SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM: 4.1**
DATE: 6/22/20

TO: Board of Trustees

FROM: Kathleen F. Burke, Chancellor

RE: Irvine Valley College Education Master Plan 2020-2030 and Saddleback College Education Master Plan 2020-2030

ACTION: Presentation

BACKGROUND

SOCCCD engaged expert consultants to support the creation of the District-wide Strategic Plan 2020-2025 and facilitate the review of college-specific data and priorities for the next decade to create the Irvine Valley College Education Master Plan and Saddleback College Education Master Plan. MIG, a consulting firm focused on community visioning, strategic planning, landscape architecture, and urban planning and design, was selected through a competitive process to engage the community and provide expert consultation in developing the education master plans.

STATUS

The colleges' education master plans (EMP) leverage the planning work of the district-wide strategic plan, which included a comprehensive environmental scan and the collaborative and inclusive development of district-wide goals and objectives. The education master plans contain detailed information specific to each college's community, and academic and student support services. Developing the district-wide strategic plan and the colleges' education master plan brought together our most valued stakeholders and will guide future development in the colleges and district. MIG will present a high-level overview of the completed education master plans. (Exhibit A)

As we neared the completion of the plans, the pandemic hit our nation. While it is important to see our EMP as a ten-year plan, the unexpected and drastic changes from the Covid-19 crisis has made the colleges re-examine the plans. MIG will also share how the pandemic has brought out areas of significant strengths in the education master plan and potential areas of concern that the colleges will continue to examine and adjust to in the coming year. (Exhibit B)

Item Submitted by: Kathleen F. Burke, Chancellor

South Orange County Community College District

Education Master and Strategic Plans

December 2018 – June 2020

South Orange County Community College District

Education Master and Strategic Planning Process

December 2018 – June 2020

Phase I: Understanding the Context

December through March

Campus Community Engagement

- Campus Outreach Workshops (19)
- District-wide Planning Council (2)
- District-wide Integrated Planning Committee (3)
- Board of Trustees Workshop
- Online Questionnaire

EMSP Development

- Research and Data Gathering: Environmental Scan
- Program Assessment

South Orange County Community College District

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Phase II: Shaping the Vision for the Future

April through July

Campus Community Engagement

- District Wide Planning Charrette – April 5
- District-wide Planning Council (2)
- District-wide Integrated Planning Committee (2)

EMSP Development

- Draft EMSP Development
- Program Evaluations/ Recommendations
- Facility Requirements

South Orange County Community College District

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Phase III: Developing the EFMP

August through December

Campus Community Engagement

- Campus Outreach
- District-wide Planning Council
- District-wide Integrated Planning Committee
- Board of Trustees Work Session

EMSP Development

- Draft District Wide SP, IVC EMP AND SC EMP
- Final EMSP
- Final EMSP and Adoption

South Orange County Community College District

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Initiate Facility Master Plan development process

South Orange County Community College District
Education Master and Strategic Plan
District-Wide Planning Charrette
April 5, 2019

