

2025-2035 COS Master Plan

1:00pm - 2:00pm

- Superintendent/President's Welcome
- Overview – Process & Timeline
- Review Implications for Planning
- Review Current & Anticipated Challenges
- Review Draft District Goals
- Q & A

[COS.EDU/MasterPlan](https://cos.edu/masterplan)

COS Master Plan

OPEN FORUM ON THE 2025-2035 MASTER PLAN

February 2, 2024 | 1pm-2pm

COS Visalia, Ponderosa Lecture Hall

COS Tulare, B223

COS Hanford, E67

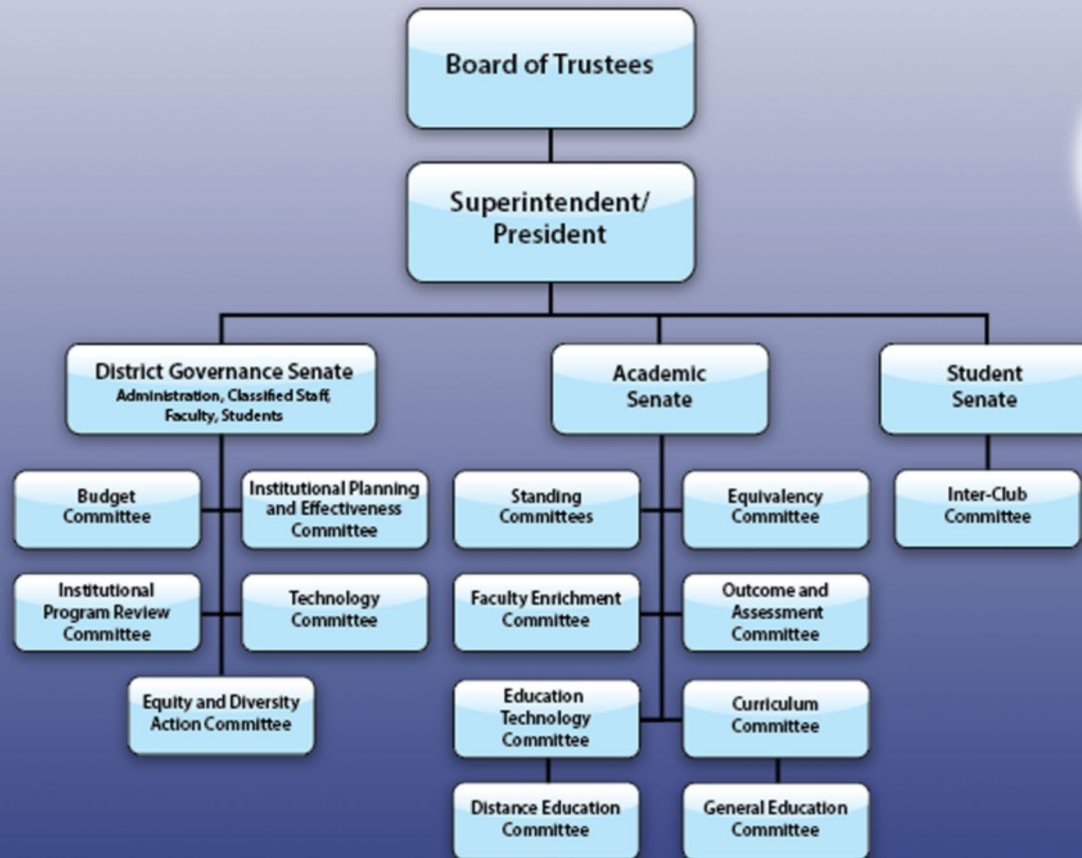
Zoom Option Available



COS

COLLEGE OF THE SEQUOIAS
HANFORD | TULARE | VISALIA

College of the Sequoias Participatory Governance Structure



College of the Sequoias Model for Integrated Planning



COS 1.0



In the Spirit of Student Success
College of the Sequoias
2010-2015 Strategic Plan

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:

