ANNUAL REPORT
ON STRATEGIC PLAN
2013

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ON THE
2010-2015
STRATEGIC PLAN
VISALIA • HANFORD • TULARE

Sequoias Community
College District
COS
College of the Sequoias

College of the Sequoias

Annual Report 2013 on the COS 2010-2015 Strategic Plan

Sequoias Community College District
College of the Sequoias

Visalia Campus – 915 South Mooney Boulevard, Visalia, CA 93277
Hanford Educational Center – 925 13th Avenue, Hanford, CA 93230
Tulare College Center – 4999 East Bardsley Avenue, 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 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:

Part 1: **Update on the activities completed from 2010 through spring 2013 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 2013-2014 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

Focus Area I. Student Access
       Goal IA. Enhance institutional access through technology

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Keep the website updated with current information for each semester *Also see Objective IVC.2.*	The District purchased software (Siteimprove) that issues periodic reports to notify the webmaster and page authors of broken links and misspellings on the webpage. Specific improvements since implementing use of this software are: • Broken links decreased from 30 in 2012 to 6 in 2013 • Misspellings decreased from 26 in 2012 to 0 in 2013 The comprehensiveness of the website is measured by the number of active pages. The number of active pages increased from 4,741 in 2012 to 7,444 in 2013.	Ongoing *Further progress on this objective will be included in the Technology Services program review.*
2. Increase basic computer access for all students	• Wireless access points were added across the District to increase access for students in 2013. • Tulare College Center opened an open access computer lab for students in February 2013.	Ongoing *Further progress on this objective will be included in the Technology Services program review.*
3. Provide adequate and effective online tutoring	• Online tutoring began in fall 2011 and continues to be available to students at preset days and times contingent on tutors' schedules. • An assessment of whether this service is adequate and/or effective has not been conducted.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Provide online processes and procedures in more than one language	• Beginning in 2011-2012, workshops to explain various District processes such as registration are offered in English and Spanish to English as Second Language students four times per semester. • Beginning in fall 2013, software (IntelliResponse) will be operational on the District website that allows students to ask questions online and select the language in which they would like the response.	Ongoing *Further progress on this objective will be included in the program review for Orientation.*

5. Reduce delays in student access to the network	Ten additional wireless access points were installed around the District in 2013 to increase student access to online resources.	Completed
6. Provide access to instructional material, especially for students with disabilities	A variety of software programs that provide students with access to instructional materials have been installed on computers in the Learning Skills Laboratory, such as Kurzweil (text to speech), ZoomText (screen enlarger), and JAWS (screen reader).	Ongoing *Further progress on this objective will be included in the Disability Resource Center program review.*
7. Improve and integrate technology (Banner, Blackboard, Email, debit card, and modern media access) 8. Create an integrated technology system that allows immediate access to application and registration processes, with single log-in identification for accessing all technological services	A review of several single sign-on providers concluded that none of the available systems currently meet the District's need and architecture requirements.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area I. Student Access

Goal IB. Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Extend services for evening and weekend classes at all locations	Additional evening services added/reinstated in 2012-2013: • English as Second Language counseling offered five hours per week; • General counseling reinstated at all three sites (two counselors one evening per week at the Visalia campus and one counselor one day per week every other week at the Hanford Educational Center and the Tulare College Center); • Online mathematics tutoring reinstated.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Provide cultural competency and human equity training to employees *Also see Objective VB.8.*	• In spring 2012 and 2013, all District administrators participated in two types of training to increase sensitivity and understanding of various cultures (Equal Employment Opportunity training) and to increase sensitivity and understanding of the Lesbian, Gay, Bisexual and Transgender community (Safe Zone training). Both of these training opportunities were offered twice each semester to all faculty and staff. Equal Employment Opportunity training: • 30 managers participated in spring 2012. • 10 staff members participated in January 2013. Safe Zone training: • 50 managers and administrators participated in 2011-2012. • 5 staff members participated in 2012-2013.	Ongoing *Further progress on this objective will be included in the Human Resources program review.*
3. Provide customer service training to employees	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Research and adopt practices that reduce the	The Child Development Center was closed July 1, 2013 due to issues of mold. Currently, the District does not offer childcare services for students.	To be considered for inclusion in 2013-2014

lack of childcare as a barrier to student access and success, within the resource capabilities of the District		Strategic Plan efforts
5. Increase book loan programs, book rental programs, and open educational resources	In addition to loans of textbooks for core classes available through the Learning Resource Center, two additional resources for book loans have been added: • Beginning in fall 2011, student athletes can borrow books through an open purchase order at the bookstore and • Beginning in January 2010, the bookstore initiated a book loan program that has grown to include 30 percent of book titles in spring 2013.	Completed
6. Establish a one-stop shop for student services	All District sites established a one-stop shop for student services: • A Welcome Center was opened on the Visalia campus in 2011-2012; • The Hanford Hub was opened at the Hanford Educational Center in 2011; and • A Welcome Kiosk Center was opened at the Tulare College Center in 2013.	Completed

Focus Area I. Student Access
  Goal IC. Improve access to District facilities

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Increase bicycle lanes and racks/parking on campus and educational centers, as well as on surrounding streets *Also see Objective VD.4.*	District regulations were modified in 2011 to allow bicycle riding on District campuses and bicycle racks have been installed at all District locations.	Completed
2. Work with the city and county municipalities and transit authorities to increase public transportation to the college and centers *Also see Objective VD.4.*	• The transit company added routes in 2012-2013 to accommodate students' needs. • Bus services were extended to the Tulare College Center beginning January 2013. • A student bus pass program was initiated in spring 2012. Students pay five dollars per semester for a bus pass.	Completed
3. Provide adequate parking at all District properties	• Two parking lots with a total of 786 spaces for student parking were added to the Visalia campus in 2012. • A parking lot with 933 spaces for student parking was opened at the Tulare College Center in 2013.	Completed

| 4. Decrease physical barriers at District facilities for individuals with disabilities | The Disability Resource Center and the Facilities/Safety Council conduct regularly scheduled meetings to ensure that physical barriers are reduced or eliminated. Parking, signage and braille, telecommunications, transportation, second story access, and furniture are routinely addressed. Examples of specific improvements on the Visalia campus in spring 2013 are:

• Concrete grinding was completed on walkways to improve ambulation and minimize safety risks and
• Stairways in the Sycamore building are being widened and the steep incline minimized to improve access and egress to this two-story building in summer 2013. | Ongoing

Further progress on this objective will be included in the Disability Resource Center program review. |

Focus Area II. Students' Success in Completing Their Education
    Goal IIA. Create a culture of achievement

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Encourage a Mastery of Basic Skills no later than a student's second semester	Based on cohort data from University of Southern California's Benchmarking Equity and Student Success tool, the Chancellor's Office scorecard, and the College Fact Book, this objective was reviewed and deemed to be unrealistic.	Eliminated
2. Hold annual meetings between College of the Sequoia's teachers and high school counterparts for identifying curriculum gaps	Meetings with College of the Sequoias and high school faculty have occurred at least annually. In 2011-2012, a number of District faculty and counselors attended monthly meetings with high school counterparts to review data available through CalPASS. In 2012-2013, five District faculty members attended four meetings on Expository Reading and Writing Curriculum with high school counterparts.	Ongoing *Further progress on this objective will be included in the discipline-specific program reviews.*
3. Require adherence to a student's Student Education Plan and Student Education Contract for those on probation and those receiving financial aid or disability services	A review of this objective concluded that the objective was redundant because students receiving financial aid are required to follow a Student Education Plan and those receiving Disability Services are monitored for adherence to their Student Education Contract.	Eliminated
4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (Learning Resource Center, tutoring, mentoring, math and writing centers,	Although a plan has not been developed to institutionalize support for specific academic support services, in recent years external sources have supplemented the general fund allocations for three academic support services: • Writing Center funded in part by the Essential Learning Initiative; • Supplemental/augmented instruction funded in part by a Title V grant; and • Tutors funded through Vocational and Technical Education Act.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