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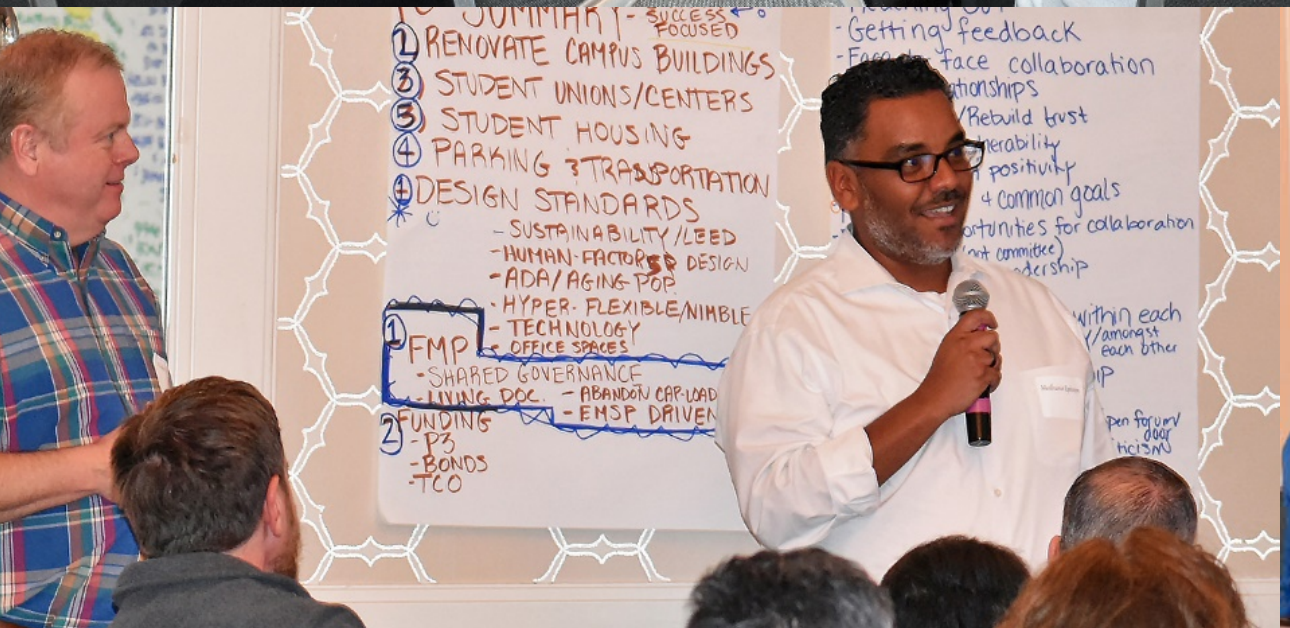
RENOVATE CAMPUS BUILDINGS
STUDENT UNIONS/CENTERS
STUDENT HOUSING
PARKING & TRANSPORTATION
DESIGN STANDARDS
- SUSTAINABILITY/LEED
- HUMAN-FACTORS DESIGN
- ADA/AGING POP
- HYPER-FLEXIBLE/NIMBLE
- TECHNOLOGY
- OFFICE SPACES
FMP
- SHARED GOVERNANCE
- LIVING DOC.
- ABANDON CAP-LOAD
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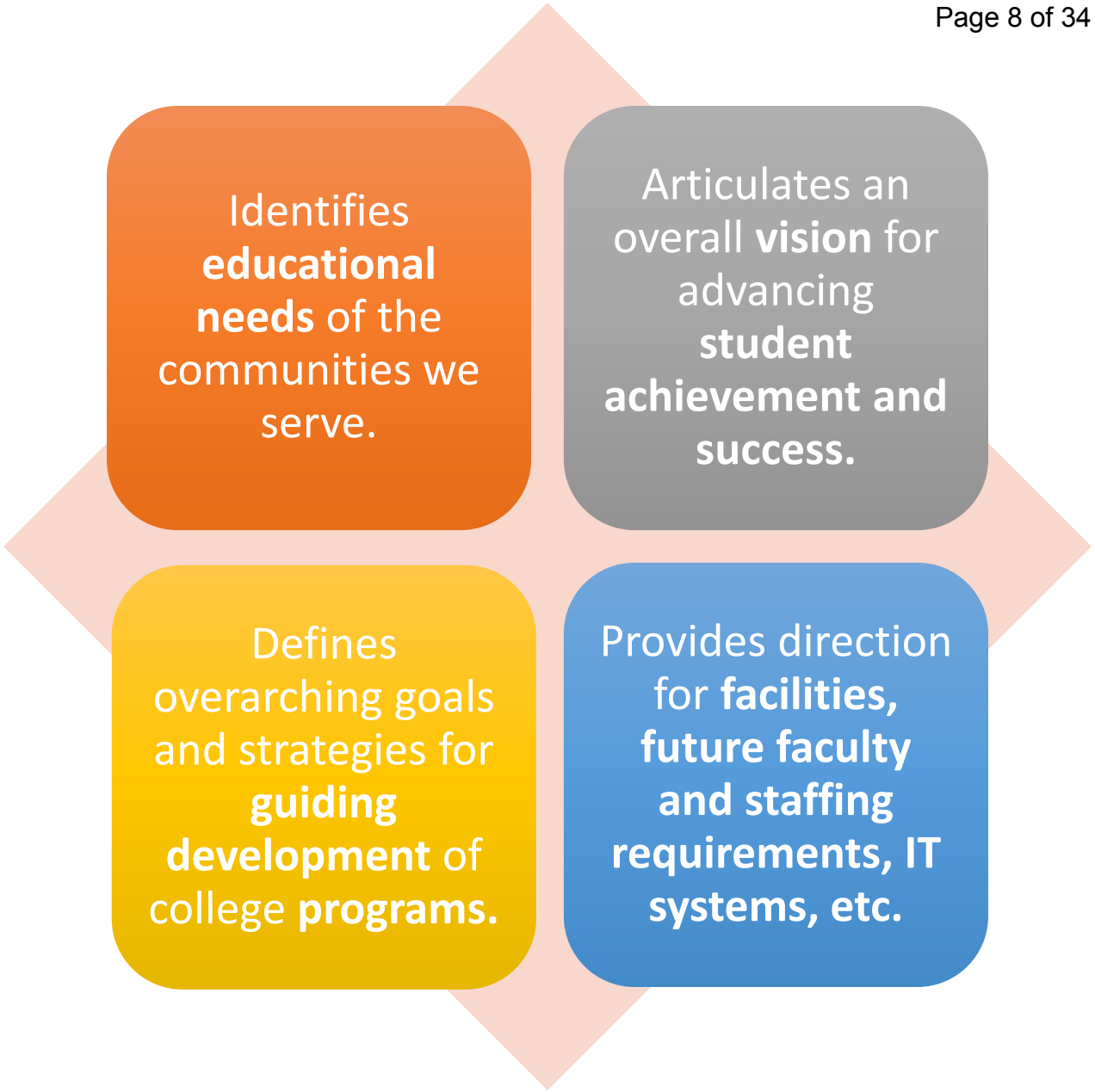
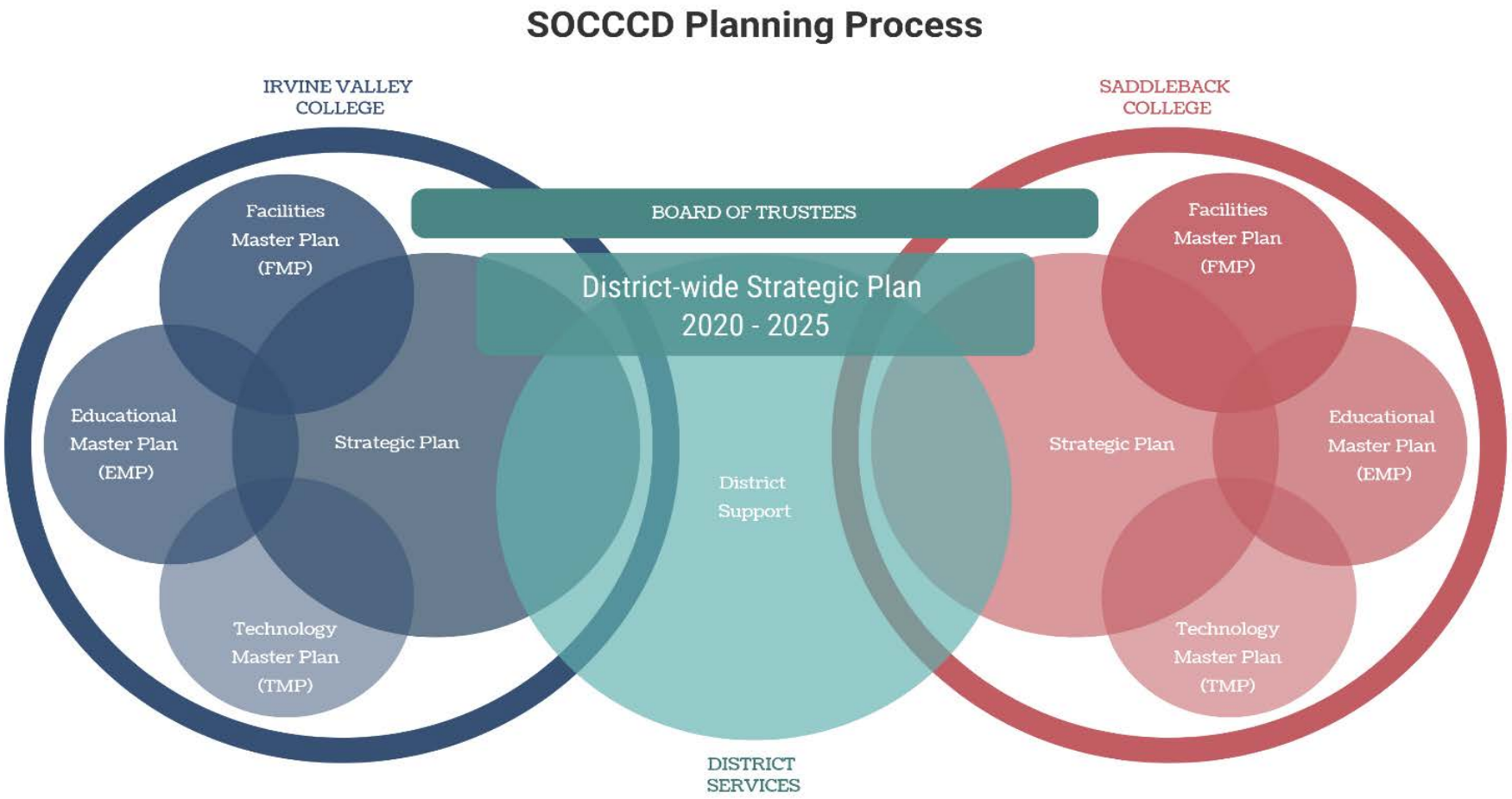
Strategic & Education Master Plans



