

2021 2018



Sequoias Community
College District



College of the Sequoias

**College of the Sequoias
Strategic Plan 2018–2021**

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

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915 S. Mooney Blvd.
Visalia, CA 93277

Hanford Educational Center
925 13th Ave.
Hanford, CA 93230

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Tulare, CA 93274

Table of Contents

Front Materials	3
COS Vision and Mission Statement	3
Superintendent/President’s Message	4
Institution Planning & Effectiveness Committee and Task Force Members.....	5
Introduction	7
Summary: Institutional Goals 2015-2025 and Institutional Objectives 2018-2021	8
Institutional Goal 1	9
Institutional Objective 1.1.....	9
Institutional Goal 2	10
Institutional Objective 2.1.....	10
Institutional Objective 2.2.....	11
Institutional Objective 2.3.....	12
Institutional Objective 2.4.....	14
Institutional Goal 3	16
Institutional Objective 3.1.....	16
Institutional Objective 3.2.....	17
Institutional Goal 4	19
Institutional Objective 4.1.....	19
Institutional Objective 4.2.....	20
Institutional Objective 4.3.....	21
Appendix	23
Task Force Training and Summit Materials	24
Strategic Plan 2018-2021 Timeline and Process	26

College of the Sequoias Vision and Mission Statement

Vision

The entire College of the Sequoias community works in an environment of mutual respect to realize the following vision:

1. COS students achieve their full educational potential. The College provides an educational pathway for every student without regard to background, disability, location, culture, learning modality, and preconceived time frames.
2. COS has an environment that creates a positive attitude among COS employees that carries over to the students and into the community.
3. COS is a community leader whose contributions positively impact the lives of the population it serves.
4. Educational programs at COS are aligned to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.

Mission

College of the Sequoias is a comprehensive community college district focused on student learning that leads to productive work, lifelong learning and community involvement.

College of the Sequoias affirms that our mission is to help our diverse student population achieve its transfer and/or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

College of the Sequoias is committed to supporting students' mastery of basic skills and to providing access to programs and services that foster student success.

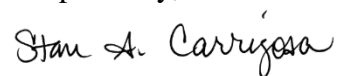
Letter from the Superintendent/President

The COS 2018-21 Strategic Plan is the result of a District-wide collaboration among key District constituent groups. This is the second three-year cycle within our 2015-25 Master Plan focused on progress toward our Institutional Goals for this 10-year period.

The Institutional Planning and Effectiveness Committee (IPEC) serves under the direction of the District Governance Senate (DGS). IPEC is responsible for establishing and guiding the cyclical process to review and update the Strategic Plan every three-years. As we concluded the first three-year cycle of the 2015-18 Strategic Plan, we began with a review of updated data provided in our Master Plan. IPEC proposed, and DGS approved, a process that included formation of four Strategic Plan task forces; one focused on each District-wide Master Plan Goal. Each Strategic Plan task force was co-chaired by one faculty member and one administrator. Task forces reviewed the annual reports for the past two years and outcomes data reflective of the 2015-18 Strategic Plan Objectives. In early fall 2017, the District invited faculty, students, staff, and community and Board members to participate in a summit to review, revise, and draft objectives for the 2018-21 Strategic Plan. Task forces participated in engaging activities during the summit to enlist critical feedback/input on the objectives. The task forces then reached out to faculty, students, and staff that may be affected by proposed objectives to seek further input, concerns, and suggestions. Parties reflected on new state mandates and initiatives required by the Chancellor's Office. Task forces then proposed draft objectives to IPEC for review and feedback. Draft objectives and a process update were also provided for feedback and input to the COS Community Advisory Committee at their quarterly meetings of August and November, 2017. IPEC then provided comments and suggestions and returned the draft objectives to the task forces for further clarification and refinement. IPEC received the final drafts of the proposed Strategic Plan Objectives from the task forces. This concluded the important role of the task forces in the process. IPEC worked with Senior Management to reach consensus on any final adjustments made to the Strategic Plan Objectives. These final draft objectives were then shared with the COS Board of Trustees for feedback/input at their annual Board Planning retreat in January, 2018. IPEC presented the 2018-21 Strategic Plan Objectives for multiple readings and approval by the District Governance Senate. The District Governance Senate advanced the COS 2018-21 Strategic Plan to the COS Board of Trustees for multiple public readings and formal adoption.

Thank you to all parties for their hard work, commitment and dedication to our integrated planning process.

Respectfully,



Stan A. Carrizosa
Superintendent/President
College of the Sequoias

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September 29, 2017 Academic Senate Summit Attendees

Administrators /Managers - 32
Faculty - 52
Confidential/Classified Staff - 16
Students - 10
Board members - 1
Community members - 6

Introduction

The 2018-2021 Strategic Plan serves as the District's second three-year plan in support of the 2015-2025 College of the Sequoias Master Plan.

The Strategic Plan consists of the following components:

- **District Goals** are broad statements, developed as part of the *College of the Sequoias Master Plan 2015 – 2025*, that articulate how the District intends to address current and anticipated challenges.
- **District Objectives** describe more specifically the Actions that will be undertaken to achieve the District Goals.
- **Assessment of District Objectives** describes how effective the Actions were in moving the District toward achievement of the District Objectives.
- **Actions** describe in step-by-step sequence how the District Objectives will be accomplished. Each Action includes these components:
 1. **Responsible party** identifies the group or office assigned with the responsibility to launch, oversee, and complete the Actions. The responsible group or office may complete the Actions or may collaborate with others to complete the Actions. The assignment of a responsible group or office is essential for accountability.
 2. **Target completion date** conveys the timeline for completion. As such, the target completion date also conveys the District's priority for effort to be dedicated to the District Objective.
- **Progress** is a brief statement describing the results of the Actions. The information in this column is used to prepare the *College of the Sequoias Annual Report on the Master Plan*.
- **Implications for Next Year's Action Plans** describe adjustments that may be needed if the progress described in the previous column requires changes to subsequent Actions. The information in this column is included in the *College of the Sequoias Annual Report on the Master Plan*.

Summary: Institutional Goals 2015-2025 and Institutional Objectives 2018-2021

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

District Objective 1.1: The District will increase FTES 1.75% over three years.

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

District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years.

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

District Objective 2.4: By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

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

District Objective 3.1: By 2021, increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for targeted groups that fall below the District average.

District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

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

District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level.