supplemental and augmented instruction, etc.) *Also see Objectives IIB.11. and IIIA.4.*		
5. Offer earlier registration times to students who remain enrolled in at least 75% of the courses on their current semester Student Education Plan or Student Education Contract	Approved in May 2012, *Administrative Procedure 5055 – Enrollment Priorities* made substantive changes to the priority registration process for continuing students, including a point system for priority registration that takes into account the number of units completed, grade point average, and the completion of a Student Education Plan and Orientation. However, the Academic Senate Sub-Committee and other members of shared governance who authored the most recent criteria for priority registration did not support this objective and therefore, this objective is eliminated.	Eliminated
6. Develop a method to track student success after transfer, graduation, or certificate completion	• Tracking student matriculation from College of the Sequoias to other two-year and four-year institutions is available through the National Student Clearinghouse. It was determined that there is no need to develop a redundant tracking system. • There is currently no statewide or local method for tracking students who enter the workforce other than program-specific tracking of students' entry into the workforce by Career and Technical Education programs.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
7. Identify and promote behaviors that lead to student success	The Student Success Task Force, a statewide effort, analyzed research in order to identify factors that contribute to student success. The recommendations from this effort are now being implemented through changes in state regulations and policies. Given this statewide initiative, this objective is determined to be unnecessary.	Eliminated
8. Offer a limited number of late-start classes for students who want to enroll after the first day of classes	Late start classes have been offered each semester: • Fall 2010: 185 sections; • Spring 2011: 167 sections; • Fall 2011: 146 sections; • Spring 2012: 148 sections; • Fall 2012: 88 sections; • Spring 2013: 103 sections.	Completed

9. Provide mandatory orientation for incoming students *Also see Objective VIA.4.*	All students new to College of the Sequoias who did not previously attend another college or who are taking more than six units are required to complete orientation prior to enrolling for a second semester.	Ongoing *Further progress on this objective will be included in the Orientation program review.*
10. Work in conjunction with University Preparatory High School to ensure a smooth integration of University Preparatory High School students into College of the Sequoias classes and culture	A University Preparatory High School Advisory Committee that is composed of College of the Sequoias administrators and faculty has met monthly with the University Preparatory High School principal to resolve issues and develop plans for future semesters.	Completed

Focus Area II. Students' Success in Completing Their Education
      Goal IIB. Expand avenues and opportunities for students to achieve their educational goals

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Provide additional information to middle school and high school faculty, counselors, and students related to career clusters and paths	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Expand career programs, and increase the awareness of Career and Technical Education programs. The District will implement a series of career opportunity seminars to be offered through a variety of courses and mediums	• Collaborated with the Tech Prep (Career and Technical Education) Consortium to provide outreach to 22 secondary feeder schools • Supported by a grant from the Central California Community College Committed to Change Consortium added one new Career and Technical Education program (physical therapy aide) and added a short-term accelerated option for two existing Career and Technical Education programs (manufacturing and welding)	Completed
3. Investigate using faculty advisors	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Create a peer-mentoring program that pairs novices with seasoned students	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
5. Increase articulation agreements with	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014

high schools 6. Increase 2+2+2 articulation agreements with high schools and four-year institutions		Strategic Plan efforts
7. Assess different successful methodologies and ways to advise and counsel students	Online counseling was established. On the website students are invited to submit questions to counselors and their questions are answered within 24 hours.	Ongoing *Further progress on this objective will be included in the Counseling program review.*
8. Develop a student-staffed center for providing student-to-student mentoring and emotional support	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
9. Ensure that the Learning Resource Center has adequate resources to support educational goals and life-long learning, including information competency and literacy skills *Also see Objective IVC.8.*	• Learning Resource Center services were expanded for the Hanford Education Center and Tulare College Center. • An information competency requirement was added to the general education pattern begin in 2013-2014.	Completed
10. Ensure that Academic Support Services are coordinated, interactive, and available to all students	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

11. Provide sufficient student tutor and/or aid personnel and infrastructure funding to meet student needs (Learning Resource Center, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.) *Also see Objectives IIA.4. and IIIA.4.*	In recent years, external sources have supplemented the general fund allocations for three academic support services: • Writing Center funded in part by the Essential Learning Initiative; • Supplemental/augmented instruction funded in part by a Title V grant; and • Tutors funded through Vocational and Technical Education Act.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area II. Students' Success in Completing Their Education
Goal IIC. Improve alignment between certificate/degree requirements and job/transfer opportunities

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Provide educational options for student learning and career planning (internships, job shadowing, immersion developmental education, flexible scheduling/terms) *Also see Objective VIC.3.*	To provide student internships and job placement, new industry partnerships have been formed with: • US Farm Supplies; • American Air; • BMI-Brott's Mechanical Inc.; • Superior Air; and • Dave's Air Conditioning Service. In addition, the business internship program partners with a wide range of local businesses to offer internships. The number of available internships has increased each year for the past several years: • 2010 – 2011: 56 internships • 2011 – 2012: 64 internships • Summer 2012: 9 internships • 2012 – 2013: 72 internships	Ongoing *Further progress on this objective will be included in the Department program review.*
2. Through public information campaigns, inform potential students and the public about how their education at College of the Sequoias transfers to real-world experience and knowledge	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
3. Ensure that students develop computer skills necessary for success in their chosen fields *Also see Objective IVC.6.*	Supported by an Essential Learning Initiative grant, ten workshops have been offered per month for fall 2012 (September, October, and November) and for spring 2013 (February, March, and April). The number of participants were: • Fall 2012: 1 faculty and 172 students • Spring 2013: 15 faculty and 132 students	Ongoing *Further progress on this objective will be included in appropriate discipline-specific program reviews.*

Focus Area III. Students' Mastery of Basic Skills
    Goal IIIA.   Allocate resources (human, fiscal, and physical) to ensure that COS offers sufficient basic skills classes and labs to meet student demand

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Develop and implement a strategic plan for offering courses to meet the enrollment demands for basic skills and English as Second Language courses	A report comparing Student Education Plans and course offerings is used by division chairs and deans to adjust course offerings as needed.	Completed
2. Hire enough Math, English, and English as Second Language faculty to meet the demand	Given the workload reductions for College of the Sequoias, there are currently sufficient faculty members to meet student demand in these disciplines. Attrition of faculty in these three disciplines has been offset by the replacement of these positions by either full-time or adjunct faculty.	Completed
3. Develop and implement a plan to determine whether College of the Sequoias has adequate classrooms, space, and equipment for academic support to meet the needs of all basic skills students	• An Academic Support Services assessment conducted in 2010 assessed the amount of space allocated to academic support services. Due to the addition of space at the Hanford Education Center and the Tulare College Center, adequate space is now available at all campuses for academic support services. • A proposal for the construction of a Basic Skills Center on the Visalia campus was submitted to the state Chancellor's Office in 2011-2012, has been approved at the first level, and is on the list for capital construction funding.	Completed
4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning	Although an assessment of adequate levels of personnel has not been developed, in recent years external sources have supplemented the general fund allocations for three academic support services: • Writing Center funded in part by the Essential Learning Initiative;	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Skills Lab, Writing Center, Math Lab, and Tutorial Center) for basic skills students *Also see Objectives IIA.4. and IIB.11.*	• Supplemental/augmented instruction funded in part by a Title V grant; and • Tutors funded through Vocational and Technical Education Act.	