District-Wide Planning Framework



EMP Review Process – Saddleback and Irvine

In Spring 2020:

- EMP drafts were reviewed multiple times by constituent groups; all input was considered and applied.

- Saddleback College developed and approved new college ***Mission, Vision, and Values Statements*** along with the adoption to use the Districtwide goals and objectives for our college plan.

EMP Use for Future Planning - Saddleback

- To advance the College mission and the strategic focus on equity and success, the College will:
  - Address changes in our demographics, such as:
    - The decline in college-age students, increase in the number of older adults, increase in the number of English language learners
  - Address changes in the budget
  - Use data to inform program/units planning, such as:
    - Program offerings (credit and non-credit), student success courses, counseling, first-year experiences, and employment demand of our CTE graduates
  - Maximize technology innovations to provide instructional continuity (COVID) :
    - Transition to fully online education – training and support for students and faculty
    - Transition to online student services for students

EMP Use for Future Planning – Irvine

- Continue efforts with framework built from Strategic and Master Plans with focus on student equity and success:
  - Educational Opportunity and Equity Gaps
    - Remote learning and increased demand for community colleges
  - Budget changes
  - Planning
    - Enrollment increase
    - Professional development
    - Reopening

Chance favors the prepared mind . . .

Louis Pasteur

Developing a Post-Pandemic Strategy

SOCCCD is reasonably well positioned to succeed in the post-pandemic world

Responding to the Pandemic . . .

