South Orange County Community College District

2011-2031 EDUCATION & FACILITIES MASTER PLAN
VOLUME 1

SOCCCD

DECEMBER 2011

gkkworks

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

2011-2031 Education and Facilities Master Plan

Volume One - District Long Range Plan

DECEMBER 2011

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2011 SOCCCD MASTER PLAN

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

Volume One - District Long Range Plan

Presented to:

ACKNOWLEDGEMENTS: South Orange County Community College District

South Orange County Community College District

ACKNOWLEDGEMENTS: South Orange County Community College District

ACKNOWLEDGEMENTS: Saddleback College

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Kim Stankovich, Vice President
Bruce Gilman, Secretary
Bob Cosgrove, President Elect
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ACKNOWLEDGEMENTS: Irvine Valley College

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LIST OF EXHIBITS

South Orange County Community College District's 2011-2031 Education and Facilities Master Plan is the culmination of a comprehensive, year-long effort of research, input and thorough, thoughtful planning.

This 20-year Long Range Plan is comprised of 5 volumes. Volume 1 is the District-wide comprehensive volume, while Volumes 2-5 include Saddleback College and Irvine Valley College's educational and facilities plans. This plan addresses current and projected needs through the year 2031.

The Master Plan is intended to provide a written and narrative description of how South Orange County Community College District will address our long range forecast for enrollment and the changing needs and demographics of the students we serve.

An important piece of the plan's development was participation in the planning process from all representatives in our community, including students, faculty, staff and managers. This included input through surveys and many, many committees. During the process, there was a high level of communication, including presentations to faculty during flex week, college forums, committee presentations, and overviews for the Board of Trustees and executive team. To enhance transparency, accessibility and input, a special, interactive website was developed for this effort, which served as an important tool for gathering information and providing avenues for involvement. All of this process has culminated in a clearly defined roadmap for our future that will help guide our planning, budgeting and prioritization in a way that best serves our students and community.

We thank the many, many professionals for their hard work and invaluable contributions to this important, district-wide effort. This is a "living document," one that will continue to grow and change as we work to meet the needs of our students and our community. We are proud to share it with you.

Gary L. Poertner
Chancellor

Chapter One
Executive Summary

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Executive Summary

South Orange County Community College District (SOCCCD) began providing service in 1967 and today has strong ties to the 25 communities that exist within its service area and beyond. This multi-campus district is comprised of Saddleback College in the city of Mission Viejo (1967), Irvine Valley College in the city of Irvine (1985) and Advanced Technology Education Park (2007) in the city of Tustin. The 408,500 Weekly Student Contact Hours (WSCH) translates to over 42,500 registered students who are served by 341,500 assignable square feet of facilities. Governed by a seven member Board of Trustees and a representative student trustee, the district strives toward maintaining and growing its partnerships with local communities, K-12 districts and four year higher education institutions.

The Master Plan team promoted a participatory process including numerous and various constituencies district-wide. Over 3,315 individuals contributed through various input mediums. A sharepoint site provided open and continuous access to all meeting agendas, meeting minutes, presentations, and survey results and is currently available for review at the district's "Facilities" page. The collection of information through external and internal scans resulted in planning that aligns with the district's strategic directions as well as the State Chancellor's vision to "foster access, success and lifelong learning for all students while simultaneously advancing the state's interests in a skilled workforce and an educated citizenry."

Key indicators that will influence the district's future direction include enrollment growth, the need for economically viable jobs, the importance of providing the foundation for transferring to a four year institution and the increased importance of partnerships between the various college disciplines and district wide between community businesses and other educational institutions.

The current economic climate and the state budget woes provide additional challenges when analyzing available project resources. Project assignments assume a 50% state match for projects scheduled in the year 2012 and beyond. The annual Five Year Plan submittal will be used to reassess projections and priorities as additional information becomes available.

The 2011 Education and Facilities Master Plan is a five volume set that begins with projecting future enrollments and follows with strategies for academic refinement and facilities improvements to support and nurture the communities' educational aspirations during these changing times.

Enrollment Growth

In the past five years, the district met and exceeded the average enrollment growth projected for the state of California. Demand exceeded the projected need resulting in stresses on the available resources even before the economic recession was declared in 2008. While the district responded with increased faculty hiring, registration patterns follow those found statewide and there is a need to turn away interested students at the start of each semester.

The 2011 Education and Master Plan projects continued enrollment growth for the near term. During the next five years, it is anticipated that the district will grow between 2.5 and 3.0 percent annually in fall-to-fall term WSCH. However, as population growth in the county slows, and numbers of high school students diminish, enrollment growth at the district is expected to slow.

Importance of Transfer

SOCCCD is known for its transfer success. Approximately 43 percent of district students entering the colleges state their goal to be a 4-year university degree. Many students meet their transfer goals as reflected in the district's successful transfer rates. Both colleges focus on meeting the specific needs of transfer students. Many students come directly from high school seeking courses to fulfill lower division requirements. An important issue identified by both students and faculty was course availability. Student preparedness for four-year colleges and universities was also a major concern of faculty. Many enrollees are likely to need remedial work in English and Math, a need that is pervasive and ongoing statewide.

Slow Economic Recovery and Need for Partnerships

As of this writing, the 2008 recession shows signs of recovery, although economic uncertainty remains. Additional budget cuts to higher education in California argue for innovation and efficiency in conducting the business of education. Partnerships offer many benefits beyond shared resources. It is largely agreed that access to higher-level technologies increase and partnerships are also a way of pooling talent and offering "real life" learning experiences. Providing the necessary training in career technology education (CTE) is another important pathway to addressing our community's need for increasing skilled workers and as a way of attracting new industry. Many believe that the future lies in integrating business and education. Paired with community partners, the district is positioned to be influential in the re-shaping of education and in the development of the Orange County economy of the future.

Advancements and Changing Times

Educational delivery methods have changed. Hybrid and online course selections have been increasing, i.e. from 10.6 percent in fall 2005 to 19.5 percent in fall 2010. However, online courses require students to be self-motivated and independent while increasing the strain on resources such as faculty, staff, and technology. Faculty and staff must be properly trained to respond to the needs of online learners and the software and information technology infrastructure such as servers and computers must be constantly updated.

Faculty and students express preferences for classrooms equipped with state of the art technology and maximum flexibility in classroom design. Additionally, students, employees and members of the college communities affirm the importance of improved and adequate facilities, sustainability incorporated throughout curriculum and design and improving opportunity for campus gathering spaces and study locations to support the social networking prevalent among today's students.

Employee retirements will have a significant impact on the college during the coming decade and beyond. Twenty four percent of the faculty group is in the 61 and over age group. Many who have shaped the culture of the district and made the college respected and admired for its achievements will be leaving. Replacing those employees will be critical to the future. Competition for highly qualified employees is likely to be keen and the cost of living is high in the district service area.

The Chancellor, the Board of Trustees and all members the South Orange County Community College district are committed to providing the community with excellent learning, cultural and social enrichment opportunities and continue to advance this endeavor through the work of this Education and Facilities Master Plan.

Chapter Two
Introduction

2

Introduction

Since 1972, the California Code of Regulations, Title 5, Sections 55402, 55403 and 55404, have required that community college districts maintain educational Master Plans for each college in a district and for the district as a whole (State Chancellor's Facilities Planning Manual).

Purpose of the Master Plan

The 2011 EFMP outlines a vision for growth and modernization throughout the district. The Master Planning process captures information from a variety of sources resulting in data driven decision making. The product is a long-term plan for continuous quality improvements particularly focusing on strategies for academic excellence and facilities improvements. As a result of efforts involving effective participatory governance, capital expenditures are directly tied to planning at the colleges and district wide.

The Education Master Plan volumes identify projected student population growth and requisite assigned WSCH needs over a twenty year period. The Education Master Plan document serves the following specific purposes:

- To establish clear direction for the SOCCCD and each college by envisioning the future under the changing conditions of internal and external trends and influences.

- To provide a foundation and serve as a long range primary resource for the development of college planning activities.

- To support accreditation reviews and demonstrate compliance with accreditation standards.

- To inform the community of the SOCCCD and each college, their present situation needs, and future plans; thereby forging a closer relationship with the community.

- To determine the status of the SOCCCD and each college, the dynamics that may impact the college, and to provide appropriate responses to the situation.

- To serve as the basis for facility decisions regarding expansion and modification of facilities and the implementation of any state bond measure provided to improve district and/or college facilities.

- To identify the limitations, strengths, and capabilities of the district and each college, and offer options for the future.

- To stimulate continuing discussion about district and college programs and their effectiveness.

Purpose of the Master Plan

The Facilities Master Plans for Saddleback College and Irvine Valley College, Volumes 4 and 5 of the EFMP document, define a strategy for project development consistent with projected student population growth and correlating assignable space needs over the twenty year period 2011-2031. Each Facilities Master Plan serves the following specific purposes:

- To direct planning efforts based upon program and WSCH needs identified in the Education Master Plans

- To assess land use, topography, campus architecture, open space, vehicular and pedestrian circulation patterns, and sustainability practices

- To evaluate existing building conditions and systems in relationship to proposed renovation and growth

- To define campus plan strategies that maximize opportunities for social and interdisciplinary interaction

- To enhance campus efficiency and preserve natural resources

- To explore development options and assembled space programming needs into associated building projects for review by stakeholders

- To prioritize proposed all projects into five, ten and twenty year planning horizons, based upon needs and criteria established by college stakeholders

- To provide cost estimates for each prioritized project and identify capital outlay for each planning horizon

- To identify project sequencing consistent with student and program growth projections

- To inform funding strategy discussions

- To provide a reference database of building and campus physical status assessments consistent with state Fusion database

Outline of the Master Plan

The 2011 Education and Facilities Master Plan (EFMP) is a five-volume document that outlines strategies for academic refinement, facilities growth and modernization, and program and project expenditures timelines for the South Orange County Community College District (SOCCCD), Saddleback College and Irvine Valley College, and the Advanced Technology and Education Park (ATEP). Direction defined by the 2011 EFMP is based upon the previous 2006 Education and Facilities Master Plan and is updated in this document to reflect current trends in academic study, community growth, diversification, and economic influences.

The 2011 EFMP takes into account the history of the district, each college and ATEP, including the core values of the district and each college as represented by its mission, vision, and strategic directions and goals. The collection of information through external and internal scans resulted in planning that aligns with the district's strategic directions as well as the State Chancellor's vision to "foster access, success and lifelong learning for all students while simultaneously advancing the state's interests in a skilled workforce and an educated citizenry."

The EFMP provides detailed qualitative and quantitative information regarding student population trends, WSCH and requisite facilities square foot needs, and project priorities united with budget outlays; itemized as five, ten and twenty year planning horizons. In addition to the prescribed planning horizons, the EFMP provided essential background data contributing to the five-year State Capital Outlay Submittals for Saddleback College and Irvine Valley College, provided to the California State Chancellor's Office in June of 2011 and for successive year's submittals.

The combined five-volume EFMP Document is divided into the following:

- **Volume One**:   2011-2031 South Orange County Community College District, District Long Range Plan
- **Volume Two**:   2011-2031 Education Master Plan, Saddleback College
- **Volume Three**:   2011-2031 Education Master Plan, Irvine Valley College
- **Volume Four**:   2011-2031 Facilities Master Plan, Saddleback College
- **Volume Five**:   2011-2031 Facilities Master Plan, Irvine Valley College

In addition to the five-volume EFMP Document, four reference documents are identified in the appendices, each providing critical reference data supporting observations, directives and conclusions presented in the EFMP. These documents are provided separately due to their respective length, and available on the SOCCCD website for in-depth review. These documents are listed as follows:

- Focus Group Interview Notes (Saddleback College, Irvine Valley College, ATEP and the SOCCCD)

- Existing Facilities Physical Assessment (Saddleback College and Irvine Valley College)

- 2008 Advanced Technology and Education Park (ATEP) Long Range Plan

- 2009 Advanced Technology and Education Park (ATEP) Phase 3A Concept Plan

Planning Process

The education and facilities components of the EFMP document have been developed as a process in tandem, extending over a twelve month time frame; beginning in June 2010 and concluding with a formal presentation to the South Orange County Community College District Board in May, 2011. At each organizational level, the process has followed the principles of effective participatory governance, including representatives from the at-large community, students, faculty and staff of each campus, and administration representatives of the district and each campus.

