

ANNUAL REPORT ON THE MASTER PLAN 2022



ANNUAL REPORT
ON THE
2015-2025
MASTER PLAN

VISALIA • HANFORD • TULARE

Sequoias Community
College District



College of the Sequoias

College of the Sequoias
2022 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.
Hanford, CA 93230

Tulare College Center
4999 E. Bardsley Ave.
Tulare, CA 93274

Introduction

This *College of the Sequoias Annual Report on the COS 2015-2025 Master Plan* describes progress made toward achieving the goals and objectives documented in the strategic plan.

The *COS 2015-2025 Master Plan* includes four District Goals. The four District Goals are:

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

The District identified objectives within each goal for focus in the 2021-2025 Strategic Plan.

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

This report includes three parts:

1. Update on the actions completed from Fall 2021 through Spring 2022 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 43
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 2022-2023..... Page 50
Purpose: To focus the District's collective energies and resources on specific objectives

Part 1: Update on the actions completed from Fall 2021 through Spring 2022 related to the objectives in the *College of the Sequoias 2021-2025 Strategic Plan*.

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

This is the first progress report on the *College of the Sequoias 2021-2025 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2021 through Spring 2022 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 2022-2023 actions; or
4. Ongoing.

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

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

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

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

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

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

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

Objective 1.1: Full-Time Equivalent Students

FTES Change

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Annual FTES	9,526	9,846	10,237	10,381	10,630	9,572	9,152
Yr-to-Yr Change		3.4%	4.0%	1.4%	2.4%	-10.0%	-4.4%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

2021-22 Summary

During the 2021-22 year, annual FTES declined by 4.4% compared to the 2020-21 year, likely still due to the lingering effects of the pandemic.

<i>Actions for District Objective #1.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
1.1.1 Attract prospective students; inform them about their educational options and alignment with local workforce needs.	Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	A team of outreach specialists continue to make multiple visits to 40+ high schools in Tulare and Kings Counties. The District participates and hosts MAPS (Motivate, Access, Plan, Success), which virtually served approximately 2,200 Visalia Unified School District 6 th graders demonstrating career pathways and employment opportunities.	Ongoing
1.1.2 Extend awareness of our institutional offerings among key community influencers, including the families of high school students and local employers seeking to hire our graduates.	Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	Access and Ability Center hosts biannual Bridge meeting with prospective high school students and families. Student Services utilizes their advisory committees to extend awareness of institutional offerings. Campus tours continue to bring in the community and inform prospective students about programs and services provided. Cross-trainings were conducted with high school partners and other student and academic service programs. The District collaborated with local school districts and increased offerings in Career Technical Education.	Ongoing
1.1.3 Optimize course scheduling to strategically meet student needs for both part-time and full-time enrollment.	Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare; Instructional Council	May 2022 May 2023 May 2024 May 2025	Instructional Council work groups convened in Spring and Summer 2022 to address strategic enrollment management, optimize scheduling standard meeting times, and data collection. Training and collective discussion is planned for 2022-23.	To be included in 2022-23 actions

<p>1.1.4 Enhance opportunities to offer quality concurrent and dual enrollment by expanding early college credit opportunities to interested feeder high schools with a particular emphasis on specific student groups.</p>	<p>Vice President, Academic Services; Academic Deans; Vice President, Student Services; Student Services Deans; Director, Dual Enrollment</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>Divisions and departments continue to collaborate with local high schools on dual and concurrent enrollment opportunities. A new dual enrollment director was hired, which now oversees the Welcome Center, which will assist in the alignment of outreach and services offered.</p>	<p>Ongoing</p>
<p>1.1.5 Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>	<p>The District made progress toward all four actions in the objective. Actions 1.1.1, 1.1.2, and 1.1.4 are ongoing and Action 1.1.3 will be included in the 2022-23 actions.</p>	

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

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

Rationale for District Objective 2.1: As part of its *Vision for Success*, the Chancellor’s Office has outlined goals to achieve by 2022 for meeting California’s needs. The first goal is “over five years, increase by at least 20% the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.”

(Foundation for California Community Colleges. *Looking Ahead: Goals for Meeting California’s Needs*. <https://vision.foundationccc.org/looking-ahead>)

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

Objective 2.1: Student Graduates

Students Receiving Awards (Degrees or Certificates)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total Students	1,358	1,920	2,355	1,961	2,312	2,145
CTE	704	1,199	1,469	1,075	1,414	1,228
Non-CTE	712	805	1,005	1,021	1,049	1,044

Source and Definition

Source: COS Research Office (Data Warehouse)

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

Graduation Year: July 1st - June 30th

2021-22 Summary

The volume of students earning a degree or certificate decreased from 2,312 in 2020-21 to 2,145 in 2021-22, a decrease of seven percent. The decrease was greater for CTE awards (-13%) than non-CTE awards (< 0.5%). However, the volume of awards issued in 2020-21 was likely a spike due to the pandemic.

<i>Action for District Objective #2.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>2.1.1 Create cross-functional teams (including faculty, students, staff, and administrators) for each Giant Pathway to track and support students in completing their chosen pathway.</p>	<p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; CTE Dean; Academic Deans; Provosts, Hanford and Tulare;</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>Agriculture Pathway: Faculty, with input from counseling liaison, created a Course Sequencing Guidebook which was published and sent to counselors. An Agriculture and Industrial Trades Career Fair is planned for March 2023 for student in the Agriculture Pathway. Career Fair will orient students to possible careers, internships, and assist with retention and course completion. Discussions continue among faculty, student services staff, and counselors to better connect students to early interventions including career or transfer planning, club participation, and timely counseling appointments.</p> <p>The Jump Start into Industrial Careers Internship developed a cross functional team which includes administrators, CTE high school liaison, student success coordinators, and five faculty. Students are tracked through case management from application through enrollment, financial aid, and follow-up services.</p> <p>Counseling Division began working on the Counseling Liaison list which will be assigned to and support each of the Giant Pathways. Liaisons bring programmatic changes to the counseling division throughout the year. Counselors are working to strengthen partnerships with Academic programs.</p>	<p>To be included in the 2022-23 actions</p>