Six Key Questions

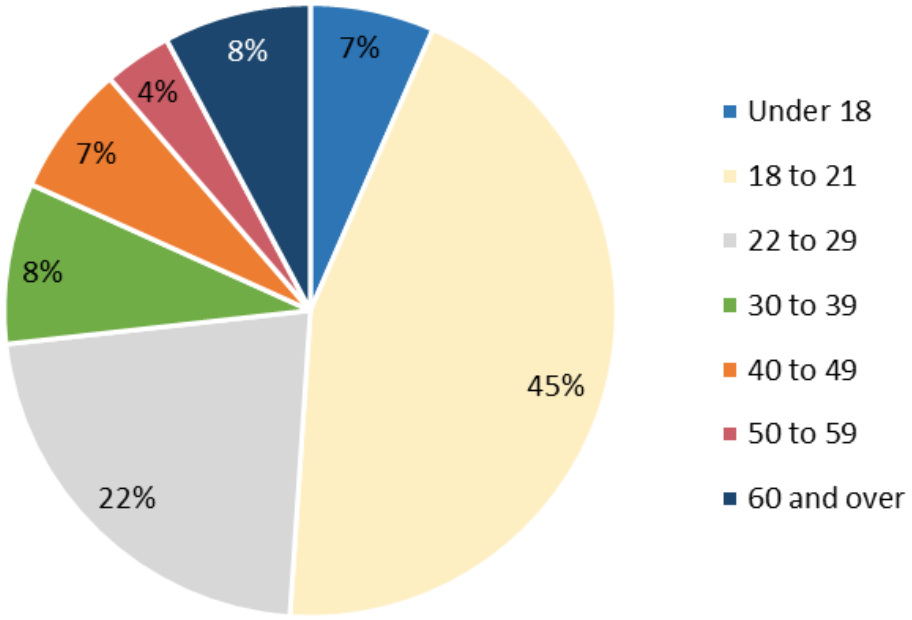
1. How will COVID-19 impact student enrollment?
2. What will be its impact on student equity, student success, and closing the achievement gap?
3. What will be its impact on what we teach?
4. How will it impact instructional delivery?
5. How will facilities be affected by COVID-19?
6. How will funding be affected?

1. What will be COVID-19's impact on student enrollment?

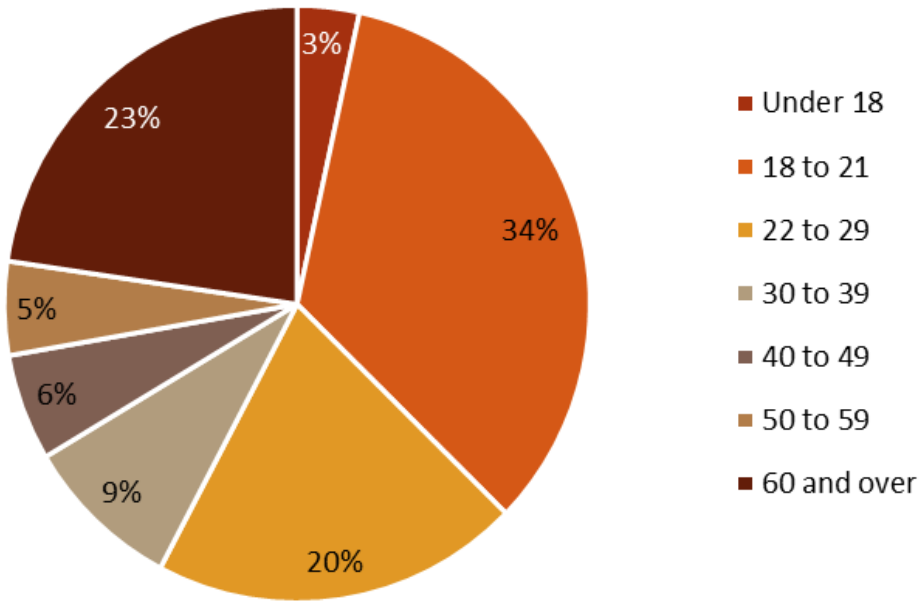
- Highlight the workforce development capabilities of the District. (Both colleges have retraining programs.)
- Anticipate a potential enrollment increase due to older adults
- Expect the traditional student (18-21) enrollment "cliff" of 2025 to be delayed
- Note the minority IVC and SC student populations now served.
- Strengthen support services for disadvantaged students to ensure continued diversity

