SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

2020-2025

DISTRICT-WIDE STRATEGIC PLAN

April 2020

ACKNOWLEDGMENTS

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Feras Khatib*, Student Representative

* Asterisks indicate members who belong to both the DWPC and DWIPC

LETTER FROM THE CHANCELLOR

The South Orange County Community College District (SOCCCD) has over 50 years of history in the community with significant institutional accomplishments, transformational leadership, and monumental initiatives. Some might say we are in the *life-changing* business*.*

Since SOCCCD is a District with a strong legacy of making an indelible impact on the lives of students, employees, and the local economy, one can only imagine the challenge of charting a course for the next several years. Therefore, we engaged expert consultants when approaching the process of creating SOCCCD's strategic plan. MIG, a consulting firm, focuses on community visioning, strategic planning, landscape architecture, and urban planning and design. They were selected through a competitive process to engage the community in a collaborative process to build inclusive plans.

With the help of MIG, our most valued stakeholders were brought together. Through a year-long collaborative process, involving focus groups and participatory governance, we developed the *District-wide Strategic Plan 2020-2025* to guide the future goals for and development of Irvine Valley College, Saddleback College, ATEP, and District Services. Finalizing this strategic plan means that we were able to balance all of the elements that have been essential to making the District and colleges exceptional while anticipating changes to programs and practices that the future will demand to sustain a certain level of excellence and achieve even greater heights.

As a District, we are dedicated to the education of the next generation of leaders. We, the Board of Trustees, students, faculty, staff, alumni, supporters, and friends, initiated a new strategic plan with a clear focus on innovation, adapting to economic changes, and responding to the demands of higher education in the 21st Century. In the early months of 2020, we experienced the exponential spread of a deadly pandemic. This was not the environment in which the plan was developed or approved through the participatory governance structure. While the pandemic and fight for social justice, which have been hallmark events of 2020 thus far, they are not explicitly addressed in the goals of this current plan. Through annual review and assessment of the goals, we will provide an ongoing opportunity for revision and input to ensure that this is a living document meant to address worldwide, national, and local trends affecting our work to ensure student success and achievement.

The *District-wide Strategic Plan 2020-2025* reaffirms that the South Orange County Community College District is a place dedicated to cultivating and promoting career education, providing rigorous general education preparation for transfer to a four-year university, and engaging the adult population in lifelong learning to ensure a vibrant and active community. In pursuit of our ambitious strategic goals, our community of scholars of all ages will have a profound impact on our community – locally, nationally, and globally.

As we work towards the next 50 years in service to our students, we do so with the intention of building a stronger, more profound community, one prepared for the dynamic character of the higher education landscape in the next century. We approach this work, knowing that our success depends upon gathering existing and new partners alike who wish to imagine our future. This plan presents the pathway forward for the next five years, which will be reviewed annually to assess, extend, and improve the initial goals established in 2019. This analysis will include an assessment of current conditions considering pandemic response and social justice reforms. We thank you for helping to develop the plan for reading the plan, and for your commitment to achieving each goal.

Thank you,

Kathleen F. Burke

Kathleen F. Burke, Ed.D. Chancellor

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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

INTRODUCTION

I. INTRODUCTION

In the fall of 2018, SOCCCD embarked on obtaining a consultancy to assess the external and internal environment of SOCCCD and create the next district-wide strategic plan (the current plan timeframe is 2014-2020) and college education master plans. The identification of both current and potential future programs of instruction and support services (including the expansion of existing programs, and distribution of courses, programs, and services among the District's two colleges), and the development of a distinct identity and direction for each institution. SOCCCD's district-wide and college planning processes and established collegial governance and decision-making processes were important factors in the selection of the consultancy chosen to develop these foundational master plans, that also support the direction and development of other essential planning documents such as the facilities and technology master plans. MIG consultancy was chosen to support the development of the education master and strategic plans (EMSP).

ABOUT SOCCCD

SOCCCD covers 382 square miles, serving nearly one million residents across 26 communities in the southern portion of Orange County (Map 1).[1] The District covers the largest square mile area of four community college districts in Orange County. Established in 1967, SOCCCD is a multi-campus district comprised of Saddleback College and Irvine Valley College. Originally a satellite campus to Saddleback, Irvine Valley became an independent institution in 1985. In 2007, the District opened the Advanced Technology & Education Park (ATEP) in the City of Tustin, which provides opportunities to study advanced technology and complete career, technical and workforce development training programs for high demand industries.

SOCCCD aims to promote access, success, and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. Saddleback and Irvine Valley are fully accredited and aim to provide an educational foundation to a diverse local and regional community. The colleges offer programs with transfer opportunities to four-year colleges and universities, associate degrees, certificate awards, employment, and occupational skills training and community and basic skills education. Both colleges use Guided Pathways models to foster student learning and expand student success, promote equitable program access and outcomes, and provide connections for students to the regional economy.

SERVICE AREA

The SOCCCD Service Area comprises cities and unincorporated communities across southern Orange County, including Aliso Viejo, Dana Point/Capistrano Beach, Irvine, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest (includes Foothill Ranch), Mission Viejo, parts of Newport Beach, Rancho Santa Margarita, San Clemente, San Juan Capistrano, Tustin and parts of Santa Ana; and the unincorporated communities of Coto de Caza, Emerald Bay, Ladera Ranch, Las Flores, North Tustin, Trabuco Canyon and Trabuco Highlands (Map 1).

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[1] South Orange County Community College District, About the District, accessed May 2019, www.socccd.edu/about/about.html

THERE ARE THREE OTHER COMMUNITY COLLEGE DISTRICTS IN ORANGE COUNTY, SERVED BY SEVEN COMMUNITY COLLEGES. AN ADDITIONAL 17 COMMUNITY COLLEGES ARE LOCATED WITHIN A 50-MILE RADIUS OF SOCCCD.[2]

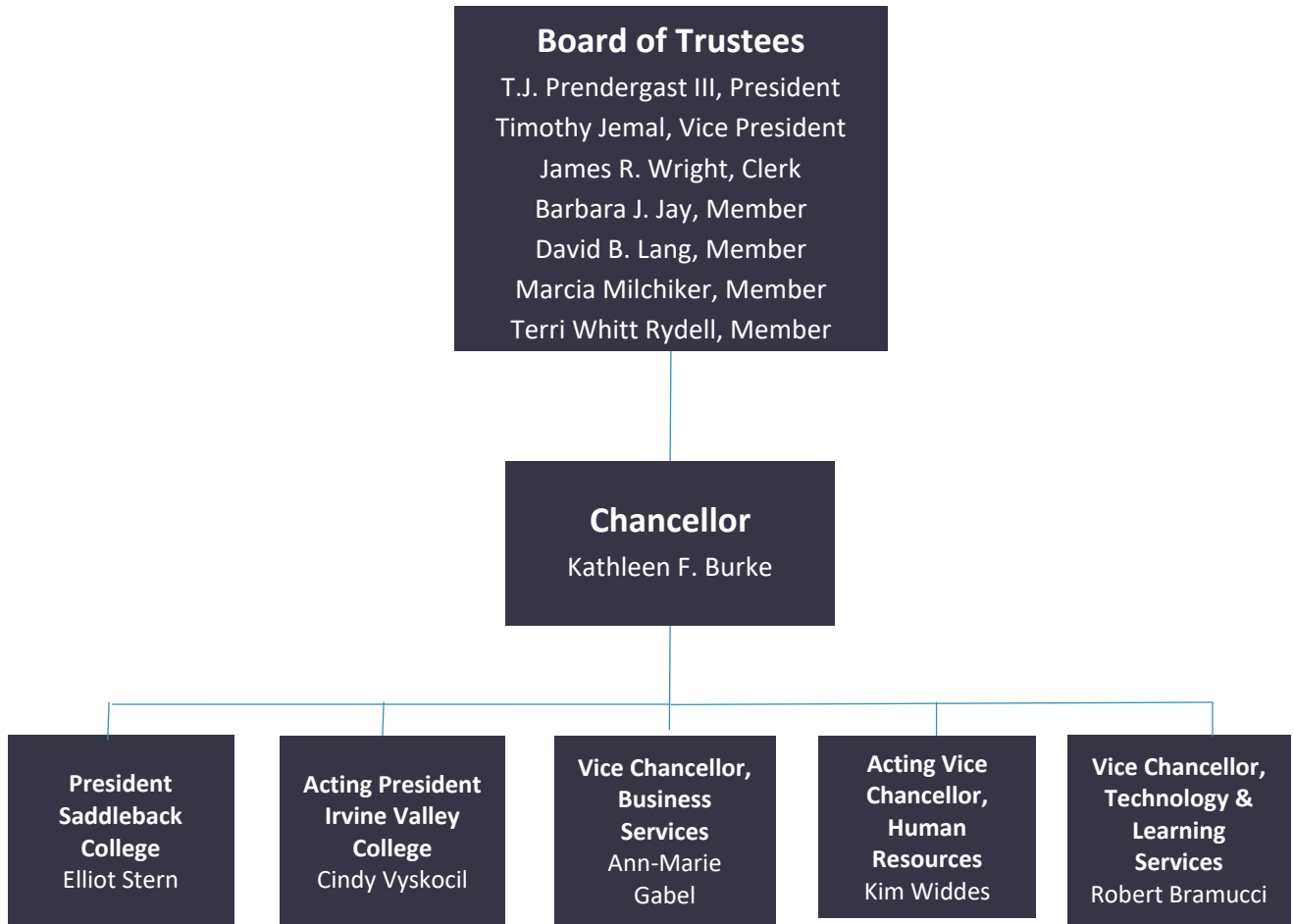MAP 1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Source: US Census