			Public Service and Safety administrators, staff, and faculty collaborate with regard to a writing center specialist who assists with the police academy, early alert referrals, and food insecurity collaboration with the Basic Needs program.	
2.1.2 Create and publish recommended program maps for COS degrees and certificates.	Vice President, Academic Services; Academic Deans; Director of Marketing	May 2022	Counseling created program maps in DegreeWorks and shared with divisions for feedback and updates. The District will focus on publishing program maps in Fall 2022.	To be included in the 2022-2023 actions
2.1.3 Develop and implement an intentional marketing and promotion plan for student support resources for specific student groups.	Vice President, Student Services; Vice President, Academic Services; Director of Marketing	May 2022 May 2023 May 2024 May 2025	A new student orientation and program specific orientations were developed. A Student Services Resource Guide was sent to all students. The website, mailers, and social media provide continuous and updated student support content. Financial aid and research data are used to target support for specific student group recruitment such as the Extended Opportunity Programs and Services and Student Success Program.	To be included in the 2022-2023 actions
2.1.4 Create a process to consistently and clearly identify courses with low or no textbooks/materials costs and communicate that information to students; identify ways to support faculty's adoption of no or low cost textbooks/materials.	Vice President, Academic Services; Academic Deans; Director of Marketing; Director of LRC	May 2022	In Fall 2022, a process was created for faculty to report using zero or low-cost materials in their individual classes through Banner Web. These classes can be identified by using the Low or Zero Textbook Cost filter when selecting classes on the live class search. More marketing to both faculty and students is needed. <ul style="list-style-type: none"> • The Library/LRC (Learning Resource Center) is redesigning and marketing Open Educational Resources (OER) support through the library's liaison program. • Reestablished the OER Corner in the COS Library/LRC monthly newsletter. 	To be included in the 2022-2023 actions

			<ul style="list-style-type: none"> The OverDrive database was established to support online/electronic resources such as eBooks. 	
2.1.5 Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	All four actions in Objective 2.1 are still in progress and will be carried over to the 2022-23 actions.	

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

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

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

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

Objective 2.2: Transfer Outcomes

Transfer Volume (number of transfers as reported to ACCJC)

	2016-17	2017-18	2018-19	2019-20	2020-21
Grand Total	1,037	864	916	1,024	1,057
UC	34	40	58	62	42
CSU	666	508	545	680	734
In-State-Private	178	160	147	112	111
Out-of-State	159	156	166	170	170

Source: California Community College Chancellor's Office

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/Research/Transfer.aspx>

<https://www.universityofcalifornia.edu/infocenter/admissions-source-school>

<https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>

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

Transfer Ready

	2017-18	2018-19	2019-20	2020-21	2021-22
Annual Unduplicated Total	1,406	1,532	1,694	1,773	1,874
Fall Transfer Ready	820	906	1,016	1,035	1,118
Spring Transfer Ready	1,097	1,196	1,264	1,330	1,442

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.

2021-22 Summary

The volume of students transferring to four-year institutions continued an upward trend, increasing from 1,024 in 2019-20 to 1,057 in 2020-21, an increase of three percent. Transfers increased in the CSU system, while transfers to the UC system decreased. In-state private, and out-of-state transfers did not experience any notable change. The number of students that were transfer ready increased from 1,773 in 2020-21 to 1,874 in 2021-22, an increase of six percent.

<i>Action for District Objective #2.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>2.2.1 Develop cohorts and support groups where students learn about transfer expectations and resources, receive hands-on support navigating the transfer process, and connect with successful “transfer achievers” who are attending four-year universities.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department; Provosts, Hanford and Tulare</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The Transfer Center offers application workshops. They are in the process of creating a transfer Canvas module. The TRIO program connects “transfer achievers” with current students for support. The Puente program connects current students with mentors for support.</p>	<p>Ongoing</p>
<p>2.2.2 Coordinate with public and private universities to expand and develop innovative options for place-bound students to complete a bachelor’s degree and proactively inform students about these offerings.</p>	<p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; Academic Deans; Counseling Department; Superintendent /President</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The Transfer Center continues to host Transfer Day with public and private universities. The District provides opportunities for students to attend college fairs, including Historically Black Colleges and Universities and out-of-state colleges and universities. Student Services coordinates student trips to colleges and universities to connect with admissions offices and other resources.</p>	<p>Ongoing</p>
<p>2.2.3 Align transfer outreach and support to Giant Pathways by providing District-wide discipline-specific guidance and workshops.</p>	<p>Vice President, Student Services; Vice President, Academic Services;</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The Transfer Center collaborates with academic programs to provide discipline-specific transfer routes. Degree Works templates were created to show a clear and visible pathway to transfer.</p>	<p>Ongoing</p>

	Student Services Deans; Academic Deans; Provosts, Hanford and Tulare; Director of Marketing			
2.2.4 Enhance engagement with K-12 partners to provide specific student groups and their families with information about the transfer process before they get to college.	Vice President, Student Services; Director, Dual Enrollment; Student Services Deans; Provosts, Hanford and Tulare; Director of Marketing	May 2022 May 2023 May 2024 May 2025	Outreach presentations include information about transfer opportunities and processes, and financial aid. The District provides transfer workshops to high school seniors and their parents to clarify the pathway from high school through COS to transfer.	To be included in the 2022-23 actions
2.2.5 Research and identify obstacles to transfer, including but not limited to reaching out to local transfer institutions and contacting transfer-ready students who did not transfer.	Vice President, Student Services; Transfer Center; Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025	Former students who did not transfer are contacted to gather information on barriers and reasons for not transferring. Student Services assist students with rerouting their Associate Degrees for Transfer (ADT) or referring students to private colleges, when appropriate.	Ongoing
2.2.6 Assess the District’s progress on all the actions of the objective.	Institutional Planning and	Annually	The District made progress on all actions in Objective 2.2. Work on Actions 2.2.1, 2.2.2, 2.2.3, and 2.2.5	

	Effectiveness Committee		is ongoing, while work on Action 2.2.4 is to be included in the 2022-23 actions.	
--	----------------------------	--	--	--

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

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

Rationale for District Objective 2.3: In 2018-19 academic year, only 8% of COS students completed transfer level Math and English courses within their first year. District’s work on improving how well and how quickly students complete their Quantitative Reasoning and English sequences within their first year helps students achieve their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor’s Office Vision for Success.

