

# ANNUAL REPORT ON THE MASTER PLAN

# 2016

ANNUAL REPORT  
ON THE

2015-2018

STRATEGIC PLAN

VISALIA • HANFORD • TULARE

Sequoias Community  
College District

**COS**

College of the Sequoias



**College of the Sequoias**  
**2016 Annual Report on the COS 2015-2025 Master Plan**

**Sequoias Community College District**  
**College of the Sequoias**

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## Introduction

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

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

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

The District identified objectives within each goal for focus in the 2015-2018 Strategic Plan.

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

This report includes three parts:

1. Update on the actions completed from Fall 2015 through Spring 2016 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 28  
*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 2016- 2017 .....Page 28  
*Purpose: To focus the District's collective energies and resources on specific objectives*

**Part 1: Update on the actions completed from Fall 2015 through Spring 2016 related to the objectives in the *College of the Sequoias 2015-2018 Strategic Plan*.**

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

This is the first progress report on the *College of the Sequoias 2015-2018 Strategic Plan*. Part 1 of this annual report is a summary of the District's progress from Fall 2015 through Spring 2016 related to its institutional goals and objectives. In addition to a summary of progress on each objective, the status of each objective is identified as one of the following:

1. Completed;
2. Eliminated;
3. To be included in the 2016-2017 actions; or
4. Ongoing.

If the status for an objective is "ongoing," the responsibility for continued work on that objective is assigned to a specific department. 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 2015-2018 Strategic Plan*, the institutional goals and objectives are organized according to the four goals:

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

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

**District Objective 1.1:**

*Increase overall enrollment by 1.75% annually.*

**Assessment of District Objective 1.1:**

*Review and compare unduplicated student headcount and FTES to the most current prior year data:*

**2015-2016 Measures**

<b>Annual Headcount and FTES Change</b>					
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
FTES	10,965	9,147	8,712	8,984	8,955
		-16.6%	-4.8%	3.1%	-0.3%
Headcount	18,819	14,902	14,000	14,062	14,291
		-20.8%	-6.1%	0.4%	1.6%

**Summary:**

While the 2014-2015 Full-Time Equivalent Students (FTES) remains unchanged (-0.3%) compared to 2013-2014, the 2014-15 annual headcount slightly increased (1.6%) from 2013-14.

<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>
<b>1.1.1</b> Develop and implement a marketing plan designed to increase enrollment.	Superintendent/ President and Marketing/ Public Info Coordinator	August 2015 (Plan)  October 2015 (Implement)		The COS district Marketing Plan is composed of comprehensive and varied elements including digital media, traditional media, and personal contacts/engagements. All components and specified actions in the plan are conducted annually.	To be included in the 2016-2017 Actions

<p><b>1.1.2</b> Develop and implement a plan to increase outreach to local schools and collaborate with school administrators to increase opportunities for local students.</p>	<p>Superintendent/President, Vice President, Student Services, and Marketing/Public Info Coordinator</p>	<p>August 2015 (Plan)  October 2015 (Implement)</p>		<p>The COS collaboration plan is composed of annual presentations by the superintendent/president to all feeder high school district school boards, meetings with all high school/district administrators and presentations to all high school parent groups. COS maintains a comprehensive annual schedule of outreach activities to all feeder high schools including assessments, enrollment presentations, and targeted outreach for selected CTE programs.</p>	<p>To be included in the 2016-2017 Actions</p>
<p><b>1.1.3</b> Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>March 2016</p>		<p>In Actions 1.1.1 and 1.1.2, plans have been developed, and implementation is ongoing. It is critical to monitor the implementation and assess the impact of the plans in 2016-2017.</p>	

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

**District Objective 2.1:**

*Increase the number of students who are transfer-prepared annually.*

***Assessment of District Objective 2.1:***

*Review and compare the following to the most current prior year data:*

- *Number of students transferring to the UC System, CSU System, In-State-Private, and Out-of-State 4-year institutions.*
- *Number of students who have achieved transfer-prepared status (completed transfer-level Math, English, and 60+ CSU Units)*
- *Transfer Rate (Transfer Velocity Cohort)*

