

ANNUAL REPORT ON STRATEGIC PLAN

2014



Sequoias Community
College District

COS

College of the Sequoias

Introduction

This *College of the Sequoias Annual Report on the COS 2010-2015 Strategic Plan* describes progress made toward achieving the goals and objectives documented in the strategic plan.

The *COS 2010-2015 Strategic Plan* is organized in three tiers. First, the college identified the following six areas of focus:

- I. Student Access
- II. Students' Success in Completing their Education
- III. Students' Mastery of Basic Skills
- IV. Effective and Efficient College Practices
- V. Students as Citizens of a Global Community
- VI. Economic Growth for Tulare and Kings Counties

Second, the college identified three or four goals within each area of focus.

- I. Student Access
 - IA. Enhance institutional access through technology
 - IB. Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures
 - IC. Improve access to District facilities
- II. Students' Success in Completing their Education
 - IIA. Create a culture of achievement
 - IIB. Expand avenues and opportunities for students to achieve their educational goals
 - IIC. Improve alignment between certificate/degree requirements and job/transfer requirements
- III. Students' Mastery of Basic Skills
 - IIIA. Allocate resources (human, fiscal, and physical) to ensure that COS offers sufficient basic skills classes and labs to meet student demand
 - IIIB. Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment
 - IIIC. Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP
- IV. Effective and Efficient College Practices
 - IVA. Maintain comprehensive, transparent, and accountable college operations at COS
 - IVB. Become a "green" campus as a model for improving air quality and conserving and managing natural resources
 - IVC. Improve the use of campus technology

IVD. Become recognized as a college where teaching and learning practices are focused on student success

V. Students as Citizens of a Global Community

VA. Increase student knowledge and awareness of the world and its cultures

VB. Increase understanding of human diversity in all its forms

VC. Increase student involvement with the local community

VD. Encourage healthy behavior in students and the whole COS community

VI. Economic Growth for Tulare and Kings Counties

VIA. Ensure that student who complete programs, certificates, and majors at COS are employed or go on to higher learning

VIB. Create a culture of innovation and support for new enterprise among the COS community

VIC. Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers

Third, after identifying these 20 long-term goals, the District community developed objectives and measurable outcomes for each goal.

This report includes three parts:

1. Update on the activities completed from Fall 2013 and Spring 2014 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 34
Purpose: To assess whether or not work on the objectives resulted in forward movement toward achievement of the institutional goals
3. Identification of the actions to be completed in 2014- 2015Page 37
Purpose: To focus the District’s collective energies and resources on specific objectives

Part 1: Update on the activities completed from Fall 2013 through Spring 2014 related to the objectives in the *College of the Sequoias 2010-2015 Strategic Plan*.

During the development of the strategic plan, the District identified specific institutional goals and objectives intended to address current and anticipated challenges. The purpose of the institutional goals and 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 2010-2015 Strategic Plan*. Therefore, Part 1 of this annual report is a summary of the District's progress from 2010 through 2013 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 considered for inclusion in the 2014-2015 Strategic Plan efforts; 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. This department is identified in the status column of this annual report, and future progress reports on these objectives will be included in that department's program review.

Following the format of the *College of the Sequoias 2010-2015 Strategic Plan*, the institutional goals and objectives are organized according to the six focus areas:

- I. Student Access
- II. Students' Success in Completing their Education
- III. Students' Mastery of Basic Skills
- IV. Effective and Efficient College Practices
- V. Students as Citizens of a Global Community
- VI. Economic Growth for Tulare and Kings Counties

College of the Sequoias Annual Report on the Strategic Plan

Focus Area II. Students' Success in Completing Their Education

Goal IIA. Create a culture of achievement

District Objective #1:

Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

Assessment of District Objective #1:

Compare students' successful course completion rate in 2013-2014 with previous data on students' successful course completion rates

2009/10 - 2013/14 Measure

Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
66.6%	67.4%	69.4%	68.8%	68.4%

Overall success rate is 68% for the last five fall terms, peaking in fall 2011 and dropping 1% over the 12-13 terms.

<i>Action for District Objective #1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
1.1 Formalize annual funding and expand the service of the COS Math Lab	Senior Management Council	May 2014	None	Fiscal and Academic Services have done an analysis of annual costs for Math Lab services. A proposed line item budget has been established for 2014-15.	To be considered as an action item for 14-15
1.2 Formalize annual funding and expand the service of the COS Writing Center.	Senior Management Council	May 2014	None	Fiscal and Academic Services have done an analysis of annual costs for Writing Center services. A proposed line item budget has been established for 2014-15.	To be considered as an action item for 14-15

1.3	Negotiate agreement to increase office hours for adjunct instructors.	Senior Management Council and Board of Trustees	Fall 2013	\$20K	Administration negotiated an increase in the budget available for all adjunct to hold an office hours on campus to increase student contact and meet students' academic needs.	Ongoing
1.4	Negotiate agreement to increase compensation for adjunct faculty to develop and assess Student Learning Outcomes for all courses to use in improving student success.	Senior Management Council and Board of Trustees	Fall 2013	\$60K	Administration negotiated an increase in the hourly rate of compensation for all adjunct to develop and assess Student Learning Outcomes in all courses and discuss results for ongoing improvement in teaching and learning leading to student success.	Ongoing
1.5	Increase above-base funding to support one-time expenses proposed by faculty and staff aligned to district objectives for increased student success and completion.	Senior Management Council and Board of Trustees	Fall 2013	\$200K	Administration proposed and the Board approved an allocation of \$200K for above-base funding for 2014-15. The district Budget Committee and Governance Senate successfully implemented a new priority funding process and approved \$197K of investments in academic and support expenditures aligned with district objectives for increased student success and completion.	Ongoing
1.6	Collaborate with COS Foundation to increase support for one-time expenses proposed by faculty and staff aligned to district objectives for increased student success and completion.	Senior Management Council	Spring 2014	\$200K	The COS Foundation successfully invested \$187K in investments proposed by faculty and staff that are aligned with the district objectives to increase student success and completion.	Ongoing

