org/Launchboard/SWP.aspx

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

Median Change in Earnings

	2011-12	2012-13	2013-14	2014-15	2015-16
Percent Change in Median Earnings	30%	39%	60%	68%	70%
Count of Students	926	777	833	841	830

Source and Definition

Source: https://www.calpassplus.org/Launchboard/SWP.aspx

Definition: Median Change in Earnings: Among students who enrolled in 0.5 credit non-introductory units in credit courses and/or took 12+ contact hours in non-introductory noncredit courses in the selected TOP code in the selected year, and did not enroll in either a community college or four-year institution the following year, the percentage change in earnings one year before and one year after exiting the California community college system.

Summary: The percentage of CTE students that secured employment closely related to their field of study increased from 67% in 2014-15 to 72% in 2015-16, an increase of five percentage points. These results are from students that responded to the Career & Technical Education Employment Outcomes Survey (CTEOS). The median change in earnings for CTE students increased from 68% in 2014-15 to 70% in 2015-16, an increase of two percentage points.

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.4.1 Create a comprehensive career development program that prepares students for employment.	Academic Deans; Student Services Deans; Provosts, Hanford and Tulare	May 2020	**2018-2019:** The District hired a full-time Career Services director to systematically coordinate all career-related services. Counseling has launched the Myers-Briggs Type Indication assessment tool with 13 trained counselors. A full-time career counselor position has been flown and set to be hired for Fall 2019 to lead all career exploration-related services.	To be included in the 2019-2020 actions
2.4.2 Embed soft skills into CTE curriculum and provide training for faculty.	Academic Deans, Career Technical Education; Faculty	May 2020	**2018-2019:** Several CTE programs embed soft skills directly into existing courses. These include: PTA, Fire Academy, Sports Medicine, Welding, most Agriculture courses, and several other areas. Several have focused this year on addressing this issue with Fashion, Child Development, Culinary, and Business especially adding content. COS faculty have participated in NWOW (National World of Work) workshops in the past. Additionally, NWOW provides webinars that have similarly been offered to faculty. ASSSC has also provided various resources including literature, research, presentations, etc. Efforts to provide training to CTE faculty are on an ongoing basis. In addition, Healthcare Workforce Initiative has provided online training on soft skills for nursing faculty.	To be included in the 2019-2020 actions
2.4.3 Assess the District's progress on all actions of the objective.	Institutional Planning and	Annually	**2018-2019:** The District has made progress on Actions 2.4.1 and 2.4.2. This work will continue into next year.	

	Effectiveness Committee			

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

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

Rationale for District Objective 3.1**:** *Over the past six years, the percentage of first-time students placing into transfer-level English and Math is 37% and 15%. Several targeted groups have lower than average placement into transfer-level English (Latinos, 32%; African Americans, 22%) and math (Latinos, 12%; African Americans, 6%). These targeted groups' ability to "enter and complete transfer-level coursework in English and transfer-level Math within a one-year timeframe" is hindered due to gaps in placement. The District will act, with specific intention and purpose, to address gaps in placement into transfer-level English and Math coursework for targeted groups.*

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

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

	Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		6-Yr Overall	
	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math
African-American	22%	7%	22%	11%	26%	9%	25%	3%	24%	7%	18%	6%	23%	7%
Asian	30%	33%	26%	31%	35%	23%	30%	30%	19%	21%	33%	33%	29%	29%
Filipino*	30%	30%	30%	40%	50%	41%	40%	30%	33%	33%	71%	18%	42%	32%
Hispanic	31%	12%	34%	14%	33%	13%	31%	11%	31%	13%	32%	12%	32%	12%
Multi-Ethnicity	46%	20%	42%	16%	58%	9%	41%	20%	45%	21%	45%	21%	46%	18%
Native American*	33%	0%	56%	6%	36%	15%	50%	0%	31%	25%	58%	25%	44%	12%
Pacific Islander**	0%	0%	60%	0%	0%	0%	0%	0%	50%	0%	25%	25%	23%	4%
Unknown	24%	13%	38%	14%	8%	0%	33%	14%	21%	17%	25%	15%	25%	12%
White	53%	20%	57%	22%	58%	20%	54%	22%	54%	26%	54%	22%	55%	22%

Source and Definition

Source: COS Research Office (Data Warehouse)

Definition: Unduplicated count of first-time students enrolled at census who completed the math or English placement test.

* Denotes less than 20 students are included in the percentage.

**Cohort size is too small and not applicable for analysis

Math Summary: The District average for students placing into transfer-level math is 15% for Fall 2018. The following student groups fell below the District average: African American (6%) and Hispanic (12%) students.

English Summary: The District average for students placing into transfer-level English is 37% for Fall 2018. The following student groups fell below the District average: African American (18%), Asian (33%), Hispanic (32%), and Unknown Ethnicity (25%) students.

Action for District Objective #3	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
3.1.1 Determine which groups fall below the District's placement rates into transfer-level English and math.	Dean, Research; Student Equity Plan Workgroup	Fall 2018 Fall 2019 Fall 2020	**2018-2019:** The Research Office determined the racial/ethnic and gender groups that fall below the District's placement rates into transfer-level English and Math for Fall 2018. The results were shared with the Joint Planning Initiative Workgroup, which has replaced the Student Equity Plan Workgroup. For Fall 2019, the District will determine the groups that place into transfer-level English and math, or into transfer-level English and math with support.	To be included in the 2019-2020 actions
3.1.2 Implement best practices to increase placement rates for targeted groups.	Student Services Deans; Deans, Math/Science and Language Arts; Director, Student Success	May 2020	**2018-2019:** Student service specialists and counselors were trained to use the new supplemental placement questions within CCCApply. High school counselors will be trained regarding the new placement measures and the increase of throughput for all students.	To be included in the 2019-2020 actions
3.1.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District has made notable progress on actions 3.1.1 and 3.1.2.	

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

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

Rationale for District Objective 3.2: *Over the past five years, the percentage of students completing transfer-level English and transfer-level math is 26% and 11%. Several targeted groups have lower than average completion rates in transfer-level English (Latinos, 25%; African Americans, 13%) and math (Latinos, 10%; African Americans, 3%). As more students enroll in the District to pursue educational goals that require successful completion of transfer-level English and math, within a one-year timeframe, it is critical that these targeted groups also successfully achieve their goals. The District will act, with specific intention and purpose, to address gaps in completion rates of transfer-level English and Math coursework for targeted groups.*

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

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

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			6-Yr Overall		
Gender	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,161	11%	25%	2,262	12%	28%	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,627	15%	38%	14,825	13%	30%
Female	1,096	13%	31%	1,116	14%	33%	1,252	13%	31%	1,296	12%	33%	1,276	15%	38%	1,287	16%	45%	7,323	14%	35%
Male	1,054	9%	19%	1,109	11%	22%	1,225	9%	21%	1,252	12%	24%	1,326	13%	25%	1,324	14%	31%	7,290	11%	24%
Unknown	11	0%	9%	37	14%	46%	59	10%	19%	63	13%	30%	26	4%	8%	16	19%	44%	212	11%	27%

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

	Fall 2013			Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			6-Yr Overall		
Race-Ethnicity	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,161	11%	25%	2,262	12%	28%	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,627	15%	38%	14,825	13%	30%
African-American	78	1%	12%	76	7%	22%	99	3%	11%	84	4%	14%	52	8%	12%	63	5%	14%	452	4%	14%
Asian	48	21%	23%	62	24%	31%	38	29%	47%	42	24%	26%	42	29%	24%	46	22%	52%	278	24%	33%
Hispanic	1,341	9%	24%	1,452	11%	27%	1,663	10%	25%	1,771	11%	28%	1,860	12%	29%	1,823	14%	36%	9,910	11%	28%
Multi-Ethnicity	137	14%	28%	123	12%	24%	134	7%	22%	155	15%	32%	141	17%	43%	138	15%	36%	828	13%	31%
Native American	13	0%	15%	15	7%	20%	15	20%	13%	9	0%	11%	13	23%	23%	12	8%	67%	77	10%	25%
Pac. Is or Filipino	13	15%	38%	14	29%	14%	17	41%	53%	20	40%	30%	10	20%	40%	21	24%	38%	95	29%	36%
Unknown	33	3%	12%	20	20%	30%	23	4%	9%	20	5%	25%	21	14%	29%	19	5%	37%	136	8%	22%
White	498	14%	30%	500	15%	34%	547	15%	32%	510	15%	34%	489	21%	38%	505	19%	46%	3,049	16%	36%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

Math Summary: The District average for students completing transfer-level math in one year is 15% for the Fall 2018 cohort. The following student groups performed below this level: Male (14%), African American (5%), Native American (8%), Hispanic (14%), and Unknown Ethnicity (5%) students.

