In the Spirit of Student Success

TULARE CENTER

COS

2010-2015 Strategic Plan

In Fall 2009, the Institutional Planning Committee (IPC) was charged to develop a five year Strategic Plan for the College of the Sequoias. With the desire to make this a participatory process we (the IPC) received input and feedback from faculty, staff, students, and four of the communities we serve: Corcoran, Hanford, Tulare, and Visalia.

We started with six areas of focus that were established as Institutional Goals for 2006-2009. In December 2009, we assembled about 40 COS employees to refine and define those six areas of focus to be: Student Access, Students' Success in Completing their Education, Students' Mastery of Basic Skills, Effective and Efficient College Practices, Students as Citizens of a Global Community, and Economic Growth for Tulare and Kings Counties. These six formed the foundation of our Strategic Plan.

In January 2010, College of the Sequoias' Spring Convocation was focused on faculty and staff input to develop objectives and measureable outcomes for the six areas of focus. Over the course of the next five months, the plan was augmented, changed, and enhanced based on input from college groups, units, and programs, as well as community and student forums held during February through early April, 2010.

One of our driving tenets for the Strategic Plan is that it be a dynamic foundation for how the college will establish goals down to the program level for the next five years. In doing so, the Strategic Plan is a framework for the tactical plan which establishes how we will make the Strategic Plan operational. The tactical plan will identify different committees, work areas, initiatives, and grants across the campus that will be responsible for developing action plans within the scope of their work to accomplish our strategic plan's measureable outcomes. Work on the tactical plan began with the Administrators' Retreat in early June 2010.

Additionally, as a dynamic document, the Strategic Plan will be reviewed annually by all college participatory groups, students, and our communities to maintain currency and effectiveness, with the understanding that the plan may be modified by the Institutional Planning Committee based on input of participatory groups and approved by the College Council as needed.

Because our focus is on student success, there are overlapping themes that are addressed in more than one of the six areas of focus, which the tactical plan will address. An interesting note, which hopefully indicates that as a campus we are united in thought, is that many of the goals, objectives and outcomes developed in the strategic planning process were parallel to those developed separately through our "Achieving The Dream" process. We have incorporated the "Achieving the Dream" inquiries and discoveries into the strategic plan.

The final component will be to align the Strategic Plan's objectives and outcomes to the Accrediting Commission for Community and Junior Colleges' Accreditation Standards. This alignment will help facilitate our accreditation self study and visit over the next two years.

The IPC has greatly appreciated the involvement from our entire college community for assistance, input, and feedback, allowing us to come into classrooms for access to students, as we've tried to make this a fully participatory endeavor, and we hope you will continue your participation in the spirit of student success.

A sincere thank you from your Institutional Planning Committee:
Jeff Basham and Duncan Graham (Co-chairs), Tim Garner, Lisa Loewen, Lori Luna, Deborah Nolan, Bridgette Salacup, Michael Samaniego, Frank Tebeau, Jane Thomas, Marvin Turk, and Jan Woodall.

Jeffrey Basham, Co-Chair   Duncan Graham, Co-chair

Executive Summary for Strategic Plan

Following is a list of our six areas of focus for the 2010-2015 Strategic Plan followed by their goals established through the planning process.

I. Student Access
Goals:
- Enhance institutional access through technology.
- Provide and expand excellent customer service to students, reflecting sensitivity and understanding of various cultures.
- Improve access to district facilities.

II. Students' Success in Completing Their Education
Goals:
- Create a culture of achievement.
- Expand avenues and opportunities for students to achieve their educational goals.
- Improve alignment between certificate/degree requirements and job/transfer opportunities.

III. Students' Mastery of Basic Skills
Goals:
- Allocate resources (human, fiscal, and physical) to ensure that COS offers sufficient basic skills classes and labs to meet student demand.
- Increase accurate placement for incoming students into English, Math, and ESL by improving student preparation and assessment.
- Ensure that students who place into a Basic Skills level class successfully complete the highest level Math and English courses established by their SEP.

IV. Efficient and Effective College Practices
Goals:
- Maintain comprehensive, transparent, and accountable college operations at COS.
- Become a "green" campus as a model for improving air quality and conserving and managing natural resources.
- Improve the use of campus technology.
- Become recognized as a college where teaching and learning practices are focused on student success.