<p>1.7 Collaborate with feeder high schools to provide increased access to prerequisite courses most needed by incoming students for successful matriculation and increase completion rates.</p>	<p>Senior Management Council</p>	<p>Fall 2014</p>	<p>FTES formula</p>	<p>Administration met with each high school faculty and school board to discuss proposal called “Pathways to College.” All parties have agreed to provide selected prerequisite courses on site at feeder high schools for 12th grade students to accelerate completion and increase their matriculation and completion rates of the Student Education Plans (SEP).</p>	<p>Ongoing</p>
<p>1.8 Develop and implement student success plans for PTA students who receive an Early Alert.</p>	<p>PTA program director, Faculty, Students</p>	<p>Spring 2014</p>	<p>None</p>	<p>Developed and implemented Student Success Plans. PTA Faculty utilized Early Alert System for any student who fell below the 70% pass rate. Student identified through Early Alert were contacted by PTA program director and were required to meet and implement a learning contract.</p> <ul style="list-style-type: none"> • 100% pass rate for Fall 2013 Course Completion. • 96% pass rate for Spring 2014 Course Completion. 	<p>Ongoing</p>
<p>1.9 Faculty will develop test questions that require that same level of critical thinking as the nation PTA licensing exam.</p>	<p>PTA program director, Faculty</p>	<p>Summer 2014</p>	<p>None</p>	<p>Faculty met at end of Fall 2013 semester to review outcomes assessments of various test questions.</p> <p>Planning and developing test writing workshops.</p>	<p>Ongoing</p>

<p>1.10 Pilot the Student-Athlete Mentor Program beginning Spring of 2014</p>	<p>PE/Athletics</p>	<p>Spring 2015 – on going.</p>	<p>15,000</p>	<p>Pilot program was launched spring of 2014. Four mentors have been hired supporting 34 students athletes that are in one or more basic skills courses.</p> <p>A “how to” guide was created listing details of program.</p> <p>Mentors meet with students once a week. Weekly log sheets are kept with updates of student progress.</p> <p>We are mid-semester and final data will be accumulated on the rate in which the student athletes pass their courses in the program at semester’s end.</p>	<p>Ongoing</p>
<p>1.11 Prepare Hanford students for Spring registration.</p>	<p>Provost and Hanford Hub Staff</p>	<p>Each November</p>	<p>n/a</p>	<p>“Spring Express” for the Month of November. Included a personal letter to student regarding holds, additional face-to-face orientations, workshops, and intentional phone calls to students to set up appointment with counselors for Student Education Plans.</p>	<p>Ongoing</p>
<p>1.12 Apply for MSEIP grant.</p>	<p>Dean of Science and Math</p>	<p>August 2013</p>	<p>None</p>	<p>The District completed the MSEIP application and received the grant.</p>	<p>Completed</p>
<p>1.13 Enhance and increase utilization of the electronic student education plan.</p>	<p>Technology services and counseling</p>	<p>Ongoing</p>	<p>None</p>	<p>Added display of student’s education plan in Banner Web. Continued training of counselors in multiple areas in using the education plan. Created reports making education plan data available to departments across campus.</p>	<p>Ongoing</p>

<p>1.14 Complete Student Learning Outcome (SLO) assessments and cycles and make outcomes information available to all appropriate constituencies.</p>	<p>Faculty, Outcomes and Assessment committee</p>	<p>Ongoing</p>	<p>None</p>	<p>Website was developed to publicize course and outcome assessments. Implemented dialogue days to increase campus wide dialogue on SLO assessments.</p>	<p>Ongoing</p>
<p>1.15 Load electronic transcript detail into Banner transfer articulation screens.</p>	<p>Admissions and Records and Technology Services</p>	<p>October 2014</p>	<p>\$2,000</p>	<p>Transcript detail is loaded into Banner automatically.</p>	<p>Completed</p>
<p>1.16 Create general education (GE) outcome and assessment plans for each GE outcome.</p>	<p>GE committee</p>	<p>May 2014</p>	<p>None</p>	<p>The General Education Outcomes were created by the GE Committee, working in concert with the Outcomes and Assessment Committee. They were subsequently approved by the Curriculum Committee and the Academic Senate in February, 2014.</p> <p>The GE outcomes have been programmed into TracDat and linked to all the current GE courses, which have been mapped for alignment as part of the assessment process. The next step for the GE Committee is to review the alignment and analyze how well the outcomes are being met by the courses in each area. That report should be completed by May 2014.</p>	<p>Completed</p>

<p>1.17 Recruit and hire qualified faculty and staff who positively contribute to the District's goal of providing effective academic support services. Additionally, an emphasis will be placed on recruiting and hiring faculty and staff who match the demographics of our student population.</p>	<p>John Bratsch</p>	<p>June 30, 2014</p>	<p>\$10K annually</p>	<p>Human Resource provided outreach for faculty hires, managers, and staff.</p>	<p>Ongoing</p>
<p>1.18 Assist campus entities in increasing training opportunities for currently employed faculty and staff that contribute to the District's goal of providing effective academic support services.</p>	<p>John Bratsch</p>	<p>June 30, 2014</p>		<p>Human Resource provided training for staff and faculty.</p>	<p>Ongoing</p>

District Objective #2:

Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress.

Assessment of District Objective #2:

Compare the rate of faculty using the Early Alert System in 2013-2014 to the rate of faculty using this system in prior years

2010/11 - 2013/14 Measure

Term	Instructors (unduplicated)	Alerts Sent (any)
Spring 2011	101	3862
Fall 2011	94	3038
Spring 2012	70	2755
Fall 2012	54	1576
Spring 2013	33	882
Fall 2013	66	1823

The amount of instructors utilizing the Early Alert system has increased 100% from spring 13 to fall 13. Similarly, the amount of alerts sent* has increased by 107% in the same time period. (*may include some duplicates).

