



INSPIRE 2035

Charting the Future of the South Orange County Community College District

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JUNE 2025

INSPIRE 2035

Charting the Future of the South Orange County Community College District

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A Message from the Chancellor



Welcome to *Inspire 2035*, the South Orange County Community College District's bold and future-forward comprehensive plan which encompasses our new strategic and facilities plans. This document represents not only our vision for the next decade but also the collective wisdom and commitment of our district-wide community.

Guided by the work of the **Chancellor's Planning Commission**, *Inspire 2035* was developed through a deeply collaborative and inclusive process. Faculty, classified professionals, students, trustees, and community stakeholders all played an essential role in shaping the strategic priorities, goals, and values that define this plan. The Commission served as a critical forum for dialogue, alignment, and shared ownership, ensuring that the voices and experiences of our diverse District were reflected in every step.

At SOCCCD, we are united by a belief in the power of education to transform lives. Through *Inspire 2035*, we reaffirm our commitment to student success and equity, economic and social mobility, innovation and technology, environmental sustainability, and institutional effectiveness. These priorities position us to meet the needs of today while preparing for the challenges of tomorrow.

Thank you to everyone who contributed to this plan and who will continue to bring it to life. Together, we will lead with vision, act with purpose, and inspire a future of opportunity for all, where students are the heart of what we do and who we are.

Dr. Julianna M. Asperin Barnes

Chancellor, South Orange County Community College District

History: About SOCCCD

The South Orange County Community College District (SOCCCD) was founded in 1967 to meet the rising educational demands of southern Orange County, California. Encompassing 382 square miles, the District serves a population of nearly one million residents and spans from the Santa Ana Mountains to the Pacific Ocean.

The District's first college, Saddleback College, opened in Mission Viejo in 1968 and quickly became a vital hub for higher education in the region. As the population grew, so did the need for expanded educational services. In 1979, SOCCCD launched a northern satellite campus in Irvine, which was officially renamed Irvine Valley College in 1985. In 2007, the District further expanded its reach with the opening of the Advanced Technology & Education Park (ATEP) in Tustin, focused on career technical education and public-private workforce partnerships.

SOCCCD serves a wide range of cities and communities across southern Orange County. These include:

Area 1: Irvine* and Tustin*

Area 2: Irvine*, Orange*, Tustin* and unincorporated county areas of North Tustin* and Santa Ana*

Area 3: Aliso Viejo*, Dana Point*, Irvine*, Laguna Beach*, Laguna Niguel*, and Newport Beach*

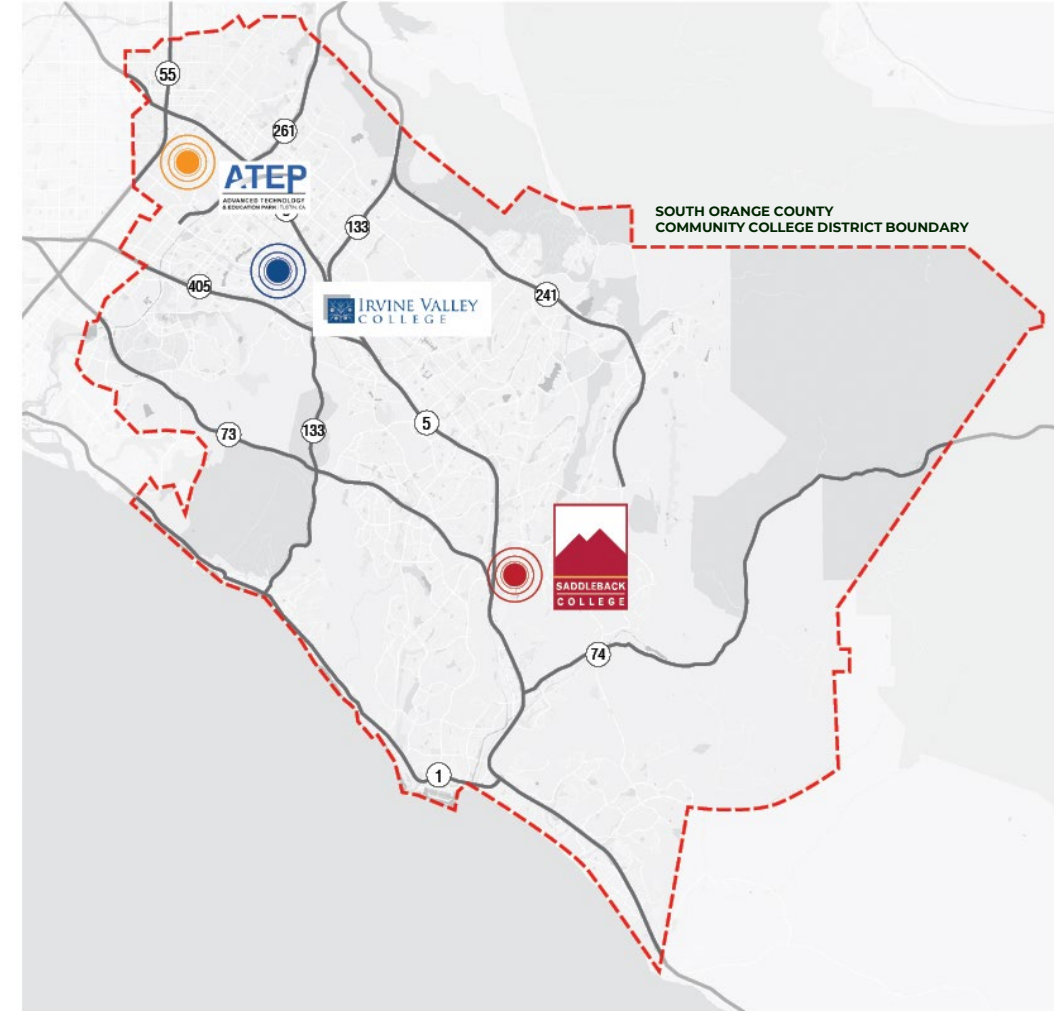
Area 4: Dana Point*, Rancho Santa Margarita*, San Clemente*, San Juan Capistrano, and unincorporated county areas of Coto de Caza, Ladera Ranch*, Rancho Mission Viejo, and Trabuco Canyon*

Area 5: Irvine*, Laguna Hills*, Laguna Woods*, Lake Forest*, and Mission Viejo*

Area 6: Aliso Viejo*, Irvine*, Laguna Beach*, Laguna Hills*, Laguna Woods*, Lake Forest*, Mission Viejo* and unincorporated county area of Trabuco Canyon*

Area 7: Laguna Niguel*, Mission Viejo*, Rancho Santa Margarita*, and unincorporated county areas of Ladera Ranch* and Las Flores

* Not entire city/community



Inspire 2035: Purpose

Inspire 2035 aligns South Orange County Community College District's aspirations with the evolving needs of its students, employees, and communities. Grounded in the District's core values—community, equity, excellence, innovation, belonging, student-centered, and empowerment—and with a strong commitment to its strategic priorities, the planning process engaged diverse voices from across Irvine Valley College, Saddleback College, ATEP, District Services, and the broader community.

This integrated, participatory, and data-informed strategic and facilities plan connects district-wide goals with physical infrastructure planning to ensure that programs, spaces, and services work together to support inclusive, high-impact learning environments where all students can thrive, achieve equitable outcomes, and access opportunities for personal, academic, and professional success.



District-wide Values

VALUES

Community

We foster a collaborative and inclusive environment where relationships—within our institution and beyond—are built on respect, trust, and a shared commitment to student success and community impact.

Equity

We are committed to identifying and addressing systemic barriers to ensure fair access, opportunities, and outcomes for every member of our community.

Excellence

We uphold the highest standards in teaching, learning, and service, empowering our community to reach their full potential.

Innovation

We embrace creativity, forward-thinking solutions, and continuous improvement to meet the evolving needs of our students and community.

Belonging

We cultivate a welcoming environment where every individual feels valued, respected, validated, and fully included in the life of the college.

Student-Centered

We place students at the heart of everything we do, ensuring their needs, aspirations, and voices shape our policies, practices, and programs.

Empowerment

We inspire individuals to realize their potential by providing the resources, knowledge, and support needed to achieve personal, academic, and professional success.

District-wide Vision and Mission

VISION

Empowering students, transforming lives, and strengthening communities through education.

MISSION

We place students at the heart of our mission, transforming their lives and nurturing creative thinkers that enhance the vitality of the communities we serve. Grounded in principles of equity, belonging, and innovation, we ensure equitable access and foster outcomes that promote economic and social mobility.



PLANNING PROCESS

1

Planning Process

PARTICIPATORY APPROACH

The planning process started with the Chancellor convening a cross-constituent Planning Commission to guide the work and development of *Inspire 2035*.

Stakeholders from across the District—including Saddleback and Irvine Valley Colleges—were identified and engaged to ensure inclusive participation and representation. Interactive workshops and activities were intentionally designed to center diverse voices from both internal and external communities.

In addition to the Chancellor's Planning Commission (CPC), three Campus Planning Teams were established to review campus level planning information and to develop the facilities recommendations for each of the three campuses: Irvine Valley College, Saddleback College and ATEP.



Planning Process

CHANCELLOR'S PLANNING COMMISSION

The Chancellor's Planning Commission (CPC) serves as a strategic advisory body that supports the long-term planning efforts of the South Orange County Community College District (SOCCCD). Its primary role is to provide thoughtful recommendations that shape the development of district-wide plans, ensuring alignment with the District's overarching vision, mission, and core values.

CPC committed to a collaborative and inclusive process, actively seeking and incorporating feedback from a broad range of stakeholders including faculty, classified professionals, students, and community members to ensure that planning reflects the diverse perspectives and needs of the entire SOCCCD community.

Throughout the process, the Commission engaged in a series of facilitated workshops, working collaboratively to analyze trends, assess priorities, and imagine future possibilities. These sessions have been instrumental in guiding the planning process and helping to chart a forward-looking course for the future of the District. The Commission's contributions have helped lay a thoughtful and inclusive foundation for strategic decision-making that will impact the District for years to come.



Planning Process

CHANCELLOR'S PLANNING COMMISSION MEMBERS

Chair

Dr. Julianna M. Asperin Barnes, Chancellor

Co-chair

Dr. Denice Inciong, District Director, Research, Planning and Data Management

College Presidents

Dr. John Hernandez, Irvine Valley College President
Dr. Elliot Stern, Saddleback College President

Vice Chancellor, Business Services

Ann-Marie Gabel, CPA

Vice Chancellor, Human Resources and Employer/Employee Relations

Dr. Cindy Vyskocil

Vice Chancellor, Education and Technology Services

Dr. Christopher McDonald

Vice Presidents for Instruction *(one from each college)*

Irvine Valley College: Rick Miranda
Saddleback College: Tram Vo-Kumamoto

Vice Presidents for Student Services *(one from each college)*

Irvine Valley College: Dr. Martha McDonald
Saddleback College: Dr. Jennifer LaBounty

Vice Presidents for College Administrative Services *(one from each college)*

Irvine Valley College: Davit Khachatryan
Saddleback College: Rodrigo Garcia

Directors, Research, Planning, and Accreditation *(one from each college)*

Irvine Valley College: Dr. Loris Fagioli
Saddleback College: Shouka Torabi, M.A.

Directors of College Equity, Inclusion and Access *(one from each college)*

Irvine Valley College: Erin Pollard
Saddleback College: Dr. Susana Castellanos

Deans *(one from each college, and one classified manager from District Services)*

Irvine Valley College: Dr. Traci Fahimi, Dean of Social & Behavioral Sciences and Business Sciences
Saddleback College: Dr. Karima Feldhus, Executive Dean of Extended Learning
District Services: Medhanie Ephrem, Executive Director of Facilities Planning

Deans of Economic/Workforce Development *(one from each college)*

Irvine Valley College: Debbie Vanschoelandt, Dean of Career and Continuing Education, IDEA, and Extended Education Administration
Saddleback College: John Jaramillo, Dean of Economic and Workforce Advancement and School of Business and Industry

Academic Senate Presidents *(one from each college)*

Irvine Valley College: Rebecca Beck, English as a Second Language Instructor
Saddleback College: Dan Walsh, Geography/GIS Instructor

Faculty representatives *(two from each college as appointed by Academic Senates)*

Irvine Valley College: Cheryl Bailey, Librarian
Irvine Valley College: Rebecca Kaminsky, English Instructor
Saddleback College: Claire Cesareo, Anthropology Instructor
Saddleback College: Dr. Morgan Barrows, Anthropology Instructor

Classified Senate representatives *(one from each college and District Services)*

Irvine Valley College: Abner Caguioa, New Media and Marketing Specialist
Saddleback College: Eryllyne Ballo, Program Student Support Specialist
District Services: Nicole Ortega, Research and Planning Analyst

Representatives for Emerging Technologies (e.g. AI, Immersive Learning) *(one from each college)*

Irvine Valley College: Brent Warner, English as a Second Language Instructor
Saddleback College: Dr. Kim d'Arcy, Dean of Instructional Support and Teaching Innovations

Student representatives *(one from each college)*

Irvine Valley College: Danielle Zee, Student
Saddleback College: Farbod Azizmalayeri, Student

Resource Members

District Services: Ryan Brook, District Director, Chancellor & Board Operations
District Services: Dr. Letitia Clark, Chief Communications Officer
Irvine Valley College: Diane Oaks, Executive Director of Marketing and Creative Services
Irvine Valley College: Nicholas Wilkening, Director of Technology Services
Irvine Valley College: Sohrab Sadjadi, Student
Irvine Valley College: Sandy Jeffries, Office of the President
Saddleback College: Jennie McCue, Executive Director of Marketing and Communications
Saddleback College: Thurman Brown, Director of Technology Services and Broadcast Systems
Saddleback College: Milad Daravan, Student
Saddleback College: Trish Fain, Office of the President

Planning Process

INTEGRATED + DATA-INFORMED

Inspire 2035 was developed through a collaborative 5-step planning process that began in September 2024 and extended through June 2025.

A summary of each of the steps is described here:

The **Prepare** phase established the foundation for the planning process by defining clear goals, success measures, and a project timeline.

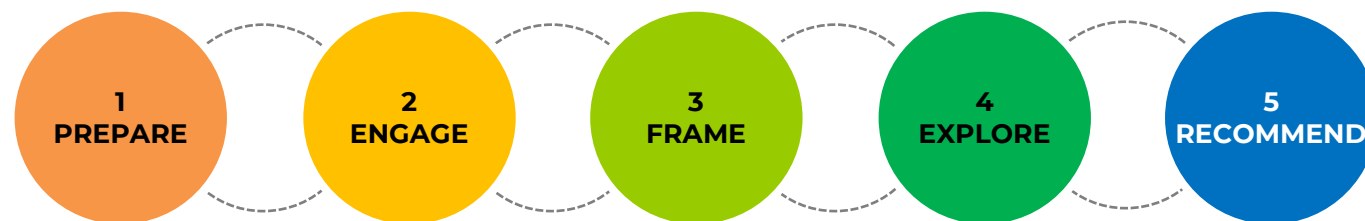
The **Engage** phase expanded the work to examine broader conditions impacting the District. This included reviewing enrollment trends, student success data, external scans, and existing planning documents.

The **Frame** phase synthesized stakeholder feedback and data analysis into a set of draft district-wide strategic priorities.

In the **Explore** phase, the District community was invited to review and contribute to the draft strategies and planning elements through a district-wide survey.

The **Recommend** phase focused on finalizing and vetting the plan through key governance bodies, including the CPC, the college governance, and the Board of Trustees.

COLLABORATIVE 5-STEP PROCESS



		2024															2025																														
		SEP					OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUNE								
		2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	21	28	5	12	19	26	2	9	16	23	30		
1	PREPARE																																														
2	ENGAGE																																														
3	FRAME																																														
4	EXPLORE																																														
5	RECOMMEND																																														

DISTRICT-WIDE ENGAGEMENT

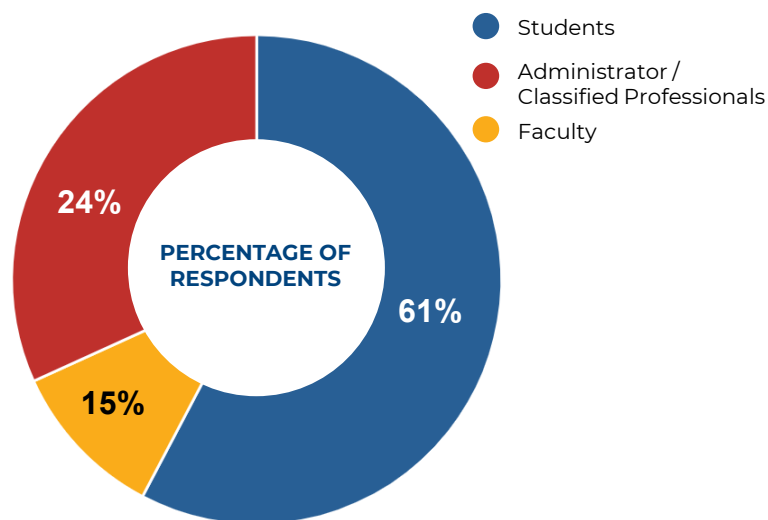
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District-wide & Community Engagement

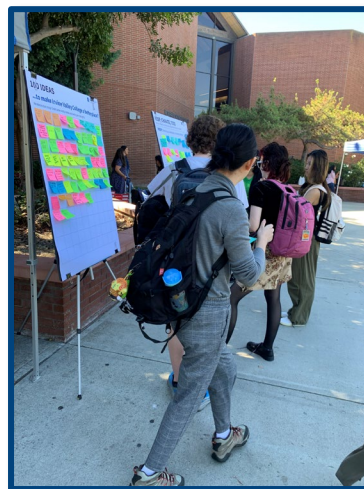
AMPLIFYING VOICES

Inspire 2035 includes feedback in multiple modalities and from a range of stakeholders. Several district-wide and community engagement efforts were conducted by the South Orange County Community College District (SOCCCD) as part of the *Inspire 2035* planning initiative. Engagement activities included a comprehensive online survey, with a majority of respondents being students, followed by faculty, classified professionals, and administrators - as shown in the pie chart. Campus Visioning Sessions were also held at both Irvine Valley College and Saddleback College, providing students and stakeholders opportunities to share feedback through interactive boards. Additionally, a Community Online Survey was implemented in the Spring 2025 to broaden outreach.