V. Students as Citizens of a Global Community
Goals:
- Increase student knowledge and awareness of the world and its cultures.
- Increase understanding of human diversity in all its forms.
- Increase student involvement with the local community.
- Encourage healthy behavior in students and the whole COS community.

VI. Economic Growth of Tulare and Kings Counties
Goals:
- Ensure that students who complete programs, certificates, and majors at COS are employed or go on to higher learning.
- Create a culture of innovation and support for new enterprise among the COS community.
- Upgrade skill sets of COS graduates and the workforce to better serve local/regional employers.

Mission Statement

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

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

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

Therefore, our mission focuses on preparing students for productive work, lifelong learning, and community involvement.

Vision Statement

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

1. COS students achieve their full educational potential. The College provides an educational pathway for every student without regard to background, disability, location, culture, learning modality, and preconceived time frames.

2. COS has an environment that creates a positive attitude among COS employees that carries over to the students and into the community.

3. COS is a community leader whose contributions positively impact the lives of the population it serves.

4. Educational programs at COS are aligned to meet the rapidly emerging economic and workforce development needs of the community through partnerships with business, government, industry and labor.

I. Student Access

Definition:
Good student access means that students can easily apply and register for classes and receive respectful, friendly, and timely support, from their first contact with COS through completion of their educational program, and all district facilities are easily accessible.

Goal IA. Enhance institutional access through technology.

Objectives	Measurable Outcomes
1. Keep the website updated with current information for each semester.	Information on the COS website will be kept current and updated within 30 days of changes made by any area of the college based on a monitoring report submitted semiannually by the website manager.
2. Increase basic computer access for all students.	The biannual student survey of campus climate will show that basic computer access is available for all students in labs on district facilities.
3. Provide adequate and effective online tutoring.	Online tutoring will be sufficient to meet student demand, and its effectiveness will be shown through biannual campus climate survey of students and through improved measurable student success.
4. Provide online processes and procedures in more than one language.	Through a consensus process, the college will identify online information and processes that will be translated into other languages used by an appropriately chosen percentage of potential students.
5. Reduce delays in student access to the network.	Changes will be made to reduce future occurrences, and these corrective actions will be reported to the College Council.
6. Provide access to instructional material, especially for students with disabilities.	DRC will assess access to instructional materials and recommend needed changes to College Council to ensure that instructional materials are accessible for all students including those with disabilities.
7. Improve and integrate technology (Banner, Blackboard, Email, debit card, and modern media access). 8. Create an integrated technology system that allows immediate access to application and registration processes, with a single log-in identification for accessing all technological services.	The Technology Committee will prepare an annual report to College Council summarizing the current status of technology integration and recommending needed changes.

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

Objectives	Measurable Outcomes
1. Extend services for evening and weekend classes at all locations.	Availability of services to evening and weekend students will be included in the biannual campus climate survey of students.
2. Provide cultural competency and human equity training to employees.	Participant evaluations will demonstrate effectiveness of cultural competency, human equity training, and customer service training, and improvements will be reflected in the biannual campus climate surveys.
3. Provide customer service training to employees.	
4. Research and adopt practices that reduce the lack of child care as a barrier to student access and success, within the resource capabilities of the District.	The effectiveness of practices to reduce lack of child care as a barrier to student success will be evaluated through the biannual campus climate survey of students.
5. Increase book loan programs, book rental programs, and open educational resources.	The College will evaluate the benefits of increased textbook availability on student success and expand the programs accordingly.
6. Establish a one-stop shop for student services.	The effectiveness of student services will be evaluated through both program review and the biannual campus climate survey of students.

Goal IC. **Improve access to district facilities.**

Objectives	Measurable Outcomes
1. Increase bicycle lanes and racks/parking on campus and educational centers, as well as on surrounding streets.	COS will meet national college standards for the ratio of students to bicycle parking spaces.
2. Work with the city and county municipalities and transit authorities to increase public transportation to the college and centers.	Students will have access to low-cost bus service to all district facilities and throughout Kings and Tulare counties.
3. Provide adequate parking at all district properties.	COS will meet national college standards for the ratio of students to parking spaces.
4. Decrease physical barriers at district facilities for individuals with disabilities.	COS will comply with all handicap access standards.