District Objective 4.2: Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

District Objective 4.3: Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

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

District Objective 1.1: The District will increase FTES 1.75% over the three years.

Rationale for District Objective 1.1: The District anticipates an economic change that might deter enrollment. Historically, the District has not increased FTES every year; for example, FTES declined from 2011/2012 to 2012/2013 and from 2013/2014 to 2014/2015. Projected growth for the service area is at least half that of the projection when the Master Plan 1.75% annual growth goal was developed. Therefore, growth in FTES should be measured over a three-year period.

Assessment of District Objective 1.1: Review and compare annual FTES baseline data over the next three years:

- FTES count and percent change

<i>Actions for District Objective #1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
1.1.1 Implement best practices for student fulltime enrollment, graduation, or transfer in two-years.	Vice President, Student Services; Student Services Deans; Counseling Department	May 2019		
1.1.2 Develop a plan to reduce attrition rates from application to enrollment.	Vice President, Student Services; Provosts, Hanford and Tulare	May 2019		
1.1.3 Implement student centered schedule planning to maximize fulltime enrollment (Student Education Plan data, previous semester classes, placement data, etc.)	Vice Presidents, Academic and Student Services; Student Services Deans; Instructional Council; Counseling Department	May 2021		
1.1.4 Increase opportunities to maximize concurrent and dual enrollment	Vice President, Academic Services; Academic Deans; Director, Dual Enrollment	May 2021		
1.1.5 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 2.1: Increase the percentage of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percentage points over three years.

Rationale for District Objective 2.1: Degree and certificate completion rates for COS students have been consistently below the statewide average. Whereas COS completion rates range in the low 40%'s, statewide average completion rates range in the high 40's. As part of the "Vision for Success," the Chancellor's Office has outlined new goals, the first of which is "[to] increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job" over five years.

Assessment of District Objective 2.1: Review and compare the percentage of students earning an associate degree or certificate (CTE and non-CTE) over the next three years to the baseline data:

- Number of students earning associate degrees
- Number of students earning certificates

Action for District Objective #2	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
2.1.1 Complete implementation of DegreeWorks District-wide.	Vice President, Student Services; Student Services Deans; Dean, Technology	May 2019		
2.1.2 Identify and categorize areas of study (meta-majors).	Vice President, Academic Services; Counseling Department; Instructional Council; Academic Deans; Academic Senate	May 2021		
2.1.3 Automate the application process for degrees and certificates.	Vice President, Student Services; Dean, Technology	May 2019		
2.1.4 Implement best practices for increased CTE completion and success (e.g. Tutoring, contextualized math)	Vice President, Academic Services; Provosts, Hanford and Tulare; Academic Deans;	May 2021		

and English, counseling).	Counseling Department			
2.1.5 Assess the District's progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 2.2: Increase the number of students who transfer to four-year institutions by 10 percent over three years.

Rationale for District Objective 2.2: While COS has had an increase of transfer-prepared students (+11.6% over 3 years), the number of students who have transferred has declined (-2 percent over 3 years). The “Vision for Success” sets a statewide goal for the community college system to increase transfers to 4-year institutions (UC and CSU) by 35% over five years in order to meet the statewide demand for employees with bachelor’s degrees. In order to meet both the state’s vision and student goals, the District needs to help students become transfer-prepared and then help those students transfer to a four-year institution.

Assessment of District Objective 2.2: Review and compare the number of students who transfer to four-year institutions over three years to the baseline data:

- Number of students transferring to UC System, CSU System, In-State-Private, and Out-of-State Private
- Number of students who are transfer ready

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
2.2.1 Contact students who become transfer-prepared and provide support to complete transfer.	Vice President, Student Services; Student Services Deans	May 2019		
2.2.2 Assess the District’s progress on all the actions of the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 2.3: By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

Rationale for District Objective 2.3: California Community College Student Success Scorecard data indicates that unprepared students are much less likely than prepared students to complete a degree or certificate or transfer to a 4-year college, 37.3% versus 69.8% respectively. Working to improve how well and how quickly students complete their math and English sequences can greatly assist them in achieving their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor’s Office Vision for Success.

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

- Percentage of students completing transfer-level English and transfer-level math requirements

Action for District Objective #2	Responsible Party	Target Completion Date	Progress	Implications for Next Year’s Actions
2.3.1 Implement multiple measures to maximize student placement into transfer-level English and math.	Vice Presidents, Student Services, Academic Services; Student Services Deans; Deans and Division Chairs, Language Arts and Math/Science; Assessment Office	Fall 2019		
2.3.2 Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.	Vice President, Academic Services; Dean, Language Arts; English faculty	Fall 2019		
2.3.3 Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.	Vice President, Academic Services; Dean, Math/Science; math faculty	Fall 2019		

<p>2.3.4 Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.</p>	<p>Vice President, Academic Services; Dean, Language Arts; English as a Second Language faculty</p>	<p>Fall 2019</p>		
<p>2.3.5 Train faculty in accelerated instruction.</p>	<p>Faculty Enrichment Committee; Academic Deans; Division Chairs, Language Arts and Math/Science</p>	<p>Fall 2019</p>		
<p>2.3.6 Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).</p>	<p>Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare</p>	<p>May 2020</p>		
<p>2.3.7 Assess the District's progress on all actions of the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>		

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

District Objective 2.4: By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

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

Assessment of District Objective 2.4: Review and compare the percentage of CTE students who obtain a job closely related to their field of study and the median change in earnings for CTE students over the next three years to the baseline data:

- Percentage of CTE students who obtain a job closely related to their field of study
- Median change in earnings (year prior to CTE program exit vs. year post)

<i>Action for District Objective #2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
2.4.1 Create a comprehensive career development program that prepares students for employment.	Academic Deans; Student Services Deans; Provosts, Hanford and Tulare	May 2020		
2.4.2 Embed soft skills into CTE curriculum and provide training for faculty.	Academic Deans, Career Technical Education; Faculty	May 2020		
2.4.3 Assess the District’s progress on all actions of the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 3.1. By 2021, increase the placement rates into transfer-level English by 10 percentage points and transfer-level math by 15 percentage points for targeted groups that fall below the District average.

Rationale for District Objective 3.1: Over the past six years, the percentage of first-time students placing into transfer-level English and Math is 37% and 15%. Several targeted groups have lower than average placement into transfer-level English (Latinos, 32%; African Americans, 22%) and math (Latinos, 12%; African Americans, 6%). These targeted groups’ ability to “enter and complete transfer-level coursework in English and transfer-level Math within a one-year timeframe” is hindered due to gaps in placement. The District will act, with specific intention and purpose, to address gaps in placement into transfer-level English and Math coursework for targeted groups.