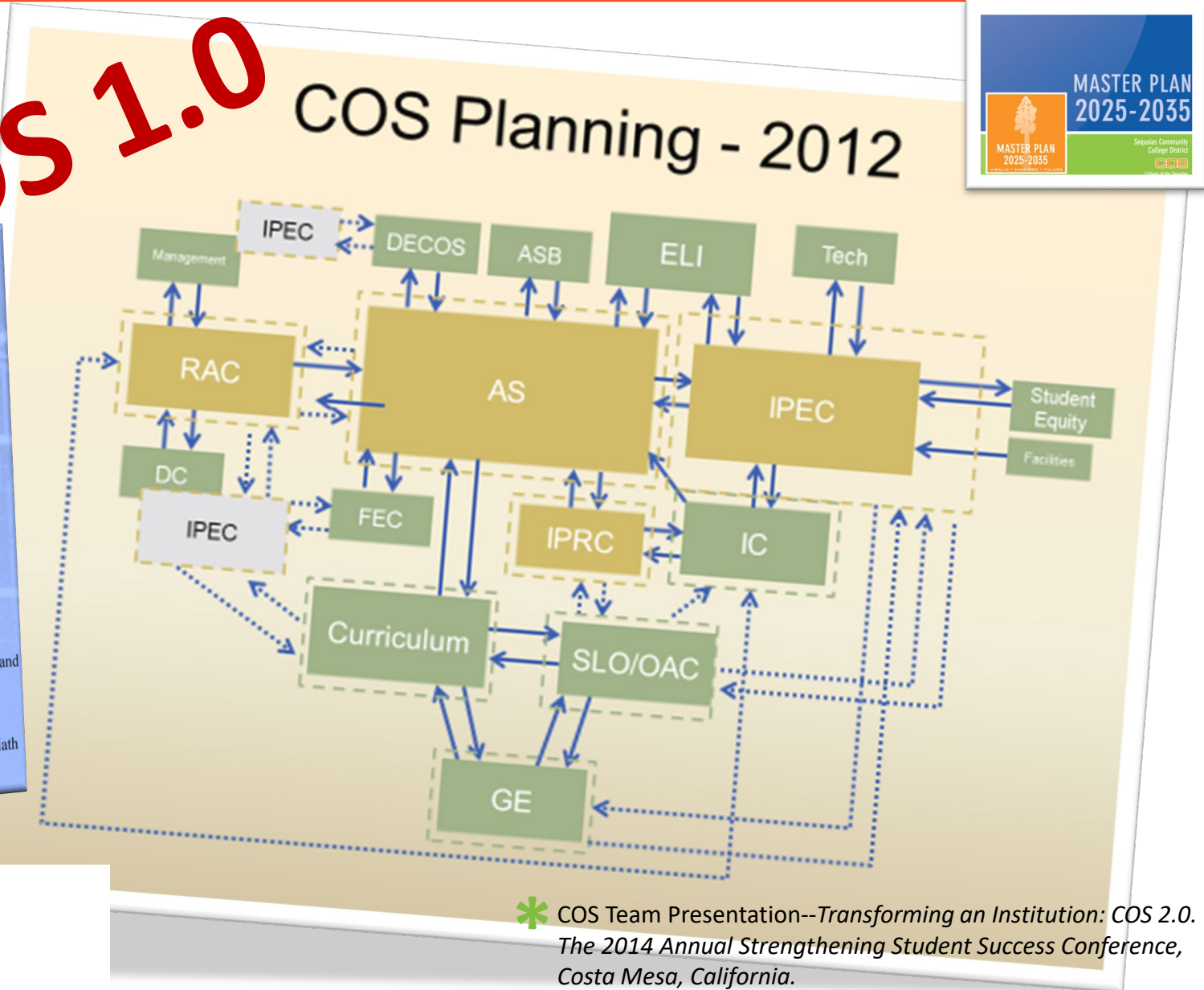
- Create a culture of achievement.
- Expand avenues and opportunities for students to achieve their educational goals.
- Improve alignment between certificate/degree requirements and job/transfer opportunities.

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.

- **Number of Goals: 20**
- **Number of Objectives: 134**



* COS Team Presentation--*Transforming an Institution: COS 2.0.*
The 2014 Annual Strengthening Student Success Conference,
Costa Mesa, California.

Growth

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



Success

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

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.



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.