The chart below summarizes the twelve-month EFMP process.
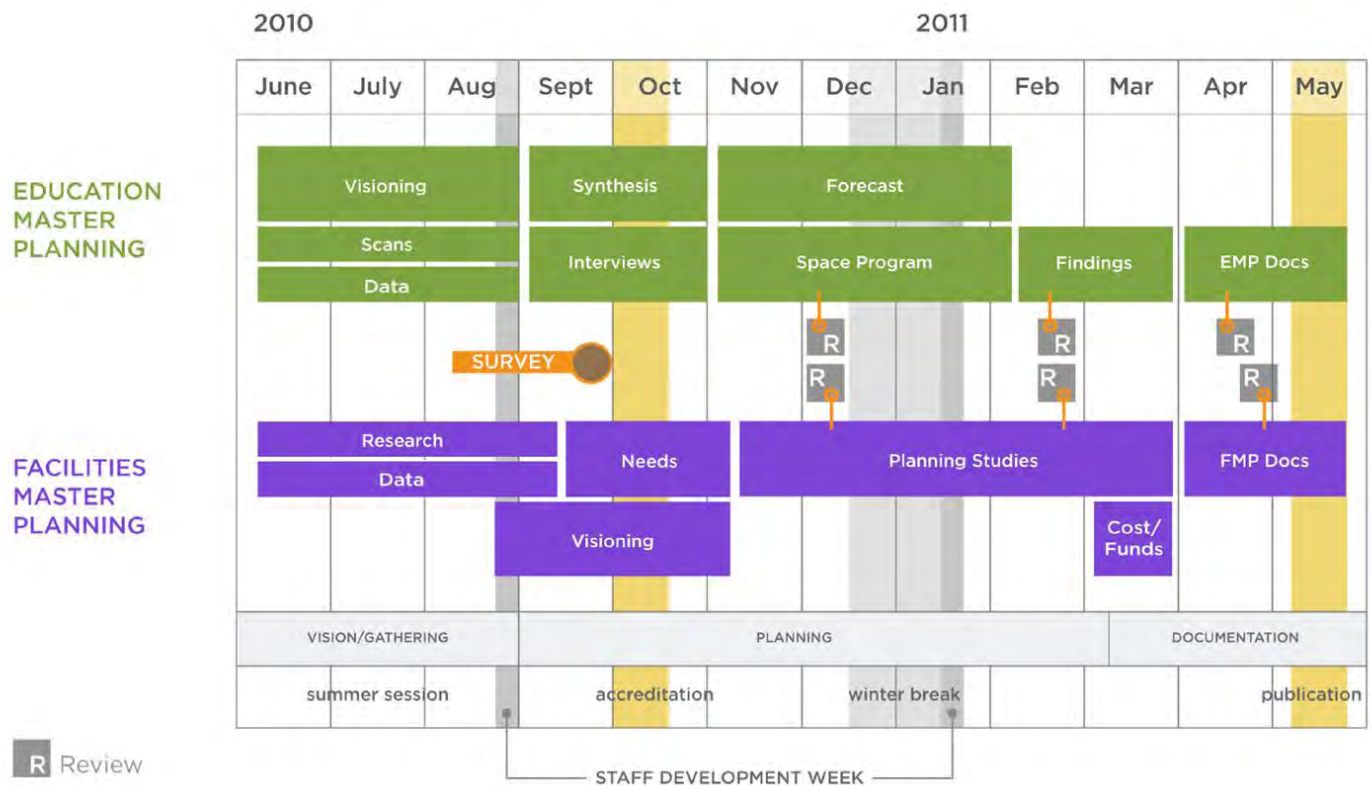
Exhibit 2.1: 2010-2011 Education and Facilities Master Plan Process

Planning Process

Throughout the process, personnel responsible for education programs and those responsible for facilities planning and operations participated together in numerous workshop discussions, meetings, presentations and surveys. The result was an integrated approach with facilities outcomes driven by education planning, and expenditure strategies developed from the planning process. The following identifies statistical highlights of the planning process and extent of participatory governance:

- 89 combined college committee workshop discussions and meetings

- Weekly Strategic and Planning Oversight Committee meetings

- Governance groups included: Academic Senate, Associated Student Government, Management Teams

- Six campus-wide/community outreach presentations

- 39 college and district focus group interview sessions with 232 participants

- Outreach questionnaires/surveys with 2,742 student responses, 297 employee responses and 43 community responses

- An interactive web-site
    o Progress document sharing
    o Progress comments/feedback (with 108 responses)

The combined joint effort has resulted in the 2011 EFMP to expand and modernize facilities for the district and for each campus, with focus upon specific needs to best serve the community and within parameters of a realistic fiscal strategy. The resulting list of criteria, identified below, was developed as part of the planning process. This list prioritizes needs for the district and each campus, and provided a means to prioritize programs and projects to be developed within the five, ten and twenty-year planning horizons:

- Instructional Program Need

- Student Support Services

- Facilities Condition: Safety and Compliance

- Campus Amenities: Student Centered Culture

- Funding Feasibility/Coordination

The exhibit on page 45 of this volume one (Exhibit 4.18) outlines the Project Prioritization Criteria developed with consensus from each college, and can be found in each college Facilities Master Plan volume. These criteria guided project needs, discussions and development sequences. The exhibit on page 46 (Exhibit 4.19) summarizes projected facilities anticipated in the twenty year timeline for each college.

District Vision and Mission

Faced with economic challenges, SOCCCD continues to demonstrate itself as a leader in sound fiscal management supported by the conservative policies of the Board of Trustees. Additional guiding principles include flexibility, innovation, and developing partnerships within the education and business communities.

The SOCCCD Vision	"To be an educational leader in a changing world"
The SOCCCD Mission	"To provide a dynamic learning environment and diverse opportunities fostering student success and contributing to the community."
Core Values/ Guiding Principles	We invest in our students' success, employees, facilities and community, with wise use of our resources.

Saddleback College Vision, Mission, Values, Strategic Directions & Goals

Since opening to students in 1968, Saddleback College's dynamic campus and stimulating academic curriculum uphold a tradition of success. Its rigorous academic curriculum is taught by a renowned faculty, and students can earn an associate degree or certificate in over 300 academic and career programs.

With more than 500,000 alumni, Saddleback College continues to demonstrate their importance in helping community members realize their goals. Transfer success, career technical education, campus life and support services rank as high priorities in the effort to provide a well-rounded educational experience.

The Saddleback College Vision	Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.
The Saddleback College Mission	Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.
Saddleback College Values	**Commitment** | We commit to fulfilling our mission to serve the south Orange County community. **Excellence** | We dedicate ourselves to excellence in academics, student support, and community service. **Collegiality** | We foster a climate of integrity, honesty, and respect. **Success** |We place our highest priority on student learning and delivering comprehensive support for student success. **Partnership** | We strive to develop strong and lasting partnerships among students, faculty, staff, and the community. **Innovation** | We anticipate and welcome change by encouraging innovation and creativity. **Academic Freedom** | We endorse academic freedom and the open exchange of ideas. **Sustainability** | We promote environmental sustainability and use our resources responsibly to reduce our ecological impact. **Inclusiveness** | We cultivate equity and diversity by embracing all cultures, ideas, and perspectives. **Global Awareness** | We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Saddleback College Vision, Mission, Values, Strategic Directions & Goals

Saddleback College Strategic Directions & Goals

Improve Student Preparedness | Saddleback College will ensure that students gain the foundational skills necessary to complete college level work and achieve career goals.

- *Goal 1: 80% of all students who seek certificates, associate degrees, and declare transfer as a Goal will be assessed, placed and complete a professional educational plan.*
- *Goal 2: Increase by 5% the number of individuals with an unidentified career Goal who receive career assessments and job acquisition skill development services.*
- *Goal 3: Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.*

Excel in College Transfers | Saddleback College will increase student transfers to four-year colleges and universities.

- *Goal 1: Improve by 5% student transfers to four-year institutions.*
- *Goal 2: Improve by 15% the number of students classified as transfer ready.*
- *Goal 3: Increase by 20% the number of students in the Honors Program.*

Enhance Resources | Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

- *Goal 1: Increase external foundation contributions to $1 million annually.*
- *Goal 2: Realize a minimum of $1 million in savings per year through the implementation of college efficiencies.*
- *Goal 3: Meet funding requirements to fulfill the "20-year Facilities and Scheduled Maintenance Plan".*
- *Goal 4: Improve the efficiency of college-wide communications and marketing strategies through a centralized system.*

Foster Innovation | Saddleback College will employ innovative ways to enhance programs and meet increasing student and workforce demands.

- *Goal 1: Meet or exceed state targets for each Career Technical Education (CTE) Perkins core indicator.*
- *Goal 2: Establish an integrated and comprehensive economic and workforce development program.*
- *Goal 3: Double the training services offered to faculty in the areas of teaching innovation and best teaching practices*

Irvine Valley College Vision, Mission, & Goals

Irvine Valley College has a focus toward improving the quality of life for the residents of South Orange County. Since 1985 award winning faculty and staff have been committed to helping student imagine, plan for and achieve their educational goals including transferring to four year institutions, obtaining associates degrees and certificates, refining basic skills and pursuing life-long learning. The College offers over 60 associate degree majors and 30 career and technical certificate programs.

The IVC Vision	Irvine Valley College is an institution of higher learning that seeks to deliver innovative instruction and student services programs, provide opportunities for student success and enter into dynamic community partnerships. The college maintains high educational standards as measured by student learning outcomes including skills and knowledge gained.
The IVC Mission	Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community. The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state of the art technologies and facilities. The college is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy.

Irvine Valley College Vision, Mission, & Goals

IVC
College-wide Goals

- To meet the current and future learning needs of our diverse community.

- To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.

- To develop and implement curricula that prepare students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning and community education.

- To provide exemplary support services focused on student success and retention.

- To provide programs and activities that promote economic development and partnerships with the community.

- To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices.

- To provide leading edge instructional and administrative technologies to facilitate student success.

- To promote IVC as an institution of higher education dedicated to student access and success.

- To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.

- To continue integrating the strategic planning process with budget development in a systematic cycle of evaluation for effective resource allocation.

- To promote environmental stewardship in college planning and decision making.

ATEP Vision, Mission, Strategic Direction & Goals

The district acquired ATEP in 2004 and initially opened in fall 2007 utilizing 1.5 of the overall 68 acres which is part of the 1,606 acre Tustin Legacy development. Future programs will focus on addressing current and emerging technologies to address workforce needs within the community. SOCCCD is actively pursuing public and private partners for this innovative development.

The **ATEP Vision**	"As the premier center of career-technical education in Orange County, ATEP will prepare students in current and emerging technological careers for a globally competitive economy."
The **ATEP Mission**	"To offer applied education and training programs in current and emerging technological careers driven by innovative business, industry and education partnerships."
The **ATEP Strategic Direction**	• Provide opportunities and resources for Saddleback College and Irvine Valley College to enhance existing programs and to offer current and emerging technological programs supported by research and analyses of workforce education and training needs. • Foster partnerships with business, industry, labor, government, non-profit, and educational institutions to develop, deliver, and sustain new and innovative programs. • Develop an operational model for ATEP that provides the versatility to offer a demand-driven mix of services, courses, programs, and delivery modes that address immediate and future needs for a qualified workforce. • Design and develop a state-of-the-art campus to deliver effective career-technical education programs and student services. • Inform and involve faculty, staff, students, partners and the community in the development of ATEP through consistent communication strategies.

ATEP Vision, Mission, Strategic Direction & Goals

The
ATEP Goals

- Finalize strategic planning for initial campus expansion.

- Through a research-based approach, determine the initial new, expanded, and emerging programs for ATEP and coordinate development between the colleges.

- Develop courses, programs, and training; contribute to space planning; and validate student support services by establishing an ATEP Development Forum, with district-wide representation, and discipline-focused advisory committees, to include business and industry representation.

- Identify space, infrastructure, and support service requirements for initial campus expansion.

- Secure at least one Tier One general partner to share in development of the campus expansion by onset of construction.

- Build a funding model with an emphasis on securing outside funding, and ensure transparency in communication of funding sources to the district-wide community.

- Develop a communication plan for internal and external communities and implement regular two-way communication of news, developments, planning, and progress.

- Assist colleges with information and data for college planning including accreditation self-study reports and substantive change proposals.

- Identify state-of-the-art instructional technology, innovative pedagogy, teaching strategies, and modes of delivery and infuse these into all courses and programs.

Chapter Three
District Overview

3

History of the District

"We are here today to dedicate something more than just another college: We are here to dedicate an institution of opportunity and fulfillment. It is the function of education to help each individual grow to the maximum extent of his capabilities, to help him fulfill his great potential – and it is our job as responsible citizens to provide that opportunity. That this community has dedicated to move ahead in providing this opportunity is an action which I commend – and an action which will provide great rewards for the community."

Governor Ronald Reagan
October 15, 1968 Dedication of the Interim Saddleback College Campus

The SOCCCD is a multi-campus district comprised of Saddleback College in the city of Mission Viejo, Irvine Valley College in the city of Irvine, and the Advanced Technology & Education Park (ATEP) in the city of Tustin. The District is comprised of a 382 square-mile service area that stretches from San Diego County from the south to the city limits of Tustin, Irvine and Newport Beach and stretches from the Pacific Ocean northeast to the Santa Ana Mountains and Cleveland National Forest (the map of the district service areas is provided in the Regional Context portion of this section - Exhibit 3.9). The District currently holds strong ties to the 25 communities it serves. Each College provides higher education and career training to meet Associates Degree requirements and is a significant provider of transfer opportunities to four-year institutions within the Southern California region and beyond. Education objectives within the district are directly related to the quality of life and economic vitality of Orange County. Courses of study help multiple generations of residents fulfill their aspirations for learning, training and extended study.

South Orange County Community College District became the 67th community college district in the state of California and the fourth in Orange County on February 14, 1967. Need for community college services in South Orange County was based upon findings from the 1965 Boyle Engineering report and a potential for the area to experience significant population growth in ensuing years. Prior to its current name, the district was planned as the South Coast Junior College District, and renamed the Saddleback Junior College District upon its inception in 1967, referring to a significant natural landmark located in the Santa Ana Mountains. In 1968, the Saddleback Junior College District welcomed new students to an 11-building interim campus located adjacent to Crown Valley Parkway where Mission Hospital stands today. Concurrently the community approved a 9.5 million dollar bond to fund land acquisition and development of a permanent campus.