**2015-2016 Measure**

<b>Transfer Volume (number of transfers)</b>					
	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>
<b>Total Transfer Volume</b>	<b>857</b>	<b>907</b>	<b>846</b>	<b>971</b>	<b>972</b>
UC	37	50	44	39	45
CSU	420	469	377	526	515
In-State-Private	275	241	261	227	209
Out-of-State	125	147	164	179	203

<b>Transfer Ready</b>						
	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
<b>Annual Unduplicated Total</b>	<b>1,009</b>	<b>1,038</b>	<b>1,141</b>	<b>1,197</b>	<b>1,206</b>	<b>1,273</b>
Fall Transfer Ready	592	610	680	725	756	842
Spring Transfer Ready	820	809	948	924	938	954



<b>Transfer Velocity</b>					
	<u>2004/05</u> Cohort	<u>2005/06</u> Cohort	<u>2006/07</u> Cohort	<u>2007/08</u> Cohort	<u>2008/09</u> Cohort
<b>Annual Unduplicated Total</b>	<b>33%</b>	<b>36%</b>	<b>36%</b>	<b>34%</b>	<b>33%</b>
# of Transfers	344	400	518	471	522
# in Cohort	1,046	1,098	1,440	1,401	1,577

**Summary:**

The total volume of actual transfers to the UC System, CSU System, In-State-Private, and Out-Of-State four-year institutions from 2013-14 to 2014-15 remains unchanged (0.1%). During the 2014-15 academic year, the number of students transferring to the UC System and Out-of-State institutions increased by 15% and 13%, respectively. The number of transfers to the CSU System and In-State-Private institutions slightly decreased by 2% and 8%, respectively.

Although transfer volume did not change between 2013-14 and 2014-15, it increased overall from 2010-11 to 2014-15. Transfer-ready volume (the amount of students who are eligible to transfer) has also increased annually from 2010-11 to 2015-16 and each Fall semester from Fall 2010 to Fall 2015. While the 2008/09 cohort (Transfer Velocity) has a 33% transfer rate, which is a one percentage point decrease from the prior year, it has both an increased number of transfers and students in the cohort.

<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>
<b>2.1.1</b> Develop and implement an informational campaign for students on CSU and UC pathways (Associate Degrees for Transfer (AA-T/AS-T) and Transfer Agreement Guarantees (TAG)).	Superintendent/ President, Vice President, Student Services, and Marketing/ Public Info Coordinator	October 2015		A comprehensive outreach campaign is conducted annually that includes distribution of printed promotional materials and presentations to feeder high school districts, student groups and parents, as well as business, industry and community partners.	Ongoing

<p><b>2.1.2</b> Map required courses for CSU and UC pathways and publish flowcharts for all approved Associate Degrees for Transfer (AA-T/AS-T).</p>	<p>Vice President, Student Services and Vice President, Academic Services</p>	<p>February 2016</p>		<p>The Academic Deans and Instructional Council met throughout the Summer and Fall/Spring to develop pathways for all Associate Degrees for Transfer. Instructional Council is working with the counseling department to incorporate General Education (GE) patterns into the pathways.</p>	<p>To be included in the 2016-2017 Actions.</p>
<p><b>2.1.3</b> Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>March 2016</p>		<p>With the actions of the District marketing plan completed, the District has made significant progress. Dialogue and changes in scheduling practices have occurred as a result of these actions.</p>	

***District Objective 2.2:***

*Increase the number of students who earn an associate degree or certificate annually.*

***Assessment of District Objective 2.2:***

*Review and compare the number of students earning an Associate Degree or certificate to the most current prior year data.*

**2015-2016 Measures**

<b>Degrees and Certificates</b>										
	<b>2011</b>		<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>	
	<u>Awards</u>	<u>Students</u>	<u>Awards</u>	<u>Students</u>	<u>Awards</u>	<u>Students</u>	<u>Awards</u>	<u>Students</u>	<u>Awards</u>	<u>Students</u>
<b>Total</b>	<b>1,734</b>	<b>1,404</b>	<b>1,442</b>	<b>1,181</b>	<b>1,613</b>	<b>1,317</b>	<b>1,691</b>	<b>1,355</b>	<b>1,646</b>	<b>1,339</b>
Degree	1,003	878	902	790	990	871	1,093	917	1,120	945
Certificate	731	600	540	442	623	497	598	487	526	446

**Summary:**

The number of students earning an associate degree increased from 917 in 2014 to 945 in 2015. The number of students earning a certificate decreased from 487 in 2014 to 446 in 2015.

