

# 2021 2025



Sequoias Community  
College District



College of the Sequoias

**College of the Sequoias  
Strategic Plan 2021–2025**

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

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

Hanford Educational Center  
925 13<sup>th</sup> Ave.  
Hanford, CA 93230

Tulare College Center  
4999 E. Bardsley Ave.  
Tulare, CA 93274

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## **College of the Sequoias Vision and Mission Statement**

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### **Vision**

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

COS students will achieve their full educational potential regardless of race, ethnicity, age, gender, sexual orientation, immigration status, ability, culture, religion, and learning modality.

The COS environment will create a positive attitude among COS employees that carries over to the students and into the community.

COS will remain a community leader whose high standards positively impact the lives of the population it serves.

COS will align educational programs for higher education transfer, as well as to meet the constantly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.

### **Mission**

Sequoias Community College District provides excellent higher education in a spirit of equity for our diverse student population. We believe in students achieving their full educational potential and support student success in attaining a variety of degrees and certificates, from basic skills to transfer education and workforce development.

## **Letter from the Superintendent/President**

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The College of the Sequoias Community College District's integrated planning model is a continuous cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, re-evaluation, and improvement. Through this annual cycle, the District assesses institutional effectiveness and improves its services to our students.

The COS 2021-2025 Strategic Plan is the result of our District-wide collaboration to create a plan that is focused on progress toward Institutional Goals as outlined in the COS Educational Master Plan 2015 - 2025. Our entire District including faculty, staff, students, and administrators has been heavily engaged in dialogue throughout the process. Following an extensive review of data provided in our Master Plan and previous Strategic Plans, an initial draft of Strategic Plan Objectives was introduced in fall of 2020. Task forces organized by the specific goal areas then worked together with the assistance of the Institutional Planning and Effectiveness Committee to produce this final draft.

The District's 10-year Master Plan consists of four broad goal areas—Growth, Success, Equity, and Sustainability. Previous Strategic Plans from 2015-18 and 2018-21 have helped the District make significant progress in these goal areas as reported out annually in the Annual Report on the Master Plan. This Strategic Plan has a total of 10 District Objectives and 50 District Actions that support those Objectives. As with previous plans, we are confident the 2021-25 Strategic Plan will push our organization to new heights in supporting our students, our employees, and ultimately, the region we serve!

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

Respectfully,

Brent Calvin, Ed.D.  
Superintendent/President  
College of the Sequoias

This document was produced by:

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## Institutional Planning and Effectiveness Committee

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### **Administrative Representatives:**

Belen Kersten, *Director, Nursing*  
Elise Garcia, *Director, Student Success*  
Greg Meinert, *Manager, Infrastructure and Security*  
Juan Vasquez, *Dean, Student Services*  
Mehmet “Dali” Ozturk, *Ph.D., Dean, Research, Planning and Institutional Effectiveness (Co-chair)*

### **Faculty Representatives:**

Christina Lynch, *English*  
Deborah Nolan, *Distance Education Coordinator*  
Juan Arzola, *Political Science (Co-chair)*  
Lisa Loewen, *Counselor*  
Milena Seyed, *Librarian*  
Octavio Barajas, *Ethnic Studies*

### **Staff Representatives:**

Katie Cain, *Administrative Assistant, Academic Services/Research, Planning and Institutional Effectiveness*  
Ryan Barry-Souza, *Research Analyst, Research, Planning and Institutional Effectiveness*

### **Student Representatives:**

Anthony Moreno, *Student Senate*  
Jasmine Hanson, *Student Senate*

In collaboration with:

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## Task Force Members

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### **Administrative Representatives:**

Angela Sanchez, *Dean, Educational Support Services and Language and Communication Studies*  
Belen Kersten, *Director, Nursing*  
Brandon Hildreth, *Director, Dual Enrollment*  
Brent Calvin, *Superintendent/President*  
Brent Davis, *Dean, PE and Athletics*  
Byron Woods, *Dean, Facilities*  
Elise Garcia, *Director, Student Success*  
Glen Profeta, *Dean, Technology Services*  
Jennifer Vega La Serna, *Ph.D., Vice President, Academic Services*  
Jenny Sae Chao, *Dean, Student Services*  
Jesse Wilcoxson, *Dean, Business, Consumer Family Studies, and Social Sciences*  
Jessica Morrison, *Vice President, Student Services*

John Bratsch, *Dean, Human Resources*  
Jonna Schengel, *Dean, CTE and Workforce Development*  
Juan Vazquez, *Dean, Student Services*  
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Michele Brock, *Dean, Student Services*  
Neal Powell, Jr., *Manager, ATC*  
Richard Lubben, *Dean, English and Fine Arts*  
Ron Ballesteros-Perez, *Vice President, Administrative Services*  
Tim Foster, *Director, Foundation*  
Wil Hobbs, *Director, Career Services*

**Faculty Representatives:**

Amanda Thomas, *Counselor*  
Catherine Medrano, *Sociology*  
Christina Lynch, *English*  
Christopher Mangels, *Theater Arts*  
David Hurst, *English*  
David Jones, *Math*  
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James McDonnell, *Theater Arts*  
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Silas Cha, *Political Science*  
Timothy Houk, *Philosophy*

Travis Burkett, *Athletics*

**Staff Representatives:**

Andrew Carter, *Research Analyst*  
Carolyn Franco, *EOPS*  
Chelsea Cushing, *Student Support Services*  
Cosmo Costales, *Student Success Coordinator*  
Crystal Salazar, *Student Support Services*  
Erin Alvarez, *Senior Instructional Specialist/Lead Coordinator*  
Jordan Lamb, *Data Steward*  
Kourtnie Boeve, *Theater Technician*  
Lisette Conway, *Student Success Coordinator*  
Maria Martin, *Student Success Coordinator*  
Mayra Diaz, *Student Success Coordinator*  
Nick Terry, *Theater Technician*  
Ryan Barry-Souza, *Research Analyst*  
Tamera Fernandez, *Grant Secretary*  
Tyler Virden, *Research Analyst*

**Student Representatives:**

Anthony Moreno, *Student Senate*  
Jasmine Hanson, *Student Senate*  
Noorulain Ali, *Student Senate*  
Tarrah Rodriguez, *Student Senate*

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**October 2, 2020 Academic Senate Summit Attendees**

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Administrators /Managers - 28  
Faculty - 75  
Confidential/Classified Staff - 30  
Students - 6  
Community members - 2

## Introduction

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The 2021-2025 Strategic Plan serves as the District's third four-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 2021-2025**

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**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 2% from 2021 to 2025.

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

District Objective 2.1: Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

District Objective 2.2: Increase the number of students who are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

District Objective 2.3: Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

District Objective 2.4: Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

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

District Objective 3.1: Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

District Objective 3.2: Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

**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 effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

District Objective 4.2: Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

District Objective 4.3: Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

**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 2% from 2021 to 2025.

**Rationale for District Objective 1.1:** Despite the 8% growth from 2017-18 to 2019-20, given the COVID-19 emergency and funding uncertainties, we have set a conservative goal. This number is in keeping with projected local population growth and workforce needs.

**Assessment of District Objective 1.1:** Review and compare annual FTES from 2021-2025 to the baseline data.

<i>Actions for District Objective #1.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>1.1.1</b> Attract prospective students; inform them about their educational options and alignment with local workforce needs.</p>	<p>Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>1.1.2</b> Extend awareness of our institutional offerings among key community influencers, including the families of high school students and local employers seeking to hire our graduates.</p>	<p>Vice President, Student Services; Student Services Deans; CTE Dean; Academic Deans; Counseling Department; Provosts, Hanford and Tulare; Director of Marketing</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>1.1.3</b> Optimize course scheduling to strategically meet student needs for both part-time and full-time enrollment.</p>	<p>Vice President, Academic Services; Academic Deans; Provosts, Hanford and Tulare; Instructional Council</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>1.1.4</b> Enhance opportunities to offer quality concurrent and dual enrollment by expanding early</p>	<p>Vice President, Academic Services; Academic Deans; Vice President, Student Services;</p>	<p>May 2022 May 2023 May 2024</p>		

college credit opportunities to interested feeder high schools with a particular emphasis on specific student groups.	Student Services Deans; Director, Dual Enrollment	May 2025		
<b>1.1.5</b> 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 2.1:** Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5% from 2021-2025.

**Rationale for District Objective 2.1:** As part of its *Vision for Success*, the Chancellor’s Office has outlined goals to achieve by 2022 for meeting California’s needs. The first goal is “over five years, increase by at least 20% the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.” (Foundation for California Community Colleges. *Looking Ahead: Goals for Meeting California’s Needs*. <https://vision.foundationccc.org/looking-ahead>)

**Assessment of District Objective 2.1:** Review and compare the number of students earning an associate degree or certificate (CTE and non-CTE) from AY 2020-21 to AY2024-25.