II. Students' Success in Completing Their Education

Definition:
Students succeed when they create and follow a Student Education Plan (SEP) and complete their lower division education by 1) receiving an associate degree, 2) earning a certificate, 3) transferring to a four-year institution, 4) upgrading workplace skills, or 5) completing basic Math and English courses to acquire life skills, all in a timely manner.

Goal IIA.   Create a culture of achievement.

Objectives	Measureable Outcomes
1. Encourage a mastery of basic skills no later than a student's second semester.	At least 70% of students who complete two semesters will have completed the basic skills courses into which they have placed.
2. Hold annual meetings between COS teachers and high school counterparts for identifying curriculum gaps.	Participants will look for ways to bridge these gaps, leading to smoother transitions between high school and college.
3. Require adherence to a student's SEP/SEC for those on probation and those receiving financial aid or disability services.	Students in the defined cohorts will show measurable improvements in student success factors.
4. Develop a plan that provides sufficient academic support services and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.).	Availability of support services will be examined in the biannual campus climate survey of students and adjusted to meet student needs.
5. Offer earlier registration times to students who remain enrolled in at least 75% of the courses on their current semester SEP or SEC.	Students in the defined cohort will show measurable improvements in student success factors.
6. Develop a method to track student success after transfer, graduation, or certificate completion.	The College will investigate and instigate methods of tracking student success, such as surveys of graduates and their employers or other tracking techniques.
7. Identify and promote behaviors that lead to student success.	The College will use surveys and quantitative and qualitative research to identify behaviors leading to student success and will incorporate successful interventions into the annual update of the Strategic Plan.
8. Offer a limited number of late-start classes for students who want to enroll after the first day of classes.	The availability of late start classes will measurably improve the percentage of students who apply to COS after the first day of class who are able to enroll.
9. Provide mandatory orientation for incoming students.	New students receiving orientation will show measurable improvements in student success factors.
10. Work in conjunction with University Preparatory High School to ensure a smooth integration of UPHS students into COS classes and culture.	The student success factors for UPHS students will exceed those of the average student population.

Goal IIB. **Expand avenues and opportunities for students to achieve their educational goals**.

Objectives	Measureable Outcomes
1. Provide additional information to middle school and high school faculty, counselors, and students related to career clusters and paths.	The direct college-going rate of high school graduates in Tulare and Kings Counties will measurably improve.
2. Expand career programs, and increase the awareness of CTE programs (Career and Technical Education). The district will implement a series of career opportunity seminars to be offered through a variety of courses and mediums.	Enrollment in CTE courses will measurably increase.
3. Investigate using faculty advisors.	Students receiving faculty advising will show measurable improvement on student success factors.
4. Create a peer mentoring program that pairs novices with seasoned students.	Students receiving peer mentoring will show measurable improvement on student success factors.
5. Increase articulation agreements with high schools.	The direct college-going rate of high school graduates in Tulare and Kings Counties will measurably improve. The percentage of students receiving credit for articulated high school courses will measurably improve.
6. Increase 2+2+2 articulation agreements with high schools and four-year institutions.	The number of students transferring to four-year institutions will measurably increase.
7. Assess different successful methodologies and ways to advise and counsel students.	Students receiving advising and counseling will show measurable improvement on student success factors.
8. Develop a student-staffed center for providing student-to-student mentoring and emotional support.	Students receiving peer mentoring and support will show measurable improvement on student success factors.
9. Ensure that the Learning Resource Center has adequate resources to support educational goals and life-long learning, including information competency and literacy skills.	Biannual campus climate surveys of students and other measurement tools, as determined by the library staff, will show increased measures of success.
10. Ensure that Academic Support Services are coordinated, interactive, and available to all students.	Academic Support Services will be coordinated and available to all students.
11. Provide sufficient student tutor and/or aid personnel and infrastructure funding to meet student needs (LRC, tutoring, mentoring, math and writing centers, supplemental and augmented instruction, etc.)	Availability of support services will be included in the biannual campus climate survey of students and adjusted to meet student needs.

Goal IIC.   Improve alignment between certificate/degree requirements and job/transfer opportunities.