Age Distribution, Fall 2017

Irvine Valley

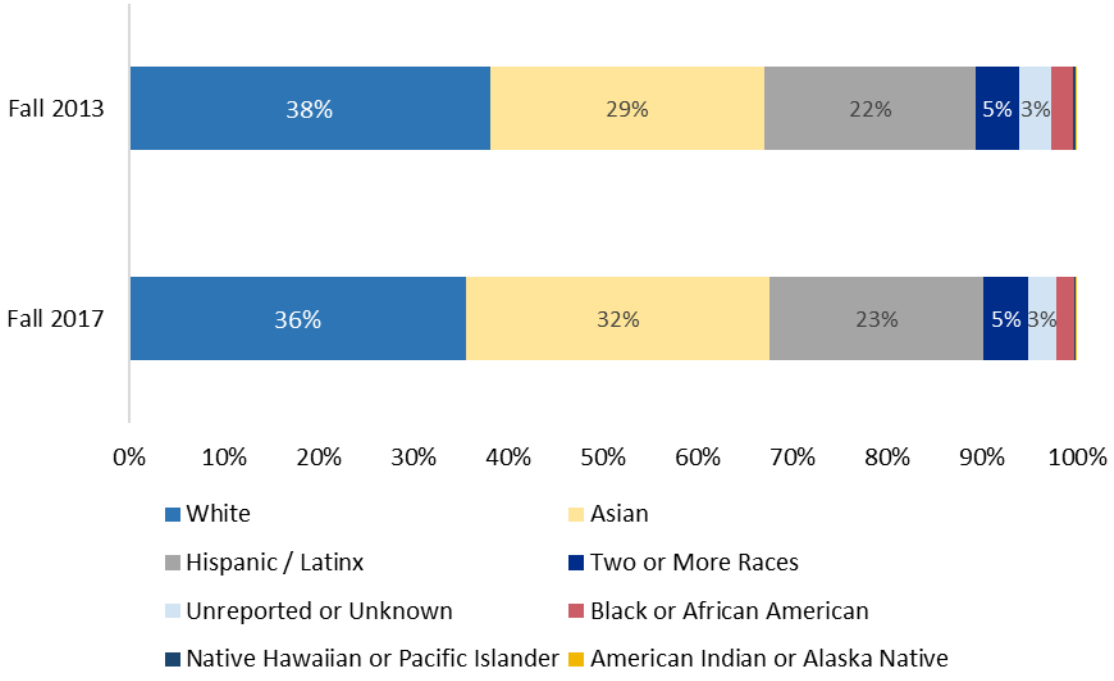


Saddleback

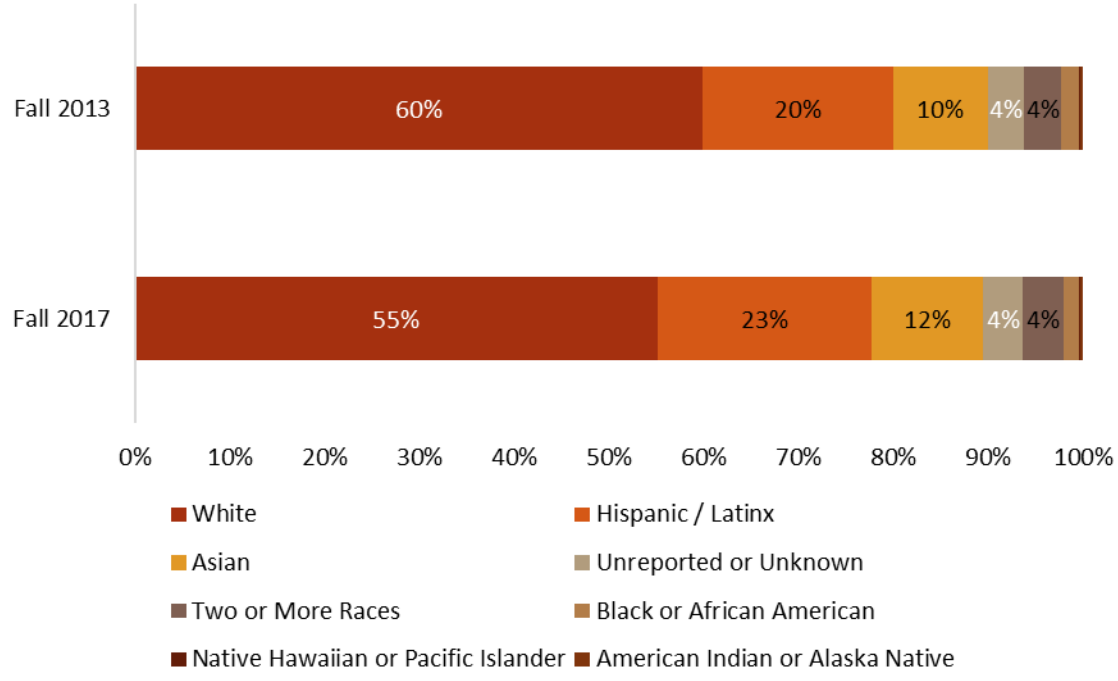


Race and Ethnicity, Fall 2013 and Fall 2017

Irvine Valley



Saddleback



2. What will be its impact on student equity, student success, and closing the achievement gap?

- Note that student equity is goal #1 of the new District Wide Strategic Plan.
- Promote IVC and SC can focus solely on student success and achievement. Relative to for profit, private institutions,
- Maintain and place even greater emphasis on peer learning groups and similar support services.
- Continue to promote the low-cost, high value advantage of community colleges.