In 1970, the new 200-acre permanent site was established at 28000 Marguerite Parkway as Saddleback College. In 1971, Saddleback College received full accreditation status by the Western Association of Schools and Colleges. In the following years, 1973-1977, Saddleback College opened the James B. Utt Library, Science/Math Building, Physical Education/Athletics Complex and Fine Arts Complex. Student enrollment exceeded 11,000. A twenty-acre site was acquired in Irvine establishing the future Irvine Valley College location, and opened as Saddleback College, North Campus in 1979. By fall of 1979, student enrollment for the combined campuses reached 21,600. In 1985, the Saddleback Community College District became a multi-college district as the Saddleback North Campus was renamed Irvine Valley College. The Irvine Valley College campus acquired additional land completing a 100 acre site located on Irvine Center Drive. In 1988, Irvine Valley College received full accreditation status as an independent institution by the Western Association of Schools and Colleges, becoming the 105th Community College in the State of California.

History of the District

Since 1988, Saddleback College and Irvine Valley College have experienced robust student population growth and significant partnerships with local communities and four-year higher education institutions within Southern California and beyond. Currently, Saddleback College and Irvine Valley College combined 408,500 WSCH(Weekly Student Contact Hours) to 44,500 registered students, and 341,500 assigned square feet of facilities dedicated to lectures, labs and support/office space.

As the district heads toward its fifth decade, it will be challenged to maximize its valuable resources in this precarious economic climate which is coupled with an uncertainty regarding future job market needs. Rapid changes in technology and the strong demand for enrollment create additional stresses.

In 2004, the SOCCCD entered into agreement with the City of Tustin, establishing a satellite campus, named The Advanced Technology & Education Park (ATEP), on the former Marine Corps Air Station - Tustin, now part of the Tustin Legacy Specific Plan Area. In 2007 a 1.5 acre "transitional campus" opened with five structures providing 15,000 gross square feet of space, currently serving a population of 540 students. Planned as a 68-acre campus upon full realization, ATEP is in the planning stages for its first new facility since opening, a 30,000 gross square foot multi-disciplinary building. The new facility is part of a Phase 3A concept plan for up to 305,000 GSF of education facilities as a first phase of development. This development is planned to provide education models consistent with 21st century needs in an evolving professional environment.

The district's service area spans from the business hub of Orange County to areas south where there is room for expansion of business and industry. Its physical proximity to existing and future employment centers provides opportunity for career and technical training, including job training, re-training, and skills upgrades. With the development of ATEP, the district is positioning to fulfill the increased community need for career and technical education.
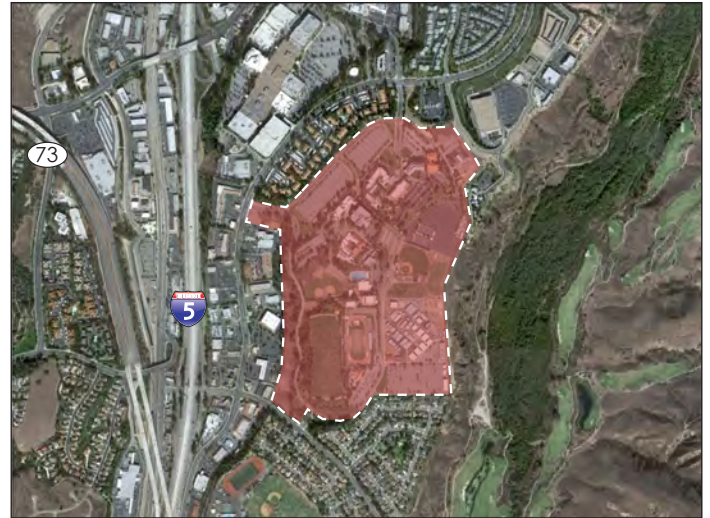
Exhibit 3.1: Aerial view of Saddleback College.

Exhibit 3.2: Aerial view of Irvine Valley College.

Exhibit 3.3: Aerial view of ATEP site.

Profile of the District

The South Orange County Community College District is governed by a seven-member Board of Trustees, elected to four-year terms by the voters of South Orange County. Board members reside in the areas they represent. A student trustee, elected by students of the colleges, serves a one-year, advisory term of office. The Board of Trustees is responsible for overseeing all academic programs and educational services. Regular monthly meetings are open to the public. The chief executive officer is the Chancellor, Gary L. Poertner, to whom the college presidents report. The president of Saddleback College is Dr. Tod A. Burnett. The president of Irvine Valley College is Dr. Glenn Roquemore. The chief executive of ATEP for site development is Dr. Randy W. Peebles.

The current Board of Trustees is:

- Nancy M. Padberg, President
- T.J. Prendregast, III, Vice President
- Marcia Milchiker, Clerk
- Thomas A. Fuentes, Member
- William O. Jay, Member
- David B. Lang, Member
- Frank M. Meldau, Member
- Eve Shieh, Student Member
- Jordan Larson, Student Member

Regional Context

Introduction

An external scan provides an opportunity to assess conditions in the community, region, and nation that will have an impact on the long-term future of SOCCCD. The curriculum and services a community college district provides, as well as the character of each community college, is shaped by a number of external factors. Population changes, composition of the community with regard to age, ethnicity, income, educational attainment of residents, changing student profiles, financial resources, state and federal regulations and policies, and the economy are major factors that affect district planning. In order to be responsive to the residents of the areas they serve and to serve them well, community college districts must take into account the wider world.

The Community and Regional Context narrative of the EFMP updates the 2006 Educational Resource Plan. Current planning is based on the best data available. This scan includes an overview of pertinent State and County data and analyzes the SOCCCD's immediate service area as defined by the 2010 Comprehensive Institutional Self Study Report in Support of Reaffirmation of Accreditation done for each college. The following page lists documents and agencies that were used in the analysis:

Regional Context

Documents

- 2006 California Community Colleges System Strategic Plan, Education and the Economy: Shaping California's Future Today
- 2010 Report 17 (Space Inventory Report)
- Advance Technology & Education Park, Site/Use Development Plan 2006
- Advanced Technology & Education Park, Long Range Academic Plan
- Advanced Technology & Education Park, Long Range Academic and Facilities Plan
- Advanced Technology & Education Park, Phase 3A Concept Plan
- California Postsecondary Education Commission's Report 07-04, College-Going Rates: A Performance Measure in California's Higher Education Accountability Framework
- California Postsecondary Education Commission's Report 11-02, College Costs and Family Income: The Affordability Issues at UC and CSU
- Economic Outlook and Forecasts – The Nation, Southern California and Orange County, California State University, Fullerton, Institute for Economic and Environmental Studies

- Evaluation of the Economic Potential of Career Education and Training Programs, Wallace Walrod
- OCBC Comprehensive Economic Development Strategy, Orange County 2008 – 2013
- OCBC Occupation Report, 2007
- OCBC Orange County 2010 Community Indicators
- OCBC Orange County Workforce 2008 – 2009 Special Section: Industry Clusters
- OCBC Workforce Indicators Report 2009 - 2010
- Saddleback College Visiting Team Report on Student Services, May 2010
- Saddleback College, Education Resource Plan 2006
- South Orange County Community College District Five Year Construction Plan
- South Orange County Community College District, 2006 Facilities Master Plan
- South Orange County Community College District, Advanced Technology & Education Park, Long-Range Academic Plan, November 2008
- System Strategic Plan 2008 Implementation
- US Census Bureau, Data Set: 2005-2009 American Community Survey 5-Year Estimates

Agencies

- California Community College Chancellor's Office – Facilities Planning Unit
- California Department of Finance
- California Employment Development Department & Bureau of Labor Statistics
- California Post Secondary Education Commission (CPEC)
- Irvine Valley College
- Orange County Business Council

- Orange County, California
- Saddleback College
- San Diego Association of Governments (SANDAG)
- South Orange County Community College District
- Southern California Association of Governments (SCAG)
- The California State University
- U.S. Bureau of Labor Statistics
- U.S. Census Bureau
- University of California, Office of the President

Regional Context

Orange County Demography

Orange County is located south of Los Angeles County and north of San Diego County. Riverside County and San Bernardino County are situated to the east. There are 34 cities in the county and several unincorporated areas. Orange County is the smallest county in Southern California based on total area, 948 square miles (2,455.3 km2).
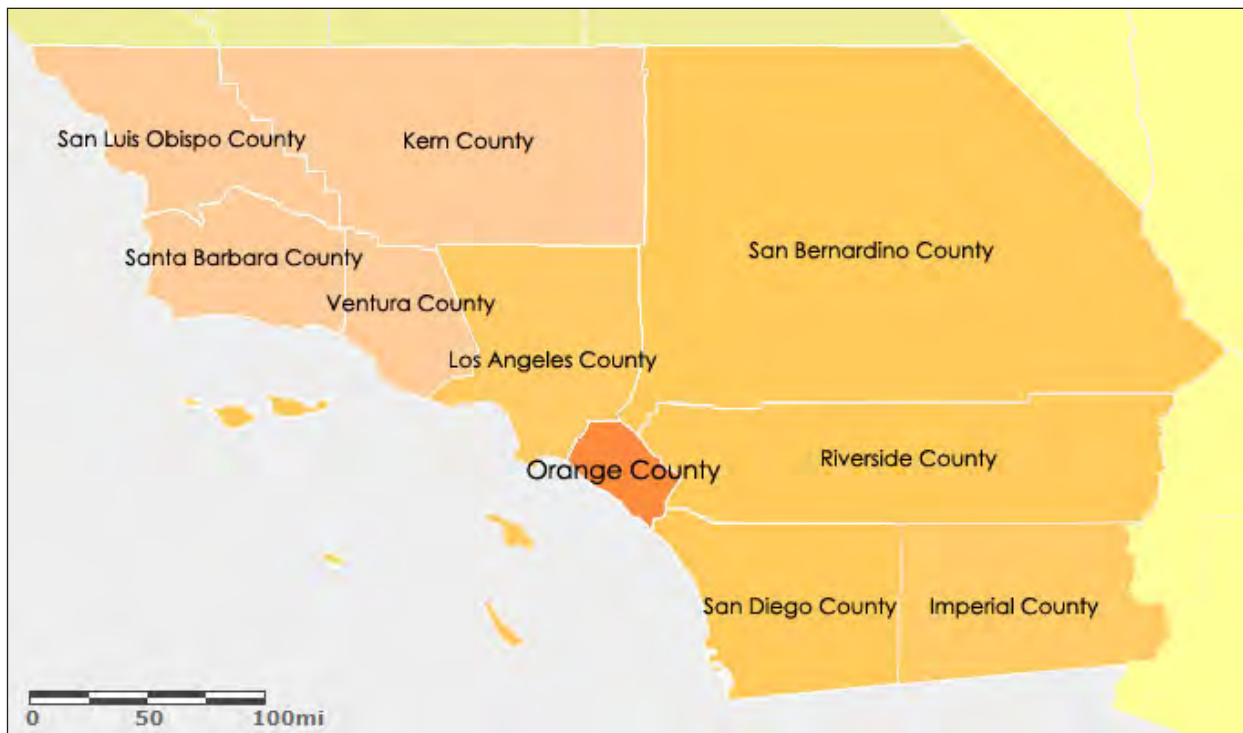
Exhibit 3.4: Map of Southern California Counties

Regional Context

	2000	2010	2015	2020	2025	2030	2035
Imperial County	142,361	202,270	247,028	276,030	297,648	312,316	320,448
Ventura County	753,197	860,607	900,356	937,372	968,697	996,104	1,013,753
San Bernardino County	1,709,434	2,182,049	2,385,748	2,582,765	2,773,945	2,957,753	3,133,801
Riverside County	1,545,387	2,242,745	2,509,330	2,809,003	3,089,999	3,343,777	3,596,680
San Diego County	2,813,833	3,053,793	3,364,191	3,535,000	3,703,824	3,870,000	4,026,131
Orange County	**2,846,289**	**3,314,948**	**3,451,755**	**3,533,935**	**3,586,283**	**3,629,539**	**3,653,990**
Los Angeles County	9,519,338	10,615,730	10,971,602	11,329,829	11,678,552	12,015,889	12,338,620

Exhibit 3.5: Population by County (Source: SCAG, SANDAG, and U.S. Census Bureau)

Orange County is the second most populous county in Southern California, behind Los Angeles County. It is somewhat larger than San Diego County in population. Orange County experienced a high growth in population from 2005-2010, 7.4 percent. It is estimated that the county will continue to experience high growth in population through 2015. Growth will start to level off in 2020 and beyond. During the 2011-2016 planning horizon, San Diego County is expected to outpace Orange County in growth. By 2025, San Diego County's population is expected to exceed that of Orange County by approximately 200,000.

According to the 2009 Orange County Progress Report by CSU Fullerton Center for Demographic Research, the primary source of growth will come from natural increase (births minus death). Migration, which has historically been a contributing factor to growth in Orange County, has decreased. The CSUF Center, mentioned above, indicates that natural increases will become the primary contributor to growth in the future.