SOCCCD Online Survey Fall 2024



Campus Visioning Sessions Fall 2024



IRVINE VALLEY COLLEGE



SADDLEBACK COLLEGE

Community Online Survey Spring 2025

“

*As an employer I have worked with both **Career Centers at Irvine Valley College and Saddleback College.** I have found both to be very helpful with my needs to find applicants and to accommodate my coming on campus for information sessions and to partner with the schools.*

”

District-wide Online Survey

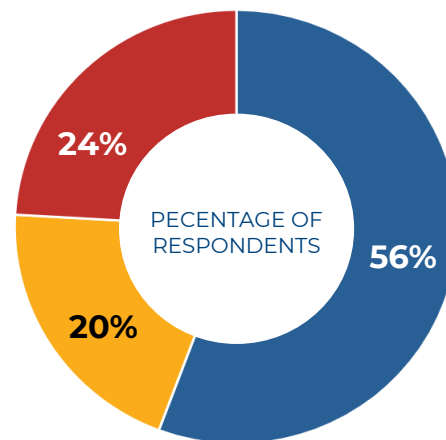
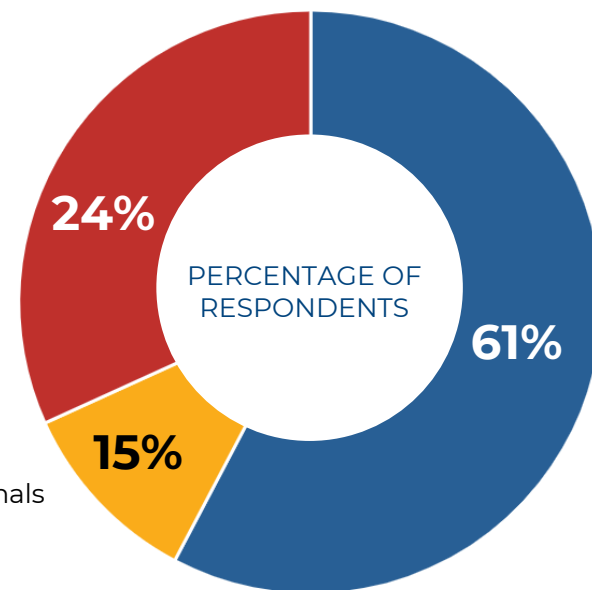
EDUCATION EXPERIENCE INDEX[®]

Between October 12 and November 15, 2024, the South Orange County Community College District (SOCCCD) conducted a comprehensive district-wide survey. The purpose of the survey was to gather meaningful insights into the experiences, expectations, and overall effectiveness of campus operations from the perspective of its diverse community members. All students, administrators, classified professionals, and faculty across the District were invited to participate in the survey, which was administered online to ensure broad accessibility and convenience.

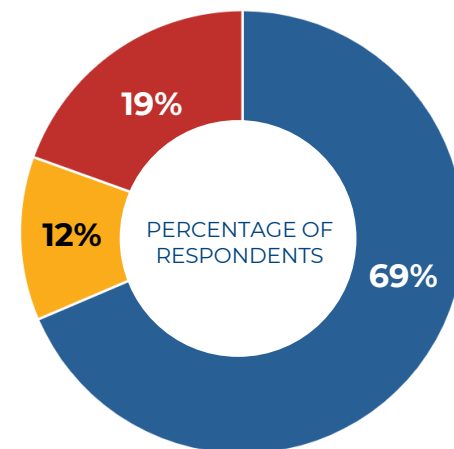
The survey instrument, designed by Gensler, was used to assess a wide range of topics, including learning experience, teaching experience, working experience, and areas for improvement. By collecting this data, SOCCCD aimed to better understand the needs and priorities of its stakeholders and to inform future planning and decision-making processes that align with the values of continuous improvement and student-centered service.

R E S P O N D E N T S

- Students
- Administrator / Classified Professionals
- Faculty



IRVINE VALLEY COLLEGE



SADDEBACK COLLEGE

District-wide Online Survey

CAMPUS PURPOSE

The feedback to the question "What are the reasons you come to campus?" reveals both commonalities and some differences across stakeholder groups. All groups value in-person collaboration.

Among students the most cited reason was to work in-person with instructors, followed by collaborating with classmates and socializing with others. In contrast, faculty primarily come to campus to work in-person with students and colleagues, with fewer citing operational needs or social reasons. Administrators and classified professionals emphasized working in-person with colleagues and engaging in impromptu interactions as their top motivators for being on campus, closely followed by socializing.

These insights underscore how each group's campus presence is shaped by their distinct roles and responsibilities within the college environment.

REASONS TO COME TO CAMPUS (TOP 5)

Students



Faculty



Administrator / Classified Professionals



District-wide Online Survey

FEEDBACK TOPICS

Early in the Fall and at the beginning of the process the colleges, District and Gensler team worked together to create a district-wide survey to garner feedback to inform the planning process. Questions focused on the current day environment, to thinking about the future of the District and its community.

The full results of the survey were shared with the Chancellor's Planning Commission to inform the development of the *Inspire 2035* Planning Framework.

In response to the open-ended question...

Are there other comments you'd like to share about your current experiences or your thoughts on the future of South Orange County Community College District - Irvine Valley College, Saddleback College, and/or District Services?

Themes to Inform Inspire 2035

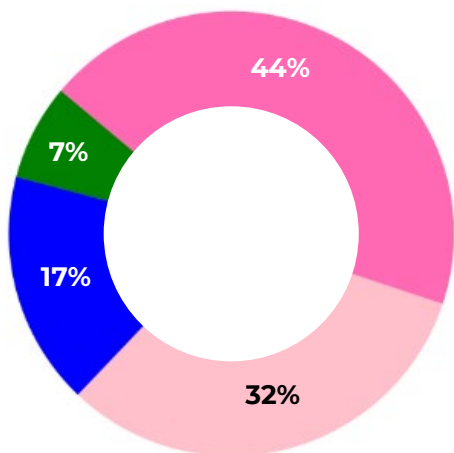
- 1. Campus Amenities and Facilities**
- 2. Educational Quality and Student Support**
- 3. Equity, Diversity, and Inclusion**
- 4. Workplace Flexibility + Well-Being**
- 5. Infrastructure + Resource Allocation**



Community Online Survey

FEEDBACK

GENERATIONS



- 1922 – 1664 (WWII, Post War, Boomers)
- 1965 – 1980 (Gen X)
- 1981 - 1996 (Gen Y / Millennials)
- 1997 – 2012 (Gen Z)
- Prefer not to answer

ETHNICITY / RACE

African American	5%
Asian	9%
Hispanic or Latino	14%
Middle Eastern	2%
White, non-Hispanic	50%
Mixed Ethnicity	7%
Decline to state	9%
Other	4%

WE ASKED

As we embark upon strategic and facilities planning, Inspire 2035, what do you think our District and Colleges should continue doing or focus on in the future?

RESPONSES

“

Workforce development and **relationships with all school districts in the county.**

STEM fields that are essential for businesses in OC.

Continue to **seek alignment with employers within the industries they serve.** The partnership can serve as a beneficial pipeline for students who are looking to grow their careers.

Helping to prepare students for the higher paying jobs of the future; advancing technology; and, providing some wrap around services addressing mental health and physical needs (food insecurities, isolation, other issues that prevent students from performing at their high output).

Considering the implications of AI and how we can both utilize it and teach our students to utilize it for career advancement.

Partner more with UCI and other local colleges and high school.

”

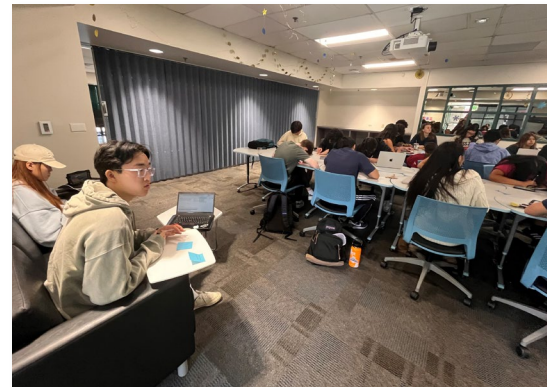
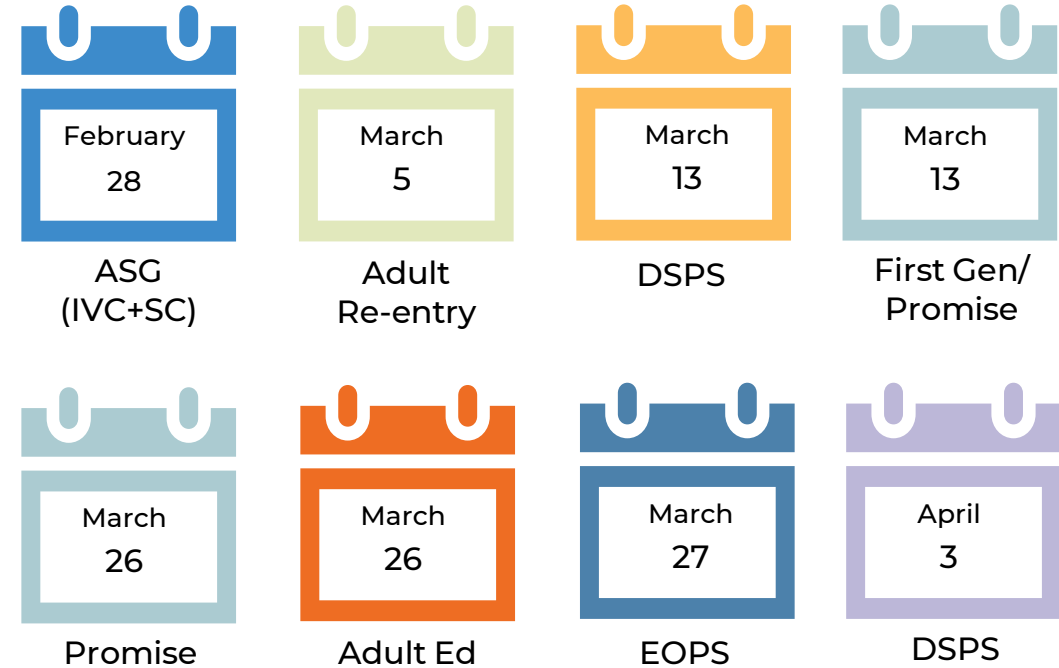
Student Listening Sessions

WHAT ARE THE MOST IMPORTANT THINGS TO FOCUS ON?

To center student voices in the planning process, eight listening sessions were held between February and April 2025 with 57 students from across the District. Their diverse insights helped shape both the strategic and facilities priorities and goals grounded in real experiences.

Students spoke candidly about what supports their success and where barriers exist—from limited access to resources and spaces, to the need for flexible classes, multiple learning environments, and clearer communication.

Key themes such as student life, sustainability, economic mobility, and support services informed the plan's direction, ensuring student input drives a more inclusive and student-centered future. The following pages reflect the overarching themes and feedback from students.



Student Listening Sessions

WHAT ARE THE MOST IMPORTANT THINGS TO FOCUS ON?

THEMES

Student Resources & Programs

"Need better communication/ awareness so that students know about services and resources."

Access

"It'd be great if "access" initiatives apply to everyone, not just qualified DSPS students."

Wayfinding

"Clear access/ communication about location of elevators - where to get on and off. Provides better autonomy for students navigating campus."

Sustainability

"Sustainable outcomes and engagement—more space for students to engage with sustainable practices."

Student-Centered Support

"Dedicated counseling and support to walk students through the process of enrollment to graduation"

Campus Activities

"Making campus a useful place for access to everyone and updated technology so it's worth spending time here."

Class Modality

"Differentiation of Access - Having multiple ways for students to engage in learning activities that are equally valued methods."

Space Needs

"More centralized areas to study, meet new people and be in-between classes."

Student Life

"Student life and vibrance... A wow factor that makes students grateful to be at our college."

Fitness / Athletics

"Basketball between classes, walking trails AND better gym equipment - open to all students."

Economic & Social Mobility

"Professional/career development (public speaking, etiquette, internships, etc.)"

Community

"Create more cultural spaces on campus, especially for First Gen & Latino students to find their community."

Campus Visioning Sessions

SADDLEBACK COLLEGE

At the start of the planning process, the Saddleback College community was invited to participate in a Campus Visioning Session.

Students, faculty, administrators, and classified professionals engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

The following pages illustrate some of the findings.



Campus Visioning Sessions: SC

WHY SADDLEBACK COLLEGE?

STUDENTS

Students were asked why they chose to come to Saddleback.

Overall, they listed the proximity to home as a primary reason for choosing Saddleback College. Additional results are summarized on the adjacent graphic.



To save money / good community

More vegan options

Opportunities

Good transfer college

Nearby (close to home)

Commute for sports programs

I wasn't ready to go straight to a four year, but I still wanted to be in school

To become the first woman to earn a degree in my family

Campus Visioning Sessions: SC

WHY SADDLEBACK COLLEGE?

Employees were asked why they chose to work at Saddleback.

Overall, they listed helping students improve their lives as a primary reason for choosing Saddleback College. Additional results are summarized on the adjacent graphic.



EMPLOYEES



Campus Visioning Sessions: SC

STUDENTS + EMPLOYEES

ONE WORD TO DESCRIBE SADDLEBACK COLLEGE

Participants were asked to share one word to describe Saddleback College today. Overall, they described the college as an evolving and growing campus. Additional results are summarized on the adjacent graphic.

Participants were asked to share one word they would hope to describe Saddleback College in the future (2035). Overall, they expressed a desire for Saddleback to have increased equity and inclusivity. Additional results are summarized on the adjacent graphic.



TODAY

Accessible Inclusive Bureaucratic
Changing Supportive Evolving Growing
Home Improving Resourceful Capable
Caring Wonderful Nice
Safe Political Striving Friendly Flux
Engaging Helpful
Efficient Success
Welcoming Progressing Kind
Top-down Transitional Hierarchical
Community

FUTURE

Educational Kind Balance Amenities
Technology Welcoming Morale Goals
Caring Equity Directions Growth
Family Diversity Visibility
Strong Innovation Motivational
Dream Thrive Inclusivity Leadership
Hub Home

Campus Visioning Sessions: SC

STUDENTS + EMPLOYEES

KEEP, CHANGE, TOSS

Participants were asked to share what they love about their campus and want to keep. The results are summarized in the graphic below.



KEEP: What do you love about Saddleback?

- Staff are service-oriented and amazing
- Affordable
- The Quad
- Vending machines
- Bus access
- Success Coaches
- The vision of opportunity and growth with an action plan
- Student clubs and organizations



CHANGE: What could be improved?

- Cafeteria and food resources
- Relationships with SOCCCD
- English and Humanities students need and deserve modern classrooms
- More online classes
- More direct aid to students
- Free classes/books
- Quiet outdoor spaces
- Wheelchair accessibility near BGS
- Basic needs and allocation of student emergency money
- Extended hours at Student Health Center



TOSS: What would you get rid of?

- Negative mindset and attitude
- Too many District Managers
- SOCCCD bottle neck approvals
- Management structure
- Manager vs Classified hierarchy
- Lack of equity focus
- Tight budget
- Silos
- 4/10 summer schedule
- Classes centered around the 10AM-12:20PM schedule
- Old cargo van
- Increase support and service approach from District Services

Campus Visioning Sessions: SC

100 IDEAS

STUDENTS + EMPLOYEES

Participants were asked to share 100 ideas to spend more time on campus. The Planning Team received a wide variety of responses that are summarized in the following themes:

FOOD & DRINK <ul style="list-style-type: none"> • Dedicated cafeteria with a variety of food • Coffee shops • Food courts • Chipotle on campus 	CAMPUS IMPROVEMENTS <ul style="list-style-type: none"> • More oak trees / shade on campus • Student Housing • Dedicated weight room for employees • New Fine Arts Complex • Renovate OTAS • New Cargo Van 	CLASS OPTIONS <ul style="list-style-type: none"> • Work-based learning opportunities for students • Economic and workforce development • Classes that offer internship reference • Production design class 	STUDENT SUPPORT <ul style="list-style-type: none"> • Build a student union • More registration support • Opportunities for alumni to come back and learn more
CAMPUS CULTURE <ul style="list-style-type: none"> • More Quad events • Use old buildings for events (open mic, concerts) • More student lounge areas • Events outside of class times 	DREAMERS & FIRST GEN <ul style="list-style-type: none"> • Dream center • Undocumented ally training for all students • Safe place for first generation students 	LEADERSHIP <ul style="list-style-type: none"> • Effective collaboration between College and District • Greater urgency for decisions that will impact the future • Funds to campuses align with what we get (not SCFF) in taxes • Change DRAC model 	MISCELLANEOUS <ul style="list-style-type: none"> • Invite community government support agencies to offer services on campus

Campus Visioning Sessions

IRVINE VALLEY COLLEGE

At the start of the planning process, the Irvine Valley College community was invited to participate in a Campus Visioning Session.

Students, faculty, administrators, and classified professionals engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

The following pages illustrate some of the findings.



Campus Visioning Sessions: IVC

STUDENTS

WHY IVC?

Students were asked why they chose IVC. Overall, they listed the great transfer rate and affordability as a primary reason for choosing IVC. Additional results are summarized on the adjacent graphic.



Campus Visioning Sessions: IVC

EMPLOYEES

WHY IVC?

Employees were asked why they chose IVC. Overall, they expressed the great leadership and caring campus community as a primary reason. Additional results are summarized on the adjacent graphic.



I feel empowered to grow

Great leadership

Nice people

Great colleagues and students

Fun

Caring campus

Local

Community

Opportunity for growth

Feels like home

Professional and supportive

Campus Visioning Sessions: IVC

ONE WORD TO DESCRIBE IVC

Participants were asked to share one word to describe IVC today. Words mentioned most include caring, inclusive, and supportive place for opportunity.

Participants were asked to share one word they would hope to describe IVC in the future (2035). Overall, they expressed a desire for IVC to have increased social connections and opportunities. Additional results are summarized on the adjacent graphic.



STUDENTS + EMPLOYEES

TODAY

Advocacy
Alright Fun Engaging Warm
Caring **Inclusive**
Best Encouraging Welcoming
Amazing **Good** Relaxing
Chill Friendly Proactive
Diverse Improvement **Supportive**
Open Lovely Plentiful

FUTURE

Aid for International Students **University**
Customized
Opportunities Goals
Vibrant Beautiful Connections
Quality Free Books Best choice
Free **Educational** Housing
More parking Possibilities
Programs Transformative

Campus Visioning Sessions: IVC

STUDENTS + EMPLOYEES

KEEP, CHANGE, TOSS

Participants were asked to share what they love about their campus and want to keep. The results are summarized in the graphic below.



KEEP: What do you love about IVC?

- Health Center
- Priority registration
- Faculty & staff
- Open office hours
- Events on campus
- Great IT support
- Visual Arts building
- Promise program
- Work-study
- Writing center
- Friendly environment
- Career fairs
- Beautiful campus



CHANGE: What could be improved?

- Childhood learning lab at CDC
- More music lessons for different instruments
- More event space
- Added lighting in parking lots
- Law events
- Remote work
- Social spaces for students
- IVC website
- Increased Student Center & Bookstore hours
- Food options
- Transparency about financial aid
- Better counseling



TOSS: What would you get rid of?