FIRST
GRAD
THANKS

3. What will be its impact on what we teach?

- Note that jobs and employment is in a state of flux and the short and long outlook is difficult to predict.
- Expect changes in student enrollment in programs related to hospitality and tourism.
- Highlight the value of essential workers (e.g., nurses, etc.), many of whom have been trained at community colleges

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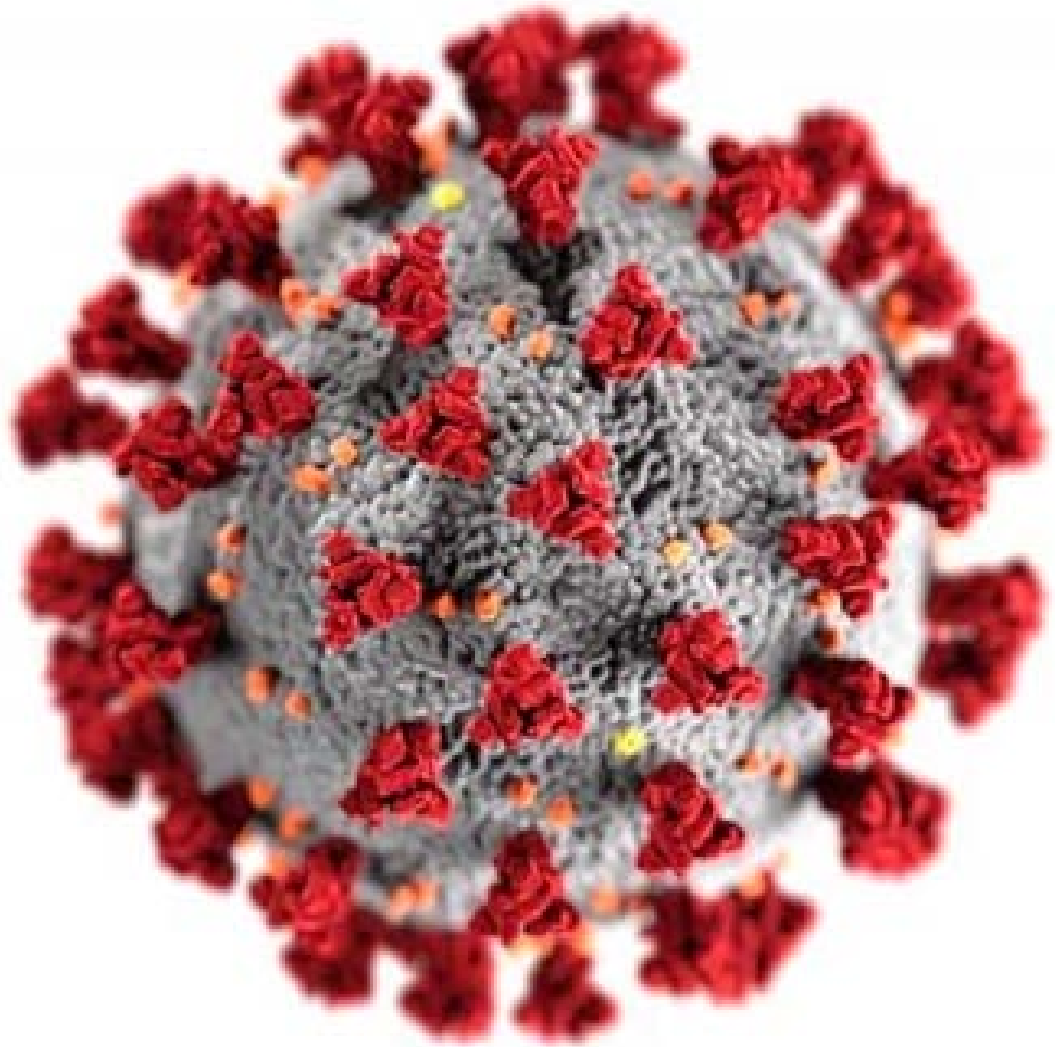
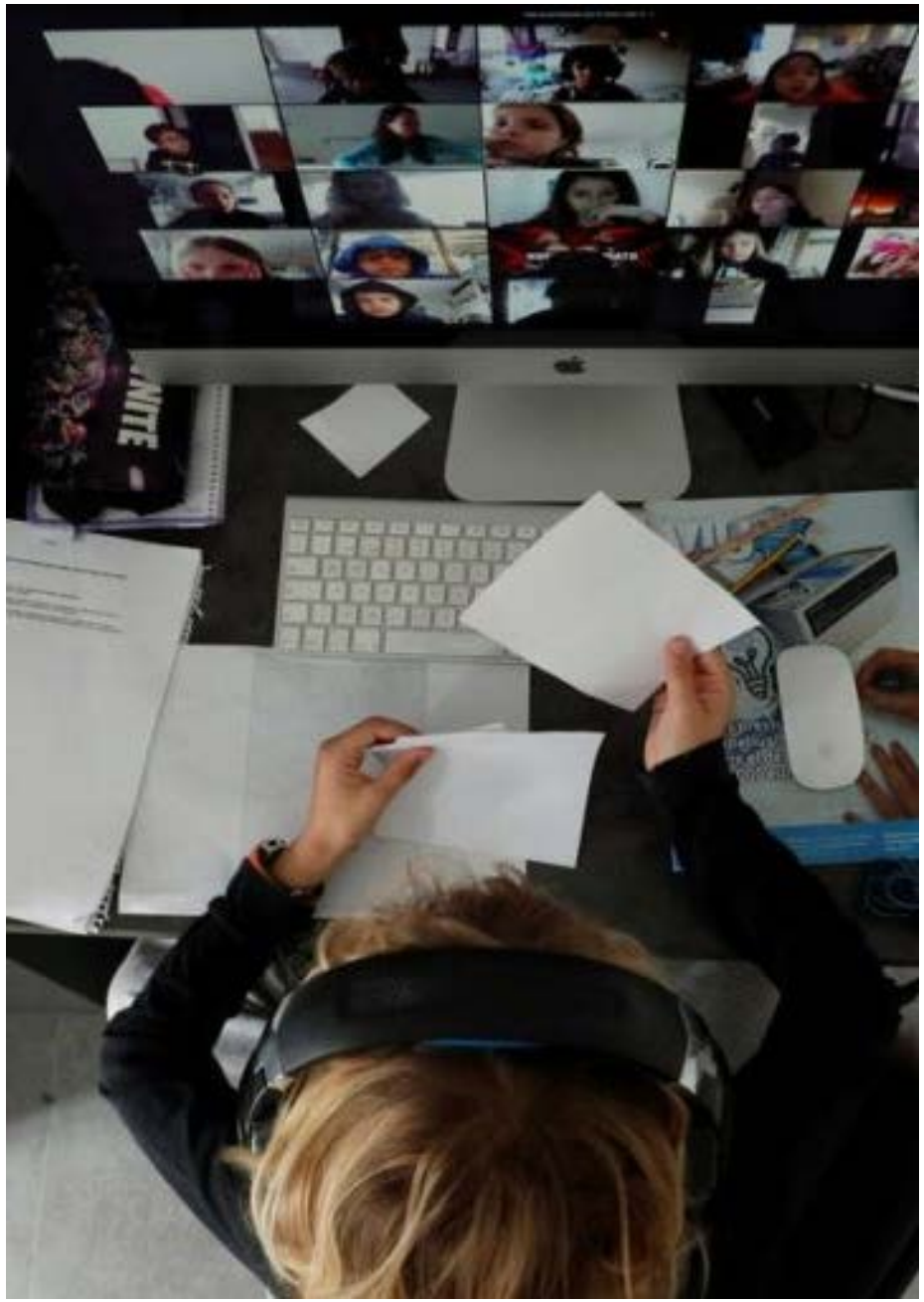