Year	Population	Growth	Year	Population	Growth
2000	2,846,289		2020	3,533,935	2.38%
2005	3,056,865	7.40%	2025	3,586,283	1.48%
2010	3,314,948	8.44%	2030	3,629,539	1.21%
2015	3,451,755	4.13%	2035	3,653,990	0.67%

Exhibit 3.6: Population Projection, Orange County (Source: SCAG, SANDAG, and U.S. Census Bureau)

Regional Context

Exhibit 3.7: Map of Higher Education Institutions

Public Higher Education Institutions	Distance From Saddleback College
Irvine Valley College	12.8 Miles
CSU Fullerton	29.0 Miles
UC Irvine	15.8 Miles
Orange Coast College (A)	20.5 Miles
Coastline Community College (B)	22.9 Miles
Santa Ana College (C)	21.5 Miles
Santiago Canyon College (D)	21.3 Miles
Golden West College (E)	27.0 Miles
Fullerton College (F)	30.2 Miles
Cypress College (G)	34.1 Miles

Exhibit 3.8: Orange County Higher Education Institutions (Source: CCCGIS)

Research has shown that geographic proximity is an important factor in successful transfer and completion of educational goals. There are nine California Community Colleges within Orange County, including Irvine Valley College and Saddleback College. The four-year institutions closest to South Orange County Community College District are UC Irvine and CSU Fullerton. In addition, there are numerous private higher education institutions including Chapman University, Soka University of America, Vanguard University, Western State University College of Law, Brandman University and Concordia University to name a few.

Regional Context

District Service Area

Analysis of the SOCCCD service area for this plan was based on the effective service area defined by the 2010 Comprehensive Institutional Self Study Report in Support of Reaffirmation of Accreditation done for each college. The cities in the named areas and the unincorporated areas adjacent to them were used as the basis for analysis. This method expanded the area of analysis beyond that studied in the 2006 Education Resource Plan which used a five-mile radius from the colleges as the effective service area allowing the analysis to account for the unincorporated areas to the east.
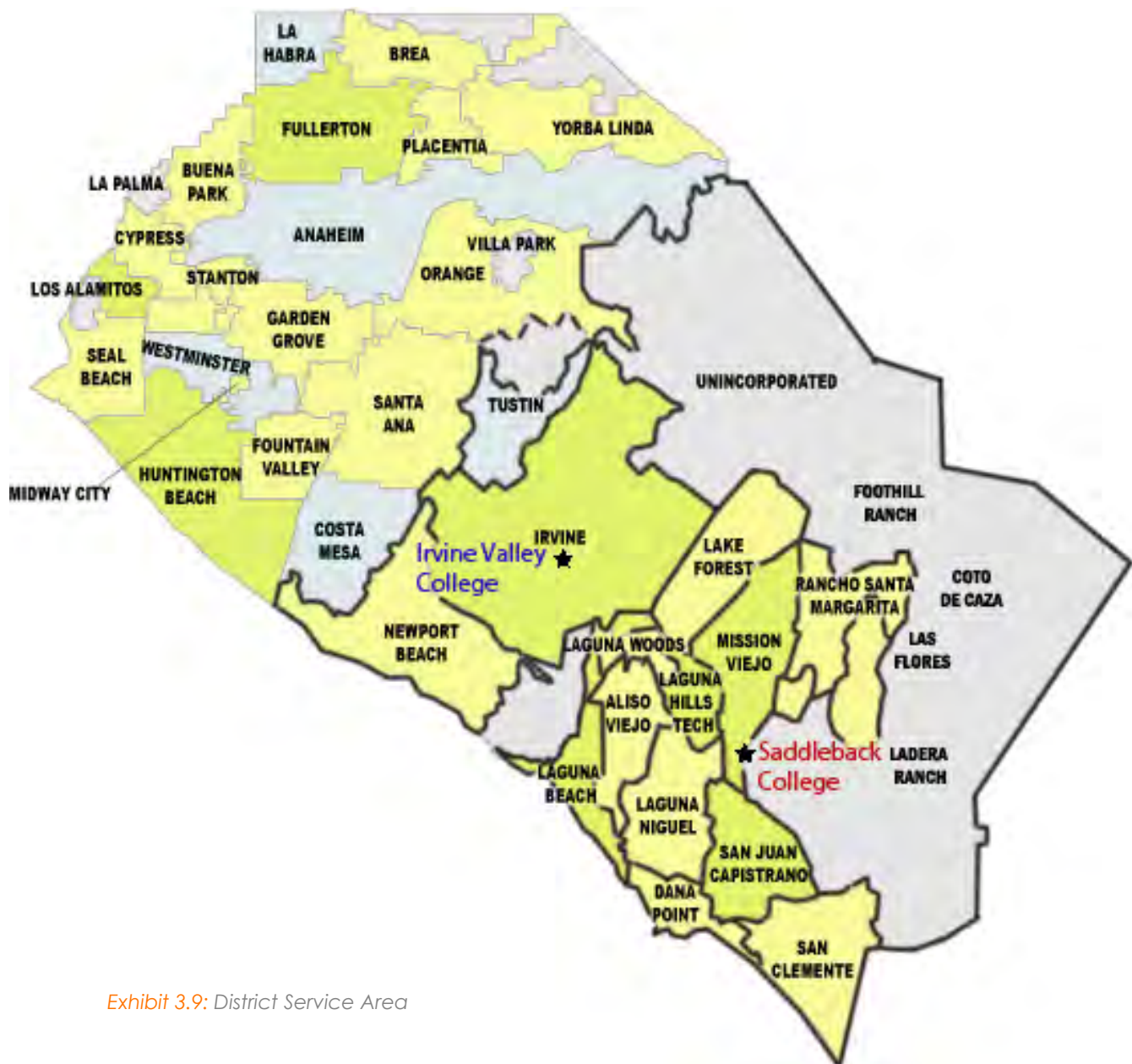
Exhibit 3.9: District Service Area

Regional Context

With regard to Saddleback College, the city of Mission Viejo is the most highly populated city in 2010 in the Saddleback College Service Area with a population estimate of 102,056. It is followed by Lake Forest, Laguna Niguel, San Clemente and Rancho Santa Margarita. The Unincorporated areas of Orange County also contribute a large population to the college service area.
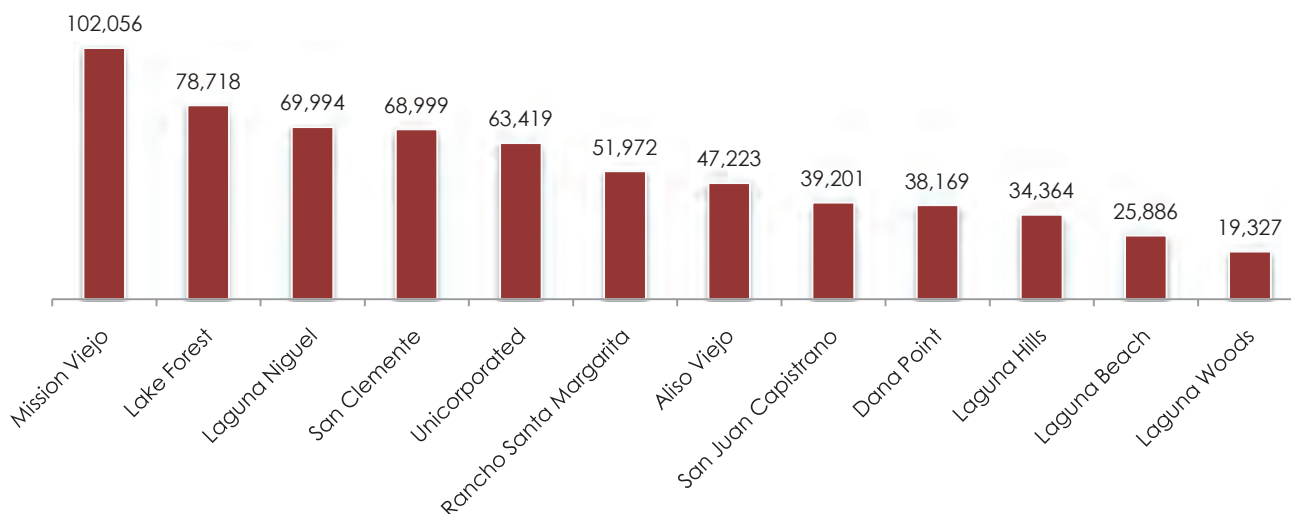
Exhibit 3.10: Population Chart by Cities in Service Area, 2010 (Source: Southern California Association of Governments)

City/Area	Population 2010	Population 2015	Population 2020	Population 2025	Population 2030
Mission Viejo	102,056	103,344	105,014	105,623	106,140
Unincorporated	63,419	75,595	81,466	87,287	89,858
Lake Forest	78,718	78,952	79,853	80,018	80,482
San Clemente	68,999	70,731	72,597	73,174	73,839
Laguna Niguel	69,994	71,433	72,442	72,766	73,129
Rancho Santa Margarita	51,972	52,685	53,312	53,675	53,941
Aliso Viejo	47,223	49,143	49,721	49,943	50,188
San Juan Capistrano	39,201	40,229	40,741	40,892	41,117
Dana Point	38,169	38,946	39,509	39,766	40,173
Laguna Hills	34,364	34,922	35,736	35,912	36,210
Laguna Beach	25,886	26,371	26,670	26,787	26,950
Laguna Woods	19,327	19,679	20,133	20,244	20,406
Saddleback College Service Area	**639,328**	**662,030**	**677,194**	**686,087**	**692,433**

Exhibit 3.11: Population Projection, Service Area, 2010-30 (Source: Southern California Association of Governments)

Regional Context

With an estimated population of 235,633, the city of Irvine is the most highly populated city in 2010 in the Irvine Valley College and Service Area. The city of Irvine is followed by Newport Beach, Tustin, Lake Forest and Laguna Beach. The Unincorporated areas do not contribute to a large population like that of Saddleback College's Service Area.
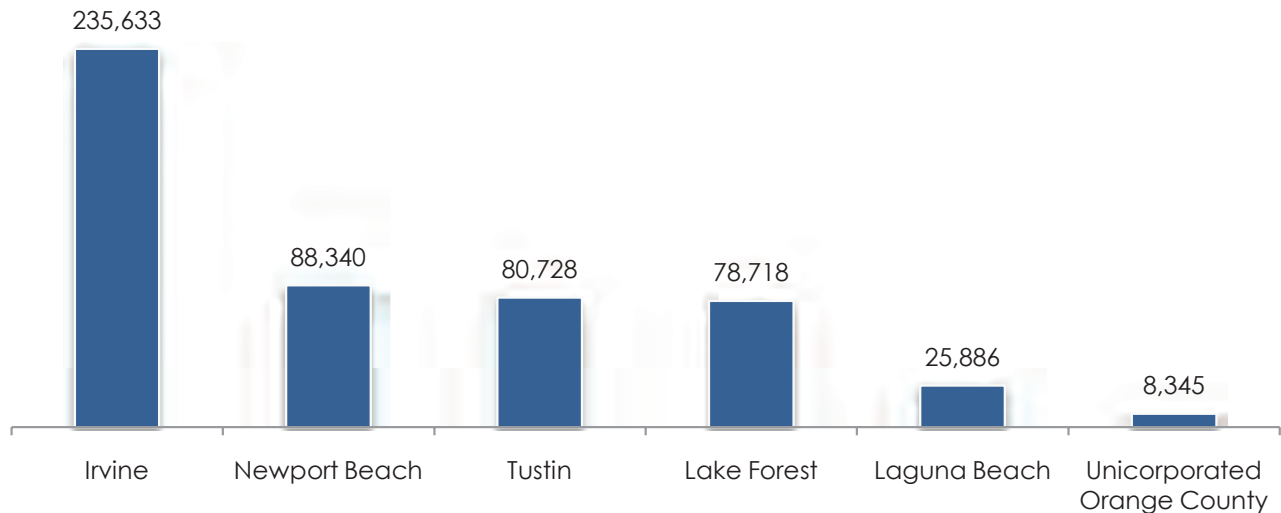
Exhibit 3.12: *Population Chart by Cities in Service Area, 2010 (Source: Southern California Association of Governments)*

City	Population 2010	Population 2015	Population 2020	Population 2025	Population 2030
Irvine	235,633	256,721	264,222	265,965	268,246
Laguna Beach	25,886	26,371	26,670	26,787	26,950
Lake Forest	78,718	78,952	79,853	80,018	80,482
Newport Beach	88,340	91,320	93,195	95,428	96,892
Tustin	80,728	86,621	88,245	88,694	89,110
Unincorporated Orange County	8,345	9,947	10,719	11,485	11,823
Irvine Valley College Service Area	**517,650**	**549,932**	**562,904**	**568,377**	**573,503**

Exhibit 3.13: *Population Projection, Service Area, 2010-30 (Source: Southern California Association of Governments)*

Regional Context

The pattern of population growth in the cities of the SOCCCD service area mirrors the picture for Orange County as a whole. Starting around 2020, population growth will slow as the population ages and in-migration declines, as projected by the CSU Fullerton, Institute for Economic and Environmental Studies (IEES), of the Center for Demographic Research, CSU Fullerton, Orange County Progress Report 2009. From 2005 to 2010, the service area population, including a portion of unincorporated Orange County, was estimated to have increased 8.2 percent. In the next five years, the rate of growth is expected to slow, to a rate of 4.1 percent. After 2020, the service area population growth will slow substantially in the long range horizon, down to one percent.