English Summary: The District average for students completing transfer-level English in one year is 38% for the Fall 2018 cohort. The following student groups performed below this level: Male (31%), African American (14%), Hispanic (36%), Multi-Ethnicity (36%), and Unknown Ethnicity (37%) students.

Action for District Objective #3	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
3.2.1 Determine which groups fall below the District's completion rates in transfer-level English and math.	Dean, Research, Student Equity Plan Workgroup	Fall 2018 Fall 2019 Fall 2020	**2018-2019:** The Research Office determined the racial/ethnic and gender groups that fall below the District's completion rates for transfer-level English and math for the Fall 2017 cohort. The results were shared with the Joint Planning Initiative Workgroup, which has replaced the Student Equity Plan Workgroup.	To be included in the 2019-2020 actions
3.2.2 Implement best practices/interventions to increase completion rates for targeted student groups.	Student Services Deans; Director, Student Success; Academic Deans	May 2020	**2018-2019:** Student Services has implemented the following best practices activities for, but not limited to, target groups to increase completion rates: •Offering individualized math tutoring for veterans •Providing annual Veteran Ally training for faculty, staff, and administration •Learning Resource Center collaborating with instructors to determine areas to strengthen, for example, English progression	To be included in the 2019-2020 actions

			•Adding a Career Technical Education Student Success Coordinator •Implementing frequent and intrusive follow up services for disproportionately impacted students from Student Success Coordinators focused on course completion •Holding collaborative workshops to share information on resources for academic and progress probation students with counselors, financial aid, and student success coordinators sharing •Offering textbook, laptop, and mobile Wi-Fi hotspot checkout programs •Providing direct student financial support to assist in course completion (emergency textbook, gas, and food vouchers).	
3.2.3 Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.	Superintendent/President, Vice Presidents, Student and Academic Services; Deans, Division Chairs, and faculty, Math/Science and Language Arts	May 2021	**2018-2019:** Preliminary conversations with feeder district superintendents are taking place through the District's involvement with Tulare Kings Collaborative.	To be included in the 2019-2020 actions

3.2.4 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District has made progress on Actions 3.2.1, 3.2.2, and 3.2.3.	

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

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

Rationale for District Objective 4.1: *As outlined in the COS 2017 Integrated Planning Manual, the analysis of data is central to the College of the Sequoias Model for Integrated Planning and serves as an important tool in each of the District's planning processes. Efforts to further improve data use and analysis will contribute to institutional effectiveness and will help achieve the next level of excellence in promoting a culture of evidence in the District.*

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

Program Review Training sessions are provided in the Spring semester (April-May) and the Fall semester (September). Training sessions are offered on all campuses. Of all Program Review Survey respondents in Spring 2018 and Fall 2018, 36% attended one or more training sessions. Ninety-six percent of respondents felt here were enough training sessions, and 78% felt that the training sessions provided covered all necessary aspects of program review. All 101 Program Review Units were audited in Fall 2018. The District will be changing the "audit tool" and wanted a more total view of how Units were performing in the program review process. Each Unit was audited by an IPRC member, and the Audit Rubric was used (included in the PR Manual). The audit results provide IPRC perspective on how well the program review process is being followed. For example, 97% of audits agreed that Units clearly stated their outcomes and that 91% noted the strengths of the Unit contributed to institutional effectiveness. Seventy-nine percent of audits agreed that Units used data and 76% agreed that Units used data to support conclusions and plans.

Actions for District Objective #4	***Responsible Party***	***Target Completion Date***	***Progress***	***Implications for Next Year's Actions***
4.1.1 Increase the effective use of data in unit program reviews.	Dean, Research, Institutional Program Review Committee; Outcome and Assessment Committee; Senior Management	May 2021	**2018-2019:** The Research Office is providing data and consultations to program review units. With the deployment of Tableau software, program review units now have access to substantially more data than in previous years. Units can now explore and disaggregate data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and	To be included in the 2019-2020 actions

			productivity, as applicable. Institutional Program Review Committee has developed a specific training module on the uses of data in program reviews. This training includes systematic processes to locate data locally and on the CCCC web site. The in-person training on the uses of data in program reviews was presented during Spring 2018 and Fall 2018. All 99 units were audited by the IPRC this year. In addition, Outcome and Assessment Committee co-chairs are advising individual faculty on incorporation and analysis of assessment data for program review.	
4.1.2 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.	

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

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

Rationale for District Objective 4.2: *District constituents have expressed a need for stronger communication between departments and divisions. This need was highlighted in participant feedback during the Strategic Plan Summit and in the results of the Giant Questionnaire (Question 10). Improved communication between all areas of the District would facilitate the effectiveness of operations by reducing or eliminating redundant activities, by improving the cooperation between departments and divisions, and by improving the time to complete activities.*

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

Giant Questionnaire (2017), Question 10		
Survey Item	Agree	Disagree
"I am listened to and respected by my colleagues."	90%	10%
"Information at COS is readily available and accessible."	81%	19%
"It is easy for me to obtain information critical to my work."	83%	17%
"COS has clear policies, processes, and protocols that allow me to do my job effectively."	83%	17%

Source: COS Giant Questionnaire 2017

Summary: The Giant Questionnaire was first administered in Spring 2017 to all COS employees. A total of 458 employees responded to the survey. Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (90%), that information is readily available and accessible (81%), information critical to their work is easily obtained (83%), and COS has clear policies, processes, and protocols (83%). The 2017 Giant Questionnaire will serve as the baseline data. The Giant Questionnaire will be administered again in 2020.

Actions for District Objective #4	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
4.2.1 Implement an awareness campaign highlighting different departments and services.	Superintendent/President; Manager, Marketing and Public Relations; Vice President, Administrative Services	May 2019 May 2020 May 2021	**2018-2019:** An awareness campaign was implemented in November 2018. The campaign template is completed by a department, program or student service and distributed via COSeNews. An electronic version is housed on the Intranet for future reference.	To be included in the 2019-2020 actions
4.2.2 Ensure that the District website content is current and relevant.	Superintendent/President; Vice President, Administrative Services; Dean, Technology; Manager, Marketing and Public Relations	May 2019	**2018-2019:** The new District website launched during Spring 2019. To ensure content is accurate and updated regularly the website points viewers to the Academic Catalog. Additionally, the District website is undergoing monthly audits and reporting is distributed to managers displaying recent editing activity.	Ongoing
4.2.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District made progress on Action 4.2.1 and institutionalized Action 4.2.2.	

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

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

Rationale for District Objective 4.3: *Professional development is critical to maintaining the high quality of staff and services provided by the District. It is imperative that COS provide ongoing training in light of numerous new state initiatives.*

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

Summary: In 2018-19, there were more than 1,000 participants in the professional development opportunities (e.g., workshop, training) offered between July 2018 and June 2019. The district employees participated in about 130 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 130 participants completed more than 30 online workshop/trainings on various topics/areas including Safety and Health, Defensive Driving, Conducting Job Interviews, Confidentiality of Records, and Copyright Infringement. More than 930 participants completed over 100 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Strategies for Evaluating Classified Employees, Safety Training, Infusing Equity-Mindedness in Hiring Practices, Racial Microaggressions, Guided Pathways, Dialogue Days, Black Minds Matter, and On Course Workshop. Of the face-to-face/in-person participants, more than 84% were faculty.