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[2] California Community Colleges Chancellor's Office, Find a College Near You, accessed May 2019, http://www.ccccco.edu/Students/Find-a-College/Find-a-College-Near-You

DISTRICT ORGANIZATION

The District is governed by a seven-member elected Board of Trustees by voters in south Orange County. A student trustee is elected by the students of Saddleback College and Irvine Valley College and serves a one-year advisory term of office. The Chancellor is the chief executive officer of the district.

FIGURE 1: SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ORGANIZATION

Board of Trustees
T.J. Prendergast III, President
Timothy Jemal, Vice President
James R. Wright, Clerk
Barbara J. Jay, Member
David B. Lang, Member
Marcia Milchiker, Member
Terri Whitt Rydell, Member

Chancellor
Kathleen F. Burke

| **President Saddleback College** Elliot Stern | **Acting President Irvine Valley College** Cindy Vyskocil | **Vice Chancellor, Business Services** Ann-Marie Gabel | **Acting Vice Chancellor, Human Resources** Kim Widdes | **Vice Chancellor, Technology & Learning Services** Robert Bramucci |

Source: www.socccd.edu

SOCCCD MISSION AND VISION

MISSION

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds, and abilities. The District promotes access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. The SOCCCD contributes to the economic vitality of the region.

VISION

To be an educational leader in a changing world.

CORE VALUES/GUIDING PRINCIPLES

We invest in our students' success, employees, facilities, and community, with wise use of our resources.

THE DISTRICT-WIDE STRATEGIC PLAN 2020-2025

The South Orange County Community College District (SOCCCD) District-wide Strategic Plan 2020-2025 articulates overarching institutional goals, desired outcomes, measurable objectives and targets that are the foundation for all other plans at the district and college level. Together these district-wide goals and objectives constitute an overall strategic plan framework for the District and its two community colleges. Specifically, faculty and staff at Irvine Valley College, Saddleback College, and District Services will use this framework as a guide to identify strategies and action at their institutional level to help achieve these district-wide goals and objectives.

The District-wide Strategic Plan is designed to work in conjunction with other SOCCCD planning documents, including the Saddleback College Education Master Plan and Irvine Valley College Education Master Plan. Together, the SOCCCD Strategic Plan and Saddleback College and Irvine Valley College Education Master Plans will comprise the overall SOCCCD Education Master and Strategic Plans (EMSP).

RELATED DISTRICT-WIDE AND COLLEGE PLANS AND PROCESSES

SOCCCD EDUCATION MASTER AND STRATEGIC PLANS (EMSP)

The SOCCCD District-wide Strategic Plan was developed concurrently with the Education Master Plans of both Irvine Valley College and Saddleback College. Together, these three inter-related plans comprise the Education Master and Strategic Plan (EMSP) for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents. The role of the District-wide Strategic Plan (DWSP) within the EMSP is to provide an overarching framework of goals and objectives for the Education Master Plans of the two colleges. In turn, the EMSP will form the foundation for a new Facilities Master Plan and a Technology Master Plan to be developed for each of the two colleges, as well as other planning documents and processes (see Figure 2).

FIGURE 2: RELATION BETWEEN DISTRICT-WIDE STRATEGIC PLAN AND COLLEGE EMSP
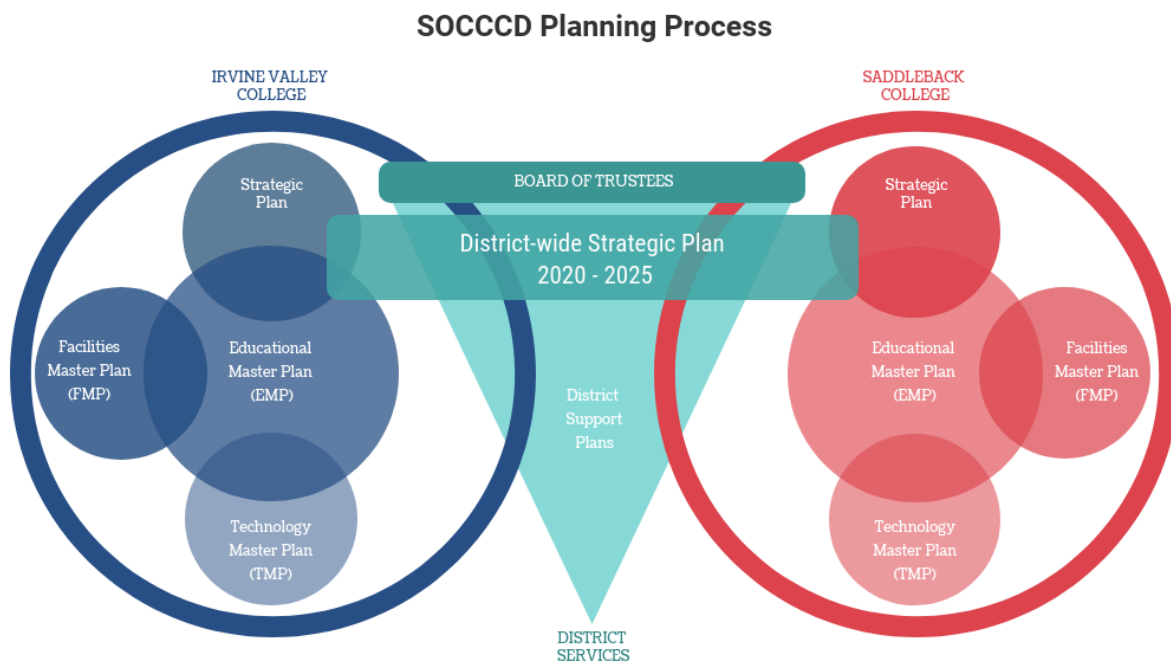
PLANNING TERMINOLOGY DEFINED

A common set of planning terminology was referenced when developing the SOCCCD District-wide Strategic Plan and the college education master plans. A full list of planning terminology is included in Appendix A.

- An **Education Master and Strategic Plans (EMSP)** are a series of long and short-range comprehensive planning documents that define overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP initiative will result in three distinct but wholly aligned planning documents: the

SOCCCD District-wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.

- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions and other factors that are likely to impact the future of the district/college.

- The **Mission** explains why the district/college exists. The Mission describes the overall purpose of the district/college.

- The **Vision** is an aspirational statement describing the district/college ideal future state. The vision statement describes what success will look and feel like.

- **Values** are the core principles by which the colleges and the district will carry out their mission. They define the basic attributes and beliefs that shape and guide district/college decision-making and provide ways of choosing among competing priorities.

- **Goals** are broad statements of direction that define what the district/college is trying to achieve.

- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.

- **Action Steps** are detail actions for making progress towards accomplishing the objectives.