Assessment of District Objective 3.1: Review and compare the percentage of students from targeted groups who place directly into transfer-level English and transfer-level math over the next three years to the baseline data:

- Percentage of students placing into transfer-level English and transfer-level math (data disaggregated by race/ethnicity)

<i>Action for District Objective #3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
3.1.1 Determine which groups fall below the District’s placement rates into transfer-level English and math.	Dean, Research; Student Equity Plan Workgroup	Fall 2018 Fall 2019 Fall 2020		
3.1.2 Implement best practices to increase placement rates for targeted groups.	Student Services Deans; Deans, Math/Science and Language Arts; Director, Student Success	May 2020		
3.1.3 Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 3.2: By 2021, increase the percentage of students in targeted groups who complete transfer-level English (by 10 percentage points) and transfer-level math (by 5 percentage points) within their first year.

Rationale for District Objective 3.2: Over the past five years, the percentage of students completing transfer-level English and transfer-level math is 26% and 11%. Several targeted groups have lower than average completion rates in transfer-level English (Latinos, 25%; African Americans, 13%) and math (Latinos, 10%; African Americans, 3%). As more students enroll in the District to pursue educational goals that require successful completion of transfer-level English and math, within a one-year timeframe, it is critical that these targeted groups also successfully achieve their goals. The District will act, with specific intention and purpose, to address gaps in completion rates of transfer-level English and Math coursework for targeted groups.

Assessment of District Objective 3.2: Review and compare the percentage of students from targeted groups who complete transfer-level English and transfer-level math requirements within their first year over the next three years to the baseline data:

- Percentage of students completing transfer-level English
- Percentage of students completing transfer-level math

Action for District Objective #3	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
3.2.1 Determine which groups fall below the District's completion rates in transfer-level English and math.	Dean, Research, Student Equity Plan Workgroup	Fall 2018 Fall 2019 Fall 2020		
3.2.2 Implement best practices/interventions to increase completion rates for targeted student groups.	Student Services Deans; Director, Student Success; Academic Deans	May 2020		
3.2.3 Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.	Superintendent/President, Vice Presidents, Student and Academic Services; Deans, Division Chairs, and faculty, Math/Science and Language Arts	May 2021		

3.2.4 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually		
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District Goal #4. College of the Sequoias Board of Trustees, administration, faculty, and staff will engage in best practices and staff development to sustain effective operational systems for institutional assessment and continuous improvement.

District Objective 4.1: Increase the use of data for decision-making at the District and department/unit level.

Rationale for District Objective 4.1: As outlined in the COS 2017 Integrated Planning Manual, the analysis of data is central to the College of the Sequoias Model for Integrated Planning and serves as an important tool in each of the District’s planning processes. Efforts to further improve data use and analysis will contribute to institutional effectiveness and will help achieve the next level of excellence in promoting a culture of evidence in the District.

Assessment of District Objective 4.1: Review the program review audit results. Review the volume and type of trainings/consultations provided and number of attendees. Review results from program review workshop evaluations:

- Program review audit results
- Number of trainings/consultations provided and number of attendees
- Program review workshop evaluation results

<i>Actions for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
4.1.1 Increase the effective use of data in unit program reviews.	Dean, Research, Institutional Program Review Committee; Outcome and Assessment Committee; Senior Management	May 2021		
4.1.2 Assess the District’s progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 4.2 Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.

Rationale for District Objective 4.2: District constituents have expressed a need for stronger communication between departments and divisions. This need was highlighted in participant feedback during the Strategic Plan Summit and in the results of the Giant Questionnaire (Question 10). Improved communication between all areas of the District would facilitate the effectiveness of operations by reducing or eliminating redundant activities, by improving the cooperation between departments and divisions, and by improving the time to complete activities.

Assessment of District Objective 4.2: Review and compare the 2017 and 2020 Giant Questionnaire results. Review efforts and activities designed to improve communication between District departments, divisions, and constituents:

- Relevant survey items from Giant Questionnaire, Questions 10 and 12

<i>Actions for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.2.1 Implement an awareness campaign highlighting different departments and services.	Superintendent/President; Manager, Marketing and Public Relations; Vice President, Administrative Services	May 2019 May 2020 May 2021		
4.2.2 Ensure that the District website content is current and relevant.	Superintendent/President; Vice President, Administrative Services; Dean, Technology; Manager, Marketing and Public Relations	May 2019		
4.2.3 Assess the District's progress of all actions on the objective.	Institutional Planning and Effectiveness Committee	Annually		

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

District Objective 4.3: Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

Rationale for District Objective 4.3: Professional development is critical to maintaining the high quality of staff and services provided by the District. It is imperative that COS provide ongoing training in light of numerous new state initiatives.

Assessment of District Objective 4.3: Review the number, type, participation, and quality of professional development opportunities provided for District employees:

- Number and type of professional development opportunities
- Number of participants
- Workshop evaluation results

<i>Action for District Objective #4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p>4.3.1 Implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.</p>	<p>Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees</p>	<p>May 2020</p>		
<p>4.3.2 Assess the District's progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>		

Appendix

Strategic Plan Task Force Training Materials



STRATEGIC PLAN TASK FORCE TRAINING Thursday, August 10, 2017 - 12:00 – 3:00 pm. Room 1

1. Welcome
 - a. Introductions
2. Where does a Strategic Plan fit in our Model of Integrated Planning?
 - a. Newly presented vision from the Chancellor's Office.
 - b. Goals from 50,000 foot view.
 - c. What is the purpose of a Strategic Plan?
 - d. Purpose for Task Force training.
3. Goals vs. Objectives
 - a. SMART Objectives
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound
4. Overview of District Goals
 - a. Growth
 - b. Success
 - c. Equity
 - d. Sustainability
5. Breakout Session
 - a. Review District goals and objectives.
 - b. Review available data.
 - c. Ask for clarification.
6. Strategic Plan Timeline
7. Format of Strategic Plan Summit
 - a. Summit Date
 - 9/29 10am-2pm, Porter Field House
 - b. Summit Format
 - c. Available Data
 - d. Gathering Feedback p
8. Breakout Session
 - a. Task Force plan of action
 - b. Task Force meeting dates and times
 - c. Decision making process