(Cal-PASS Plus. *Student Success Metrics*.)

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>)

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

Objective 2.3: Quantitative Reasoning and English

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

	Fall 2017				Fall 2018				Fall 2019				Fall 2020				Fall 2021			
	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR	Cohort Size	Passed Both	Passed ENGL	Passed QR
District Total	2,628	10%	31%	14%	2,626	12%	38%	15%	2,828	26%	49%	31%	2,529	26%	46%	31%	2,415	25%	44%	31%

Source and Definition

Source: COS Research Office (Data Warehouse)

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

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

Transfer-Level English Course: ENGL 001

Transfer-Level Quantitative Reasoning Courses: All transfer-level math courses as well as BUS 020, BUS 119, and SSCI 025.

2021-22 Summary

The percentage of students who began in Fall 2021 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2022 is 25%, a 13 percentage point increase compared to the Fall 2018 cohort, which is the cohort before the implementation of AB705 efforts.

<i>Action for District Objective #2.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.3.1 Shorten the developmental course sequence in English as a Second Language.	Vice President, Academic Services; Dean, Educational Support Services; ESL faculty	May 2022	English as a Second Language (ESL) faculty have been exploring program models from across the state to determine opportunities to shorten the developmental sequence.	To be included in the 2022-23 actions
2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).	Vice President, Academic Services; Dean, Educational Support Services	May 2022 May 2023 May 2024 May 2025	<p>Members of English and Math faculty regularly assist in recruiting tutors for Writing Center, embedded tutoring and Math Lab. Tutorial coordinators developed a handbook for tutors and will seek feedback and input from faculty members of the Tutorial Services Work Group.</p> <p>The Math Lab, General Tutorial, Writing Center and Language Center have resumed in-person services while continuing to offer online services. A program review unit application was approved for tutorial services, thereby establishing an ongoing system of assessment for continuous improvement.</p> <p>The Language Center increased workshops focusing on technology to support ESL and other students in accessing online resources. Tutorial Services initiated a workshop series to support students in a variety of topics that are essential to student success,</p>	Ongoing

			including technology, general study skills, math note-taking, and time management.	
2.3.3 Identify and develop interventions for students with “unsuccessful attempts” in Math/Quantitative Reasoning and English (for example, early alert tools, short-term and late-start course options, summer bridge interventions for students in the lower placement bands, and noncredit courses focused on topics of specific need).	Vice President, Academic Services; Academic Deans	May 2022 May 2023 May 2024 May 2025	English is forming a committee to investigate attrition rates, study the data available, and request new data from the research office. They will study various intervention options and create recommendations. They participated in a training with Educational Support Services on Early Alert. Math created new curriculum: College Algebra and Contemporary Math, both transfer courses which are being offered as short-term and late start.	To be included in the 2022-2023 actions
2.3.4 Assess the District’s progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on Objective 2.3. Actions 2.3.1 and 2.3.3 and to be included in the 2022-23 actions and Action 2.3.2 is ongoing.	

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

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

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

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

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

Objective 2.4: CTE Progress, Employment, and Earnings

CTE Students that Secured Employment Closely Related to Program of Study

	2014-15	2015-16	2016-17	2017-18
Percent of Students	72%	72%	69%	74%

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.

Metrics derived from the CTE Outcomes Survey are delayed by two years.

Median Change in Earnings

	2015-16	2016-17	2017-18	2018-19
Median Change in Earnings	36%	41%	26%	31%

Source and Definition

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

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

Completed 9+ CTE Units

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Completed 9+ CTE Units	1,688	1,838	1,731	1,836	2,036	2,117

Source and Definition

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

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

2021-22 Summary

The percentage of students finding a job in their related field has a baseline data reference of 74% for the 2017-18 year. The percentage of students having a median change in earnings increased from 26% in 2017-18 to 31% in 2018-19. The volume of students completing 9+ CTE units in a year has increased from 2,036 in 2018/19 to 2,117 in 2019/20, and increase of four percent.

<i>Action for District Objective #2.4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>2.4.1 Systematically embed soft skills and career-readiness into CTE curriculum by providing training for faculty based on existing successful implementation in CTE programs.</p>	<p>CTE Dean; Academic Deans; Provosts, Hanford and Tulare; Instructional Council; CTE Faculty</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The CTE Division Chair has been working with ESI, Essential Skills Initiative, as a pilot instructor to test the 10 soft skill modules. The division has been using a few with students to get feedback. The ESI program was presented to the Industry and Technology Division and they are interested in adopting it when it becomes available. The division chair's goal is to have his division use the modules by Fall 2023.</p> <p>The Nursing and Allied Health Division has outlined the various ways soft skills are already embedded across the curriculum; this action is an ongoing discussion item at the Nursing and Allied Health Division meeting.</p> <p>The CTE Dean has prepared a CTE Soft Skills survey that is going out to faculty the first week of March and will be sent out to all CTE programs that get Vocational Technical Education Act funding. VTEA will require some type of soft skills embedding in upcoming workshops, linked to next year's allotment of funds.</p>	<p>Ongoing</p>
<p>2.4.2 Identify opportunities for local data collection (e.g., exit surveys) and align with institution-set standards in specific CTE programs, as applicable. This may include identifying possible continued educational needs for students.</p>	<p>Vice President, Academic Services; CTE Dean; Academic Deans; Dean of Research, Planning and</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>Exit surveys were developed and implemented for the Nursing Program and Physical Therapy Assistant Programs. These surveys are ongoing and will continue each semester.</p>	<p>To be included in the 2022-2023 actions</p>