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.1 Increase the number of Early Alerts generated from the 2012-2013 baseline by all divisions.	Faculty, Directors, and Deans	Ongoing	N/A	The deans and divisions work together to encourage increased usage of the early alert system at the beginning of each semester with follow-up during the semester. Fall 2013/Spring 2014 Data (as of 4/10/14): <ul style="list-style-type: none">• Agriculture: 87 alerts/81 alerts• Social Sciences: 195 alerts/358	To be considered as an action item for 14-15

				<p>alerts</p> <ul style="list-style-type: none"> • Fine Arts: 213 alerts/ 252 alerts • Industry & Technology: 11 alerts/63 alerts • Science: 35 alerts/102 alerts • CFS: 229 alerts/340 alerts • Business: 224 alerts/137 alerts • Language Arts: 24 alerts/192 alerts • Special Programs: 108 alerts/36 alerts • Library: 23 alerts/29 alerts • Math & Engineering: 309 alerts/101 alerts • Nursing: 98 alerts/75 alerts • PE: 7 alerts/57 alerts • Work Experience: 43 alerts/22 alerts <p>Total of 1823 alerts for Fall 2013 and 2002 alerts for Spring 2014.</p>		
2.2	Increase faculty usage of the early alert system and follow up with students who have received an early alert.	Provost and Hanford Hub Staff	Ongoing	N/A	<p>COS Hanford began the semester encouraging faculty to use Early Alert at the Hanford Faculty Meeting.</p> <p>The training manual and assistance was offered to any faculty member who had not used the Early Alert.</p> <p>The Provost monitors the campus information. Students are called for services, emails are sent to identified groups who have a perceived need for assistance (letting the students know of</p>	Ongoing

				<p>available services), and students are monitored if they have received multiple low grades or referrals for additional consultation by the provost.</p> <p>In addition, staff utilizes current resources available such as the Student Success Workshops to send information to students who have low grades or need additional services.</p>		
2.3	Provide faculty training on how and when to use early alert.	Faculty Enrichment Coordinator	Ongoing	N/A	<p>Training is provided at the beginning of each semester and as needed for faculty to understand how to use Early Alert and when and why to use Early Alert.</p>	To be considered as an action item for 14-15
2.4	Develop a list of personnel who will personally call Early Alert recipients to recommend appropriate support services.	Deans of Student Services	2/1/2014	N/A	The list was developed and early alert recipients were contacted.	Complete
2.5	Implement a follow-up system for students referred to tutorial services through Early Alert.	LRC Director, Tutorial Coordinator	Fall 2014	None	<p>A follow-up system for students that are referred to tutorial services through Early Alert has been created.</p> <p>The LRC has assigned a staff member to personally follow-up (by email and phone) with any student that a faculty member has recommended to seek out tutorial services.</p> <p>This staff person is very knowledgeable with Tutorial, Math Lab, and Writing Center services. Tutorial staff will be able to track how many students are</p>	Ongoing

				<p>contacted and if they successfully enroll in either Math Lab or Tutoring.</p> <p>We also anticipate that this will increase the Tutorial service's overall activity. This will be assessed fall 2014.</p>	
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District Objective #3:

Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities.

Assessment of District Objective #3:

Compare the level of counseling and library services by delivery time (day/evening), modality (online/face-to-face), and District location for 2013-2014 to prior years

2011/12 - 2013/14 Measure

Counseling Appointment Data for District Objectives					
	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2013</u>
Daytime Counseling Appointments	8,497	11,549	9,771	9,569	10,402
Evening Counseling Appointments	-	-	-	49	110
Face to Face Appointments	8,497	11,549	9,771	9,618	10,512
Online Appointments	-	-	-	310 contacts	369 contacts

Online and evening counseling services became available during the spring 2013 term and increased during the fall 2013 term (Evening Hours: Visalia 80, Hanford 19, and Tulare 11).

Library Hours of Operation							
<u>Site</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Summer 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Summer 2013</u>	<u>Fall 2013</u>
Hanford	*	*	*	*	*	24	486 (25%)
Tulare	**	**	**	**	324	*	544 (28%)

Visalia	927	981	***	927	981	96	927 (47%)
District Total	927	981	-	927	1,305	120	1,957

* No data collected ** Tulare not yet open *** No Summer school sessions

Count of Library Visitors by Site

<u>Site</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Summer 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Summer 2013</u>	<u>Fall 2013</u>
Hanford	*	*	*	*	*	*	2,168 (2%)
Tulare	**	**	**	**	*	*	4,450 (3%)
Visalia	158,855	147,371	***	146,443	131,556	3,101	132,828 (95%)
District Total	158,855	147,371	-	146,443	131,556	3,101	139,446

* No data collected ** Tulare not yet open *** No Summer school sessions

Number of Items Checked-Out by Site

<u>Site</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Summer 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Summer 2013</u>	<u>Fall 2013</u>
Hanford	61	22	*	*	138	*	315 (2%)
Tulare	**	**	**	**	248	*	477 (4%)
Visalia	12,666	13,740	***	12,726	11,660	505	12,611 (94%)
District Total	12,727	13,762	-	12,726	12,046	505	13,403

* No data collected ** Tulare not yet open *** No Summer school sessions

Count of Tutorial Hours Provided by Site^

<u>Site</u>	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Summer 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Summer 2013</u>	<u>Fall 2013</u>
Hanford	*	*	*	109	130	136	365 (2%)
Tulare	**	**	**	**	~	*	~
Visalia	17,317	18,126	***	16,332	16,849	369	15,605 (98%)
District Total	17,317	18,126	-	16,441	16,979	505	15,970

* No data collected ** Tulare not yet open *** No Summer school sessions

~ Combined with
Visalia

^ Figures do not include writing center
students.

Library services became active at all three sites by Fall 2013.