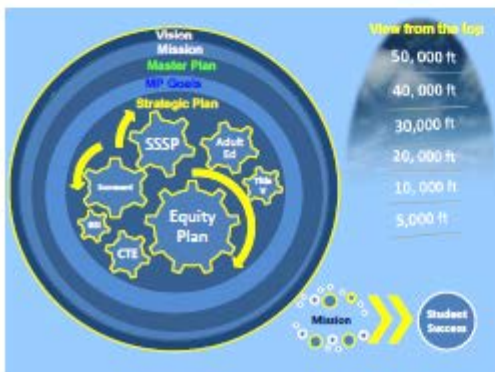
Closing remarks and final questions

Power Point Presentation



Chancellor's Office Vision for Success

Increase by 2022	Reduce/Decrease
<ul style="list-style-type: none"> Awards: associates degrees, credentials, certificates (20%) Transfers to UC/CSU (35%) CTE Employment for exiting students (from 60% to 69%) 	<ul style="list-style-type: none"> Equity Gaps for all groups (40% within 3 years; eliminate within 10 years) Regional Achievement Gaps (closing regional achievement gaps in places with the lowest educational attainment within 10 years) Average Number of Units-to-Degree (from 87 units to 79 units)



What is the purpose of the Strategic Plan?

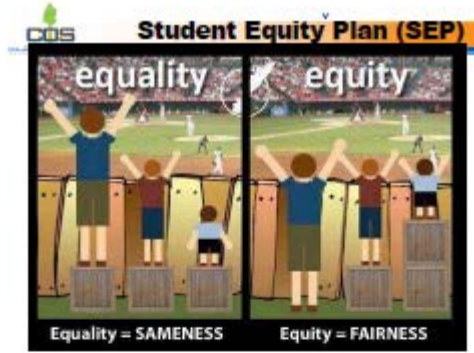
- **Three year plan to include:**
- **District Objectives and corresponding Actions that will be undertaken to achieve the District Goals.**
- **Assessment of how effective the Actions are in moving the District toward achieving the District Objectives.**



SMART Objectives

- Goals are broad statements.
- Objectives are short-term and describe how the District will achieve the goals.





Student Equity Plan
A new definition of "fair"... it's no longer that all students receive the same things, rather it is that every student receives what they need...to achieve the same outcome.

Clear Expectations


Clear Communication

Clear Outcome


Sustainability




- Breakout Session**
- Task Force Group Work**
- Review Task Force District goals and objectives.
 - Review data relevant to each group.
 - Ask for clarification.

 **Strategic Plan Timeline**

August 2017 August 2020 August 2024	<p>August Convocation: Present the Strategic Plan in the context of the Master Plan and Integrated Planning Model with all staff. Review the goals of the Master Plan and explain how objectives are developed using the data and analysis in the Master Plan. Announce the formation of four task-forces, one for each goal.</p> <p>Task-Force are formed, one for each goal in the Master Plan. Co-chaired by faculty and administrative members come from all constituent groups and include (and if possible, co-chaired by) members of Institutional Planning and Effectiveness Committee. Members solicit feedback from their constituent groups.</p> <p>Members for an Academic Senate committee task-force are identified to plan for the September Summit on the Strategic Plan. Members will primarily come from the Academic Senate and Institutional Planning and Effectiveness Committee.</p>
September 2017 September 2020 September 2024	<p>Each task-force reviews its assigned District Goal from the College of the Sequoia Master Plan 2015 – 2025 and</p> <p>Each task-force reviews progress on achieving the objectives from the previous Strategic Plan as documented in the College of the Sequoia Annual Report on the Master Plan.</p> <p>A summit on the Strategic Plan is held to gather feedback from all participants in the District.</p>


 **Strategic Plan Timeline**

October 2017 October 2020 October 2024	<p>Each task-force develops/updates District Objectives, as well as sub-objectives. A draft is forwarded to the Institutional Planning and Effectiveness Committee and Senior Management for feedback.</p>
November 2017 November 2020 November 2024	<p>Each task-force discusses feedback from the Institutional Planning and Effectiveness Committee and Senior Management and revises objectives.</p> <p>Develops actions for the revised District Objectives and</p> <p>Revises the completed draft, which includes District Objectives, a timeline for each District Objective, and actions for each District Objective, to the Institutional Planning and Effectiveness Committee.</p>
December 2017 December 2020 December 2024	<p>The Institutional Planning and Effectiveness Committee combines the components completed by the task-forces into a draft and revises.</p> <p>Develops statements for the objectives.</p> <p>Forward the revised draft to Senior Management for input.</p> <p>Senior Management makes revisions and includes responsible parties.</p>

 **Next Steps**

Academic Senate Summit on Strategic Plan

- Summit Format
- Available Data
- Gathering Feedback
- Summit Date:
 - September 29th, 10am-2pm
 - Porter Field House

 **Breakout Session**

1. Develop Task Force plan of action.
2. Set meeting dates and times.
3. Determine decision making processes.

 **Wrap Up**

Final Thoughts
Feedback

Thank you!

Strategic Plan Summit Materials



Strategic Plan Summit

AGENDA – Friday, September 29, 2017 Porter Field House 8:30 am – 2:00 pm

- | | | |
|-------|--|----------------|
| I. | Check-in and Continental Breakfast | 8:30-9:00 am |
| II. | Welcome, Process, and Purpose | 9:00-9:30 am |
| III. | Task Force Presentations | |
| IV. | Review of District Goal #2 and Objectives | 9:30-10:40 am |
| V. | Morning Stretch Break | 10:40-10:50 am |
| VI. | Review District Goal #3 and Objectives | 10:50-11:40 am |
| VII. | Lunch Break | 11:40-12:10 pm |
| VIII. | Review of District Goal #4 and Objectives | 12:10-1:00 pm |
| IX. | Afternoon Stretch Break | 1:00-1:10 pm |
| X. | Review District Goal #1 and Objectives | 1:10-1:50 pm |
| XI. | Next Steps, Closing Remarks, and Thank you | 1:50-2:00 pm |

Power Point Presentation

Tablet Login

1. Turn tablet on
2. Login using the following information:
User Name: strategic
Password: P!anning1
3. Go to the windows symbol on the bottom left hand task bar
4. Click the magnifying glass to search
5. Search "Explore"
6. Select the folder and go to the "U" Drive
7. Enter the "U" Drive and go to RESEARCH OFFICE SHARE FOLDER
8. Select 2017 Planning Summit
9. Data Sets are available and separated by District Goal

Strategic Plan Summit

GAME ON!