Focus Area III. Students' Mastery of Basic Skills
      Goal IIIB. Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Continue to regularly examine the effectiveness and accuracy of placement assessment instruments for properly placing students, and make adjustments as needed	The college evaluated the validity of the assessment tests for mathematics. The Office of Planning and Research, articulation officer, and math department worked together to survey students and faculty during the spring 2012 term. A final report was submitted to the Chancellor's Office in fall 2012. A pilot project for an English as Second Language assessment also occurred in fall 2012.	Ongoing *This objective is an on-going effort as the placement instruments need to be validated every five years per the Chancellor's Office requirements.*
2. Improve student preparation for placement assessments in English, Math, English as Second Language assessment and Information literacy by offering more courses, workshops, and/or study guides (such as Math 401) for students to complete prior to taking College of the Sequoias placement assessments	Other than preparing placement test preparation questions in 2011 that are available upon request, there has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

3. Work with feeder high school counselors to help students understand the importance of preparing for college placement assessments	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area III. Students' Mastery of Basic Skills
  Goal 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

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester	• Other than implementing electronic Student Education Plan in spring 2013, there has been no activity related to this objective. • The District plans to purchase software to monitor compliance with Student Education Plans and Student Education Contracts, and progress toward degrees when funds are available.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Require students who place into one or more basic skills class to take the Human Development course in college success	Due to workload reductions, there has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
3. Require students who place into basic skills Math and English classes to take the English class before taking Math	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Establish Faculty/Staff interest groups (FIGs) that focus on researching successful instructional strategies for basic skills students: modular,	Funded by a Title V grant, these interest groups studied various strategies to improve student success and developed recommendations that were submitted to the Title V Committee. Based on these recommendations, the Title V Committee funded innovations, such as supplemental/augmented instruction.	Completed

immersion accelerated learning, and so on *Also see Objective IVD.8.*		
5. Offer professional training opportunities that incorporate successful pedagogy and delivery methods, specifically targeted for basic skills students *Also see Objectives IVD.2., IVD.3., and VB.7.*	The Faculty Enrichment Coordinator offers a wide range of on-campus training on successful pedagogy and basic skills. For example, On-Course training on factors in student success was presented to 200 faculty, staff, and administrators in 2011-2012. A total of 53 workshops were presented in 2012-2013: • 3 related to Online Teaching Certification; • 7 related to technology; • 11 related to factors in student success; and • 32 on a variety of topics, such as new faculty orientation, Safe Zone training (to increase sensitivity to the Lesbian, Gay, Bisexual and Transgender community), and program review. Of the eleven workshops related to factors in student success, seven were offered on-campus and three were offered online: • Active Lectures, • Enhancing Discussions, and • Using Groups Effectively. In 2012-2013, 55 faculty members participated in the Online Teaching Certification Program Tier I (initial certification) and six faculty members participated in the Online Teaching Certification Program in Tier II (continuing education). In addition, off-campus conference attendance provided opportunities for faculty development: Student Success Conference: • 5 faculty attended in 2010 • 5 faculty attended in 2011 • 8 faculty attended in 2012 CalADE Conference: • 6 faculty attended in 2010 • 6 faculty attended in 2011 • 24 faculty attended in 2012 NADE Conference: • 2 faculty attended in 2010	Ongoing *Further progress on this objective will be included in the Faculty Enrichment Coordinator annual report to the Board of Trustees.*

	• 2 faculty attended in 2011 • 1 faculty attended in 2012	
6. Implement successful academic support components in all basic skills courses	• Beginning fall 2010, four sections of basic skills mathematics and four sections of basic skills English have included augmented instruction that requires students to participate in two extra hours of class time per week with a faculty member. • Beginning fall 2011, approximately 12 sessions of supplemental instruction have been offered. Supplemental Instruction is led by a student instructional leader, who takes the class along with the students, and leads outside study sessions. In 2012-2013, approximately 20-25 sections supported with supplemental instruction were offered each semester.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
7. Offer First Year Experience courses that link basic skills classes with a college success class and/or other courses needed to complete a student's Student Education plan	This objective is redundant with the requirements of the grant that supports the First Year Experience programs and therefore this objective is not necessary.	Eliminated

Focus Area IV. Efficient and Effective College Practices
Goal IVA. Maintain comprehensive, transparent, and accountable college operations at COS

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Ensure that the Strategic Plan is a living document that meets the changing dynamics of the College. The College will hold annual meetings to include students, regional businesses, and community representatives to provide updates and input into College of the Sequoia's Strategic Plan	The District's model of integrated planning was reviewed and revised in spring 2013. The revised model affirms that the Strategic Plan is the District's short-term plan, and as such, is a major component of the planning cycle. In lieu of annual meetings as the venue for providing updates on the Strategic Plan, one new component of the revised model of integrated planning is the development of an annual report to document progress in achieving the institutional goals and objectives and to identify specific objectives for attention in the coming year. This document is the District's first annual report prepared for these purposes.	Completed
2. Allocate resources based on an accountable and systematic college-wide planning and budget development process, including program review that is clearly defined	Resource allocation processes were reviewed and revised in spring 2013 to ensure that the processes are linked to planning in accordance with the *COS 2013 Integrated Planning Manual*. To ensure that the resource allocation processes are transparent, *COS 2013 Resource Allocation Manual* was drafted in spring 2013 and will be finalized and widely distributed in fall 2013. Program review processes were similarly reviewed in spring 2013 and will be revised in the coming academic year.	To be included in the 2013-2014 Strategic Plan efforts
3. Review Board Policies and Administrative Procedures systematically and regularly	• All Board Policies and Administrative Procedures were reviewed and revised as needed in 2010. • Beginning in 2011, one chapter of Board Policies and Administrative Procedures is reviewed annually.	Ongoing *Further progress on this objective will be included in the Superintendent/*

	• Since 2000, the District subscribed to the Community College League of California's board policy updates and upon receipt of updates, the District's Board Policies and/or Administrative Procedures are revised as needed.	*President's program review.*
4. Conduct a review of College of the Sequoias forms and where they are housed, making modifications as appropriate	All District forms were reviewed and revised as needed in 2011- 2012. Forms are now available to staff, faculty, and administrators through the intranet at http://intranet.cos.edu/department/forms/Pages/default.aspx	Completed
5. Review college initiatives, programs, and grants for efficacy of student success *Also see Objective VIB.1.*	Program review includes measurements of student success for college initiatives, programs, and grants. Program review processes were reviewed in spring 2013 and will be revised in the coming academic year.	To be considered for inclusion in the 2013-2014 Strategic Plan efforts
6. Develop a comprehensive communication plan for students and employees	Beginning in 2012-2013, internal campus communication was supported by: • A weekly eNEWS from the Superintendent/President; • A weekly accreditation update from the Superintendent/President; • Monthly town hall meetings since February 2013; • Monthly open forum for students hosted by the Superintendent/President; • Weekly updates on accreditation presented at the Associated Student Body meetings.	Ongoing *Further progress on this objective will be included in the Superintendent/ President's program review.*
7. Include text messaging as a communication tool for sending announcements to students	Software that will enable the District to send informative text messages to students (Twillio) will be implemented in fall 2013.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area IV. Efficient and Effective College Practices
      Goal IVB. Become a "green" campus as a model for improving air quality and conserving and managing natural resources

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Reduce printing and use of paper	• In 2011-2012, the District made a total of 9,560,580 copies. Copy and Mail generated 6,031,555 of those copies, while the remaining 3,529,025 copies were made throughout the campus. Copy and Mail made 99,555 copies in color, less than 2 percent of the total copies made. Campus wide, 79,232 copies were made in color. Printing jobs for the 2011-2012 year were 429,847 in black and white, and 63,271 in color Campus wide. • In 2012-2013, Copy and Mail made a total of 9,025,336 copies in black copier, and 106,936 copies in color copier. Campus wide, 97,507 copies were made in color. Printing jobs for 2012-2013 year were 1,020,000 in black, and 156,000 in color Campus wide.	Complete
2. Increase the percentage of student assignments turned in electronically	Based on the spring 2013 faculty technology survey of 109 respondents, 26 (25 percent) require digital copies of assignments instead of paper copies. These results will be used as a baseline for comparison in spring 2014.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
3. Implement a comprehensive and cost-effective conservation and natural resources plan that is well publicized throughout the campus and community. Offer community and college workshops and seminars on conservation and natural resource management	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

