# ANNUAL REPORT ON THE MASTER PLAN

# 2019

ANNUAL REPORT ON THE 2015-2025 MASTER PLAN

VISALIA • HANFORD • TULARE

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

Visalia Campus
915 S. Mooney Blvd.
Visalia, CA 93277

Hanford Educational Center
925 13th Ave.
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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:

**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.<br><br>Implemented DegreeWorks, including student training and incorporated DegreeWorks into counseling sessions.<br><br>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.<br><br>Admissions and Welcome Center made phone calls to students whose applications were incomplete or incorrect.<br><br>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.<br><br>A DegreeWorks video with a student-friendly tutorial was created and is available on the District website.<br><br>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.<br><br>Student services, computer services, and Provosts collaborated to seek ways to promote students to apply for certificates.<br><br>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. <br><br> *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.* <br><br> *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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>*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.*<br><br>*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.<br><br>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.<br><br>***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.*<br><br>***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

| Gender | Fall 2013 Cohort | MATH Rate | ENGL Rate | Fall 2014 Cohort | MATH Rate | ENGL Rate | Fall 2015 Cohort | MATH Rate | ENGL Rate | Fall 2016 Cohort | MATH Rate | ENGL Rate | Fall 2017 Cohort | MATH Rate | ENGL Rate | Fall 2018 Cohort | MATH Rate | ENGL Rate | 6-Yr Overall 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

| Race-Ethnicity | Fall 2013 Cohort | MATH Rate | ENGL Rate | Fall 2014 Cohort | MATH Rate | ENGL Rate | Fall 2015 Cohort | MATH Rate | ENGL Rate | Fall 2016 Cohort | MATH Rate | ENGL Rate | Fall 2017 Cohort | MATH Rate | ENGL Rate | Fall 2018 Cohort | MATH Rate | ENGL Rate | 6-Yr Overall 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:<br><br>•Offering individualized math tutoring for veterans<br>•Providing annual Veteran Ally training for faculty, staff, and administration<br>•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<br>•Implementing frequent and intrusive follow up services for disproportionately impacted students from Student Success Coordinators focused on course completion<br>•Holding collaborative workshops to share information on resources for academic and progress probation students with counselors, financial aid, and student success coordinators sharing<br>•Offering textbook, laptop, and mobile Wi-Fi hotspot checkout programs<br>•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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College of the Sequoias

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