<i>Action for District Objective #2.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
<b>2.1.1</b> Create cross-functional teams (including faculty, students, staff, and administrators) for each Giant Pathway to track and support students in completing their chosen pathway.	Vice President, Student Services; Vice President, Academic Services; Student Services Deans; CTE Dean; Academic Deans; Provosts, Hanford and Tulare;	May 2022  May 2023  May 2024  May 2025		
<b>2.1.2</b> Create and publish recommended program maps for COS degrees and certificates.	Vice President, Academic Services; Academic Deans; Director of Marketing	May 2022		
<b>2.1.3</b> Develop and implement an intentional marketing and promotion plan for student support resources for specific student groups.	Vice President, Student Services; Vice President, Academic Services; Director of Marketing	May 2022  May 2023  May 2024  May 2025		
<b>2.1.4</b> Create a process to consistently and clearly identify courses with low or no textbooks/materials costs and communicate that information to students; identify ways to support	Vice President, Academic Services; Academic Deans; Director of Marketing; Director of LRC	May 2022		

faculty's adoption of no or low cost textbooks/materials.				
<b>2.1.5</b> 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 are transfer-ready by 15% and students who transfer to four-year institutions by 10% from 2021-2025.

**Rationale for District Objective 2.2:** The Chancellor’s Office Vision for Success sets a statewide goal for the community college system to increase transfers to four-year institutions (UC and CSU) by 35% annually 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-ready and then assist with the transfer process to four-year institutions.

**Assessment of District Objective 2.2:** Review and compare the number of students who are transfer-ready as well as the number of students who transfer to four-year institutions from AY 2020-21 to AY 2024-25.

<i>Action for District Objective #2.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
<p><b>2.2.1</b> Develop cohorts and support groups where students learn about transfer expectations and resources, receive hands-on support navigating the transfer process, and connect with successful “transfer achievers” who are attending four-year universities.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department; Provosts, Hanford and Tulare</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>2.2.2</b> Coordinate with public and private universities to expand and develop innovative options for place-bound students to complete a bachelor’s degree and proactively inform students about these offerings.</p>	<p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; Academic Deans; Counseling Department; Superintendent/President</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>2.2.3</b> Align transfer outreach and support to Giant Pathways by providing District-wide discipline-specific guidance and workshops.</p>	<p>Vice President, Student Services; Vice President, Academic Services; Student Services Deans; Academic Deans; Provosts, Hanford and Tulare; Director of Marketing</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>2.2.4</b> Enhance engagement with K-12 partners to provide specific student groups and their families with</p>	<p>Vice President, Student Services; Director, Dual Enrollment; Student Services Deans;</p>	<p>May 2022 May 2023</p>		

information about the transfer process before they get to college.	Provosts, Hanford and Tulare; Director of Marketing	May 2024 May 2025		
<b>2.2.5</b> Research and identify obstacles to transfer, including but not limited to reaching out to local transfer institutions and contacting transfer-ready students who did not transfer.	Vice President, Student Services; Transfer Center; Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025		
<b>2.2.6</b> 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:** Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.

**Rationale for District Objective 2.3:** In 2018-19 academic year, only 8% of COS students completed transfer level Math and English courses within their first year. District’s work on improving how well and how quickly students complete their Quantitative Reasoning and English sequences within their first year helps students achieve their larger educational goals. In addition, this effort is aligned with AB 705 and the Chancellor’s Office Vision for Success.

(Cal-PASS Plus. *Student Success Metrics*.)

<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>)

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

<i>Action for District Objective #2.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
2.3.1 Shorten the developmental course sequence in English as a Second Language.	Vice President, Academic Services; Dean, Educational Support Services; ESL faculty	May 2022		
2.3.2 Increase availability and effectiveness of peer academic support resources (such as embedded tutoring/augmented instruction, Writing Center, Math Center, Language Center, general tutorial, supplemental instruction).	Vice President, Academic Services; Dean, Educational Support Services	May 2022 May 2023 May 2024 May 2025		
2.3.3 Identify and develop interventions for students with “unsuccessful attempts” in Math/Quantitative Reasoning and English (for example, early alert tools, short-term and late-start course options, summer bridge interventions for students in the lower placement bands, and	Vice President, Academic Services; Academic Deans	May 2022 May 2023 May 2024 May 2025		



noncredit courses focused on topics of specific need).				
<b>2.3.4</b> Assess the District's progress on all 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 2.4:** Increase the percentage of CTE students who achieve their employment objectives by five percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10% from 2021-2025.

**Rationale for District Objective 2.4:** State initiatives (Strong Workforce Program and 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.”

The completion of 9+ CTE units in a single year accelerates the time students graduate in their programs and gets them into the workforce sooner. This also aligns with the Vision for Success goal to “decrease the average number of units accumulated by CCC students earning associate degrees”.

**Assessment of District Objective 2.4:** Review and compare the number of students who complete 9+ CTE units from 2021-2025, as well as the percentage of SWP students who obtain a job closely related to their field of study and the percentage of SWP students who attained a living wage.

<i>Action for District Objective #2.4</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
2.4.1 Systematically embed soft skills and career-readiness into CTE curriculum by providing training for faculty based on existing successful implementation in CTE programs.	CTE Dean; Academic Deans; Provosts, Hanford and Tulare; Instructional Council; CTE Faculty	May 2022 May 2023 May 2024 May 2025		
2.4.2 Identify opportunities for local data collection (e.g., exit surveys) and align with institution-set standards in specific CTE programs, as applicable. This may include identifying possible continued educational needs for students.	Vice President, Academic Services; CTE Dean; Academic Deans; Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025		
2.4.3 Review and update CTE TOP and SAM code alignment and identify clear pathways for CTE programs, inclusive of 9+ major units in the first year.	Vice President, Academic Services; CTE Dean; Academic Deans; Instructional Council	May 2022		

<p><b>2.4.4</b> Connect students with extensive CTE mentoring and career guidance in the first year, including but not limited to CTE liaisons, career center, academic and career coordinators to support career readiness.</p>	<p>Vice President, Student Services; Student Services Deans; Counseling Department; CTE Dean; Director, Career Center</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>2.4.5</b> Develop and align resources for re-skilling and career advancement, including but not limited to noncredit Career Development and Career Preparation (CDCP) programs and courses, review of Training Resource Center offerings, and review of industry-recognized credentials in credit for prior learning.</p>	<p>Vice President, Academic Services; CTE Dean; Academic Deans</p>	<p>May 2022</p>		
<p><b>2.4.6</b> Conduct a needs assessment for CTE courses and programs using local labor market data and feedback from appropriate sources.</p>	<p>Vice President, Academic Services; CTE Dean; Academic Deans</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>2.4.7</b> Expand outreach to local businesses for internship opportunities.</p>	<p>Vice President, Academic Services; CTE Dean; Academic Deans; Director, Career Services</p>	<p>May 2022 May 2023</p>		
<p><b>2.4.8</b> Assess the District’s progress on all actions of the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>		

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

**District Objective 3.1:** Reduce equity gaps in course success rates across all departments by 40% from 2021-2025.

**Rationale for District Objective 3.1:** This would directly align with Vision for Success and COS Equity Plan: “Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years and fully closing those achievement gaps within 10 years” (*Foundation for California Community Colleges. Looking Ahead: Goals for Meeting California's Needs. <https://vision.foundationccc.org/looking-ahead>*)

**Assessment of District Objective 3.1:** Review and compare the course success rates of students from specific groups over the next four years to baseline data (four-year average course success rates from AY 2016-17 through AY 2019-20).

<i>Action for District Objective #3.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
3.1.1 Implement an equity-based question/prompt in Program Review for all reporting units; develop and implement actions to address equity issues, as applicable.	Program Review Committee; Program Review Reporting Units; Academic Deans; Student Services Deans; Administrative Deans	May 2022 May 2023 May 2024 May 2025		
3.1.2 Generate and widely disseminate detailed data/reporting on specific student groups, as applicable.	Dean of Research, Planning and Institutional Effectiveness	May 2022 May 2023 May 2024 May 2025		
3.1.3 Develop and implement a proactive, equity-focused faculty and staff support plan for classroom and learning cultures, curriculum, lesson plans and syllabi.	Vice President, Academic Services; Academic Deans; Faculty Enrichment Committee; Academic Senate; Outcomes and Assessment Committee; Dean of Human Resources	May 2022 May 2023 May 2024 May 2025		
3.1.4 Expand opportunities to collect input from specific student groups (e.g., focus groups, forums, surveys); respond to their needs.	Vice President, Student Services; Student Services Deans; Director of Student Success Program	May 2022 May 2023		

		May 2024		
		May 2025		
<b>3.1.5</b> 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:** Increase the course success rate by 10% for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English courses by the end of their first year from 2021-2025.

**Rationale for District Objective 3.2:** This will allow the District to evaluate the data and measure overall course success and assist in attaining the Vision for Success metrics. This has a focus on each disproportionately impacted group.

**Assessment of District Objective 3.2:** Review and compare transfer-level English and transfer-level quantitative reasoning course success rates for first-time students from specific groups over the next four years to the baseline data (four-year average from AY 2016-17 through AY 2019-20).