IRVINE VALLEY COLLEGE AND SADDLEBACK COLLEGE EDUCATION MASTER PLANS (EMP)

As part of an integrated, district-wide planning process, the two colleges worked together with the District to develop Education Master Plans that provide guidelines for programmatic decision-making based on regional and student data. These two Education Master Plans articulate the most important priorities of each college and how those priorities will be addressed over the coming decade. Each EMP does this by identifying the educational needs of its students and the greater community they serve and aligning their efforts to target these needs. In this way, the two Education Master Plans provide Irvine Valley College and Saddleback College blueprints for their future development. As both colleges serve the same District community their respective plans complement and reinforce each other while reflecting the respective strengths and unique qualities of each.

IRVINE VALLEY COLLEGE AND SADDLEBACK COLLEGE STRATEGIC PLANS

In addition to the Saddleback College and Irvine Valley Education Master Plans, the colleges are developing college-level strategic plans that respond to their respective vision, mission, and values. The goals and objectives of these two college-level strategic plans are aligned with the goals of the DWSP, but each of the colleges and district services retains the flexibility to identify the strategies and actions they determine are needed to best support the priorities of the college and district. Annually, the colleges will review these strategies/actions, evaluate the progress that has been made over the past year, and adjust as needed.

FACILITIES MASTER PLANS (FMP)

Drawing upon quantitative and qualitative data collected for the District-wide Strategic Plan and the Education Master Plans for both colleges, new Facilities Master Plans (FMP) will also be developed for the campus. The FMPs will provide an inventory and an assessment of all campus facilities, determine space requirements based on educational program needs, identify facility and infrastructure opportunities, and offer a vision and plan for the future development of each campus.

TECHNOLOGY MASTER PLANS (TMP)

Following the completion of the EMSP, a new Technology Master Plan (TMP) will be developed at each college. Each TMP ensures the colleges maintain currency and sufficiency with their evolving technological requirements and aligns with educational priorities. The TMP will be designed to improve technology decision-making processes and identify resources to support ongoing technology systems, infrastructure, and security needs.

PLAN DEVELOPMENT PROCESS

DISTRICT-WIDE PLANNING COUNCIL (DWPC) AND DISTRICT-WIDE INTEGRATED PLANNING COMMITTEE (DWIPC)

The MIG project team met regularly with the SOCCCD District-wide Planning Council (DWPC) and District-wide Integrated Planning Committee (DWIPC), a sub-committee of the DWPC to communicate and coordinate all the development of the district-wide strategic plan. The DWPC and DWIPC represented the SOCCCD community throughout the project and provided guidance and oversight by participating in strategy sessions, providing input, reviewing findings and actively participating in the development of the Strategic Plan. In this way, members of the DWPC and DWIPC, representing both Irvine Valley College and Saddleback College as well as District Services, played a central role in the development of the District-wide Strategic Plan and the two Education Master Plans which together constitute the overall EMSP. This ensured that all three plans emerged from a district-wide collaborative planning process that reflected the views and perspectives of all three institutions.

District-wide Planning Council (DWPC) and District-wide Integrated Planning Committee (DWIPC) Members
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* Asterisks indicate members who belong to both the DWPC and DWIPC

The planning process was divided into three phases and is illustrated in Figure 3. The first phase identified trends, issues and community preferences and synthesized these findings into an Environmental Scan report. This analysis identified educational needs and priorities as well as the future educational opportunities for the District and both Saddleback and Irvine Valley colleges. Key themes identified in Phase I were summarized and presented to SOCCCD leadership and community members in Phase II for further consideration.

FIGURE 3. SOCCCD EMSP PLAN DEVELOPMENT PROCESS
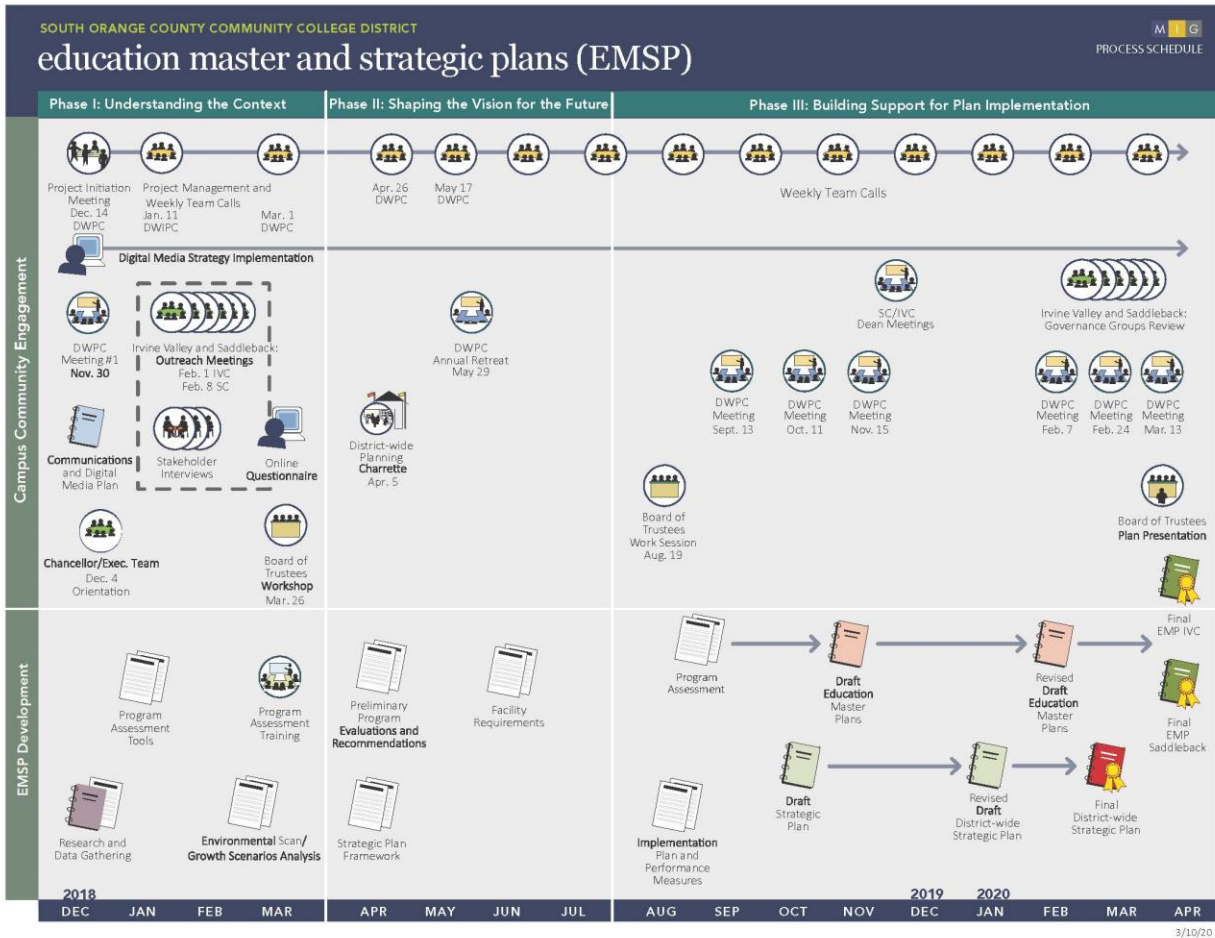
Phase II defined a clear path forward for the District based on a shared understanding of where the District was and where it wanted to be in the future. The District-wide Planning Council (DWPC) and the project team utilized findings from Phase I and the District-wide Planning Charrette to identify goals and objectives that will shape the future direction of the District and two colleges. These goals and objectives constitute a framework that was further refined in a series of internal DWPC and DWIPC discussions. During this same period, divisional and program assessment and growth projections data were developed to assist in the drafting of descriptive and analytical overviews of each academic school in Irvine Valley College and academic division at Saddleback College as well as student services at both colleges. These will form the core content for the Education Master Plans of both colleges but were developed as part of the overall EMSP planning process that shaped this District-wide Strategic Plan.

Phase III built support for the plan through a careful, inclusive review of the draft plans. The draft versions of the Strategic Plan and college Education Master Plans were reviewed by staff, the DWPC, and DWIPC, the community, and Board of Trustees.