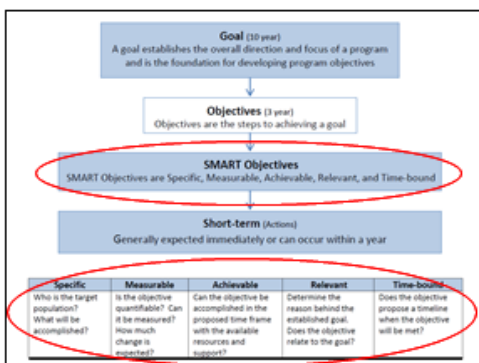
Friday, September 29, 2017
 Porter Field House
 9:00am-2:00pm

What is the Strategic Plan?

- **Three year plan to include:**
- **District Objectives and corresponding Actions that will be undertaken to achieve the District Goals.**
- **Assessment of how effective the Actions are in moving the District toward achieving the District Objectives.**

Goals vs. Objectives

- **Goals are broad statements.**
- **Objectives are short-term and describe how the District will achieve the goals.**



Format for Today

Presentations - Organized by Master Plan Goals:

- Objectives for each Goal
- Actions for the Objectives
- Progress on the Objectives

Your Tasks:

- Discuss: Keep, Revise, Remove, Add objective(s)
- Scribe collects feedback from tables



District Goal #2

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

Objective 2.1

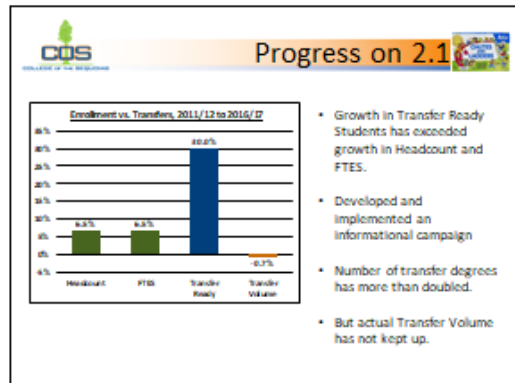
District Objective 2.1: Increase the number of students who are transfer-prepared annually.

Actions

2.1.1: Develop and implement an informational campaign for students on CSU and UC pathways (Associate Degrees for Transfer (AA-T/AS-T) and Transfer Agreement Guarantees (TAG)).

2.1.2: Map required courses for CSU and UC pathways and publish flowcharts for all approved Associate Degrees for Transfer (AA-T/AS-T).

2.1.3: Assess the District's progress of all actions on the objective.



Objective 2.2

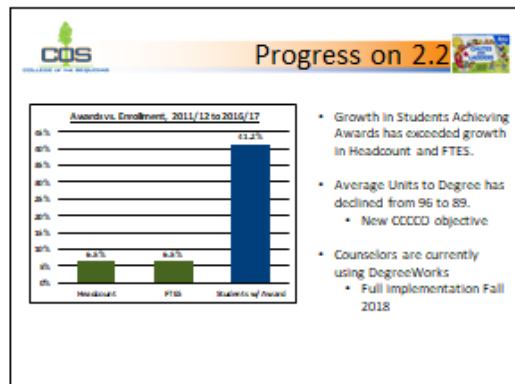
District Objective 2.2: Increase the number of students who earn an associate degree or certificate annually.

Actions

2.2.1: Implement the Degree Works web based academic advising tool to help students and advisors navigate pathways to completion.

2.2.2: Develop an informational campaign and workshops informing students, faculty, and staff about Degree Works.

2.2.3: Assess the District's progress of all actions on the objective.



Objective 2.3

District Objective 2.3: Increase course success and completion rates in pre-transfer English, Math, and English as a Second Language courses annually.

Actions

2.3.1: Ensure curriculum is aligned within basic skills/ESL disciplines and schedule courses to maximize students' opportunities to complete the basic skills/ESL sequence in a timely manner.

2.3.2: Design and implement proven best practices for increased basic skills/ESL success and completion (acceleration, prep courses, and alternate assessment models).

2.3.3: Assess the District's progress of all actions on the objective.

Progress on 2.3

- Three quarters of our assessed students are considered unprepared.
- Basic skills course success rates up modestly
- Throughput relatively unchanged
- **NEW:** Improving data collection for ESL students: earning certificates and degrees.

Objective 2.4

District Objective 2.4: Increase Career Technical Education course success rates and program completion annually.

Actions

2.4.1: Ensure curriculum is aligned within Career Technical Education discipline and schedule courses to maximize students' opportunities to complete CTE program sequences in a timely manner.

2.4.2: Design and implement proven best practices for increased CTE success and completion (linked learning pathways, embedded basic skills).

2.4.3: Develop and implement Career Development/ College Prep Program (non-credit) Certificates.

2.4.4: Implement the Sequoias consortium plan for alignment of adult education CTE programs within the region.

2.4.5: Map high school Linked Learning Pathways programs to CDS courses/ programs.

2.4.6: Assess the District's progress of all actions on the objective.

Progress on 2.4


Category	Percentage
CTE Headcount	18.8%
CTE FTE	14.4%
CTE Awarded	49.7%

- Growth in Students Achieving CTE Awards has occurred despite declines in CTE Headcount and FTES.
- Course success rates for CTE students are also improving.
- All actions are seeing consistent, ongoing progress.

Breakout Table Session



1. First discuss each objective. Decide to:
 - Keep
 - Revise
 - Remove
 - Add
 - Explain why
2. Then, if time permits:
 - Propose actions to support the objectives.

Feedback from Tables



 **Morning Stretch!**

Equity

 **District Goal #3** 

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



 **Objective 3.1** 

District Objective 3.1: Reduce the achievement gap of disproportionately impacted student groups annually, as identified in the Student Equity Plan.



Actions

3.1.1: Implement strategies as described in the Student Equity Plan.

3.1.2: Assess progress and implement recommended changes following the timelines in the Student Equity Plan.

 **Progress on Objective 3.1** 

1. According to the 2015 – 18 Strategic Plan data, the District implemented District Objective 3.1 because:
 - A. Disproportionately impacted groups are not achieving academic success at the same rate compared to other groups in the District;
 - B. At COS, disproportionately impacted groups include a variety of student ethnicities, Veterans, foster youth, and Access and Ability students among others.
2. Progress on Objective 3.1:
 - A. Progress has been made in data collection, tracking, and reporting systems;
 - B. COS is starting to close the achievement gap in some areas such as African American students' course completion in Basic Skills Math and Hispanic students in Transfer-level English courses;
 - C. There are dozens of indicators to measure in the Student Equity Plan. There is still work to do in the areas of access and Basic Skills rates for many disproportionately impacted groups.
3. Progress on District Goal #3:
 - A. The District has made progress on Goal #3.

