

ANNUAL REPORT ON STRATEGIC PLAN

2015



Sequoias Community
College District



College of the Sequoias

College of the Sequoias
2015 Annual Report on the COS 2010-2015 Strategic Plan

Sequoias Community College District
College of the Sequoias

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

Hanford Educational Center
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Hanford, CA 93230

Tulare College Center
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Tulare, CA 93274

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 District 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 District 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 students 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 2014 through Spring 2015 related to each objective.....Page 4
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 24
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 2015- 2016Page 27
Purpose: To focus the District’s collective energies and resources on specific objectives

Part 1: Update on the activities completed from Fall 2014 through Spring 2015 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 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 third progress report on the *College of the Sequoias 2010-2015 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from 2014 through 2015 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 2015-2018 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 2015 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 2014-2015 with previous data on students' successful course completion rates

2009/10 - 2014/15 Measure

Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 2014
66.6%	67.4%	69.4%	68.8%	68.4%	67.9%

Summary:

The overall success rate is 68% for the last six fall terms, peaking in fall 2011 and dropping 1% over the Fall 2012 - Fall 2014 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 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 & Task Force	August 2014	N/A	A newly designed "Student Support Services Survey" including additional areas in need of assessment has been launched. The Tutorial Task Force has submitted formal recommendations in order to streamline services, create a single log-in system, and improve tutorial services. This completes action 1.1	Completed
1.2 Implement the plan as designed above.	VP Academic Services & Task Force	February 15, 2014	N/A	Student Success Survey has been administered and the data will be reviewed.	Ongoing

				The task force submitted recommendations to the VP of Academic Services in fall 2014. Recommendations are under review.		
1.3	Evaluate the plan as designed above.	VP Academic Services & Task Force	April 15, 2015	N/A	Spring survey results will be distributed by April 2015 to the task force and evaluated.	Ongoing

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

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
Spring 2014	67	2373
Fall 2014	81	2171

Summary:

The rate of instructors utilizing the Early Alert system has increased 23% from Fall 2013 to Fall 2014. Similarly, the amount of alerts sent* has increased by 19% in the same time period. (*may include some duplicates).

Action for District Objective #2	Responsible Party	Target Completion Date	Estimated Budget (If any)	Progress	Implications for Next Year's Actions
2.1 Convene a task force to focus on early alert.	VP Student Services	September 1, 2014	N/A	Six member taskforce; convened once face-to-face, followed up via email. Faculty sent suggestions for improving early alert to the task force. Recommendations were sent to Senior Management by December 1, 2014.	Ongoing

				The Task Force convened in January to discuss and analyze progress and faculty feedback.	
2.2 Task force will develop a plan to increase faculty participation with early alert.	VP Student Services	October 15, 2014	N/A	<p>Student Voice’s Video and Faculty How To Video was sent via COS eNEWS.</p> <p>Computer Services Helpdesk Ticket was generated to add “divisions” as a drop down option to assist Dean-level support</p> <p>A letter was sent to faculty delineating the cycle of an early alert.</p> <p>The recommendation is to simplify the Early Alert Process within banner web.</p> <p>The initial request for faculty submissions of Early Alerts will occur by week 4, and another on week 8.</p>	Ongoing
2.3 Implement the plan developed above.	VP Student Services	November 1, 2014	N/A	<p>Student and Faculty Videos: completed</p> <p>Computer Services Helpdesk Ticket: in progress</p> <p>Letter to faculty: completed</p> <p>Recommendation is to restructure Early Alert in Banner Web to</p>	Ongoing

				rework faculty video to reflect changes in the early alert process.	
2.4 Assess and analyze the results of the plan implementation by the Early Alert Task Force (District Action 2.4)	Early Alert Task Force and Research Office		N/A	<p>The amount of instructors utilizing the Early Alert system has increased 23% from fall 13 to fall 14. Similarly, the amount of alerts sent* has increased by 19% in the same time period. (*may include some duplicates).</p> <p>Analysis is in progress on sociology students.</p> <p>Recommendations are to restructure faculty training and/or follow-up services and analyze the effectiveness/worth to the District with the research office.</p>	Ongoing

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

2014/15 Year Measure

Delivery Method	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014
Daytime Face-to-Face Counseling	7,964	8,009	9,784	10,433	9,012
Evening Face-to-Face Counseling	-	33	110	77	201
All Face-to-Face Counseling Visits	7,964	8,042	9,894	10,510	9,213
Online or Emails	1,041	1,033	367	746	514
Total Counseling Appointments	9,005	9,075	10,261	11,256	9,727