Action for District Objective #4	***Responsible Party***	***Target Completion Date***	***Progress***	***Implications for Next Year's Actions***
4.3.1 Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.	Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees	May 2020	**2018-2019:** Although there is not yet a formal professional development plan in place, in February of 2019, the District began a 12-week long implementation of Cornerstone (an online software program which will train new and existing employees and track their progress).	To be included in the 2019-2020 actions

4.3.2 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	**2018-2019:** The District has made progress on Action 4.3.1.	

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 2018 through Spring 2019 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

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

District Objective #1.1

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

The District experienced a 2.4% growth in FTES from 2017-18 (10,237) to 2018-19 (10,480). Over the past six years, the District's FTES has increased 15.8%.

The District has completed actions 1.1.1 (Implement best practices for student fulltime enrollment, graduation, or transfer in two-years) and 1.1.2 (Develop a plan to reduce attrition rates from application to enrollment.) Notable progress has been made on actions 1.1.3 (Implement student centered schedule planning to maximize fulltime enrollment [Student Education Plan data, previous semester classes, placement data, etc.]) and 1.1.4 (Increase opportunities to maximize concurrent and dual enrollment).

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

District Objective #2.1

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

Overall, the percentage of students earning any degree or certificate increased from 17% during the 2017-18 year to 20.9% in 2018-19, an increase of 3.9 percentage points (relative to the size of continuing students). The percentage of students earning a CTE degree or certificate increased from 10.6% during the 2017-18 year to 13% in 2018-19, an increase of 2.4 percentage points (relative to the size of continuing students). The percentage of students earning a Non-CTE degree or certificate increased from 7.1% during the 2017-18 year to 8.9% in 2018-19, an increase of 1.8 percentage points (relative to the size of continuing students).

Action 2.1.1 (Complete implementation of DegreeWorks District-wide) is completed. Work continues on 2.1.2 (Identify and categorize areas of study [meta-majors]), and 2.1.3 (Automate the application process for degrees and certificates). Action 2.1.4 (Implement best practices for increased CTE completion and success [e.g. Tutoring, contextualized math and English, counseling]) is ongoing.

District Objective #2.2

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

The volume of students transferring to four-year institutions decreased from 1,037 in 2016-17 to 864 in 2017-18. Transfers increased to the UC system but decreases were observed for the CSU system, and in-state-private and out-of-state colleges. The number of students that were transfer ready increased from 1,406 in 2017-18 to 1,532 in 2018-19, an increase of nine percentage points.

Action 2.2.1 (Contact students who become transfer-prepared and provide support to complete transfer) is complete with the implementation of Map Your Success campaign, Transfer Day, and Transfer Workshops and will be institutionalized.

District Objective #2.3

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

The percentage of students that began in Fall 2018 and completed transfer-level math prior to Fall 2019 is 15%, a one percentage point increase compared to the baseline Fall 2017 cohort (14%). Both of which are above the 6-Yr overall rate of 13%. The percentage of students that began in Fall 2018 and completed transfer-level English prior to Fall 2019 is 38%. This is an increase of seven percentage points when compared to the baseline Fall 2017 cohort (31%). Both of which are above the 6-Yr overall rate of 30%.

The District completed Actions 2.3.1 (Implement multiple measures to maximize student placement into transfer-level English and math), 2.3.2 (Shorten the developmental course sequence in English so that students can complete transfer-level English within one year), and 2.3.5 (Train faculty in accelerated instruction). Work is ongoing for Actions 2.3.3 (Shorten the developmental course sequence in math so that students can complete transfer-level math within one year), 2.3.4 (Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years), and 2.3.6 (Integrate and align peer academic support programs [embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction]).

District Objective #2.4

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

The percentage of CTE students that secured employment closely related to their field of study increased from 67% in 2014-15 to 72% in 2015-16, an increase of five percentage points. These results are from students that responded to the Career & Technical Education Employment Outcomes Survey (CTEOS).

The median change in earnings for CTE students increased from 68% in 2014-15 to 70% in 2015-16, an increase of two percentage points.

The District has made progress on Actions 2.4.1 (Create a comprehensive career development program that prepares students for employment) and 2.4.2 (Embed soft skills into CTE curriculum and provide training for faculty). This work will continue into next year.

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

District Objective #3.1

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

The District average for students placing into transfer-level math is 15% for Fall 2018. The following student groups fell below the District average: African American (6%) and Hispanic (12%) students.

The District average for students placing into transfer-level English is 37% for Fall 2018. The following student groups fell below the District average: African American (18%), Asian (33%), Hispanic (32%), and Unknown Ethnicity (25%) students.

The District has made notable progress on actions 3.1.1 (Determine which groups fall below the District's placement rates into transfer-level English and math) and 3.1.2 (Implement best practices to increase placement rates for targeted groups).

District Objective #3.2

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

The District average for students completing transfer-level math in one year is 15% for the Fall 2018 cohort. The following student groups performed below this level: Male (14%), African American (5%), Native American (8%), Hispanic (14%), and Unknown Ethnicity (5%) students.

The District average for students completing transfer-level English in one year is 38% for the Fall 2018 cohort. The following student groups performed below this level: Male (31%), African American (14%), Hispanic (36%), Multi-Ethnicity (36%), and Unknown Ethnicity (37%) students.

The District has made progress on Actions 3.2.1 (Determine which groups fall below the District's completion rates in transfer-level English and math), 3.2.2 (Implement best practices/interventions to increase completion rates for targeted student groups), and 3.2.3 (Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards).

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

District Objective #4.1

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

Program Review Training sessions are provided in the Spring semester (April-May) and the Fall semester (September). Training sessions are offered on all campuses. Of all Program Review Survey respondents in Spring 2018 and Fall 2018, 36% attended one or more training sessions. Ninety-six percent of respondents felt here were enough training sessions, and 78% felt that the training sessions provided covered all necessary aspects of program review. All 101 Program Review Units were audited in Fall 2018. The District will be changing the "audit tool" and wanted a more total view of how Units were performing in the program review process. Each Unit was audited by an IPRC member, and the Audit Rubric was used (included in the PR Manual). The audit results provide IPRC perspective on how well the program review process is being followed. For example, 97% of audits agreed that Units clearly stated their outcomes and that 91% noted the strengths of the Unit contributed to institutional effectiveness. Seventy-nine percent of audits agreed that Units used data and 76% agreed that Units used data to support conclusions and plans.

The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.

District Objective #4.2

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

The Giant Questionnaire was first administered in Spring 2017 to all COS employees. A total of 458 employees responded to the survey. Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (90%), that information is readily available and accessible (81%), information critical to their work is easily obtained (83%), and COS has clear policies, processes, and protocols (83%). The 2017 Giant Questionnaire will serve as the baseline data. The Giant Questionnaire will be administered again in 2020.

The District made progress on Action 4.2.1 (Implement an awareness campaign highlighting different departments and services) and institutionalized Action 4.2.2 (Ensure that the District website content is current and relevant).

District Objective #4.3

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

In 2018-19, there were more than 1,000 participants in the professional development opportunities (e.g., workshop, training) offered between July 2018 and June 2019. The district employees participated in about 130 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 130 participants completed more than 30 online workshop/trainings on various topics/areas including Safety and Health, Defensive Driving, Conducting Job Interviews, Confidentiality of Records, and Copyright Infringement. More than 930 participants completed over 100 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Strategies for Evaluating Classified Employees, Safety Training, Infusing Equity-Mindedness in Hiring Practices, Racial Microaggressions, Guided Pathways, Dialogue Days, Black Minds Matter, and On Course Workshop. Of the face-to-face/in-person participants, more than 84% were faculty.

The District has made progress on Action 4.3.1 (Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation).

Part 3: Identification of the actions to be completed in 2019- 2020

Since this is the first Annual Report on the Master Plan 2018-2021, the District does not believe additional actions are warranted at this time. However, in order to comply with AB705 requirements, the assessment methodology for Objective 3.1 will be adjusted in Fall 2019. Seventeen actions have been identified to be carried forward to 2019-2020, five actions were completed, and four actions are ongoing and now part of the unit's work.