From 2010 to 2015, the area with the highest growth in the SOCCCD service area is within the unincorporated region of the county. Based on historical growth and subject to change due to slow economic growth, population is projected to grow 19.2 percent over five years. The cities of Aliso Viejo, San Clemente, and San Juan Capistrano are projected to grow 4.1 percent, 2.5 percent, and 2.6 percent respectively. Population growth is projected to slow and remain relatively steady after 2015.
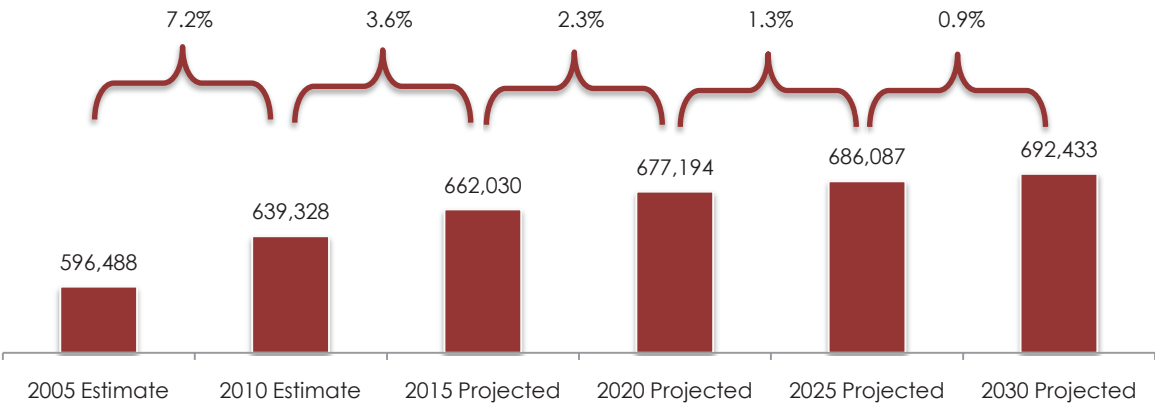
Exhibit 3.14: Population and Population Growth Chart, Service Area, 2010-30 (Source: Southern California Association of Governments)
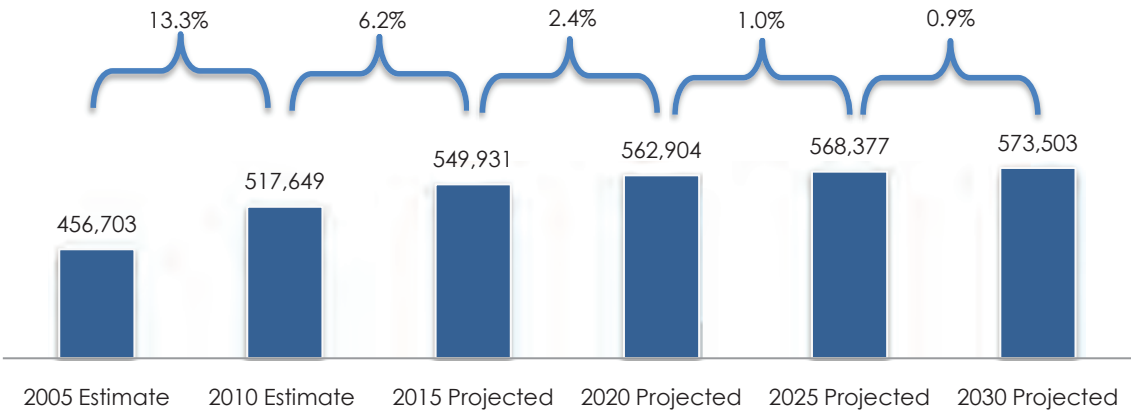
Exhibit 3.15: Population and Population Growth Chart, Service Area, 2010-30 (Source: Southern California Association of Governments)

Key Indicators Relevant to Planning

Upcoming changes and conditions that will have an impact on how the colleges shape their future are summarized as key indicators. The following summary presents the findings of the External Scan and puts them in the context of the SOCCCD planning directions and goals.

KEY INDICATORS

Orange County Population Growth Leveling in 2020

Orange County's population growth will slow after 2015 according to OCBC Orange County 2010 Community Indicators. In-migration to the County has already begun to decrease. The CSUF Center for Demographic Research indicates that natural increases (births minus deaths) will become the primary contributor to growth over time, countering the growth from domestic and international migration of the past thirty years. This projection is consistent with the outlook for a decline in the birthrate and in the student population. A decline in the pool of young students may present challenges to transfer rates.

Aging Population

Despite Orange County's leveling population, trends observed in the external scan indicate the older population will become a larger share of the County population. The high cost of living in the area and the trend away from in-migration are factors contributing to this projection. Education for older students and the role of the college as a cultural hub may continue to increase in importance as time goes by.

Growth of Hispanic and Asian Populations

The Hispanic Population is projected to continue to grow significantly through the long-term horizon. By 2020, the Hispanic population will be the primary ethnicity in Orange County. The percentage of Asians is rising as a percent of the population as well. The southern part of Orange County is expected to have an increase in ethnic populations.

Key Indicators Relevant to Planning

KEY INDICATORS

Slow Economic Recovery and High Unemployment

The current economic recession and high unemployment rate impact planning significantly. At the time of the 2006 Educational Resource Plan, the southern California region was recovering from an economic downturn from the bursting of the Internet bubble in 2000. Net job gains were forecasted for 2005 and beyond. Unemployment for the County was 6.9 percent, which was seen as high. The current recession is both deeper and appears to be longer lasting. Unemployment for the County hovers at nine percent, lower than the State and National figure, but higher than it has been for 20 years. The collapse of the housing market in Orange County had a major impact on fiscal planning. All indications are that the economic recovery will be slow. The South Orange Community College District will be challenged to find efficiencies and enhance resources in new ways as the State of California recovers. The challenges are being felt in academic programs, student services, administrative and business operations, and in the administration of physical resources. Meeting commitments becomes more difficult in the current economic climate.

Need for Economically Viable Jobs

As the colleges shape their curriculum and their course delivery systems for the future, issues of student preparation and potential employment will take on an amplified urgency. The Orange County Business Council makes the case for public education as a full partner in the future economic development of the region. Education and skills levels of the population will be important for attracting new businesses to the County and to employment in jobs that pay well. Partnerships among educational institutions and between the business community and education will be essential. Though ATEP is in its early stages, its long-range plan models collaboration and applied learning.

The district's service area spans from the business hub of Orange County to areas south where there is room for expansion in business and industry. Its physical proximity to existing and future employment centers provides opportunity for career and technical training, including job training, re-training, and skills upgrades. With the development of ATEP, the district is positioning to fulfill the increased community need for career and technical education needs in the future.

Key Indicators Relevant to Planning

Importance of Transfer

The high transfer rate to four-year colleges and universities is a point of pride for SOCCCD. Saddleback is ranked as first among Orange County community colleges in transfers to UC Davis, UC Santa Cruz, San Diego State University, and Cal Ploy San Luis Obispo. Irvine Valley College ranks number one in Orange County overall and number three in the State for transfers from community colleges to four year institutions.

The External Scan identified several factors that are likely to have an impact on how the colleges will retain its high transfer rates or even exceed its past success. First, the overarching effect of the 2008 recession presents a mixed picture with regard to transfer rates. On the one hand, demand for transfer classes has been strong due to the low cost of attendance at a community college compared to CSU, UC, or private four-year institutions. Additionally, both CSU and UC have limited enrollments, causing even students who can afford the higher costs to enroll in community colleges. These economic effects favor a continued high demand for transfer preparation to remain high at Saddleback College. On the other hand, the overall negative effect of budget cuts to education stemming from the State's fiscal crisis continues to threaten the capacity of community colleges to respond to the need for transfer education. The same can be said for career and technical education, another high need aspect of education.

Without consideration of the economy, SOCCCD is looking at a changing demography that may challenge the current high growth in transfer numbers. The leveling out of population growth, the historically lower rate of transfer among Hispanic populations, and an aging population are all factors that inhibit transfer rates.

Importance of Partnerships

During the course of the Education and Facilities Master Plan process, the need for partnerships was a recurrent theme. Interdisciplinary partnerships within the colleges, partnerships within the community with business and other community entities, and partnerships with other educational entities, including K-12 and higher educational institutions are generally seen as important for the future. The State's economic condition brings urgency to this need. It is difficult to see how the crisis in state funding can be resolved within the next few years and partnerships are seen as one way to address the problems that may occur as a result.

Partnerships could potentially provide the district with added resources in shared use of facilities, ground lease income and business internshipos for students.

Chapter Four

District Facilities

4

An Overview of the Facilities Master Planning Process & Documents

Compliant with the Vision, Mission, Long Range and Strategic Directions set forth by the South Orange County Community College District, the Education and Facilities Master Plan process utilized effective participatory governance to establish a clear path for growth and change within the district. Projects, including renovations and new construction, have been defined to meet the evolving needs of our community. Detailed descriptions in narrative and graphic formats outline specifics for all campuses with a summary of topics outlined below.

Each Facilities Master Plan Volume, Volume 4 – Saddleback College, and Volume 5 – Irvine Valley College, with ATEP information included as a separate section in both, outlines specific goals and strategies for development of the campuses.

The goals and strategies outlined in Chapters 3, 4 and 5 of each FMP provide a clear, concise direction for sequential development for the district and each campus; responsive to needs, visionary in purpose and fiscally responsible (content of each chapter shown to the right). The Education and Facilities Master Plans, Volumes 2-5, are also developed in harmony with each campus' 20 year maintenance plans and in concurrence with projected financial strategies established to fund growth, change and modernization.

Chapter 3 - Goals and Influences

- Principles, Vision and Mission
- College-wide Goals
- 2006 Facilities Master Plan
- 20 Year Master Plan

Chapter 4 - Development Strategies

- Project Prioritization Criteria
- Academic Organization
- Project Sequence
- Campus Space Inventory

Chapter 5 - Facilities Master Plan

- 2031 Illustrative Campus Vision
- Facilities Master Plan: 2031
- Five, Ten and Twenty Year Horizons
- Topography
- Vehicular and Pedestrian Circulation
- Landscape Considerations
- Sustainable Principles

District Facilities

Exhibit 4.1: Aerial view of Saddleback College.

Exhibit 4.2: Aerial view of Irvine Valley College.

Exhibit 4.3: Aerial view of ATEP site.

The South Orange County Community College District is a multi-campus district providing a service area of 25 distinct communities of South Orange County. Noted in Chapter 3, District Overview, these communities are a combination of incorporated cities and unincorporated county areas. The following pages summarize the 2011 status of SOCCCD facilities, followed by identification of planned projects to expand and modernize facilities during the five, ten and twenty year planning horizons. Detailed descriptions of district facilities, including the campuses of Saddleback College, Irvine Valley College and ATEP, are outlined in Volumes 4 and 5 of the Education and Facilities Master Plan Document.

DISTRICT SERVICES

The SOCCCD District Services Offices are currently housed on the second and third floor of the Health Sciences Building, located on the Saddleback College campus. In the 2011 EFMP process, expansion of Health Sciences on the Saddleback College campus is noted. This expansion could result in renovation of the second and third floors for academic use, and relocation of district services to a new location. This relocation is projected during the 2016-2021 planning timeline. At this time a new location is not identified.

District Facilities

SADDLEBACK COLLEGE

The existing Saddleback College Campus is approximately 200 acres, bounded by both residential and commercial development and a dedicated natural open space area. A portion of the campus, bnound by Marguerite Parkway is leased for residential use and provides the district with additional income. The College is perched on a mesa in the South Orange County City of Mission Viejo, is one of the largest of California's 109 community colleges and has a student population of approximately 25,000. The geographic setting provides beautiful views and aesthetic enjoyment; however the setting also restricts campus access with available entry limited to half of the campus perimeter which also impacts internal campus traffic

Exhibit 4.4: Existing Campus Plan with topography.

District Facilities

Saddleback College: Buildings

The campus has 30 permanent structures for academic, administrative and facilities functions and 37 portable buildings identified as "The Village". Buildings range in age from older structures (38 years – James B. Utt Learning Resource Center / 37 years – Science and Math Building / Fine Arts Complex – 34 years) to modern structures (7 years – Health Sciences Building). The James B. Utt Learning Resource Center is undergoing substantial renovation and modernization. Buildings identified as high priority renovations include the Science and Math building, the Technology and Applied Sciences building and the Fine Arts building to name a few. The Science and Math Building presents programmatic challenges particularly with regard to the HVAC system. The Technology and Applied Sciences Building and Fine Arts Complex also require functional and systems upgrades to meet contemporary instructional standards. In many instances buildings do not meet contemporary code standards. Necessary accessible facilities, structural and infrastructure upgrades will significantly impact project costs.

Instructional spaces in older facilities compromise state-of-the-art teaching methods, including technology needs. The Student Services spaces compromise accessibility and assault privacy concerns. Though the College has worked diligently to improve conditions, there is a definite need to incorporate facilities modernization into the Facilities Master Plan Development Strategy. Some academic programs are located in multiple buildings at great distances. As new and modernization projects are planned and developed program and services consolidation will foster academic synergy, enhance functional efficiency and improve identity of individual programs.