- 8AM classes
- Grass lawns – need native plants
- Priority registration
- 7PM classes
- Expensive food
- Registration system
- Summer 4/10 schedule

Campus Visioning Sessions: IVC

STUDENTS + EMPLOYEES

100 IDEAS

Participants were asked to share 100 ideas to spend more time on campus. The planning team received a wide variety of responses that are summarized in the following themes:

FOOD & DRINK	CAMPUS IMPROVEMENTS	HEALTH & WELLNESS	ACADEMIC PROGRAMS
<ul style="list-style-type: none"> • More food options • Cafeteria • Get rid of Everytable • One free meal per day for students/discounted food • Healthy food options • Vegetarian options • Microwaves and fridges 	<ul style="list-style-type: none"> • More gathering, social spaces for collaboration • More shade/trees • Housing on/off campus • Soundproof rooms for students recording • Makerspace and neurodiverse friendly space 	<ul style="list-style-type: none"> • Free gym for students • Indoor basketball courts for students • Circular walkway around campus • Group walk & yoga line dance • Brain gym • Background music • Space to relax 	<ul style="list-style-type: none"> • Violin classes • More options for majors (ex: senior caring) • More comprehensive testing center • Aviation program • Clinical trials for healthcare majors • Academic connections with non-district colleges
ACCESS	STUDENT SUPPORT	FACULTY & CLASSIFIED PROFESSIONALS	MISCELLANEOUS
<ul style="list-style-type: none"> • Improved mysite server • Social opportunities & more in-person support for disabled students • Extended hours for the Library • Access to internet outside of class hours on campus • Break down barriers 	<ul style="list-style-type: none"> • Free printing • More TAG • More work-study opportunities • International student programming • More services to students • Support for older adults and alumni 	<ul style="list-style-type: none"> • More counselors • More full-time faculty • Let teachers choose their class times • More office hours • Workplace equity • Hire people with passion 	<ul style="list-style-type: none"> • Allow reverse parking • Mobile payment options • Free parking • Tours for new students • Community service opportunities • Better infrastructure for large-scale events • On-site childcare

***INSPIRE 2035* FRAMEWORK**

3

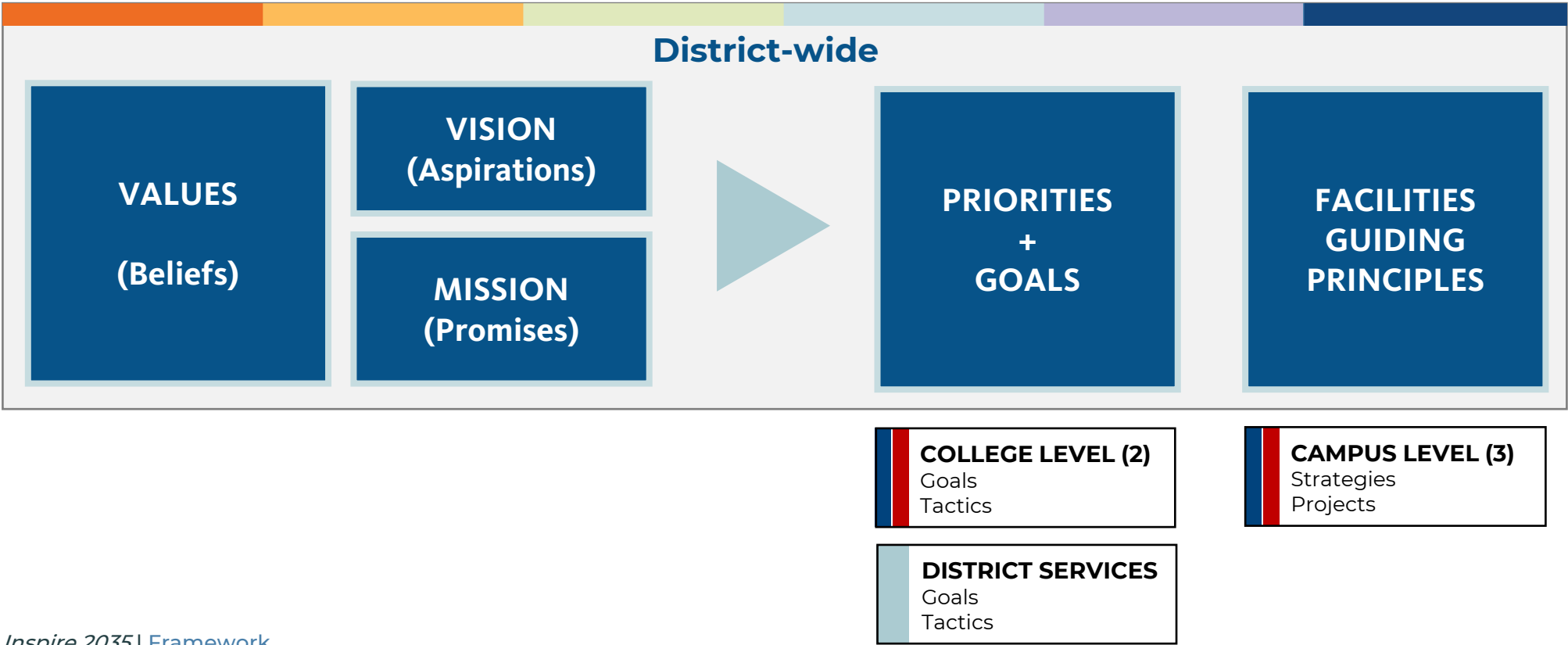
Inspire 2035 Framework

FOUNDATIONAL ELEMENTS

The *Inspire 2035* framework aligns the District's core beliefs, aspirations, and commitments with clear strategic direction. District-wide values, vision, and mission serve as the foundation for setting priorities and goals that inform planning across colleges, services, and facilities.

This structure ensures coherence and connection and comes to life through actionable goals, aligned tactics, and campus-level strategies that reflect shared purpose. The resulting framework includes a revised set of Values, Vision and Mission and six district-wide priorities with goals.

Collectively, this framework reflects a shared commitment to an inclusive, equitable, and student-centered District focused on access, outcomes, community, and growth.



District-wide Values

The South Orange County Community College District established a new set of district-wide values through the Chancellor's Planning Commission to guide and align the District's mission with the evolving needs of its students, employees, and communities.

These values—Community, Equity, Excellence, Innovation, Belonging, Student-Centered, and Empowerment,—reflect a collective commitment to inclusion, high standards, and continuous improvement.

By articulating these principles, the District collectively commits to a culture that centers student success and empowers individuals at every level to thrive in a dynamic educational environment.

VALUES

Community

We foster a collaborative and inclusive environment where relationships—within our institution and beyond—are built on respect, trust, and a shared commitment to student success and community impact.

Equity

We are committed to identifying and addressing systemic barriers to ensure fair access, opportunities, and outcomes for every member of our community.

Excellence

We uphold the highest standards in teaching, learning, and service, empowering our community to reach their full potential.

Innovation

We embrace creativity, forward-thinking solutions, and continuous improvement to meet the evolving needs of our students and community.

Belonging

We cultivate a welcoming environment where every individual feels valued, respected, validated, and fully included in the life of the college.

Student-Centered

We place students at the heart of everything we do, ensuring their needs, aspirations, and voices shape our policies, practices, and programs.

Empowerment

We inspire individuals to realize their potential by providing the resources, knowledge, and support needed to achieve personal, academic, and professional success.

District-wide Vision and Mission

The South Orange County Community College District's new vision and mission statements were developed by the Chancellor's Planning Commission and vetted through the college councils. They clearly articulate the District's purpose and future direction.

The vision—empowering students, transforming lives, and strengthening communities through education—reflects a bold commitment to student success and community impact. It serves as a unifying statement that underscores the District's role as a catalyst for personal and societal transformation through high-quality, inclusive education.

The updated mission reinforces this commitment by placing students at the heart of all efforts, with a focus on equity, belonging, and innovation. It highlights the District's role in nurturing creative thinkers, expanding access, and promoting outcomes that drive economic and social mobility.

Together, the vision and mission provide a clear and inspiring framework that aligns with the District's values and elevates its role in serving diverse communities. The mission gives the opportunity for the colleges to align their critical work and work together to serve students, in their own plans and tactics.

VISION

Empowering students, transforming lives, and strengthening communities through education.

MISSION

We place students at the heart of our mission, transforming their lives and nurturing creative thinkers that enhance the vitality of the communities we serve. Grounded in principles of equity, belonging, and innovation, we ensure equitable access and foster outcomes that promote economic and social mobility.

District-wide Priorities and Goals

The College Planning Commission (CPC) collaborated over several meetings, including focused campus planning sessions, to co-create the new district-wide priorities and goals outlined in the SOCCCD *Inspire 2035* framework.

This inclusive planning process was deeply informed by diverse inputs—survey responses, stakeholder convenings, and environmental scan data—all of which provided a relevant foundation for shaping these priorities and goals.

The pages that follow include the following:

District-wide Priorities - strategic statements of SOCCCD's commitment to fulfill its mission.

District-wide Goals - approaches that will be taken to fulfill the district-wide priorities.



District-wide Priorities

STUDENT CENTERED	EQUITABLE ACCESS	EQUITABLE OUTCOMES	ECONOMIC + SOCIAL MOBILITY	COMMUNITY VITALITY + ENGAGEMENT	WORKPLACE CULTURE + GROWTH
<p>SOCCCD will foster an inclusive environment where students feel valued and supported.</p>	<p>SOCCCD will ensure that all students have equitable access to opportunities to explore, enroll in, and succeed in their educational journeys.</p>	<p>SOCCCD will provide the support, resources, and opportunities needed for all students to achieve academic, personal, and career success.</p>	<p>SOCCCD will advance the economic and social mobility of students.</p>	<p>SOCCCD will enhance community vitality and engagement.</p>	<p>SOCCCD will foster a safe environment where employees feel empowered, valued, and respected.</p>

District-wide Priorities and Goals

STUDENT CENTERED

SOCCCD will foster an inclusive environment where students feel valued and supported.

Goals

- Foster inclusive, student-centered environments where all learners—including online students—feel valued, supported, and empowered.
- Deliver high-impact learning experiences that develop critical thinking, adaptability, ethical judgment, and real-world skills.

This priority underscores SOCCCD's dedication to cultivating welcoming and affirming learning spaces where every student is validated and feels a sense of belonging. The goals that follow emphasize designing experiences that are responsive to the diverse needs of all learners and preparing students to navigate complexity with confidence, curiosity, and purpose. Together, these commitments define a district-wide culture that puts students at the heart of every decision.



District-wide Priorities and Goals

EQUITABLE ACCESS

SOCCCD will ensure that all students have equitable access to opportunities to explore, enroll in, and succeed in their educational journeys.

Goals

- Eliminate systemic barriers that prevent underrepresented students from applying, enrolling, and persisting.
- Close equity gaps by improving access to enrollment, resources and coursework aligned with student educational goals.



This priority centers on SOCCCD's commitment to removing barriers that hinder student entry and progression through their educational journey. The following goals emphasize systemic change—expanding access, improving alignment of support services, and ensuring students from all backgrounds can fully engage with their learning pathways. By advancing equity in practice, the District is laying the groundwork for meaningful, inclusive participation across its colleges.

District-wide Priorities and Goals

EQUITABLE OUTCOMES

SOCCCD will provide the support, resources, and opportunities needed for all students to achieve academic, personal and career success.

Goals

- Use data-informed strategies to ensure equitable success in graduation, transfer, and career outcomes.
- Expand opportunities by enhancing student readiness, mobility, personal growth and long-term career preparedness.



SOCCCD is committed to helping every student succeed by making sure they have the support, tools, and opportunities they need to reach their goals. This priority focuses on giving students what they need to grow academically, personally, and in their future careers. By listening to student experiences and using disaggregated data to guide decisions, the District is working to close gaps in success and make sure more students are ready to graduate, transfer, enter the workforce, and continue their personal growth with confidence.

District-wide Priorities and Goals

ECONOMIC + SOCIAL MOBILITY

SOCCCD will advance the economic and social mobility of students.

Goals

- Strengthen industry and workforce partnerships, relationships and collaboration to align education with high-demand careers.
- Increase access to baccalaureate programs and completion rates after transfer to improve career opportunities.



SOCCCD is focused on helping students build strong futures by connecting education with real-world opportunities. This priority supports students in finding good-paying jobs, advancing their careers, and contributing to their communities. By working closely with local employers and industry partners, the District ensures that programs align with growing job markets. SOCCCD is also expanding access to bachelor's degree pathways and improving transfer success, so students are better prepared for long-term career growth and economic mobility.

District-wide Priorities and Goals

COMMUNITY VITALITY + ENGAGEMENT

SOCCCD will enhance community vitality and engagement.

Goals

- Expand SOCCCD's presence through inclusive outreach, service learning, and civic engagement, and prioritize resources to support these initiatives.
- Advance sustainability efforts by integrating eco-conscious practices, reducing the District's environmental impact, and promoting sustainability education.



SOCCCD is committed to strengthening its role as a hub for community connection, learning, and growth. This priority focuses on expanding partnerships with local organizations, increasing opportunities for civic engagement, and creating welcoming spaces where community members feel invited onto campus. Whether through events, service learning, or outreach programs, the District is working to build deeper, more inclusive relationships with the community. SOCCCD is also advancing sustainability by integrating practices that support environmental stewardship, social responsibility, and economic resilience—ensuring the District's efforts today contribute to a healthier and more sustainable future for all.

District-wide Priorities and Goals

WORKPLACE CULTURE + GROWTH

SOCCCD will foster a safe environment where employees feel empowered, valued, and respected.

Goals

- Foster a culture of care, enhancing employee engagement and mutual respect.
- Empower employees through collaboration, innovation and professional growth to promote student success and employee satisfaction.

SOCCCD recognizes that a strong and supportive workplace is essential to student success. This priority is about creating an environment where employees feel safe, respected, and inspired to do their best work. By fostering a culture of care, the District promotes connection, trust, and engagement among colleagues. Through ongoing opportunities for collaboration, professional development, and innovation, SOCCCD is investing in its people—so that every employee can grow, contribute meaningfully, and feel proud to be part of the District community.

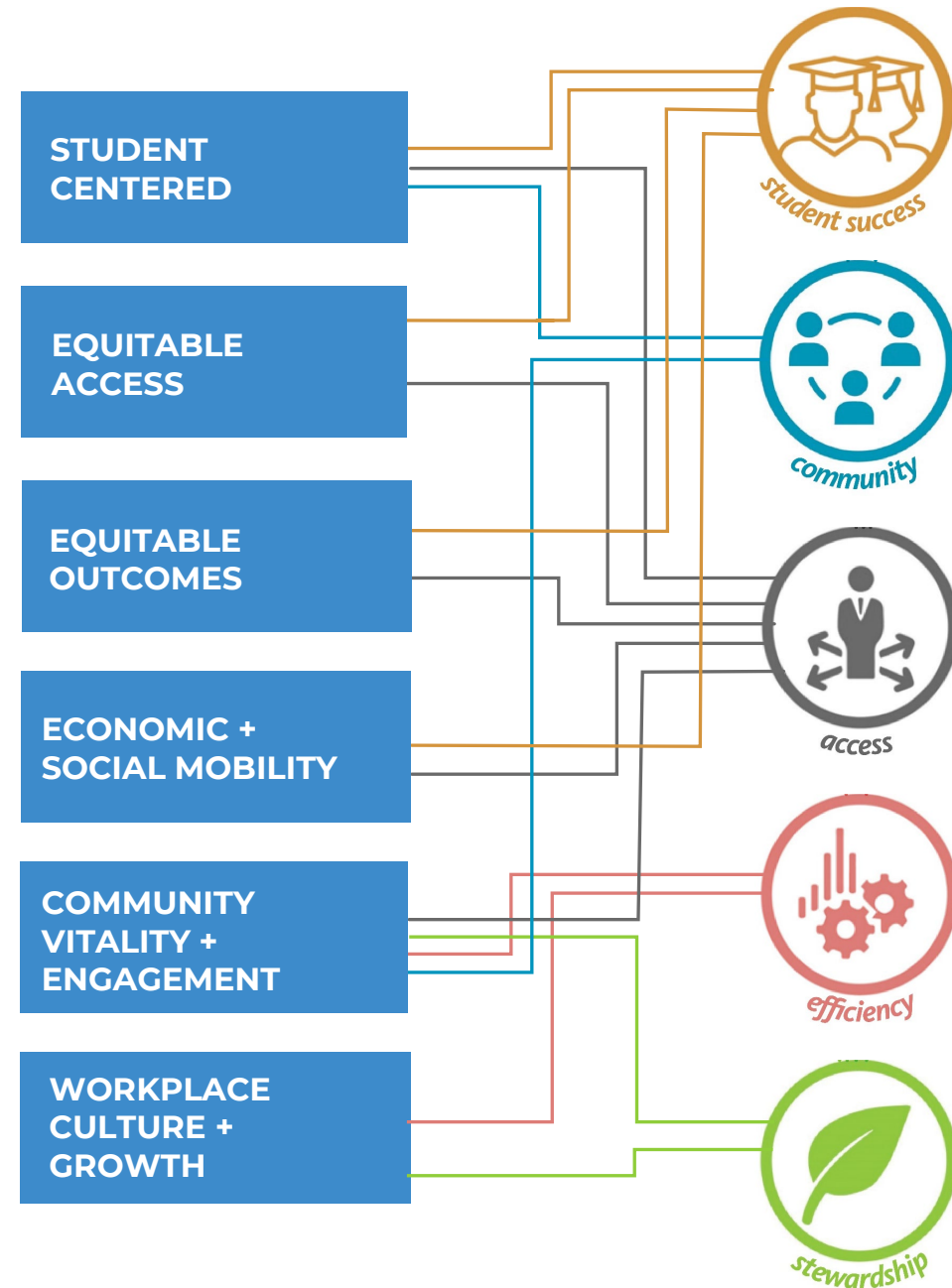


District-wide Facilities Guiding Principles

Following the extensive analysis of qualitative and quantitative information, the Planning Team worked closely with the Chancellor's Planning Commission to develop a set of Facilities Planning Principles. These principles were developed to guide discussions related to site and facilities improvements and led to the development of the recommendations presented in the Facilities Plan for each campus.

The six principles are the key drivers that led to the facilities recommendations and serve as a touchstone for the future development of the campus.

They provide the framework for identifying the required improvements to the campus environment, facilities and infrastructure that are articulated in the following chapter.



District-wide Facilities Guiding Principles



- Increase access to multi-modality learning spaces
- Develop spaces to encourage students to spend more time on campus
- Integrate and consolidate functions and services



- Develop indoor and outdoor spaces to support events, activities and wellness
- Increase availability and choices for food
- Develop campus to enhance safety and security (pathways + lighting)



- Develop welcoming and inviting entry experiences
- Improve access to programs and services
- Improve campus organization to enhance intuitive wayfinding
- Create logical groupings of functions by developing and clarifying circulation patterns
- Integrate Inclusive Design strategies for healthier, safer, comfortable and convenient environments for all



- Create agile and flexible spaces to support multiple uses
- Replace temporary, inefficient and underperforming facilities
- Right-size facilities to support program needs



- Prioritize sustainability in decision-making
- Increase awareness and enhance communication regarding sustainability practices
- Increase partnerships and collaborations
- Optimize all available resources and assets (including land and facilities)
- Position to maximize external funding opportunities

FACILITIES PLANS

4

Campus Today

- Existing Campus
- Campus Experience

Future Campus

- Development Concepts
- Vehicular & Pedestrian Experience
- Facilities Recommendations
- Project Descriptions



Campus Today

EXISTING CAMPUS

Irvine Valley College (IVC) is located in Irvine, California, approximately 45 miles southeast of Los Angeles.

The campus is bounded by three major arterial collectors; Barranca Parkway to the south, Jeffrey Road to the west and Irvine Center Drive to the north, and contains roughly 561,000 square feet of academic, student service and support building space.