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ANNUAL REPORT ON THE MASTER PLAN 2020

Sequoias Community College District

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College of the Sequoias

College of the Sequoias
2020 Annual Report on the COS 2015-2025 Master Plan

Sequoias Community College District
College of the Sequoias

Visalia Campus	Hanford Educational Center	Tulare College Center
915 S. Mooney Blvd.	925 13th Ave.	4999 E. Bardsley Ave.
Visalia, CA 93277	Hanford, CA 93230	Tulare, CA 93274

Introduction

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

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

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

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

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

This report includes three parts:

1. Update on the actions completed from Fall 2019 through Spring 2020 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 33
   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 2020-2021……...….. Page 40
   Purpose: To focus the District's collective energies and resources on specific objectives

Part 1: Update on the actions completed from Fall 2019 through Spring 2020 related to the objectives in the *College of the Sequoias 2018-2021 Strategic Plan.*

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

This is the second progress report on the *College of the Sequoias 2018-2021 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2019 through Spring 2020 related to its Institutional Goals and Objectives. In addition to a summary of progress on each Objective, the status of each Objective is identified as one of the following:

1. Completed;
2. Eliminated;
3. To be included in the 2020-2021 actions; or
4. Ongoing.

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

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

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

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

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

Rationale for District Objective 1.1: *The District anticipates an economic change that might deter enrollment. Historically, the District has not increased FTES every year; for example, FTES declined from 2011/2012 to 2012/2013 and from 2013/2014 to 2014/2015. Projected growth for the service area is at least half that of the projection when the Master Plan 1.75% annual growth goal was developed. Therefore, growth in FTES should be measured over a three-year period.*

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

FTES Change

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual FTES	8,957	9,526	9,846	10,237	10,380	10,655
Yr-to-Yr Change		6.4%	3.4%	4.0%	1.4%	2.7%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Summary

The District experienced a 2.7% growth in FTES from 2018-19 (10,380) to 2019-20 (10,655). Over the past six years, the District's FTES has increased 19%.

Actions for District Objective #1	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
1.1.1 Implement best practices for student fulltime enrollment, graduation, or transfer in two-years.	Vice President, Student Services; Student Services Deans; Counseling Department	May 2019	Outreach specialists case manage all students from feeder high schools who have interest in attending the college. High school campus visits followed by calls to students. Workshops are provided for application assistance, counseling appointments, and financial aid assistance. Counselors, upon completion of their appointment, register students to attend STEPS, where they will receive priority registration. Counselors advise the majority of students to take 12 units or more. They provide information on resources that will aid in their success, such as tutoring. They counsel students on programs to support them financially such as the College Promise, Financial Aid, scholarships, EOPS, etc. In addition to advising students to take a full load, they discuss graduation/degree requirements, transfer requirements, career opportunities and appropriately refer students to those resources such as the Transfer and Career Center. Likewise, counselors advise students on the resources available within their portal such as Degree Works, Career Coach, and Net Tutor. Admissions & Records runs reports from Degree Works and then provides targeted communication via Regroup for students in range for graduation and transfer.	Ongoing
1.1.2 Develop a plan to reduce attrition rates from application to enrollment.	Vice President, Student Services; Provosts, Hanford and Tulare	May 2019	Applications are intrusively case managed by student services specialists through the student's registration. There will always be students who apply but never register as the community college is often used as a backup plan for those applying to 4-year universities.	Completed

1.1.3	Implement student centered schedule planning to maximize fulltime enrollment (Student Education Plan data, previous semester classes, placement data, etc.)	Vice Presidents, Academic and Student Services; Student Services Deans; Instructional Council; Counseling Department	May 2021	Instructional council is working on scheduling best practices. Academic deans will attend enrollment management institute in summer 2020. Guided Pathways and Meta Majors are being developed and will inform the schedule planning process, once completed. VP of Academic Services requests feedback from the counseling department regarding course offerings each term.	To be included in the 2020-2021 actions
1.1.4	Increase opportunities to maximize concurrent and dual enrollment	Vice President, Academic Services; Academic Deans; Director, Dual Enrollment	May 2021	Increased opportunities to maximize concurrent and dual enrollment through: • Expanding the number of dual enrollment courses offered across partnering high schools. • Increasing the number of high school teachers qualified to teach classes for COS. Now more than 30 adjunct instructors that are full-time teachers. • Implementation of online dual enrollment courses that has also allowed the District to serve multiple high schools in one section. For example, two Visalia Unified School District high schools share 1 section of medical terminology; therefore, maximizing dual enrollment opportunities for students within the school district. • Beginning conversations with academic departments to schedule courses after school or summer. This will provide high school students from schools with limited dual enrollment opportunities a chance to enroll in college classes.	To be included in the 2020-2021 actions

			• Connecting high schools with limited or no dual enrollment offerings with high schools with dual enrollment courses (e.g. Visalia Charter Independent Study students enroll in classes at VTEC, Alpaugh High School students enroll in classes at Corcoran HS, etc.) • Working with academic departments to create dual enrollment pathways into COS programs. For example, we will begin offering FASH 140 (fall) and FASH 143 (spring) at 4 high schools (Exeter, Mt. Whitney, Redwood, and El Diamanté) next year. These classes will be taught by COS faculty and will help create interest in the fashion program at COS. • A new Early College Liaison position between COS and VTEC.	
1.1.5 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has completed actions 1.1.1 and 1.1.2. Notable progress has been made on actions 1.1.3 and 1.1.4.	

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

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

Rationale for District Objective 2.1*: Degree and certificate completion rates for COS students have been consistently below the statewide average. Whereas COS completion rates range in the low 40%'s, statewide average completion rates range in the high 40's. As part of the "Vision for Success," the Chancellor's Office has outlined new goals, the first of which is "[to] increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job" over five years.*

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

Students Receiving Awards (Degrees or Certificates)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	1,323	1,558	1,357	1,920	2,355	1,923
CTE	653	826	703	1,199	1,469	1,036
Non-CTE	703	794	712	805	1,005	1,021

Continuing Students

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Continuing Student	10,164	10,591	10,958	11,278	11,258	11,370

Graduate Yield (Student Graduates / Continuing Students)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Total Students	13.0%	14.7%	12.4%	17.0%	20.9%	17.1%
CTE Students	6.4%	7.8%	6.4%	10.6%	13.0%	13.0%
Non-CTE Students	6.9%	7.5%	6.5%	7.1%	8.9%	8.9%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Graduate Year: July 1st - June 30th

Academic Year: Summer, Fall, Spring terms.

Summary

Overall, the percentage of students earning any degree or certificate decreased from 20.9% during the 2018-19 year to 17.1% in 2019-20, a decrease of 3.8 percentage points (relative to the size of continuing students). Over the past six years, the percentage of students earning any degree or certificate increased 4.1 percentage points.

The percentage of students earning a CTE degree or certificate (13%) stayed the same during the 2018-19 year and 2019-20 year (relative to the size of continuing students).

The percentage of students earning a Non-CTE degree or certificate (8.9%) stayed the same during the 2018-19 year and 2019-20 year (relative to the size of continuing students).