4. Produce an annual report that indicates energy usage and savings by conservations efforts	In compliance with the California Community Colleges Board of Governors' Energy and Sustainability Policy and the goal for community colleges to reduce energy consumption by 15 percent to its 2001-2002 baseline levels by the end of 2011-2012, an annual report is submitted to the CCC Chancellor's Office. Consumption is measured by BTU/GSF for both state and non-state supported areas of the campuses. In 2011-2012, College of the Sequoias achieved a reduction of 28.92 percent in BTU/GSF compared to the baseline year of 2001- 2002.	Completed

Focus Area IV. Efficient and Effective College Practices
Goal IVC. Improve the use of campus technology

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Select and maintain appropriate technological tools for effective learning and communication	The following improvements to technology tools that have been made since 2010 are: • Banner 8.x was implemented in May 2013, which enhanced several pieces of functionality including better tracking of grade submission. • SharePoint 2010 was implemented in 2011 • SiteImprove was implemented in January 2013 and helps track broken links and misspellings in the District web pages. • Upgrade to Blackboard 9.0 in 2012	Ongoing
2. Ensure that every college website is up to date and thorough *Also see Objective IA.1.*	The District purchased software (Siteimprove) that issues periodic reports to notify the webmaster and page authors of broken links and misspellings on the webpage. Specific improvements are: • Broken links decreased from 30 in 2012 to 6 in 2013 • Misspellings decreased from 26 in 2012 to 0 in 2013 The comprehensiveness of the website is measured by the number of active pages. The number of active pages increased from 4,741 in 2012 to 7,444 in 2013.	Ongoing *Further progress on this objective will be included in the Technology Services program review.*
3. Complete the Career Pathways website and train staff on how to use it	The link from the College of the Sequoias home page to the career pathways website project was abandoned. The only product that remains is the HireCos site.	Eliminated
4. Provide a thorough orientation for full-time and adjunct faculty on the use of College of the Sequoias technology systems – for	Faculty training on College of the Sequoias technology systems is offered within departments as well as District wide in the following ways: • In faculty orientation in the fall and spring semesters; • Through Faculty Enrichment workshops; and • Through individual consultation with the Distance Education Coordinator. PASEO Title V Grant has also provided training	Completed

example, e-mail, Banner, Blackboard, and SharePoint 5. Provide faculty in technologically intense disciplines with opportunities to remain current in the latest technology	for faculty in technology. • In June 2012 and 2013, faculty taught each other new equipment or teaching methods in the Summer Faculty Science Seminar. • In October 2012, faculty trained on creating videos for supplemental instruction.	
6. Increase the technological literacy of College of the Sequoias' students and employees *Also see Objective IIC.3.*	Supported by an Essential Learning Initiative grant, ten workshops were offered per month in fall 2012 (September, October, and November) and in spring 2013 (February, March, and April). The number of participants were: • Fall 2012: 1 faculty and 172 students • Spring 2013: 15 faculty and 132 students	Ongoing
7. Implement and maintain a current Technology Communication System for emergencies, general college communications, instructional materials, student and academic support, and training. Promote the use of the "Purple Tree" system and other technologies for communicating emergency information throughout the	Components of the District's technology communication system have been routinely upgraded and improved. • Banner (8.x installed in May 2013) District wide integrated • SharePoint 2010 (upgraded in 2011) supports within-District communication • SiteImprove (installed January 2013) tracks broken links and misspellings on website • Electronic Student Education Plan (implemented fall 2012) • Banner Document Management System implemented fall 2011 to access electronic versions of paper documents • Blackboard (9.0 installed in 2012) instructional management software • TipNow: Enables anyone to send anonymous texts to the campus police department on emergency situations • Rave: Emergency notification system that sends text messages, email and social media messages in the event of emergencies on campus	Ongoing *Further progress on this objective will be included in the Technology Services program review.*

College of the Sequoias community	• Alertus: Emergency notification system that displays the emergency alert on computer monitors connected to the District network and converts the emergency message to a computer-generated voice message sent via the public address system • Twillio: Enables the District to send students informative texts	
8. Ensure that Information Literacy is part of the General Education pattern at College of the Sequoias *Also see Objective IIB.9.*	An information competency requirement was added to the general education pattern beginning in 2013-2014.	Completed

Focus Area IV. Efficient and Effective College Practices
Goal IVD. Become recognized as a college where teaching and learning practices are focused on student success

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Promote a teaching and learning culture that is focused on student success	Student success is a focus in these ongoing processes: • Program review; • Faculty Enrichment workshops and presentations; and • District wide review of the Student Success Scorecard results.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Offer comprehensive professional development training for faculty in cutting edge pedagogical theories and practices 3. Promote a series of workshops and seminars where faculty can share best practices *Also see Objective IIIC.5. and VB.7.*	The Faculty Enrichment Coordinator offers a wide range of on-campus training on successful pedagogy and basic skills. For example, On-Course training on factors in student success was presented to 200 faculty, staff, and administrators in 2011-2012. A total of 53 workshops were presented in 2012-2013: • 3 related to Online Teaching Certification; • 7 related to technology; • 11 related to factors in student success; and • 32 on a variety of topics, such as new faculty orientation, Safe Zone training (to increase sensitivity to the Lesbian, Gay, Bisexual and Transgender community), and program review. Of the eleven workshops related to factors in student success, seven were offered on-campus and three were offered online: • Active Lectures; • Enhancing Discussions; and • Using Groups Effectively. In 2012-2013, 55 faculty members participated in the Online Teaching Certification Program Tier I (initial certification) and six faculty members participated in the Online Teaching Certification Program in Tier II (continuing education). In addition, off-campus conference attendance provided opportunities for faculty development: Student Success Conference: • 5 faculty attended in 2010	Ongoing

	• 5 faculty attended in 2011 • 8 faculty attended in 2012 CalADE Conference: • 6 faculty attended in 2010 • 6 faculty attended in 2011 • 24 faculty attended in 2012 NADE Conference: • 2 faculty attended in 2010 • 2 faculty attended in 2011 • 1 faculty attended in 2012 • 1 faculty attended in 2013	
4. Maintain the Teaching and Learning Center as a hub for academic literature review on pedagogical theory and practices 5. Establish a culture that encourages faculty to apply new pedagogical theories	All faculty and staff have access to the Teaching and Learning Center, which opened in fall 2012. The Teaching and Learning Center includes a range of resource materials on pedagogical theory and practices and is the site of Faculty Enrichment workshops.	Ongoing
6. Establish a culture of evidence at College of the Sequoias that includes faculty involvement 7. Integrate the use of meaningful data into all College of the Sequoias decision-making processes	In spring 2013, the District planning processes were assessed and revised as needed. Faculty involvement in the analysis of data are central to all aspects of the revised COS 2013 Integrated Planning Manual.	Ongoing *Further progress on this objective will be included in future COS Annual Reports on the Strategic Plan.*
8. Establish Faculty Inquiry Groups (FIGs) to focus on the scholarship of teaching and learning, and on	Funded by a Title V grant, these interest groups studied various strategies to improve student success and developed recommendations that were submitted to the Title V Committee. Based on these recommendations, the Title V Committee funded innovations, such as	Completed

	supplemental/augmented instruction.	
refocusing and expanding counseling and advising systems *Also see Objective IIIC.4.*		
9. Utilize strategies from Achieving the Dream to inform methodologies that increase student success	The following Achieving the Dream recommendations were institutionalized in 2010-2011: - Develop and implement mandatory orientation - Implement new student success practices such as eliminating late registration, enhanced use of Student Education Plan's, and degree audit - Enhancing the teaching and learning culture The following Achieving the Dream recommendations were not institutionalized in 2010-2011: - Require College Success Course For Selected Populations - Create an Efficient Progression through Basic Skills Sequence - Refocus and Expand Counseling and Advising Systems	To be considered for inclusion in the 2013-2014 Strategic Plan efforts
10. Use prerequisites as a measure of student success	On-campus research in 2011-2012 indicated that students who completed English 251 prior to taking social science transfer courses were more successful than students who did not complete English 251 beforehand. English 251 was approved as a prerequisite for specific social science transfer courses in spring 2012, and this requirement was implemented in 2012-2013. The impact of this prerequisite on student success is being assessed.	To be considered for inclusion in the 2013-2014 Strategic Plan efforts