Summary:

- While the number of District-wide counseling appointments (all modalities) significantly increased from Spring 2013 to Spring 2014 by 24%, it slightly decreased from Fall 2013 to Fall 2014 by 5%. However, it remained 8% above the level of Fall 2012.
- The number of District-wide Face-to-Face counseling appointments significantly increased from Spring 2013 to Spring 2014 by 31%. It also showed a significant increase (76%) from 562 in Summer 2013 to 991 in Summer 2014.
- While Face-to-Face appointments decreased from Fall 2013 to Fall 2014 by 7%, Online and Evening counseling services increased by 40% and 83% respectively. Face-to-Face appointments in Fall 2014 remained 16% above the level of Fall 2012.

Library Hours of Operation

Site	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Hanford	*	*	*	*	*	24	486	648	80	697
Tulare	**	**	**	**	324	*	544	612	80	595
Visalia	927	981	***	927	981	96	927	981	160	961
District Total	927	981	-	927	1,305	120	1,957	2,241	320	2,253

* No data collected

** Tulare not yet open

*** No Summer school sessions

Summary:

Fall 2013 provided baseline data for all metrics by site, as data collection had not yet begun in either Hanford or Tulare. The number of library hours increased from Fall 2013 to Fall 2014 by 15% district-wide. Library hours increased by 43% in Hanford, 9% in Tulare, and 4% in Visalia from Fall 2013 to Fall 2014.

<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	February 2015	N/A	A newly designed survey was conducted in the Spring term as a "Student Support Services Survey" including additional areas in need of assessment.	Ongoing
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	April 2015	N/A	Survey was administered February/March 2015. Math faculty conducted an effectiveness survey for the Math Center during November 2014. Assessment results showed that 65% of the students in	Ongoing

				<p>the survey indicated that their math skills were reinforced and their mastery of concepts were improved. Only 5% disagreed with this statement.</p> <p>The Counseling Survey Results from Spring 2014 survey are available and can be used as a baseline assessment. Spring survey results will be tentatively distributed by April 2015 to the VPs of Student Services and Academic Services.</p>	
3.3	Implement changes or increases in services based on assessment/evaluation.	Senior Management	January 15, 2015	The Student Success Survey has been administered and the data will be reviewed in May 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 2014–2015 complete a Student Educational Plan in their first semester to the rate for comparable cohorts in prior years

2014/15 Year Measure

	Fall 2013	Fall 2014
Number of cohort students who received deliberate counseling	78	143
Number of cohort students who completed Student Educational Plans	52	108
Completion Rate	66.7%	75.5%

Summary:

Overall, the number of students who received deliberate counseling and then completed Student Educational Plans has increased significantly from Fall 2013 to Fall 2014. The completion rate for Fall 2014 (75.5%) is higher than Fall 2013 (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 Identify cohort: obtain a list of students who do not have an SEP.	VP Student Services	November 1, 2014		The list of students has been obtained from the research office. This list is now being distributed to staff to make the follow-up phone calls. The group for the past two years has not had a high number of students	Ongoing

				who did not have a SEP. Recommend targeting a different group, specifically those identified in the Equity Plan.		
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		Of the 587 students identified in the cohort, 444 (76%) already had completed a SEP during their first semester. After calling these students and making appointments to help them develop a SEP, the number of students left in this cohort without a SEP is only 35. This meant that 552 of the 587 or 94% now have a SEP.	Ongoing
4.3	Assess the results and implement change based on results.	VP Student Services	March 1, 2015		The rate at which the original cohort of students had a SEP prior to calling was high for both 2013-2014 and 2014-2015. The calls and follow up helped to increase this percentage.	Ongoing

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

2014/15 Year Measure

	ENGL 360 Students Receiving Deliberate Counseling for the Fall terms <u>Count</u>	Attended a counseling appointment during the Fall term <u>Count</u> <u>Percentage</u>	Attended a counseling appointment during the Spring term <u>Count</u> <u>Percentage</u>
Fall 2012	252	115 46%	28 11%
Fall 2013	249	140 56%	27 11%
Fall 2014	229	145 63%	35 15%

Summary:

The percentage of students enrolled in English 360 who received deliberate counseling in the Fall term and attended a counseling appointment in the same or subsequent term has increased from 57% in 2012/13 to 78% in 2014/15.