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.1.1 Complete implementation of DegreeWorks District-wide.	Vice President, Student Services; Student Services Deans; Dean, Technology	May 2019	DegreeWorks' degree audit tool is fully implemented and used by both counselors and evaluators to complete graduation applications. Students have access to Degree Works on their MyGiant portal to audit their progress at any time. The next phase of the DegreeWorks tool is the student education plan, where implementation is still in progress.	Ongoing
2.1.2 Identify and categorize areas of study (meta-majors).	Vice President, Academic Services; Counseling Department; Instructional Council; Academic Deans; Academic Senate	May 2021	Meta Major areas of study have been created and sent through governance process for approval. Two summits were held with faculty, staff, students and administrators to develop Meta Majors.	Ongoing
2.1.3 Automate the application process for degrees and certificates.	Vice President, Student Services; Dean, Technology	May 2019	The degree and certificate application have been automated via DegreeWorks as well as the online application process for certificates.	Completed
2.1.4 Implement best practices for increased CTE completion and success (e.g. Tutoring, contextualized math and English, counseling).	Vice President, Academic Services; Provosts, Hanford and Tulare; Academic Deans; Counseling Department	May 2021	Tutorial task force has met 4 times and will recommend a stakeholder advisory group that will include CTE faculty representatives to provide ongoing input and feedback to improve tutorial support services. Math tutorial staff provided embedded tutoring support on a trial basis in Welding, and is in discussions to	Ongoing

			expand the use of embedded tutoring to support math related CTE for fall.	
2.1.5 Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress in all actions for Objective 2.1.	

District Goal #2. College of the Sequoias will improve the rate at which its students complete degrees, certificates, and transfer objectives.
District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years. ***Rationale for District Objective 2.2:*** *While COS has had an increase of transfer-prepared students (+11.6% over 3 years), the number of students who have transferred has declined (-2 percent over 3 years). The "Vision for Success" sets a statewide goal for the community college system to increase transfers to 4-year institutions (UC and CSU) by 35% over five years in order to meet the statewide demand for employees with bachelor's degrees. In order to meet both the state's vision and student goals, the District needs to help students become transfer-prepared and then help those students transfer to a four-year institution.* ***Assessment of District Objective 2.2:*** Review and compare the number of students who transfer to four-year institutions over three years to the baseline data.

Transfer Volume (number of transfers as reported to ACCJC)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grand Total	1,006	993	852	1,037	864	916
UC	39	48	45	34	40	58
CSU	526	515	439	666	508	545
In-State-Private	215	192	192	178	160	147
Out-of-State	226	238	176	159	156	166

Source and Definition

Source: California Community College Chancellor's Office
http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx
https://www.universityofcalifornia.edu/infocenter/admissions-source-school
http://asd.calstate.edu/ccc/SummaryYear.asp

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

Transfer Ready

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual Unduplicated Total	1,206	1,273	1,349	1,406	1,532	1,694
Fall Transfer Ready	756	842	829	820	906	1,016
Spring Transfer Ready	938	954	1,007	1,097	1,196	1,264

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Transfer Volume Summary

The volume of students transferring to four-year institutions increased from 864 in 2017-18 to 916 in 2018-19. Transfers increased in the UC system, the CSU system, and out-of-state colleges.

Transfer Ready Summary

The number of students that were transfer ready increased 1,532 in 2018-19 to 1,694 in 2019-20, an increase of 11 percentage points.

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.2.1 Contact students who become transfer-prepared and provide support to complete transfer.	Vice President, Student Services; Student Services Deans	May 2019	ReGroup emails and texts are sent to transfer-prepared students reminding them to see a counselor to complete their transfer application. The first transfer "Signing Day" was held to promote a culture of transfer. CSU Bakersfield, Sacramento, and Fresno Pacific partner with the Transfer Center to host targeted transfer events for students in addition to the ongoing partnerships with Fresno State, and our annual Transfer Day which hosts dozens of 4-year universities.	Ongoing
2.2.2 Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress in all actions for Objective 2.2.	

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

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

Rationale for District Objective 2.3*: California Community College Student Success Scorecard data indicates that unprepared students are much less likely than prepared students to complete a degree or certificate or transfer to a 4-year college, 37.3% versus 69.8% respectively. Working to improve how well and how quickly students complete their math and English sequences can greatly assist them in achieving their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor's Office Vision for Success.*

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

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

	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
District Total	2,262	12%	28%	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,830	31%	49%	15,493	16%	34%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

Math Summary

The percentage of students that began in Fall 2019 and completed transfer-level math prior to Fall 2020 is 31%, a 16 percentage point increase compared to the Fall 2018 cohort (15%). The Fall 2019 cohort is above the 6-Yr overall rate of 16%.

English Summary

The percentage of students that began in Fall 2019 and completed transfer-level English prior to Fall 2020 is 49%. This is an increase of 11 percentage points when compared to the Fall 2018 cohort (38%). Both of which are above the 6-Yr overall rate of 34%.

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.3.1 Implement multiple measures to maximize student placement into transfer-level English and math.	Vice Presidents, Student Services, Academic Services; Student Services Deans; Deans and Division Chairs, Language Arts and Math/Science; Assessment Office	Fall 2019	COS students are placed in transfer-level English and Math courses, with or without a support course based on their high school GPA and High School English/Math classes taken. Counselors have been trained on these multiple-measures placement criteria to ensure they are accurately reflected in each student's SEP. • Multiple measures have been implemented for English and Math placement and all students are eligible to take transfer-level courses in English and Math. • The Math department, in conjunction with Academic Senate and administration, is working on a process to update placement procedures. • The Math department is monitoring success rates and will adjust placement based on this data.	Completed
2.3.2 Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.	Vice President, Academic Services; Dean, Language Arts; English faculty	Fall 2019	There is no longer a developmental English sequence offered at COS. All students are eligible to take transfer level English.	Completed
2.3.3 Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.	Vice President, Academic Services; Dean, Math/Science; math faculty	Fall 2019	There is no longer a developmental math sequence offered at COS. All students are eligible for a transfer-level math course.	Completed
2.3.4 Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.	Vice President, Academic Services; Dean, Language Arts; English as a	Fall 2019	Guidance has just come out on ESL guided self-placement. Faculty, administrators and staff are working on curriculum and placement for implementation by Fall 2021.	To be included in the 2020-2021 actions

		Second Language faculty			
2.3.5	Train faculty in accelerated instruction.	Faculty Enrichment Committee; Academic Deans; Division Chairs, Language Arts and Math/Science	Fall 2019	Due to new legislation, acceleration training has been superseded by AB705 training. Our district AB 705 leads have coordinated efforts with the Faculty Enrichment Committee to put on a program of on-site training sessions and to support off-site conference attendance for faculty in English, ESL, and math for AY 2019-20. Records of specific training attendance and training topics are available upon request.	Ongoing
2.3.6	Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).	Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare	May 2020	Early Alert task force was created to inform and identify recommendations for improving academic support programs to the Tutorial Task Force. Tutorial Task Force has met 4 times and will have a set of recommendations to improve the alignments of peer academic support programs, including a stakeholder advisory committee, re-instituting tutor certification, updating training requirements to include a learning assistance sequence of courses, development of criteria for resource allocation, and providing clarity of services in areas of overlap (Math Lab & MESA). Oversight of supplemental instruction has moved fully to Educational Support Services Dean, which allows collaboration on training and flexibility in providing alternate supports such as augmented instruction when funding concerns come into play.	Completed
2.3.7	Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress in all actions for Objective 2.3, with work continuing on 2.3.4.	

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

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

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

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

CTE Students that Secured Employment Closely Related to Program of Study

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

Source and Definition

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

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

CTE Employment Summary

The percentage of CTE students that secured employment closely related to their field of study decreased from 72% in 2015-16 to 70% in 2016-17. These results are from students that responded to the Career & Technical Education Employment Outcomes Survey (CTEOS).

Median Change in Earnings

	2012-13	2013-14	2014-15	2015-16	2016-17
Median Change in Earnings	31%	41%	44%	47%	57%

Source and Definition

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

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

Median Change in Earnings Summary

The median change in earnings for CTE students increased from 47% in 2015-16 to 57% in 2016-17, an increase of ten percentage points.

Action for District Objective #2	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
2.4.1 Create a comprehensive career development program that prepares students for employment.	Academic Deans; Student Services Deans; Provosts, Hanford and Tulare	May 2020	The Transfer & Career Center is the hub for all career education services from entrance to completion. These include career exploration, resume workshops, career fairs, and other career services for students. Career Services is represented on all three District Campuses with a Director on the Visalia Campus. Additionally, three coordinators serve on each campus. Each coordinator also works with students and faculty on the respective campus setting up specific activities such as employer visits to classrooms, tours of industry, career fairs, mock interviews, resume workshops and other career education activities, including connecting students to local and regional internships.	Completed
2.4.2 Embed soft skills into CTE curriculum and provide training for faculty.	Academic Deans, Career Technical Education; Faculty	May 2020	Faculty and staff have attended workshops and training on embedding soft skills.	Ongoing
2.4.3 Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on Actions 2.4.1 and 2.4.2.	