<b><i>Action for District Objective #2</i></b>	<b><i>Responsible Party</i></b>	<b><i>Target Completion Date</i></b>	<b><i>Estimated Budget (If any)</i></b>	<b><i>Progress</i></b>	<b><i>Implications for Next Year's Actions</i></b>
<b>2.2.1</b> Implement the Degree Works web-based academic advising tool to help students and advisors navigate pathways to completion.	Vice President, Student Services, Dean, Technology Services, and Vice President, Academic Services	June 2016		Student Services staff worked with Information Technology and Degree Works to customize programming. Testing was conducted during Spring 2016 and Degree Works will be piloted by five trained counselors in Fall 2016.	To be included in the 2016-2017 Actions.
<b>2.2.2</b> Develop an informational campaign and workshops informing students, faculty, and	Vice President, Student Services	June 2016		In March 2016, Student Services staff and faculty scribed catalogs, tested for accuracy, and will clone to live production during the summer.	To be included in the 2016-2017 Actions.

staff about Degree Works.					
<b>2.2.3</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016		The District took on an immense task that required collaboration between Student Services, Academic Services, and Technology Services. All timelines for implementation have been met.	

**District Objective 2.3:**

*Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.*

**Assessment of District Objective 2.3:**

*Review and compare the following to the most current prior year data:*

- *Course success rates for English 360, 251, and 261; Math 360, 200, and 230; and all credit English as a Second Language (ESL) courses with a C or above.*
- *Course completion (“retention”) rates for English 360, 251, and 261; Math 360, 200, and 230; and all credit English as a Second Language courses*

**2015-2016 Measure**

<b>Course Success Rates: Pre-Transfer Math, English, &amp; ESL</b>			
	Fall 2014	Spring 2015	Fall 2015
<b>Pre-Transfer Total</b>	<b>51%</b>	<b>50%</b>	<b>54%</b>
Success Grades	2,297	2,029	2,621
All Grades	4,506	4,080	4,854
<b>ENGL 251</b>	<b>60%</b>	<b>51%</b>	<b>62%</b>
Success Grades	615	468	712
All Grades	1,029	910	1,151
<b>ENGL 261</b>			<b>37%</b>
Success Grades	0	0	10
All Grades	0	0	27
<b>ENGL 360</b>	<b>51%</b>	<b>56%</b>	<b>61%</b>
Success Grades	161	144	196
All Grades	313	259	323
<b>Credit ESL</b>	<b>81%</b>	<b>75%</b>	<b>71%</b>
Success Grades	164	130	115
All Grades	202	173	162
<b>MATH 230</b>	<b>48%</b>	<b>49%</b>	<b>56%</b>
Success Grades	497	524	649
All Grades	1,034	1,074	1,159
<b>MATH 200</b>	<b>45%</b>	<b>41%</b>	<b>45%</b>
Success Grades	540	448	575
All Grades	1,193	1,093	1,266
<b>MATH 360</b>	<b>44%</b>	<b>55%</b>	<b>48%</b>
Success Grades	320	315	364
All Grades	735	571	766

<b>Course Completion (“Retention”) Rates: Pre-Transfer Math, English, &amp; ESL</b>			
	Fall 2014	Spring 2015	Fall 2015
<b>Pre-Transfer Total</b>	<b>85%</b>	<b>85%</b>	<b>87%</b>
Completion Grades	3,847	3,470	4,228
All Grades	4,506	4,080	4,854
<b>ENGL 251</b>	<b>87%</b>	<b>82%</b>	<b>88%</b>
Completion Grades	892	748	1,013
All Grades	1,029	910	1,151
<b>ENGL 261</b>			<b>81%</b>
Completion Grades	0	0	22
All Grades	0	0	27
<b>ENGL 360</b>	<b>88%</b>	<b>91%</b>	<b>91%</b>
Completion Grades	274	235	294
All Grades	313	259	323
<b>Credit ESL</b>	<b>95%</b>	<b>90%</b>	<b>93%</b>
Completion Grades	192	156	151
All Grades	202	173	162
<b>MATH 230</b>	<b>83%</b>	<b>85%</b>	<b>85%</b>
Completion Grades	857	908	981
All Grades	1,034	1,074	1,159
<b>MATH 200</b>	<b>84%</b>	<b>85%</b>	<b>89%</b>
Completion Grades	1,005	925	1,124
All Grades	1,193	1,093	1,266
<b>MATH 360</b>	<b>85%</b>	<b>87%</b>	<b>84%</b>
Completion Grades	627	498	643
All Grades	735	571	766