<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		The content was developed for classroom presentations.	Completed
5.2 Develop the schedule for counselors to visit English classes.	VP Student Services	September 15, 2014		A schedule was developed for the fall semester to ensure that all English 360 lab sections were visited in Visalia. Still need to get Hanford set up.	Ongoing

5.3 Measure the number of classroom visits.	VP Student Services	January 15, 2015		Fall 2014 classroom visits: - 10 in Visalia Fall 2014 student count: - 229 in Visalia	Ongoing
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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

2014/2015 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

Summary:

The English 261 accelerated class has been scheduled for Fall 2015. Course success rates for this class will be available at the end of 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 Convene a task force on acceleration.	VP Academic Services	September 1, 2014	N/A	Meeting held 8/27/2014	Completed
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	N/A	Several strategies have been identified that will increase progress through basic skills sequences: <ul style="list-style-type: none">- Summer school acceleration (Math & English)- Placement test advancement- Short-term courses with same-semester advancement (Math 200 & Math 230)- Curricular hybridization (English 261)	Completed

				- COS Pathway to College Partnerships (English 251 & 1)		
6.3	Implement the plan developed above.	VP Academic Services	December 1, 2014	N/A	English 261 curriculum is written and scheduled to be taught beginning fall 2015; Math Jam is in progress; Summer fast-track classes have been arranged; Short term classes have been scheduled; the COS Pathway to College Partnerships began offering English 251 in fall 2014 to six area high schools and English 1 in spring 2015 to eight area high schools.	Ongoing, carried forward to Strategic Plan 2015-2018
6.4	Analyze and assess the plan implemented above.	VP Academic Services and Office of Research	January 15, 2016	\$3000/year to maintain Math Jam	Assessment will be conducted in January 2016.	Ongoing

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

2013/2015 Measure

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.

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

Summary:

Sixteen plans received above-base funding as a result of having completed the program review process. These plans tied program/area plans to district objectives outlined in the District's Strategic Plan. Eighty-eight percent (14) of above-base resources allocated are directly tied to a District Objective.

<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	N/A	All above-base resource recipients participated in a survey (4/4-4/9/14) regarding the above base resource allocation process for 2013-14. The Budget Committee reviewed the results, assessed the process and discussed at the April 23 2015 Budget Committee meeting. Any proposed changes are addressed in 7.3.	Completed
7.2 Measure effectiveness of above base resource allocations from 2013-2014	VP Admin Services and Budget Committee	Spring 2015	N/A	Budget Committee Resource Allocation Assessment Memos were collected from all above base recipients by October 31, 2014.	Included in Strategic Plan 2015-2018 Action 4.2.4

				<p>The Committee reviewed and assessed the effectiveness at its November 13 2014 meeting. Each resource allocation recipient described whether the allocation accomplished the following measurable outcome(s): the outcome considers student need or effective practices, provides a significant benefit to multiple departments/district-wide, and/or is linked to Outcomes or District Objectives as stated in Program Review. Data assessments and measurements were included. The Budget Committee reviewed effectiveness, and a summary was presented in February 2015 to the Budget Committee and District Governance Senate. It is recommended that Assessment Memos be collected for future fiscal year cycles at a later point in the academic year, so that more data collection and evidence can be provided.</p>	
7.3	Implement changes to the resource allocation process based on 2013-2014 assessment	VP Admin Services and Budget Committee	May 2015	<p>Annual process review, proposed revisions to the Resource Allocation Manual, and proposed revisions to the Resource Allocation Rubric were completed by the Budget Committee in April 2014, for the 2013-14 cycle. Proposals were submitted to District Governance Senate in May 2014, and adopted into governance and manual revisions in summer 2014.</p>	Completed

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:

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

2014/2015 Measure

FTES - UC Transferable Courses

Course Success - UC Transferable Courses

Efficiency - UC Transferable Courses

Seating Capacity Ratio - UC Transferable Courses

Efficiency - ENGL Courses

Seating Capacity Ratio - ENGL 251 by Campus

FTES - ENGL Courses

Students Displaying a Need for ENGL 251

UC Transferable Courses		Fall 2009-Fall 2011 (Pre)	Spring 2012-Spring 2014 (Post)	Difference
FTES	Social Science	633	517	-18.0%
	District	1934	1862	-3.7%
Course Success	Social Science	63.2%	67.6%	4.4%
	District	70.2%	72%	1.8%
Efficiency	Social Science	22.98	21.12	-1.86
	District	17.28	17.62	.34
Seat Capacity Ratio	Social Science	98.6%	88.4%	-10.2%
	District	97.8%	96.8%	-1.0%