Focus Area V. Students as Citizens of a Global Community
Goal VA. Increase student knowledge and awareness of the world and its cultures

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Develop relations with a "sister college" in another part of the world	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Increase travel opportunities and international exchanges for students and staff	Two faculty members instituted student travel via EF Tours in 2010. Although these tours are advertised on campus, this international travel program is independent of College of the Sequoias.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
3. Use technology to connect with students around the world	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Encourage teachers to include an international component in classes and to create assignments related to other cultures	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
5. Establish an International Student Program	Since the District has had an international students program for a number of years, this objective is redundant with current, ongoing practice.	Eliminated

6. Establish an integrated program promoting cultural and international awareness and study for students and the whole College of the Sequoias community *Also see objective VB.2.*	In 2011-2012, the District supported monthly cultural heritage celebrations. • September: Multi-Cultural Fair; September 16th Celebration • October: Lesbian, Gay, Bisexual and Transgender Event • November: Veterans Appreciation Day • May: Cinco De Mayo Celebration	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area V. Students as Citizens of a Global Community
      Goal VB. Increase understanding of human diversity in all its forms

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Develop and implement strategies encouraging students to take diversity or ethnic studies classes	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Expand diverse multi-cultural events on campus, using the campus newspaper and other media to highlight these events *Also see Objective VA.6.*	In 2011-2012, the District supported monthly cultural heritage celebrations. • September: Multi-Cultural Fair; September 16th Celebration • October: Lesbian, Gay, Bisexual and Transgender Event • November: Veterans Appreciation Day • May: Cinco De Mayo Celebration Events were advertised on email and flyers posted on campuses.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
3. Post a monthly Cultural Celebration activities calendar listing cultural celebrations and activities on campus	Beginning in 2011, a Diversity Events calendar is posted on the Student Equity SharePoint site.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Bring speakers and lecturers to campus who represent diverse cultures and viewpoints	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
5. Provide free bus trips to important cultural and natural sites, including local	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

"international" sites such as the Taoist temple and sites beyond the Valley		
6. Adopt a cultural competency policy plan and offer workshops for employees and students	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
7. Encourage alternate modes of learning and technology *Also see Objectives IIIC.5., IVD.2, and IVD.3.*	The Faculty Enrichment Coordinator offers a wide range of on-campus training on successful pedagogy and basic skills. For example, On-Course training on factors in student success was presented to 200 faculty, staff, and administrators in 2011- 2012. A total of 53 workshops were presented in 2012- 2013: • 3 related to Online Teaching Certification; • 7 related to technology; • 11 related to factors in student success; and • 32 on a variety of topics, such as new faculty orientation, Safe Zone training (to increase sensitivity to the Lesbian, Gay, Bisexual and Transgender community), and program review. Of the eleven workshops related to factors in student success, seven were offered on-campus and three were offered online: • Active Lectures, • Enhancing Discussions, and • Using Groups Effectively. In 2012 – 2013, 55 faculty members participated in the Online Teaching Certification Program Tier I (initial certification) and six faculty members participated in the Online Teaching Certification Program in Tier II (continuing education).	Ongoing
8. Create a campus culture of acceptance *Also see Objective IB.2.*	• In spring 2012 and 2013, all District administrators participated in two types of training to increase sensitivity and understanding of various cultures (Equal Employment Opportunity training) and to increase sensitivity and understanding of the Lesbian, Gay, Bisexual and Transgender community (Safe Zone training). Both of these	Ongoing *Further progress on this objective will be included in the Human Resources program review.*

	training opportunities were offered twice each semester to all faculty and staff. Equal Employment Opportunity training: 30 managers participated in spring 2012. 10 staff members participated in January 2013. Safe Zone training: 50 managers and administrators participated in 2011-2012. - Five staff members participated in 2012-2013.	
9. Increase diversity of full-time and part-time faculty	To encourage fair treatment of candidates and diversity in selecting employees, Equal Employment Opportunity training is required for all selection committee participants. Due to budget reductions, few new employees have been added in the past five years.	Ongoing *Further progress on this objective will be included in the Human Resources program review.*

Focus Area V. Students as Citizens of a Global Community
Goal VC. Increase student involvement with the local community

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Increase student awareness of opportunities to become involved in the community 2. Encourage students to learn about community needs, leadership training and opportunities, and community services opportunities	• The Student Activities and Affairs Office and Associated Student Body on the Visalia campus hosted a Resource Fair in fall 2011 and fall 2012. This fair is an opportunity for community resource groups and nonprofit organizations to share services to students and to promote volunteerism. • Opportunities for community volunteerism are posted in the Welcome Center, and on bulletin boards and display cases designated for posting by the Student Activities and Affairs Office throughout campus.	Ongoing *Further progress on this objective will be included in the Student Services program review.*
3. Increase fundraising and volunteering for such activities as disaster, hunger, and poverty relief, and environmental concerns	During the 2012-2013 school year, the Associated Student Body collaborated with student clubs to address student hunger and poverty relief by sponsoring the following events: • Soup and Sandwich day to provide lunch for hungry students; • Act of Kindness day; and • A clothing drive.	Ongoing *Further progress on this objective will be included in the Student Activities program review.*
4. Establish a "Volunteer Center" on campus where students can sign up to volunteer their services	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
5. Increase Service Learning opportunities in classes	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

6. Establish an Academic Senate sub-committee to explore the impact of service learning opportunities in classes, and make a recommendation on whether it should be a college priority	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
7. Increase opportunities for community involvement and develop a method of tracking student involvement	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area V. Students as Citizens of a Global Community
Goal VD. Encourage healthy behavior in students and the whole COS community

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Increase opportunities for student and community participation in health-related activities on campus	The number of participants attending health awareness activities has increased. During 2012-2013, attendees ranged from 25-88 participants. Health support groups were established at the Hanford Educational Center in 2012-2013.	Ongoing
2. Increase healthy foods offered by campus cafeterias and snack shops	Established a salad, soup, and sandwich bar as part of cafeteria service beginning in spring 2013.	Completed
3. Have a non-smoking policy on all District properties	Administrative Procedure 3570 – Smoking and Use of Tobacco Products Limited on District Property approved in August 2010 limits smoking on all District property to designated parking lots.	Completed
4. Encourage walking, biking, and other alternatives to driving *Also see Objectives IC.1. and IC.2.*	• District regulations were modified 2011 to allow bicycle riding on District campuses, and bicycle racks have been installed at all District locations. • The transit company added routes in 2012-2013 to accommodate students' needs. • Bus services were extended to the Tulare College Center beginning January 2013.	Completed
5. Design, offer, and promote a health and wellness plan, and offer seminars and form wellness groups on campus 6. Promote awareness of the natural environment, increasing opportunities for College of the	Since the District has had a Health Center for a number of years that provides monthly events related to healthy lifestyle choices, these objectives are redundant with current, ongoing practice.	Eliminated