The combined floor areas of all existing permanent buildings and "Village" portable buildings are summarized below. An itemized list of existing and future building areas is provided in Section 4, Development Strategies – Campus Space Inventory of Volume 4. All building areas are identified in ASF (assigned square feet):

Permanent Building

WSCH Function	278,289 ASF
Non-WSCH Function	117,218 ASF
Permanent Building Total	**395,507 ASF**

Portable Building

WSCH Function	42,207 ASF
Non-WSCH Function	13,000 ASF
Portable Building Total	**55,507 ASF**

Exhibit 4.5: AGB & BGS Buildings

Exhibit 4.6: Health Sciences Building

District Facilities

Saddleback College: Parking/Vehicle Access

The campus provides 4,436 permanent parking spaces spread across 17 surface lots. There are three entrance/exit drives connected to existing signalized city intersections. These entrance/exits are: College Drive, Marguerite Parkway and Avery Parkway. In addition to auto access, a bus transit stop is located near the College Drive entrance. The existing campus parking ratios are approximately 6.2 students per space or 6.0 spaces per 1000 GSF. Integrating use of community transit systems, these ratios are marginally acceptable. Marginality is exacerbated by limited use of Lot #1 due to remoteness and topographic difficulties going to and from the campus core. This assessment is validated during the first weeks of an academic term when a majority of students and faculty are on campus concurrently and experience difficulty finding parking. These conditions ease as an academic term progresses and daily/weekly attendance patterns evolve. Impacts upon parking will increase commensurate with future growth and must be addressed as program space on campus increases.

In addition to necessary provisions for parking, access and egress to/from the campus must be considered. The provision of three entrance/exit drives is sufficient but will not likely change in the foreseeable future due to constraints of geography and surrounding development. As the campus grows, parking inventory will increase and traffic will increase. Mediation for bus and car traffic is considered in the Master Plan Development Strategy, and validated by a formal traffic study.

Exhibit 4.7: Main campus entrance

Exhibit 4.8: Campus loop near baseball field

Exhibit 4.9: Parking Lot 10

District Facilities

Irvine Valley College is centrally located in a once vital agricultural district of Orange County. Today, the campus lies within a thriving community that includes eight unified school districts; the University of California, Irvine; California State University, Fullerton–Irvine Campus; and the Irvine Spectrum complex, with one of the highest

concentrations of technology and business enterprises in California. The existing Irvine Valley College Campus is approximately 100 acres, bounded by three major arterial collectors; Barranca Parkway to the south, Jeffrey Road to the west and Irvine Center Drive to the north. The east perimeter is bounded by single family residences.

Exhibit 4.10: Existing Campus Plan

District Facilities

Irvine Valley College: Buildings

The campus has 22 permanent structures for academic, administrative and facilities functions. Buildings range in age from older structures (30+ years - A Quad) to modern structures (3-5 years – PAC, BSTIC, CP-100 and M Buildings). The older structures are challenged programmatically with systems issues, and often do not meet contemporary standards of accessibility or code standards. As with Saddleback College, conditions of age and deterioration will influence future modernization projects and also impact project costs.

Space provisions for some academic and student support programs are marginal and impact daily functions for students, faculty and classified staff. Costs for staying current with technology, ensuring accessibility and maintaining infrastructure places a burden on available resources and compromises state-of-the-art teaching methods. Though the college schedules upgrades to existing facilities to address new instructional trends and functional needs, facilities

modernization needs are increasing as the campus ages. Programmatically speaking, some academic programs are located in multiple buildings. New and modernization projects will increase functionality, promote academic adjacencies, and fine-tune distinct program identities.

The combined floor areas of all existing buildings are summarized below. An itemized list of existing and future building areas is provided in Section 4, Development Strategies of Volume 5– Campus Space Inventory. All building areas are identified in ASF (assigned square feet) and GSF (gross square feet):

WSCH Function	156,725 ASF
Non-WSCH Function	115,961 ASF
Building Total	**272,686 ASF**

Exhibit 4.11: View of plaza between SSC & LIbrary

Exhibit 4.12: BSTIC Building

District Facilities

Exhibit 4.13: Parking Lot 9

Exhibit 4.14: Main campus entrance

Exhibit 4.15: View looking at campus loop

Irvine Valley College: Parking / Vehicle Access

The campus provides 2,262 permanent parking spaces spread across eight surface lots with additional parking provided (150 spaces) on a gravel surface adjacent to the sports fields. Two of the three entrance/exit drives are signalized. The three entrance/exit drives are: Irvine Center Drive (signalized), Jeffrey Road (one signalized, one not signalized). In addition, there is a bus transit stop located on campus near the Irvine Center Drive entrance. The existing campus parking ratios are approximately 6.2 students per parking space or 6.0 spaces per 1000 GSF. By integrating use of community transit systems these ratios are acceptable but marginal. The first weeks of an academic term validates this finding when a majority of students and faculty are on campus concurrently. Parking problems ease as academic terms progress and attendance stabilizes. Parking impacts will increase with future growth and must be addressed.

In addition to necessary provisions for parking, access and egress to/from the campus must be addressed. While three entrance/exit drives can meet current traffic needs, the combined use of the Irvine Center Drive entrance for parking and bus access causes significant congestion. Queuing distances are short and integration of cars and buses impede vehicular flow. As the campus grows, parking inventory will increase and traffic will increase. Provisions for additional means of ingress/egress and mediation between bus and car traffic are incorporated in the Master Plan development strategy.

District Facilities

ADVANCED TECHNOLOGY & EDUCATION PARK (ATEP)

The City of Tustin conveyed 68 acres of prime Orange County real estate on the former Marine Corps Air Station-Tustin to build ATEP, a new educational campus with a focus on current and emerging technologies. The current 1.5 acre ATEP campus operations are administered by Irvine Valley College. Offerings include career technical and advanced technology classes from both colleges. Recent planning and approvals paved the way for the first major expansion to 28 acres with u pto 305,000 GSF and an initial building of 30,000 gross square feet. SOCCCD is actively pursuing education, institution and business partnerships for other campus locations. Following are defining principles for the development of ATEP as it grows to meet community needs:

ATEP: Buildings

In 2007 a 1.5 acre "transitional campus" opened with five structures providing 15,000 gross square feet of space, currently serving a population of 540 students.

Buildings existing from the previous use are, for the most part, demolished or planned for demolition. One building that may or may not be demolished is Building 254, the "Hanger". A variety of potential uses have been discussed for this facility.

ATEP: Parking/Vehical Access

During construction for the first five transitional buildings, sufficient parking of 99 spaces was provided. Campus enrollment peaked in 2009, resulting in the renovation of an existing parking lot more than doubling available parking. Though the second lot is located across a busy thoroughfare with an inconvenient circulation pathway, the need for additional parking is not anticipated for the transitional campus.

Vehicular egress/ingress is inconvenient to the primary parking with turns impeded by left turn restrictions and concrete meridians. Egress/ingress obstacles are expected to dissipate during the upcoming expansion.

Exhibit 4.16: Entrance to ATEP facilities

Exhibit 4.17: Aerial View of Existing ATEP facilities

District Vision: Project Prioritization Criteria

Instructional Program Need

    a. Response to external factors (Labor Market Indicators)
    b. Inadequate facilities (performance, growth)
    c. Inefficient facilities (size, program need, functionality, technology)
    d. New student recruitment to specific programs
    e. Department/Division adjacencies
    f. Academic synergy

Student Support Services

    a. Inadequate facilities (performance, growth)
    b. Inefficient facilities (size, program need, functionality, technology)
    c. New student recruitment
    d. Department/Division adjacencies
    e. Academic and/or Students Services synergy
    f. Response to external factors (economic and demographic)

Facilities Condition: Safety and Compliance

    a. Conditions (building systems/infrastructure, campus lighting)
    b. Inefficient facilities (age deterioration, systems failure)
    c. Accessibility
    d. Parking availability
    e. Title IX
    f. Environmental sensitivity (water, natural preservation)
    g. Sustainability
    h. Life-cycle (energy cost, maintenance, durability)

Campus Amenities: Benefit to a Student Centered Culture

    a. Pedestrian orientation (gathering, landscape)
    b. Services (food, entertainment, extra-curricular activities)
    c. Student gathering space (interior and exterior)
    d. Athletics and PE (local funding only)
    e. Other

Funding Feasibility/Coordination

    a. State Funds
    b. Basic Aid Funds
    c. College Funds
    d. External Funds
    e. Other

Exhibit 4.18: Project Prioritization Criteria

District Vision: Campus Space Inventory

Building Identification	ASF (WSCH)	ASF (Non-WSCH)	GSF
SADDLEBACK COLLEGE			
Existing Buildings	278,289 ASF	117,218 ASF	614,510 GSF
Future Buildings	136,263 ASF	26,320 ASF	238,706 GSF
TOTAL	**414,552 ASF**	**143,538 ASF**	**853,216 GSF**
PROJECTED 2031 NEED (WSCH)	**416,901 ASF**		
VARIANCE	**-2,349 ASF**		
IRVINE VALLEY COLLEGE			
Existing Buildings	156,725 ASF	115,961 ASF	398,999 GSF
Future Buildings	*106,099 ASF	26,023 ASF	187,441 GSF
TOTAL	***262,824 ASF**	**141,984 ASF**	**586,440 GSF**
PROJECTED 2031 NEED (WSCH)	***263,032 ASF**		
VARIANCE	**-208 ASF**		
*Project space allocation for the ATEP Phase 3A facility is incorporated into the Irvine Valley College project tabulations.			

Exhibit 4.19: Campus Space Inventory

The exhibits and building projects plans on pages 47-50 identify Projects for Saddleback College and Irvine Valley College, prioritized based upon five, ten and twenty year Planning Horizons, consistent with projected capital outlay and WSCH needs.

District Vision: Project Sequence - Saddleback College

2011-2016 Planning Horizon

	Project Identification	Campus Plan Location
1.	New Sciences Building and Utilities Service	101
2.	Renovate Technology and Applied Sciences Building	102
3.	New Loop Road Alignment, Sitework and Infrastructure	112
4.	New Gateway Building	103
5.	Renovate Gateway Building/Transit Entrance Plaza	125
6.	Renovate Quad Landscape/Hardscape	126

2016-2021 Planning Horizon

	Project Identification	Campus Plan Location
7.	Renovate Student Services Center Building	104
8.	Renovate Fine Arts Building	114
9.	Renovate Science Math Building and Science Math Plaza	105
10.	Renovate Science Math Plaza	106
11.	Renovate Health Sciences Building	124
12.	Renovate Athletics Stadium	117

2021-2031 Planning Horizon

	Project Identification	Campus Plan Location
13.	New Lifetime Fitness and Wellness Center	109
14.	Renovate PE-100, PE-200, PE-300, PE-400, PE-500 and PE-600 Buildings	110
15.	Renovate PE Plaza	111
16.	Renovate Central Plant	121
17.	New Parking Structure Phase I	107
18.	Renovate Marguerite Parkway Entrance	120
19.	Renovate Campus Pedestrian Pathways	127
20.	Renovate College Entrances: College Drive; Marguerite Parkway; Avery Parkway	128
21.	Renovate Library Drive: Pedestrian Improvement	113
22.	Renovate East Campus Drive: Pedestrian Promenade	115
23.	New Athletics Plaza	123
24.	New Campus Warehouse, Maintenance Shops and Yard	118
25.	Renovate Child Care Center (CDC) Building	131
26.	New Horticulture Restrooms	132
27.	New Central Plant and Power Generation Facility	133
28.	New Fine Arts Building	108
29.	Renovate Fine Arts Plaza	130
30.	New Baseball Restrooms / Bleachers / Concessions	135
31.	New Softball Restrooms / Bleachers	136
32.	New Parking Structure Phase II (750 Spaces)	107
33.	New Surface Parking Lot	122
34.	Renovate Business General Studies (BGS) Building	137

District Vision: Project Sequence - Saddleback College

LEASED PROPERTY

College Drive East

AH

133   132

LOT 14 RNHS

LOT 13

ATAS 102

HS 124

103

LOT 9

SSC 104

LOT 5

LOT 5A   CUSTS

BGS 137

AGB

101

CS

Baseball Field

Throwers' Park

107

SME 105

LIB

LOT 7

LOT 7A

135

Practice Fields

LOT 10

FA 114

CPI 121

LOT 4

108

LOT 11

PE-100

PE-200 110

SS

118

WH

LOT 12

PE-400

PE-300 109

EP

LOT 1

Softball Fields 136

PE-500

Stadium 117

PE-600 110

CDC 131

LOT 1A

CEC

Marguerite Parkway

College Drive West

Driving Range

FG

Avery Parkway

0   100   250   500 ft.