Objectives	Measureable Outcomes
1. Provide educational options for student learning and career planning (internships, job shadowing, immersion developmental education, flexible scheduling/terms).	Surveys of graduates and employers will show measurable improvement in satisfaction.
2. Through public information campaigns, inform potential students and the public about how their education at COS transfers to real-world experience and knowledge.	Community surveys will show measurable increases in awareness of the relevance of COS programs to jobs and careers.
3. Ensure that students develop computer skills necessary for success in their chosen fields.	Surveys of industry advisory committee members will show that COS programs include mastery of necessary computer skills.

III. Students' Mastery of Basic Skills

Definition:
Students have mastered basic skills when they are academically prepared to take college level courses that require preparation in English, Math, Communications, and Information Literacy.

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

Objectives	Measureable Outcomes
1. Develop and implement a strategic plan for offering courses to meet the enrollment demands for basic skills and ESL courses.	The COS plan for basic skills classes will ensure that sufficient basic skills and ESL courses are available for students.
2. Hire enough Math, English, and ESL faculty to meet the demand.	Wait lists in Math, English, and ESL will be measurably reduced.
3. Develop and implement a plan to determine whether COS has adequate classrooms, space, and equipment for academic support to meet the needs of all basic skills students.	The basic skills resources plan will lead to provision of sufficient space and resources for basic skills students.
4. Determine adequate levels of personnel to staff academic support services and spaces (such as the Learning Skills Lab, Writing Center, Math Lab, and Tutorial Center) for basic skills students.	Biannual campus climate surveys of students will show satisfaction with the availability of support services such as those mentioned.

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

Objectives	Measureable Outcomes
1. Continue to regularly examine the effectiveness and accuracy of placement assessment instruments for properly placing students, and make adjustments as needed.	As more students are placed in classes at the correct levels, student success in these classes will increase.
2. Improve student preparation for placement assessments in English, Math, ESL and Information literacy by offering more courses, workshops, and/or study guides (such as Math 401) for students to complete prior to taking COS placement assessments.	Student placement through the assessment process will show measurable improvement in matching the level of performance indicated on high school transcripts as shown from data provided through the CalPASS system.
3. Work with feeder high school counselors to help students understand the importance of preparing for college placement assessments.	Better student preparation in high school will translate to more accurate placement in correct classes.

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

Strategies	Measureable Outcomes
1. Ensure that students needing basic skills courses include these classes in their Student Education Plan and enroll in at least one such course during their first semester.	The percentage of students who, during their first semester, take the basic skills courses into which they have been placed will increase measurably.
2. Require students who place into one or more basic skills class to take the Human Development course in college success.	The percentage of students successfully completing basic skills courses the first time they are taken will increase. The percentage of students showing successful progression through basic skills sequence course will increase
3. Require students who place into basic skills Math and English classes to take the English class before taking Math.	
4. Establish Faculty/Staff interest groups (FIGs) that focus on researching successful instructional strategies for basic skills students: modular, immersion, accelerated learning, and so on.	
5. Offer professional training opportunities that incorporate successful pedagogy and delivery methods, specifically targeted for basic skills students.	The percentage of students successfully completing basic skills courses the first time they are taken will increase. The percentage of students showing successful progression through basic skills sequence course will increase
6. Implement successful academic support components in all basic skills courses.	
7. Offer First Year Experience courses that link basic skills classes with a college success class and/or other courses needed to complete a student's SEP.	

IV. Efficient and Effective College Practices

Definition:
College practices are efficient and effective when all resources (human, financial, physical) are developed, supported, and allocated through the college planning and budget development process, including program review, and are used in a transparent manner to promote student success; communication involves language that is straightforward, clear, and understandable to our students and the public, delivered in a way that is accessible to our students and community.

Goal IVA. Maintain comprehensive, transparent, and accountable college operations at COS.