<i>Action for District Objective #3.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
3.2.1 Identify, evaluate, and engage students from specific groups on academic and/or progress probation and those who withdrew from school.	Vice President, Student Services; Student Services Deans	May 2022 May 2023 May 2024 May 2025		
3.2.2 Improve support for technology needs of specific student groups.	Vice President, Administrative Services; Dean of Technology; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025		
3.2.3 Identify and engage Early Alert students from specific groups who do not seek services.	Vice President, Student Services; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025		
3.2.4 Evaluate disaggregated data on math and English corequisite courses for specific student groups in their first year and address with innovative practices.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025		

	Dean of Research, Planning and Institutional Effectiveness			
<b>3.2.5</b> Expand support for and promote Supplemental Instruction and Augmented Instruction to maximize opportunities for success for specific student groups.	Vice President, Academic Services; Academic Deans; Student Services Deans; Director of Student Success Program; Dean of Educational Support Services	May 2022 May 2023 May 2024 May 2025		
<b>3.2.6</b> 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 4.1:** Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.

**Rationale for District Objective 4.1:** Using data to make evidence-based decisions in an open atmosphere that includes all relevant stakeholders is integral to the work of the District. The 2020 Strategic Plan Summit included feedback and recommendations from almost all constituent groups identifying a need to establish clear practices for collection, analysis, authenticity, accuracy, and utilization of data in decision making. In addition, there are ample requests for training on the aforementioned from the constituent groups. Finally, District policies and procedures necessitate transparency, yet it is not currently set as an action or assessed.

**Assessment of District Objective 4.1:** Review type, volume, and quality of efforts to increase the effective use of data and transparency in decision-making.

<i>Actions for District Objective #4.1</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
<p><b>4.1.1</b> Improve Data Governance practices, including the establishment and publication of clear definitions, responsibilities, and roles, as well as data access, data entry, methodologies, and validation/correction protocols.</p>	<p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness Management Council (all area managers)</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>4.1.2</b> Establish and publish procedures to ensure stakeholders know where to find needed data, have access to all relevant data, and ensure the data is regularly updated.</p>	<p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional Effectiveness; Management Council (all area managers)</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>4.1.3</b> Provide targeted District-wide training on the acquisition and effective use of data for decision-making.</p>	<p>Vice President, Administrative Services; Dean of Technology; Dean of Research, Planning and Institutional</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		



	Effectiveness; Program Review Committee; Outcome and Assessment Committee; Senior Management			
<b>4.1.4</b> Continue to promote an atmosphere of trust, respect, and safety in decision-making processes.	District Governance Senate; Academic Senate	May 2022 May 2023 May 2024 May 2025		
<b>4.1.5</b> 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 communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.

**Rationale for District Objective 4.2:** Feedback and recommendations from several sources, including the 2020 Strategic Plan Summit, identify a need to improve many areas of communication from the website to the interdepartmental level to support students and employees.

**Assessment of District Objective 4.2:** Review type, volume, and quality of communication practices intended to support organizational effectiveness and continuous improvement.

<i>Actions for District Objective #4.2</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year's Actions</i>
4.2.1 Inform District constituents on practices and guidelines for the District's digital footprint.	Superintendent/President; Vice President, Academic Services; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing	May 2022 May 2023 May 2024 May 2025		
4.2.2 Improve awareness campaign highlighting different departments and services.	Director of Marketing; Management Council (all area managers)	May 2022 May 2023 May 2024 May 2025		
4.2.3 Create and maintain a repository of District communications to students that can be referenced as needed by administrators, staff, and faculty.	Superintendent/President; Vice President, Student Services; Vice President, Administrative Services; Dean of Technology; Director of Marketing	May 2022		

<b>4.2.4</b> 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 4.3:** Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.

**Rationale for District Objective 4.3:** In 2020, the California Community Colleges Chancellor’s Office issued a Call to Action that calls upon system institutions “to actively strategize and take action against structural racism.” As part of that work, constituent feedback asked the District to prioritize providing inclusive and equity-focused professional development.

**Assessment of District Objective 4.3:** Review type, volume, and quality of professional development practices intended to support equity and operational effectiveness, as applicable.

<i>Action for District Objective #4.3</i>	<i>Responsible Party</i>	<i>Target Completion Date</i>	<i>Progress</i>	<i>Implications for Next Year’s Actions</i>
<p><b>4.3.1</b> Implement an equity-focused Professional Development plan for the coordination, alignment, and management of professional development activities and new employee orientation.</p>	<p>Superintendent/President; Dean, Human Resources; Management Council; Academic Senate; Faculty Enrichment Committee; Safety/Facilities Council; Professional Association of Classified Employees; Equity, Diversity, and Action Committee</p>	<p>May 2022 May 2023 May 2024 May 2025</p>		
<p><b>4.3.2</b> Assess the District’s progress of all actions on the objective.</p>	<p>Institutional Planning and Effectiveness Committee</p>	<p>Annually</p>		

## **Appendix**

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# Strategic Plan Task Force Training Materials

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## STRATEGIC PLAN TASK FORCE TRAINING Friday, September 11, 2020 - 9:00 – 11:30 am. Zoom

1. Welcome
  - a. Introductions
2. Where does a Strategic Plan fit in our Model of Integrated Planning?
  - a. Visions for Success and Chancellor’s Call to Action.
  - 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. Stretch / Break
6. Strategic Plan Timeline
7. Format of Strategic Plan Summit
  - a. Summit Date
    - 10/2 9am-12pm, Zoom
  - b. Summit Format
    - Presentation, Q & A, Survey
  - c. Available Data
  - d. Gathering Feedback
8. Breakout Session
  - a. Review Task Force area goals and current objectives.
  - b. Task Forces develop meeting dates and times.
  - c. Decision making processes for each Task Force.
  - d. Review [data resources and reference documents](#) available for each goal.
  - e. Ask for clarification.
9. Full Group Q & A
10. Closing and Final Remarks

# Power Point Presentation

**Strategic Plan Task Force Training**

September 11, 2020

RESEARCH

2021-2025  
Sequoia Community College District  
COLLEGE OF THE SEQUOIAS

**COS**

HANFORD | TULARE | VISALIA

**Mission Statement**  
Sequoia Community College District is dedicated to student learning, success, and equity by providing transfer education, basic skills, and workforce development for our diverse student population.

*Reaffirmed by the Board of Trustees on February 12, 2018 Mission Statement*

**Vision Statement**  
The entire College of the Sequoias community works in an environment of mutual respect to realize the following vision:  
COS students achieve their full educational potential. The college strives to provide an educational pathway for every student with regard to background, disability, location, culture, learning modality, and preconceived time frames.  
COS promotes an environment that creates a positive attitude among COS employees that carries over to the students and into the community.  
COS is a community leader whose contributions positively impact the lives of the population it serves.  
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.

**COS 2.0**

- GOVERNANCE AND DECISION-MAKING 2020
- INTEGRATED PLANNING 2020
- RESOURCE ALLOCATION 2020

**Participatory Governance Structure**

Board of Trustees

Superintendent/President

Academic Services, Student Services, Institutional Services, Financial Services, Information Services, Compliance Services, Community Services, Safety Services, Environmental Services, Health Services, Facilities Services, Transportation Services, Career Services, Student Support Services, Institutional Support Services, Information Support Services, Compliance Support Services, Community Support Services, Safety Support Services, Environmental Support Services, Health Support Services, Facilities Support Services, Transportation Support Services, Career Support Services, Student Support Services

**College of the Sequoias Model for Integrated Planning**

Mission, Master Plan, Strategic Plan, Annual College Report on the Master Plan, Institutional Program Review, Data Analysis, Outcome Assessments, Resource Allocation, Plan Implementation

**COS 2.0-Designed for Integration**

**Vision**

Mission, Master Plan, Strategic Plan

10-Year Plan 2015-25 District Goals (long range)

4-year plan 2021-2025 District Objectives (measurable)

Annual Review Dept./Courses SLO/SAO Planned actions

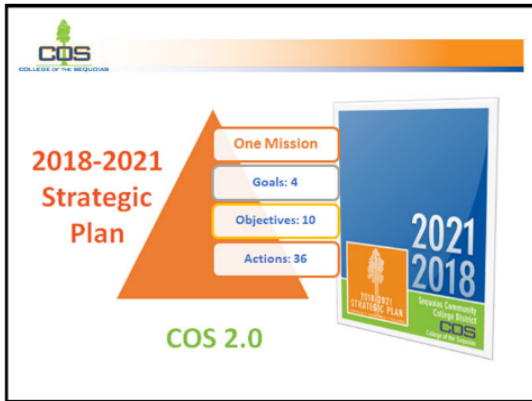
Above Base Funding Allocations

Results compiled analyzed July - August

Dialogue Days District Forums Dept. Mtgs.