	Institutional Effectiveness				
2.4.3	Review and update CTE TOP and SAM code alignment and identify clear pathways for CTE programs, inclusive of 9+ major units in the first year.	Vice President, Academic Services; CTE Dean; Academic Deans; Instructional Council	May 2022	CTE courses are updated and approved every two years, which requires TOP code alignment and clear pathways in each certificate and degree CTE program. CTE courses and programs are currently up to date per the Curriculum recency report.	Ongoing
2.4.4	Connect students with extensive CTE mentoring and career guidance in the first year, including but not limited to CTE liaisons, career center, academic and career coordinators to support career readiness.	Vice President, Student Services; Student Services Deans; Counseling Department; CTE Dean; Director, Career Center	May 2022 May 2023 May 2024 May 2025	CTE coordinators are assigned by pathway and connect with students daily.	Ongoing
2.4.5	Develop and align resources for re-skilling and career advancement, including but not limited to noncredit Career Development and Career Preparation (CDCP) programs and courses, review of Training Resource Center offerings, and review of industry-recognized credentials in credit for prior learning.	Vice President, Academic Services; CTE Dean; Academic Deans	May 2022	The Training Resource Center regularly assesses and provides career advancement courses at the request of industry. Two examples from 2021-2022 include Electrical/Hybrid Auto repair, a non-credit course offered through TRC, and a Forklift Certification course offered through TRC at various worksites at the request of local employers. The TRC also has several other programs such as Restorative Nurse Assistant which is recognized by the industry.	Ongoing
2.4.6	Conduct a needs assessment for CTE courses and programs using local labor market data and feedback from appropriate sources.	Vice President, Academic Services; CTE Dean; Academic Deans	May 2022 May 2023 May 2024	A multimedia certificate was developed based on advisory board feedback and national surveys. Kings and Tulare County Offices of Education collaborated to increase certificate options for	Ongoing

		May 2025	child development based on current assessment and needs analysis. A paramedic program is in development based on research and needs assessment from Visalia Fire Department and American Ambulance.	
2.4.7 Expand outreach to local businesses for internship opportunities.	Vice President, Academic Services; CTE Dean; Academic Deans; Director, Career Services	May 2022 May 2023	The District hosted an employer appreciation breakfast and presented the differences between internships and apprenticeships to business partners. Several options were discussed. A California State Representative approved nonunion apprenticeship and offered her expertise to local employers. In addition, there are currently several internships available in the AG Irrigation Academy, Industrial Automation, and Welding.	Ongoing
2.4.8 Assess the District's progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.2, which is to be included in next year's actions.	

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

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

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

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

3.1 Percentage Point Gaps for Disproportionately Impacted Groups (DIGs): Baseline and Year 1 Update Data			
	Baseline: 2016/17 through 2019/20		Year 1 Update: 2020/21 through 2021/22
	PPG	Target PPG	PPG
Male	-2.8%	-1.7%	-0.2% ²
Black/African American	-3.4%	-2.0%	-4.5% ¹
American Indian/Alaskan Native	-3.7%	-2.2%	-8.5% ¹
Hispanic	-4.1%	-2.5%	-6.2% ¹
Foster Youth	-13.0%	-7.8%	-10.6% ³
LGBT	-9.1%	-5.5%	-8.0% ³
First Generation	-2.4%	-1.4%	-2.7% ¹
Students with Disabilities	-2.3%	-1.4%	1.2% ²

Note. Red text (superscript 1) means the group’s PPG widened. Green text (superscript 2) means the group met or exceeded its target PPG gap. Black text (superscript 3) means the group made progress towards its target PPG gap.

Source and Definitions

Data Source: COS Data Warehouse as of 07/11/2022

Definitions

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

Outcomes

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

Summary

Disproportionate Impact (DI) was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 1 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. Foster Youth and LGBT students made progress towards reducing their equity gap; however, improvement is still needed, until the gap is reduced by at least 40%. American Indian/Alaskan Native and Hispanic students' PPG gap widened from baseline to Year 1 update. In addition, Black/African American and First-Generation students' PPG slightly increased from baseline to Year 1 update.

<i>Action for District Objective #3.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
3.1.1 Implement an equity-based question/prompt in Program Review for all reporting units; develop and implement actions to address equity issues, as applicable.	Program Review Committee; Program Review Reporting Units; Academic Deans; Student Services Deans; Administrative Deans	May 2022 May 2023 May 2024 May 2025	In Spring 2021, Institutional Program Review Committee (IPRC) members voted to amend the program review template to include a prompt requiring the analysis of disaggregated data for all reporting units. This was presented to and approved by District Governance Senate. The new template was implemented in Fall 2021.	Ongoing
3.1.2 Generate and widely disseminate detailed data/reporting on specific student groups, as applicable.	Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025	The Office of Research, Planning, and Institutional Effectiveness (RPIE) has published the Program Review, AB 705 and Awards, Recipients & Majors dashboards, which allow for disaggregation of student success outcomes. RPIE has also disseminated the Curious Giant email series on disaggregated student success data. Finally, RPIE has published and disseminated reports on disaggregated English and Quantitative Reasoning data.	Ongoing
3.1.3 Develop and implement a proactive, equity-focused faculty and staff support plan for classroom and learning cultures, curriculum, lesson plans and syllabi.	Vice President, Academic Services; Academic Deans; Faculty Enrichment Committee; Academic Senate; Outcomes and Assessment Committee; Dean of Human Resources	May 2022 May 2023 May 2024 May 2025	English faculty have been approved for Equity, Diversity, and Action Committee funds to revise English 2 in the next year with an equity-based lens. Professional development is being provided on culturally competent syllabi. The Curriculum Committee implemented an equity prompt in course outlines of record and provides professional development for a culturally competent curriculum audit for 2022-23. EDAC funded workshops on Financial literacy for college student	Ongoing

			success, Understanding Imposter Syndrome, and Mental Health.	
3.1.4 Expand opportunities to collect input from specific student groups (e.g., focus groups, forums, surveys); respond to their needs.	Vice President, Student Services; Student Services Deans; Director of Student Success Program	May 2022 May 2023 May 2024 May 2025	The District has increased the use of surveys and focus groups for student representation and district-wide decision making.	Ongoing
3.1.5 Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 3.1 and all actions are ongoing.	