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>3.1 Increase the availability of services in Hanford and Tulare by 40% from Spring 2013.</p>	<p>LRC Director</p>	<p>Fall 2014</p>	<p>\$65,000</p>	<p>Beginning in Fall 2013 and as a temporary solution for the 2013-2014 year, hours were increased in Tulare and Hanford libraries by (1) increasing staff efficiency and (2) utilizing one-time monies from VATEA and the District to hire additional adjunct faculty to staff the libraries.</p> <p>Starting in Fall 2014, a full-time tenure track faculty member was approved for Center staffing. This position will be split between the Hanford Educational Center and the Tulare College Center.</p> <p>The Learning Resource Center also has implemented a tracking system to analyze the success of our new direct dial phones and the “Ask a Librarian” service.</p>	<p>Ongoing</p>
<p>3.2 Provide equitable counseling services across sites and instructional modalities.</p>	<p>Deans of Student Services (Jessica Figallo and Stephanie Collier)</p>	<p>5/22/2014</p>	<p>\$10,000 (evening counseling)</p>	<p>For the 2013-2014 academic year, there was a full-time counselor at the Tulare College Center and one at the Hanford Educational Center. At the Visalia Campus, there are 8 full-time counselors in general counseling. EOPS and DRC counselors, while housed mainly in</p>	<p>Completed</p>

				<p>Visalia, have counselors who see students at both Tulare and Hanford.</p> <p>Evening Counseling: Evening counseling takes place two times each month (2 counselors) in Visalia and one time a month (1 counselor) at both Hanford and Tulare.</p> <p>a. Evening Hours Fall 2013:</p> <ul style="list-style-type: none"> • Visalia – 95 appointments, 80 showed (84%), • Hanford – 25 appointments, 19 showed (76%), • Tulare – 20 appointments, 11 showed (55%). <p>b. Evening Hours Spring 2014 (as of 3/11/2014):</p> <ul style="list-style-type: none"> • Visalia 50 appointments, 46 showed (92%), • Hanford – 10 appointments, 9 showed (90%), • Tulare – 10 appointments, 4 showed (40%). <p>c. Online appointments for fall 2013: 369 contacts.</p>	
<p>3.3 Analyze the Counselor Monitoring tracking system by site to identify how many students have been turned away due to lack of counselor availability.</p>	Counseling	Ongoing		<p>For the 2013-2014 academic year, the Student Counseling Monitoring Report was evaluated. The number of students turned away is consistent with the population at the district sites.</p> <p><i>Fall 2013 (Aug 1 – Dec 31)</i> Total Students reported unable to get</p>	Ongoing

				<p>counseling appointment: 2571</p> <ul style="list-style-type: none"> • Visalia: 2571 (89%) • Hanford: 327 (11%) <p><i>Fall 2014 (Jan 1 – Apr 14)</i> Total Students reported unable to get counseling appointment: 505</p> <ul style="list-style-type: none"> • Visalia: 372 (74%) • Hanford: 133 (26%) 	
3.4	Distance Tutoring Equipment was install at both the Hanford Educational Center and the Tulare College Center	Tutoring	Ongoing	The equipment was installed at both centers. It has been used by very few students. In an effort to effectively measure both the efficiency and effectiveness, this will be carried over as an action item for 2014-2015.	Ongoing

Focus Area III. Students' Mastery of Basic Skills

Goal III.C. Ensure that students who place into basic skills level class successfully complete the highest level math and English courses established by their Student Education Plan

District Objective #4:

Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their Student Educational Plan in the first semester.

Assessment of District Objective #4:

Compare the rate at which students in the identified cohort in 2013–2014 complete a Student Educational Plan in their first semester to that rate for comparable cohorts in prior years

2013/14 Year Measure

There are no prior year cohorts. This will serve as a baseline for next year's data. For Fall 2013, **78** students received an intervention.

There are no prior year cohorts. This will serve as a baseline for next year's data. For Fall 2013, **52** students received an intervention and completed their educational plan.

Rate = 66.7%

<i>Action for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.1 Contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer and who also placed into basic skills English or mathematics to set appointments to complete SEPs.	Deans of Student Services	End of each semester (Dec 2013 and May 2014)	N/A	Action completed for fall. 685 students were identified for fall 2013 to fit into the cohort described in the District Objective. Of the 685, 93 (13.6%) did not have an SEP. Notably of the 93 students 15 (16.1%) students were not currently enrolled. The students had either never enrolled or had dropped all their classes. The students were identified by the campus at which most of their classes were taken and if they were in a specialized program (such as FYE, DRC, EOPS). The staff person who called them	To be considered as an action item for 14-15

				<p>said she was able to connect them with the appropriate counselor. Of the 93 calls made, 6 (6.4%) had just recently seen a counselor to get their SEP. 16 (17.2%) students made an appointment with a counselor to get a SEP. Since all of the follow-ups from last fall, 30 more of these students have obtained an SEP. Therefore of the 78 students originally identified in the cohort who did not have an SEP and who were currently attending, 52 (66.7%) of those students now have an SEP. Another handful of students are taking under 6 units this spring semester and therefore do not need to have an SEP. The remaining students did not return in the spring semester. For the spring 2014, there were 267 students who fit into the cohort. Of those 267, only 37 (13.9%) did not have an SEP. The students were called and 9 have received a SEP thus far.</p>	
<p>4.2 Hanford students who had a counseling/SEP hold were contacted to set a counseling appointment and were invite to Spring Express.</p> <p>Note: This was a follow-up to the district wide efforts as described in 4.1.</p>	<p>Provost and Hanford Hub Staff</p>	<p>Ongoing</p>	<p>N/A</p>	<p>In October when counseling appointments were available, a list of students attending the Hanford campus who would have a counseling/SEP hold before registering for the Spring semester, were called and asked to make an appointment.</p> <p>This resulted in more students receiving education plans during less demanding counseling time. This group was also targeted for “Spring Express” just prior to the opening of Spring Registration.</p>	<p>To be considered as an action item for 14-15</p>

				<p>This allows students additional assistance to “get ready” for Spring Registration by providing Orientation, reminders about outstanding bills, intrusive counseling appointments, all in an effort to get students ready for registration.</p> <p>Data is reflected in the 4.1 progress.</p>	
4.3	Tulare students who had a SEP hold were contacted to set a counseling appointment.	Provost and Tulare Counselor	Ongoing	N/A	<p>Data is reflected in the 4.1 progress.</p> <p>To be considered as an action item for 14-15</p>

District Objective #5:

Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.