2025-35 Master Plan Update



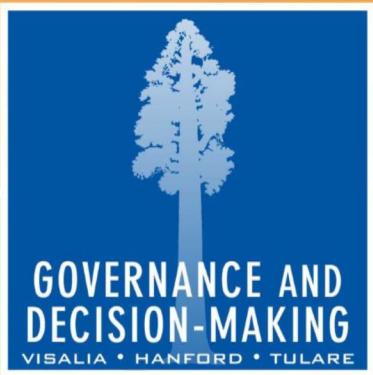
COS 2.0

COS 2.0



GOVERNANCE AND
DECISION-MAKING

2023



Sequoias Community
College District
COS
College of the Sequoias



INTEGRATED
PLANNING

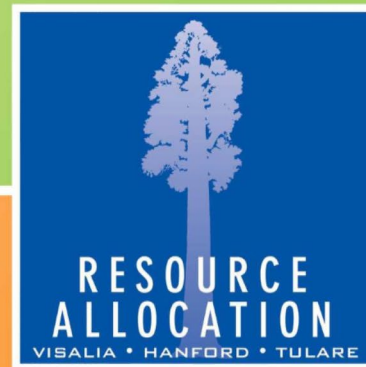
2023



Sequoias Community
College District
COS
College of the Sequoias

RESOURCE
ALLOCATION

2023



Sequoias Community
College District
COS
College of the Sequoias



Master Plan Task Force - 32 Members

Co-Chairs: Dr. Kristin Robinson & Vanessa Bailey

Note: This consensus-based workgroup is formed to monitor and contribute to completion of the College of Sequoias Master Plan 2025-2035. This group is not a governance group and does not have the authority to approve documents.

With consideration for representation from the three District sites and from Academic, Administrative, and Student Services:

- 14 faculty to be appointed by the Academic Senate, preferably one from each Division
- 9 managers to be appointed by the Superintendent/President
- 7 staff to be appointed by CSEA
- 2 students to be appointed by Student Senate

COS.EDU/MasterPlan

COS 2.0



8 MPTF Workgroups

2025-35 Master Plan Brainstormers
2+2+2



2 Research Office
2 MPTF
2 IPEC

Institutional Planning & Effectiveness Committee

PURPOSE:

- Make recommendations to District Governance Senate on institutional planning
- Develop and monitor implementation of the long-term master plan and the strategic plan
- Prepare the Annual Report on the Master Plan
- Assess the District's model of integrated planning
- Annually review and update the College of the Sequoias Integrated Planning Manual as needed

IPEC 2023-2024 Initiatives

- Review the Annual Report Timeline and Planning Timeline
- Complete the 2023 Annual Report on the Master Plan
- Begin the 2024 Annual Report on the Master Plan
- Complete routine business
- Complete writing the 2025-2035 COS Master Plan
- Audit writing process for the 2025-2028 Strategic Plan
- Assemble and train a task force for writing the 2025-2028 Strategic Plan

IPEC meets on the second and fourth Thursdays of each month during the academic year, with some exceptions for holidays.

Co-Chairs: Dr. Mehmet "Dali" Ozturk & David Hurst

IPEC



Purposes of the Master Plan

This Master Plan is a comprehensive data-informed plan that was developed with broad-based collaboration for the following purposes.

- Assess the District's success in meeting its Mission and based on that assessment identify its current strengths and weaknesses
- Analyze current state and national trends in higher education and ten-year forecasts of demographic change to project the District's future challenges and needs
- Develop District Goals that convey the District's response to these identified challenges
- Connect the District's educational needs to plans for District facilities
- Inform the public of the District's plans for the future



Chapter 1 - Background Chapter

Chapter 2 - Data Chapter

Chapter 3 - Goals for 2025-2035

Chapter 4 - Program and Services

Chapter 5: Linking the Education Plan to the Facilities Plan Summary

Chapter 6: Visalia Campus Facilities Plans

Chapter 7: Hanford Educational Center Facilities Plans

Chapter 8: Tulare College Center Facilities Plans



Chapter 1

Background Chapter

Task	Prepare Draft # 1	Critique Draft #1	Use feedback to prepare Draft #2	Distribute Draft #2 for District-wide Review	Use Feedback to prepare Draft #3	Consolidate Draft #3 into Master Plan final draft
Responsible Parties	MPTF	IPEC & MPTF	MPTF	IPEC	MPTF	MPTF
Timeline	9/15-10/15	10/15-10/31	11/1-11/15	28-Nov	12/1-12/15	1/15-1/31