Presented to COS Board September

Annual College Report on the Master Plan, Institutional Program Review, Data Analysis, Outcome Assessments, Resource Allocation, Plan Implementation

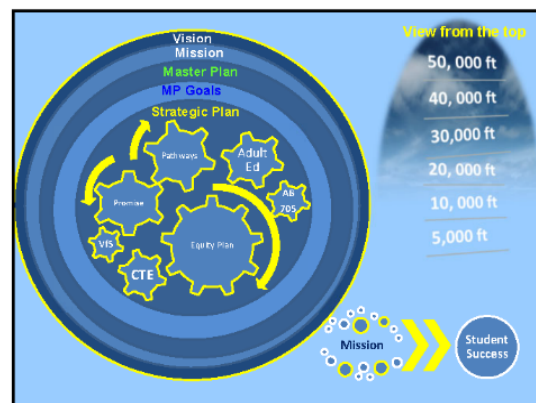


**Chancellor's Office Vision for Success**

<p><b>Increase by 2022</b></p> <ul style="list-style-type: none"> <li><b>Awards:</b> associates degrees, credentials, certificates (20%)</li> <li><b>Transfers to UC/CSU</b> (35%)</li> <li><b>CTE Employment</b> for exiting students (from 60% to 69%)</li> </ul>	<p><b>Reduce/Decrease</b></p> <ul style="list-style-type: none"> <li><b>Equity Gaps</b> for all groups (40% within 5 years; eliminate within 10 years)</li> <li><b>Regional Achievement Gaps</b> (closing regional achievement gaps in places with the lowest educational attainment within 10 years)</li> <li><b>Average Number of Units-to-Degree</b> (from 87 units to 79 units)</li> </ul>
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**California Community Colleges Call to Action**

- Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty)
- Campus leaders host open dialogue and address campus climate. (CEO's, District Leaders, Campus Police, CSSO's and their Student leaders)
- Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. (Faculty, CIO's, CSSO's, ASCCC)
- District Boards review and update your Equity plans with urgency. (Chancellor's Office, All Campus Leaders, and District Trustees)
- Shorten the time for the full implementation of the DEI Integration Plan (DEI Implementation Workgroup, Consultation Council and Chancellor's Office)
- Engage in the Vision Resource Center "Community Colleges for Change." (Everyone)







**What is the purpose of the Strategic Plan?**

- **Four 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.**

**Template from ARMP**

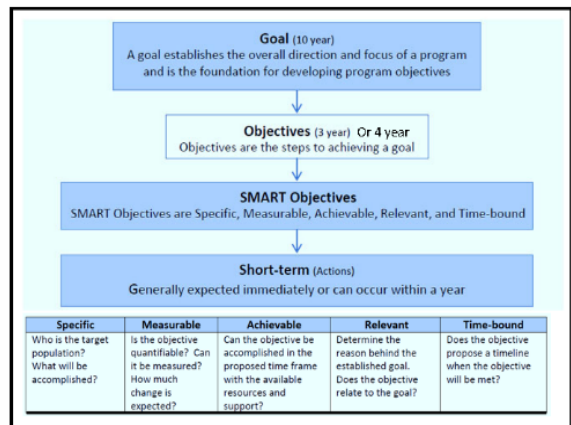
THIS IS A SAMPLE WHICH ILLUSTRATES HOW DISTRICT OBJECTIVES IN THE STRATEGIC PLAN MAY BE OUTLINED.  
 District Goal: A District Goal from the Master Plan will be listed here.  
 District Objective 1.1: The specific strategies to be implemented to work toward achievement of the District Goals. District Objectives are measurable, specific, and attainable.  
 Assessment of District Objective 1.1: Identify the specific way that this District Objective will be assessed.

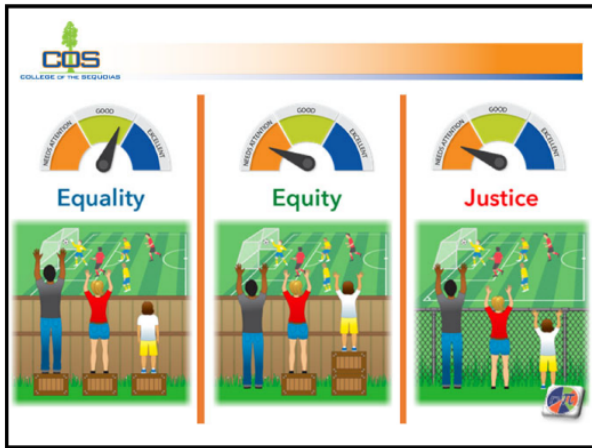
Action for District Objective 1.1	Responsible Party	Target Completion Date	Estimated Budget	Progress	Implications for Next Year's Actions
1.1.1: The information in this column identifies the specific steps to be taken to fulfill the District Objective.	The information in this column identifies the group or officer responsible to launch and oversee completion of the Action.	The information in this column sets the target date for completing this Action.	The information in this column estimates new resources that may be needed in order to complete the Action.	The information in this column will be completed as part of the development of the Annual College Report on the Master Plan and is a brief statement describing the status of the Action.	This column is completed during the development of the Annual College Report on the Master Plan when the outcome described in the previous column requires an adjustment to subsequent Actions.
1.1.2. etc.					



**SMART Objectives**

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



# Student Equity

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.

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.

# Sustainability

# Sustainability

- Improve individual skills
- Provide information, training, and mentoring
- Proper technology and systems training

- Established Standard Operating Procedures
- Mapping workflows for greatest efficiency
- Quality software and systems
- Measurement and data
- Quality assessments
- Systematically analyze actions, evaluate options, and make improvements


## Break/Group Stretch

Stretch Break with  
Dr. Jonna Schengel

**20 Minutes**


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Institutional Planning and Effectiveness Committee Reports Timeline and Processes													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN*	FEB	MAR	APR	MAY	JUN	
2015-2016									Annual Report on the Master Plan				
2016-2017	Annual Report								Annual Report on the Master Plan				
2017-2018	Annual Report								Annual Report and End of Cycle Report				
2018-2019	Writing the 2018-2021 Strategic Plan												
2019-2020	Annual Report								Annual Report on the Master Plan				
2020-2021	Annual Report								Annual Report and End of Cycle Report				
2021-2022	Writing the 2021-2025 Strategic Plan												
2022-2023	Annual Report on the Master Plan								Annual Report on the Master Plan				
2023-2024	Annual Report on the Master Plan								Annual Report and End of Cycle Report, & 10-Year Report				
2024-2025	Writing the 2025-2028 Strategic Plan												
2025-2026									2026 Annual Report on the Master Plan				




## Strategic Plan Timeline

<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 administrators; 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>




## Strategic Plan Timeline

<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>
<p>December 2017 December 2020 December 2024</p>	<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;</p> <p>Senior Management makes revisions and includes responsible parties.</p>



## Strategic Plan Timeline

<p>January 2018 January 2021 January 2025</p>	<p>The Board discusses and provides feedback on the Strategic Plan draft at its interest.</p>
<p>February 2018 February 2021 February 2025</p>	<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>
<p>March 2018 March 2021 March 2025</p>	<p>The Institutional Planning and Effectiveness Committee reviews and edits the Strategic Plan draft.</p>
<p>March/April 2018 March/April 2021 March/April 2025</p>	<p>The Institutional Planning and Effectiveness Committee forwards the draft to the District Governance Senate and Academic Senate.</p>
<p>April/May 2018 April/May 2021 April/May 2025</p>	<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>
<p>May/June 2018 May/June 2021 May/June 2025</p>	<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> <p>The final draft of the College of the Sequoias Strategic Plan is implemented beginning in the subsequent fall.</p>



COS

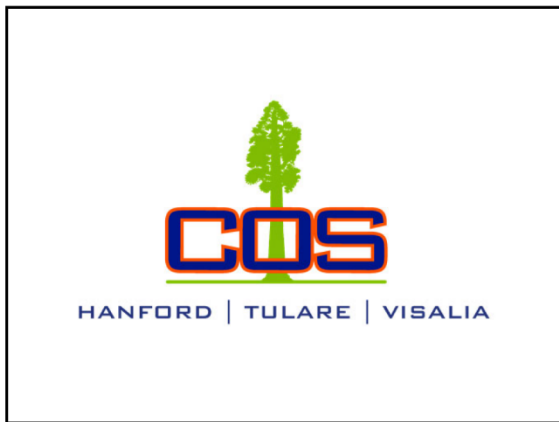
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## Next Steps

### Academic Senate Summit on Strategic Plan

- Summit Date
  - October 2, 9am-12pm, Zoom
- Summit Format
  - Presentation, Q & A, Survey
- Available Data
- Gathering Feedback



**COS** COLLEGE OF THE SEQUOIAS

## Breakout Session

- 1. Review** Task Force area goals and current objectives.
- 2. Set** meeting dates and times.
- 3. Determine** decision making processes.
- 4. Review** data sources and reference documents available for each goal.
- 5. Ask** for clarification.