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

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

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

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

3.2 English Course Success Rates for First-time Students: Baseline and Year 1 Update Data

	Baseline: 2016/17 through 2019/20			Year 1 Update: 2020/21 through 2021/22	
	Success Rate	Increase Needed	Target Success Rate	Success Rate	Success Rate Change
District	61.5%			53.4%	-8.0% ¹
Black/African American	56.4%	5.6%	62.1%	28.8%	-27.6% ¹
Hispanic	59.5%	5.9%	65.4%	51.8%	-7.7% ¹
Foster Youth	40.4%	4.0%	44.4%	38.6%	-1.8% ¹
LGBT	45.5%	4.6%	50.1%	43.8%	-1.8% ¹
First Generation	59.2%	5.9%	65.1%	53.1%	-6.1% ¹
Students with Disabilities	53.9%	5.4%	59.3%	45.8%	-8.2% ¹

Note. Red text (superscript 1) means the group’s course success rate declined. Green text (superscript 2) means the group met or exceeded its target course success rate. Black text (superscript 3) means the group made progress towards its target course success rate.

Source and Definitions

Data Source: COS Data Warehouse as of 07/11/2022

Definitions

- **Total census enrollment** is the duplicated count of first-time students enrolled in English 001 Courses throughout the academic year.
- **Success count** is the number of successful grades (A, B, C, P) issued for English 001 Courses among first-time students throughout the academic year.
- **Valid grades** are all grades excluding EWs and MWs.

Outcomes

- **Success rate** is success count over valid grades.
- **Increase needed** refers to the goal percentage point increase for each student group by the end of the 2021-2025 Strategic Plan. The Increase Needed is calculated as followed: $(\text{Baseline Success Rate} * .10)$.
- **Target Success Rate** refers to the goal success rate for each student group by the end of the 2021-2025 Strategic Plan. The Target Success Rate is calculated as followed: $(\text{Baseline Success Rate} + \text{Increase Needed})$
- **Success Rate Change** refers to the change in a student group's success rate since baseline. Success Rate Change is calculated as followed: $(\text{Current Year Success Rate (Year 1 Update)} - \text{Baseline Success Rate})$.
- Groups were identified as DIGs using the PPG-1 methodology on course success rate. The PPG is calculated as followed: $(\text{Course Success rate of student group} - \text{Course Success rate of all other students})$. To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact (DI) was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include Black/African American, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 1 update, all six groups' English 001 success rates among first time students within their first year had declined. However, it is important to note that Foster Youth, LGBT, First-Generation, and Hispanic students had smaller declines in success rates when compared to the District as a whole.

3.2 Quantitative Reasoning Course Success Rates for First-time Students: Baseline and Year 1 Update Data

DIGs	Baseline: 2016/17 through 2019/20			Year 1 Update: 2020/21 through 2021/22	
	Success Rate	Increase Needed	Target Success Rate	Success Rate	Success Rate Change
District	60.4%			57.1%	-3.3% ¹
Males	57.8%	5.8%	63.6%	57.5%	-0.2% ¹
American Indian/Alaskan Native	53.8%	5.4%	59.2%	33.3%	-20.5% ¹
Hispanic	58.4%	5.8%	64.2%	55.4%	-2.9% ¹
Foster Youth	44.8%	4.5%	49.3%	50.0%	5.2% ²
LGBT	46.7%	4.7%	51.3%	43.8%	-2.9% ¹
First Generation	58.6%	5.9%	64.4%	53.6%	-5.0% ¹
Students with Disabilities	44.8%	4.5%	49.3%	53.2%	8.4% ²

Note. Red text (superscript 1) means the group's course success rate declined. Green text (superscript 2) means the group met or exceeded its target course success rate. Black text (superscript 3) means the group made progress towards its target course success rate.

Source and Definitions

Data Source: COS Data Warehouse as of 07/11/2022

Definitions

- **Total census enrollment** is the duplicated count of first-time students enrolled in QR ("MATH 010", "MATH 021", "MATH 035", "MATH 154", "MATH 065", "MATH 070", "BUS 020", "BUS 119", "SSCI 025") courses throughout the academic year.
- **Success count** is the number of successful grades (A, B, C, P) issued for QR courses among first-time students throughout the academic year.
- **Valid grades** are all grades excluding EWs and MWs.

Outcomes

- **Success rate** is success count over valid grades.
- **Increase needed** refers to the goal percentage point increase for each student group by the end of the 2021-2025 Strategic Plan. The Increase Needed is calculated as followed: $(\text{Baseline Success Rate} * .10)$.
- **Target Success Rate** refers to the goal success rate for each student group by the end of the 2021-2025 Strategic Plan. The Target Success Rate is calculated as followed: $(\text{Baseline Success Rate} + \text{Increase Needed})$
- **Success Rate Change** refers to the change in a student group's success rate since baseline. Success Rate Change is calculated as followed: $(\text{Current Year Success Rate (Year 1 Update)} - \text{Baseline Success Rate})$.
- Groups were identified as DIGs using the PPG-1 methodology on course success rate. The PPG is calculated as followed: $(\text{Course Success rate of student group} - \text{Course Success rate of all other students})$. To be identified as a DIG, a student group had to be larger than 10 at baseline and have a PPG larger than -2%. Student groups identified as unknown or a primary group (i.e. not veterans, not a student with disability, not economically disadvantaged) were excluded from the DIG designations.

Summary

Disproportionate Impact (DI) was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 1 update, all five out of the seven groups' Quantitative Reasoning success rates among first time students within their first year had declined. However, it is important to note that Male, Hispanic and LGBT students had smaller declines in success rates when compared to the District as a whole. Foster Youth students and students with disabilities had increases in their QR course success rates from baseline to the year 1 update with both student groups exceeding their target success rate.