This diagram represents the existing campus conditions during the development of this plan. Portions of the campus are currently under construction including the new campus entrance, Student Services and Student Union as identified in the 2020 Facilities Master Plan.

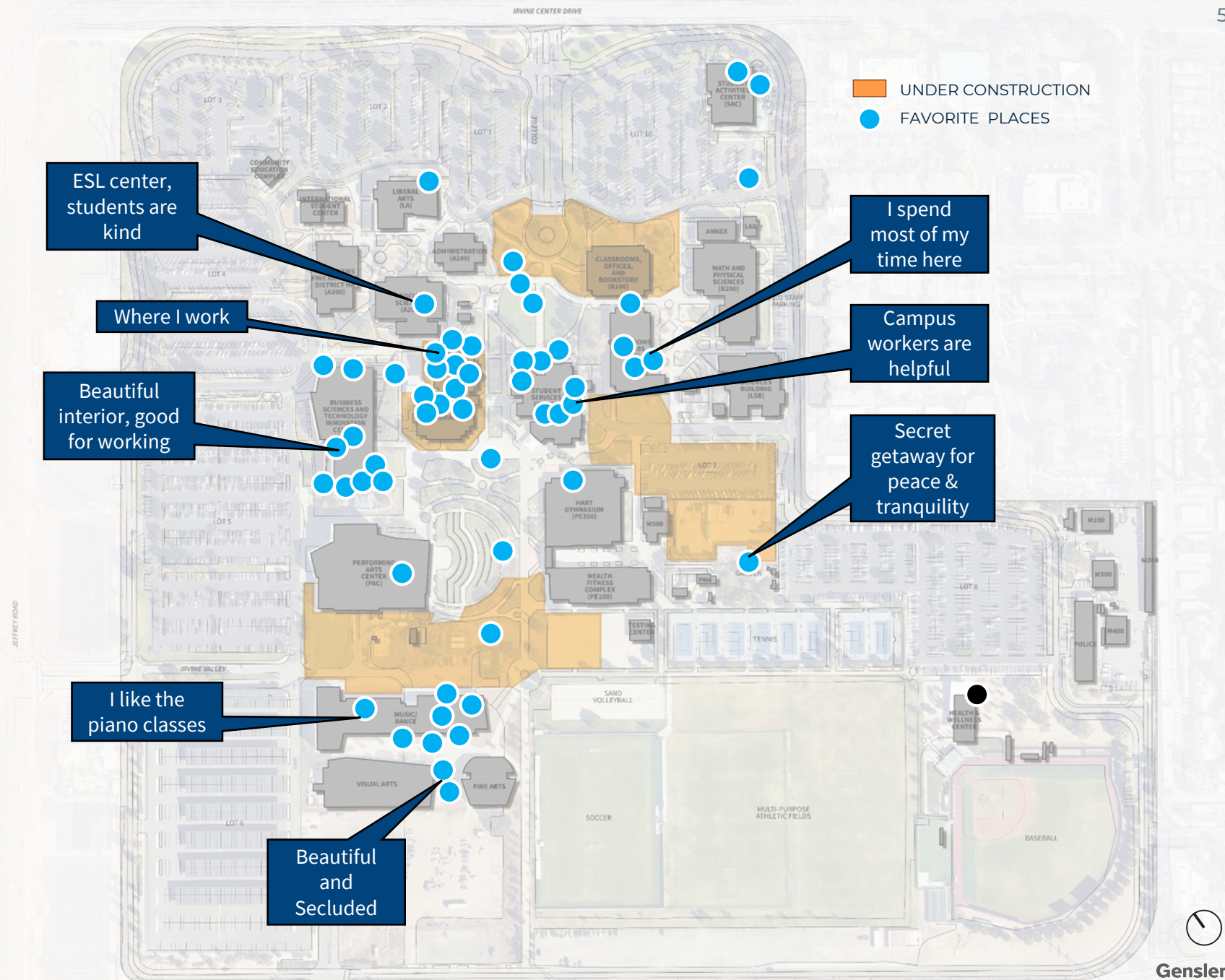
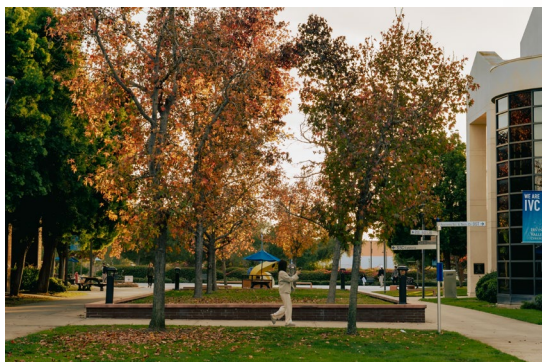


Campus Experience

FAVORITE PLACES

During the IVC Campus Vision Session, attendees were asked to identify their favorite places on campus.

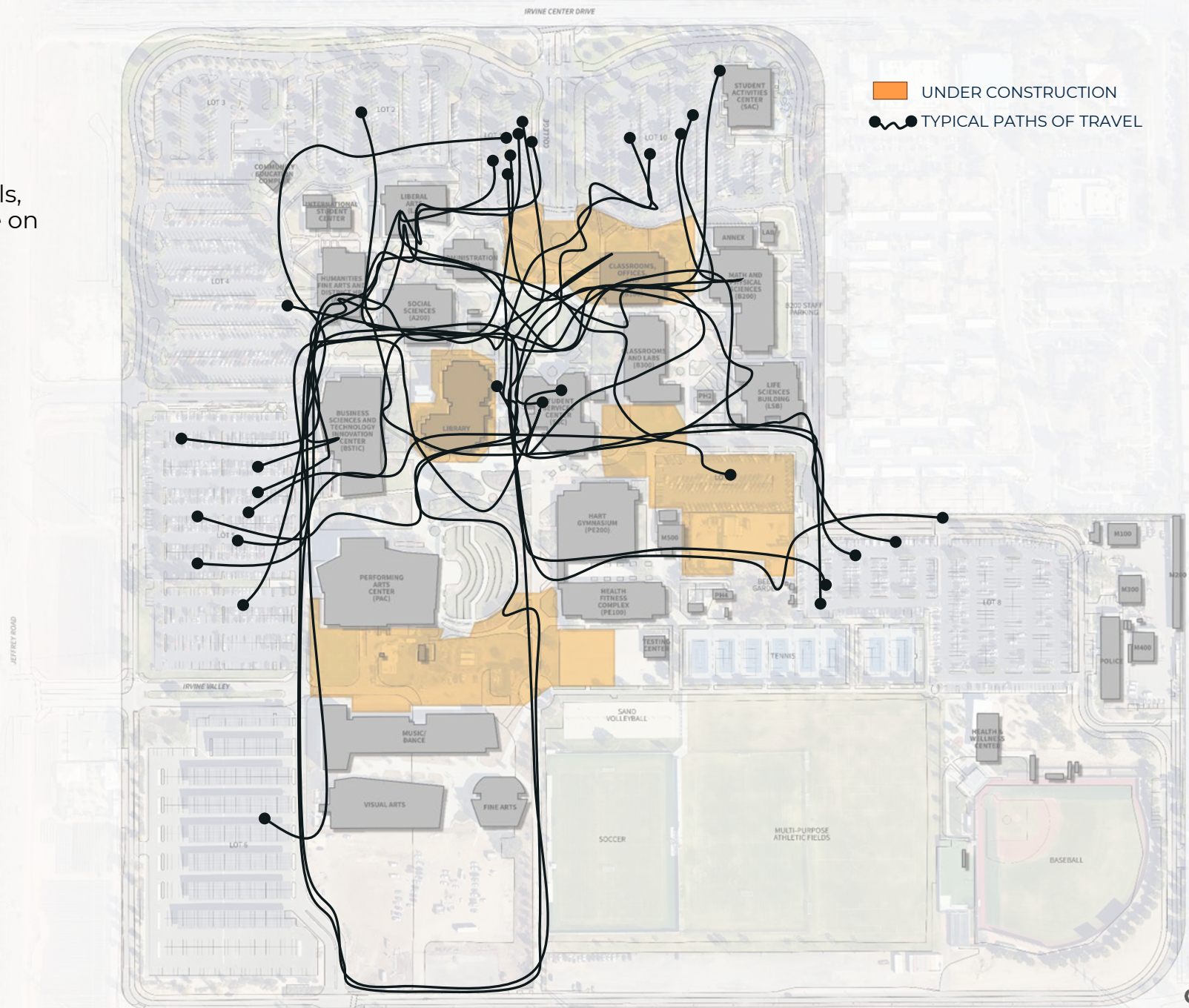
The results are illustrated on this graphic and highlighted with a note summarizing why each was selected.



Campus Experience

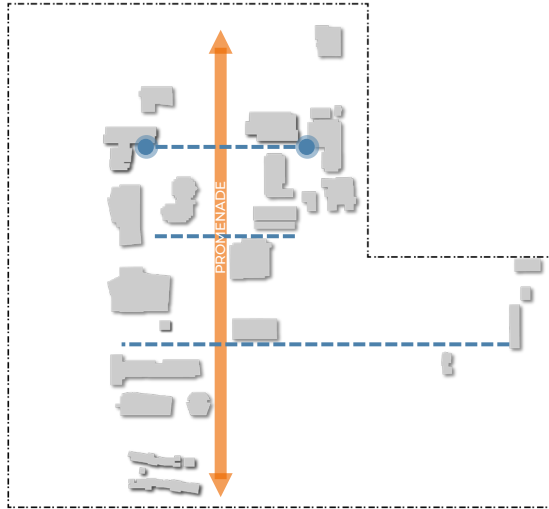
DRAW YOUR PATH

Students, faculty, and classified professionals, were asked to map their typical paths while on campus. Starting points and pathways are illustrated highlighting a wide variety of experiences.

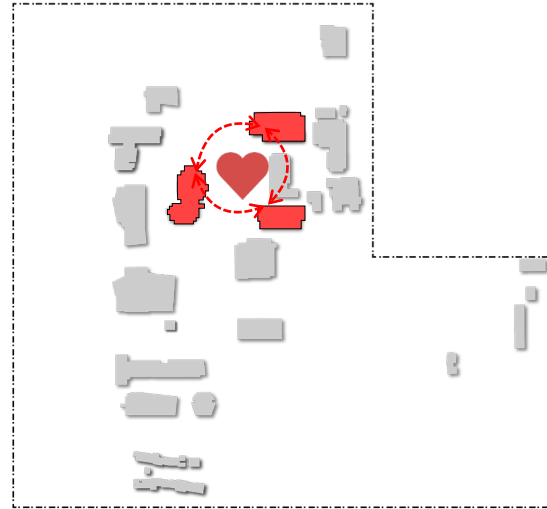


Future Campus

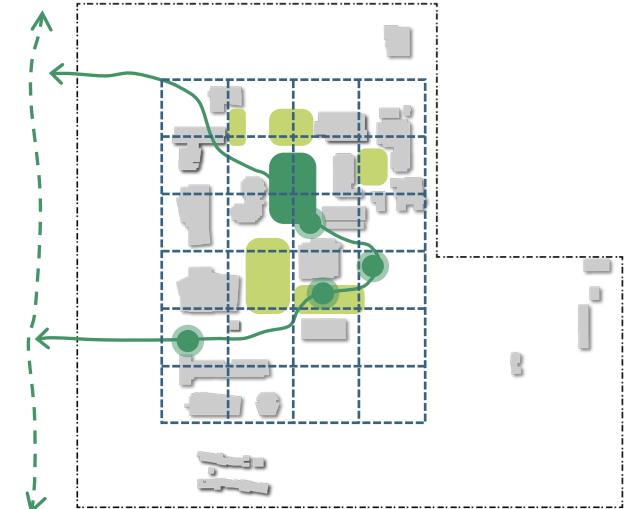
DEVELOPMENT CONCEPTS



CONNECTIVITY is enhanced with clear pedestrian circulation patterns that connect all areas of the campus. A new pedestrian promenade serves as a major circulation spine from the new campus entrance to the future Student Housing.



A CAMPUS HEART is created with an expanded central quad that is surrounded with core student support services. The central gathering space will create a center for student success and enhance the sense of community.



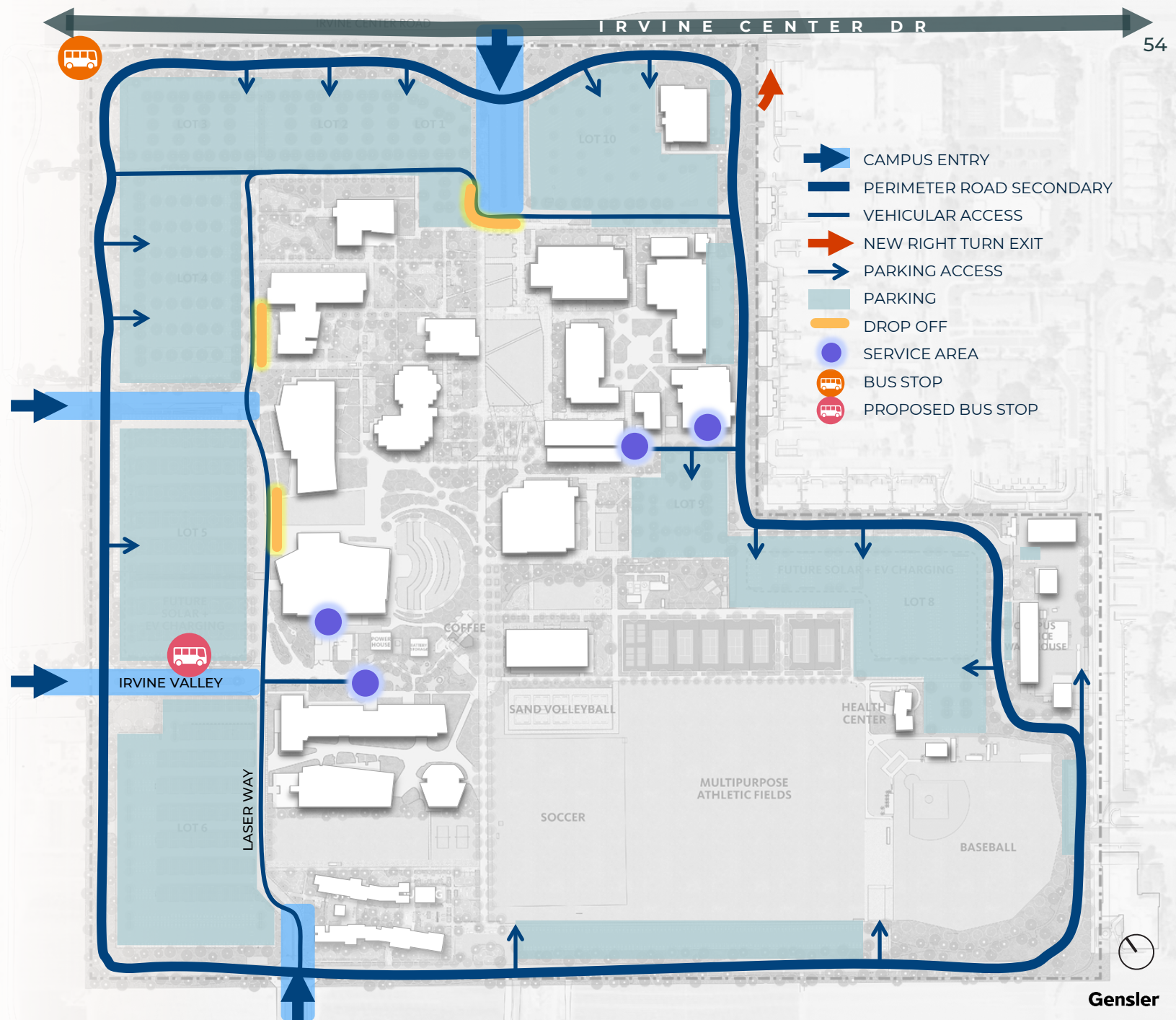
OPEN SPACES are developed to support outdoor studying and collaboration and enhance student engagement. A Community Trail connects to the future Jeffrey Open Space Trail and invites the community into campus. This organic trail interrupts the orthogonal grid of campus to create special moments of interest and activity along the way.

Future Campus

VEHICULAR EXPERIENCE

A series of vehicular recommendations are developed to improve clarity, connectivity and identity. Campus access points are developed to improve welcoming entries. The proposed distribution around the campus will reduce traffic and improve access to all areas of the campus.

A redesign of the main campus entry creates a formal welcoming experience and leads to a formal drop-off and new 'front door' to the campus at the Student Services Building. From the main drop-off, circulation extends to the loop and a new 'right-turn-only' exit is developed at the northeast corner of the campus. This will alleviate congestion and improve traffic flow.



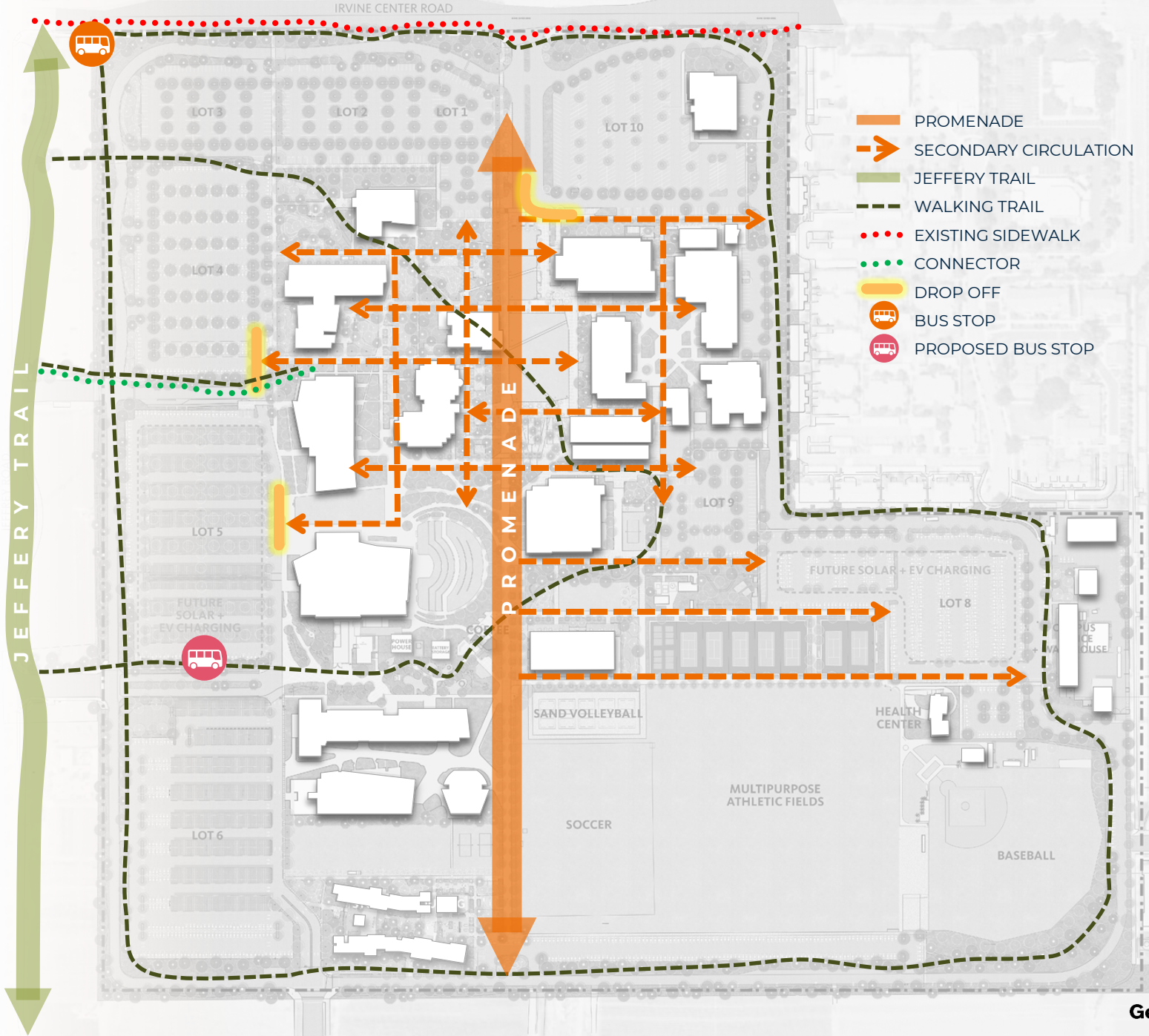
Future Campus

PEDESTRIAN EXPERIENCE

A clear network of pedestrian pathways is clarified and developed to improve access to programs and services, enhance wayfinding, and connect all areas of campus.