Sequoias community members to engage in healthy outdoor activities		

Focus Area VI. Economic Growth of Tulare and Kings Counties
       Goal VIA. Ensure that students who complete programs, certificates, and majors at COS are employed or go on to higher learning

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Expand the College of the Sequoias Transfer /Career Center *Also see Objective VIB.6.*	The number of workshops related to career services and preparation have expanded: 2010-2011: • Assisted 275 students with initial Career Advising appointments and *Strong Interest Inventory test* interpretations plus 22 students for *Strong Interest Inventory* follow-up appointments. • Made presentations to 11 classes regarding the *Strong Interest Inventory* and conducted group test interpretations. The average class size was approximately 30-35 students. • 35 employers were represented on Career Day 2011-2012: • Assisted 282 students with initial Career Advising appointments and *Strong Interest Inventory* test interpretations plus 46 students for *Strong Interest Inventory* follow-up appointments. • Made presentations to 15 classes regarding *Strong Interest Inventory test* career assessment and provided group test interpretations. The average class size was approximately 30-35 students. • 46 employers were represented on Career Day 2012-2013: • In addition to one-on-one assistance and class presentations, added two new services for students' self-paced exploration: *EUREKA Skills* and *My-NextMove.* • 36 employers were represented on Career Day • 10 employers made presentations in the Career Center	Ongoing *Further progress on this objective will be included in the Transfer Center/Career Center program review.*
2. Develop and use a tracking system to follow students and recent graduates in job placement	Since there is a statewide project to develop a tracking system, there has been no local activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts.

3. As part of the Career Pathways Project, establish a job placement referral service including an online component that provides job information to current students and graduates	• An online job referral website was established in fall 2010 and spring 2011 www.hire.cos.edu. Student traffic has steadily increased: 2011- 2012: 100-2,500 2012- 2013: 3,000 • The Career Center expanded services to Tulare College Center beginning in spring 2013.	Completed
4. Ensure that each student with a declared major develops, as part of the Student Education Plan, a career plan, and/or a transfer plan to a four-year institution *Also see Objective IIA.9.*	Beginning in 2007, all students new to College of the Sequoias who did not previously attend another college or who are taking more than six units are required to complete orientation prior to enrolling for a second semester. During this orientation, students are advised that they must meet with a counselor for the purpose of completing a Student Education Plan. A hold is placed on students' second semester registration if they fail to participate in this mandatory counseling appointment in their first semester.	Ongoing *Further progress on this objective will be included in the Counseling program review.*
5. Continue to develop CalPASS as a tracking methodology and use that information to improve student success	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area VI. Economic Growth of Tulare and Kings Counties
  Goal VIB. Create a culture of innovation and support for new enterprise among the COS community

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Provide environmental scans showing trends in regional employment needs for use in Program Review *Also see Objective IVA.5.*	Program review includes measurements of student success for college initiatives, programs, and grants. Program review processes were reviewed in spring 2013 and will be revised in the coming academic year.	To be considered for inclusion in the 2013-2014 Strategic Plan efforts
2. Expand the marketing of resources and opportunities available at College of the Sequoias	In spring 2013, community forums were held, and the Superintendent/President visited faculty at all feeder high schools.	Ongoing
3. Thank the community for supporting College of the Sequoias	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
4. Host brainstorming conferences with businesses and transfer institutions to learn how College of the Sequoias can meet their needs	In May 2013, the Visalia Times-Delta hosted a community brainstorming session focused on how the District should meet the needs of the community and businesses. Participants included representatives of the District, the Workforce Investment Board, the Agricultural Advisory Board, Chamber of Commerce, and city government.	Ongoing *Further progress on this objective will be included in the Public Information Office program review.*
5. Develop advisory boards for transfer disciplines as part of the external review teams in Program Review	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

6. Expand the annual college Career Fair to include a sampling of all businesses and industries inside and outside the county *Also see Objective VIA.1.*	The number of local employers represented at Career Day has fluctuated: • Spring 2011: 35 employers • Spring 2012: 46 employers • Spring 2013: 36 employers	Ongoing *Further progress on this objective will be included in the Transfer Center/Career Center program review.*
7. Establish College of the Sequoias as a center for public activities, such as being a designated voting facility	A request was submitted to the County for College of the Sequoias to serve as a designated voting facility. The request was denied due to parking issues. Other than this request, there has been no other activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
8. Increase cultural activities that are attractive to new industries and people (theatre, arts, community lectures, and global/ international presence)	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
9. Explore the potential for developing an entrepreneurial center (focused on starting a business and leadership training) at College of the Sequoias	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

Focus Area VI. Economic Growth of Tulare and Kings Counties
Goal VIC. Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers

Objectives	Progress from 2010 through Spring 2013	Status of the Objective
1. Create a streamlined curriculum approval for Career and Technical Education certificate program courses that are based on programs already approved elsewhere and housed at the State Chancellor's Office	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
2. Increase the number of students participating in work experience	The number of students enrolled in Work Experience has decreased from 1150 in 2010-2011 to 830 in 2012-2013 due to state-imposed workload reductions. • Summer 2010: 114 students • Fall 2010: 356 students • Spring 2011: 348 students • Fall 2011: 332 students • Spring 2012: 288 students • Fall 2012: 264 students • Spring 2013: 278 students	To be considered for inclusion in 2013-2014 Strategic Plan efforts
3. Establish local business internships for students, bridging the gap between academics and "The World" *Also see Objective IIC.1.*	To provide student internships and job placement, new industry partnerships have been formed with: US Farm Supplies; American Air; BMI-Brott's Mechanical Inc.; Superior Air; and Dave's Air Conditioning Service. In addition, the business internship program partners with a wide range of local businesses to offer internships. The number of available internships has increased each year for the past several years: • 2010-2011: 56 internships • 2011-2012: 64 internships • Summer 2012: 9 internships • 2012-2013: 72 internships	Ongoing *Further progress on this objective will be included in the Department program review.*

4. Continue to build strong relationships with business, industry, and community services, while providing graduates who meet the educational needs of employers in Tulare and Kings Counties	District grant opportunities and the Center for Applied Competitive Technologies have greatly expanded business and industry partnerships in 2012-13. • In 2012, the Business Industry & Community Services unit worked cooperatively with local employers who had training gaps to secure a Responsive Training Fund (Fund) Grant. A key focus of the Responsive Training Fund grant is local training for employers in Kings County. A multi-employer training has occurred which has increased our outreach to business and industry in Kings County. • In addition to the subsidized efforts through grants, a needs analysis of business partners suggests a needed focus on Soft-Skills training. Four cohorts of our Supervisory Academy has been delivered to the City of Visalia and we continue to find needs for customized computer training, customer service training and other related topics. These interactions with business/industry provide long-term partnerships and relationships that drive students to our credit classes and open up opportunities to develop internship and work experience for current students.	Ongoing
5. Provide rewards/ incentives/ acknowledgments for businesses and industries that support and hire College of the Sequoias students	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts
6. Increase ongoing, regular connections to the community through outreach to community venues in all service area locations	• In 2012-13, the Tulare College Center sponsored an open house, ribbon cutting, and statewide high school gatherings (FFA). • Community forums were held at all Districts sites in 2013.	Ongoing

7. Establish and implement a process that increases the number of employers invited to give presentations in various classes, focusing on skills needed for success	There has been no activity related to this objective.	To be considered for inclusion in 2013-2014 Strategic Plan efforts

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 2010 through spring 2013 for the purpose of determining the extent to which the progress to date moved the District forward in meeting its institutional goals.

Focus Area I. Student Access

Goal I.A - Enhance institutional access through technology.