Exhibit 4.20: 2031 Building Projects Plan

District Vision: Project Sequence - Irvine Valley College

2011-2016 Planning Horizon

	Project Identification	Campus Plan Location
1.	New Life Sciences Building	108
2.	New Barranca Parkway Campus Entrance /Exit Drive	125
3.	New ATEP Building	ATEP Campus
4.	Renovate A-400: H&L/SBS/Co-curricular Center	104
5.	Renovate A-200: Success Center (Writing Lab, World Language/ESL, Reading/Tutoring)	A-200
6.	Renovate B-300 Second Floor: Math/Computer Science	B-300
7.	New Surface Parking Lot (Phase I - 400 spaces)	124
8.	New Fine Arts Complex	118
9.	New Fine Arts Site Work/Renovate Performing Arts Yard	118

2016-2021 Planning Horizon

	Project Identification	Campus Plan Location
10.	Renovate Soccer and Practice Fields	123
11.	New Surface Parking Lot (Phase II - 250 spaces)	124
12.	Renovate A-Quad Landscape/Hardscape	101
13.	Renovate B-300 First Floor	B-300
14.	New Fine Arts Promenade Landscape/Hardscape	105
15.	Renovate Campus Entrance Plaza	115
16.	New Baseball Restrooms / Bleachers / Concessions	120/121
17.	New Clock Tower	112
18.	New Auxiliary Gymnasium	114

2021-2031 Planning Horizon

	Project Identification	Campus Plan Location
19.	Renovate B-100: New Bookstore/Conferencing Center	B-100
20.	Renovate B-Quad Landscape/Hardscape	109
21.	New Irvine Center Drive Campus Entrance/Exit Drive	116
22.	New Parking Lot	126
23.	New Outdoor Lab / BEES Garden Expansion	127
24.	New Student Services Center Expansion Annex	106
25.	Renovate Student Services Center (SSC) Building	SSC
26.	Renovate Service Road: Pedestrian Improvement	117
27.	New Sand Volleyball Courts	122
28.	New Athletics Stadium	119
29.	New Humanities & Languages / Social Behavioral Sciences Building	103
30.	New Parking Structure	102
31.	New Swimming Pools / Enclosure	110

District Vision: Project Sequence - Irvine Valley College

Exhibit 4.21: 2031 Building Projects Plan

Chapter Five
District-wide Goals

5
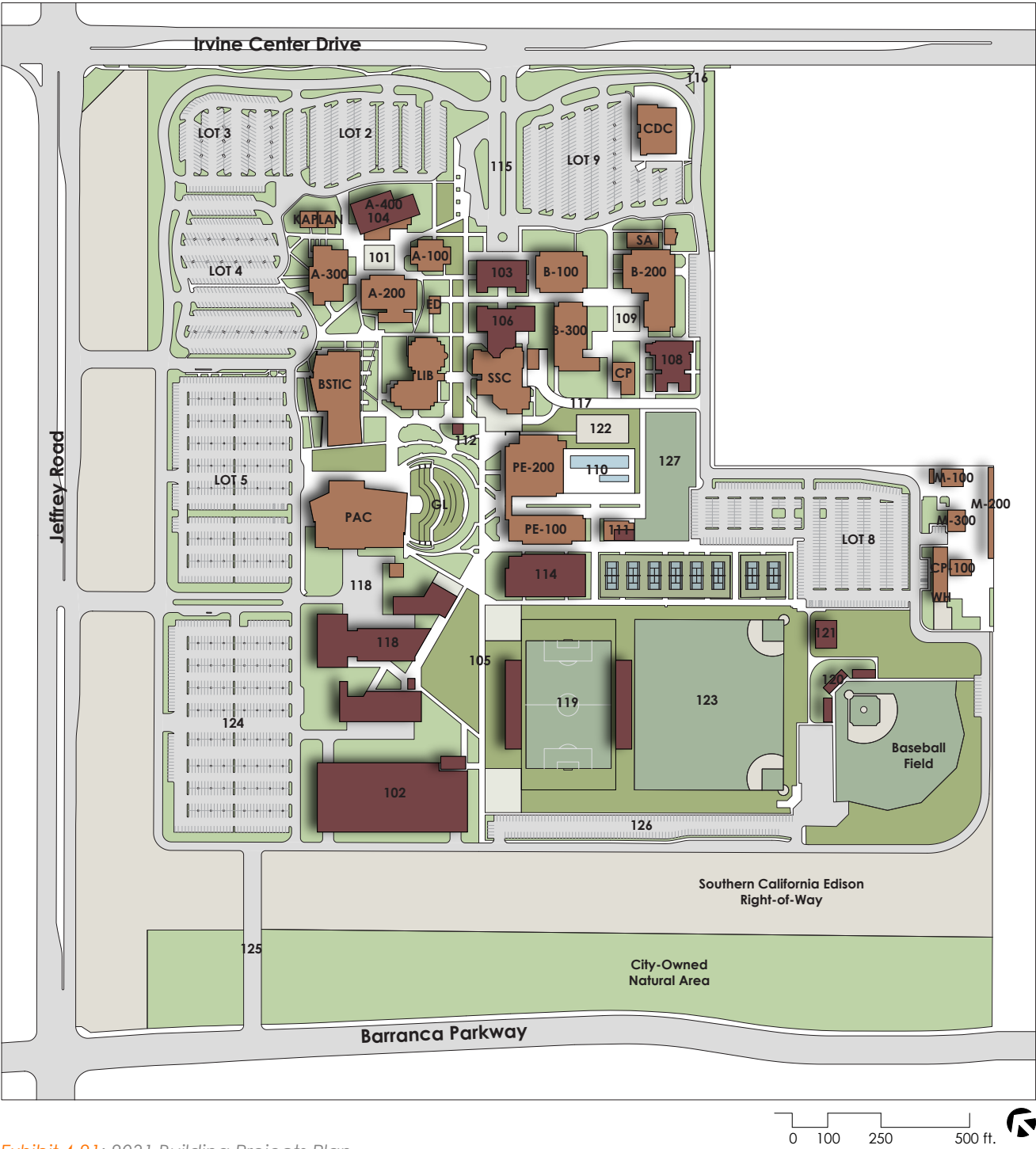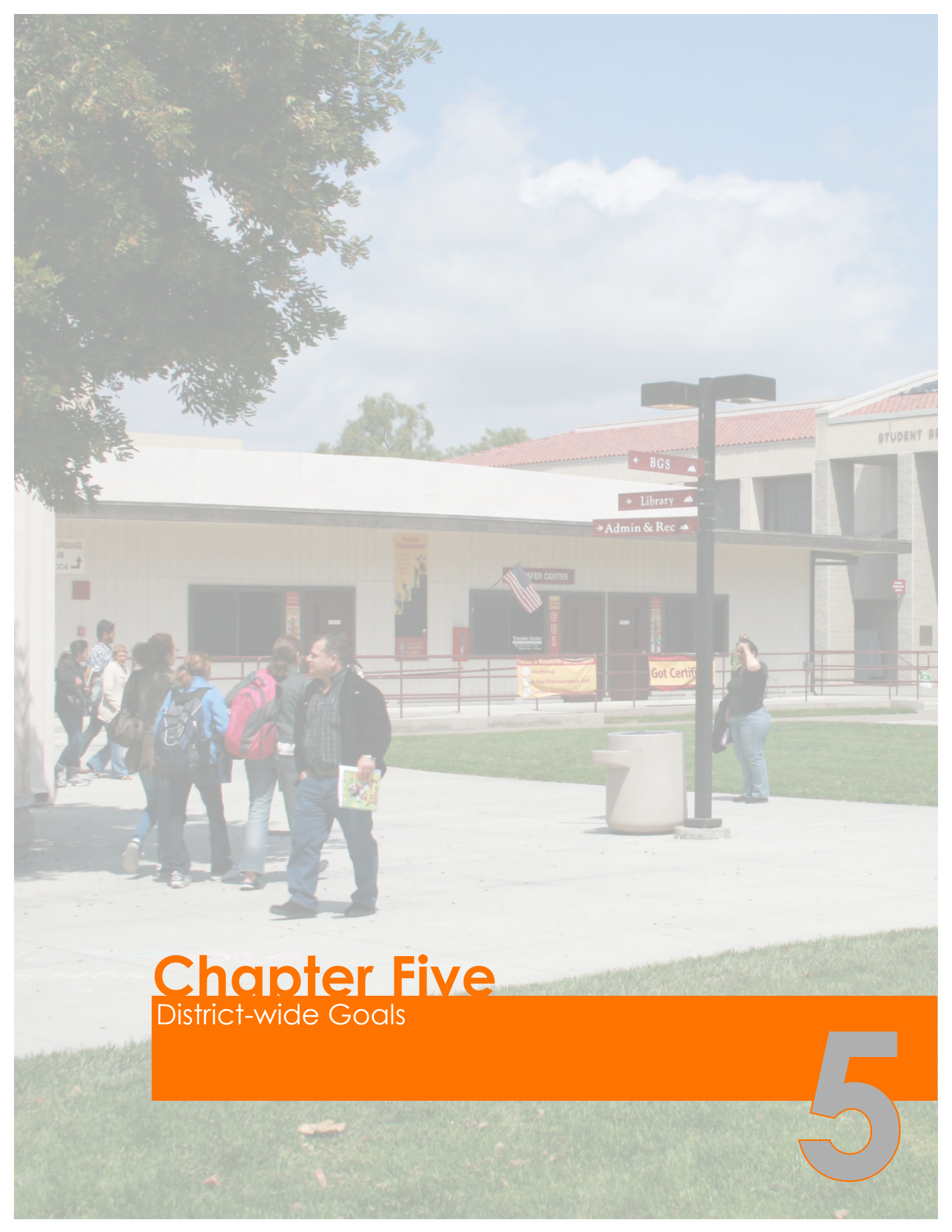
District-wide Goals

Introduction

The challenges that SOCCCD will encounter in the coming decade are summarized in the section on key indicators detailed previously in this document.

An analysis of these data, a review of current state and national trends in higher education, and a series of one-on-one interviews with District and College leaders to ascertain their vision for the future led to the development of the current District-wide Strategic Goals. These District-wide Strategic Goals serve as institutional goals that articulate how the District intends to address the identified challenges. As such, these will guide the District's decision-making and use of resources for the next twenty years.

The District-wide Strategic Goals constitute both a catalyst for and reinforcement of Saddleback College's and Irvine Valley College's planning work as depicted here:

Analysis of Data

⬇

District-wide Goals

↙↗ ↕ ↖↘

Saddleback Strategic Plan   SOCCCD Strategic Plan   Irvine Valley Strategic Plan
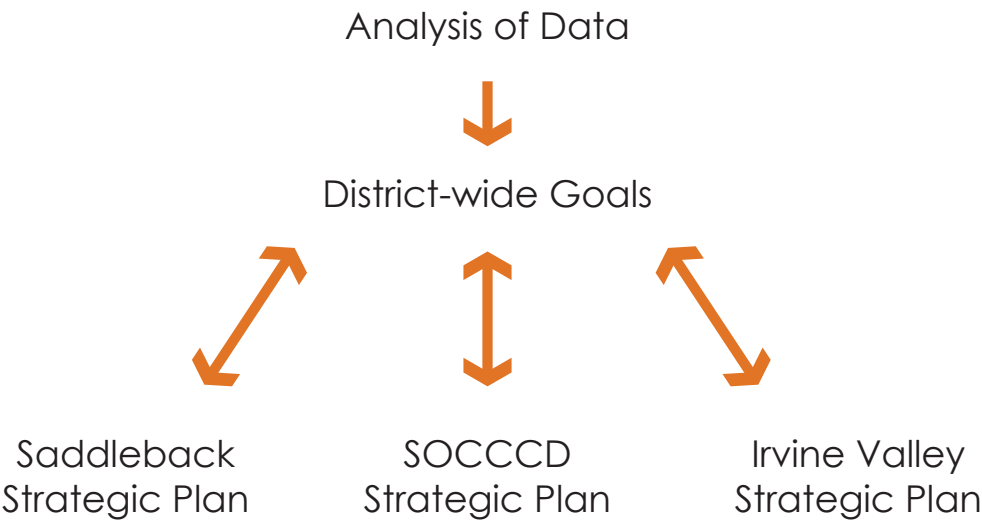
Initiatives that will be undertaken to achieve the District-wide Goals are presented in the District-wide Strategic Plan 2011 – 2014 as well as in the Strategic Plans for Saddleback College and Irvine Valley College. District-wide Objectives are those that require collaboration and coordination among District Services and College administrators, faculty, and staff. The Colleges Strategic Plans and the District Services Administrative Unit Reviews also include objectives leading to achievement of the District-wide Strategic Directions.

The District-wide Strategic Plan 2011 – 2014 includes action steps to describe specific planned activities, the identification of the individuals or groups who are assigned responsibility to complete or ensure completion of the action steps and the timeline. Reports of progress on the achievement of the District-wide Strategic Goals will consolidated each year in an annual progress report.

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 1	SOCCCD will create a district-wide culture which is characterized by mutual respect and collaboration and which celebrates the uniqueness of each institution.
District-wide Goal 2	SOCCCD will support innovations that result in quantifiable improvement in student preparedness and success and will facilitate the institutionalization of those innovations across the district.
District-wide Goal 3	SOCCCD will maintain its technological leadership and will make future advancements which enhance student access and success.
District-wide Goal 4	SOCCCD will increase the effective use of all resources by developing and implementing a cycle of integrated District-wide planning.
District-wide Goal 5	SOCCCD will develop, document, and implement data-driven district-wide decision-making processes that are collaborative, transparent, efficient and effective.
District-wide Goal 6	SOCCCD will assess the educational needs of the communities within the District boundaries and will pursue joint venture partnerships with educational institutions and business/industry.

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 1
SOCCCD will create a district-wide culture which is characterized by mutual respect and collaboration and which celebrates the uniqueness of each institution.

The organizational climate of the South Orange County Community College District has been characterized as non-cooperative and uncivil. Administrators, faculty, and staff perceive mistrust and competition to be implied or overt in most interactions. This relational dysfunction was described as existing across the Colleges/District -- between the Colleges and between the Colleges and the District. A negative climate is seen as a barrier to effective operations as well as to innovations. An example of this type of barrier to effective operations is the lack of course articulation agreements between the Colleges. When asked for a vision of how the Colleges/District could be even better in 2020, the top of the list for the majority of the stakeholders is improved District-wide climate and fully functioning relationships between the Colleges and between the Colleges and the District.

District-wide Goal 2
SOCCCD will support innovations that result in quantifiable improvement in student preparedness and success and will facilitate the institutionalization of those innovations across the District.