Objectives	Measurable Outcomes
1. Ensure that the Strategic Plan is a living document that meets the changing dynamics of the college. The college will hold annual meetings to include students, regional businesses, and community representatives to provide updates and input into COS's Strategic Plan.	Biannual community surveys will show a positive image of COS as transparent and accountable.
2. Allocate resources based on an accountable and systematic college-wide planning and budget development process, including program review that is clearly defined.	Appropriate resource allocation and program review will mean that relevant accreditation standards continue to be met.
3. Review Board Policies and Administrative Procedures systematically and regularly.	Appropriate Board Policies and Administrative Procedures will mean that relevant accreditation standards continue to be met.
4. Conduct a review of COS forms and where they are housed, making modifications as appropriate.	Biannual campus climate survey of faculty and staff will show satisfaction with form-based approval processes.
5. Review college initiatives, programs, and grants for efficacy of student success.	College initiatives, programs, and grants will be reviewed annually by the Cabinet and Board to ensure that they are effective in achieving student success and will become institutionalized
6. Develop a comprehensive communication plan for students and employees.	Biannual campus climate surveys of students and staff will show satisfaction with college communication methods.
7. Include text messaging as a communication tool for sending announcements to students.	Students will become more aware of college announcements and requirements.

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

Objectives	Measurable Outcomes
1. Reduce printing and use of paper.	The ratio of print copies and reams of paper used to FTES will decline measurably each year. All forms used at COS will be easily accessible and processed electronically except those requiring a wet signature by legal mandate.
2. Increase the percentage of student assignments turned in electronically.	
3. Implement a comprehensive and cost-effective conservation and natural resources plan that is well publicized throughout the campus and community. Offer community and college workshops and seminars on conservation and natural resource management.	Benchmarks for reducing, reusing, and recycling materials will be met. (Example: efficient use of water, energy, etc.)
4. Produce an annual report that indicates energy usage and savings by conservation efforts.	The ratio of energy used to building square footage will be measurably reduced.

Goal IVC. Improve the use of campus technology.

Objectives	Measurable Outcomes
1. Select and maintain appropriate technological tools for effective learning and communication.	Biannual surveys of faculty, staff, and students show satisfaction with the availability, quality, and use of technology.
2. Ensure that every college website is up to date and thorough.	
3. Complete the Career Pathways website and train staff on how to use it.	
4. Provide a thorough orientation for full-time and adjunct faculty on the use of COS technology systems – for example, email, Banner, Blackboard, and SharePoint.	
5. Provide faculty in technologically intense disciplines with opportunities to remain current in the latest technology.	
6. Increase the technological literacy of COS students and employees.	
7. Implement and maintain a current Technology Communication System for emergencies, general college communications, instructional materials, student and academic support, and training. Promote the use the "Purple Tree" system and other technologies for communicating emergency information throughout the COS community.	National standards for emergency preparedness and response are met.
8. Ensure that Information Literacy is part of the General Education pattern at COS.	An Information Literacy curriculum standard is established and implemented.

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

Objectives	Measureable Outcomes
1. Promote a teaching and learning culture that is focused on student success.	Biannual surveys of the community will show satisfaction with the COS focus on student success.
2. Offer comprehensive professional development training for faculty in cutting edge pedagogical theories and practices.	Biannual faculty surveys of the need for professional development will establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
3. Promote a series of workshops and seminars where faculty can share best practices.	
4. Maintain the Teaching and Learning Center as the hub for academic literature review on pedagogical theory and practices.	
5. Establish a culture that encourages faculty to apply new pedagogical theories.	Biannual campus climate surveys of faculty will indicate a climate of innovation and support.
6. Establish a culture of evidence at COS that includes faculty involvement.	Biannual campus climate surveys of faculty will indicate a culture of evidence.
7. Integrate the use of meaningful data into all COS decision-making processes.	
8. Establish Faculty Inquiry Groups (FIGs) to focus on the scholarship of teaching and learning, and on refocusing and expanding counseling and advising systems.	Participant evaluations of Faculty Inquiry Groups will indicate satisfaction with the process.
9. Utilize strategies from Achieving the Dream to inform methodologies that increase student success.	Achieving the Dream strategies will show measurable improvement in student success.
10. Use prerequisites as a measure of student success.	Establishment of prerequisites will be based on content review and statistical analysis that demonstrate improvement of student success through establishment of such prerequisites.

V. Students as Citizens of a Global Community

Definition:
Students as citizens in a global community are competitive, aware, sensitive, accepting of others, and understanding of differences. They have strong communication skills grounded in their knowledge of the world community and of themselves as individuals.