The District demonstrated progress in the objectives of goal IA to enhance access through technology. Wireless access points have been added and the website is kept up to date. Identified populations have access to online instructional material. The District continues to research single sign on providers.

Goal I.B - Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures.

The District made significant progress in this area. Safe Zone training was offered to management, faculty, staff, and students, and the plan for increased services on all campuses was implemented. The District's Welcome Center was opened and a Customer Service Manual was developed. The District will continue to research affordable child care options as a result of the College's Child Development Center closure.

Goal I.C - Improve access to district facilities.

The District realized all of the action steps identified in Goal IC. The student bus pass program has added additional routes to include consistent transportation to the Tulare Campus. An additional parking lot was added to the Visalia campus and parking was opened at the Tulare campus. The Disability Resource Center relocated to a remodeled wing of the Sequoia Building in fall 2012. The facility was designed to accommodate the needs of disabled students. The Disability Resource Center continues to meet regularly with the Dean of Facilities and Facilities Planning to ensure that physical barriers are eliminated and that parking, signage, telecommunications, and furniture are routinely monitored.

Focus Area II. Student's Success in Completing Their Education

Goal II.A – Create a culture of achievement

The District has made progress in a number of the action steps. Basic skills cohort tracking has been available for discussion/decision making. The priority registration system has been implemented, assessed and revised to include adherence to Student Educational Plans. Student

success at subsequent four-year institutions can be captured through National Student Clearinghouse via the Office of Planning, Research and Institutional Effectiveness. Short-term courses are offered each term. Mandatory orientation has been instituted. Participation in supplemental instruction and Writing Center usage was identified as behaviors that lead to success. Funding/infrastructure have been in development to expand the Writing Center and additional support services to all campuses. Integration of University Preparatory High School students into College of the Sequoias is on-going.

Goal II.B – Expand avenues and opportunities for students to achieve their educational goal

The District has made progress in this area. Informational packets are available to middle school and high school students. Middle and high school staff are encouraged to participate in campus tours. Career Technical Education program provides outreach to feeder high schools. Industry speakers are brought in throughout the year by means of a C6 consortium grant. First Year Experience/Second Year Experience peer mentoring services are available. Evening counseling is offered to students. Electronic Question & Answer interaction is accessible through the COS website. Real-time counseling is being researched. The Learning Resource Center expanded services to Hanford and Tulare campuses. Information Competency requirement has been added to the General Education pattern. The District will continue to research areas of faculty advisors, peer mentoring, and coordination of academic support services.

Goal II.C – Improve alignment between certificate/degree requirements and job/transfer opportunities

The District continues to make progress in this area. Internships and employment opportunities have been identified through industry partnerships. The number of available internships has increased each year for the past several years. The Learning Resource center offers computer skills workshops for students. The number of available internships has increased each year for the past seven years.

Focus Area III. Student's Mastery of Basic Skills

Goal III.A - Allocate resources (human, fiscal, and physical) to ensure that COS offers sufficient basic skills classes and labs to meet student demand.

The objectives of Goal IIIA have been realized, although not to the level that the District would strive for in the future. Human resources in the form of full-time and adjunct faculty have been added, but they are still below prior year levels. Staffing in the labs has remained fairly status quo. With the expansion to Tulare and Hanford, much focus has been given to assure adequate facilities and staffing for basic skills students.

Goal III.B - Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment.

Progress towards this goal has been made by assessing the validity of the placement instrument for mathematics during spring and fall, 2012. Results were reviewed by the Assessment Office, math faculty, and the Office of Planning, Research and Institutional Effectiveness. The *Locally Developed Objective Test* was drafted by the articulation officer and sent to the Chancellor's Office.

Goal III.C- Ensure that students who place into a Basic Skills level class successfully complete the highest level of Math and English courses established by their SEP.

The District has made substantial progress in achieving this goal. Electronic Student Education Plans have been created and fully implemented in fall 2013 which has assisted the Math and English departments in determining the adequate numbers of classes to help students reach their goals. Academic support components (such as augmented and supplemental instruction) and professional training have been provided to improve student success.

Focus Area IV. Efficient and Effective College Practices

Goal IV.A – Maintain comprehensive, transparent, and accountable college operations at COS.

The District has met all action steps in Goal IVA. An accountable and systematic District wide initiative for budget development is being adopted in spring 2013. The District has created a Resource Allocation Manual and an Integrated Planning Manual to assist in the overall governance process. Through the use of email, the District can comprehensibly communicate with all employees and students. Policies and procedures are reviewed annually and updated as necessary. The *College of the Sequoias 2010-2015 Strategic Plan* is updated on an annual basis and the review of official District forms is completed.

Goal IV.B – Become a "green" campus as a model for improving air quality and conserving and managing natural resources.

The District has made progress in most areas of Goal IVB. Energy conservation efforts are documented with the California Community College Chancellor's Office. Through a submission of an annual report, the District measures its energy usage with its 2001-2002 baseline levels. As of 2011-2012, the District achieved a reduction of 28.92 percent from baseline levels. The District also reduced its printing and usage of paper, as well as increased the percentage of students who turn in assignments electronically.

Goal IV.C – Improve the use of campus technology.

The District has met all objectives in this area. Efforts to improve the District's website to correct broken links and fix misspellings are on-going. Active webpages have increased over 60 percent from 2012 to 2013, broken links have decreased considerably and all misspellings have been fixed. The Faculty Enrichment Committee offers workshops and customized training in technology; offerings have included MS PowerPoint, MS Excel, Blackboard and SharePoint. The Learning Resource Center offers technology workshops for students each semester. An information competency requirement was added to the general education pattern beginning in fall 2013.

Goal IV.D – Become recognized as a college where teaching and learning practices are focused on student success.

The District has advanced efforts to establish a culture promoting teaching practices that lead to student success. There are multiple opportunities for faculty development and training focus on teaching pedagogy. An Institutional Review Board and policy were established in spring 2013 to support increasing use of data in planning and improving instruction. Faculty interest groups started various instructional strategies that aim to improve student success and developed recommendations for implementation.

Focus Area V. Students as Citizens of a Global Community

Goal V.A - Increasing student knowledge and awareness of the world and its cultures,

The District has realized some effort in global awareness. The Student Equity Committee continues to organize cultural heritage and other celebrations related to diverse cultures. The District manages a website with international access and supports international students at COS. Several faculty members have participated in international travel tours and have incorporated international issues into their courses.

Goal V.B – Increase understanding of human diversity in all its forms.

Discrete elements of this human diversity goal were met. The Student Equity Committee and Associated Student Body hosted several diversity awareness events. Progress will continue to be made in additional programming and diversity training.

Goal V.C - Increase student involvement with the local community.

The District has achieved progress in increasing student involvement with the local community. Increased student awareness and access to service opportunities in the local community has been

met and is being sustained. Creating a volunteer center has not been completed due to budgetary constraints. The District supports service learning but continues work on developing consistent definition and institutionalizing the program.

Goal V.D - Encourage healthy behavior in students and the whole COS community.

The District has realized the objectives to encourage healthy behavior in students. A nonsmoking policy is in place. A healthy menu has been instituted in the cafeteria, and health events are being held across campus. Regulations were modified in 2011 to allow bicycle riding on District campuses. In addition, bicycle racks are available at all campus locations in the District.

Focus Area VI. Economic Growth of Tulare and Kings Counties

Goal VI.A – Ensure that students who complete programs, certificates, and majors at COS are employed or go on to higher learning.

The District met several objectives including expanding job placement, workshops and employer visits. In addition, the Student Education Plans (SEPs) are in full implementation. The District is researching options for tracking systems for student job placement.

Goal VI.B - Create a culture of innovation and support for new enterprise among the COS community.

The District has made significant progress in this area. Opportunities are available to provide for increased community involvement in the workforce and employment areas from career fairs, to intercultural activities, to media.