From the designated parking and drop-off areas, the framework extend north-south and east-west connecting all areas of the campus. The Promenade begins at the Main Campus Entry and extends to the southern-most part of the campus. Secondary pedestrian pathways branch off the main Promenade to create strong connections to all areas of campus.

The IVC Community Trail connects the Jeffery Open Space Trail to the campus core, inviting the surrounding community to experience the campus. It moves through the landscape as an experiential trail and includes rest spots to sit and appreciate the native landscape.



Future Campus

RECOMMENDATIONS

The Facilities Plan for IVC presents an overall picture of the future developed campus. It includes recommendations for a series of site and facilities projects that are described in the pages that follow.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design take place with a designated user group.

In addition to the projects highlighted on this plan, additional upgrades are planned for existing buildings, including ADA upgrades and campus wide signage.

- EXISTING
- NEW CONSTRUCTION
- RENOVATION/CHANGE OF USE

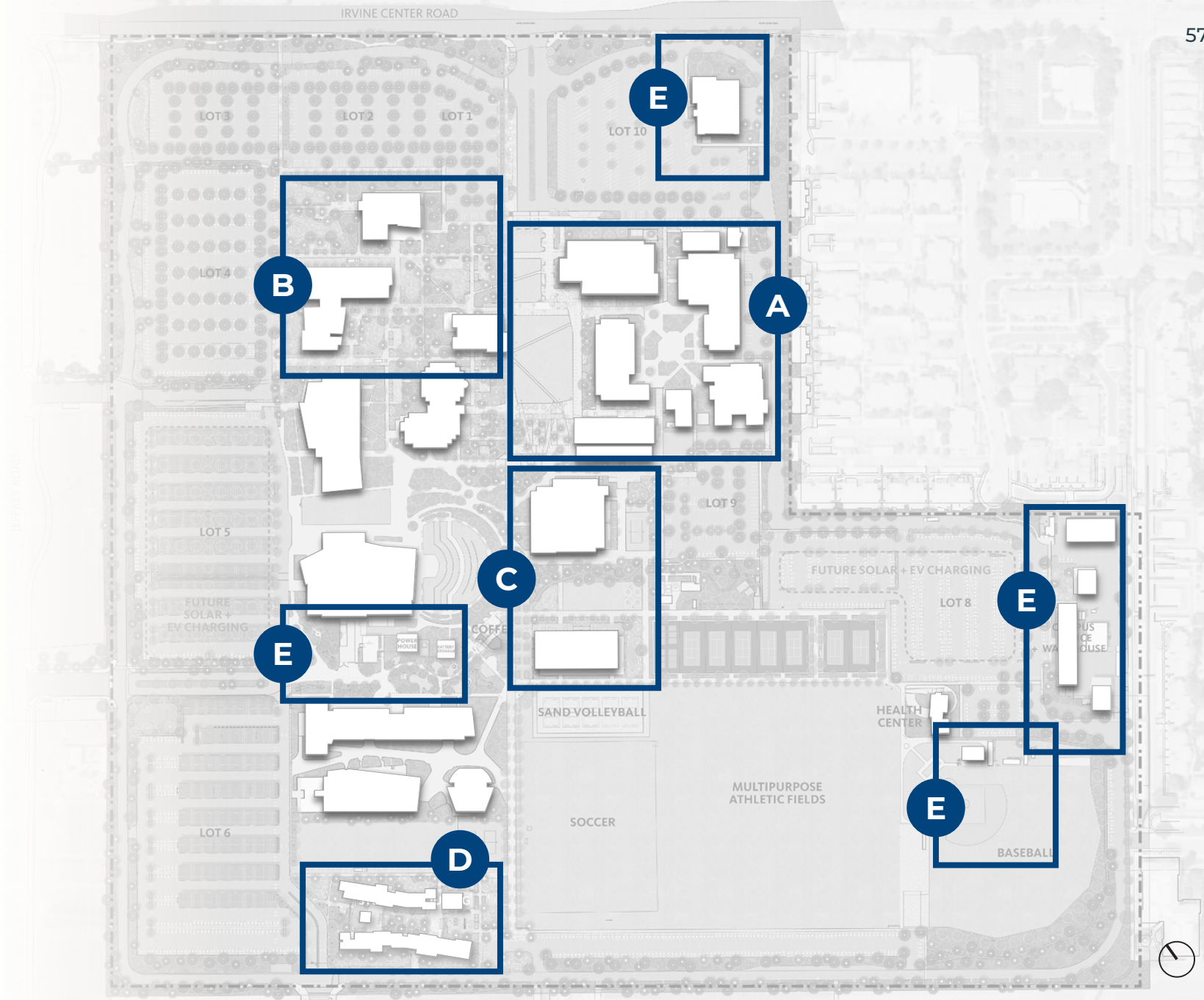


Future Campus

PROJECT DESCRIPTIONS

Descriptions of key facilities projects are described on the following pages and grouped as illustrated in this key plan:

- A** Student Services
 - Student Union
 - Main Quad
 - B-200 Renovation
 - B-300 Renovation
- B** Instructional Building A
 - A-Quad
- C** PE-200 (Gym) Renovation
 - PE 100 Replacement
 - Wellness Court
- D** Student Housing
- E** M&O Complex
 - SAC Building Renovation
 - Arts Promenade and Coffee Structure
 - Baseball Team Room



Future Campus A

PROJECT DESCRIPTIONS

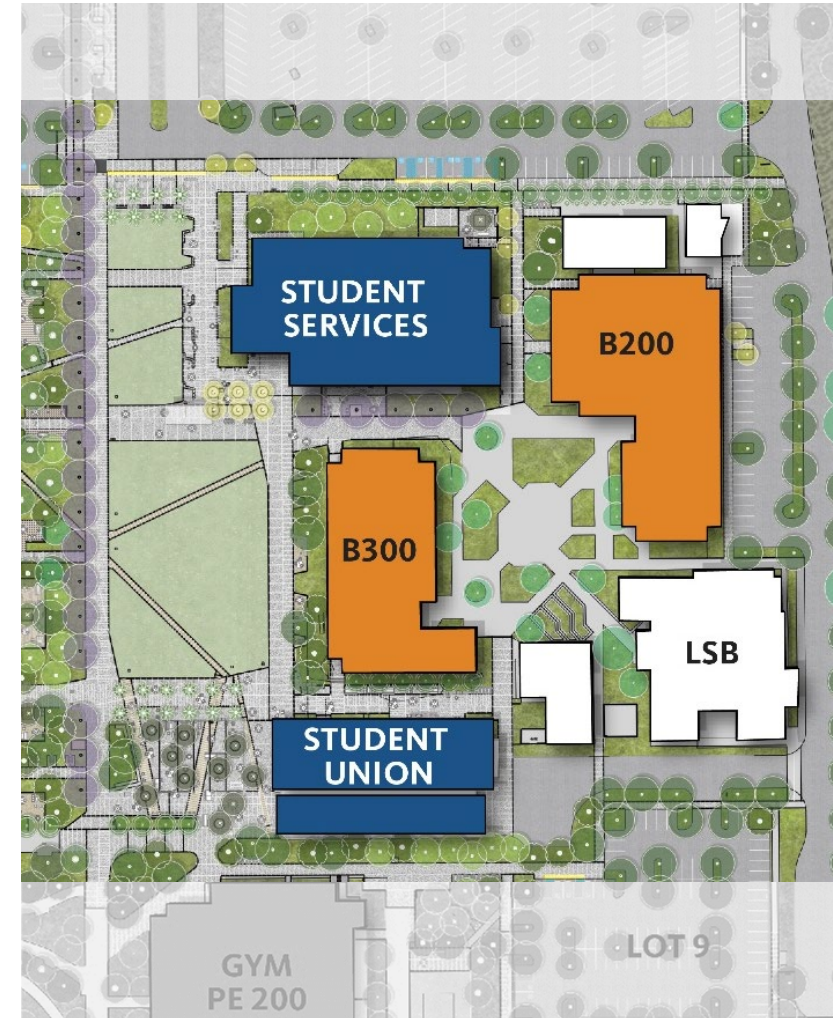
Student Services

The new Student Services building will welcome visitors to Irvine Valley College and create a visible 'front door' to the campus. The building will house all first and second contact student support services in one location to increase access to the essential services that students need to be successful. Following the construction of the building, the existing SSC will be removed and the large quad will be developed as the new 'heart of the campus.'



Student Union

Across from the new Student Services building will be the companion Student Union building. Together, these two buildings will create bookends to the new campus heart and provide students access to expanded support services including the Bookstore, Food Services, the Food Resource Center, Student Activities, and the Student Equity Center. The location of the Student Union is strategically located along the Campus Promenade and serves as a bridge to the south portion of the campus.



Future Campus A

PROJECT DESCRIPTIONS

Main Quad

The Quad will be developed to create a new campus heart. Surrounded by core student support services, it will increase access to services and enhance campus engagement. Linked to a network of pedestrian paths, it will connect to all areas of the campus, bringing the campus community together to enhance a sense of belonging and build campus pride.

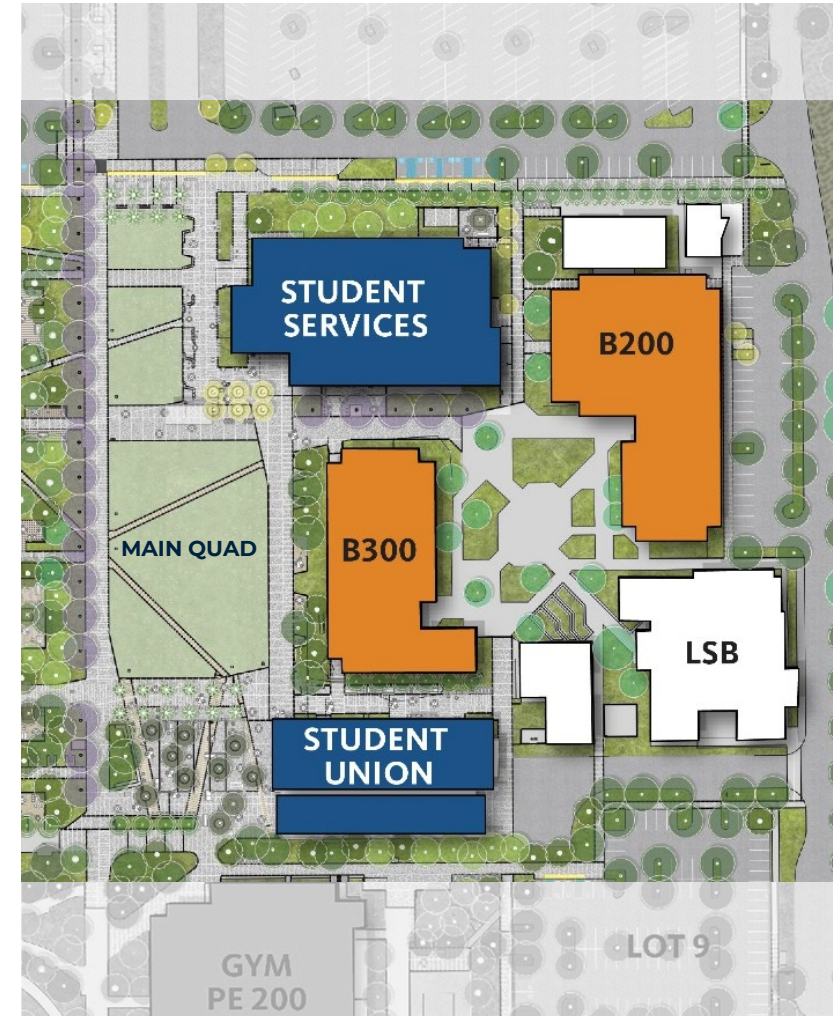
The space will be designed to support a variety of formal and informal activities in quiet and active zones. Active edges are developed adjacent to the Student Services and Student Union buildings and will be designed to support campus activities and outdoor seating/dining. Quiet study spots will support individual or small group collaboration. A large open area in the center will accommodate 4,000+ people for large campus events, graduation ceremonies, or casual play.

B200 Renovation

A series of improvements are planned for the B200 Building to address building deficiencies and to support program needs. The proposed improvements include the renovation of general classrooms and offices.

B300 Renovation

As functions move out of the B300 Building to new locations, space has been re-purposed to support the relocation of Marketing & Creative Services and the creation of the IVC Hub-Center for Professional Learning Programming. Additionally, planned renovations will include classrooms, labs, offices, and study/collaboration spaces to support Science and Math instructional program needs.



Future Campus **B**

PROJECT DESCRIPTIONS

Instructional Building A

A new multi-story Instructional Building will replace aged and under-performing facilities and be sized to support instructional program needs and replace administrative offices.

The new building will include interdisciplinary classrooms, labs and offices to support a variety of instructional programs (such as human development and psychology), support collaboration and improve the efficiency and utilization of space. In addition, the new building will include the President and Vice President's offices.

The placement of the new building will frame a campus entry point on the west side for improved access, and the renovated courtyard on the east side.

A-Quad

As the A-Quad buildings are replaced with new and modern facilities, the courtyard will be developed with places for students to meet, study, and socialize when not in class.

Pedestrian paths connect in the east direction to the Promenade and B-Quad, and a north-south path connects to the instructional areas to the south. The northwest corner of the A-Quad will be developed as a welcoming open area and pedestrian entry from parking.



Future Campus

PROJECT DESCRIPTIONS

PE 200 (Gym) Renovation

A comprehensive renovation is planned for the PE200 Building to address building deficiencies and to support program needs. In addition to supporting the functions currently housed within the building, the renovation will include space to support janitorial services.

PE 100 Replacement

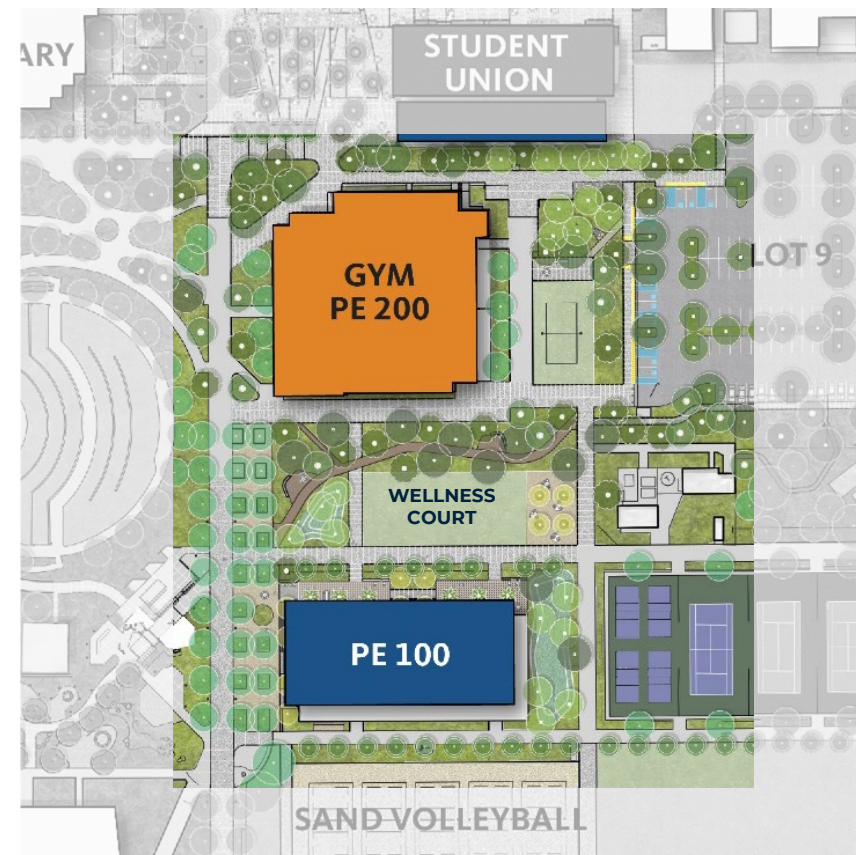
A new physical education facility will replace the aged and under-performing PE100 Building. It will be sized to support program needs and address code requirements. The placement of the new building shifts to the south to be closer to the athletic fields and to free up space for the new Wellness Court.

Wellness Court

The Wellness Court is framed between the PE100 and PE200 Buildings and is planned to support both formal and informal outdoor instruction and recreation activities.

Formal areas are planned to support yoga, fitness, and other physical education activities. Informal spaces are planned for rest and relaxation, with shaded seating areas and a wellness garden.

The court includes a section of the Community Trail that meanders through the area. On the east side of the new PE100 Building, one tennis court will be removed and four new pickleball courts will be developed.