 **Objective 3.2** 

District Objective 3.2: Increase training for academic and student services staff and faculty to respond to the unique needs of our student population.

Actions

3.2.1: Conduct a needs assessment and develop a faculty training plan focused on teaching pedagogy and maximizing student learning.

3.2.2: Conduct a needs assessment and develop a staff training plan focused on improved customer service to increase student retention and success.

3.2.3: Develop an evaluation instrument/form for training sessions provided.


3.2.4: Assess the District's progress of all actions on the objective.

COS Progress on Objective 3.2


1. According to the 2015 – 18 Strategic Plan data, the District implemented District Objective 3.2 because:
 - A. Higher number of residents without a 4 - year or advance degree;
 - B. Students are underprepared and fail to complete their stated educational goals.
2. Progress on Objective 3.2:
 - A. Significant increase in the number of participants in training sessions/workshops from 2015 - 16 AY to 2016 - 17 AY
3. Progress on District Goal #3:
 - A. The District has made progress, but the objective's impact is undetermined.

COS Breakout Table Session

1. First discuss each objective. Decide to:
 - Keep
 - Revise
 - Remove
 - Add
 - Explain why
2. Then, if time permits:
 - Propose actions to support the objectives.



COS Feedback on Objectives



COS Lunch Break

COS Sustainability

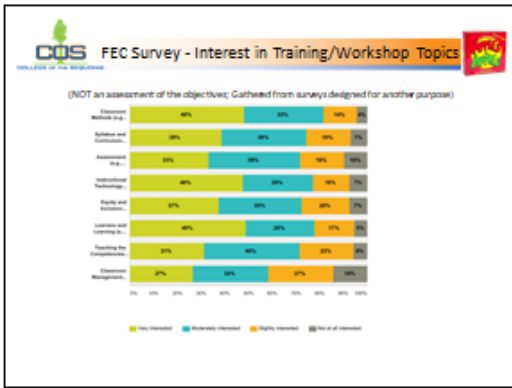
Clear Expectations 

+ Clear Communication 

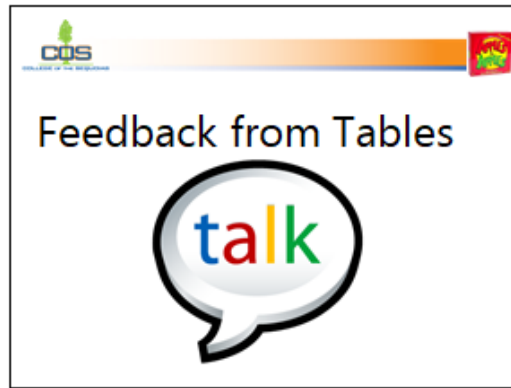
= Clear Outcome 

COS District Goal #4

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





- COS** **Breakout Table Session**
1. First discuss each objective. Decide to:
 - Keep
 - Revise
 - Remove
 - Add
 - Explain why
 2. Then, if time permits:
 - Propose actions to support the objectives.
-



COS **District Goal #**

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

 **Objective 1.1** 

District Objective 1.1: Increase overall growth by 1.75% annually as identified in the College of the Sequoias 2015-2025 Master Plan.

Actions

1.1.1: Develop and implement a marketing plan designed to increase enrollment.

1.1.2: Develop and implement a plan to increase outreach to local schools and collaborate with school administrators to increase opportunities for local students.

1.1.3: Assess the District's progress of all actions on the objective.

 **Progress on Objective 1.1** 

Anticipation of growth:



- 35% Kings co. and 42% for Tulare co. between (2010 – 2030)
- 14% Kings co. and 17% Tulare co. (2015)
- Master Plan's projected student growth is 19% (2015-2025)

Progress (2015-2016):

- Annual FTES Change ↑ 5.3% (8,967→9,411)
- Annual Head Count ↑ 5.6% (14,757→15,479)


Items for consideration:

- Should growth objective continue and/or be adjusted?
- Growth for workforce development (Strong Workforce)
- Will state funding continue to support growth?



 **Breakout Table Session** 


1. First discuss each objective. Decide to:



- Keep
- Revise
- Remove
- Add
- Explain why



2. Then, if time permits:
Propose actions to support the objectives.



 **Feedback from Tables** 



 **Next Steps** 

What happens next:

- Review Feedback
- Draft Objectives
- Develop Rationales
- Draft Actions

 **Prizes** 

Thank you!

Strategic Plan Joint Meeting Materials



Strategic Plan Joint Meeting

AGENDA – Friday, February 2, 2018

Room 1

10:10 am – 12:00 pm

- | | | |
|------|---|----------------|
| I. | Welcome and Introductions | 10:10–10:20 am |
| II. | Strategic Plan Timeline, Process, and Purpose | 10:20-10:30 am |
| III. | Review Drafted 2018-2021 Strategic Plan | |
| | a. Review/Feedback of District Goal #1 | 10:30-10:50 am |
| | b. Review/Feedback of District Goal #2 | 10:50-11:15 am |
| | c. Review/Feedback of District Goal #3 | 11:15-11:35 am |
| | d. Review/Feedback of District Goal #4 | 11:35-11:55 am |
| IV. | Next Steps, Closing Remarks, Thank you | 11:55-12:00 pm |

PowerPoint Presentation

2018-2021
College of the Sequoias
Strategic Plan

Joint Meeting – February 7, 2018
Greg Turner
Academic Senate Vice President & IPEC Co-Chair
Jennifer Vega La Sierra, Ph.D.
Vice President Academic Services & IPEC Co-Chair



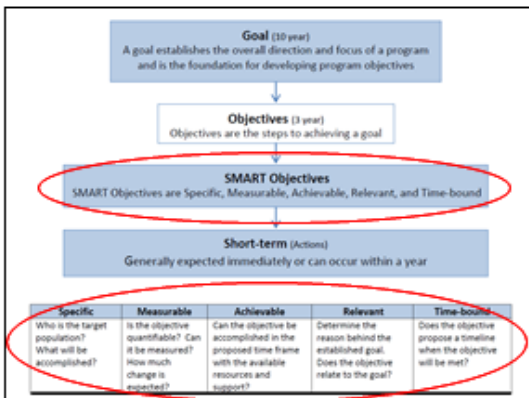
What is the Strategic Plan?