Goal VI.C - Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers.

The District has made progress on this goal. Career Technical Education, work experience opportunities, and Business Industry & Community Services provide opportunities for COS students and community members to upgrade their skills. Business and industry partnerships have increased and COS has also increased employer presentations by 10 percent in the past academic year.

Part 3: Identification of the objectives to be completed in 2013- 2014

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). Following that analysis, a joint meeting was held with members of the Institutional Planning and Effectiveness Committee, the Executive Board of the Academic Senate, the Program Review Committee and the Senior Administrative Team for the purpose of prioritizing which of the objectives identified as "to be considered" in Part 1 would be the focus of the District's collective energies and resources in 2013-2014.

The objectives chosen for 2013- 2014 are identified in this section of the *College of the Sequoias 2013 Annual Report on the 2010-2015 Strategic Plan*. However, the wording of the objectives and the information included with the objectives differ from the *College of the Sequoias 2010-2015 Strategic Plan.* The reason for these differences is that in spring 2013 the District assessed its model of Integrated Planning and revised various elements of its planning processes. To serve as a transition from the previous model of integrated planning and this new model, the revised strategic planning language and constructs are applied for the first time in this section.

The specific changes are:
1. Institutional objectives are labeled *District Objectives*, instead of *Objectives*, which was the term used in the *College of the Sequoias 2010-2015 Strategic Plan*.
2. Many of the objectives in the *College of the Sequoias 2010-2015 Strategic Plan* are not readily measurable. While the District Objectives for 2013- 2014 are conceptually based on the objectives in the *College of the Sequoias 2010-2015 Strategic Plan,* the District Objectives for 2013- 2014 are reframed as measurable statements in compliance with ACCJC standards.
3. A *responsible party* is assigned to each District Objective. This term refers to the office or group that will be held accountable for launching, overseeing, and completing the actions needed to accomplish the District Objective. The responsible group or office may complete those actions or may collaborate with others to complete the actions.
4. The District Objectives include a description of *how progress on the District Objective will be assessed* in spring 2014 when the *College of the Sequoias 2014 Annual Report on the 2010-2015 Strategic Plan* is prepared.

Focus Area II. Students' Success in Completing Their Education
    Goal IIA. Create a culture of achievement

District Objective #1 for 2013- 2014: Provide effective academic support services as measured by an increase in the rate at which students successfully complete courses

Responsible Parties	Vice President, Academic Services
	Vice President, Student Services
Assessment	Compare students' successful course completion rate in 2013- 2014 with previous data on students' successful course completion rates
Measure	Course completion rate (2009/10 – 2013/14)

Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:*

IA.3. Provide adequate and effective online tutoring

IIA.4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (Learning Resource Center, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)

IIB.10. Ensure that Academic Support Services are coordinated, interactive, and available to all students

IIB. 11. Provide sufficient student tutor and/or aid personnel and infrastructure funding to meet student needs (Learning Resource Center, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)

IIIA. 4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning Skills Lab, Writing Center, Math Lab, and Tutorial Center) for basic skills students.

IIIC.6. Implement successful academic support components in all basic skills courses

Focus Area II. Students' Success in Completing Their Education
  Goal IIA. Create a culture of achievement

District Objective #2 for 2013- 2014: Increase the percentage of faculty who use the Early Alert System to provide feedback on student progress

Responsible Parties	Vice President, Academic Services
	Vice President, Student Services
Assessment	Compare the rate of faculty using the Early Alert System in 2013- 2014 to the rate of faculty using this system in prior years
Measure	• Count of faculty who utilized the Early Alert System for 2010/11 - 2013/14
	• Count of alerts sent for 2010/11 - 2013/14

Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:*

IIA.4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (Learning Resource Center, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)

IIB.10. Ensure that Academic Support Services are coordinated, interactive, and available to all students

IIB. 11. Provide sufficient student tutor and/or aid personnel and infrastructure funding to meet student needs (Learning Resource Center, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)

IIIA. 4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning Skills Lab, Writing Center, Math Lab, and Tutorial Center) for basic skills students.

IIIC.6. Implement successful academic support components in all basic skills courses

Focus Area II. Students' Success in Completing Their Education
    Goal IIA. Create a culture of achievement

District Objective #3 for 2013- 2014: Provide a level of counseling and library services for all District students that is equitable across the sites and instructional delivery modalities

Responsible Parties	Vice President, Academic Services Vice President, Student Services
Assessment	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
Measure	• Count of counseling appointments by delivery time (day/evening) for 2011/12 - 2013/14 • Count of counseling appointments by delivery modality (online/face-to-face) for 2011/12 - 2013/14 • Count of library hours of operation by site for 2011/12 - 2013/14 • Count of library visitors by site and delivery modality for 2011/12 - 2013/14 • Count of books/resources circulated by site for 2011/12 - 2013/14 • Count of tutorial hours provided by site and delivery modality for 2011/12 - 2013/14

Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:*

IB.1. Extend services for evening and weekend classes at all locations

IIA.4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)

IIB.10. Ensure that Academic Support Services are coordinated, interactive, and available to all students

IIB. 11. Provide sufficient student tutor and/or aid personnel and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)

IIIA. 4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning Skills Lab, Writing Center, Math Lab, and Tutorial Center) for basic skills students.

IIIC.6. Implement successful academic support components in all basic skills courses

Focus Area III. Students' Mastery of Basic Skills	
Goal 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**	
District Objective #4 for 2013- 2014: 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 Education Plan in the first semester.	
Responsible Parties	Vice President, Academic Services Vice President, Student Services
Assessment	Compare the rate at which students in the identified cohort in 2013 – 2014 complete a student education plan in their first semester to that rate for comparable cohorts in prior years
Measure	• Count of identified students who received an intervention during the 2013/2014 year • Count of identified students who received an intervention and completed their Student Education Plan during the 2013/14 year
Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:* **IIIC.1.** Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester	

Focus Area III. Students' Mastery of Basic Skills

    Goal 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

District Objective #5 for 2013- 2014: 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.

Responsible Parties	Vice President, Academic Services
	Vice President, Student Services
Assessment	Compare the number of counseling appointments in 2013- 2014 to the prior year's data
Measure	• Count of counseling appointments for 2011/12 - 2013/14 • Count of classroom visits by counselors for the 2013/14 year

Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:*

IIIC.1. Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester

Focus Area III. Students' Mastery of Basic Skills

   Goal 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

District Objective #6 for 2013- 2014: Accelerate the schedule for offering the basic skills sequence in English or mathematics

Responsible Parties	Vice President, Academic Services
Assessment	• 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

District Objective #4 for 2013- 2014 was drawn from Goal 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). *COS 2010-2015 Strategic Plan* does not include an objective related to determining if accelerated schedules of basic skills sequences will increase students' successful course completion rates.

Focus Area IV. Efficient and Effective College Practices
Goal IVA. Maintain comprehensive, transparent, and accountable college operations at COS

District Objective #7 for 2013- 2014: 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

Responsible Parties	Vice President, Administrative Services
	Budget Committee
Assessment	• Budget Committee's Annual Process Review in spring 2014
	• 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

Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:*

IVA.2. Allocate resources based on an accountable and systematic college wide planning and budget development process, including program review that is clearly defined.

Focus Area IV. Efficient and Effective College Practices

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

District Objective #8 for 2013- 2014: Assess the effectiveness of the pilot program of requiring successful completion of English 251 as a prerequisite for social science transfer courses

Responsible Parties	Vice President, Academic Services Curriculum Committee
Assessment	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	• Success rate and count of students identified in the pilot program • Success rate and count of students who did not complete English 251 prior to enrolling in specified social science courses

Based on the following "To be considered" objectives in the *COS 2010-2015 Strategic Plan:*

IVD.10. Use prerequisites as a measure of student success