PLANNING PROCESS STAKEHOLDERS AND COMMUNITY

The strategic plan is informed by the SOCCCD community input solicited through a variety of public engagement activities. The project team initiated public engagement with the development of a communications plan to ensure that all stakeholders were reached, including staff, faculty, administrators, students, and community members. Phase I included two days of workshops on the campuses of Saddleback College and Irvine Valley College, an online questionnaire for all SOCCCD stakeholders, and a questionnaire for instructional program faculty chairs and services area managers.

SOCCCD BOARD OF TRUSTEES

At two key milestones, the project team met with the Board of Trustees to share findings from the EMSP planning process. In phase I of the project, at a planning study session, the trustees shared their key issues and priorities of the Board as outlined in the 2018-2019 Board of Trustees Goals, see Appendix B. The board goals helped to frame the development of priorities in the district. In phase II of the project, the environmental scan data, and the developing District-wide goals were shared with the Board. The Board of Trustees engaged in a discussion on the goals that shaped the final goals and objectives developed by the District-wide Planning Council (DWPC).

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

ENVIRONMENTAL SCAN

EXTERNAL AND INTERNAL DATA
GATHERING

II. ENVIRONMENTAL SCAN – EXTERNAL AND INTERNAL DATA GATHERING

ENVIRONMENTAL SCAN HIGHLIGHTS

The consultant team developed an Environmental Scan as part of the planning process for the Strategic Plan. This Scan provides a report on the internal and external current conditions related to population and demographics, business growth, student enrollment, success factors, and competitive educational providers. Data analysis was incorporated through the Environmental Scan existing conditions report and in the development of goals and objectives for long-term planning.

An Environmental Scan collected background information about South Orange County Community College District, statewide and broader community college trends, and qualitative and quantitative data to report on the internal and external conditions which play a role in informing the development of the three interrelated components of the Education Master and Strategic Plan (EMSP).[3]

This section summarizes the internal and external trends identified during the Environmental Scan — including changing population demographics, employment projections, college enrollments, and student outcomes. Information provided by this Scan will assist SOCCCD and Saddleback and Irvine Valley colleges in preparing and responding to current conditions and anticipated changes, opportunities, and challenges in the future. It serves as a guide for the colleges and the District in determining the future directions of programs, facilities, faculty and staff, support services for students, communications and outreach, and financial resources.

COMMUNITY AND REGIONAL CONTEXT

DEMOGRAPHIC TRENDS

AN AGING WORKFORCE AND POPULATION

- The growth of adult residents in older age groups will drive most of Orange County's population growth over the next few decades, with substantial growth among seniors aged 75 and older.
- Increasing retirements among older adult workers will provide more job opportunities for younger workers.
- The number of adults of working age (25 to 64 years old) in the region is expected to be flat in the coming decades.

DECLINING SCHOOL AGE ENROLLMENT

- Orange County's school-age enrollments are projected to decline sharply by 2025, mirroring larger statewide trends following declines in birthrates after the Great Recession.
- There will be 40,000 fewer K-12 enrollments in Orange County in 2027 than there were in 2017, a loss of nearly nine percent of school-age students.

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[3] College-level information from the Environmental Scan is available in the Education Master Plans for Irvine Valley College and Saddleback College.

GROWING ETHNIC DIVERSITY CONTINUES TO SHAPE THE REGION

- Southern California will be a majority Latinx/Hispanic region by 2025.[4]
- In Orange County, currently, one-third of residents are Latinx/Hispanic, and 20 percent are of Asian descent. By 2060, 40 percent of the population will be Latinx/Hispanic, and 25 percent will be Asian.

HIGH COST OF LIVING

- Median home values and gross rents in the South Orange County Community College District Service Area are higher than the Orange County median values.
- Transportation costs amount to 25 percent of the average Orange County resident's monthly budget.

EMPLOYMENT

- Employment in the SOCCCD Service Area is projected to grow by nearly 17 percent, with 100,000 new jobs expected by 2035.
- Health care services firms employ the most workers in Orange County; within the South Orange County Community College District, more people are employed in Professional and Technical Services occupations.

DEMOGRAPHIC IMPLICATIONS FOR COMMUNITY COLLEGES

- Declines in regional school enrollments and high school graduation rates may lead to fewer college-age student enrollments at local institutions.
- Growing older adult populations may lead to an expansion in health care services and related fields.
- Retirements among older workers in middle-skill professions offer opportunities for community college students.
- SOCCCD and other colleges will need to plan for a mix of academic programs and support services that appropriately meet the diverse needs of older and non-traditional students, such as adult learners in need of re-training for new career paths, or increased community education classes for seniors.

REGIONAL INDUSTRY AND EMPLOYMENT TRENDS

SIGNIFICANT INDUSTRIES IN SOUTHERN CALIFORNIA AND ORANGE COUNTY

- In Southern California, growth in the Health Care sector over the next decade is expected to create an additional 330,000 jobs in the region. The Logistics sector (Transportation and Warehousing) is projected to grow by 22 percent, adding 81,000 jobs. Hospitality (Accommodation and Food Services) will grow by 15 percent, about 113,000 new jobs.
- Orange County employment growth projections mirror some of the broader regional trends, with Health Care, Hospitality, and Administrative Support Services sectors projected to grow the most over the next decade.

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[4] In this case, Southern California refers to the region governed by the Southern California Association of Governments, commonly referred to as SCAG. This includes Los Angeles, Orange, Riverside, San Bernardino and parts of Imperial and Ventura Counties.

- Key industry clusters in Orange County and Southern California include information technology, digital media, and data analytics; biotech, including bioscience research, biopharmaceuticals, and medical device manufacturing; health care services; and professional and technical services.
- The region is also a hotbed for action sports companies and has large and growing tourism and hospitality industries.

EMERGING INDUSTRIES IN ORANGE COUNTY

- Emerging industries in the region include those connected to the green economy and businesses involved in the integration of IT and healthcare.

GROWING OPENINGS IN MIDDLE-SKILL JOBS

- Nearly a third of all new job openings in the coming years will require "middle skills," education, and training beyond a high school diploma: such as associate degrees or certification awards, occupational licensing, or apprenticeship opportunities.
- By 2025, the state of California is likely to face a shortage of more than a million workers with some postsecondary training.
- Retirements will lead to increased numbers of openings in middle-skill jobs.

THE CHANGING NATURE OF WORK

- The advances of tech-infused workplaces require workers who understand how to use technology and data, and who are flexible and adaptable as industries and work evolves.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT DEMOGRAPHICS AND TRENDS

ENROLLMENT

- The number of students at SOCCCD (by headcount) has declined 11 percent since 2009.
- District-wide enrollments have declined by 8,000 (6.6 percent) between 2009 and 2017, and by 1,900 (1.7 percent) since 2013.
- SOCCCD total full-time equivalent students (FTES) has experienced slight increases in Fall 2016 and declines in Fall 2015 and Fall 2017 but has remained relatively flat in the period between Fall 2009 and Fall 2017, averaging 12,490 full-time equivalent students during this time.

STUDENT DEMOGRAPHICS

- Ninety percent of students live within the community college district; two percent of the student body qualify for AB 540 status.
- Both schools are experiencing an increase in enrollment among older adults and high school age students. One in four students at Saddleback are over 50 years of age; most students at Irvine Valley are under 30 years old. The number of dual-enrolled students has tripled at Saddleback College and is up sharply at Irvine Valley College as well.
- White, non-Hispanic students constitute most students at Saddleback, but only about a third of students at Irvine Valley.
- There has been a rise in enrollments among students of Asian and mixed descent at both schools between 2013 and 2017. Both have seen declines among African American students.
- More than 40 percent of new, first time students at Irvine Valley are economically disadvantaged, while 32 percent of first time Saddleback students are.
- Nearly one in six students at Saddleback (16 percent) and one in five at Irvine Valley (19 percent) are first-generation students, meaning they are the first in their immediate family to attend postsecondary school after high school

EDUCATIONAL GOALS

- Most students who enroll at Saddleback and Irvine Valley Colleges have plans to transfer to four-year schools.
- Ten percent of South Orange County Community College District students say they are enrolled in career training; another 20 percent have personal development educational goals.

INSTRUCTION METHODS

- The number of SOCCCD students taking online classes has grown 26 percent since 2013.
- Twenty percent of students take classes via multiple methods of instruction.
- Rates of retention and success are improving among online students, though success rates still fall below traditional classroom outcomes.