Assessment for District Objective #5:

Compare the number of counseling appointments in 2013-2014 to the prior year's data

2011/13 - 2013/14 Measure

Count of counseling appointments

2013/14 Year Measure

	Counseling Appointment Data				
	<u>Fall 2011</u>	<u>Spring 2012</u>	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2013</u>
Counseling Appointments	8,497	11,549	9,771	9,618	10,512
Classroom Visits	N/A	N/A	N/A	N/A	9

Fall 2013 counseling appointments are above the Fall 2011 and Fall 2012 levels. Classroom visits by counselors began in Fall 2013. This will serve as a baseline for next year's data.

<i>Action for District Objective #5</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
5.1 Counselors visited all English 360 and other selective classes in fall 2013 and spring 2014 to discuss the importance of an educational plan and to encourage counseling appointments.	Deans of Student Services	End of each semester (Dec 2013 and May 2014)	N/A	Action completed for fall and ongoing for spring. Approximately 750 students received this intervention.	To be considered as an action item for 14-15

<p>5.2 Increase number of student appointments with counselors</p>	<p>Deans of Student Services</p>	<p>End of each semester (Dec 2013 and May 2014)</p>	<p>N/A</p>	<p>For fall 2012 there were 9,771 student appointments and for fall 2013 there were 10,512 student appointments, a 7.5% increase.</p> <p>For spring 2013 there were 9,618 student appointments and thus far for spring 2014 there have been 8,777 student appointments showing we are on target to have an increase from last spring.</p>	<p>To be considered as an action item for 14-15</p>
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District Objective #6:

Accelerate the schedule for offering the basic skills sequence in English or mathematics.

Assessment for District Objective #6:

Compare the count of accelerated sections offered for basic skills courses to the offering of traditional sections of basic skills courses

Compare the successful course completion rate for students taking basic skills courses in an accelerated schedule to students taking basic skills courses in traditional schedules

Measure

Action plans suggest that accelerated classes have been scheduled and staffed for Summer 2014, Fall 2014, Spring 2015, and Fall 2015.

<i>Action for District Objective #6</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
6.1 English faculty will attend acceleration events, educational opportunities and training in an accelerated English pathway.	English Department ELI	Fall 2015		Fall 2013, four faculty members from the English Department attended a regional conference in Fresno on Basic Skills acceleration at the community college level to learn about the issues are and explore various ways to implement acceleration. Fall 2014 (October 8-10), English faculty will attend the Strengthening Student Success Conference. During the conference the faculty will attend specific sessions focused on acceleration. Faculty will collect information, strategies, data, curricula, and/or network to develop the accelerated course. They will use the information gathered to develop an Accelerated English best practices binder and help develop the accelerated course to be offered in Fall 2015.	Ongoing

<p>6.2 The English Department will write new curriculum for a 4-unit accelerated English course which will provide an alternative pathway to English 1 for students who are placed at the English 360 level.</p>	<p>English Department ELI</p>	<p>Fall 2015</p>		<p>February 2014, the English Department approved a plan to write new curriculum for a 4-unit course, which would provide an alternative pathway to English 1 for students who are placed at the E 360 level. If approved, this course will be linked to a 2-hour supplemental (or augmented) instructional class, much like our present English 405 class. This alternative pathway would have the same SLOs as our English 251 course and would replace both English 360 and English 251 as the preparatory course for English 1 for those students who choose to pursue this pathway. One section of this alternative pathway course will be offered each semester for at least 2 years. Data will be collected regarding its effectiveness and evaluated in terms of how well students who have taken this class succeed in English 1 compared to those students who have taken the non-accelerated pathway of English 360 & English 251.</p>	<p>Ongoing</p>
<p>6.3 The Math department will offer two short term math courses – specifically a Math 200 course followed by a Math 230 course in the Fall of 2014 and in the Spring of 2015.</p>	<p>Math Department</p>	<p>End of Spring 2015 semester</p>		<p>The Mathematics Division is accelerating classes in two different ways. First, it has scheduled Math 200 and Math 230 for two separate summer 2014 sessions that allow students to complete both courses in eight weeks. The second model of acceleration is back to back linked Math 200/Math 230 courses that have been scheduled</p>	<p>Ongoing</p>

				for fall 2014. Students are currently registering for the classes. Completion of these linked classes allows students to register in transfer level math classes (Math 10, 21, 70, 154). Data will be collected regarding its effectiveness and evaluated.	
6.4	Identify classes that could be offered in the summer on an accelerated schedule in Hanford.	Provost	Ongoing	Identified classes which could be offered in the summer on an accelerated schedule. Provided informational and marketing campaigns to share with students (and potential students) the benefits of accelerated math and English sequences.	Ongoing

Focus Area IV. Efficient and Effective College Practices

Goal IVA. Maintain comprehensive, transparent, and accountable college operations at College of the Sequoias

District Objective #7:

Allocate resources based on an accountable and systematic District-wide planning and budget development process that links this allocation to Institutional Program Reviews and the Strategic Plan.

Assessment of District Objective #7:

Budget Committee’s Annual Process Review in spring 2014

Formal assessment of planning and decision-making processes in January 2015

Measure

Ninety percent of above-base resources allocated are directly tied to a District Objective (18/20).

Twenty plans receiving above-base funding as a result of having completed the program review process and tied program/area plans to district objectives outlined in the District’s Strategic Plan.