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

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

***Rationale for District Objective 3.1*:** *Over the past six years, the percentage of first-time students placing into transfer-level English and Math is 37% and 15%. Several targeted groups have lower than average placement into transfer-level English (Latinos, 32%; African Americans, 22%) and math (Latinos, 12%; African Americans, 6%). These targeted groups' ability to "enter and complete transfer-level coursework in English and transfer-level Math within a one-year timeframe" is hindered due to gaps in placement. The District will act, with specific intention and purpose, to address gaps in placement into transfer-level English and Math coursework for targeted groups.*

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

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

	Fall 2014		Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math	Transfer English	Transfer Math
District Total	37%	15%	39%	14%	37%	14%	41%	17%	41%	16%	81%	51%
African-American	25%	11%	27%	9%	25%	5%	31%	10%	35%	10%	88%	42%
Asian	27%	29%	36%	23%	32%	26%	30%	21%	37%	35%	78%	48%
Filipino	40%	40%	56%	38%	47%	32%			63%	19%	95%	75%
Hispanic	32%	13%	34%	12%	33%	12%	36%	14%	36%	13%	79%	48%
Multi-Ethnicity	46%	16%	62%	11%	51%	20%	51%	20%	52%	25%	85%	64%
Native American	60%	7%	40%	20%			38%	38%	73%	27%	73%	27%
Pacific Islander												
Unknown	16%	5%	1%	1%	9%	4%	19%	12%	32%	16%	76%	47%
White	55%	22%	57%	21%	55%	23%	57%	27%	56%	22%	89%	63%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Note: Blank cells denote the cohort size is too small (less than 10) and not applicable for analysis.

Math Summary

In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level math without support. The District average for students placing into transfer-level math without support increased to 51% for Fall 2019 compared to 16% in Fall 2018. While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (42%), Asian (48%), Hispanic (48%), Native American (27%) and Unknown (47%).

English Summary

In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level English without support. The District average for students placing into transfer-level English without support increased to 81% for Fall 2019 compared to 41% in Fall 2018. While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: Asian (78%), Hispanic (79%), Native American (73%), and Unknown (76%).

Additional analysis related to objective 3.1 can be found on the RPIE website:
https://www.cos.edu/en-us/Research/Documents/2019-2020%20Overview%20of%20Student%20Outcomes%20related%20to%20District%20Objectives%203.1%20and%203.2.pdf

Action for District Objective #3	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
3.1.1 Determine which groups fall below the District's placement rates into transfer-level English and math.	Dean, Research; Student Equity Plan Workgroup	Fall 2018 Fall 2019 Fall 2020	Due to AB 705 requirements and placement practices, all Fall 2019 first-time students were placed into transfer-level English or math. Alternatively, the Research Office analyzed placement rates for students who placed in transfer-level English or math without support, and identified the racial/ethnic and gender groups that fall below the District average.	To be included in the 2020-2021 actions
3.1.2 Implement best practices to increase placement rates for targeted groups.	Student Services Deans; Deans, Math/Science and Language Arts; Director, Student Success	May 2020	Fall 2019 reached 100% alignment with AB 705 multiple measures in Math and English with significant improvement in all levels, including equity gaps.	Ongoing
3.1.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	Due to AB 705, the District successfully aligned placement measures and both actions have been completed**.**	

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

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

Rationale for District Objective 3.2: *Over the past five years, the percentage of students completing transfer-level English and transfer-level math is 26% and 11%. Several targeted groups have lower than average completion rates in transfer-level English (Latinos, 25%; African Americans, 13%) and math (Latinos, 10%; African Americans, 3%). As more students enroll in the District to pursue educational goals that require successful completion of transfer-level English and math, within a one-year timeframe, it is critical that these targeted groups also successfully achieve their goals. The District will act, with specific intention and purpose, to address gaps in completion rates of transfer-level English and Math coursework for targeted groups.*

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

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

	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,262	12%	28%	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,830	31%	49%	15,493	16%	34%
Female	1,116	14%	33%	1,252	13%	31%	1,298	12%	33%	1,274	15%	38%	1,288	16%	45%	1,495	36%	56%	7,723	18%	40%
Male	1,109	11%	22%	1,225	9%	21%	1,252	12%	24%	1,329	13%	25%	1,323	14%	31%	1,308	25%	41%	7,546	14%	28%
Unknown	37	14%	46%	59	10%	19%	61	13%	31%	25	4%	8%	15	20%	47%	27	37%	37%	224	15%	29%

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

	Fall 2014			Fall 2015			Fall 2016			Fall 2017			Fall 2018			Fall 2019			6-Yr Overall		
	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate	Cohort	MATH Rate	ENGL Rate
Grand Total	2,262	12%	28%	2,536	11%	26%	2,611	12%	29%	2,628	14%	31%	2,626	15%	38%	2,830	31%	49%	15,493	16%	34%
African-American	76	7%	22%	99	3%	11%	83	4%	14%	52	8%	12%	63	5%	14%	50	30%	42%	423	8%	18%
Asian	62	24%	31%	38	29%	47%	42	24%	26%	41	29%	24%	47	21%	51%	49	41%	49%	279	28%	38%
Hispanic	1,452	11%	27%	1,663	10%	25%	1,775	11%	28%	1,862	12%	29%	1,825	14%	36%	1,928	31%	49%	10,505	15%	33%
Multi-Ethnicity	123	12%	24%	134	7%	22%	154	14%	31%	141	17%	43%	139	15%	36%	164	26%	41%	855	16%	33%
Native American	15	7%	20%	15	20%	13%	9	0%	11%	13	23%	23%	11	9%	73%	11	27%	36%	74	15%	28%
Pac. Is or Filipino	14	29%	14%	17	41%	53%	20	40%	30%	10	20%	40%	20	25%	40%	24	50%	79%	105	36%	46%
Unknown	20	20%	30%	23	4%	9%	19	5%	26%	21	14%	29%	18	6%	33%	122	24%	41%	223	17%	34%
White	500	15%	34%	547	15%	32%	509	15%	34%	488	21%	38%	503	19%	46%	482	33%	54%	3,029	19%	39%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: {vEnrollUniqueCRN_AllStudents_1.CourseSN} = "ENGL 001"
Transfer-Level Math Courses: {vEnrollUniqueCRN_AllStudents_1.CourseSN} in ["MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025"]

Math Summary

The District average for students completing transfer-level math in one year increased from 15% for the Fall 2018 cohort to 31% for the Fall 2019 cohort. For the Fall 2019 cohort, the following student groups performed below this level: Male (25%), African American (30%), Multi-ethnic (26%), Native American (27%), and Unknown Ethnicity (24%) students.

English Summary

The District average for students completing transfer-level English in one year increased from 38% for the Fall 2018 cohort to 49% for the Fall 2019 cohort. The following student groups performed below this level: Male (41%), African American (42%), Multi-ethnic (41%), Native American (36%), and Unknown Ethnicity (41%) students.