<i>Action for District Objective #3.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
3.2.1 Identify, evaluate, and engage students from specific groups on academic and/or progress probation and those who withdrew from school.	Vice President, Student Services; Student Services Deans	May 2022 May 2023 May 2024 May 2025	Academic and Progress probation notifications are sent and workshops are then scheduled for affected students. The District contacted 1,800 students applying for Excused Withdrawals during the pandemic to offer intervention and to find out the reason for their drop request.	Ongoing
3.2.2 Improve support for technology needs of specific student groups.	Vice President, Administrative Services; Dean of Technology; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	During the onset of the COVID-19 Pandemic, the deans of Technology and Educational Support Services worked together to create a student technology plan in order to support students with online learning. The items ranged from Chromebooks, laptops, hot spots and other miscellaneous computer items. The District is currently working on creating a sustainable technology checkout plan to include funding for initial purchases and replacements.	To be included in the 2022-2023 actions
3.2.3 Identify and engage Early Alert students from specific groups who do not seek services.	Vice President, Student Services; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	Learning Resource Center tutorial services reaches out to Early Alert students who are not identified with a support service. Categorical/special programs contact their specific students regarding Early Alerts.	Ongoing
3.2.4 Evaluate disaggregated data on math and English corequisite courses for specific student groups in their first year and address with innovative practices.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of	May 2022 May 2023 May 2024 May 2025	Disaggregated data was shared on transfer level English and/or QR requirements (either with or without support) with appropriate groups including the COS Board of Trustees and the AB705 Functional Task Force. In addition, the English and Math/QR data	Ongoing

	Student Success Program; Dean of Educational Support Services Dean of Research, Planning and Institutional Effectiveness		dashboards allow users to disaggregate data by several groupings, including student background and corequisite support status.	
3.2.5 Expand support for and promote Supplemental Instruction and Augmented Instruction to maximize opportunities for success for specific student groups.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025	Faculty regularly advise and promote the use of Tutorial Services. Tutorial coordinators conduct outreach presentations and student workshops to appropriate student groups.	Ongoing
3.2.6 Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 3.2. The actions are all ongoing, with the exception of Action 3.2.2, which is to be included in next year’s actions.	

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

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

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

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

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

Source: 2021 Giant Questionnaire

Based on the 2021-22 Program Review Audit, 95% of units appropriately used data analysis and interpretation to support its claims and/or conclusions, which was the same rate as the 2020-21 audit but a nine percentage point increase from the 2019-20 audit. Additionally, 69% were reported to have assessed disaggregated data of any kind, which is a 23 percentage point increase from the 2020-21 audit and a 20 percentage point increase from the 2019-20 audit.

Based on results from the Spring 2021 administration of the Giant Questionnaire, which provides COS faculty and staff the opportunity to reflect on their experiences at COS, most of the respondents agreed/strongly agreed to the following statements: “Decision-making in

participatory governance at COS is transparent.” (89%) and “Trust and respect are important aspects of participatory governance at COS.” (95%).

The Research Office has published a data glossary and provided definitions for outcomes and measures on each Giant Dashboard to promote a clear understanding of the data made available. The Research Office has also published the Program Review Data Memo and a Mini Guide to Using Disaggregated Data, to promote access and utilization of disaggregated data. An updated data/research request process and tool was launched to facilitate improved access to needed data. The Research Office has developed and disseminated seven Curious Giant issues with links to internal and external dashboards for further exploration of data related to student satisfaction, transfer data, educational challenges, program review, and transfer level Math/English completion. Throughout the year, the Research Office provides consultations/trainings/presentations on topics including survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results to promote acquisition and effective use of data for decision-making.

<i>Actions for District Objective #4.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
<p>4.1.1 Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.</p>	<p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness Management Council (all area managers)</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The Office of Research, Planning, and Institutional Effectiveness (RPIE) has published a data glossary, which defines terms and outcomes commonly used by the Research Office. Each of the Giant Dashboards contains definitions of outcomes to provide clear explanations as to how the measures were calculated. In addition, RPIE has developed and published the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. Updated survey guidelines were developed and published to RPIE’s data request webpage. The Research Office has also developed a Mini Guide to Using Disaggregated Data as well as a new data/research request process and tool.</p>	<p>To be included in the 2022-2023 actions</p>

			Technology Services has continued to work with departments using different areas of our enterprise resource planning system (Banner) to validate data, address data entry processes, and improve overall use of the system. In addition, Technology Services has built data definitions for district data used for MIS (Management Information System) and other reporting needs.	
4.1.2 Establish and publish procedures to ensure stakeholders know where to find needed data, have access to all relevant data, and ensure the data is regularly updated.	Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Management Council (all area managers)	May 2022 May 2023 May 2024 May 2025	<p>RPIE has developed and published the Program Review Data Memo, which explains how to access the standard data elements and highlights the utility of the Program Review Dashboard to access disaggregated data. RPIE has also developed a Mini Guide to Using Disaggregated Data, and feedback from the Program Review Committee has been solicited. In addition, RPIE has developed and disseminated seven Curious Giant issues that have provided links to internal and external dashboards for further exploration of data related to student satisfaction, transfer data, educational challenges, program review, and transfer level Math/English Completion.</p> <p>Technology Services is implementing a new data warehouse solution designed to bring data together from multiple sources and simplify reporting. Current EIS reports will be transitioned to using the new warehouse as the data source and a new report menu is being developed to help stakeholders gain access to the reports they need.</p>	To be included in the 2022-2023 actions

<p>4.1.3 Provide targeted District-wide training on the acquisition and effective use of data for decision-making.</p>	<p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Program Review Committee; Outcome and Assessment Committee; Senior Management</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The Research Office provided consultations/trainings/presentations on topics including survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results.</p>	<p>To be included in the 2022-2023 actions</p>
<p>4.1.4 Continue to promote an atmosphere of trust, respect, and safety in decision-making processes.</p>	<p>District Governance Senate; Academic Senate</p>	<p>May 2022 May 2023 May 2024 May 2025</p>	<p>The 2022 DGS annual assessment demonstrated an atmosphere of trust, respect, and safety in decision-making processes through its survey results. Members of the committee responded to survey questions with a 92% - 100% agreement to questions regarding adherence to Robert's Rules, effectiveness regarding completing initiatives, and meeting roles of and responsibilities.</p> <p>The 2022 District Governance Survey Report data for the Academic Senate suggests that some faculty feel that an atmosphere of trust, respect, and safety in decision-making processes needs improvement. While survey results suggested the Academic Senate was effective in its function and operations, there were a couple of respondents that conveyed a common theme of a lack of transparency and unsafe environment existed in the Academic</p>	<p>Ongoing</p>

			Senate. For example, one respondent wrote, "...that number of senators feel intimidated when they have an opposing opinion so they stay silent": another respondent reflected on the Academic Senate Executive Committee's meeting being "shrouded in secrecy" and should be available to anyone to attend; and another respondent opined that "a little more clarity of decisions and a more open process" would be beneficial.	
4.1.5 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on all actions in Objective 4.1. The actions are all to be included in next year's actions, with the exception of Action 4.1.4, which is ongoing.	