<i>Action for District Objective #7</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
7.1 Link resource requests to specific Outcomes and/or District Objectives	IPRC	December 2013	None	The new program review process was approved by Academic and District Governance Senates in December 2013. The process follows all directives in all three COS.2.0 manuals and Action Plans which includes linking Actions and Resource Requests to Outcomes and/or District Objectives.	Completed
7.2 Provide input on the processes of financial planning and budget development for the institution using realistic assessments of financial	Budget Committee	May 15, 2014	0	Budget Committee received training on most commonly used financial acronyms on 10/10/2013. Committee has committed to continued training. Budget Committee created Budget Development Memo to align to Strategic Plan for Base	Completed

resources and budget assumptions.				Budget transfers, starting Spring of 2014. Budget Committee received training on budget and financial reports. Budget Committee drafted 2014-15 budget assumptions which were used in District Budget Forums and will be used in developing 2014-15 District Budget. Assumptions and budget development will be revised after the Governor's May Revise.	
7.3 Implement the above base request process in the College of the Sequoias 2013 Resource Allocation Manual and ensure that above based allocations align with district objectives.	Budget Committee	February 15, 2014	0	Utilized the Above-Base rubric to rank requests. Organized requests and received feasibility assessments from technology and facilities departments and committees. Prioritized requests within the four areas listed in the Resource Allocation Manual. Submitted the prioritized lists to District Governance Senate for approval. Requests were then finalized and approved by the President, and submitted to the Board of Trustees for information. Awards were funded in March 2014.	Completed
7.4 Ensure that resource allocations decisions are based upon data by implementing and revising the rubric on an annual basis.	Budget Committee	May 15, 2014	0	Ranked above base budget requests and forwarded the list to the District Governance Senate. Revised rubric to align with the new model for Institutional Program Review, and suggested revisions to the Resource Allocation Manual to improve processes.	Ongoing

7.5	Provide information, as needed, to the District Governance Senate and to the Superintendent/ President to ensure that resource allocation decisions are based on data, by utilizing the above-base resource allocation rubric to address issues identified in Institutional Program Review or contribute to achievement of a District Objective.	Budget Committee	June 30, 2014	0	Provided input on budget assumptions and proposals for the budget forums. Data and program review justifications (linking requests to District strategic plan or District Objectives) were analyzed for all above-base resource allocations	Ongoing
7.6	Ensure that base budget augmentation requests are linked to institutional program reviews and District strategic plan or District Objectives, and are processed according to the Resource Allocation Manual and according to District Administrative Procedures	Fiscal Services & District Governance Senate	Ongoing	None	Base budget augmentation requests were gathered from Institutional Program Review data and from specific requests linking to District strategic plan, and were analyzed in Senior Management in spring per AP 3261. A prioritized list will be submitted to District Governance Senate in May, with final approval from the President in time for budget adoption documents (early June)	Ongoing
7.7	Ensure that increased faculty/staff requests are linked to institutional program reviews and District strategic plan or district objectives, and are processed according to the District Administrative	Fiscal Services & District Governance Senate	Ongoing	None	Increased faculty requests were analyzed and ranked by instructional council, utilizing program review and District objectives as guidance. They were then matched with FON requirements for funding purposes, and presented to Budget Committee and Dean's Council for information, and to Senior	Ongoing

<p>Procedures and District governance manuals, including participatory input from governance groups</p>				<p>Management, District Governance Senate and to the President for approval. Other increased staffing requests originated in program review and were processed according to governance manuals and Administrative Procedures, and are being finalized (if any) by Governance bodies in May, with final approval from the President in time for budget adoption documents (early June)</p>	
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District Objective #8:

Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses.

Assessment of District Objective #8:

Compare the successful course completion rate of students in social science transfer courses in 2012-2013 (when the prerequisite was enforced) with the successful course completion rate of students in social science transfer courses prior to the enforcement of this prerequisite who did not successfully complete English 251 prior to enrolling in the social science transfer courses

Measure

A study was completed by faculty and the research office.

The data for the program group amounted to 5,602 student grades prior to the establishment of the prerequisite and 4,515 student grades after. For the comparison group the number of observations totaled 17,677 ‘prior’ student grades and 16,207 ‘after’ student grades.

In summary, with respect to the program group, the test revealed a significant increase in success rates, from 64.2% to 68.0%, $z = 3.98, p < .05$. However, with respect to the comparison group, the change from 71.2% to 71.6% from one semester to the next was not found to be significant, $z = 0.94$. Success rate for Hispanic students was significantly increased from 61.5% to 66.9% ($z=4.09, p < .001$). It is important to note that Black/African American student success rate was decreased from 53.1% to 49.5% ($z=-0.57$; no statistical significance). In addition, changes in enrollment patterns among the affected courses were found to be statistically significant among several demographic groups. Effect sizes for these demographic variations, however, ranged from trivial to small in their magnitude.

<i>Action for District Objective #8</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
8.1 Gather data from program groups that include the classes with the new prerequisites and compare to classes before the English 251 prerequisites.	Research office and social science division	Spring 2014		The study has been completed. 5,602 student grades prior to the establishment of the prerequisite and 4,515 student grades after the prerequisite were analyzed. The effect of the prerequisite policy was considerable, cutting the gap in success rates in between the program group and the comparison group by nearly half, from 7.0% in spring 2011 to 3.6% in 2012 after the prerequisite had been established.	Completed

<p>8.2 Evaluate whether there is a disproportionate impact from the establishment of the prerequisite.</p>	<p>Research office and social science division</p>	<p>Spring 2014</p>		<p>Statistical analysis was performed to determine whether evidence existed to suggest that the composition of the student body in the program group courses had changed after the establishment of the prerequisites.</p> <p>It appears to have succeeded in achieving its intended outcome of increasing the overall proportion of students who complete UC transferable courses in the social science division. Furthermore, this seems to have been accomplished without generating evidence of substantive changes to the demographic composition of the social science division's student body. These results suggest that such a prerequisite may improve student success rates in other courses where college-level reading and writing are integral to the curriculum. The present study did not, however, consider any evidence with respect to the policy's normative goal, encouraging students at the college to place more value on basic skills competency.</p>	<p>Completed</p>
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Part 2: Analysis of the District's movement toward achieving its goals

In Part 2 of this annual report the District presents an analysis of progress from Fall 2013 through Spring 2014 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

Focus Area II. Students' Success in Completing Their Education

Goal IIA. Create a culture of achievement

District Objective #1:

Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.