Chapter 2

Data Chapter

Task	Prepare Draft # 1	Critique Draft #1	Use feedback to prepare Draft #2	Distribute Draft #2 for District-wide Review	Use Feedback to prepare Draft #3	Consolidate Draft #3 into Master Plan final draft
Responsible Parties	RPIE	IPEC & MPTF	RPIE	IPEC	RPIE	MPTF
Timeline	10/15-10/31	11/1-11/15	11/15-11/30	12-Dec	12/15-1/15	1/15-1/31

Chapter 3

District Goals Chapter

Task	Prepare Draft #1	Critique Draft #1	Gather feedback on District Goals	Use Feedback to Prepare Draft #2/3	Distribute for Districtwide Review	Use Feedback to prepare Draft #4	Consolidate Draft #4 into Master Plan Final Draft
Responsible Parties	RPIE/IPEC/MPTF Brainstormers	IPEC & MPTF	IPEC	MPTF	IPEC	MPTF	MPTF
Timeline	1/16-1/25	1/26 -2/1	2-Feb	2/5 - 2/21	2/22 - 3/1	3/4 - 3/22	4/1 - 4/15
			Forum		DGS 2/27; AS 2/28		

Chapter 4

Programs & Services Chapter

Task	Prepare draft pages describing programs & services	Critique draft pages	Consolidate pages into Draft #1	Critique Draft #1	Use feedback to prepare Draft #2	Distribute Draft #2 for District-wide Review	Use Feedback to prepare Draft #3	Consolidate Draft #3 into Master Plan final draft
Responsible Parties	Deans, faculty and staff	VPs, Academic & Student Services	VPs, Academic & Student Services	IPEC & MPTF	VPs, Academic & Student Services	IPEC	VPs, Academic & Student Services	MPTF
Timeline	9/1-10/15	10/15-11/15	11/15-11/30	12/1-12/15	12/15-1/15	23-Jan	2/1-2/15	2/15-2/28

Vision 2030: A Roadmap for California Community Colleges 7-year. 2023-2030

Three Strategic Directions

Equitable Baccalaureate Attainment
Transfer, CCC Baccalaureate, High School students, Adult Learners

Equitable Workforce & Economic Development
High Road Training Partnerships in Healthcare, Climate, STEM, Education

Implications for the Future of Learning
Innovation & Sustainability Advanced Data Analytics and Generative AI



Three Goals and Six Outcomes

Equity in Success:

1. Increase **completion** of a degree or certificate at a community college with equity.
2. Baccalaureate attainment: Increase in **baccalaureate** attainment with equity.
 - a) Increase transfer preparation
 - b) Increase community college baccalaureate
3. **Workforce:** Earning a living wage metric.

Equity in Access:

4. Increase with equity, **participation/enrollments** for dual enrollment, justice involved individuals, veterans, working adults, low-income adults.

Equity in Support:

5. Increase the number of **Pell grant** recipients and **CCPG** recipients.
6. **Reduce units** to Associate Degree for Transfer completion.

STATE

CALGETC

Area	Subject	Courses (minimum 2 semester quarter units)
1	English Communication English Composition Critical Thinking and Composition Oral Communication	3 course 3 course 3 course
2	Mathematical Concepts and Quantitative Reasoning	3 course
3	Arts and Humanities Arts Humanities	3 course 3 course
4	Social and Behavioral Sciences Two disciplines	2 courses
5	Physical and Biological Sciences Physical Science Biological Science Laboratory (for physical or biological science course)	3 course 3 course (2 each)
6	Ethnic Studies	3 course
Total Courses (units)		18 courses (34 semester units)

AB 1705

AB 1705 amends existing law and requires that community college districts maximize the probability that a student will enter and complete college-level coursework in English and mathematics within a one-year timeframe that satisfies the student's academic goal. Districts are prohibited from using placement tests and may only use assessment instruments approved by the board of governors. Districts must rely on a student's high school coursework, high school grades, and high school grade point average when placing students into English and mathematics courses. Districts utilizing multiple measures must ensure all of the following are met:

- Low performance on one measure shall be offset by a higher performance on another measure.
- Multiple measures are used to increase a student's placement recommendation and shall not be used to lower it.
- Anyone measure may demonstrate a student's preparedness for transfer-level coursework.
- The placement shall not require students to repeat coursework they successfully completed in high school or college or for which they demonstrate competency through other methods of credit for prior learning; and
- The placement gives students access to a transfer-level course that will satisfy a requirement for the intended certificate or associate degree or a requirement for transfer within the intended major.