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

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

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


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

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

Source: 2021 Giant Questionnaire

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

<i>Actions for District Objective #4.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.2.1 Inform District constituents on practices and guidelines for the District's digital footprint.	Superintendent/President; Vice President, Academic Services; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing	May 2022 May 2023 May 2024 May 2025	Through the Public Information Office Media Tool Kit, District constituents have access to an overview of the District's digital footprint. The toolkit includes the website, helpdesk ticket, social media guidelines, branding guidelines, COSeNews process, and more.	Ongoing
4.2.2 Improve awareness campaign highlighting different departments and services.	Director of Marketing; Management Council (all area managers)	May 2022 May 2023 May 2024 May 2025	The Marketing Office continues to use Web Help Desk to track, organize, and create content for department/service promotion requests. Promotion material and announcements are circulated through social media, Canvas, Regroup (mass communication tool), COSeNews, and the COS website. An area of improvement is the communication, training, & organization of consistently adding events to the COS Calendar.	Ongoing
4.2.3 Create and maintain a repository of District communications to students that can be referenced as needed by administrators, staff, and faculty.	Superintendent/President; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing	May 2022	Although no specifically designated repository has been created, the Director of Marketing has identified which pieces of information have been shared directly with students through COSeNews. Communication is duplicated and modified appropriately between District constituents, student email, Canvas, social platforms and media outlets.	To be included in the 2022-23 actions

<p>4.2.4 Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>	<p>The District has made progress on all actions in Objective 4.2. The first two actions are ongoing, while the third is to be included in next year’s actions.</p>	
---	---	-----------------	---	---

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

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

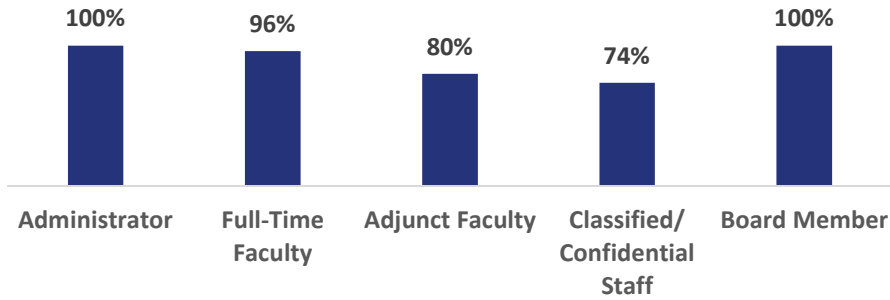
Rationale for District Objective 4.3: In 2020, the California Community Colleges Chancellor’s Office issued a Call to Action that calls upon system institutions “to actively strategize and take action against structural racism.” As part of that work, constituent feedback asked the District to prioritize providing inclusive and equity-focused professional development.

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

Number and Hours of Professional Development Opportunities by Modality and Role						
	In-Person (Number)	Online (Number)	Total (Number)	In-Person (Hours)	Online (Hours)	Total (Hours)
Total	307	739	1,046	374.50	975.00	1,349.50
Faculty	289	680	969	351.00	891.50	1,242.50
Classified Staff	5	37	42	9.00	57.75	66.75
Managers	4	21	25	5.50	24.50	10.25
Students	9	1	10	9.00	1.25	30.00

Source: Faculty Enrichment Committee Workshop/Training Records

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



Source: 2021 Giant Questionnaire

Summary: In 2021-2022, there were at least 1,046 participants in the professional development opportunities (e.g., workshop, training) offered between August 2021 and June 2022. The District employees participated in about 98 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 740 participants completed more than 75 online workshop/trainings on various topics/areas including Mandatory Reporting, Academic Supports for Students, Student Health Services, New Faculty Orientation, Trauma’s Impact on Classrooms, and Equity for Students with Disabilities. About 305 participants completed over 20 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Program Review, Equitable Grading Practices, Building Community in the Classroom, Fostering Productive Conversations in Tense Moments, Best Practices in Grading, Conversations about Burnout, Academic Freedom and Time Management. Of the face-to-face/in-person participants, approximately 94% were COS faculty (FT and PT) that participated in approximately 350+ hours of face-to-face/in-person professional development training. Due to the COVID-19 pandemic, the District offered many online professional development opportunities. Of the online participants, approximately 92% were COS faculty (FT and PT) that participated in approximately 850+ hours of online professional development training.

<i>Action for District Objective #4.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.3.1 Implement an equity-focused Professional Development plan for the coordination, alignment, and management of professional development activities and new employee orientation.	Superintendent/President; Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees; Equity, Diversity, and Action Committee	May 2022 May 2023 May 2024 May 2025	The Professional Learning Plan taskforce completed its draft plan and presented it to governance groups in the spring of 2022. The Plan provides goals and actions addressing Equity, Excellence, Communication, and Operations.	Ongoing
4.3.2 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually	The District has made progress on the action in Objective 4.3. The action is ongoing.	

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

In Part 2 of this annual report the District presents an analysis of progress from Fall 2021 through Spring 2022 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

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

District Objective #1.1

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

During the 2021-22 year, annual FTES declined by 4.4% compared to the 2020-21 year, likely still due to the lingering effects of the pandemic.

The District made progress toward all four actions in the objective. Actions 1.1.1, 1.1.2, and 1.1.4 are ongoing and Action 1.1.3 will be included in the 2022-23 actions.

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

District Objective #2.1

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

The volume of students earning a degree or certificate decreased from 2,312 in 2020-21 to 2,145 in 2021-22, a decrease of seven percent. The decrease was greater for CTE awards (-13%) than non-CTE awards (<0.5%). However, the volume of awards issued in 2020-21 was likely a spike due to the pandemic.

All four actions in Objective 2.1 are still in progress and will be carried over to the 2022-23 actions.

District Objective #2.2

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

The volume of students transferring to four-year institutions continued an upward trend, increasing from 1,024 in 2019-20 to 1,057 in 2020-21, an increase of three percent. Transfers increased in the CSU system, while transfers to the UC system decreased. In-state private, and out-of-state transfers did not experience any notable change. The number of students that were transfer ready increased from 1,773 in 2020-21 to 1,874 in 2021-22, an increase of six percent.