The District demonstrated progress in meeting the objectives to improve student success. Several projects were implemented to impact student progress. Student course completion has increased over the past 5 years. The District developed a budget for academic support services.

District Objective #2:

Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress.

The District moved forward in ensuring that more faculty use the Early Alert System and implemented follow-up with students who receive Early Alerts. Although the number of early alerts has decreased since 2011, the number of early alerts increased from fall 2012 to fall 2013. The District has increased its communication and efforts to train faculty in using the Early Alert system. The District has also made significant progress in contacting students who have been designated as needing tutoring through the Early Alert System.

District Objective #3:

Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities.

The District made progress in providing equitable library and counseling services to all sites. Hanford and Tulare counseling services have had resources shifted to their campuses as well as new resources being made available. The District offered evening and online counseling throughout all three sites.

Increasing library hours in the Tulare Campus and Hanford Center continues to allow the District to offer services in an equitable fashion. A librarian position was approved this year that will be split between the new campuses starting in the fall of 2014.

Focus Area III. Students' Mastery of Basic Skills

Goal IIIC. Ensure that students who place into basic skills level class successfully complete the highest level math and English courses established by their Student Education Plan

District Objective #4:

Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their Student Educational Plan in the first semester.

The District has continued to make progress in this area and reinforce the policies already in place regarding holds for students without SEP's. This has resulted in a small population of students needing intervention for an SEP. The counseling and basic skills staff will work collaboratively in the subsequent years to find ways to ensure students not only have a SEP but to follow it.

District Objective #5:

Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.

This District has made progress in visiting English Courses. A large number of students received information from counselors in basic skills English courses. In order to provide a more thorough deliberate counseling session, more courses need to be targeted for intervention. In addition, an outline of content discussed may be developed and assessed to provide consistent information between classes. The district will continue to investigate more robust and intentional counseling activities within the English classes.

District Objective #6:

Accelerate the schedule for offering the basic skills sequence in English or mathematics.

This District has made limited progress in this area. The English department has explored accelerated sequencing and is working on a course outline to accelerate the pathway from basic skills (English 360) into transfer composition (English 1). The district is also exploring sequencing during summer to accelerate the schedule. The Mathematics Division is accelerating their course sequences beginning in summer 2014 by offering back-to-back courses.

Focus Area IV. Efficient and Effective College Practices

Goal IVA. Maintain comprehensive, transparent, and accountable college operations at College of the Sequoias

District Objective #7:

Allocate resources based on an accountable and systematic District-wide planning and budget development process that links this allocation to Institutional Program Reviews and the Strategic Plan.

The District has made progress in this area. The district developed a new above-base allocation process. The Budget Committee implemented the new Resource Allocation manual and the processes included in the manual. The new budget forums allowed all constituency access to the District budget process from the start. Budget movements and augmentations are now communicated to managers and tied to the integrated planning process.

District Objective #8:

Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses.

The District has made progress on this objective. The research office gathered data on success rates comparing student success prior to the establishment of the prerequisites. The finds have been presented to the curriculum committee (April 2014) and recommendations will be made to Academic Senate and District Governance Senate. Further research needs to be completed on the fiscal impact of the pilot program.

Part 3: Identification of the actions to be completed in 2014- 2015

The District summarized progress on the objectives in the *College of the Sequoias 2010-2015 Strategic Plan* (see Part 1 of this annual report) and analyzed the impact of that progress on moving the District toward achievement of its long-term Goals (see Part 2 of this annual report).

To achieve the District’s eight objectives, actions for 2014-2015 are identified in this section of the College of the Sequoias 2014 Annual Report on the 2010-2015 Strategic Plan. Beginning in 2015, new District objectives will be developed out of the 2015-2025 master plan district goals. Actions on these objectives will be reported out in the 2015 Annual report on the Strategic Plan.

Focus Area II. Students’ Success in Completing Their Education					
Goal IIA. Create a culture of achievement					
<u>District Objective #1:</u>					
<i>Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses.</i>					
<i>Assessment of District Objective #1:</i>					
<i>Compare students’ successful course completion rate in 2014-2015 with previous data on students’ successful course completion rates</i>					
<i>2009/10 - 2014/15 Measure</i>					
<i>Course completion rate</i>					
<i>Action for District Objective #1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
1.1 Convene a task force to develop a plan and methodology for measuring the current use and unmet needs of academic support services (math, writing and tutorial).	VP Academic Services	August 2014			
1.2 Implement the plan as designed above.	VP Academic Services	December 15, 2014			
1.3 Evaluate the plan as designed above.	VP Academic Services	February 15, 2015			

District Objective #2:

Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress.

Assessment of District Objective #2:

Compare the rate of faculty using the Early Alert System in 2014-2015 to the rate of faculty using this system in prior years

2010/11 - 2014/15 Measure

Count of faculty who utilized the Early Alert System

Count of alerts sent

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
2.1 Convene a task force to focus on early alert.	VP Student Services	September 1, 2014			
2.2 Task force will develop a plan to increase faculty participation with early alert.	VP Student Services	October 15, 2014			
2.3 Implement the plan developed above.	VP Student Services	November 1, 2014			
2.4 Assess and analyze the results of the plan implementation.	VP Student Services and Research Office	February 1, 2015			

District Objective #3:

Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities.