**Review** data sources and reference documents available for each goal.

**COS** COLLEGE OF THE SEQUOIAS

**OneDrive**

Use the link provided in the agenda

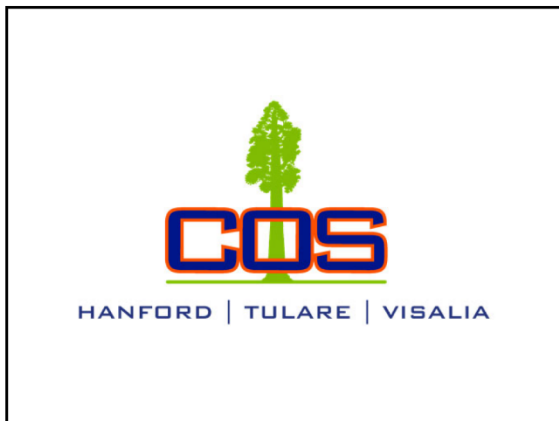
**2021-2025 Strategic Plan Task Forces: Data Sources & Referential/Evidentiary Documents**

September 2020

**RESEARCH** Business Solutions

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

**Review** data sources and reference documents available for each goal.



COLLEGE OF THE SEQUOIAS

## Full Group Q & A

Questions  
Preguntas  
Sorular

**RESEARCH** Business Solutions



 **Final Thoughts**



*Thank You!*

See you at the Summit!

# Strategic Plan Summit Materials

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## Strategic Plan Summit - Agenda October 2, 2020 - Zoom, 9am-12pm

1. Welcome
  - a. Explanation of process (What has happened so far)
  - b. Visions for Success and Chancellor's Call to Action
  - c. What have we learned from COVID-19 and how can we use that new knowledge to improve COS?
2. Strategic Plan
  - a. What is it?
  - b. SMART Objectives
3. Summit Format
4. District Goal 2 - Objectives
  - a. Objective/Actions 2.1
  - b. Objective/Actions 2.2
  - c. Objective/Actions 2.3
  - d. Objective/Actions 2.4
  - e. District Goal 2 – Progress on the Objectives
5. Goal 2 Q & A
6. Complete Goal 2 Survey / Break
7. District Goal 4 – Objectives
  - a. Objective/Actions 4.1
  - b. Objective/Actions 4.2
  - c. Objective/Actions 4.3
  - d. District Goal 4 – Progress on the Objectives
8. Goal 4 Q & A
9. Complete Goal 4 Survey / Long Break
10. District Goal 3 – Objectives
  - a. Objective/Actions 3.1
  - b. Objective/Actions 3.2
  - c. District Goal 3 – Progress on the Objectives
11. Goal 3 Q & A
12. Complete Goal 3 Survey / Break
13. District Goal 1 – Objectives
  - a. Objective/Actions 1.1
  - b. District Goal 1 – Progress on the Objective
14. Goal 1 Q & A
15. Complete Goal 1 Survey / Break
16. Next Steps, Evaluation, Prizes & Thank you

# Power Point Presentation

COLLEGE OF THE SEQUOIAS

## 2021-2025 Strategic Plan SUMMIT

GROWTH - SUCCESS - EQUITY - SUSTAINABILITY

FRIDAY, OCTOBER 2, 2020  
9 AM - 12 PM

FLEX CREDIT LINK IN CHAT

*Here we grow!*

HANFORD | TULARE | VISALIA

COLLEGE OF THE SEQUOIAS

### What has happened so far?

<p><b>August</b></p> <ul style="list-style-type: none"> <li>Strategic Plan was presented in the context of the Master Plan to the entire District at Convocation.</li> <li>Institutional Planning and Effectiveness Committee (IPEC) recruited for Task Force membership.</li> </ul>	<p><b>September</b></p> <ul style="list-style-type: none"> <li>Task Force co-chairs were identified.</li> <li>Task Force membership was finalized.</li> <li>Task Force members were trained on the semester-long process for drafting the Strategic Plan.</li> <li>Each Task Force reviewed its goal area and progress made on the objectives and actions from the previous Strategic Plan.</li> </ul>
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COLLEGE OF THE SEQUOIAS

### Chancellor's Office Vision for Success

<p><b>Increase by 2022</b></p> <ul style="list-style-type: none"> <li><b>Awards:</b> associates degrees, credentials, certificates (20%)</li> <li><b>Transfers to UC/CSU</b> (35%)</li> <li><b>CTE Employment</b> for exiting students (from 60% to 69%)</li> </ul>	<p><b>Reduce/Decrease</b></p> <ul style="list-style-type: none"> <li><b>Equity Gaps</b> for all groups (40% within 5 years; eliminate within 10 years)</li> <li><b>Regional Achievement Gaps</b> (closing regional achievement gaps in places with the lowest educational attainment within 10 years)</li> <li><b>Average Number of Units-to-Degree</b> (from 87 units to 79 units)</li> </ul>
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COLLEGE OF THE SEQUOIAS

**California Community Colleges Call to Action**

- Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty)
- Campus leaders host open dialogue and address campus climate. (CEO's, District Leaders, Campus Police, CSO's and their Student leaders)
- Campuses audit classroom climate and create an action plan to create Inclusive classrooms and anti-racism curriculum. (Faculty, CIO's, CSO's, ASCCC)
- District boards review and update year Equity plans with urgency. (Chancellor's Office, All Campus Leaders, and District Trustees)
- Shorten the time for the full implementation of the DE Integration Plan (DE Implementation Workinggroup, Consultation Council and Chancellor's Office)
- Engage in the Vision Resource Center "Community Colleges for Change". (Everyone)

COLLEGE OF THE SEQUOIAS

### What have we learned from COVID-19 and how can we use that knowledge to improve COS?


- Student technology and internet access
- Online learning
- Community workforce needs
- Mental health challenges and supports
- Community influence
- Student childcare needs



COLLEGE OF THE SEQUOIAS

### What is the purpose of the Strategic Plan?

- **Four 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.**

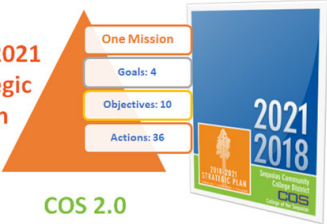


COLLEGE OF THE SEQUOIAS

**2018-2021 Strategic Plan**

COS 2.0

- One Mission
- Goals: 4
- Objectives: 10
- Actions: 36




COLLEGE OF THE SEQUOIAS

### S.M.A.R.T. Objectives

Mission → Goals → Objectives → Actions

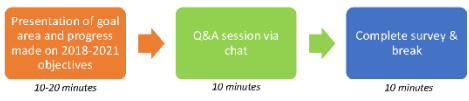
<b>Specific</b>	Who is the target population? What will be accomplished?
<b>Measurable</b>	Is the objective quantifiable? Can it be measured? How much change is expected?
<b>Achievable</b>	Can the objective be accomplished in the proposed time frame with the available resources and support?
<b>Relevant</b>	Determine the reason behind the established goal. Does the objective relate to the goal?
<b>Time-Bound</b>	Does the objective propose a timeline when the objective will be met?





COLLEGE OF THE SEQUOIAS

### Summit Format




The survey link for each goal will be posted in the chat when each presentation begins.

You have from the time the presentation begins until the end of the break period to submit your survey for each goal (30-40 minutes).



COLLEGE OF THE SEQUOIAS



## Goal 2 Student Success

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

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### 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.

Actions:

- 2.1.1 - Complete implementation of DegreeWorks District-wide.
- 2.1.2 - Identify and categorize areas of study (meta-majors).
- 2.1.3 - Automate the application process for degrees and certificates.
- 2.1.4 - Implement best practices for increased CTE completion and success (e.g. Tutoring, contextualized math and English, counseling).

COLLEGE OF THE SEQUOIAS

### Progress on 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.

- One of the actions for this objective has been completed (2.1.3) and three are ongoing, meaning the responsibility for continued work on that objective is assigned to a specific department and institutionalized.
- Recommendation: Keep this objective with possible revisions
  - e.g. dividing CTE and non CTE degrees and certificates, addressing "rate of completion", shortening the numbers of units and semesters until graduation, etc.

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### Objective 2.2

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

Actions:

- 2.2.1 - Contact students who become transfer-prepared and provide support to complete transfer.

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### Progress on Objective 2.2

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

- The action for this objective has been marked as ongoing.
- Recommendation: Keep this objective and revise the language to reflect our current four-year cycle.
  - Some ideas that were mentioned were to consider volume of successful students opposed to a rate and keep in mind external factors (COVID-19, CSU constraints, etc.)

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### 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.

Actions:

- 2.3.1 - Implement multiple measures to maximize student placement into transfer-level English and math.
- 2.3.2 - Shorten the developmental course sequence in English so that students can complete transfer-level English within one year.
- 2.3.3 - Shorten the developmental course sequence in math so that students can complete transfer level math within one year.

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### 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.

Actions (continued):

- 2.3.4 - Shorten the developmental course sequence in ESL so that students can complete transfer-level English within three years.
- 2.3.5 - Train faculty in accelerated instruction.
- 2.3.6 - Integrate and align peer academic support programs (embedded tutoring, Writing Center tutors, math tutors, supplemental and augmented instruction).

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### Progress on 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.

- Four actions for this objective here been completed (2.3.1, 2, 3, and 6), one is ongoing (2.3.5), and one was included in 2020-2021 actions (2.3.4).
- Recommendation: Keep with small revisions
  - Possibly set a new target with more moderate measurements and also possibly include equity measures that would not conflict with Goal #3 objectives.