**Summary:**

Overall, the success rates for the specified courses have increased from 51% in Fall 2014 to 54% in Fall 2015, a three percentage point increase. In particular, the success rates of Math 360, Math 230 and English 360 each increased by four percentage points or higher. The overall course completion (retention) rate for the specified courses increased from 85% in Fall 2014 to 87% in Fall 2015, a two percentage point increase. The completion (retention) rates for all courses (excluding Credit ESL and Math 360) showed increases ranging from one to five percentage points from Fall 2014 to Fall 2015.

<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>
<p><b>2.3.1</b> Ensure curriculum is aligned within basic skills/ESL disciplines and schedule courses to maximize students' opportunities to complete the basic skills/ESL sequence in a timely manner.</p>	<p>Dean, Arts/Letters, Curriculum Committee, and Academic Senate</p>	<p>November 2015</p>		<p>Curriculum alignment between adult education basic skills classes and district basic skills/ESL classes is occurring through the Adult Education Block Grant.</p> <p>The District's off-site ESL program is now offered in an accelerated model where students can complete the beginning level in one year.</p> <p>Beginning in Fall 2016, ESL courses will be offered at the Hanford Educational Center.</p>	<p>To be included in the 2016-2017 Actions.</p>
<p><b>2.3.2</b> Design and implement proven best practices for increased basic skills/ESL success and completion (acceleration, prep courses, alternate assessment models).</p>	<p>Dean, Arts/Letter, Deans, Student Services, Academic Senate, Instructional Council, Faculty Enrichment Committee</p>	<p>March 2016</p>		<p>The District's off-site ESL program is now offered in an accelerated model where students can complete the beginning level in one year.</p> <p>The accelerated English course, English 261, was offered in Fall 2015 and expanded in Spring 2016. An acceleration work group meets regularly to discuss curriculum, pedagogy, and assessment in conjunction with the California Acceleration Project.</p>	<p>To be included in the 2016-2017 Actions.</p>

				A full-time, grant-funded ESL counselor was hired in April 2016.	
<b>2.3.3</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016		The District continues to implement acceleration in ESL and English 261. Continued efforts are needed to scale up and support these programs as well as research on accelerated options in Math.	

**District Objective 2.4:**

*Increase Career Technical Education course success rates and program completion annually.*

***Assessment of District Objective 2.4:***

*Review and compare the following to the most current prior year data:*

- *Number of students earning a CTE associate degree*
- *Number of students earning a CTE certificate*
- *Overall success rates of CTE courses (C or above)*

**2015-2016 Measure**

CTE Success Rates			
	FALL 2014	SPRING 2015	FALL 2015
Success Rate	67%	67%	70%
Success Grades	10,639	10,323	12,814
All Grades	15,974	15,386	18,278

  

CTE Degrees & Certificates										
	2011		2012		2013		2014		2015	
	Awards	Students	Awards	Students	Awards	Students	Awards	Students	Awards	Students
<b>Total</b>	<b>1,030</b>	<b>848</b>	<b>812</b>	<b>683</b>	<b>909</b>	<b>744</b>	<b>860</b>	<b>714</b>	<b>799</b>	<b>667</b>
Degree	363	353	335	326	337	320	311	302	330	309
Certificate	667	537	477	385	572	448	549	438	469	387

**Summary:**

The number of students earning a Career Technical Education (CTE) associate degree increased slightly from 302 in 2014 to 309 in 2015. The number of students earning a CTE certificate declined from 438 in 2014 to 387 in 2015. CTE success rates increased from 67% in Fall 2014 to 70% in Fall 2015, a three percentage point increase.