Future Campus D

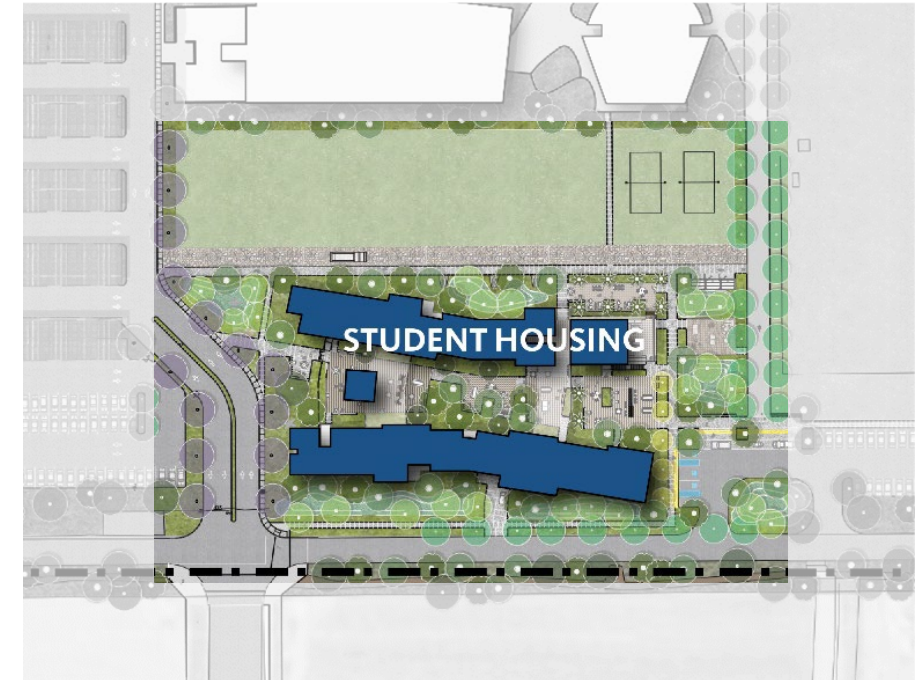
PROJECT DESCRIPTIONS

Student Housing

The new IVC Student Housing Complex will serve 320 students in a mix of traditional single and double rooms and studio units and a one-bedroom apartment is planned for a full-time live-in Housing Director.

Community spaces include kitchens, laundry facilities, lounges and meeting rooms and are designed to encourage student engagement, individual and group study.

A large courtyard will include multiple gathering spaces and support a variety of events and activities.



Future Campus E

PROJECT DESCRIPTIONS

M&O Complex

Proposed improvements for the M&O Complex include the replacement of existing portables with permanent structures.



SAC Building Renovation

Portions of the current SAC Building will move to the new Student Union and free up space for future programmatic needs.

The Basic Needs Center will remain in this location and continue to provide essential resources to students. Building will be renamed at some point.



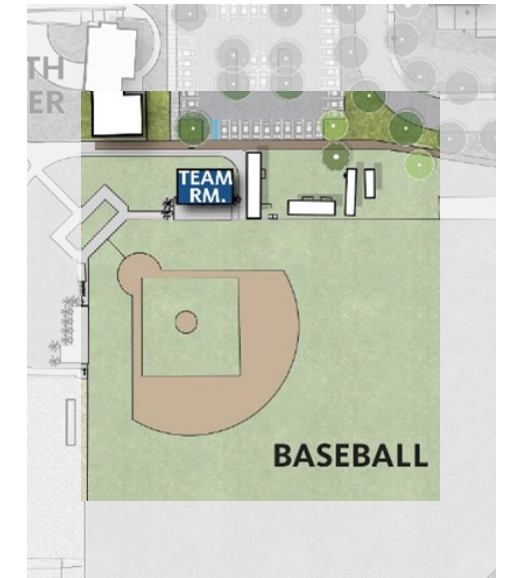
Arts Promenade & Coffee Structure

An outdoor area is under construction which includes a new food service coffee establishment and an area for large outdoor "working" space with defined areas for sculpting, drawing, and painting; along with outdoor meditation and collaborative study spaces.



Baseball Team Room

This project will construct a team room for the baseball team at IVC.





Campus Today

- Existing Campus
- Campus Experience

Future Campus

- Development Concepts
- Vehicular & Pedestrian Experience
- Facilities Recommendations
- Project Descriptions



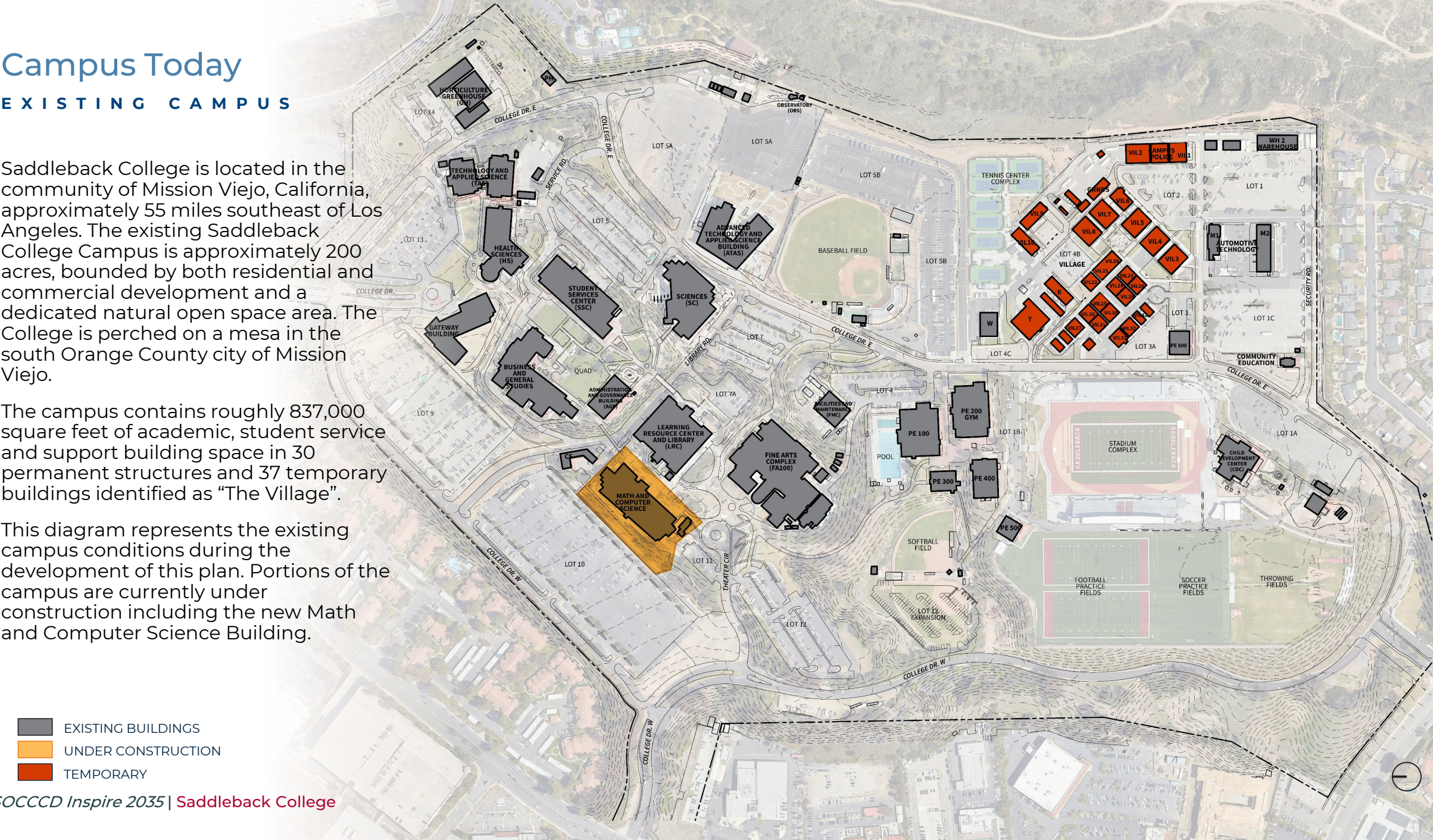
Campus Today

EXISTING CAMPUS

Saddleback College is located in the community of Mission Viejo, California, approximately 55 miles southeast of Los Angeles. The existing Saddleback College Campus is approximately 200 acres, bounded by both residential and commercial development and a dedicated natural open space area. The College is perched on a mesa in the south Orange County city of Mission Viejo.

The campus contains roughly 837,000 square feet of academic, student service and support building space in 30 permanent structures and 37 temporary buildings identified as “The Village”.

This diagram represents the existing campus conditions during the development of this plan. Portions of the campus are currently under construction including the new Math and Computer Science Building.



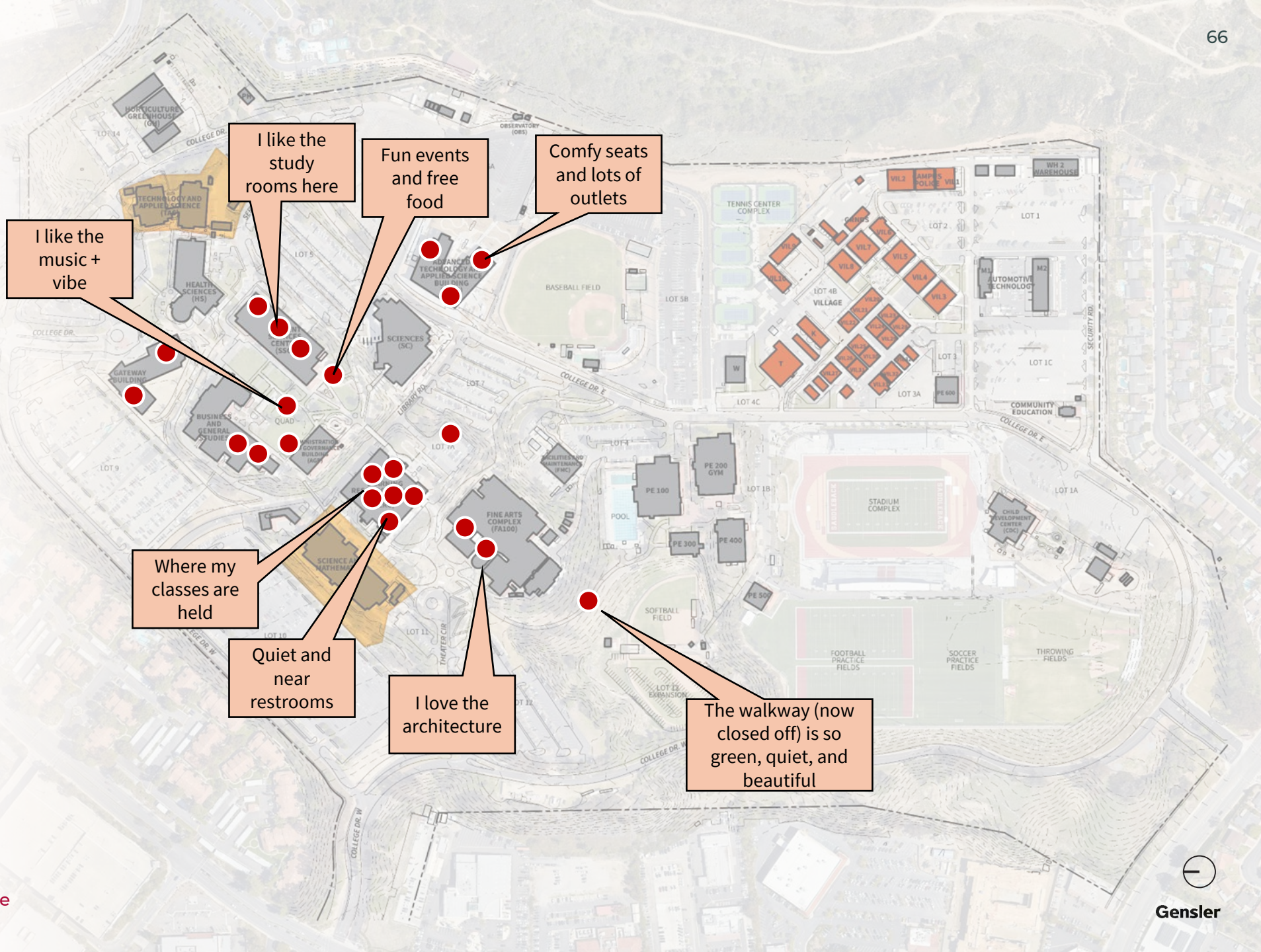
- EXISTING BUILDINGS
- UNDER CONSTRUCTION
- TEMPORARY

Campus Experience

FAVORITE PLACE

During the Saddleback Campus Vision Session, attendees were asked to identify their favorite places on campus.

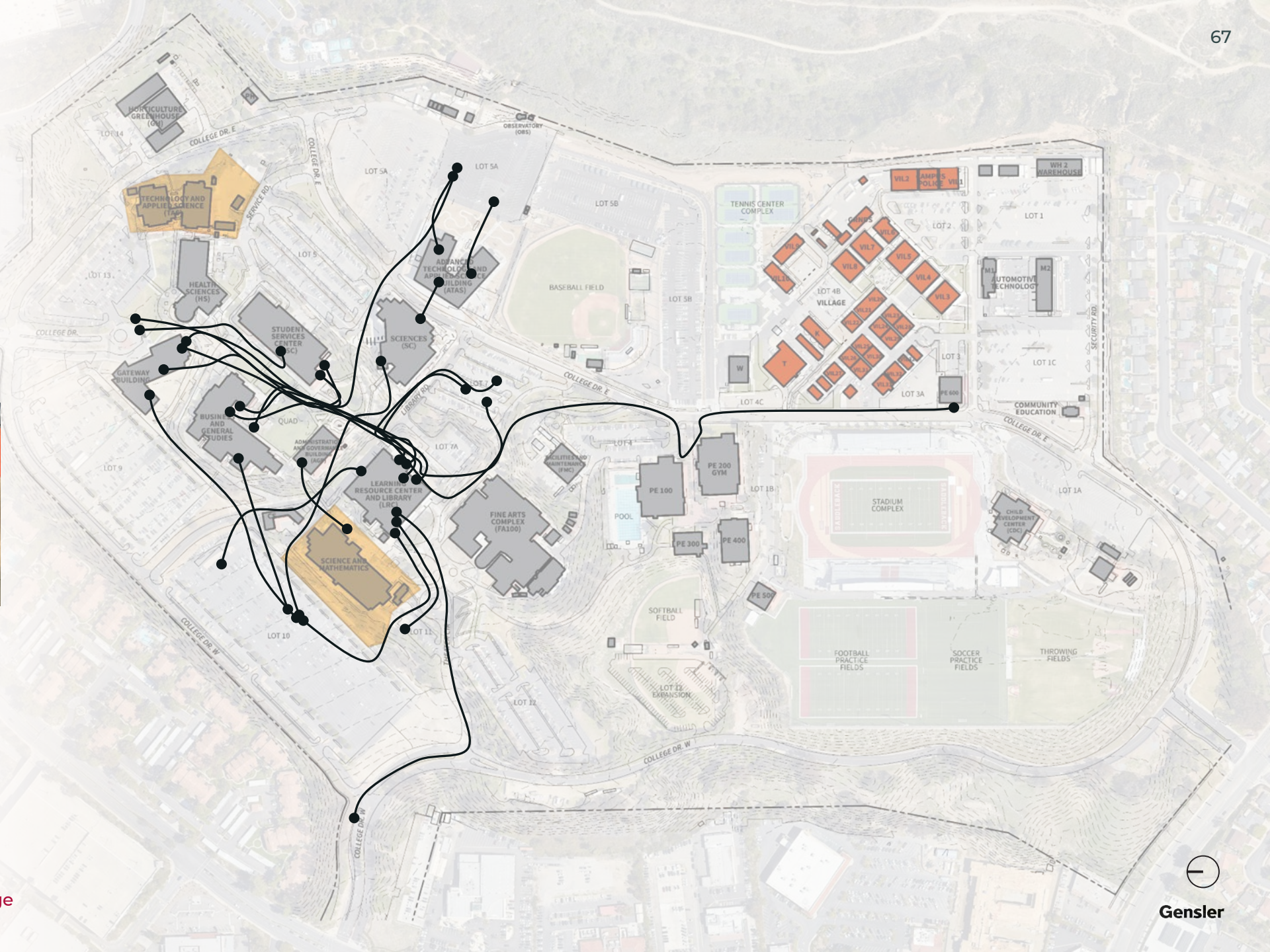
The results are illustrated on this graphic and highlighted with a note summarizing why each was selected.



Campus Experience

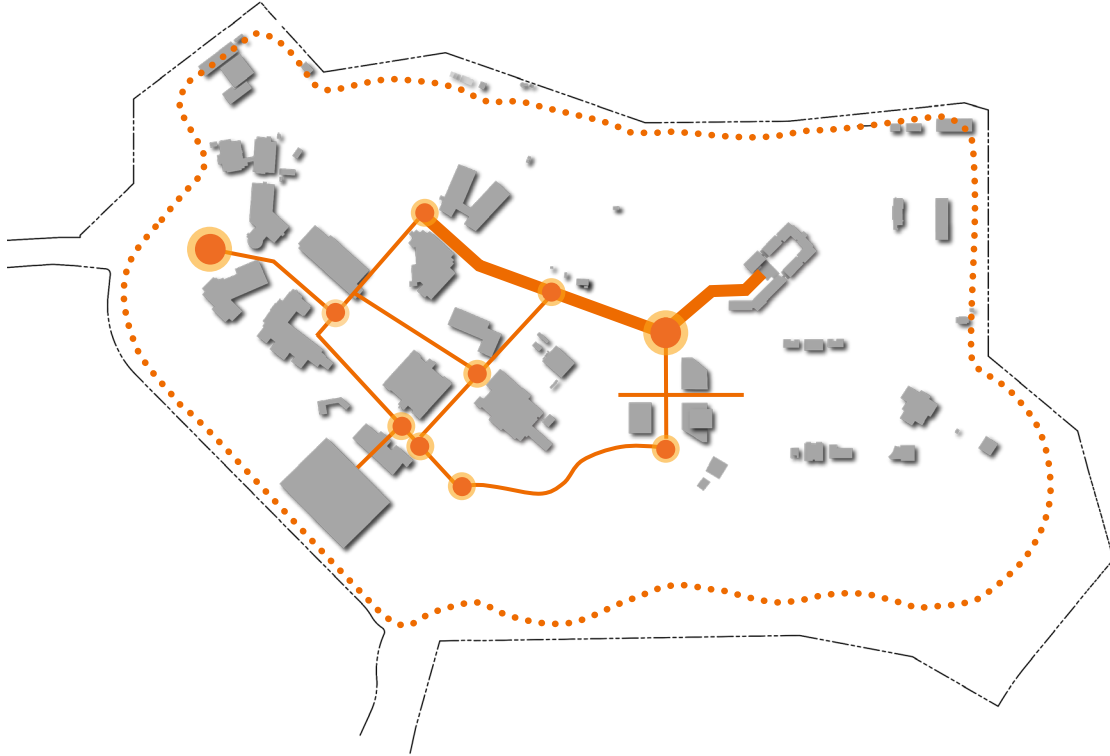
DRAW YOUR PATH

Attendees were asked to map their typical paths while on campus. Starting points and pathways are illustrated highlighting a wide variety of experiences.