The District made progress on all actions in Objective 2.2. Work on Actions 2.2.1, 2.2.2, 2.2.3, and 2.2.5 is ongoing, while work on Action 2.2.4 is to be included in the 2022-23 actions.

District Objective #2.3

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

The percentage of students who began in Fall 2021 and completed both transfer-level quantitative reasoning and transfer-level English before Fall 2022 is 25%, a 13 percentage point increase compared to the Fall 2018 cohort, which is the cohort before the implementation of AB705 efforts.

The District has made progress on Objective 2.3. Actions 2.3.1 and 2.3.3 and to be included in the 2022-23 actions and Action 2.3.2 is ongoing.

District Objective #2.4

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

The percentage of students finding a job in their related field has a baseline data reference of 74% for the 2017-18 year. The percentage of students having a median change in earnings increased from 26% in 2017-18 to 31% in 2018-19. The volume of students completing 9+ CTE units in a year has increased from 2,036 in 2018/19 to 2,117 in 2019/20, and increase of four percent.

The District has made progress on all actions in Objective 2.4. All actions were ongoing, with the exception of Action 2.4.2, which is to be included in next year's actions.

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

District Objective #3.1

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

Disproportionate Impact (DI) was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were eight student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include male, Black/African American, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 1 update, male students and students with disabilities had exceeded their target PPG, which means they reduced their equity by at least 40% since baseline. Foster Youth and LGBT students made progress towards reducing their equity gap; however, improvement is still needed, until the gap is reduced by at least 40%. American Indian/Alaskan Native and Hispanic students' PPG gap widened from baseline to Year 1 update. In addition, Black/African American and First-Generation students' PPG slightly increased from baseline to Year 1 update.

The District has made progress on all actions in Objective 3.1 and all actions are ongoing.

District Objective #3.2

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

English Summary

Disproportionate Impact (DI) was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were six student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include Black/African American, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 1 update, all six groups' English 001 success rates among first time students within their first year had declined. However, it is important to note that Foster Youth, LGBT, First-Generation, and Hispanic students had smaller declines in success rates when compared to the District as a whole.

Quantitative Reasoning Summary

Disproportionate Impact (DI) was examined across seven student characteristics (Race/ethnicity and gender as well as foster youth, college generation, LGBT, veteran, and disability status, which resulted in the examination of 23 student groups. Overall, there were seven student groups identified at baseline as disproportionately impacted groups (DIGs). Those groups include Male, American Indian/Alaskan Native, Hispanic, Foster Youth, LGBT, and First-Generation students as well as students with disabilities. As of the Year 1 update, all five out of the

seven groups' Quantitative Reasoning success rates among first time students within their first year had declined. However, it is important to note that Male, Hispanic and LGBT students had smaller declines in success rates when compared to the District as a whole. Foster Youth students and students with disabilities had increases in their QR course success rates from baseline to the year 1 update with both student groups exceeding their target success rate.

The District has made progress on all actions in Objective 3.2. The actions are all ongoing, with the exception of Action 3.2.2, which is to be included in next year's actions.

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

District Objective #4.1

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

Based on the 2021-22 Program Review Audit, 95% of units appropriately used data analysis and interpretation to support its claims and/or conclusions, which was the same rate as the 2020-21 audit but a nine percentage point increase from the 2019-20 audit. Additionally, 69% were reported to have assessed disaggregated data of any kind, which is a 23 percentage point increase from the 2020-21 audit and a 20 percentage point increase from the 2019-20 audit.

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

The Research Office has published a data glossary and provided definitions for outcomes and measures on each Giant Dashboard to promote a clear understanding of the data made available. The Research Office has also published the Program Review Data Memo and a Mini Guide to Using Disaggregated Data, to promote access and utilization of disaggregated data. An updated data/research request process and tool was launched to facilitate improved access to needed data. The Research Office has developed and disseminated seven Curious Giant issues with links to internal and external dashboards for further exploration of data related to student satisfaction, transfer data, educational challenges, program review, and transfer level Math/English Completion. Throughout the year, the Research Office provided consultations/trainings/presentations on topics including survey guidelines, statistical analysis for analyzing survey data, utilizing Giant Dashboards, formulating research questions, accessing existing data sources, and understanding survey results to promote acquisition and effective use of data for decision-making.

The District has made progress on all actions in Objective 4.1. The actions are all to be included in next year’s actions, with the exception of Action 4.1.4, which is ongoing.

District Objective #4.2

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

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

The District has made progress on all actions in Objective 4.2. The first two actions are ongoing, while the third is to be included in next year’s actions.

District Objective #4.3

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

In 2021-2022, there were at least 1,046 participants in the professional development opportunities (e.g., workshop, training) offered between August 2021 and June 2022. The District employees participated in about 98 training/workshop opportunities that were offered in both online and face-to-face/in-person formats. About 740 participants completed more than 75 online workshop/trainings on various topics/areas including Mandatory Reporting, Academic Supports for Students, Student Health Services, New Faculty Orientation, Trauma’s Impact on Classrooms, and Equity for Students with Disabilities. About 305 participants completed over 20 face-to-face/in-person professional development opportunities on a wide range of topics/subjects including Program Review, Equitable Grading Practices, Building Community in the Classroom, Fostering Productive Conversations in Tense Moments, Best Practices in Grading, Conversations about Burnout, Academic Freedom and Time Management. Of the face-to-face/in-person participants, approximately 94% were COS faculty (FT and PT) that participated in approximately 350+ hours of face-to-face/in-person professional development training. Due to the COVID-19 pandemic, the District offered many online professional development opportunities. Of the online participants, approximately 92% were COS faculty (FT and PT) that participated in approximately 850+ hours of online professional development training.

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

Part 3: Identification of the actions to be completed in 2022- 2023

Fourteen actions have been identified to be carried forward to 2023-2024: 1.31., 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.2.4, 2.3.1, 2.3.3, 2.4.2, 3.2.2, 4.1.1, 4.1.2, 4.1.3, and 4.2.3.

The remaining 26 actions are ongoing and now part of the unit's work.