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### 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)..

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.


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### Progress on 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).

- One of the actions on this objective was completed (2.4.1) and one is ongoing (2.4.2).
- Recommendation: Keep it
  - In order to avoid relying on external data that frequently change without warning, one possible action could be providing better metrics.

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## Goal 2 Q&A Session

Please type your questions in the chat and the presenters will answer them aloud.

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## Break Time

Please take a moment to complete and submit your Goal 2 survey if you have not yet done so. We will resume after 10 minutes.

FLEX sign-in link is in the chat.

COLLEGE OF THE SEQUOIAS

### Summit Format



The survey link for each goal will be posted in the chat when each presentation begins.


You have from the time the presentation begins until the end of the break period to submit your survey for each goal (30-40 minutes).



COLLEGE OF THE SEQUOIAS

## Goal 4 Sustainability

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.



COLLEGE OF THE SEQUOIAS

### Objective 4.1

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

- 4.1.1 - Increase the effective use of data in unit program reviews.
- 4.1.2 - Assess the District's progress of all actions on the objective.

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### Progress on Objective 4.1

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

- 4.1.1 Progress – This action has been included in the 2020-2021 actions.
  - Units have continuing access to many sources for data including: Chancellor's Office Data Mart, COS Giant Fact Book and Tableau which includes a lot of disaggregated data which allows users to view the information with attention on disproportionately impacted groups to improve equity. Using data is stressed in Program Review training, O&A trainings and open office hours, and senior management training activities such as 'Data Time' at Management Council.
- Recommendation: Keep the objective!

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### Objective 4.2

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

- 4.2.1 - Implement an awareness campaign highlighting different departments and services.
- 4.2.2 - Ensure that the District website content is current and relevant.

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### Progress on Objective 4.2

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

- 4.2.1 Progress – This action has been included in the 2020-2021 actions.
  - Departments, programs or student services are now more frequently requesting for their areas to be featured on social media, COSeNews, and Press Releases. Social Media feeds to the home page of the COS website.
- 4.2.2 Progress – This action is listed as ongoing.
  - Since the launch of new website in Spring 2019, continuous webpage audits have occurred to assure content is up to date and relevant. Feedback will be provided each semester by the responsible parties related to respective area webpages.
- Recommendation: Keep the objective with some revisions to Action 4.2.1.

COLLEGE OF THE SEQUOIAS

### Objective 4.3

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

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

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### Progress on Objective 4.3

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

- 4.3.1 Progress – This action was included in the 2020-2021 actions.
  - There is not yet a District professional development plan in place, however, an IC work group has created a new faculty onboarding resource shell in Canvas.
- Recommendation – Keep the objective!
  - This action should be continued to implementation.

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## Goal 4

### Q&A Session

Please type your questions in the chat and the presenters will answer them aloud.



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## Break Time

Please take a moment to complete and submit your Goal 4 survey if you have not yet done so. We will resume after 20 minutes.

FLEX sign-in link is in the chat.



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**ASSET**

College of the Sequoias is a community college serving the Hanford, Tulare, and Visalia areas. The college is committed to providing a high-quality education and workforce development opportunities for all students.

**INSET FLAG**

College of the Sequoias is a community college serving the Hanford, Tulare, and Visalia areas. The college is committed to providing a high-quality education and workforce development opportunities for all students.

**BLANCK FLAG**

College of the Sequoias is a community college serving the Hanford, Tulare, and Visalia areas. The college is committed to providing a high-quality education and workforce development opportunities for all students.

## Goal 3 Student Equity

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.

COLLEGE OF THE SEQUOIAS

## 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.

**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.

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## Progress on 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.

- Action 3.1.1 was included in the 2020-2021 actions and Action 3.1.2 was listed as ongoing.
  - AB 705 played a major role in the placement rates into transfer-level English and Math. In compliance with AB 705, English increased by 40 percentage points and Math increased by 35 percentage points.
    - These increases are exclusive to English and Math without support.
      - English
        - District average 41% - 81% (+40%)
        - African American, 35% - 88% (+53%)
        - Hispanic, 36% - 79% (+43%)
        - White, 56% - 89% (+33%)
      - Math
        - District average 16% - 51% (+35%)
        - African American, 10% - 42% (+32%)
        - Hispanic, 13% - 48% (+35%)
        - White, 22% - 63% (+41%)
- Recommendation: Remove 3.1 (AB 705)

COLLEGE OF THE SEQUOIAS

## Progress on 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.

	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	Transfer	Number	Transfer	Number	Transfer	Number	Transfer	Number
District Total	47%	875	51%	945	54%	1,045	57%	1,145
African American	35%	105	38%	115	42%	125	45%	135
Asian	27%	85	28%	85	30%	95	32%	105
Hispanic	36%	405	38%	415	40%	445	42%	485
Multi-Race/Ethnicity	48%	145	50%	155	52%	165	54%	175
Native Hawaiian	45%	15	46%	15	47%	15	48%	15
Pacific Islander	45%	15	46%	15	47%	15	48%	15
White	56%	375	57%	375	58%	375	59%	375

(Source: COS Success Center (Data Warehouse))

(Data Note: Link-up listed count of first-time students enrolled at campus who placed into transfer-level math/English without support.



**COLLEGE OF THE SEQUOIAS**

## Goal 1 Growth

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

**COLLEGE OF THE SEQUOIAS**

## Objective 1.1

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

**Actions**

- 1.1.1 - Implement best practices for student full-time enrollment, graduation, or transfer in two-year.
- 1.1.2 - Develop a plan to reduce attrition rates from application to enrollment.
- 1.1.3 - Implement student centered schedule planning to maximize full-time enrollment. (Student Education Plan data, previous semester classes, placement data, etc.).
- 1.1.4 - Increase opportunities to maximize concurrent and dual enrollment.
- 1.1.5 - Assess the District's progress of all actions on the objective.

**How are FTES (Full-Time Equivalent Students) calculated?** WCC - Weekly Student Contact Hour  
 Example: A 3 unit class with 30 students would be 3 FTES.  $(30 \times 3 \times 17.5 \text{ hrs/unit}) \div 525 \text{ WSCW} = 3 \text{ FTES}$

**COLLEGE OF THE SEQUOIAS**

## Progress on Objective 1.1

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

- Action 1.1.1 is ongoing, Action 1.1.2 is completed, and Actions 1.1.3 and 1.1.4 were included in the 2020-2021 actions.
  - The District experienced a 2.7% growth in FTES from 2018-19 (10,380) to 2019-20 (10,655). Over the past six years, the District's FTES has increased 19%.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Annual FTES	8,957	9,526	9,846	10,237	10,380	10,655
Yr-to-Yr Change		6.4%	3.4%	4.0%	1.4%	2.7%

- What are we doing different?
  - Improving communication/outreach with feeder high school students.
  - Encouraging students to take 12+ units per semester.
  - Increasing awareness of educational support services (SSP, Tutoring, Financial Aid, EOPS, Degree Works, T&CC).
  - Improving course scheduling through Guided Pathways and Meta Majors.
  - Increasing opportunities to maximize concurrent and dual enrollment.

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## Considerations for Objective 1.1

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

**Projections, Uncertainties, Limitations, etc.**

- Population growth, demographics, etc.
  - Control growth through course offerings
- Workforce demands (current and projected) - Do COS programs align?
- AB 705
- Guided Pathways
- K12 Strong Work Force
- College & Career Indicators
- State funding
  - Annual funding allocations are based on enrollment projections (FTES)
- COVID-19 impact
- Physical capacity of District facilities
  - Evaluate course offerings prioritizing courses needed for transfer/certificates.
  - Compare enrollment rates to room assignments by department
- Are hybrid/online classes the future?
  - State funding formula would need to be revised to support this model.