Future Campus

DEVELOPMENT CONCEPTS



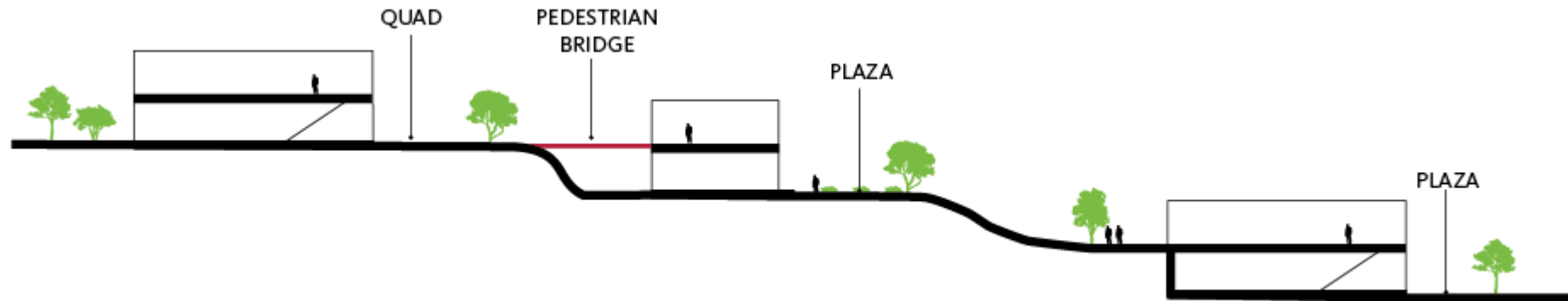
NETWORKS A collection of pedestrian paths connect all areas of the campus. Wide pedestrian bridges span across Library Road and multi-level buildings connect lower parking lots to campus plateaus. An Arboretum Trail meanders along the perimeter and invites the community into campus.



OPEN SPACES A collection of open spaces are developed at the multiple levels of the campus and planned to support studying and collaboration and enhance student engagement. Spaces are framed by buildings and designed to provide a sense of place and connection and promote a variety of formal and informal activities.

Future Campus

DEVELOPMENT CONCEPTS



CONNECTIONS A section through campus illustrates the unique character of the site. Developing plateaus at open spaces and plazas reflects the natural mesas of the area and allows for key moments as students move through campus, providing a distinct sense of place while creating vistas to the adjacent dedicated natural open space area. Open spaces are connected through pedestrian bridges and meandering paths that increase visibility and access to programs.

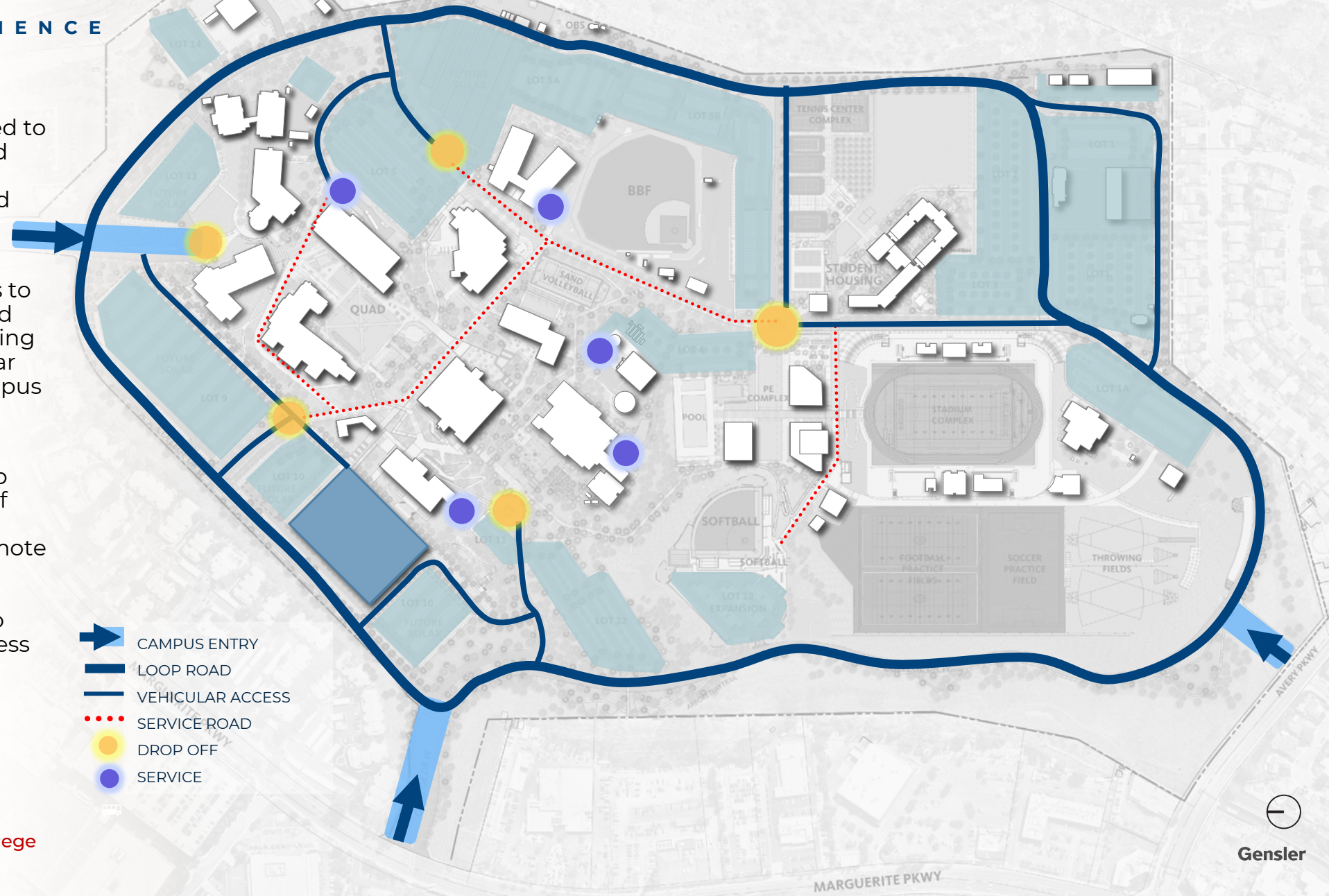
Future Campus

VEHICULAR EXPERIENCE

A series of vehicular recommendations are developed to improve clarity, connectivity and identity. A summary of these recommendations are described below and in the graphic that follows.

The campus loop road connects to all parking areas and is extended around the future student housing development to reduce vehicular traffic on the interior of the campus and provide safe zones for pedestrian circulation.

Additionally, portions of the loop road are closed on the interior of campus to eliminate vehicular / pedestrian conflicts and to promote a car-free campus core. Wide pedestrian pathways and promenades will be designed to support emergency vehicle access and deliveries as needed.









Future Campus

PEDESTRIAN EXPERIENCE

Vehicular circulation is minimized on the interior of the campus to create a pedestrian friendly campus core and enhance the overall campus experience. From the parking areas and the designated drop-offs, the accessible framework of pedestrian pathways extend to all areas of the campus and connect the multiple levels.

Portions of the loop road are transformed into a pedestrian friendly promenade that connects ATAS and the Baseball Field to the campus core. Multi-level parking areas provide accessible pathways into the campus core.

-  PROMENADE
-  SECONDARY PEDESTRIAN CIRCULATION
-  WELLNESS CORRIDOR
-  ARBORETUM WALKING TRAIL
-  BRIDGE
-  DROP OFF
-  STAIR



Future Campus

RECOMMENDATIONS

The Facilities Plan for Saddleback College presents an overall picture of the future developed campus. It includes recommendations for a series of site and facilities projects that are described in the pages that follow.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of recommended improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design take place with a designated user group.

In addition to the projects highlighted on this plan, additional upgrades are planned for existing buildings, including ADA upgrades and elevator renovations/replacement and additions in HS and BGS.



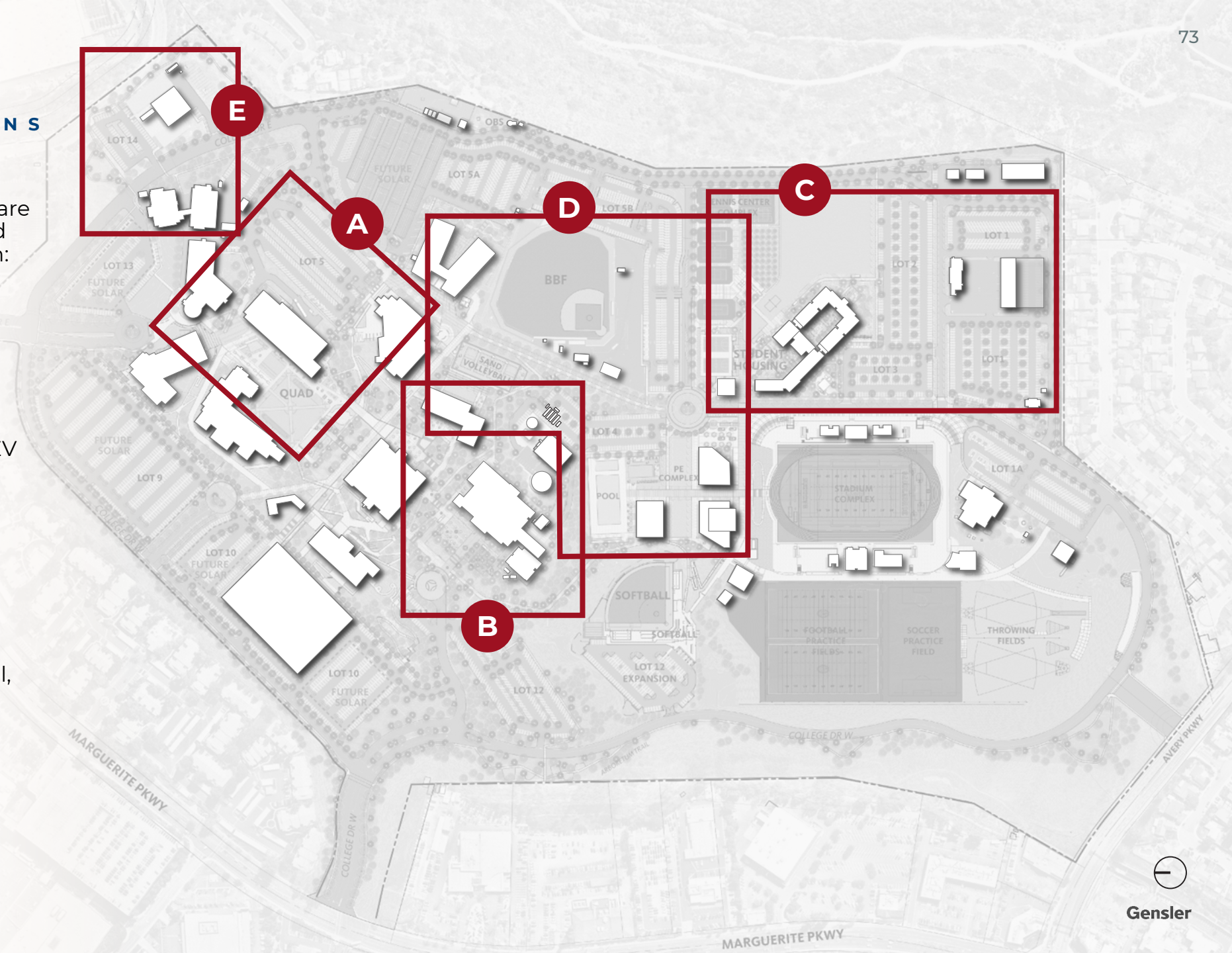
- EXISTING
- NEW CONSTRUCTION
- RENOVATION/CHANGE OF USE

Future Campus

PROJECT DESCRIPTIONS

Descriptions of key facilities projects are described on the following pages and grouped as illustrated in this key plan:

- A** College Center Reconstruction
- B** Fine Arts Replacement
Central Plant Renovation
Solar Canopy, Battery Storage, EV Chargers
- C** Student Housing
Coffee Structure
M&O/Grounds + Transportation
- D** PE Complex Replacement
Wellness Center, Sand Volleyball, Baseball Field
- E** Greenhouse Renovation
OTAS Renovation



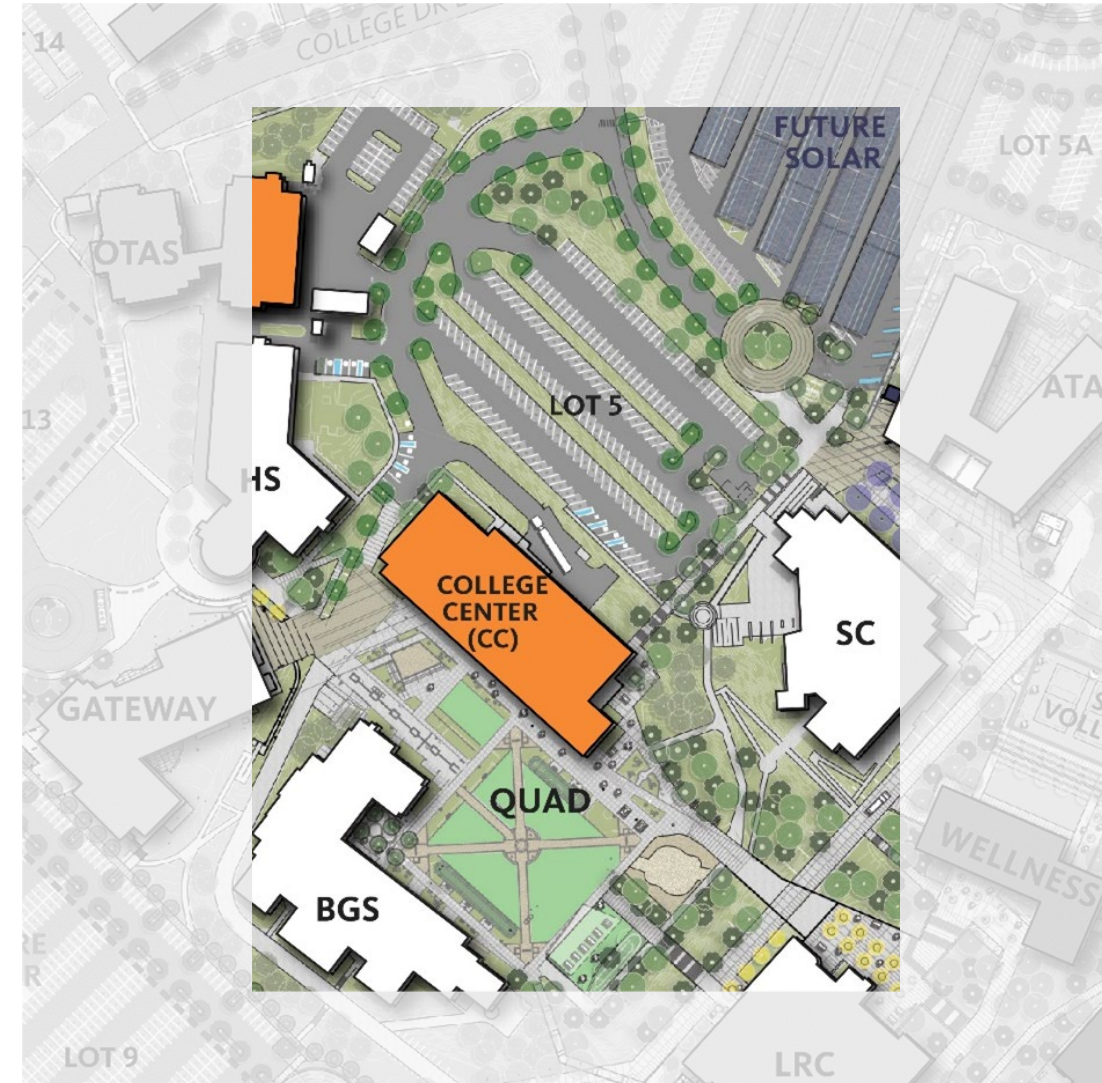
Future Campus A

PROJECT DESCRIPTIONS

College Center Reconstruction

This project will modernize and expand the existing College Center building to enhance its functionality, safety, and aesthetic appeal while reinforcing its role as a central hub for campus administration and some student support services. This project includes comprehensive interior remodeling; seismic, plumbing, and electrical upgrades; installation of new fixtures; and a refreshed exterior with an expanded entrance.

The building will accommodate key departments, including executive and administrative offices, extended learning programs, student government and student development offices, economic workforce and development, a student health and wellness center, inclusion center, basic needs center, bookstore and a faculty center. Additionally, the cafeteria will be moved to the first floor for improved accessibility.



Future Campus

PROJECT DESCRIPTIONS

Fine Arts Replacement

A replacement of the Fine Arts Building is proposed to correct building deficiencies and support current and projected program needs. The replacement project will address all areas of the complex, including all instructional space, both theaters, faculty offices and all support spaces.

A new drop-off is proposed to improve access and welcome visitors to the Fine Arts zone of the campus and connect to the new instructional building that will replace the Math Computer Science Building. An outdoor Arts Plaza provides opportunities to showcase art and host gatherings and receptions.

Central Plant Renovation

This project will renovate the existing Central Plant Building, decommission the co-generation system, replace the existing equipment (chillers, cooling towers, pumps, boilers), upgrade associated infrastructure, add two Thermal Energy Storage (TES) tanks, and de-couple the swimming pool.

The new systems will provide additional campus resiliency and redundancy and will maximize the benefit for the solar and 12kV upgrade projects. The new systems will support the energy and sustainability goal of striving to reduce greenhouse gas emissions to 75% by 2030.

Solar Canopy, Battery Storage + EV Chargers

Solar canopies will be installed throughout campus in designated parking lots. To support these canopies, a battery energy storage system (BESS) will be installed in parking Lot 4 adjacent to the Central Plant. The system will provide backup power, provide redundancy to the electrical grid and reduce electrical costs.

Level 2 and Level 3 EV chargers will be added in all parking lots where solar canopies are added.



Future Campus

PROJECT DESCRIPTIONS

Student Housing

Following the removal of the temporary village buildings, a large area of land will be freed up to support future development opportunities. A new Student Housing complex has been identified for this prime location on the lower campus adjacent to multiple outdoor activity areas and opens up to expansive views.

The new Student Housing Complex will serve 400 students in a mix of traditional single and double rooms and studio units and will include a one- bedroom apartment for a full-time live-in Housing Director.