STUDENT OUTCOMES

- Both Saddleback and Irvine Valley perform above the statewide average when looking at the completion rates of students, those who complete a degree or certificate, and/or transfer to another school within six years of their initial enrollment.
- Student cohort persistence rates have grown between 2008 and 2012 class cohorts, and completion rates are well above statewide averages.

- Among many students of color, those who enroll already prepared for college are more likely to complete their programs of study.

DEGREES AND AWARDS

- Saddleback College and Irvine Valley College collectively offer more than 220 associate degrees and nearly 200 certificate awards.
- The number of certificates and degrees awarded to Irvine Valley College students grew by more than 75 percent and by 44 percent at Saddleback College between 2013 and 2017.
- Both colleges offer 18 of the top 25 degrees among students who graduate from SOCCCD; these account for nearly 75 percent of all degrees awarded in the district.
- In 2017, students at both schools needed an average of at least 8.5 semesters to complete their degree or certificate awards.

TRANSFERS

- Transfer rates have grown significantly at both schools, up more than 20 percent from 2013 to 2017.
- Among transfer students, 55 percent of Irvine Valley College students and 45 percent of Saddleback College students transfer to UCs and CSUs, and the top five in-state destinations are the same for both colleges.

IRVINE VALLEY COLLEGE ON-CAMPUS WORKSHOPS

On February 1, 2019, MIG staff facilitated a series of 11 workshops at Irvine Valley College. The purpose of these sessions was to gather qualitative information from a broad spectrum of the campus community to inform the development of the college and the District-wide Strategic Plan. During the workshops, the consultant team heard from representatives of the following college groups and committees:

- Academic Senate
- Associated Student Governments
- Classified Senate
- Classified Staff and Evening Employees
- Deans and Managers
- Faculty
- Guided Pathways
- Institutional Effectiveness Committee
- President's Executive Council
- Strategic Planning and Accreditation Council

In addition to meetings with specific groups, MIG held an open forum to which the entire campus community was invited.

SADDLEBACK COLLEGE ON-CAMPUS WORKSHOPS

On February 8, 2019, MIG staff facilitated a series of eight workshops at Saddleback College to gather qualitative information from a broad spectrum of the campus community to inform the development of the college and districtwide Strategic Plan. These sessions were like those held at Irvine Valley College a week earlier. During the campus workshops, the consultant team heard from the college following groups and committees:

- Academic Senate
- Associated Student Government
- Classified Senate
- Management Team
- Planning and Budget, Steering Committee and Educational Planning Committee
- President's Cabinet
- Student Success Coordinating Committee

Like the workshop series at Irvine Valley College, the consultant team also held an open forum to which the entire campus community was invited.

ON-CAMPUS WORKSHOP FINDINGS

Several key issues and challenges were identified during the Irvine Valley and Saddleback College on-campus workshops. These issues, along with findings from the online questionnaire (presented below), were used to help identify major themes that would shape the development of the district-wide strategic plan.

- Declining college-age population and changing demographics

- Responding effectively to the impact of social media and technology on everything

- Aligning programs with ever-changing labor market needs

- Addressing aging facilities and infrastructure

- Overcoming misperceptions that a community college is a "lesser" education

- Improving organizational decision-making; desire for more transparency and collaboration

- Providing a sense of community for student commuters

- Integrating Guided Pathways & similar initiatives into the organizational culture and structure

- Meeting the many non-academic needs of today's students that impact learning

- Preparing faculty and staff for a more diverse student body

- Simplifying a complex enrollment process

- Improving full-time/part-time faculty ratio

- Moving beyond previous inter-college tension

- Ensuring consistent information delivery to students

- Reducing delivery time for new facilities

- Responding effectively to state mandates (e.g., equity, new funding formula)

ONLINE QUESTIONNAIRE

SOCCCD launched an online survey to collect input from stakeholders on the District's programs and facilities in February 2019. The survey remained open for approximately two months until April 2019, collecting a total of 1,062 responses. The online survey provided stakeholders who might not participate in a traditional workshop or intercept event with an opportunity to share their experiences and needs on their own time. Key findings from the online questionnaire as expressed by participants included the following:

- Respond to Students' Needs – Participants indicated that classes, administrative, business, and student services need to be more responsive to students' needs, particularly those of low-income students, working students, and students with families.

- Reputable – Participants have generally had positive experiences with the colleges and District, noting that the colleges have excellent transfer rates, rigorous academic programs, and high-quality professors, while still being relatively affordable.

- High-Quality Professors – Professors are generally well regarded and are described as knowledgeable and caring.

- Unmet Facility Needs –A variety of facility needs were identified, including additional classrooms, up-to-date technology, faster and more reliable internet, and wellness and athletic facilities, among others.

- Affordability – The colleges and District are perceived as affordable overall, but many participants indicated a need to reduce the cost of materials, programs, and amenities, including textbooks, parking, and online courses.

- Communication – Improve communication between stakeholder groups, including departments, services, faculty and staff, the student body and the community.

- Additional Staff Members – There is a need for more full-time professors and more staff members in the administrative, business, student services, and IT departments.

PROGRAM AND UNIT ASSESSMENTS

A core element of the EMSP development process is the evaluation and assessment of existing programs and the exploration of potential new programs. The initial step in the program assessment process took place while the on-campus workshops and online questionnaires were also engaging the overall community of both colleges. This was in the form of a program and unit assessment questionnaire distributed internally at both colleges and within district services. The purpose of the questionnaire was to gather information from faculty, staff, managers, and administrators to assess the needs, issues, challenges, and opportunities associated with the programs/units in each college and district services. This information along with findings from the environmental scan, campus workshops, and online questionnaire was used to help identify emerging themes presented at the district-wide charrette and to guide further development of the Education Master Plans.

DISTRICT-WIDE CHARRETTE

Following Phase I, the consultant team identified ten recurring themes across all engagement activities and presented these themes at a districtwide Charrette on April 5, 2019. These ten themes are listed below. Approximately 80 stakeholders attended the event and participated in small group discussions to provide additional input on the ten recurring themes. The input collected at the Charrette was summarized and incorporated into Phase II.

- Theme A: Teaching and Learning Approaches
- Theme B: Preparing Students
- Theme C: Aligning Programs
- Theme D: Ensuring Equity
- Theme E: Strategizing Enrollment
- Theme F: Modernizing Facilities and Technology
- Theme G: Improving Organizational Effectiveness
- Theme H: Expanding Partnerships
- Theme I: Marketing and Communication
- Theme J: Strengthening Relationships

RELATION TO STATE INITIATIVES

In recent years, the California Community Colleges system has launched numerous statewide initiatives to improve successful outcomes for students in every community college across the state. The development of the District-wide Strategic Plan and the rest of the EMSP was an opportunity for SOCCCD to continue its ongoing efforts to fully align itself with both the goals and spirit of these initiatives profiled below.

VISION FOR SUCCESS

Released in September 2017, the Vision for Success established a vision for improving the performance of the California community college system. The purpose is to ensure the community college system is fulfilling its aim to help students complete their educational goals. It does this by adopting six student outcome goals that clearly define priorities and a focus for the system as a whole:

- Goal 1 –Increase the number of students earning credentials by at least 20 percent
- Goal 2 –Increase the number of students who transfer by 35 percent
- Goal 3 –Reduce average units accumulated by students who complete degrees to 79
- Goal 4 –Increase the number of students who get jobs in their field of study to 69 percent
- Goal 5 –Reduce equity gaps among underrepresented students by 40 percent over 5 years and eliminate the gaps in 10 years
- Goal 6 –Fully close regional achievement gaps by 2026-27 through faster improvements among colleges located in regions with the lowest educational attainment of adults

Vision for Success is the foundational statewide initiative for ensuring positive outcomes for students entering the community college system. The other initiatives are aligned with the Vision for Success as they were designed to help make its goals a reality.

GUIDED PATHWAYS

Guided Pathways is the primary vehicle for achieving the Vision for Success goals. It is a framework designed to help students reach their goals by creating highly structured, crystal clear roadmaps that lead to defined educational or career objectives. Guided Pathways also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. The Guided Pathways framework consists of four major pillars:

- 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

AB 705

AB 705 is a bill signed by the Governor on October 13, 2017, that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

AB 19: CALIFORNIA PROMISE PROGRAM

AB 19, the California Promise Program, authorizes colleges to waive enrollment fees for one year for all first-time, full-time students. Previously only students who could meet certain criteria qualified for the enrollment waiver program formerly known as the Board of Governors Fee Waiver.

STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

The Student Equity and Achievement (SEA) program eliminated separate funding for three categorical programs – Student Success and Support Programs (SSSP), Basic Skills Initiative, and Student Equity. It integrates the three programs into the single SEA program to advance the system-wide goal of achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

STUDENT CENTERED FUNDING FORMULA (SCFF) METRICS

The Student-Centered Funding Formula (SCFF) was introduced in the 2018-19 budget. In prior fiscal years, enrollment was the traditional driver of community college funding, but many students who entered community college never completed a degree or certificate or transfer, or it took them a long time to do so. The new SCFF is in part, a performance-based funding formula that reflects the degree to which students in each college are successfully achieving their educational and career outcomes. Discretionary funds are to be allocated to community college districts based on three calculations.

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of student who have attained the regional living wage.

AB 288: DUAL ENROLLMENT

AB 288 establishes the College and Career Access Pathways (CCAP) partnerships to facilitate the development and promotion of K-12 and community college dual enrollment programs. It helps advanced high school students to begin college early, and by doing so, it saves both students and the state time, money, and scare educational resources. It also improves college readiness skills for those students academically underprepared for college-level course work and by doing so, helps a broader range of students transition from high school to college, particularly students from backgrounds for which a college education was not a given.

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

DISTRICT-WIDE PLANNING COUNCIL

STRATEGIC PLAN GOALS
IDENTIFICATION

III. DISTRICT-WIDE PLANNING COUNCIL AND STRATEGIC PLAN GOALS IDENTIFICATION

The ten themes and related results that emerged from the district-wide charrette were carefully reviewed and discussed in a series of DWIPC and DWPC meetings culminating in a May 2019 DWPC retreat. The project team initiated the process by sharing ideas and strategies for addressing each of the themes generated by breakout groups during the charrette. To further stimulate discussion, the project team presented a framework that showed a convergent relationship between the emerging themes with the goals of the current district-wide strategic plan (2014-2020) and the six statewide goals of the California Community Colleges Vision for Success.

In addition, district-wide initiatives proposed by the Board of Trustees in response to findings from the Environmental Scan were presented. In response to this information, during the first of these meetings, DWIPC members suggested that the Guided Pathways structure could provide a further clarifying lens for translating the charrette themes into a set of meaningful goals for the strategic plan. Input from this initial DWIPC discussion was used to convert the ten charrette themes into a more compact set of five goals that reflected statewide priorities as conveyed in the Vision for Success and by Guided Pathways.

Subsequently, during a vigorous brainstorming discussion, these five draft goals were examined, analyzed, and reconfigured by the full DWPC to ensure these strategic goals were targeting the most critical educational and institutional priorities of the district and the two colleges.

Later that same month, during a day-long retreat, DWPC members worked together to further clarify these strategic plan goals by identifying desired outcomes, objectives, measurable targets, and data sources for each goal.   Goals and objectives were also reviewed to ensure alignment with district-wide initiatives previously identified by the Board of Trustees.

In the weeks that followed, the DWPC continued to focus on the results of their retreat discussion to refine their proposed goals and objectives, resulting in the four strategic goals and their objectives presented here in the final chapter of this document.

The following comparative matrix illustrates the emergence of the key district-wide goals and its relationship and integration with key local and statewide initiatives.

TABLE 1: DISTRICT-WIDE GOAL DEVELOPMENT - COMPARATIVE MATRIX

Proposed District-wide Strategic Plan Goals	Themes from External and Internal Scans	Guided Pathways Structure	District-wide Strategic Plan 2014-2020	Vision for Success (VFS) 2018-2019 Board of Trustees (BOT) Goals
Goal 1: Ensuring Student Equity in Access and Achievement All students have been provided equal access to quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.	**Theme B: Preparing Students** Prepare students to achieve their learning goals and successfully complete their educational programs in a reasonable amount of time by redesigning academic programs in concert with wrap-around support services to provide each student with a clear focus on what they need to do to realize their future aspirations. **Theme C: Aligning Programs** Align our programs throughout the district with current and long-term labor market needs by equipping students with the relevant skills, knowledge, and experiences to ensure successful outcomes for all students (transfer and CTE students). **Theme D: Ensuring Equity** Promote success for all students by identifying and mitigating factors that contribute to disproportionate impacts among different student populations.	I – Clarify the Path II – Get on the Path III – Stay on the Path	Goal 2 –Enhance the teaching and learning environment	**VFS Goal 5**: Reduce equity gaps among underrepresented students by 40 percent over 5 years and eliminate the gaps in 10 years. **BOT Goal 5:** Research and identify equity gaps and report back to the Board on a plan to reduce achievement gap(s).

Proposed District-wide Strategic Plan Goals	Themes from External and Internal Scans	Guided Pathways Structure	District-wide Strategic Plan 2014-2020	Vision for Success (VFS) 2018-2019 Board of Trustees (BOT) Goals
Goal 2: Transforming Lives Through Learning and Achievements The lives of our students are transformed by the learning opportunities they experience, the skills they acquire and the achievements they attain.	**Theme A: Teaching and Learning Approaches** Adopt a wider array of pedagogies and provide more holistic student services to address the needs of the current wave of students. Provide faculty and staff with professional development to improve their ability to serve these students.	III – Stay on the Path IV – Ensure Learning	Goal 1 – Foster an environment (of) creativity, innovation, respectful interactions, and creativity Goal 2 – Enhance the teaching and learning environment	**VFS Goal 1** – Increase the number of students earning credentials by at least 20 percent. **BOT Goal 1:** Increase by at least 5% the number of SOCCCD students who acquire associate degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job. **VFS Goal 2** – Increase the number of students who transfer by 35 percent. **BOT Goal 2:** Increase by 8% the number of SOCCCD students transferring to 4-year colleges or universities. **VFS Goal 3** – Reduce average units accumulated by students who complete degrees to 79 **BOT Goal 4:** Decrease the average number of units accumulated by SOCCCD students earning their associate degrees by at least 3%.

Proposed District-wide Strategic Plan Goals	Themes from External and Internal Scans	Guided Pathways Structure	District-wide Strategic Plan 2014-2020	Vision for Success (VFS) 2018-2019 Board of Trustees (BOT) Goals
Goal 3: Engaging with the Community in Economic Prosperity, Civic Events and Cultural Activities Strategic partnerships enable us to serve the civic, cultural and economic needs of our communities.	**Theme E: Strategizing Enrollment** Carry out a district-wide, pro-active, and strategic response to demographic decline in traditional (18-24) students through enrollment management, leveraging strength in on-line programs, reaching out to non-traditional students, and other targeted approaches. **Theme H: Expanding Partnerships** Expand and enhance partnerships with K-12 school districts, local business community, local cities, and 4-year institutions. **Theme I: Marketing and Communication** Raise the profile of each of the colleges based on a new vision of what is required of community colleges in the 21st century.	Promoting the Path	Goal 3 –Advance economic and workforce development	**VFS Goal 4** – Increase number of students who get jobs in their field of study to 69 percent. **BOT Goal 3:** Increase the percent of exiting CTE students who report being employed or advanced in their field of study. **BOT Goal 6:** Maintain life-long learning and emeritus program enrollment at (at least) current levels.

Proposed District-wide Strategic Plan Goals	Themes from External and Internal Scans	Guided Pathways Structure	District-wide Strategic Plan 2014-2020	Vision for Success (VFS) 2018-2019 Board of Trustees (BOT) Goals
Goal 4: Optimizing Our Institutional Design and Structure with a Student-Centered Focus Our institutional systems, facilities and infrastructure are optimized, accessible and sustainable to achieve our goals.	**Theme G: Improving Organizational Effectiveness** Improve organizational effectiveness, internal communication, collaboration and decision-making within each college through greater transparency and inclusiveness. Engage faculty and staff to document, streamline, and simplify processes and systems within each college and throughout the district. **Theme J: Strengthening Relationships** Strengthen the inter-institutional working relationships between IVC, SC, and the District by pursuing opportunities to collaborate on shared goals. **Theme F: Modernizing Facilities and Technology** Expand and modernize college facilities and infrastructure as determined by program requirements and student needs. Reexamine current funding approach and philosophy to support long term capital projects needed to meet college programming needs.	Institutionalize Support for Guided Pathways	Goal 1 – Foster an environment (of) creativity, innovation, respectful interactions, and creativity Goal 4 – Strengthen long term financial health and institutional effectiveness	**BOT Goal 7:** Research and identify non-academic barriers and report findings to the Board on strategies to address these barriers. **BOT Goal 8:** Review the current status of ATEP for the purpose of establishing measurable goals.