Goal VA.   Increase student knowledge and awareness of the world and its cultures.

Objectives	Measurable Outcomes
1. Develop relations with a "sister college" in another part of the world.	COS will develop relations with a sister college, encouraging increased global awareness among students.
2. Increase travel opportunities and international exchanges for students and staff.	Numbers of students participating in Study Abroad will increase. Numbers of faculty participating in opportunities such as the Fulbright Teacher Exchange will increase.
3. Use technology to connect with students around the world.	COS will develop and implement a plan to accomplish this objective.
4. Encourage teachers to include an international component in classes and to create assignments related to other cultures.	COS will develop and implement a plan to internationalize the curriculum.
5. Establish an International Student Program.	COS will establish an International Student Program.
6. Establish an integrated program promoting cultural and international awareness and study for students and the whole COS community.	COS will establish a program to promote cultural and international awareness, and participant evaluations will show satisfaction with the program.

Goal VB.   Increase understanding of human diversity in all its forms.

Objectives	Measurable Outcomes
1. Develop and implement strategies encouraging students to take diversity or ethnic studies classes.	The percentage of students taking such classes will increase.
2. Expand diverse multi-cultural events on campus, using the campus newspaper and other media to highlight these events.	
3. Post a monthly Cultural Celebration activities calendar listing cultural celebrations and activities on campus.	Participation in such events will increase.
4. Bring speakers and lecturers to campus who represent diverse cultures and viewpoints.	Participant evaluations will be positive.
5. Provide free bus trips to important cultural and natural sites, including local "international" sites such as the Taoist temple and sites beyond the Valley.	
6. Adopt a cultural competency policy plan and offer workshops for employees and students.	

Goal VB.   Increase understanding of human diversity in all its forms.

Objectives	Measurable Outcomes
1. Encourage alternate modes of learning and technology.	Biannual faculty surveys of the need for professional development will establish training goals which are then met in a manner that shows satisfaction in participant evaluations.
2. Create a campus culture of acceptance.	Biannual campus climate surveys of faculty, staff, and students will show a positive culture of acceptance on campus.
3. Increase diversity of full-time and part-time faculty.	All aspects of hiring, from recruitment to employment, will be monitored for equal opportunity best practices as listed in the Student Equity Plan.

Goal VC.   Increase student involvement with the local community.

Objectives	Measurable Outcomes
1. Increase student awareness of opportunities to become involved in the community.	
2. Encourage students to learn about community needs, leadership training and opportunities, and community services opportunities.	
3. Increase fundraising and volunteering for such activities as disaster, hunger, and poverty relief, and environmental concerns.	
4. Establish a "Volunteer Center" on campus where students can sign up to volunteer their services.	The biannual campus climate survey of students shows increased awareness of opportunities for community involvement, community service, service learning, and volunteerism.
5. Increase Service Learning opportunities in classes.	
6. Establish an Academic Senate sub-committee to explore the impact of service learning opportunities in classes, and make a recommendation on whether it should be a college priority.	
7. Increase opportunities for community involvement and develop a method of tracking student involvement.	

Goal VD.   Encourage healthy behavior in students and the whole COS community.

Strategies	Measurable Outcomes
1. Increase opportunities for student and community participation in health-related activities on campus.	The number of participants in such activities will increase.
2. Increase healthy foods offered by campus cafeterias and snack shops.	More healthy foods will be available on campus, leading to increased use of campus food facilities by students and staff and improved community health.
3. Have a non-smoking policy on all district properties.	A non-smoking policy will be adopted and enforced.
4. Encourage walking, biking, and other alternatives to driving.	The biannual campus climate survey of faculty, staff, and students will show that the college is encouraging of such activities.
5. Design, offer, and promote a health and wellness plan, and offer seminars and form wellness groups on campus.	Numbers of participants will increase, and participant evaluations will show satisfaction.
6. Promote awareness of the natural environment, increasing opportunities for COS community members to engage in healthy outdoor activities.	The biannual campus climate survey of faculty, staff, and students will show such awareness.