<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>
<b>2.4.1</b> Ensure curriculum is aligned within Career Technical Education discipline and	Dean, Career Technical Education, Provosts,	November 2015		Course curricula within several Career Technical Education programs were redesigned to better align with employment and transfer expectations.	To be included in the 2016-2017 Actions.



	schedule courses to maximize students' opportunities to complete CTE program sequences in a timely manner.	Curriculum Committee, Academic Senate			The Industrial Technology sequence was updated to align with transfer to California State University, Fresno. Business and Consumer Family Studies reviewed data resulting in new times for classes, the deletion of sections, and the adding of additional sections.	
<b>2.4.2</b>	Design and implement proven best practices for increased CTE success and completion (linked learning pathways, embedded basic skills).	Dean, Career Technical Education, Provosts	March 2016		Faculty professional development workshops have been provided and more are planned. Several best practices have been implemented in automotive technology, industrial maintenance, and welding.	To be included in the 2016-2017 Actions.
<b>2.4.3</b>	Develop and implement Career Development/ College Prep Program (non- credit) Certificates.	Vice President, Academic Services	June 2016		Research on how to implement Career Development and College Preparation (CDCP) with Adult Education Consortium funding is ongoing.  The Career Development and College Preparation certificate developed for Rehabilitation Aide will be offered Summer 2016.	To be included in the 2016-2017 Actions.
<b>2.4.4</b>	Implement the Sequoias consortium plan for alignment of adult education CTE programs within the region.	Superintendent/ President, Vice President, Academic Services, and Dean, Career Technical Education	June 2016		We are currently in year one of a three-year grant. The Superintendent continues to co-chair Sequoias Adult Education Consortium. The Vice President of Academic Services co-chairs the task force, and the Career Technical Education Dean serves on the task force and Sequoias Adult Education Consortium. Faculty have been instrumental in the design of sector pathways.	To be included in the 2016-2017 Actions.

				<p>Memorandums of Understanding (MOUs) are being developed with the Training Resource Center for curriculum development and implementation of Career Technical Education Basic Skills prep courses and vocational English as a Second Language training.</p> <p>An English as a Second Language counselor was hired in April of 2016.</p>	
<b>2.4.5</b>	Map high school Linked Learning Pathways programs to COS courses/ programs.	Dean, Career Technical Education	June 2016	<p>The District is collaborating with Innovate Tulare Kings / Tulare County Office of Education / College and Career Collaborative on Industry Sector Summits to facilitate pathways.</p> <p>The District created grant funded positions (CTE HS Liaison, CTE Grant Manager, and CTE Grant Specialist) to facilitate articulation and dual enrollment initiatives, and to assist development of career pathways with local high schools. Faculty and staff are actively participating in pathway training and advisory committees.</p>	To be included in the 2016-2017 Actions.
<b>2.4.6</b>	Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016	<p>In action 2.4.1, some aspects of alignment have occurred and will continue in 2016-17. Action 2.4.3 is in progress and more certificates will be developed. Action 2.4.4 is moving ahead as planned. While much is being done for action 2.4.5, it was reported that the action itself may be difficult to fully implement. The action may need to be revised to make it more realistic.</p>	

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

**District Objective 3.1:**

*Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.*

**Assessment of District Objective 3.1:**

*Review and compare the following to the most current prior year data:*

- *Progress on metrics/measures identified in the 2014 Student Equity Plan (Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer, 30-Unit Threshold, and Persistence)*

**Summary:**

Comparing the data from the 2014 Student Equity Plan, performance within the equity metrics did not change in 2015 for most of the COS student populations (103/130). There were 17 occurrences in which student populations moved down within a metric and ten occurrences in which student populations moved up. It is important to note that a considerable amount of prescribed data, which the state requires the District to use, tracks student cohorts for six years. This means that the current 2015 data are for the cohort that started at the District in the 2009-10 school year, five years before these Student Success Program strategies were started.