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

DISTRICT-WIDE GOALS & OBJECTIVES

IV. DISTRICT-WIDE GOALS AND OBJECTIVES

Goals provide the district with direction for long-term decision making and guidance as well as an organizing structure for specific strategies and actions that will be carried out at the college level. The desired outcome more fully conveys what success will look like when the goal is achieved. Grouped with each goal are objectives that detail the methods that will be undertaken to move toward the achievement of the goal. Each objective includes an indicator metric to identify how progress towards the goal will be evaluated. The research offices at the District and colleges have identified data sources and methodology needed to establish the indicators for each objective, see Appendix C for detailed definitions of the indicators. As the colleges develop their related strategic plans, the research offices will establish common metrics for each indicator and data will be provided in the annual update of the district-wide strategic plan.

The District-wide Planning Committee (DWPC) utilized findings from the EMSP planning process to translate the ten themes presented at the District-wide Planning Charrette into a more compact set of four goals presented below. Through a series of internal working sessions, the DWPC identified objectives for each goal and the targets and data sources that will be used to track progress over time.

These goals and their objectives illustrate the future direction of the South Orange County Community College District over the next five years.

GOAL 1:   **ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT**

GOAL 2:   **TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS**

GOAL 3:   **ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY FOR ALL**

GOAL 4:   **OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS**

GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

Desired Outcome: All students have been provided equal access to quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

OBJECTIVES

1.1 **Reduce and eliminate the achievement gap among underrepresented students**
- Indicator: Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation

1.2 **Reduce and eliminate the achievement gap for completion rates in transfer-level math and English. (VFS)**
- Indicator: Increase the completion rate of transfer-level math and English within students' first year to 50 percent

1.3 **Reduce and eliminate the achievement gap between online and traditional classroom classes**
- Indicator: Establish baseline data set for each college and district-wide

1.4 **Increase equity of access into college**
- Indicator: Establish a baseline for the overall percentage of students who enroll after applying and by underrepresented student groups

1.5 **Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps**
- Indicator: Establish a baseline for student retention rates by underrepresented student groups

1.6 **Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias**
- Indicator: Establish a baseline to measure explicit/implicit bias

1.7 **Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias**
- Indicator: Establish a baseline to measure culturally responsive and inclusive learning environment

GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

Desired Outcome: The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

OBJECTIVES

2.1 **Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job (VFS)**
- Indicator: Establish a baseline of completion by award type and CTE program

2.2 **Increase the number of students transferring annually (VFS)**
- Indicator: Increase transfers to UC, CSU, and all other institutions by 35%
- Indicator: Establish a baseline to measure "transfer ready" students

2.3 **Increase completion rates in transfer-level math and English**
- Indicator: Increase the completion rate of transfer-level math and English within students' first year to 50 percent

2.4 **Increase course success in online and traditional classroom classes**
- Indicator: Establish a baseline for course success in online and traditional classes

2.5 **Increase student spring to spring and fall to fall retention**
- Indicator: Establish baseline percentage for the student retention rates

2.6 **Increase the percent of exiting CTE students who report being employed in their field of study (VFS)**
- Indicator: Increase CTE employment rate to 69 percent

2.7 **Reduce average units accumulated by students who complete degrees (VFS)**
- Indicator: Reduce average units accumulated from 88 to 79 units

2.8 **Implement educational programs and student services to indicator non-traditional students**
- Indicator: Establish baseline of "non-traditional" students

2.9 **Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities)**
- Indicator: Establish a baseline of "outside learning opportunities"

2.10 **Create and support inter-disciplinary learning opportunities both within and across the colleges**
- Indicator: Establish a baseline for inter-disciplinary learning opportunities

2.11 **Increase the number of professional development opportunities for faculty and staff**
- Indicator: Establish a baseline for professional development programs

GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY

Desired Outcome: Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

OBJECTIVES

3.1 **Strengthen and expand industry engagement to support student learning, program development, and regional economic development**
- Indicator: Establish baseline counts of partnerships by developing a rubric to categorize existing partnerships

3.2 **Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy (VFS)**
- Indicator: Increase the percentage of students reporting obtaining a job closely related to their field of study to 76% based on Career Technical Education Outcomes Survey (CTEOS)

3.3 **Increase participation in extended learning (community and adult education programs, and emeritus institutes)**
- Indicator: Establish a baseline for extended learning programs

3.4 **Increase the number of students who earn college credits while still in high school.**
- Indicator: Establish a baseline of students who are dual-enrolled (CCAP) and concurrently enrolled

3.5 **Increase partnerships with higher education institutions.**
- Indicator: Establish a baseline of partnerships with higher education institutions

3.6 **Increase community participation in civic, athletic, and cultural events**
- Indicator: Establish a baseline for measuring community participation in civic, athletic, and cultural activities.

GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS

Desired Outcome: Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.

OBJECTIVES

4.1 **Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.**
   - Indicator: Completion of college and district facilities and technology master plans that include a student-centered principle, established standards, and an appropriate resource planning model

4.2 **Develop an organizational culture of collaboration across the district**
   - Indicator: Implement the District-wide Climate Survey in 2020 to establish a baseline on organizational culture and collaboration

4.3 **Create a sustainable and robust participatory governance evaluation process**
   - Indicator: Review and analyze all committee evaluations for effective participatory governance and decision-making

4.4 **Provide enhanced student support with a student-centered design**
   - Indicator: Establish areas of student need for expanded student support services
   - Indicator: Explore student housing feasibility in the district

4.5 **Develop and build out the ATEP vision for the colleges including public-private partnerships**
   - Indicator: Establish a baseline of deliverables for ATEP vision

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

CONCLUSION

V. CONCLUSION

As one of the three planning documents which together constitute the SOCCCD Education Master and Strategic Plan (EMSP), the goals and objectives of the District-wide Strategic Plan 2020-2025 provide an overarching framework that clarifies strategic priorities for the District as a whole, including the Education Master Plans for both Irvine Valley College and Saddleback College.

In addition to the two Education Master Plans developed in conjunction with the District-wide Strategic Plan (DWSP), the two colleges are developing their specific strategic plans. Although two college-level strategic plans are aligned with the goals of the District-wide Strategic Plan 2020-2025, each of the colleges (as well as District Services) will need to identify their specific strategies and actions for achieving the overall goals and objectives of the EMSP. The strategies and actions the colleges identify will build on their respective strengths and opportunities as the faculty and staff understand them. For the same reason, each college may find it necessary to identify strategic goals and objectives beyond those in the District-wide Strategic Plan 2020-2025. In this way, the District-wide Strategic Plan 2020-2025 will ensure overall strategic alignment between the District and the two colleges while providing a foundation for district-wide collaboration. At the same time, the two colleges will retain the institutional flexibility they require to respond to challenges and opportunities specific to their unique needs and circumstances.

PLANNING TERMS

- The **Mission** explains why the district/college exists.   The Mission describes the overall purpose of the district/college.

- The **Vision** is an aspirational statement describing the district/college ideal future state. The vision statement describes what success will look and feel like.

- **Values** are the core principles by which the colleges and the district will carry out their mission. They define the basic attributes and beliefs that shape and guide district/college decision-making and provide ways of choosing among competing priorities.

- **Goals** are broad statements of direction that define what the district/college is trying to achieve.

- **Objectives** are detailed methods for attaining the goals. They should be specific, measurable, achievable, realistic, and time-based.

- **Action Steps** are detail actions for making progress towards accomplishing the objectives.

- **Implementation Plans** consist of strategies and **action steps**, i.e., projects and initiatives that each college and district services have selected to achieve the goals and objectives of the EMSP. Each year the colleges and district services will review their strategies and action steps considering the progress achieved and will revise and update their implementation plans as needed.

- **Performance Measures** describe the college's progress toward achieving its goals and objectives and may be quantitative or qualitative.