A high level of motivation within the District exists to have a positive impact on student success and to refocus Colleges/District energy on a mindset of "Students first!" Most interview participants voiced the desire that everyone District-wide become united behind shared commitments to student achievement.

This desire is aligned with state and national priorities. A decline in levels of higher education attainment in the United States compared to other large, industrialized nations prompted President Obama to call for an increase of 5 million degrees and certificates by 2020. Applying this targeted increase to California community colleges, the American Graduation Initiative challenges all community colleges to triple the number of degrees and certificates awarded by 2020. To meet this challenge, each college would need to increase the number of degrees and certificates awarded by 12% per year for each of the next 10 years. This national agenda to increase completion rates is aligned with the key indicator that about half of the District's students report that their educational goal is to earn an associate degree.

Being underprepared for college-level work is a barrier to student achievement of an associate degree. Through this institutional goal the District is documenting its collective commitment to develop and implement strategies that will result in quantifiable gains in student achievement at all levels.

District-wide Goal 3
SOCCCD will maintain its technological leadership and will make future advancements which enhance student access and success.

This goal affirms support for continuing the District's tradition of excellence in technological innovation. Of particular focus during the coming decade will be the uses of technology to connect meaningfully with student and to provide students with access to tools that foster completion of degrees, certificates, and transfer preparedness.

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 4
SOCCCD will increase the effective use of all resources by developing and implementing a cycle of integrated District-wide planning.

A cultural shift is at hand. The District stands at the beginning of a bridge to connect District-wide planning with the existing planning structures at the two Colleges. The District is prioritizing the development and implementation of a data-driven, integrated planning cycle to comply fully with accreditation standards as well as to provide a more visible link between resource allocation and planning priorities. Each component in that planning process will include the use of data to assess results and inform decisions. To ensure that these processes are transparent and to increase institutional trust, the steps and timelines of planning processes, such as strategic planning and the allocation of resources, will be documented in an integrated planning manual.

District-wide Goal 5
SOCCCD will develop, document and implement data-drive District-wide decision-making processes that are collaborative, transparent, efficient and effective.

Improved communication is high on the priority list for this District's leaders. To realize this desire as well as to come into compliance with accreditation recommendations, the District has committed itself to the development of a decision-making document that will articulate the charge, membership, and calendar of councils and committees which forward recommendations to the Chancellor. Such a document is endeavoring to move the District forward toward realizing the ideals of transparency and accountability in the ways that decisions are made.

District-wide Goal 6
SOCCCD will assess the educational needs of the communities within the District boundaries and will pursue joint venture partnerships with educational institutions and business/industry.

Change is inevitable. Continual monitoring and analysis of change in students' needs, interests, and level of preparedness are essential for this higher education institution to be effective. In this Strategic Direction the District is articulating its commitment to (1) developing an ongoing cycle of data gathering and analysis for the purposes of assessing the alignment of community needs with the District's programs and services and (2) expanding its partnerships with K-12 and universities to improve students' preparedness for associate and baccalaureate-level studies.

Similarly, in order to be an effective partner in restoring the District service area to economic health, partnerships are essential. In this institutional goal, the District expresses its commitment to renew and expand partnerships with business and industry in order to improve employment rates in the service area and hence further develop the economy.

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 1
SOCCCD will create a district-wide culture which is characterized by mutual respect and collaboration and which celebrates the uniqueness of each institution.

District-wide Objective 1.1 - SOCCCD Chancellor will take the actions necessary to assure that employees district-wide collaborate on the achievement of common educational benchmarks.

- **1.1.1**. Analyze the results of the District Services Survey 2011.
- **1.1.2**. Presidents to draft a plan to address the top 5 barriers to collaboration and cooperation across the District.
- **1.1.3**. Draft a Board Policy on mutual respect and forward for BPARC review
- **1.1.4**. Identify a tim elin e for the implementation of the plan to address the top 5 barriers to collaboration and cooperation (see Action Step 1.1.1.)
- **1.1.5**. Assign responsibility for implementing the plan to address the top 5 barriers to collaboration
- **1.1.6**. Draft an evaluation plan to assess each activity that addresses the barriers to collaboration.
- **1.1.7**. Review draft Board Policy on mutual respect and submit its recommendation to Chancellor for approval by Board of Trustees
- **1.1.8**. Develop a District-wide climate survey that assesses perceptions of the District and College climates including the effectiveness of services, collaboration, and planning (see Direction 5)
- **1.1.9**. Establish a timeline for the distribution of a bi-annual District-wide climate survey
- **1.1.10**. Analyze the results of the District-wide climate survey to identify climate-related projects to be addressed in the coming year

District-wide Objective 1.2 - SOCCCD Chancellor will periodically communicate directly to employees district-wide.

- **1.2.1**. Develop a process for and schedule of connecting with employees district-wide, such as monthly newsletters and/or town hall meetings
- **1.2.2**. Schedule the newsletters and/or on-campus meetings
- **1.2.3**. Send the newsletters and/or conduct the meetings on each campus
- **1.2.4**. Assess and request feedback on the newsletters and/or town hall meetings as part of the annual District-wide climate survey (See Action Step 1.1.8.)

District-wide Objective 1.3 - SOCCCD will relocate District Services to provide equitable accessibility for both campuses and facilitate more effective district services-college collaboration.

- **1.3.1**. A relocation plan for District Services will be developed.
- **1.3.2.** A timeline and parameters for the relocation will be developed.
- **1.3.3**. Relocate District Services according to the relocation plan.

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 2
SOCCCD will support innovations that result in quantifiable improvement in student preparedness and success and will facilitate the institutionalization of those innovations across the District.

District-wide Objective 2.1 - SOCCCD will increase the rates of completion for degrees, certificates and transfer-readiness by 5% annually.

- **2.1.1**. Plan professional development training on factors in student success
- **2.1.2**. Identify innovations and best practices that have proven to be successful based on quantifiable improvement in student success
- **2.1.3**. Develop a venue for sharing and highlighting student preparedness and success across the district
- **2.1.4**. Select top 5 innovations/best practices, prepare a cost-benefit analysis and prioritize the identified innovations/best practices
- **2.1.5**. Identify funding for innovations/best practices that will be implemented in Fall 2012, 2013 and 2014

District-wide Goal 3
SOCCCD will maintain its technological leadership and will make future advancements which enhance student access and success.

District-wide Objective 3.1 - SOCCCD will articulate its vision for future innovations in an annually updated *SOCCCD Technology Plan* which will be collaboratively developed, widely distributed and implemented according to defined priorities.

- **3.1.1**. Convene a collaborative group for the purpose of developing the SOCCCD Technology Plan 2011-2015
- **3.1.2**. Determine the format and components of this technology plan and assign responsibility for drafting various components of the plan
- **3.1.3**. Distribute the Draft SOCCCD Technology Plan 2011-2015 and request feedback
- **3.1.4**. Use the feedback to revise the format and/or content of the technology plan
- **3.1.5**. Complete the final draft of the SOCCCD Technology Plan 2011-2015 and present to appropriate groups for final comment
- **3.1.6**. Prepare a final SOCCCD Technology Plan 2011-2015. Present to Board of Trustees as information item

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 4
SOCCCD will increase the effective use of all resources by developing and implementing a cycle of integrated District-wide planning.

District-wide Objective 4.1 - SOCCCD will develop and implement a model for a cycle of District-wide long-term and short-term planning including a process for District Services Administrative Unit Review.

- **4.1.1**. Assign responsibility for the District-wide Strategic Plan and to lead a district planning group
- **4.1.2**. Research potential District Services Administrative Review processes and develop a draft process
- **4.1.3**. Distribute the draft process and implementation timeline for review and comment and incorporate the feedback.
- **4.1.4**. Implement the new District Services Administrative Unit Review
- **4.1.5**. Identify the necessary components of an integrated planning model
- **4.1.6**. Develop an integrated planning model for SOCCCD that includes (1) annual planning processes, (2) long-term planning processes and (3) District Services Administrative Unit Review
- **4.1.7**. Distribute the proposed model for review and comment
- **4.1.8**. Incorporate feedback to finalize the integrated planning model and present to the Board of Trustees for information
- **4.1.9**. Implement the planning model
- **4.1.10.** Verify that all District Services Administrative Unit Reviews are completed
- **4.1.11**. Include assessment of the planning model and processes in the annual District-wide climate survey
- **4.1.12**. Revise the planning model and processes as needed based on feedback

District-wide Objective 4.2 - SOCCCD will review and revise the resource allocation processes to ensure that expenditures are linked to planning priorities.

- **4.2.1**. Create a user-friendly and accessible document that explains how the District's Resource Allocation process works, guides staff through the process(s) and demonstrates how the new district-wide planning processes and documentation will better connect planning to resource allocation
- **4.2.2**. Present the information and guiding document to the District-wide Planning Council and distribute draft copies to the college community for review and input. Present the revised final document to the District-wide Planning Council before implementation
- **4.2.3**. Implement the use of the document and then follow-up to insure that it is now demonstrating linkages fram planning to resource allocation and budget development
- **4.2.4**. Annually assess the resource allocation processes in the annual District-wide climate survey, District Services survey, District Services Administrative Unit Reviews and forward the results to the responsible district-wide committees and administrative units to facilitate and ensure continuous improvement

District-wide Objective 4.3 - SOCCCD will prepare and distribute an annual report that outlines the progress on District-wide Goals.

- **4.3.1**. Determine the format and components of an annual report
- **4.3.2**. Assign responsibility for completing the various components of the annual report
- **4.3.3**. Compile and distribute the 2012 Annual Pragress Report on the SOCCCD Strategic Plan 2011-2014
- **4.3.4**. Request feedback on the 2012 Annual Progress Report on the SOCCCD Strategic Plan 2011-2014
- **4.3.5**. Use the feedback to revise the format and/or content of the subsequent annual report

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 5
SOCCCD will develop, document and implement data-drive District-wide decision-making processes that are collaborative, transparent, efficient and effective.

District-wide Objective 5.1 - SOCCCD will prepare a planning and decision-making manual to describe the steps and timelines in these processes including the composition and calendar of collaborative groups that develop recommendations to the Chancellor.

- **5.1.1**. Draft a template for a planning and decision-making manual that identifies the elements to be included for each process
- **5.1.2**. Assign responsibility for preparing specific sections of the manual
- **5.1.3**. Consolidate a first draft of the planning and decision-making manual and distribute for review and comment
- **5.1.4**. Revise as needed based on the feedback and distribute online
- **5.1.5**. Present to the Board of Trustees for information
- **5.1.6**. Assess the decision making manual in the annual District-wide climate survey and revise the manual as needed

District-wide Objective 5.2 - SOCCCD will annually assess its decision-making processes with an eye toward continual improvement.

- **5.2.1**. Convene a group to collaborate on the content and tim elin e for a bi-annual District-wide climate survey that includes assessment of the transparency and effectiveness of decision-making processes
- **5.2.2**. Distribute and summarize the results of the bi-annual District-wide climate survey
- **5.2.3**. Decision-making groups review the results of the campus climate survey and use the results to revise processes as appropriate
- **5.2.4**. Update the decision-making manual as needed

SOCCCD Strategic Plan 2011-2014 District-wide Goals

District-wide Goal 6
SOCCCD will assess the educational needs of the communities within the District boundaries and will pursue joint venture partnerships with educational institutions and business/industry.

District-wide Objective 6.1 - SOCCCD Chancellor and College Presidents will collaborate to determine responsibility for the use and maintenance of Advanced Technology & Education Park.

- **6.1.1**. Invite College Presidents to prepare a collaborative proposal outlining responsibility for the use and maintenance of ATEP
- **6.1.2**. Review proposal and either revise as needed or approve
- **6.1.3**. Present proposal as an information item to the Board of Trustees
- **6.1.4**. Adjust budgeting and decision-making processes as needed to comply with the agreed-upon division of responsibilities

District-wide Objective 6.2 - SOCCCD Chancellor and College Presidents will collaborate to develop a 3- to 5-year site development plan for the maintenance and use of the Advanced Technology & Education Park.

- **6.2.1**. Identify the necessary components of a site development plan
- **6.2.2**. Establish a tim elin e for the development of a site plan
- **6.2.3**. Assign responsibility for drafting the plan for each components of the development plan
- **6.2.4**. Distribute the draft development plan for review and comment
- **6.2.5**. Complete the development plan and present to the Board

District-wide Objective 6.3 - SOCCCD will include an analysis of external scans data in the Annual Progress Report on the SOCCCD Strategic Plan 2011-2014 and will adjust the next year's action steps accordingly.

- **6.3.1**. Determine the components to be included in an external scan.
- **6.3.2**. Complete the external scans regularly including an analysis of the key indicators that are relevant to planning
- **6.3.3**. Distribute and discuss the key indicators in appropriate decision-making meetings
- **6.3.4**. Adjust action steps for the coming year as needed based on the key indicators

District-wide Objective 6.4 - SOCCCD will define College service areas within the larger District service area.

- **6.4.1**. Meet with College Presidents to identify the pros and cons of College-specific service areas within the larger District service area
- **6.4.2**. Draft a policy related to this topic and distribute the draft policy for review and comment
- **6.4.3**. Board of Trustee consideration and approval of draft policy
- **6.4.4**. Implement the Chancellor's decision5 related to College-specific service areas within the larger District service area
- **6.4.5**. Ask for feedback on this decision as part of the annual District-wide climate survey