RESIDENT
MD

4. How will it impact instructional delivery?

- Expect an increase in demand for online education.
- Demonstrate the role and value of the in-person classroom experience.
- Showcase the District's success and leadership in online and hybrid instruction.



5. How will facilities be impacted by COVID-19?

- Demonstrate the value of a physical campus combined with online programs.
- Provide highly flexible classroom space.
- In the short term consider lower cost options for accessible, functional classroom space such as off-campus leasing.
- Facilitate social distancing in campus design
- Leverage untapped potential value of ATEP as a unique asset

6. How will funding be affected?

- Assume that State funding for community colleges will decline.
- Expect the need for community college programs and services to increase.
- Look for multiple funding sources:
  - Local bond program
  - International students
  - Contract education programs in partnership with local industries

CALIFORNIA
COMMUNITY COLLEGES

Positioning the District for the Pandemic and Post-Pandemic Era . . .

Positioning the District for the Pandemic and Post-Pandemic Era . . .

IVC and SC as the Colleges of Choice!

- We are **nonprofit** . . . We focus solely on student success and achievement, and closing the equity gap.

- We are leaders in the scientifically-proven **hybrid instructional model** (online and in-classroom).

- We have a **physical campus,** the "third place" where students make lifelong connections with people who will help them succeed!

- We have a **strong relationship with private industry through our ATEP campus** right here in Orange County, thereby increasing student career choices and opportunities for immediate employment.

Positioning the District for the Pandemic and Post-Pandemic Era . . .

IVC and SC are the Colleges of Choice!

South Orange County Community College District

Education Master and Strategic Plans

December 2018 – June 2020

SOCCCD Board of Trustees Education Master Plan Presentation
June 22, 2020
Positioning SOCCCD to for the Pandemic and Post-Pandemic Era

Overall Theme: Based on what SOCCCD and the colleges have already been doing in recent years to better meet the needs of its students and the South Orange County, as documented in the EMPs and the District Wide Strategic Plan, the District is well-positioned to thrive in the post pandemic world. In developing a post-pandemic strategy, SOCCCD needs to consider six key questions.

1. What will be COVID-19's impact on student enrollment?

- Highlight the workforce development capabilities of the District.
  - Both colleges have retraining programs.
- Anticipate a potential enrollment increase due to older adults
- Expect the traditional student (18-21) enrollment "cliff" of 2025 to be delayed
- Note the minority IVC and SC student populations now served.
- Strengthen support services for disadvantaged students to ensure continued diversity

Data from the colleges' Education Master Plans

Both colleges have already experienced an increase in enrollments among older adults and this is likely to increase in wake of the pandemic

- One in four students at Saddleback are 60 years or older
- Students 60 years or older constitute 8 percent of the IVC student body; working age adults (ages 30 to 59) represent nearly 20%.

IVC:

- 32 percent identify as Asian; 23 percent as Hispanic/Latinx, 33 percent as White)
- Enrollments have risen for Asian, Latinx and mixed descent students. But African American enrolments declined by nearly 11 percent
- One in five students are first generation

Saddleback:

- One in four students identify as Hispanic/Latinx and there has been a rise in enrollments among students of Asian, Latinx, and mixed descent between 2013 and 2017.
- African American enrollment has declined by 8.5 percent
- One in six students at Saddleback are first-generation students

2. What will be its impact on student equity, student success, and closing the achievement gap?

- Note that student equity is goal #1 of the new District Wide Strategic Plan.
- Promote IVC and SC can focus solely on student success and achievement. Relative to for profit, private institutions,
- Maintain and place even greater emphasis on peer learning groups and similar support services.
- Continue to promote the low-cost, high value advantage of community colleges.