Action for District Objective #3	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
3.2.1 Determine which groups fall below the District's completion rates in transfer-level English and math.	Dean, Research, Student Equity Plan Workgroup	Fall 2018 Fall 2019 Fall 2020	The Research Office determined the racial/ethnic and gender groups that fall below the District's throughput rates for transfer-level English and math for the Fall 2018 cohort. The results were shared district-wide.	Completed
3.2.2 Implement best practices/interventions to increase completion rates for targeted student groups.	Student Services Deans; Director, Student Success; Academic Deans	May 2020	Student Services has implemented the following practices/activities for, but not limited to, targeted student groups: • Mandated follow-up appointments with students to monitor students' academic progress and provide appropriate resource referrals. • Early Alerts are tracked each semester to help provide students the support they need early on in the semester. • Extended their service hours until 6pm to help meet the needs of our evening student population. • The Counseling Division offers online counseling. Degree Works is another tool utilized to allow students and staff to better track their progress towards completion.	Ongoing
3.2.3 Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.	Superintendent/President, Vice Presidents, Student and Academic Services; Deans, Division Chairs, and faculty,	May 2021	While, the District continued to partner with members of the Tulare Kings College and Career Collaborative and local high school districts to align curriculum and AB705 placement criteria for first-time freshmen, no direct collaboration between District faculty and high	To be included in the 2020-2021 actions

	Math/Science and Language Arts		school teachers was reported. The President/Superintendent continued his annual spring visits to all feeder high school districts within the District's service area to share District updates and student placement, success, and transfer information from the previous year.	
3.2.4 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has completed and institutionalized Actions 3.2.1 and 3.2.2. The District has made progress on Actions 3.2.3.	

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

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

Rationale for District Objective 4.1: *As outlined in the COS 2017 Integrated Planning Manual, the analysis of data is central to the College of the Sequoias Model for Integrated Planning and serves as an important tool in each of the District's planning processes. Efforts to further improve data use and analysis will contribute to institutional effectiveness and will help achieve the next level of excellence in promoting a culture of evidence in the District.*

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

Summary: The Research Office continued to provide data and consultations to program review units, which now have access to substantially more data than in previous years. Now that Tableau software is fully deployed, units are exploring and disaggregating data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and productivity, as applicable. Institutional Program Review Committee (IPRC) will continue training units on the use of data during the program review process and will stress the use of disaggregated data as a way to improve equity across the District. The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers continued to employ specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators. During IPRC Audit of Unit Program Reviews, the committee identified that 87% of the Units used data to support Strengths, and 82% of the units used data to support Needed Improvements. Additionally, 86% agreed that the units used data to support conclusions and plans, and 45% agreed that the units assessed some disaggregated data.

Actions for District Objective #4	***Responsible Party***	***Target Completion Date***	***Progress***	***Implications for Next Year's Actions***
4.1.1 Increase the effective use of data in unit program reviews.	Dean, Research, Institutional Program Review Committee; Outcome and Assessment Committee; Senior Management	May 2021	The Research Office continued to provide data and consultations to program review units, which now have access to substantially more data than in previous years. Now that Tableau software is fully deployed, units are exploring and disaggregating data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and productivity, as applicable. Institutional Program Review Committee (IPRC) will continue training units on the use of data during the program review process and will stress the use of disaggregated	To be included in the 2020-2021 actions

			data as a way to improve equity across the District. The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers continued to employ specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators.	
4.1.2 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.	

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

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

Rationale for District Objective 4.2: *District constituents have expressed a need for stronger communication between departments and divisions. This need was highlighted in participant feedback during the Strategic Plan Summit and in the results of the Giant Questionnaire (Question 10). Improved communication between all areas of the District would facilitate the effectiveness of operations by reducing or eliminating redundant activities, by improving the cooperation between departments and divisions, and by improving the time to complete activities.*

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

Giant Questionnaire (2017), Question 10

Survey Item	Agree	Disagree
"I am listened to and respected by my colleagues."	90%	10%
"Information at COS is readily available and accessible."	81%	19%
"It is easy for me to obtain information critical to my work."	83%	17%
"COS has clear policies, processes, and protocols that allow me to do my job effectively."	83%	17%

Source: COS Giant Questionnaire 2017

Summary: The Giant Questionnaire was first administered in Spring 2017 to all COS employees. A total of 458 employees responded to the survey. Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (90%), that information is readily available and accessible (81%), information critical to their work is easily obtained (83%), and COS has clear policies, processes, and protocols (83%). The 2017 Giant Questionnaire will serve as the baseline data. The Giant Questionnaire will be administered again in 2020.

Actions for District Objective #4	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
4.2.1 Implement an awareness campaign highlighting different departments and services.	Superintendent/President; Manager, Marketing and Public Relations; Vice President, Administrative Services	May 2019 May 2020 May 2021	Awareness campaign has continued since November 2018. Departments, programs or student services are now more frequently requesting for their areas to be featured on social media, COSeNews, and Press Releases. Social Media feeds to the home page of the COS website. The campaign has also expanded to the community, reaching over 6,000 people per day on Facebook, over 2,000 people per day on Instagram, and making over 100,000 impressions on Instagram per week.	To be continued in the 2020-2021 actions
4.2.2 Ensure that the District website content is current and relevant.	Superintendent/President; Vice President, Administrative Services; Dean, Technology; Manager, Marketing and Public Relations	May 2019	Since the launch of the new website in Spring 2019, monthly audits, department and program meetings occur to ensure content is up to date and relevant. Department phone numbers were added to the home page of each area. This is an ongoing effort each semester.	Ongoing
4.2.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District made further progress on Action 4.2.1 and institutionalized Action 4.2.2.	

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

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

Rationale for District Objective 4.3: *Professional development is critical to maintaining the high quality of staff and services provided by the District. It is imperative that COS provide ongoing training in light of numerous new state initiatives.*

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

Summary: In 2019-2020, there were more than 935 participants in the professional development opportunities (e.g., workshop, training) offered between July 2019 and June 2020. The district employees participated in about 115 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 310 participants completed more than 35 online workshop/trainings on various topics/areas including Safety, Defensive Driving, Conducting Job Interviews, FERPA, Stress Management, Sexual Harassment, and Mandated Reporting. About 625 participants completed over 75 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Vet Ally Awareness, Equitable Grading Practices, Immigrant Rights, Meta Majors, Student Success, Canvas, Excel, and Copyright. Of the face-to-face/in-person participants, approximately 71% were faculty. Additionally, due to the COVID-19 pandemic, the district began remote instruction and operations on March 12, 2020, and the numbers reported do not include training activities that took place after that date. However, from 3/12/2020 through 4/30/2020, COS faculty (FT and PT) participated in approximately 800+ hours of COVID-19-related training, professional development, and online certification.

Workshop/Training Modality	Number of Trainings	Number of Participants
Online	37	312
In-Person	78	625
All Trainings	115	937
• 71% of in-person training participants were faculty.		
• Faculty participated in 800+ hours of COVID-19-related training, professional development, and online certification		

Action for District Objective #4	*Responsible Party*	*Target Completion Date*	*Progress*	*Implications for Next Year's Actions*
4.3.1 Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.	Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees	May 2020	There has been no effort to bring together all responsible parties to create/implement a District professional development plan, which would coordinate, align and manage professional development activities and new employee orientation. This is not to suggest work by the responsible parties is not being done. For example: 1. The Safety / Facilities Council and Human Resources launched a key initiative for 2019/20: the creation and implementation of new employee orientation that included a review of employee safety guidelines, introduction to the Injury and Illness Prevention Plan (IIPP), emergency notifications, hazard reporting, and the reporting of workers compensation claims. The orientation was offered for the first time on February 6, 2020. It will be offered once monthly to all full-time and part-time CSEA members and full-time faculty. 2. FEC/PACE continue to hold numerous professional development opportunities for their members. 3. Management Council has regular trainings including ensuring all mandatory trainings (i.e. preventing sexual harassment) are up to date. There is not yet a District professional development plan in place. Responsible parties will continue work on this action in the next year.	To be included in the 2020-2021 actions

4.3.2	Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made no progress on Action 4.3.1.	

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 2019 through Spring 2020 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals. While the qualitative assessments are available now, data will not be available or finalized until late Summer/Fall 2020.

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

District Objective #1.1

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

The District experienced a 2.7% growth in FTES from 2018-19 (10,380) to 2019-20 (10,655). Over the past six years, the District's FTES has increased 19%.

The District has completed actions 1.1.1 (Implement best practices for student fulltime enrollment, graduation, or transfer in two years) and 1.1.2 (Develop a plan to reduce attrition rates from application to enrollment). Notable progress has been made on actions 1.1.3 (Implement student centered schedule planning to maximize fulltime enrollment (Student Education Plan data, previous semester classes, placement data, etc.)) and 1.1.4 (Increase opportunities to maximize concurrent and dual enrollment).