Three year plan to include:

- **District Objectives** and corresponding **Actions** that will be undertaken to achieve the District Goals.
- **Assessment** of how effective the **Actions** are in moving the District toward achieving the District Objectives.

Goals vs. Objectives vs. Actions

- **Goals** are broad statements.
- **Objectives** are short-term and describe how the District will achieve the goals.
- **Actions** are the steps the District will take to achieve Objectives.



Aligned Objectives

Aligned Strategic Plan Objectives and Actions with major state initiatives:

- California Community College Chancellor's Office Vision for Success
- AB 705
- Guided Pathways

State Chancellor: Vision for Success

Increase by 2022

Awards: associates degrees, credentials, certificates (20%)

Transfers to UC/CSU (35%)

CTE Employment for exiting students (from 60% to 69%)

Reduce/Decrease

Equity Gaps for all groups (40% within 5 years; eliminate within 10 years)

Regional Achievement Gaps (closing regional achievement gaps in places with the lowest educational attainment within 10 years)

Average Number of Units-to-Degree (from 87 units to 79 units)

Elay Ortiz Oakley, Chancellor, California Community College, Vision for Success - <http://www.ccc.edu/>

AB 705

- Complete transfer level coursework in English and math in one year (3 years for ESL)
- Multiple measures assessment/placement
- Provide concurrent support for transfer-level English and transfer-level math

Localizing Statewide Initiatives

College Promise

GUIDED PATHWAYS
How can guided pathways help us further transform our district?

- Better align high school exit and college entry standards
- Improve assessment and placement measures
- Early academic and career advising (meta-majors)
- Enrolling for success (15 units/semester)
- Shorten paths in developmental math and English
- Clear maps to completion (sequenced) in two years
- Augmented and supplemental instruction (co-requisite)

Table Responsibilities

- Assign one note taker per table
- Discuss each Action and answer these questions:
 1. Is the action clear and concise?
 2. Does the Action help the District achieve the Objective?
 3. Additional thoughts...
- Submit one note taker handout per table

Growth

District Goal #1

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

Objective 1.1

District Objective 1.1:
The District will increase FTES 1.75% over the three years.

Assessment of District Objective 1.1: Review and compare annual FTES baseline data over the next three years:

- FTES count and percent change

Actions

1.1.1: Inform students and staff/faculty on the requirements needed for students to graduate or transfer in two years. Research and promote best practices for full-time student enrollment for success (i.e. 15 units per semester).

1.1.2: Reduce attrition rates from application to enrollment.


1.1.3: Implement student centered schedule planning (Student Education Plan data, previous semester classes, placement data, etc.).

1.1.4: Increase opportunities for concurrent and dual enrollment.

Discussion

Answer the following questions for each objective:

1. Is the action clear and concise?
2. Does the Action help the District achieve the Objective?
3. Additional thoughts...



Student Success



District Goal #2

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

Objective 2.1

District Objective 2.1:
Increase the percentage of students who earn an associate degree or certificate (CTE and non CTE) by 5 percentage points over three years.

Assessment of District Objective 2.1: Review and compare the percentage of students earning an associate degree or certificate (CTE and non CTE) over the next three years to the baseline data:

- Number of students earning associate degrees
- Number of students earning certificates

Actions

2.1.1: Complete implementation of DegreeWorks District-wide.

2.1.2: Implement best practices to reduce the average number of units students take prior to degree completion.

2.1.3: Identify and categorize areas of study (meta-major).

2.1.4: Ensure Student Educational Plans include English and math within the first year (unless exempted).

2.1.5: Automate the application process for degrees and certificates.

2.1.6: Implement best practices for increased CTE completion and success as related to gainful employment (eg. Tutoring, contextualized math and English, counseling).

2.1.7: Identify and address gaps between academic support and instructional programs for CTE students.

Objective 2.2

District Objective 2.2:
Increase the number of students who transfer to four year institutions by 10 percent over three years.

Assessment of District Objective 2.2: Review and compare the number of students who transfer to four year institutions over three years to the baseline data:

- Number of students transferring to UC System, CSU System, In State Private, and Out of State Private
- Number of students who are transfer ready

Actions

2.2.1: Expand and enhance informational campaign for students on CSU pathways (AA-T/AS-T), UC Pathways, and private college/university Transfer Agreement Guarantee (TAG).

2.2.2: Track and contact students who become transfer-prepared and provide follow up support to complete transfer.

Objective 2.3

District Objective 2.3:
By 2021, increase the percentage of students who complete transfer-level English by 15 percentage points and transfer-level math by 10 percentage points within their first year.

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

- Percentage of students completing transfer-level English and transfer-level math requirements.

Actions

2.1.1: Implement multiple measures to maximize student placement into transfer-level English and math.

2.1.2: Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.

2.1.3: Shorten the developmental course sequence in math so that students can complete transfer-level math within one year.

2.1.4: Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.

2.1.5: Train faculty in accelerated instruction.

2.1.6: Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

Objective 2.4

District Objective 2.4:
By 2021, increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and median change in earnings).

Assessment of District Objective 2.4: Review and compare the percentage of CTE students who obtain a job closely related to their field of study and the median change in earnings for CTE students over the next three years to the baseline data:

- Percentage of CTE students who obtain a job closely related to their field of study
- Median change in earnings (year prior to CTE program exit vs. year post)

Actions


2.4.1: Create a comprehensive career development program that prepares students for employment.

2.4.2: Embed soft skills into CTE curriculum and provide training for faculty.

Discussion

Answer the following questions for each objective:

1. Is the action clear and concise?
2. Does the Action help the District achieve the Objective?
3. Additional thoughts...



Equity



District Goal #3

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

Objective 3.1

District Objective 3.1:
By 2021, increase the placement rates into transfer level English and transfer level math (by X percentage points) for targeted groups that fall below the District average.

Assessment of District Objective 3.1: Review and compare the percentage of students from targeted groups who place directly into transfer level English and transfer level math over the next three years to the baseline data:

- Percentage of students placing into transfer level English and transfer level math (data disaggregated by race/ethnicity)

Actions

3.1.1: Determine which groups fall below the District's placement rates into transfer-level English and math.