Data from the colleges' Education Master Plans

IVC:

- Established an Office of Student Equity with the primary goals of
  - Providing equitable support for disproportionally impacted students
  - Promoting active inclusion of IVC's diverse student population
  - Helping educate and empower the campus community in practices of equity, inclusion, and cultural humility

Saddleback:

- Created a certificate in Online Equity and Culturally Responsive Teaching
  - The professional development certificate encourages, assist, and promote equity and culturally responsive teaching and learning.
  - The curriculum focuses on strategies to reduce the achievement gap in online settings, enacting solutions, creating interventions, and examining at equity data, and develop action plans to address gaps for students.

3. What will be its impact on what we teach?

- Note that jobs and employment is in a state of flux and the short and long outlook is difficult to predict.
- Expect changes in student enrollment in programs related to hospitality and tourism.
- Highlight the value of essential workers (e.g., nurses, etc.), many of whom have been trained at community colleges

Data from the colleges' Education Master Plans

IVC:

- Before the pandemic, IVC was projected to have an average annual growth rate of 0.08% per year between 2020 and 2030.
- Before the pandemic, all divisions were expected to experience some growth in the coming decade with the following seeing the most growth:
    - Emeritus Institute (0.16%)
    - Language and Learning Resources (0.14%)
    - Math and Computer Sciences (0.13%)
        - Potential for greater growth post pandemic

- At the department level about half of the departments (23) were estimated to have an annual growth rate exceeding the college overall (0.09% to 0.16%)
    - ESL (0.16%)
    - History (0.14%)
    - Library Research (0.14%)
    - Computer Science (0.14%)
    - Psychology and Anthropology (each with (0.13%)
    - Health Sciences ((0.13%)
        - Annual growth rates for Computer Science and Health Sciences, post-pandemic likely to be greater
- Life Sciences and Technologies with a 0.08% estimated pre-pandemic annual growth rate may see some increase, especially in the Health Sciences program, which currently has a 0.13% estimated annual average growth rate.
- The IVC Real Estate program has an estimated annual growth rate of 0.13% but may experience some short-term decline

Saddleback:

Before the pandemic, Saddleback was projected to have an annual (negative) growth rate of -0.33% per year between 2020 and 2030

- Only one division was projected to have growth in the coming decade, Online Education with a 0.32% annual growth rate, which will very likely be even greater because of the pandemic.
- Saddleback College's Extended Learning division enrollments have more than tripled between 2015 and 2017 with the addition of the Adult Education program.

- Health Sciences and Human Services was projected to have a negative growth rate (- 0.20%) however
  - Demand for program such as Emergency Medical Technician, Health Information Technology, Health Sciences, Medical Assistant, Medical Lab Technician, Nursing, and Paramedic may be increased
  - Harvard just launched a free online course designed to train frontline medical professionals to operate mechanical ventilators.
- Business Science programs such as Information Security and New Media Marketing likely to experience higher demand
- Travel and Tourism programs may see a decline in the coming year until the industry recovers
- Real Estate program (-0.24%) could be impacted as current predictions anticipate housing prices are likely to remain stable except in high cost housing markets like OC. It is too early to say how this will play out in Orange County,
- Humanities and Social Science programs in both colleges could adapt and generate renewed interest by reframing many of their programs by examining literature, history, sociology, psychology, etc. through the lens of plagues and pandemics (e.g. Albert Camus, The Plague)

4. How will it impact instructional delivery?

- Expect an increase in demand for online education.
- Demonstrate the role and value of the in-person classroom experience.
- Showcase the District's success and leadership in online and hybrid instruction.

Data from the colleges' Education Master Plans

IVC:

- The number of enrollments in internet-based classes has increased at IVC, with 48 percent more enrollments in 2017 than in 2013 (4,876 headcount enrollments in 2017 vs. 3,278 in 2013) out of total headcount enrollment of 18,718 in 2017.
- IVC is already asking each school to focus on the additional challenges caused by COVID-19 related to shifts in student demographics and enrollments, refining online education (synchronous and asynchronous), and hybrid instruction for labs and activities courses.
- Schools throughout IVC have been increasing their online course offerings, representing a foundation for more such courses.

Saddleback:

- Saddleback College has been a leader in online enrollments over the last several years.
- At present (pre-pandemic), Saddleback has 50 fully online courses and certificates
- Over the past four years, Saddleback has been aggressive in developing its online education platform; online section offerings grew from 992 in 2013-14 to over 1,392 courses offered online in 2017-18.
- In 2018, the Online Education Certificate was developed to provide professional development to support faculty to teach online courses
    - Created a 10-week fully online program for teachers which offers both best practices and practical guidance to faculty preparing to teach online for the first time.
- Online classes now match the success and retention rates of in classroom, on the ground course, which was not the case six to seven years ago when there were nearly double-digit gaps between on-line and on-ground success and retention rates

5. How will facilities be impacted by COVID-19?

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- Provide highly flexible classroom space.
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    - Contract education programs in partnership with local industries
    - Leverage ATEP to facilitate industry partnerships