VISION STATEMENT

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 STATEMENT

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.



HANFORD | TULARE | VISALIA

LOCAL

Equity Statement

Sequoias Community College District commits to addressing inequity, particularly achievement and opportunity gaps, including racial, ethnic, and other equity gaps, experienced by student groups and the District Community. The District further commits to increasing the representation of diverse identities across the institution. The District will use an intentional, equity-minded approach informed by the centering of educational justice, diversity, and inclusion. The District will develop systems, policies, and practices that abolish unfair institutional barriers, produce equitable outcomes, and ensure access to rigorous, culturally responsive education and success for all its students and District members.

Equity Statement approved by District Governance Senate on October 25, 2022.



Context: State Considerations

- CCC Vision 2030 Roadmap
- CCC Call to Action
- AB 705 & AB 1705
- Guided Pathways
- CalGETC

Context: Local Considerations

- COS Vision Statement
- COS Mission Statement
- COS Equity Statement

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)

Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Data-Informed Goal Development for the COS Master Plan 2025-2035



Chapter 2: Draft Implications for Planning

1. Population growth and labor market/workforce demands

a. Population growth

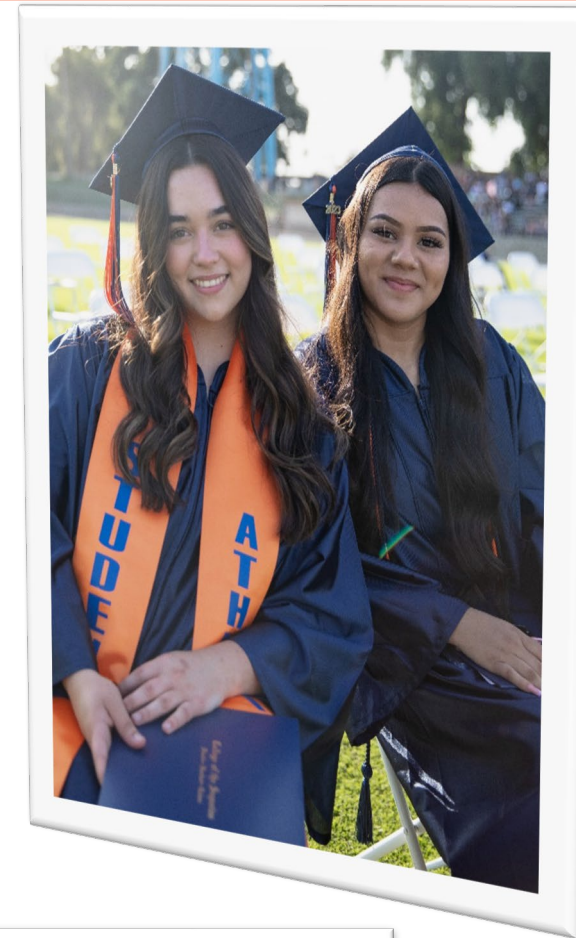
- i. Overall (data set 1)
- ii. College-age population: Volume (both Kings and Tulare especially through 2030), proportion (Kings County) largest age group we serve (data set 2/16)
- iii. Retirement population: Volume and proportion (Tulare and Kings) (data set 2)
- iv. Working age population (Tulare and Kings) (data set 2)
- v. Hispanic population (data set 3)

b. Growth in FTES/Headcount

- i. Projected Growth FTES (data set 10c)
- ii. Actual Growth FTES/Headcount (Hanford, Online, Dual Enrollment) (data set 10a/10b)
- iii. 4-year degrees (Measure C & data set 28/29/30)

c. High poverty rate/degree obtainment levels/income by degree (data set 6b/5a/9)

d. Labor Market projections (data set 7/8a/8b)