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## Data for Objective 1.1

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

**Projected Population Growth & Demographics** Source: COS Quick Fact Book

Race/Ethnicity	2018 Estimate			2020 Projection			2025 Projection			Difference
	Count	Percent	Change	Count	Percent	Change	Count	Percent	Change	
<b>TULARE COUNTY</b>	<b>860,477</b>	<b>100%</b>	<b>104,166</b>	<b>964,643</b>	<b>100%</b>	<b>104,166</b>	<b>1,018,809</b>	<b>100%</b>	<b>154,166</b>	<b>14%</b>
Total	860,477	100%	104,166	964,643	100%	104,166	1,018,809	100%	154,166	14%
White	133,627	15.5%	141,000	14.0%	155,150	15.7%	170,500	16.1%	36,873	4.4%
Black, not Hispanic or Latino	5,970	0.7%	6,710	0.7%	7,207	0.7%	7,794	0.8%	1,824	0.3%
American Indian, not Hispanic or Latino	2,769	0.3%	3,261	0.3%	3,304	0.3%	3,304	0.3%	0%	0%
Asian, not Hispanic or Latino	14,800	1.7%	15,662	1.6%	15,950	1.6%	15,950	1.6%	0%	0%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	184	0.02%	403	0.04%	383	0.04%	383	0.04%	0%	0%
Multi & Unchecked Race, not Hispanic or Latino	7,888	0.9%	8,777	0.9%	8,835	0.9%	8,835	0.9%	0%	0%
Hispanic or Latino	295,149	34.3%	331,283	34.3%	350,759	35.7%	377,165	37.1%	81,916	9.4%
<b>KINGS COUNTY</b>	<b>119,075</b>	<b>100%</b>	<b>144,484</b>	<b>100%</b>	<b>171,344</b>	<b>100%</b>	<b>191,344</b>	<b>100%</b>	<b>72,269</b>	<b>61%</b>
Total	119,075	100%	144,484	100%	171,344	100%	191,344	100%	72,269	61%
White	61,504	51.6%	61,504	42.6%	61,504	35.6%	61,504	32.1%	-40,000	-65%
Black, not Hispanic or Latino	6,794	5.7%	6,794	4.7%	6,794	4.0%	6,794	3.5%	-11,000	-16%
American Indian, not Hispanic or Latino	1,227	1.0%	1,227	0.8%	1,227	0.7%	1,227	0.6%	-1,000	-8%
Asian, not Hispanic or Latino	1,717	1.4%	1,717	1.2%	1,717	1.0%	1,717	0.9%	-5,000	-29%
Native Hawaiian and other Pacific Islander, not Hispanic or Latino	184	0.15%	184	0.13%	184	0.11%	184	0.1%	-1,000	-5%
Multi & Unchecked Race, not Hispanic or Latino	3,800	3.2%	3,800	2.6%	3,800	2.2%	3,800	2.0%	-1,000	-26%
Hispanic or Latino	57,571	48.4%	82,980	57.6%	109,840	63.5%	129,840	67.4%	72,269	126%

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## Data for Objective 1.1

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

Projected Workforce Demands

Source: COS Client Feed Back

TULARE COUNTY 2012-2022 Comparison of Growing Occupations by Entry Level Education			
Entry Level Education	2012-2022 Comparison of Growing Occupations by Entry Level Education	Growth and Jobs	Supporting New Jobs and Replacement Needs
High School Graduate	General and Operations Managers	22.7% or 50 jobs	General and Operations Managers
High School Graduate	General and Operations Managers	23.2% or 52 jobs	General and Operations Managers
High School Graduate	Administrative Services Managers	26.7% or 59 jobs	Administrative Services Managers
High School Graduate	Kindergarten Teachers, Except Special Education	23.0% or 50 jobs	Kindergarten Teachers, Except Special Education
High School Graduate	Registered Nurses	23.5% or 51 jobs	Registered Nurses
Associate's Degree	Preschool Teachers, Except Special Education	22.2% or 49 jobs	Preschool Teachers, Except Special Education
Associate's Degree	Telecommunications Equipment Installers, and Repairers, Except Line Installers	22.4% or 49 jobs	Telecommunications Equipment Installers, and Repairers, Except Line Installers
Associate's Degree	Heavy and Tractor-Trailer Truck Drivers	24.2% or 53 jobs	Heavy and Tractor-Trailer Truck Drivers
Associate's Degree	Marketing Associates	22.8% or 50 jobs	Marketing Associates
Associate's Degree	Medical Assistants	22.8% or 50 jobs	Medical Assistants
Associate's Degree	Dental Assistants	21.4% or 47 jobs	Dental Assistants
Some College, No Degree	Computer User Support Specialists	22.0% or 48 jobs	Computer User Support Specialists
Some College, No Degree	Teacher Assistants	11.7% or 26 jobs	Teacher Assistants
Some College, No Degree	Bookkeeping, Accounting, and Auditing Clerks	24.5% or 54 jobs	Bookkeeping, Accounting, and Auditing Clerks
Some College, No Degree	Computer User Support Specialists	24.5% or 54 jobs	Computer User Support Specialists

**COLLEGE OF THE SEQUOIAS**

## Data for Objective 1.1

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

Projected Workforce Demands

Source: COS Client Feed Back

KINGS COUNTY 2012-2022 Comparison of Growing Occupations by Entry Level Education			
Entry Level Education	2012-2022 Comparison of Growing Occupations by Entry Level Education	Growth and Jobs	Supporting New Jobs and Replacement Needs
High School Graduate	Production, Office and Commercial Trainer & Specialists	30.4% or 70 jobs	Production, Office and Commercial Trainer & Specialists
High School Graduate	Adult Basic and Secondary Education and Literacy Teachers and Instructors	30.0% or 68 jobs	Adult Basic and Secondary Education and Literacy Teachers and Instructors
High School Graduate	Accountants and Auditors	27.9% or 62 jobs	Accountants and Auditors
High School Graduate	Registered Nurses	25.9% or 58 jobs	Registered Nurses
High School Graduate	Medical Health and Substance Abuse Social Workers	25.0% or 56 jobs	Medical Health and Substance Abuse Social Workers
Associate's Degree	Preschool Teachers, Except Special Education	28.0% or 63 jobs	Preschool Teachers, Except Special Education
Associate's Degree	Agricultural and Food Science Technicians	22.8% or 51 jobs	Agricultural and Food Science Technicians
Associate's Degree	Psychiatric Technicians	24.4% or 55 jobs	Psychiatric Technicians
Associate's Degree	License Practical and License Vocational Nurses	25.4% or 57 jobs	License Practical and License Vocational Nurses
Associate's Degree	Non-degree Award	18.0% or 40 jobs	Non-degree Award
Associate's Degree	Heavy and Tractor-Trailer Truck Drivers	24.9% or 56 jobs	Heavy and Tractor-Trailer Truck Drivers
Associate's Degree	Dental Assistants	22.0% or 49 jobs	Dental Assistants
Some College, No Degree	Teacher Assistants	11.7% or 26 jobs	Teacher Assistants
Some College, No Degree	Bookkeeping, Accounting, and Auditing Clerks	24.5% or 54 jobs	Bookkeeping, Accounting, and Auditing Clerks
Some College, No Degree	Computer User Support Specialists	24.5% or 54 jobs	Computer User Support Specialists

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## Recommendation for Objective 1.1

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

**Recommendation:** Keep the objective with revisions.

- Adjust the language of the Objective to reference an "average" increase of 1.75% over the three-year term.
- Separate actions by campus
- Separate actions by demographics, specifically "traditional" vs. non-traditional students
- Separate goals for CTE vs. non-CTE
- Full-time vs. part-time attendance – *A primary focus on FT attendance fails to acknowledge that so many of our students simply can't attend FT due to jobs, family responsibilities, etc.*

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## Goal 1

# Q&A Session

Please type your questions in the chat and the presenters will answer them aloud.




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## Break Time

Please take a moment to complete and submit your Goal 1 survey if you have not yet done so. We will resume after 10 minutes.

FLEX sign-in link is in the chat.



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### What happens next?

Your feedback will be used by the task forces to draft the 2021-2025 Strategic Plan objectives and actions over the next couple of months.

In the Spring semester, Institutional Planning and Effectiveness Committee will consult with Senior Management, the Board of Trustees, Institutional Program Review Committee, Deans Council, Budget Committee and the Academic Senate Executive Board to finalize the Strategic Plan draft before it is sent for final approval through District Governance Senate.

The final version will be presented to the Board of Trustees in May/June of 2021 and take effect in July 2021.

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**Please take a moment to complete the Summit Evaluation**  
(link in chat)

FLEX sign-in link is in the chat.

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## Time for Prizes!

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**Thank you for your attendance and feedback!**

Evaluation and FLEX sign-in links are in the chat.



# Strategic Plan Joint Meeting Materials

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## ***Strategic Plan Joint Meeting***

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### **AGENDA – Friday, February 5, 2021 Zoom 10:10 am – 12:00 pm**

- |      |  |                |
|------|--|----------------|
| I.   | Welcome and Introductions                            | 10:10–10:15 am |
| II.  | Strategic Plan Timeline, Process, and Purpose        | 10:15-10:25 am |
| III. | Review 2021-2025 Strategic Plan Draft                | 10:25-10:45 am |
|      | a. Review of District Goal #1                        |                |
|      | b. Review of District Goal #2                        |                |
|      | c. Review of District Goal #3                        |                |
|      | d. Review of District Goal #4                        |                |
| IV.  | Q & A Session  | 10:45-11:15 am |
| V.   | Work Time (Providing Feedback via Survey Instrument) | 11:15-12:00 pm |

# PowerPoint Presentation

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## 2021-2025 Strategic Plan

Joint Meeting – February 5, 2021

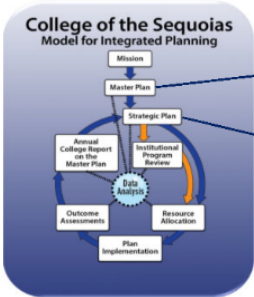
Juan Arzola  
Academic Senate Vice President & IPEC Co-Chair

Dall Dzubir, Ph.D.  
Dean, Research, Planning, & Institutional Effectiveness & IPEC Co-Chair



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### COS 2.0-Designed for Integration