VI. Economic Growth of Tulare and Kings Counties

Definition:
College of the Sequoias contributes to economic growth in Tulare and Kings Counties by providing an educated workforce that meets or exceeds the expectations of local businesses and industries, creating an educated community that attracts new and diverse businesses and industries to the counties.

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

Objectives	Measureable Outcomes
1. Expand the COS Transfer/Career Center.	Number of students served and their satisfaction will increase.
2. Develop and use a tracking system to follow students and recent graduates in job placement.	Graduates and employers will be surveyed, leading to establishment of such a tracking system.
3. As part of the Career Pathways Project, establish a job placement referral service including an online component that provides job information to current students and graduates.	The number of students placed in jobs will increase.
4. Ensure that each student with a declared major develops, as part of the student's SEP, a career plan, and/or a transfer plan to a four-year institution.	The number of students creating plans for careers or four-year transfers will increase.
5. Continue to develop CalPASS as a tracking methodology and use that information to improve student success.	A plan for using CalPASS data will be developed and implemented, leading to increased student success.

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

Objectives	Measureable Outcomes
1. Provide environmental scans showing trends in regional employment needs for use in Program Review.	The use of environmental scans will facilitate adding current labor market information to the Program Review template.
2. Expand the marketing of resources and opportunities available at COS.	Based on a needs analysis, a plan to expand marketing resources will be developed, with the Strategic Plan modified accordingly.
3. Thank the community for supporting COS.	A biannual report that shows the College's appreciation of the community will be produced.
4. Host brainstorming conferences with businesses and transfer institutions to learn how COS can meet their needs.	Brainstorming conferences involving businesses and transfer institutions will lead to useful information that will be incorporated into the Strategic Plan.
5. Develop advisory boards for "transfer" disciplines as part of the external review teams in Program Review.	Feedback from advisory boards will be incorporated into program reviews.

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

6. Expand the annual college Career Fair to include a sampling of all businesses and industries inside and outside the county, including a variety of businesses that change from year to year.	The Career Fair will be expanded.
7. Establish COS as a center for public activities, such as being a designated voting facility.	COS will expand its visibility through being a center for public activities.
8. Increase cultural activities that are attractive to new industries and people (theatre, arts, community lectures, and global/international presence).	Cultural activities attractive to the community will increase.
9. Explore the potential for developing an entrepreneurial center (focused on starting a business and leadership training) at COS.	COS will perform a needs analysis and develop a plan for an entrepreneurial center, incorporating the results into the Strategic Plan.

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

Objectives	**Measureable Outcomes**
1. Create a streamlined curriculum approval process for CTE (Career and Technical Education) certificate program courses that are based on programs already approved elsewhere and housed at the State Chancellor's Office.	The College will create such a process.
2. Increase the number of students participating in work experience.	The number of students engaged in internships, work experience, or service learning will increase.
3. Establish local business internships for students, bridging the gap between academics and "The World."	
4. Continue to build strong relationships with business, industry, and community services, while providing graduates who meet the educational needs of employers in Tulare and Kings Counties.	The biannual employer survey will show satisfaction with COS students who have been hired.
5. Provide rewards/ incentives/ acknowledgments for businesses and industries that support and hire COS students.	
6. Increase ongoing, regular connections to the community through outreach to community venues in all service area locations.	The biannual community survey will show satisfaction with the connection between COS and to the community.
7. Establish and implement a process that increases the number of employers invited to give presentations in various classes, focusing on skills needed for success.	The number of employers giving presentations to classes will increase.