2. Student success outcomes

a. Success rates

- i. Overall (data set 21)
- ii. Race/Ethnic Gaps- increase in Hispanic (largest population), Native American (data set 18/24)
- iii. Unit Load Gaps (data set 26)
- iv. Modality Gaps- increase in online enrollment (data set 23/12/15)
- v. Age Gaps- growing retirement/working age population (data set 25/2)

b. Transfer-level English/Math

- i. Placement (data set 20)
- ii. Completion- Race/ethnicity, First-Gen, LGBT (data set 21 and Equity Dashboard)

c. Transfer

- i. Degree obtainment for community/Income by degree (data sets 5a/9)
- ii. Transfer rates- Race/ethnicity, First-Gen, Economically Disadvantaged (data set 21 and Equity Dashboard)

d. Awards

- i. Degrees (data set 27b)
- ii. Certificates (data set 27c)



3. Academic programs and support services

a. Academic Programs

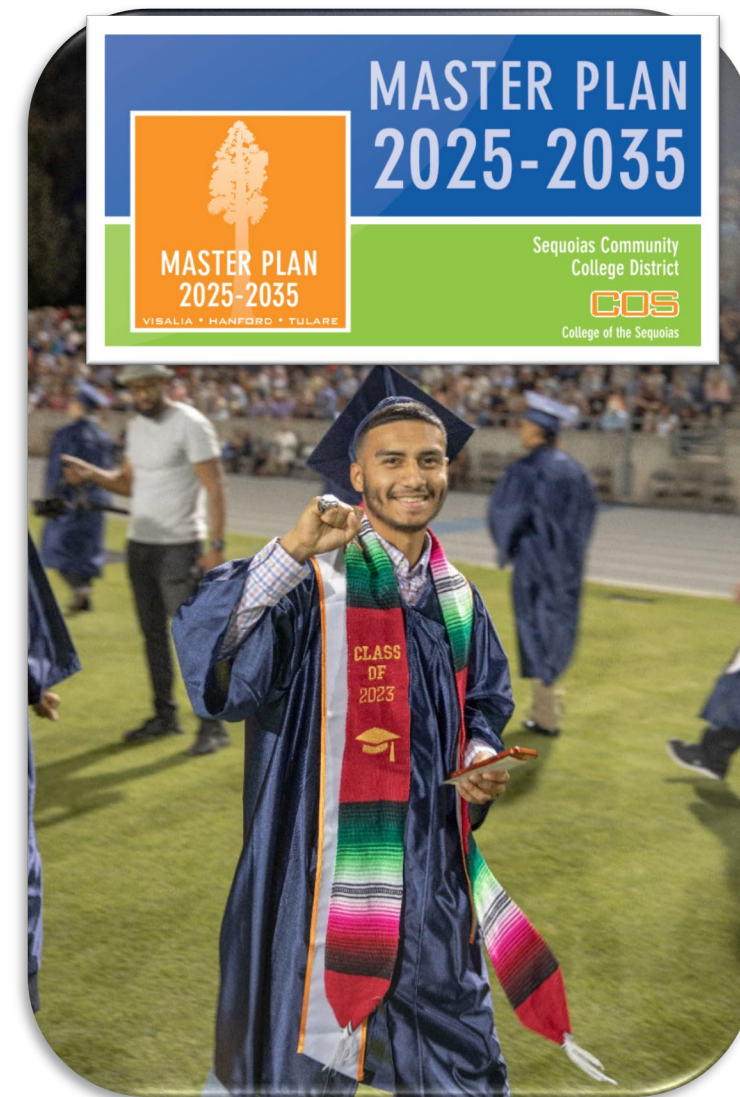
- i. Modality (Increase in online but decreased success rates (dataset 10a/10b/15/23))
- ii. Schedule (part-time students increased; may need more scheduling options for working students (dataset 10a/10b/14))
- iii. Meeting students where they are (UC/CSU requirements high school students (data set 5b))

b. Support Services

- i. Challenges (31a/31b/32)
- ii. High poverty levels (data sets 6a/6b)
- iii. High first-gen numbers (data set 19)
- iv. High language other than English spoken at home numbers (data set 4)
- v. Lack of awareness of services (summit feedback supported by Mother Lode Survey data)

4. Continuous Improvement (from feedback at Summit)

- a. Navigating legislation (CALGETC, AB 705, AB1705)
- b. Navigating state/local economy (economic forecast, budget cuts)
- c. Professional development (keeping up with education trends such as online teaching)
- d. Data-informed decision making (identify data needs to better support COS mission)



To fulfill its mission, College of the Sequoias must

CHALLENGE #1: Provide equitable access across all District campuses to meet local community needs.