**10-Year Plan 2015-25**  
District Goals (long range)

**4-year plan 2021-2025**  
District Objectives (measurable)

Month/Year	Task/Action	Responsible Party/Committee
January 2018	The Board discusses and provides feedback on the Strategic Plan draft at its retreat.	Board
February 2018	Institutional Planning and Effectiveness Committee, Institutional Program Review Committee, Senior Management, District 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.	IP&E Committee, IP&E Review Committee, Senior Management, District Council, Budget Committee, Academic Senate Executive Board
October 2017 - October 2020	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.	Task Forces
November 2017 - November 2020	Each task-force discusses feedback from the Institutional Planning and Effectiveness Committee and Senior Management and revises objectives; Develops actions for the revised District Objectives; and 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.	Task Forces, IP&E Committee, Senior Management
December 2017 - December 2020	The Institutional Planning and Effectiveness Committee combines the components completed by the task-forces into a draft and revises; Develops assessments for the objectives; Forwards the revised draft to Senior Management for input; Senior Management makes revisions and includes responsible parties.	IP&E Committee, Senior Management
March 2018 - March 2021	The Institutional Planning and Effectiveness Committee reviews and edits the Strategic Plan draft.	IP&E Committee
March/April 2018 - March/April 2021	The Institutional Planning and Effectiveness Committee forwards the draft to the District Governance Senate and Academic Senate.	IP&E Committee, District Governance Senate, Academic Senate
April/May 2018 - April/May 2021	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.	District Governance Senate
May/June 2018 - May/June 2021	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. 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. The final draft of the College of the Sequoias Strategic Plan is implemented beginning in the subsequent fall.	Superintendent/President, Board of Trustees, District Governance Senate

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**COS 2.0**

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## Next >>>>

The **End-of-Cycle Report** assesses the progress made toward achieving the goals and objectives of the **2018-2021 Strategic Plan**




**COS 2.0**

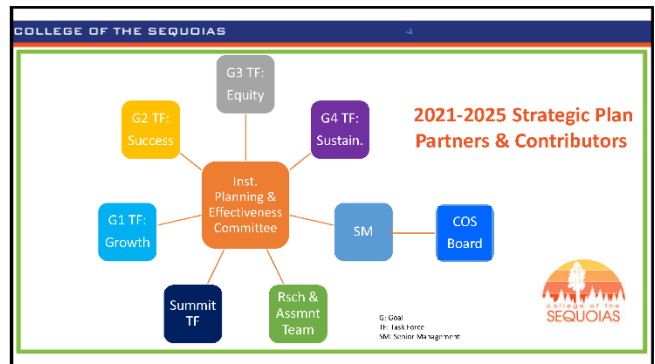
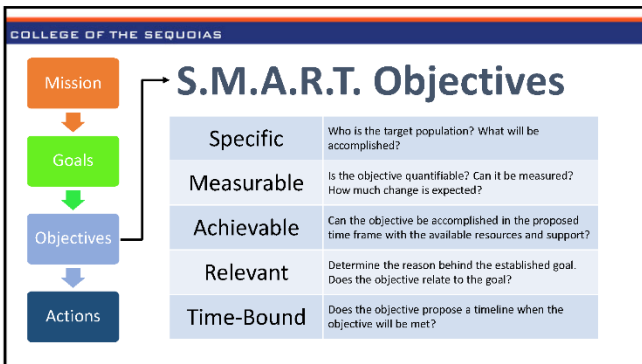
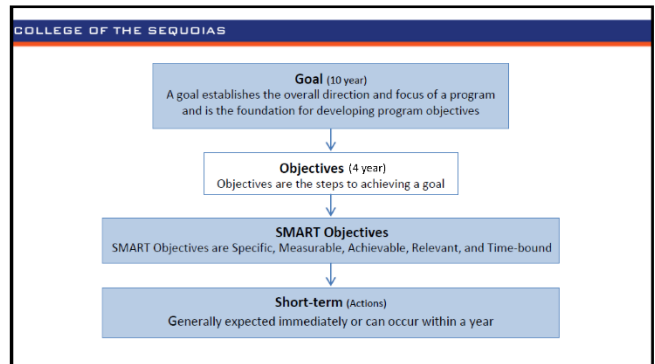
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### What is the Strategic Plan?

Four 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.





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**District Goal: A District Goal from the Master Plan will be listed here.**

District Objective 1.1  
The specific strategies to be implemented to work toward achievement of the District Goals. District Objectives are measurable, specific, and attainable.

Rationale for District Objective 1.1:

Assessment of District Objective 1.1:  
Identify the specific way that this District Objective will be assessed.

Action for District Objective 1.1	Responsible Party	Target Completion Date	Progress	Implications for Next Year's Actions
1.1.1. The information in this column identifies the specific steps to be taken to fulfill the District Objective.	The information in this column identifies the group or office responsible to launch and oversee completion of the Action.	The information in this column sets the target date for completing this Action.	The information in this column will be completed as part of the development of the Annual College Report on the Master Plan and is a brief statement describing the status of the Action.	This column is completed during the development of the Annual College Report on the Master Plan when the outcome described in the previous column requires an adjustment to subsequent Actions.

COLLEGE OF THE SEQUOIAS

**Context >>>>**

**Chancellor's Office Vision for Success**

<p><b>Increase by 2022</b></p> <ul style="list-style-type: none"> <li><b>Awards:</b> associates degrees, credentials, certificates (20%)</li> <li><b>Transfers to UC/CSU</b> (35%)</li> <li><b>CTE Employment</b> for exiting students (from 60% to 69%)</li> </ul>	<p><b>Reduce/Decrease</b></p> <ul style="list-style-type: none"> <li><b>Equity Gaps</b> for all groups (40% within 5 years; eliminate within 10 years)</li> <li><b>Regional Achievement Gaps</b> (closing regional achievement gaps in places with the lowest educational attainment within 10 years)</li> <li><b>Average Number of Units-to-Degree</b> (from 87 units to 79 units)</li> </ul>
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COLLEGE OF THE SEQUOIAS **Context >>>>**

**California Community Colleges Call to Action**

1. Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty).
2. Campus leaders host open dialogue and address campus climate. (CEO's, District Leaders, Campus Police, CSSO's and their Student leaders)
3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. (Faculty, CIO's, CSSO's, ASCCC)
4. District Boards review and update your Equity plans with urgency. (Chancellor's Office, All Campus Leaders, and District Trustees)
5. Shorten the time for the full implementation of the DEI Integration Plan (DEI Implementation Workgroup, Consultation Council and Chancellor's Office)
6. Engage in the Vision Resource Center "Community Colleges for Change." (Everyone)

**2020**

COLLEGE OF THE SEQUOIAS

## Goal Area 1: Growth

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

COLLEGE OF THE SEQUOIAS

## Goal Area 1: Growth

**Objective 1.1:** The District will increase FTES 2 percent from 2021 to 2025.

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## Goal Area 2: Success

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

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## Goal Area 2: Success

- **Objective 2.1:** Increase the number of students who earn an associate degree or certificate (CTE and non-CTE) by 5 percent from 2021-2025.
- **Objective 2.2:** Increase the number of students who are transfer-ready by 15 percent and students who transfer to four-year institutions by 10 percent from 2021-2025.
- **Objective 2.3:** Increase the percentage of students who complete both transfer-level Quantitative Reasoning and English by 10 percentage points by the end of their first year from 2021-2025.
- **Objective 2.4:** Increase the percentage of CTE students who achieve their employment objectives by 5 percentage points (job closely related to field of study and attainment of a livable wage) and the number of CTE students who successfully complete 9+ CTE units in a single year by 10 percent from 2021-2025.

COLLEGE OF THE SEQUOIAS

## Goal Area 3: 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.

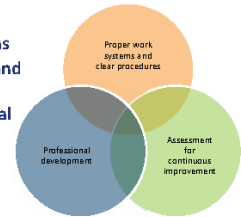
### Goal Area 3: Equity

- **Objective 3.1:** Reduce equity gaps in course success rates across all departments by 40 percent from 2021-2025.
- **Objective 3.2:** Increase the course success rate by 10 percent for each disproportionately impacted student group in their transfer level Quantitative Reasoning and English by the end of their first year from 2021-2025.



### Goal Area 4: 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.



### Goal Area 4: Sustainability

- **Objective 4.1:** Increase the effective use of data and transparency in decision-making at all institutional levels from 2021-2025.
- **Objective 4.2:** Improve communication practices needed to support organizational effectiveness and continuous improvement across all District units and constituents from 2021-2025.
- **Objective 4.3:** Improve professional development practices District-wide for all District employees to support equity and operational effectiveness from 2021-2025.



Thank you!

Q & A Time

Please type your questions into the chat box.

Thank you for your questions and attention.



Now, your input is needed!



You should have just received, or will receive shortly, an email with the web link to a survey instrument that will be used to capture your thoughts on each of the Actions listed in this draft of the 2021-2025 Strategic Plan.

Please use the remaining meeting time to complete this survey. Your timely feedback is greatly needed and appreciated.

# College of the Sequoias Strategic Plan 2021-2025

## Timeline and Process

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<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>