Assessment of District Objective #3:

Compare the level of counseling and library services by delivery time (day/evening), modality (online/face-to-face), and District location for 2014-2015 to prior years

2011/12 - 2014/15 Measure

Count of counseling appointments by delivery time (day/evening)

Count of counseling appointments by delivery modality (online/face-to-face)

Count of library hours of operation by site

Count of library visitors by site and delivery modality

Count of books/resources circulated by site

Count of tutorial hours provided by site and delivery modality

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
3.1 Implement an annual survey of faculty and students regarding availability of counseling and library services.	VPs Student Services and Academic Services	October 15, 2014			
3.2 Evaluate survey results of faculty and students regarding availability of counseling and library services.	VPs Student Services and Academic Services and Office of Research	November 15, 2014			
3.3 Implement changes or increases in services based on assessment/evaluation.	Senior Management	January 15, 2015			

Focus Area III. Students' Mastery of Basic Skills

Goal III.C. Ensure that students who place into basic skills level class successfully complete the highest level math and English courses established by their Student Education Plan

District Objective #4:

Pilot a program of deliberate counseling in which counselors and basic skills faculty collaborate to: individually contact all first-time students who declare an intent to complete the requirements for an associate degree, certificate, or transfer and who also placed into basic skills English or mathematics for the purpose of ensuring that this cohort of students complete their Student Educational Plan in the first semester.

Assessment of District Objective #4:

Compare the rate at which students in the identified cohort in 2014–2015 complete a Student Educational Plan in their first semester to that rate for comparable cohorts in prior years

2014/15 Year Measure

Count of identified students who received an intervention

Count of identified students who received an intervention and completed their student educational plan

<i>Action for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.1 Identify cohort: obtain a list of students who do not have an SEP.	VP Student Services	November 1, 2014			
4.2 Make follow-up phone calls to each student without an SEP and an abbreviated SEP to schedule an appointment with a counselor to get SEPs completed.	VP Student Services	December 1, 2014			
4.3 Assess the results and implement change based on results.	VP Student Services	March 1, 2015			

District Objective #5:

Pilot a program of deliberate counseling in which counselors and English faculty collaborate on the following: counselors visit English classes for the purpose of encouraging and scheduling counseling appointments.

Assessment for District Objective #5:

Compare the number of counseling appointments in 2014-2015 to the prior year's data

2011/12 - 2014/15 Measure

Count of counseling appointments

2014/15 Year Measure

Count of classroom visits by counselors

<i>Action for District Objective #5</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
5.1 Design uniform content of the presentation for counselors to present in English classes.	VP Student Services	September 1, 2014			
5.2 Develop the schedule for counselors to visit English classes.	VP Student Services	September 15, 2014			
5.3 Measure the number of classroom visits.	VP Student Services	January 15, 2015			

District Objective #6:

Accelerate the schedule for offering the basic skills sequence in English or mathematics.

Assessment for District Objective #6:

Compare the count of accelerated sections offered for basic skills courses to the offering of traditional sections of basic skills courses

Compare the successful course completion rate for students taking basic skills courses in an accelerated schedule to students taking basic skills courses in traditional schedules

Measure

Count of course sections offered with accelerated schedule

Count of course sections offered with traditional schedule

Success rates of students enrolled in accelerated basic skills schedules

Success rates of students enrolled in traditional basic skills schedules

<i>Action for District Objective #6</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
6.1 Convene a task force on acceleration.	VP Academic Services	September 1, 2014			
6.2 Task force will develop a plan for accelerating the scheduling for offering the basic skills sequence in English and mathematics.	VP Academic Services	October 15, 2014			
6.3 Implement the plan developed above.	VP Academic Services	December 1, 2014			
6.3 Analyze and assess the plan implemented above.	VP Academic Services and Office of Research	January 15, 2016			

District Objective #7:

Allocate resources based on an accountable and systematic District-wide planning and budget development process that links this allocation to Institutional Program Reviews and the Strategic Plan.

Assessment of District Objective #7:

Budget Committee's Annual Process Review in spring 2015

Formal assessment of planning and decision-making processes in January 2015

Measure

Proportion of above-base resources allocated that are directly tied to a District Objective

Count of Program/Area plans receiving above-base funding as a result of having completed the program review process and tied program/area plans to district objectives outlined in the District's Strategic Plan

<i>Action for District Objective #7</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
7.1 Assess the above base resource allocation process from 2013 – 2014.	VP Admin Services and Budget Committee	January 2015			
7.2 Measure effectiveness of above base resource allocations from 2013-2014	VP Admin Services and Budget Committee	Spring 2015			
7.3 Implement changes to the resource allocation process based on 2013-2014 assessment	VP Admin Services and Budget Committee	May 2015			

District Objective #8:

Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses.

Assessment of District Objective #8:

Compare the successful course completion rate of students in social science transfer courses in 2012-2013 (when the prerequisite was enforced) with the successful course completion rate of students in social science transfer courses prior to the enforcement of this prerequisite who did not successfully complete English 251 prior to enrolling in the social science transfer courses

Perform a cost/benefit analysis of the implementation of the prerequisites for social science transfer courses

Measure

Success rate and count of students identified in the pilot program

Success rate and count of students who did not complete ENGL 251 prior to enrolling in specified social science courses

Count of degree/transfer seeking students who have not completed ENG 251 or above

Seating capacity ratio (census enrollment/max enrolment) for ENG 251

Efficiency ratio (WSCH/FTEF) for ENG 251

Seating capacity ratio (census enrollment/max enrolment) for SOCS

Efficiency ratio (WSCH/FTEF) for SOCS

<i>Action for District Objective #8</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Estimated Budget (If any)</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
8.1 Perform a cost/benefit analysis of the implementation of the prerequisites for social science transfer courses.	VP Academic Services and Office of Research	October 1, 2014			
8.2 Discuss the relationships between the student achievement benefits and the costs.	VP Academic Services	December 1, 2014			