

ANNUAL REPORT ON THE MASTER PLAN 2020



Sequoias Community
College District



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

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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 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%.

<i>Actions for District Objective #1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>1.1.1 Implement best practices for student fulltime enrollment, graduation, or transfer in two-years.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department</p>	<p>May 2019</p>	<p>Outreach specialists case manage all students from feeder high schools who have interest in attending the college. High school campus visits followed by calls to students. Workshops are provided for application assistance, counseling appointments, and financial aid assistance. Counselors, upon completion of their appointment, register students to attend STEPS, where they will receive priority registration.</p> <p>Counselors advise the majority of students to take 12 units or more. They provide information on resources that will aid in their success, such as tutoring. They counsel students on programs to support them financially such as the College Promise, Financial Aid, scholarships, EOPS, etc. In addition to advising students to take a full load, they discuss graduation/degree requirements, transfer requirements, career opportunities and appropriately refer students to those resources such as the Transfer and Career Center. Likewise, counselors advise students on the resources available within their portal such as Degree Works, Career Coach, and Net Tutor.</p> <p>Admissions & Records runs reports from Degree Works and then provides targeted communication via Regroup for students in range for graduation and transfer.</p>	<p>Ongoing</p>
<p>1.1.2 Develop a plan to reduce attrition rates from application to enrollment.</p>	<p>Vice President, Student Services; Provosts, Hanford and Tulare</p>	<p>May 2019</p>	<p>Applications are intrusively case managed by student services specialists through the student's registration. There will always be students who apply but never register as the community college is often used as a backup plan for those applying to 4-year universities.</p>	<p>Completed</p>

<p>1.1.3 Implement student centered schedule planning to maximize fulltime enrollment (Student Education Plan data, previous semester classes, placement data, etc.)</p>	<p>Vice Presidents, Academic and Student Services; Student Services Deans; Instructional Council; Counseling Department</p>	<p>May 2021</p>	<p>Instructional council is working on scheduling best practices.</p> <p>Academic deans will attend enrollment management institute in summer 2020.</p> <p>Guided Pathways and Meta Majors are being developed and will inform the schedule planning process, once completed.</p> <p>VP of Academic Services requests feedback from the counseling department regarding course offerings each term.</p>	<p>To be included in the 2020-2021 actions</p>
<p>1.1.4 Increase opportunities to maximize concurrent and dual enrollment</p>	<p>Vice President, Academic Services; Academic Deans; Director, Dual Enrollment</p>	<p>May 2021</p>	<p>Increased opportunities to maximize concurrent and dual enrollment through:</p> <ul style="list-style-type: none"> • Expanding the number of dual enrollment courses offered across partnering high schools. • Increasing the number of high school teachers qualified to teach classes for COS. Now more than 30 adjunct instructors that are full-time teachers. • Implementation of online dual enrollment courses that has also allowed the District to serve multiple high schools in one section. For example, two Visalia Unified School District high schools share 1 section of medical terminology; therefore, maximizing dual enrollment opportunities for students within the school district. • Beginning conversations with academic departments to schedule courses after school or summer. This will provide high school students from schools with limited dual enrollment opportunities a chance to enroll in college classes. 	<p>To be included in the 2020-2021 actions</p>

			<ul style="list-style-type: none"> • Connecting high schools with limited or no dual enrollment offerings with high schools with dual enrollment courses (e.g. Visalia Charter Independent Study students enroll in classes at VTEC, Alpaugh High School students enroll in classes at Corcoran HS, etc.) • Working with academic departments to create dual enrollment pathways into COS programs. For example, we will begin offering FASH 140 (fall) and FASH 143 (spring) at 4 high schools (Exeter, Mt. Whitney, Redwood, and El Diamanté) next year. These classes will be taught by COS faculty and will help create interest in the fashion program at COS. • A new Early College Liaison position between COS and VTEC. 	
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.	

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)

	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).

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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	<p>Tutorial task force has met 4 times and will recommend a stakeholder advisory group that will include CTE faculty representatives to provide ongoing input and feedback to improve tutorial support services.</p> <p>Math tutorial staff provided embedded tutoring support on a trial basis in Welding, and is in discussions to</p>	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/cc/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.

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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%.

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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. <ul style="list-style-type: none"> • Multiple measures have been implemented for English and Math placement and all students are eligible to take transfer-level courses in English and Math. • The Math department, in conjunction with Academic Senate and administration, is 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.

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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	<p>The Transfer & Career Center is the hub for all career education services from entrance to completion. These include career exploration, resume workshops, career fairs, and other career services for students.</p> <p>Career Services is represented on all three District Campuses with a Director on the Visalia Campus. Additionally, three coordinators serve on each campus. Each coordinator also works with students and faculty on the respective campus setting up specific activities such as employer visits to classrooms, tours of industry, career fairs, mock interviews, resume workshops and other career education activities, including connecting students to local and regional internships.</p>	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.	

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 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>

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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.

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>3.2.1 Determine which groups fall below the District's completion rates in transfer-level English and math.</p>	<p>Dean, Research, Student Equity Plan Workgroup</p>	<p>Fall 2018 Fall 2019 Fall 2020</p>	<p>The Research Office determined the racial/ethnic and gender groups that fall below the District's throughput rates for transfer-level English and math for the Fall 2018 cohort. The results were shared district-wide.</p>	<p>Completed</p>
<p>3.2.2 Implement best practices/interventions to increase completion rates for targeted student groups.</p>	<p>Student Services Deans; Director, Student Success; Academic Deans</p>	<p>May 2020</p>	<p>Student Services has implemented the following practices/activities for, but not limited to, targeted student groups:</p> <ul style="list-style-type: none"> • Mandated follow-up appointments with students to monitor students' academic progress and provide appropriate resource referrals. • Early Alerts are tracked each semester to help provide students the support they need early on in the semester. • Extended their service hours until 6pm to help meet the needs of our evening student population. • The Counseling Division offers online counseling. <p>Degree Works is another tool utilized to allow students and staff to better track their progress towards completion.</p>	<p>Ongoing</p>
<p>3.2.3 Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.</p>	<p>Superintendent/President, Vice Presidents, Student and Academic Services; Deans, Division Chairs, and faculty,</p>	<p>May 2021</p>	<p>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</p>	<p>To be included in the 2020-2021 actions</p>

	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.

<i>Actions for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
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

<u>Survey Item</u>	<u>Agree</u>	<u>Disagree</u>
"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.

<i>Actions for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
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.

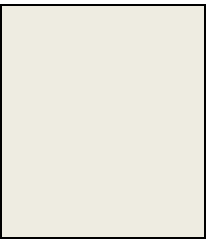
Rationale for District Objective 4.3: Professional development is critical to maintaining the high quality of staff and services provided by the District. It is imperative that COS provide ongoing training in light of numerous new state initiatives.

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
<ul style="list-style-type: none"> 71% of in-person training participants were faculty. Faculty participated in 800+ hours of COVID-19-related training, professional development, and online certification 		

<i>Action for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>4.3.1 Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.</p>	<p>Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees</p>	<p>May 2020</p>	<p>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:</p> <ol style="list-style-type: none"> 1. The Safety / Facilities Council and Human Resources launched a key initiative for 2019/20: the creation and implementation of new employee orientation that included a review of employee safety 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. <p>There is not yet a District professional development plan in place. Responsible parties will continue work on this action in the next year.</p>	<p>To be included in the 2020-2021 actions</p>

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.	
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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.



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