3.1.2: Implement best practices to increase placement rates for targeted groups (i.e. Math Jan, English placement prep).

Objective 3.2

District Objective 3.2:
By 2021, increase the percentage of students in targeted groups who complete transfer level English (by 10 percentage points) and transfer level math (by 5 percentage points) within their first year.

Assessment of District Objective 3.2: Review and compare the percentage of students from targeted groups who complete transfer level English and transfer level math requirements within their first year over the next three years to the baseline data:

- Percentage of students completing transfer level English
- Percentage of students completing transfer level math.

Actions

3.2.1: Determine which groups that fall below the District's completion rates in transfer-level English and math.


3.2.2: Implement best practices/interventions to increase completion rates for targeted student groups.

3.2.3: Improve/increase collaboration between District faculty and feeder high school teachers to better align high school exit and college entry standards.

Discussion

Answer the following questions for each objective:

1. Is the action clear and concise?
2. Does the Action help the District achieve the Objective?
3. Additional thoughts...




Sustainability

District Goal #4

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

Objective 4.1

District Objective 4.1:
Increase the use of data for decision making at the District and department/unit level.

Assessment of District Objective 4.1: Review the program review audit results. Review the volume and type of trainings/consultations provided and number of attendees. Review results from program review workshop evaluations:

- Program review audit results
- Number of trainings/consultations provided and number of attendees
- Program review workshop evaluation results

Actions

4.1.1: Increase the effective use of data in unit program reviews.

4.1.2: Develop predictive analytics to assess risk factors, identify achievement gaps, and inform interventions.

Objective 4.2

District Objective 4.2:
Improve organizational effectiveness by strengthening operations of and communication between District departments, divisions, and constituents.


Assessment of District Objective 4.2: Review and compare the 2017 and TBD (2020?) Giant Questionnaire results. Review efforts and activities designed to improve communication between District departments, divisions, and constituents:

- Relevant survey items from Giant Questionnaire, Questions 10 and 12

Actions

4.2.1: Develop and implement an awareness campaign highlighting different departments and services.

4.2.2: Ensure that the District website content is current and relevant.

 **Objective 4.3**


District Objective 4.3:
Increase professional development opportunities for and participation of District employees in support of improving operational effectiveness.

Assessment of District Objective 4.3: Review the number, type, participation, and quality of professional development opportunities provided for District employees:

- Number and type of professional development opportunities
- Number of participants
- Workshop evaluation results


Actions


4.3.1: Create and implement a Professional Development Plan for the coordination, alignment, and management of professional development activities and new employee orientation.

 **Discussion**

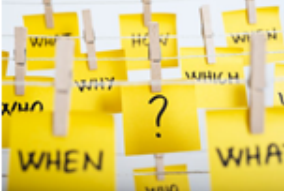
Answer the following questions for each objective:

- 1. Is the action clear and concise?*
- 2. Does the Action help the District achieve the Objective?*
- 3. Additional thoughts...*



 **Thank you**

Question & Answer



College of the Sequoias Strategic Plan 2018-2021

Timeline and Process

<p>August 2017 August 2020 August 2024</p>	<p>August Convocation: Present the Strategic Plan in the context of the Master Plan and Integrated Planning Model with all staff. Review the Goals of the Master Plan and explain how objectives are developed using the data and analysis in the Master Plan. Announce the formation of four task-forces, one for each goal.</p> <p>Task-forces are formed, one for each goal in the Master Plan. Co-chaired by faculty and administration; members come from all constituent groups and include (and if possible, co-chaired by) members of Institutional Planning and Effectiveness Committee. Members solicit feedback from their constituents.</p> <p>Members for an Academic Senate summit task-force are identified to plan for the September Summit on the Strategic Plan. Members will primarily come from the Academic Senate and Institutional Planning and Effectiveness Committee.</p>
<p>September 2017 September 2020 September 2024</p>	<p>Each task-force reviews its assigned District Goal from the College of the Sequoias Master Plan 2015 – 2025; and</p> <p>Each task-force reviews progress on achieving the objectives from the previous Strategic Plan as documented in the College of the Sequoias Annual Report on the Master Plan.</p> <p>A summit on the Strategic Plan is held to gather feedback from all participants in the District.</p>
<p>October 2017 October 2020 October 2024</p>	<p>Each task-force develops/revises District Objectives, as well as rationales. A draft is forwarded to the Institutional Planning and Effectiveness Committee and Senior Management for feedback.</p>
<p>November 2017 November 2020 November 2024</p>	<p>Each task-force discusses feedback from the Institutional Planning and Effectiveness Committee and Senior Management and revises objectives;</p> <p>Develops actions for the revised District Objectives; and</p> <p>Forwards the completed draft, which includes District Objectives, a rationale for each District Objective, and actions for each District Objective, to the Institutional Planning and Effectiveness Committee.</p>

December 2017 December 2020 December 2024	<p>The Institutional Planning and Effectiveness Committee combines the components completed by the task-forces into a draft and revises;</p> <p>Develops assessments for the objectives;</p> <p>Forwards the revised draft to Senior Management for input; Senior Management makes revisions and includes responsible parties.</p>
January 2018 January 2021 January 2025	<p>The Board discusses and provides feedback on the Strategic Plan draft at its retreat.</p>
February 2018 February 2021 February 2025	<p>Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, Senior Management, Deans Council, Budget Committee and the Academic Senate Executive Board hold a joint meeting to provide feedback on the Strategic Plan draft; and Institutional Planning and Effectiveness Committee incorporates feedback into the draft and forwards to Senior management for review.</p>
March 2018 March 2021 March 2025	<p>The Institutional Planning and Effectiveness Committee reviews and edits the Strategic Plan draft.</p>
March/April 2018 March/April 2021 March/April 2025	<p>The Institutional Planning and Effectiveness Committee forwards the draft to the District Governance Senate and Academic Senate.</p>
April/May 2018 April/May 2021 April/May 2025	<p>District Governance Senate members distribute the final draft of the College of the Sequoias Strategic Plan to their constituents for final review and comment. District Governance Senate considers the feedback from that review; makes final changes as warranted; and recommends the document to the Superintendent/President.</p>
May/June 2018 May/June 2021 May/June 2025	<p>If the Superintendent/President approves, the final draft of the College of the Sequoias Strategic Plan is presented to the Board of Trustees for information.</p> <p>If the Superintendent/President does not approve, collaboration and compromise between the Superintendent/President and the District Governance Senate continues until the Superintendent/President approves.</p>