- **Education Master and Strategic Plans (EMSP)** are long-range comprehensive planning documents that define overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future. The current EMSP initiative will result in three distinct but wholly aligned planning documents: the SOCCCD District-wide Strategic Plan, the Irvine Valley College Education Master Plan, and the Saddleback College Education Master Plan.

- An **Environmental Scan** is an assessment of current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the district/college.

- A **Program Review** is a periodic assessment and evaluation conducted by college faculty and staff of educational programs provided by the college with recommendations for future

program development, faculty and staffing, facilities and equipment, technology, and support services.

- **Administrative Unit Review (AUR)** is a process like a program review for making recommendations to improve the effectiveness of administrative service and student support units.

- A **Facilities Master Plan** (FMP) envisions the future physical environment of the district/college (e.g. facility needs and learning spaces) based upon the vision, mission, and goals of the EMSP. Enrollment projections and other data provided by the EMSP will help to inform the development of the FMP.

- A **Technology Master Plan** (TMP) envisions the future technology needs of the district/college and establishes technology guidelines and planning goals that will support the vision, mission, and goals of the EMSP.

SOCCCD BOARD OF TRUSTEES' GOALS 2018-19

1. Increase by at least 5% the number of SOCCCD students who acquire associate degrees, credentials, certificates or specific skill sets that prepare them for an in-demand job.

2. Increase by 8% the number of SOCCCD students transferring to 4-year colleges or universities.

3. Increase the percent of exiting CTE students who report being employed or advanced in their field of study.

4. Decrease the average number of units accumulated by SOCCCD students earning their associate degrees by at least 3%.

5. Research and identify equity gaps and report back to the Board on a plan to reduce the achievement gap(s).

6. Maintain life-long learning and emeritus program enrollment at (at least) current levels.

7. Research and identify non-academic barriers and report findings to the Board on strategies to address these barriers.

8. Review the current status of ATEP for the purpose of establishing measurable goals.

Source: http://www.socccd.edu/about/BoardSelfEvaluation17.html

APPENDIX C

INDICATORS – DATA AND METHODOLOGY

Goal	Objective #	Objective Description	Indicator	Data and Methodology (January 2020)	State Data Source
GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT Desired Outcome: All students have been provided equal access to quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.	1.1	Reduce and eliminate the achievement gap among underrepresented students.	Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation	Define the achievement gap Methodology: Exclude emeritus students Number of students annually who earn: 1. associate degrees 2. certificates 3. transfer 4. become transfer ready 5. complete 9 units in a CTE program that prepares them for a specific occupation Underrepresented students are aligned with the state's definition: ethnicity, disabilities, economically disadvantaged, veterans, and foster youth	Success Metric
	1.2	Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.	Increase the completion rate of transfer-level math and English within students' first year to 50 percent	Methodology: Student Success Metric for degree-seeking students	Success Metric

1.3	Reduce and eliminate the achievement gap between online and traditional classroom classes.	Establish baseline data set for each college and district-wide	Data Definition: Course success rate for all online (M72) and face-to-face courses that are offered in both modalities. Is Hybrid (M73) courses part of online or face-to-face; consider placing in face-to-face.	
1.4	Increase equity of access into college.	Establish a baseline for the overall percentage of students who enroll after applying and by underrepresented student groups	Methodology: Define data with research offices Underrepresented students are aligned with the state's definition: ethnicity, disabilities, economically disadvantaged, veterans, and foster youth (for all metrics in Goal 1)	College Equity Plans
1.5	Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps	Establish a baseline for student retention rates by underrepresented student groups	Methodology: Underrepresented students are aligned with the state's definition: ethnicity, disabilities, economically disadvantaged, veterans, and foster youth (for all metrics in Goal 1)	College Equity Plans
1.6	Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias.	Establish a baseline to measure explicit/implicit bias	Workplan needed: Defining explicit and implicit bias	
1.7	Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias.	Establish a baseline to measure culturally responsive and inclusive learning environment	Workplan needed: Defining culturally responsive and inclusive learning environment	

GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS Desired Outcome: The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.	2.1	Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job	Establish a baseline of completion by award type and CTE program	Methodology: Exclude emeritus students Number of students annually who earn: 1. associate degrees 2. certificates 3. complete 9 units in a CTE program that prepares them for a specific occupation	Success Metric
	2.2	Increase the number of students transferring annually.	Increase transfers to UC, CSU, and all other institutions by 35% Establish a baseline to measure goal for "transfer ready" students	Methodology: Exclude emeritus students Number of students annually who earn: 1. transfer 2. become transfer ready	Success Metric
	2.3	Increase completion rates in transfer-level math and English.	Increase the completion rate of transfer-level math and English within students' first year to 50 percent	Methodology: Student Success Metric for degree-seeking students	
	2.4	Increase course success in online and traditional classroom classes.	Establish a baseline for course success in online and traditional classes	Data Definition: Course success rate for all online (M72) and face-to-face courses that are offered in both modalities. Is Hybrid (M73) courses part of online or face-to-face; consider placing in face-to-face.	
	2.5	Increase student to spring and fall to fall retention	Establish baseline percentage for the student retention rates		
	2.6	Increase the percent of exiting CTE students who report being employed in their field of study	Increase the CTE employment rate to 69 percent	Methodology: Student Success Metric	Success Metric

2.7	Reduce average units accumulated by students who complete degrees.	Reduce average units accumulated from 88 to 79 units		Success Metric
2.8	Implement educational programs and student services to target non-traditional students.	Establish baseline of "non-traditional" students	Workplan: Definition of "non-traditional students"	
2.9	Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities).	Establish a baseline of "outside learning opportunities"	Workplan: Definition of "outside learning opportunities"	
2.10	Create and support inter-disciplinary learning opportunities both within and across the colleges	Establish a baseline for inter-disciplinary learning opportunities	Workplan: Definition of "inter-disciplinary learning opportunities"	
2.11	Increase the number of professional development opportunities for faculty and staff	Establish a baseline for professional development programs	Workplan: Definition of "professional development programs"	

GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY Desired Outcome: Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.	3.1	Strengthen and expand industry engagement to support student learning, program development, and regional economic development	Establish baseline counts of partnerships by developing a rubric to categorize existing partnerships	Workplan: Create and implement partnership rubric	
	3.2	Increase the number of students who reported obtaining a job closely related to their field of study that strongly support the regional economy	Increase the percentage of students reporting obtaining a job closely related to their field of study to 76% based on Career Technical Education Outcomes Survey (CTEOS)	Methodology: Student Success Metric	Success Metric
	3.3	Increase participation in extended learning (community and adult education programs, and emeritus institutes)	Establish a baseline for extended learning programs	Workplan: Definition of "extended learning programs"	
	3.4	Increase the number of students who earn college credits while still in high school.	Establish a baseline of students who are dual-enrolled (CCAP) and concurrently enrolled	Methodology: Baseline for CCAP and Concurrently Enrolled	
	3.5	Increase partnerships with higher education institutions.	Establish a baseline of partnerships with higher education institutions	Workplan: Definition of partnerships with higher education institutions	
	3.6	Increase community participation in civic, athletic, and cultural events	Establish a baseline for measuring community participation in civic, athletic, and cultural activities.	Workplan: Definition of community participation in civic, athletic, and cultural activities	
GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH	4.1	Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.	Completion of college and district facilities and technology master plans that include a student-centered principle, established standards, and an	Workplan: Facilities and Technology master plan	

A STUDENT-CENTERED FOCUS Desired Outcome: Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.			appropriate resource planning model.		
	4.2	Develop an organizational culture of collaboration across the district.	Implement the District-wide Climate Survey in 2020 to establish a baseline on organizational culture and collaboration	Methodology: Implement Climate Survey	
	4.3	Create a sustainable and robust participatory governance evaluation process.	Review and analyze all committee evaluations for effective participatory governance and decision-making	Methodology: Review committee evaluation	
	4.4	Provide enhanced student support with a student-centered design.	Establish areas of student need for expanded student support services. Explore student housing feasibility in the district	Workplan: Define Data	
	4.5	Develop and build out the ATEP vision for the colleges including public-private partnerships	Establish a baseline of deliverables for ATEP vision	Workplan: Define ATEP Deliverables	

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

2020-2025
DISTRICT-WIDE STRATEGIC PLAN