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

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

Overall, the percentage of students earning any degree or certificate decreased from 20.9% during the 2018-19 year to 17.1% in 2019-20, a decrease of 3.8 percentage points (relative to the size of continuing students). Over the past six years, the percentage of students earning any degree or certificate increased 4.1 percentage points.

The percentage of students earning a CTE degree or certificate (13%) stayed the same during the 2018-19 year and 2019-20 year (relative to the size of continuing students).

The percentage of students earning a Non-CTE degree or certificate (8.9%) stayed the same during the 2018-19 year and 2019-20 year (relative to the size of continuing students).

The District has made progress in all actions for Objective 2.1.

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

Transfer Volume Summary
The volume of students transferring to four-year institutions increased from 864 in 2017-18 to 916 in 2018-19. Transfers increased in the UC system, the CSU system, and out-of-state colleges.

Transfer Ready Summary
The number of students that were transfer ready increased from 1,532 in 2018-19 to 1,694 in 2019-20, an increase of 11 percentage points.

The District has made progress in all actions for Objective 2.2.

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

Math Summary
The percentage of students that began in Fall 2019 and completed transfer-level math prior to Fall 2020 is 31%, a 16 percentage point increase compared to the Fall 2018 cohort (15%). The Fall 2019 cohort is above the 6-Yr overall rate of 16%.

English Summary
The percentage of students that began in Fall 2019 and completed transfer-level English prior to Fall 2020 is 49%. This is an increase of 11 percentage points when compared to the Fall 2018 cohort (38%). Both of which are above the 6-Yr overall rate of 34%.

The District has made progress in all actions for Objective 2.3, with work continuing on 2.3.4 (Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years).

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

CTE Employment Summary
The percentage of CTE students that secured employment closely related to their field of study decreased from 72% in 2015-16 to 70% in 2016-17. These results are from students that responded to the Career & Technical Education Employment Outcomes Survey (CTEOS).

Median Change in Earnings Summary
The median change in earnings for CTE students increased from 47% in 2015-16 to 57% in 2016-17, an increase of ten percentage points.

The District has made progress on all actions for Objective 2.4.

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

District Objective #3.1

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

Math Summary

In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level math without support. The District average for students placing into transfer-level math without support increased to 51% for Fall 2019 compared to 16% in Fall 2018. While most student groups have more students placing into transfer-level math without support, the following groups remain below the District average: African American (42%), Asian (48%), Hispanic (48%), Native American (27%) and Unknown (47%).

English Summary

In Fall 2019, the methodology for this metric changed to assess students' placement rates into transfer-level English without support. The District average for students placing into transfer-level English without support increased to 81% for Fall 2019 compared to 41% in Fall 2018. While most student groups have more students placing into transfer-level English without support, the following groups remain below the District average: Asian (78%), Hispanic (79%), Native American (73%), and Unknown (76%).

Additional analysis related to objective 3.1 can be found on the RPIE website:
https://www.cos.edu/en-us/Research/Documents/2019-2020%20Overview%20of%20Student%20Outcomes%20related%20to%20District%20Objectives%203.1%20and%203.2.pdf

Due to AB 705, the District successfully aligned placement measures and both actions have been completed**.**

District Objective #3.2

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

Math Summary

The District average for students completing transfer-level math in one year increased from 15% for the Fall 2018 cohort to 31% for the Fall 2019 cohort. For the Fall 2019 cohort, the following student groups performed below this level: Male (25%), African American (30%), Multi-ethnic (26%), Native American (27%), and Unknown Ethnicity (24%) students.

English Summary

The District average for students completing transfer-level English in one year increased from 38% for the Fall 2018 cohort to 49% for the Fall 2019 cohort. For the Fall 2019 cohort, the following student groups performed below this level: Male (41%), African American (42%), Multi-ethnic (41%), Native American (36%), and Unknown Ethnicity (41%) students.

The District has completed and institutionalized Actions 3.2.1 (Determine which groups fall below the District's completion rates in transfer-level English and math.) and 3.2.2 (Implement best practices/interventions to increase completion rates for targeted student groups). The District has made progress on Actions 3.2.3 (Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards).

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

District Objective #4.1

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

The Research Office continued to provide data and consultations to program review units, which now have access to substantially more data than in previous years. Now that Tableau software is fully deployed, units are exploring and disaggregating data by campus, instructional mode, ethnicity, and gender for success rates, FTES, and productivity, as applicable. Institutional Program Review Committee (IPRC) will continue training units on the use of data during the program review process and will stress the use of disaggregated data as a way to improve equity across the District. The Outcomes & Assessment Committee provided District-wide training and open hours to assist faculty with program learning outcomes assessment. In addition, senior managers continued to employ specific activities (i.e. DataTime! at the Management Council) to promote and increase the effective use of data among the District administrators. During IPRC Audit of Unit Program Reviews, the committee identified that 87% of the Units used data to support Strengths, and 82% of the units used data to support Needed Improvements. Additionally, 86% agreed that the units used data to support conclusions and plans, and 45% agreed that the units assessed some disaggregated data.

The District continues to make progress toward increasing the effective use of data in program review by providing training, consultations, and data management and visualization tools.

District Objective #4.2

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

The Giant Questionnaire was first administered in Spring 2017 to all COS employees. A total of 458 employees responded to the survey. Overall, the majority of COS employees agreed that they are listened to and respected by their colleagues (90%), that information is readily available and accessible (81%), information critical to their work is easily obtained (83%), and COS has clear policies, processes, and protocols (83%). The 2017 Giant Questionnaire will serve as the baseline data. The Giant Questionnaire will be administered again in 2020.

The District made further progress on all actions for Objective 4.2.

District Objective #4.3

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

In 2019-2020, there were more than 935 participants in the professional development opportunities (e.g., workshop, training) offered between July 2019 and June 2020. The district employees participated in about 115 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 310 participants completed more than 35 online workshop/trainings on various topics/areas including Safety, Defensive Driving, Conducting Job Interviews, FERPA, Stress Management, Sexual Harassment, and Mandated Reporting. About 625 participants completed over 75 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Vet Ally Awareness, Equitable Grading Practices, Immigrant Rights, Meta Majors, Student Success, Canvas, Excel, and Copyright. Of the face-to-face/in-person participants, approximately 71% were faculty. Additionally, due to the COVID-19 pandemic, the district began remote instruction and operations on March 12, 2020, and the numbers reported do not include training activities that took place after that date. However, from 3/12/2020 through 4/30/2020, COS faculty (FT and PT) participated in approximately 800+ hours of COVID-19-related training, professional development, and online certification.

The District has made no progress on Action 4.3.1 (Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation).

Part 3: Identification of the actions to be completed in 2020- 2021

The District does not believe additional actions are warranted at this time. However, in order to comply with AB705 requirements, the assessment methodology for Objective 3.1 was adjusted in Fall 2019. Eight actions have been identified to be carried forward to 2020-2021, eight actions were completed, and ten actions are ongoing and now part of the unit's work.

Office of Research, Planning & Institutional Effectiveness

College of the Sequoias

915 S. Mooney Blvd. Visalia, CA 93277

Below are some data points that illustrate the prior and current use of the BIT Referral system and expanded support and information with the current use of Maxient.

BIT REFERRALS	COS-SharePoint	COS-SharePoint	Maxient	Maxient	Maxient
	2018-2019	2019-2020	2019-2020	2020-2021	2021-2022 (to date)
COS BIT Referral	70	74	n/a	n/a	n/a
Student Misconduct	n/a	n/a	1	12	21
Academic Dishonesty	n/a	n/a		28	62
Student Complaint	n/a	n/a	1	9	14
Student of Concern	n/a	n/a		27	63
Sexual Misconduct	n/a	n/a		1	3
Total	70	(74)	(2)	78	163 (4/1/2022)
Combined total		(Both)=	76		