	Fall 2009-Fall 2011 (Pre)	Spring 2012-Spring 2014 (Post)	Difference
Efficiency- ENG 251	12.5	12.7	0.2
Seat Capacity Ratio- ENG 251	103.4%	103.4%	0%
FTES- ENG 251	123.4	127.6	4.2
Students Displaying a Need for ENG 251	40.6%	34.4%	-6.2%
Success Rate- ENG 251	56%	55%	-1.0%

Summary:

For the Social Sciences UC Transferable Courses:

- FTES, Efficiency and Seating Capacity Ratio have decreased.
- Since spring 2013, no major differences in the percentage change of FTES were observed, as compared to the rest of the District.
- Success rates have increased (at a higher rate than the rest of the District.)

For English 251 Courses:

- Efficiency and Seating Capacity Ratio have remained unchanged.
- FTES increased slightly.
- Success rates have decreased slightly.

<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>
<p>8.1 Perform a cost/benefit analysis of the implementation of the prerequisites for social science transfer courses.</p>	<p>VP Academic Services and Office of Research</p>	<p>October 1, 2014</p>	<p>N/A</p>	<p>The following data analyses of the implementation of the prerequisites for social science transfer courses have been performed:</p> <ul style="list-style-type: none"> - FTES - UC Transferable Courses - Course Success - UC Transferable Courses - Efficiency - UC Transferable Courses - Seating Capacity Ratio - UC Transferable Courses - Efficiency - ENGL Courses - Seating Capacity Ratio - ENGL 251 by Campus - FTES - ENGL Courses - Students Displaying a Need for ENGL 251 	<p>Completed</p>

8.2 Discuss the relationships between the student achievement benefits and the costs.	VP Academic Services	December 1, 2014		The findings have been discussed at Senior Management. An additional discussion at Instructional Council is scheduled for May 2015.	Completed
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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 2014 through Spring 2015 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 completed all actions for this objective. The task force developed the plan and formal recommendations. The student success survey was administered and the data will be reviewed in April 2015. Overall, there is no significant change in student successful course completion rate for fall 2014. In addition, the District has increased staff support for academic support services on all three campuses.

District Objective #2:

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

The number of instructors using early alert increased dramatically from fall 2013 to fall 2014 (23%) and the number of early alerts sent increased by 19%. The task force developed "how to" videos for students and faculty and sent informational materials to faculty. Computer Services continues to modify the early alert process for ease of use. Analysis is underway to identify key indicators which will measure the effectiveness of 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 continues to provide equitable library and counseling services. There was a slight decrease in overall counseling appointments from fall 2013 to fall 2014, possibly due to lower enrollment. However, there was a significant increase in evening counseling appointments, online appointments and spring semester appointments. The District was able to increase library hours of operation across the sites and all campuses.

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.

As stated in the Student Success and Support Program Plan 2014-15, "All first time students are required to see a counselor. Students who do not meet this requirement before/during their first semester have a matriculation hold placed on their registration and cannot register for classes for the following semester until an appointment has been completed." Therefore this district object is already institutionalized which is apparent from the high percentage (94%) of students in the identified cohort who completed a SEP during their first semester.

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.

All English 360 classes on the Visalia campus were visited for the purpose of encouraging counseling appointments. The majority of these students attended a counseling appointment in the subsequent fall or spring semester. It is the recommendation of IPEC that this objective be discontinued as it is currently stated and the focus for these types of counseling visits be focused on groups identified in the Equity Plan.

District Objective #6:

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

The District has made progress on this objective. The District developed and implemented a plan for increasing accelerated course offerings. The new English 261 course will begin in fall 2015. Significant parts of the plan developed under this objective will be carried forward into the new strategic plan (2015 - 2018).

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 implemented the above-base resource allocation process and eighty-eight percent of the above-base resources allocated were directly tied to a District Objective. The ongoing effectiveness of the above-base resource allocation process will be included in the 2015-2018 Strategic Plan.

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 completed all actions for this objective. To assess the effectiveness of the English 251 prerequisite pilot program, a study was completed by faculty and research office (Spring 2014). A series of additional data analyses were conducted in order to gain a better understanding of the implementation of the prerequisites for social science UC transferable courses (Spring 2015). The findings have been discussed at Senior Management. An additional discussion at Instructional Council is scheduled for May 2015.

Part 3: Identification of the actions to be completed in 2015- 2016

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).

Strategic plan District objectives for 2015-2018 have been developed from the 2015-2025 Master Plan District Goals. Actions on these objectives will be reported in the 2016 Annual Report on the Strategic Plan.