<i><b>Action for District Objective #3</b></i>	<i><b>Responsible Party</b></i>	<i><b>Target Completion Date</b></i>	<i><b>Estimated Budget (If any)</b></i>	<i><b>Progress</b></i>	<i><b>Implications for Next Year's Actions</b></i>
<b>3.1.1</b> Implement strategies as described in the Student Equity Plan.	Vice President, Student Services	June 2016		<p>Student Services hired a Director, six Student Success Coordinators, two Student Success Counselors, and support staff to form what is now known as the Student Success Program. It operates out of five different locations (Student Success Labs) on all three District sites.</p> <p>The six Student Success Coordinators logged a total of 3,590 student appointments in the fall of 2015, and the two Student Success Counselors registered 644 appointments. In addition, 312 students participated in the probation workshops led by the Student Success Program.</p>	To be included in the 2016-2017 Actions.

<p><b>3.1.2</b> Assess progress and implement recommended changes following the timelines in the Student Equity Plan.</p>	<p>Vice President, Student Services</p>	<p>June 2016</p>		<p>The District developed the COS Student Equity Plan Evaluation, which includes specific data metrics for 15 plan goals.</p> <p>The District developed the COS Student Equity Assessment Plan, which includes assessment metrics for 27 activities identified for the plan.</p> <p>The District developed an Equity Plan Feedback instrument.</p>	<p>To be included in the 2016-2017 Actions.</p>

**District Objective 3.2:**

*Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.*

***Assessment of District Objective 3.2:***

*For the 2014/15 year, review the number and type of training sessions/workshops provided to academic and student services staff and faculty.*

**Summary:**

District departments, councils, and committees offered employees trainings and workshops on various topics during the Fall and Spring semesters. In general, topics covered course curriculum and teaching, customer service, data collection, personnel matters, software programs, and student health. Multiple methods of delivery were employed to conduct trainings and workshops (e.g. in-person vs. online). For example, more than 100 employees completed at least one of the 100 online training courses and 32 employees completed training on Customer Service. A Workshop/Training Evaluation form was developed to assess future District trainings/workshops.

<b><i>Action for District Objective #3</i></b>	<b><i>Responsible Party</i></b>	<b><i>Target Completion Date</i></b>	<b><i>Estimated Budget (If any)</i></b>	<b><i>Progress</i></b>	<b><i>Implications for Next Year's Actions</i></b>
<b>3.2.1</b> Conduct a needs assessment and develop a faculty training plan focused on teaching pedagogy and maximizing student learning.	Faculty Enrichment Committee, Director, Research, Planning and Institutional Effectiveness, and Vice President, Academic Services	August 2015 (Conduct)  October 2015 (Develop)		The Faculty Enrichment Committee (FEC) survey/instrument was developed.  The FEC Survey was administered at Fall 2015 convocation.  Results were reviewed and analyzed and integrated into the training plan.  Based on faculty and curriculum survey assessments, training was provided to faculty for curriculum, outcomes/assessment, and Blackboard.	To be included in the 2016-2017 Actions.

<p><b>3.2.2</b> Conduct a needs assessment and develop a staff training plan focused on improved customer service to increase student retention and success.</p>	<p>Professional Association of Classified Employees and Senior Management</p>	<p>January 2016</p>		<p>Based on Management Council/Dean's Council meetings, department meetings and Administrative Services/Student Services discussions, the decision was made to provide all staff with online training in customer service, conflict management, best business practices, equity/diversity, technology issues, and student safety.</p>	<p>To be included in the 2016-2017 Actions.</p>
<p><b>3.2.3</b> Develop an evaluation instrument/form for training sessions provided.</p>	<p>Director, Research, Planning and Institutional Effectiveness</p>	<p>December 2015</p>		<p>The instrument/evaluation form for District trainings/workshops was developed.</p> <p>The instrument was tested and administered with the new Department Chair workshop/training.</p> <p>The process for use of the evaluation form was communicated District-wide.</p>	<p>Completed</p>
<p><b>3.2.4</b> Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>March 2016</p>		<p>Training for faculty and staff has increased. The District will continue work to identify and track a comprehensive list of scheduled trainings and to evaluate the impact of training and workshops.</p>	

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

**District Objective 4.1:**

*Improve operational systems based upon data-driven decision-making as described in the COS 2.0 manuals.*

**Assessment of District Objective 4.1:**

- *Review/assess how data was used to make decisions as prescribed in the COS 2.0 manuals.*

**Summary:**

Seven key decisions made during 2015 were selected for review/audit and assessment. The review found that:

- All key decisions employed and performed appropriate analytical/assessment methods.
- All key decisions drew appropriate conclusions/results that were based on accurate analysis/assessment.
- All key decisions provided context for data/analysis/results that supported the decision(s) made.
- Most key decisions (6/7) used appropriate data/evidence.