- *Population Growth*
- *COS Growth*
- *Labor Market/Workforce Demands*
- *Underserved Populations within the Local Community*

DRAFT



CHALLENGE #2: Improve student success for our diverse student population.

- *Course Success Rates*
- *Transfer Level Math & English*
- *Degree/Certificate Completion*
- *Transfer to a Four-Year Institution*



To fulfill its mission, College of the Sequoias must

CHALLENGE #3: Align academic offerings and provide equitable student support services to respond to the needs of our diverse student population.

- *Academic Offerings*
- *Academic Resources*
- *Student Support Services*
 - *Income and Poverty Rates*
 - *Linguistic Diversity*
 - *First-Generation College Status*
 - *Barriers to Students' Educational Pursuits*

DRAFT



CHALLENGE #4: Continuously improve our policies, practices, and systems to provide a quality affordable education and support the community we serve.

- *Navigating legislation (CALGETC, AB 705, AB1705)*
- *Navigating state/local economy (economic forecast, budget cuts)*
- *Professional development (keeping up with education trends such as online teaching)*
- *Data-informed decision making (identify data needs to better support COS mission)*



DIFFERENCE BETWEEN THE

MASTER PLAN
GOALS
10 years

WHAT you are to do?

Based on the Mission Statement

&

STRATEGIC PLAN
OBJECTIVES & ACTIONS
3-4 years

HOW you are going to do it?

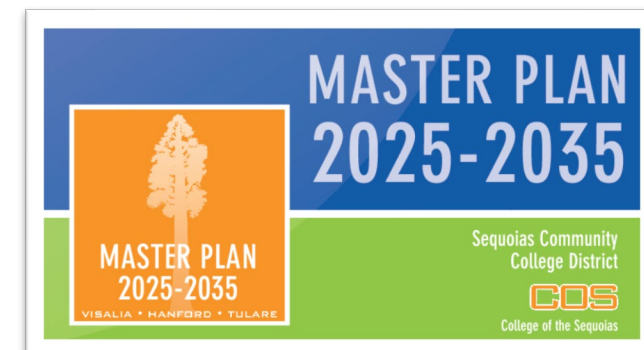
Based on the Master Plan

GOAL I

DRAFT

I. College of the Sequoias will increase student enrollment relative to population growth and labor market/workforce demands, with an intentional emphasis on underserved populations within our community.

To promote equitable access to higher education that meets the community needs, COS must increase student enrollment relative to population growth and labor market/workforce demands and make an intentional effort to increase student enrollment among underserved population within our community.



GOAL II

DRAFT

II. College of the Sequoias will improve student success (e.g. transfer, learning, and achievement outcomes) for all students represented within our diverse student population.

To ensure students reach their full educational potential, COS must focus on improving student success across our diverse student population.



GOAL III

DRAFT

III. College of the Sequoias will make ongoing efforts to provide equitable academic offerings and student support services in response to the diverse needs of our students.

To ensure students have equitable access to a rigorous, culturally-responsive education and the supports needed to reach their full educational potential, COS must align academic offerings and student support services with the needs of our diverse student population.



GOAL IV

DRAFT

IV. College of the Sequoias will engage in efforts to continuously improve the District's policies, practices, and systems to ensure we provide a high quality and affordable education to the community we serve.

To ensure COS continues to provide an excellent higher education in a spirit of equity for our diverse student population, the District must engage in continuous improvement efforts.

The continuous improvement efforts discussed at the 2025-2035 District-wide Master Plan Summit included navigating the impact of legislation, engaging in professional development opportunities, identifying data needed to support the District's mission, and navigating the state/local economy.

This goal provides evidence for the District's commitment to continuously improve the District's policies, practices, and systems to ensure we provide a high quality and affordable education.



Thank You!

Questions

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