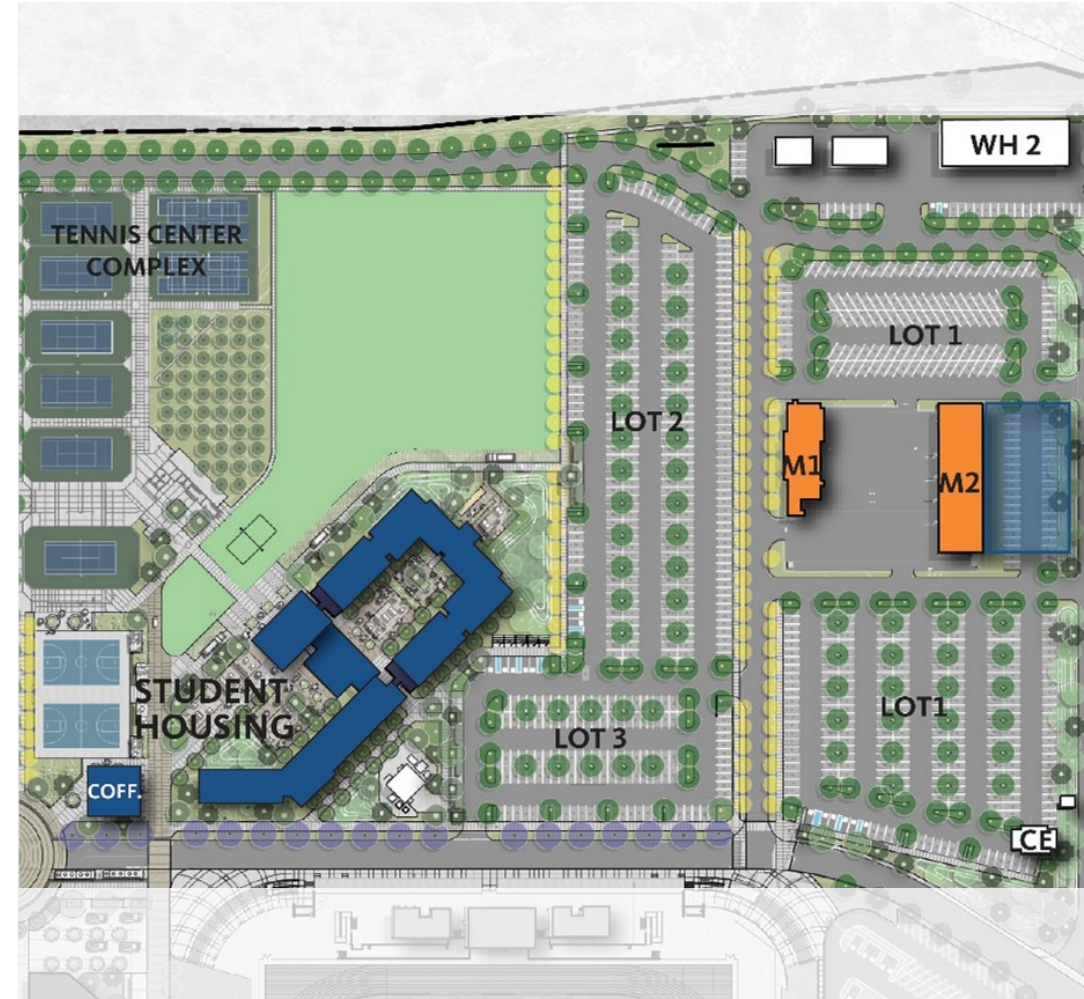
Community spaces include kitchens, laundry facilities, lounges and meeting rooms and are designed to encourage student engagement, individual and group study. A large courtyard will include multiple gathering spaces and support a variety of events and activities.

Coffee Structure

A new coffee structure will be constructed to activate this area of campus adjacent to the athletic fields and student housing.

M&O/Grounds + Transportation

Following the relocation of programs to the new ATEP facility, M1 and M2 will be vacated and repurposed to support Grounds and Transportation. The proposed location will create a consolidated service area of the campus to support deliveries and storage of materials, equipment and vehicles. A designated space will be included for green waste. The project scope also includes the demolition of the Transportation Building #19 and Warehouse 4 (Grounds) Building #77.



Future Campus



PROJECT DESCRIPTIONS

PE Complex Replacement

A new Physical Education Complex will be constructed to replace existing facilities that are aged, in need of extensive repair and do not support the instructional program need. Buildings to be removed include PE100, PE200, PE300, PE400 and PE500. The new complex will consolidate space into new state-of-the-art facilities to support physical education programs.

The layout and placement of the new buildings create outdoor activity areas that connect to the new stadium, the existing pool and the potential future student housing development.

A new drop-off and round-about provides access to the expanded parking lot 4 and to the large central plaza. Easy truck and tent access allows the plaza to support a variety of activities and events throughout the year and on crowded game days.

Wellness Center, Sand Volleyball + Baseball Field (BBF)

A new Wellness Center will replace PE600 into an expanded facility to integrate wellness programs close to the campus core and improve connections between upper and lower campus. The new building will integrate with the sloped site and tie into outdoor areas developed at the upper and lower levels.

The upper level of the building opens to a new Wellness Court that will activate space around the LRC, support active and passive wellness activities and facilitate pedestrian movement. The lower level opens to a terrace that overlooks the new sand volleyball courts that are flanked with outdoor spaces for spectators.

Renovations to the existing Baseball Field include replacement of turf, retaining wall, new netting, new dugouts and new restrooms.



Future Campus

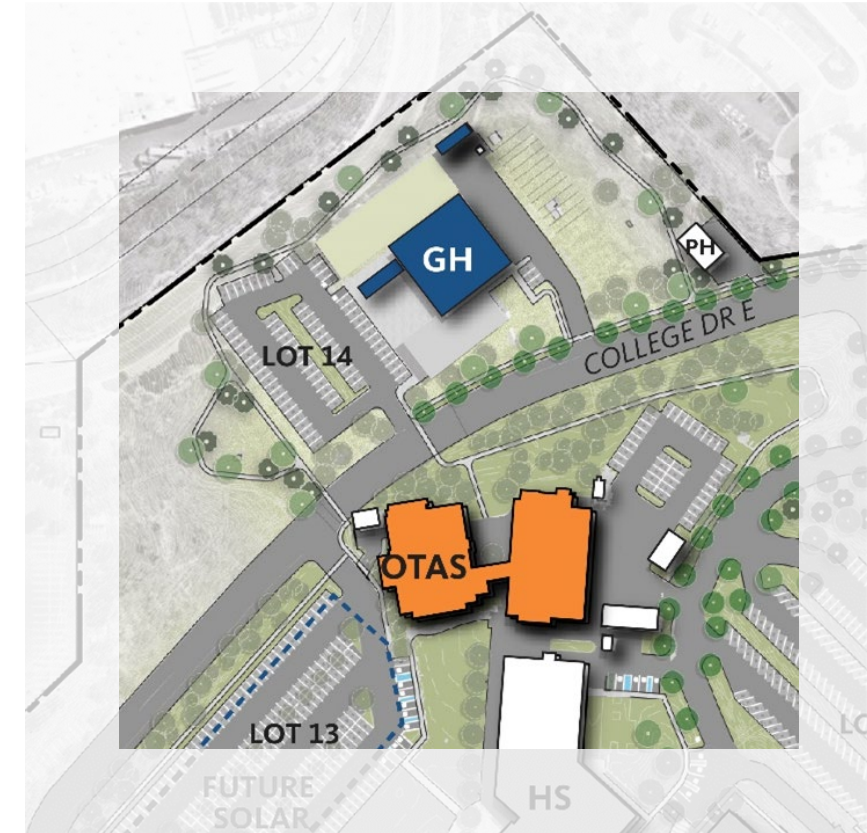
PROJECT DESCRIPTIONS

Greenhouse Renovation

This project will replace the existing horticulture building in its entirety in the current location and include an addition of a greenhouse for biology. Upgrades will create enhanced learning environments and improve access in this area of the campus.

OTAS Renovation

The existing OTAS Building will be repurposed for campus police, information technology and the print/copy center. Studies are currently underway to determine if a renovation or replacement is needed.





ADVANCED TECHNOLOGY
& EDUCATION PARK | TUSTIN, CA

Development Milestones
Facilities Plan
ATEP Tenants



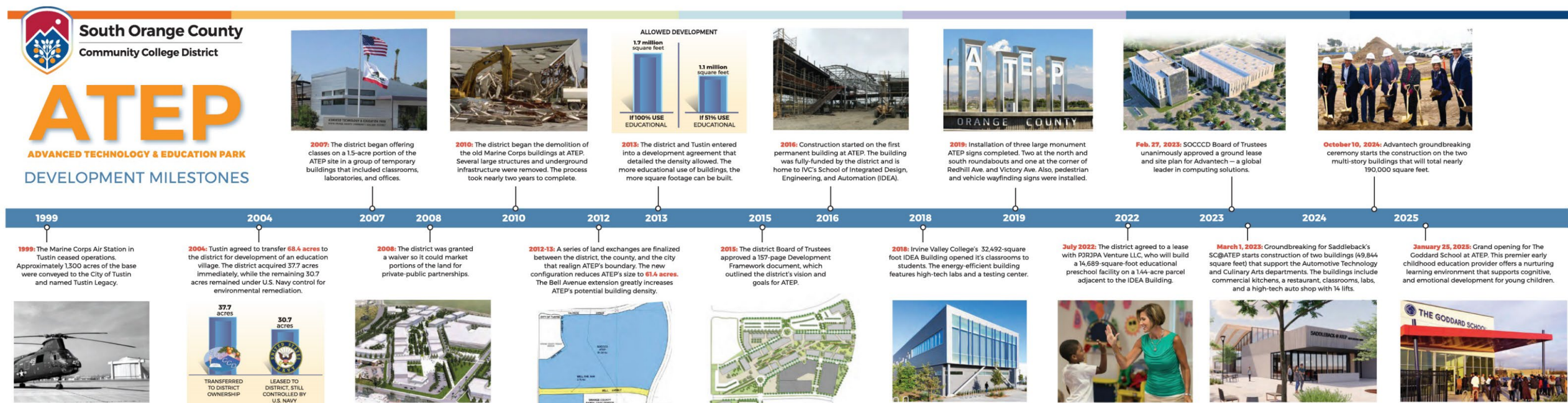
ATEP

DEVELOPMENT MILESTONES

The South Orange County Community College District, in concert with Saddleback College and Irvine Valley College, is developing an education park at the former Marine Corps Air Station in Tustin, CA, called the Advanced Technology and Education Park (ATEP). The development area consists of 61.4 acres within the 1,606-acre Tustin Legacy.

ATEP is dedicated to becoming the premier center of career education in Orange County. Positioned in the north end of the District Service Area with easy access from major freeways, the site serves both Irvine Valley College and Saddleback College students in two recently constructed facilities.

Timeline of development milestones



ATEP

FACILITIES PLAN

ATEP has tremendous growth opportunities due to the Tustin Legacy development plan which is projecting population growth of at least 17.9% and an increase in housing units of 25.9%.

Irvine Valley College began offering classes in 2007 in temporary buildings at ATEP. In 2018, the first permanent building, the IDEA Building, opened. It serves as a hub for career advancement in fields like electronic technology, engineering drafting and design model making. IVC is also in the process of developing new career education programs which will be housed at ATEP.

Beginning in fall 2025, Saddleback College will open a new facility to house its automotive, logistics, culinary arts, and hospitality programs. Functions will move to ATEP from temporary buildings on the Saddleback College Campus freeing up space and land for the planned student housing development.

Surrounding the central campus core of college buildings are a series of leasing site parcels for entities that align with the long-term vision and provide opportunities for partnerships and collaborations. The District intends to explore obtaining “center” status for the ATEP site due to the continued growth of the area and expansion of its program offerings.



ATEP

PROGRAMS + TENANTS

IDEA Building

Current offerings include ESL, Pre-engineering, Machine Tooling, Math, Electronics, Physics, Accounting, and Emeritus (mostly dance)



Saddleback @ ATEP

Offerings include Culinary Arts, Automotive Technology, Logistics, and Hospitality



TENANTS

- The **Goddard School**
 - *Early education and daycare*
- **Advantech**
 - *Office, R&D, manufacturing, warehouse, and training*
- **Victory Education Group**
 - *In negotiations*
 - *K-12 private school with dorms*
- **Top Tennis Management**
 - *In negotiations*
 - *Educational facility, dorms, and tennis courts*

Implementation Plan

Cash Flow Schedule

This section of the document includes a Cash Flow Schedule for implementation of the Facilities Plan at each of the three campuses in the District.

This information will be reviewed and updated annually in alignment with the District's facilities planning processes.



Cash Flow as of June 2025

Legend: Planning Design DSA Bid & Award Construction Closeout

PROJECTS		Total Project (Est. Excl)	Total Project (Inv. Excl)	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
				J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J
SC	ATEP - Culinary/Auto Tech ATEP - Support Project budget Escalation	75,100,000 3,090,542	80,597,626 3,090,542		997,088 1,030,091	1,063,363													
SC	MCS Building Reconstruction MCS Building Swing Space Project budget Escalation Prior Basic Aid Funding Projected State Mand	73,723,860 1,700,000	78,649,011 1,700,000		1,800,000														
IVC	Student Services / Student Union(2 bldgs) Escalation Prior Basic Aid Funding	90,000,000	101,741,364		17,780,645 4,106,188 -576,850	7,773,195 493,858													
SC	Baseball Scoreboard Replacement Project budget Escalation	4,385,964	4,385,964		2,577,768														
IVC	Parking Lot 7 Temp to Permanent/ Sidewalk to Baseball Project budget Escalation	4,250,000	4,250,000		1,000,000														
SC	Solar Canopy Project Phase 2 Parking Lots SA2 and 18 + Battery Storage/EV Chargers Project budget Escalation	20,526,233	21,131,719		19,181,233 487,802														
IVC	Baseball Team Room Project budget Escalation	850,000	850,000																
SC	Central Plant Project budget RDA Funds + PFI	49,687,228	49,687,228		15,527,344 -6,133,462	26,234,739 -6,133,462													
SC	SC SM Utility Distribution System (12kv) Project budget Escalation	20,802,984	20,802,984		3,802,984	4,000,000													
SC	Horticulture/Biology Greenhouse Project budget Escalation	32,249,965	32,249,965		16,344,962	15,424,962													
SC	Coffee Structure Project budget Escalation RFA Funds	4,500,000	4,500,000		300,000 -300,000	3,200,000 -3,200,000	1,000,000 -1,000,000												
SC	Baseball Turf Replacement & Upgrades Project budget Escalation	18,039,072	18,039,072		4,708,817	13,329,455													
IVC	Repurpose SAC Bldg Project budget Escalation	10,429,594	13,183,812		797,550 127,630	1,814,127 487,190	7,717,899 2,160,038												
SC	TAS Renovation / Campus Support Center Project budget Escalation	22,811,451	27,611,605		2,558,630 149,541	2,496,889 550,826	9,852,530 2,192,156	7,362,432 1,907,631											
SC	Solar Canopy Project Phase 3 Parking Lot 9 + Lot Upgrades Project budget Escalation	14,355,719	15,537,774		1,000,000 216,545	12,875,219 868,510													
SC	Solar Canopy Project Phase 4 Parking Lot 18 + Battery Storage Project budget Escalation	19,010,265	20,192,320		1,000,000 216,545	17,829,765 868,510													
SC	College Center Renovation Project budget Escalation Prior Basic Aid Funding	103,407,189	121,796,983		5,396,803 233,510 -3,378,275	24,718,832 6,220,418	10,869,519 2,448,331	17,725,940 3,987,697	20,095,861 4,458,859	21,886,834 5,038,971									
IVC	Student Housing Project budget Escalation Projected State Mand	75,006,000	95,732,499			6,322,896 1,450,925	6,420,418 1,658,300	18,599,406 5,191,875	24,841,506 6,840,075	19,811,416 5,595,424									

Cash Flow as of June 2025

Legend: Planning Design DSA Bid & Award Construction Closeout

PROJECTS		Total Project (Est Fiscal)	Total Project (Ind Fiscal)	2025		2026		2027		2028		2029		2030		2030		2031		2032		2033		2034		2035		2036		2037		2038		2039		2040																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
				J	A	S	O	N	D	J	F	M	A	M	J	A	S	O	N	D	J	F	M	A	M	J	A	S	O	N	D	J	F	M	A	M	J	A	S	O	N	D	J	F	M	A	M																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
SC	Fine Arts Complex Replacement (FPP) Project budget Escalation Projected State Match	78,377,814	95,026,044																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			

Cash Flow as of June 2025

Legend: Planning Design DSA Bid & Award Construction Closeout

PROJECTS		Total Project (Excl Escal)	Total Project (Incl Escal)	2025	2026	2027	2028	2029	2030	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040
				J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J	J A S O N D J F M A M J
SC	Infrastructure	35,274,855	35,274,855	1,000,000	2,100,000	2,500,000	2,100,000	2,100,000			12,100,000	2,300,000	9,400,000							
SC	Scheduled Maintenance	19,752,016	19,752,016	1,500,000	1,287,918	900,000		900,000					2,200,000	1,400,000						
DW	District-wide ADA Project	36,000,000	36,000,000	3,000,000	3,000,000	1,800,000	3,200,000													
DW	District-wide ATEP Site Development	26,250,000	26,250,000	8,700,000		2,000,000			2,000,000		2,000,000		2,000,000		2,000,000		2,000,000			2,000,000
DW	District-wide Planning	14,333,000	14,333,000	2,000,000	4,000,000						1,000,000		1,500,000			1,500,000		1,000,000		1,000,000
		1,356,698,589	1,671,280,524																	
Total Projects (excluding escalation):				1,356,698,589	86,045,151	111,714,678	124,566,862	71,542,315	122,357,212	120,451,696	82,459,374	58,371,614	62,670,890		48,751,155	38,380,783	33,963,059	45,235,929	32,447,115	10,078,538
Total Projects (including escalation):				1,671,280,524	91,149,090	120,078,020	137,533,277	84,141,379	146,340,269	135,227,853	104,473,275	86,684,965	88,473,412	71,099,547	58,142,735	54,991,857	75,371,648	55,867,390	15,364,433	
	IVC	499,314,358		23,811,421	17,648,340	26,204,363	17,844,376	49,181,832	70,082,519	52,269,812	7,402,202	11,718,462	99,073,714	40,908,916	33,770,546	9,801,697	0	0		
	SC	1,895,383,166		55,587,609	95,429,680	102,328,874	63,097,309	95,158,437	85,154,894	49,249,444	79,282,162	73,211,950	32,025,833	16,234,397	15,721,351	63,515,950	54,867,390	11,864,433		
	District:	76,583,000		11,750,000	7,000,000	7,000,000	3,200,000	2,000,000	0	3,000,000	0	3,500,000	0	2,000,000	1,500,000	2,000,000	1,000,000	3,500,000		
Total Deduct Basic Aid & State Funds:				(422,177,311)	(9,388,587)	(8,333,462)	(6,407,425)	(7,882,375)	(26,214,247)	(26,131,642)	(10,997,978)	(1,477,599)	0	0	0	0	0	0	0	
	IVC	(124,977,732)		(376,850)	0	(2,130,111)	(2,476,037)	(7,775,670)	(10,749,199)	(3,592,437)	0	0	0	0	0	0	0	0		
	SC	(268,666,526)		(8,811,737)	(8,533,462)	(4,277,314)	(5,406,338)	(18,438,577)	(15,382,443)	(7,405,541)	(1,477,599)	0	0	0	0	0	0	0		
	District:	(28,133,000)		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
				2025-26	2026-27	2027-28	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39	2039-40			
Adjusted Totals After Deducts:				1,248,500,213	81,760,444	111,744,558	131,125,852	76,259,004	120,126,022	129,096,211	93,475,292	85,206,766	88,471,412	71,099,567	59,142,755	54,991,857	75,371,646	55,867,390	15,364,433	
	IVC	374,336,576		23,234,571	17,648,340	26,074,192	15,368,239	41,406,162	59,263,760	48,611,375	7,402,202	11,718,462	99,073,714	40,908,916	33,770,546	9,801,697	0	0		
	SC	827,316,637		46,775,873	87,096,219	96,051,660	57,890,765	76,713,860	69,832,431	41,863,828	77,804,943	73,211,950	32,025,833	16,234,397	15,721,351	63,515,950	54,867,390	11,864,433		
	District:	47,450,000		11,750,000	7,000,000	7,000,000	3,200,000	2,000,000	0	3,000,000	0	3,500,000	0	2,000,000	1,500,000	2,000,000	1,000,000	3,500,000		



INSPIRE 2035

Charting the Future of the South Orange County Community College District