Recommendations for improvement were made based on the results.

<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>
<b>4.1.1</b> Identify data-driven decisions made as described in the COS 2.0 manuals.	Institutional Planning and Effectiveness Committee	January 2016		IPEC developed strategies to identify data-driven decisions made as described in the COS 2.0 manuals. A rubric for reviewing data used to make decisions as described in the COS 2.0 manuals was developed.  IPEC utilized the rubric to evaluate the data driven decisions.	Completed
<b>4.1.2</b> Design, develop and provide training on continuous improvement methods, tools, and techniques including	Senior Management, Faculty Enrichment Committee, Professional	February 2016		A new Extended Information System (EIS) Course Success Report, which displays student success rates, withdrawal rates and grade counts by location, instructional method, and CRN, has been	To be included in the 2016-2017 Actions.

<p>the availability and use of data.</p>	<p>Association of Classified Employees, and Research Office</p>			<p>developed. User training/workshops will be scheduled.</p> <p>A Management Guide to Approving Data/Research Requests has been developed. The guidelines were discussed with the Dean's Council.</p> <p>Two training/workshops on availability and effective uses of data were conducted during Fall 2015.</p> <p>A Management Council initiative for 2015-2016 is a series of training in best practices for internal communications and problem-solving.</p> <p>The District's Data/Research Request Form and its workflow system have been updated and improved. The new form has been launched and is in use.</p>	
<p><b>4.1.3</b> Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>March 2016</p>		<p>Both actions show significant progress towards reaching the objective. Most decisions reviewed used appropriate data/evidence. Sustainability is assured by following the COS 2.0 manuals.</p> <p>Trainings were provided to enhance District-wide focus on continuing improvement and use of data.</p>	



**District Objective 4.2:**

*Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.*

**Assessment of District Objective 4.2:**

- Review and assess the quality of Service Area Outcomes that were established to advance the District’s mission.

**Summary:**

Four Service Area Outcomes (SAOs) from four key administrative departments were selected for review/audit and assessment. The quality of each SAO was assessed with a rubric developed by the Office of Research, Planning & Institutional Effectiveness.

The review found that:

- Most SAOs were specific (3/4), measureable (3/4), and time-bound (3/4).
- All SAOs were achievable and relevant.

Recommendations for improvement were made based on the results.

<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>
<b>4.2.1</b> Conduct a needs assessment to identify operational areas for improvement.	Vice President, Administrative Services and Dean of Human Resources	October 2015		In the spring of 2015, a Student Satisfaction Survey was conducted identifying operational areas of improvement. In addition, operational assessments of needs were conducted within the respective departments to further identify areas for improvement.	Completed
<b>4.2.2</b> Develop Service Area Outcomes based on the operational needs assessment.	Vice President, Administrative Services and Dean of Human Resources	December 2015		Technology Services continues to enhance wireless access and connectivity in the common areas and classrooms on all campuses.  Facilities plans to create new campus signage to improve wayfinding and building identification.  Student Senate club members and faculty	To be included in the 2016-2017 Actions.