Focused Plans with Responsibility and Strategic Plan Assigned Objectives

Focused Plans	Responsibility	Assigned Objectives
Basic Skills Plan	Essential Learning Initiative	IIA1, IIIA3, IIIA4, IIIB2, IIIC3, IIIC4, IIIC5, IIIC6, IIIC7, IVD10
Cabinet Plan of Action	Cabinet	IB1, 1B5, IIA4, IVA4
College Council Bylaws	College Council	IVA3
Curriculum Handbook	Curriculum Committee	IVC6, IVC8, VIC1
Emergency Response Plan	Safety Committee	IVC7
Energy Conservation Plan	Facilities Committee	IVB3, IVB4
Equal Employment Opportunity Plan	Faculty & Staff Diversity Committee	IB2
Every Student Counts Plan	VP Academic Services	IIIA1
Facilities Plan	Facilities Committee	IC1, IC3
Faculty Development Plan	Faculty Enrichment Committee	IIIC5, IVC5, IVD1-6, IVD8, VB8
Marketing & Communication Plan	PIO	IA1, IIC2, IVA1, IVA7, IVC2, VIB3, VIB4, VIB8, VIC5, VIC6
Matriculation Plan	VP Student Services	IA4, IB4, IB6, IC2, IIA3, IIA5, IIA9, IIA10, IIB4, IIIC1, IIIC2, VIA4
Outreach Plan	Outreach Coordinator	IIB1, IIIB3, VIB6
Service Learning Plan	Academic Senate	VC1-7
Staff Development Plan	PACE	IVC6
Student Equity Plan	Student Equity Committee	VA6, VB1-7, VB9, VB10
Technology Plan	Technology Committee	IA1, IA2, IA5, IA7, IA8, IIC3, IVA7, IVC1, IVC4
VTEA Plan	Dean of CTE	IIB2, VIC4, VIC7

Unit Plans Assigned a Strategic Plan Objective

Units	Assigned Objectives	Administrative Procedure	Objectives Within Administrative Procedures Assigned Objectives
Academic Senate	IIB3, IVD1	4020	VIA2, VIB1, VIB5
Academic Services	IIA2, IIA8, IIC1, IVB2	3261	IVD7
Articulation	IIB5, IIB6	3262	IIIA2
Business Division	VIB9, VIC3	6300	IVA2, IVA5
Career/Transfer Center	VIA1, VIA3		
Counseling	IIB8		
Disability Resource Center	IA6, IC4		
Food Services	VD2		
Health Center	VD1, VD4, VD5, VD6		
International Students	VA1-5		
Learning Resources	IIB9		
Math Lab	IA3		
Public Information Office	IVA6, IVB1, VIB2		
Research & Planning	IIA7, IIIB1, IIIC3, VIA5		
Student Services	IB3		
Student Services	VIB7		
Tech Prep	IIB5, IIB6		
Technology Services	IVC3		
Tutorial Center	IA3		
Work Experience	VIC2		
Writing Center	IA3		

GLOSSARY

Accreditation Standards:
> The Accreditation Standards are statements of best practice in higher education which institutions must meet or exceed when seeking initial accreditation and reaffirmation of accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC).

Achieving the Dream (ATD):
> Achieving the Dream is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

Articulation:
> The granting of college credit for successful completion of college-equivalent courses taken during high school.

Banner: The Student Information System used at COS

Basic Skills:
> Courses that are below college-level Math and English. Math courses 365, 360, 200, 205 and English courses 360, 280, 265AB, and all ESL courses

Biannual Campus Climate Survey:
> A survey given every two years of students, faculty, administrators, and staff that assesses perceptions about College of the Sequoias

Blackboard:
> The course delivery system for online/hybrid classes, and for electronic delivery of instructional materials.

CalPASS:
> California Partnership for Achieving Student Success. The California student identity system that collects data about student success and transitions from every segment of education, kindergarten through California public colleges and universities.

CTE: Career Technical Education

DRC: Disability Resource Center

ESL: English as a Second Language

FIG: Faculty Inquiry (or Interest) Group

First-Year Experience (FYE):
> Two or more classes that are designed for students to take within their first year, usually as a cohort.

FTES: Full Time Equivalent Students.

Fulbright Teacher Exchange:
> The Fulbright Teacher Exchange Program provides opportunities for teachers to participate in direct exchanges of positions with colleagues from other countries for a semester or a year.

LRC: Learning Resource Center

Matriculation:
> The process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors.

Program Review:
> The process of gathering and interpreting information to provide recommendations to assist in improving the quality and health of COS programs and services.

Purple Tree:
> The emergency alert response system used through the district.

SEP/SEC:
> Student Education Plan/Student Education Contract. A plan of study, with courses selected to allow a student to complete his or her education goal efficiently and in a timely manner.

Sister College:
> A college in a foreign country with which a college establishes a relationship.

Student Success Factors:
> Successful course completion ("C" grade or better), retention (completing a course), persistence (students continuing to enroll from one term/year to the next), certificate/degree attainment, and transfer.