				<p>advisors will be trained to follow the District's cash control and fundraising procedures.</p> <p>Student and staff awareness of Food Service offerings will be increased through the use of District information media, campus advertising, and social media.</p>	
<b>4.2.3</b> Implement strategies as documented in service area outcomes.	Vice President, Administrative Services and Dean of Human Resources	March 2016		<p>An outside consulting firm will assist the District in addressing technology needs in Fall 2016, and implementation of corrective actions will follow.</p> <p>Building signs on the Visalia campus will be in place in 2016-2017. The monument directory sign on the Visalia campus will be installed in 2016-2017. The outlying wayfinding signs on the Visalia campus and the directories at Hanford and Tulare are anticipated to be placed in the Spring or Fall of 2017.</p> <p>Fiscal Services administrators have met with Student Senate club representatives and new faculty club advisors to train parties in cash control protocols.</p> <p>Minimal advertising has taken place in Food Services to date. The department is awaiting the hiring of a new Food Services Manager in Summer 2016.</p>	To be considered for inclusion in the 2016-2017 Actions.
<b>4.2.4</b> Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	March 2016		<p>The District completed the first action and made progress towards completion on the remaining actions. Most of the Service Area Outcomes reviewed were specific, measurable, achievable, relevant, and time</p>	

				bound. Results of the Student Area Outcomes will be assessed and evaluated in program review upon completion.	
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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 2015 through Spring 2016 for the purpose of determining the extent to which the progress over the past year moved the District forward in meeting its institutional goals.

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

### **District Objective #1.1:**

*Increase overall enrollment by 1.75% annually.*

It is too early to tell whether the actions for Objective 1 are increasing student enrollment. Plans have been developed and implementation is ongoing. Ongoing monitoring of implementation and enrollment data will be required.

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

### **District Objective #2.1**

*Increase the number of students who are transfer-prepared annually.*

While the District has made progress, data will not reflect this for at least a year because the target groups are still in progress in terms of achieving these goals; however, the number of students who are transfer-prepared annually has continued to increase.

### **District Objective #2.2**

*Increase the number of students who earn an associate degree or certificate annually.*

Once fully implemented, Degree Works will immediately assist students in evaluating their progress toward achieving an associate degree or certificate. As implementation begins in Fall 2016, further data will need to be analyzed to assess the impact. However, the number of students earning an associate degree did increase in 2015.

### **District Objective #2.3**

*Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.*

Success and completion rates have continued to increase in basic skills courses throughout the District. While the District has made progress in offering accelerated English as a Second Language and English basic skills programs, the impact of these programs is difficult to measure

at this early stage. The increase in ESL certificates is not represented in the data as these certificates are non-credit, and the English 261 acceleration program is still too new for full assessment.

**District Objective #2.4**

*Increase Career Technical Education course success rates and program completion annually.*

It is too early to tell whether the actions for Objective 2 are increasing Career Technical Education (CTE) success rates. While much progress was made on several actions in such a short time, there is a need for more work on all actions, and at least one action (2.4.5) may need to be revised to make it more realistic.

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

**District Objective #3.1**

*Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.*

The 2015 Student Equity Plan (SEP), which includes 13 metrics, is more comprehensive than the 2014 SEP. The 2015 SEP has a rigorous evaluation plan with 15 Goal Evaluations, a robust assessment plan with 27 Activity Assessments, and will provide baseline data for the forthcoming years. Data collection for the evaluation and assessment plans will be ongoing.

**District Objective #3.2**

*Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.*

The District has provided faculty and staff training opportunities based on feedback received through various channels.

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

**District Objective #4.1**

*Improve operational systems based upon data driven decision-making as described in the COS 2.0 manuals.*

The District completed the first action for this objective. The Institutional Planning and Effectiveness Committee (IPEC) analyzed key decisions and found that the majority used appropriate data/evidence to draw conclusions. Recommendations for improvements were made based on the results.

Trainings on customer service, continuous improvement methods, and the availability and use of data have increased District-wide. The District plans to continue these trainings in the future and recommends that the action be considered for inclusion in 2016-2017.

**District Objective #4.2**

*Improve the efficiency, effectiveness and communication of human, physical, technological, and financial resources to advance the District Mission.*

The District completed the first action and made progress towards completion of the remaining actions. All Service Area Outcomes were achievable and relevant. Most Service Area Outcomes were specific, measurable, and time bound.

**Part 3: Identification of the actions to be completed in 2016- 2017**

Since this is the first Annual Report for the Master Plan 2015-2018, the District does not believe additional actions are warranted at this time. Eighteen actions have been identified to be carried forward to 2016-2017, three actions were completed, and one action is ongoing and now part of the unit's work.

