

# South Orange County Community College District Education Master and Strategic Plans

District-wide Charrette

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## Notes by Themes

### Theme A: Teaching and Learning Approaches

1. How can IVC and SC faculty and staff be better prepared to help the new wave of students learn and succeed?

- Professional Development
- District-wide budget and structure led by faculty
  - Defining professional development
  - Funding
    - Top-down and bottom-up buy-in
- Student connection opportunities (faculty to student/student to student)
- Awareness about events for students
- Ongoing trainings on technological upgrades
- Constant staff knowledge and awareness of program/ services through news and updates

2. What are the most promising new learning and teaching approaches?

- Newspaper and newsletter
- Find methods to identify strategies
- Introduce study abroad to IVC
  - Strengthen relationships between colleges
- College-wide info base
- Honing in on more strategic internal communication
- Meaningful engagement

3. To what extent and in what ways can IVC and SC support the housing and quality of life needs of their students?

- Comment
- Comment

Additional topic(s) addressed

- Communication modalities
  - Social Media

- Laser Week (IVC)
  - Club Day early in the semester
- One-stop-shop person who can provide answers
- Video- Weekly/monthly updates by/for students' "vlog"
- Effective Engagement
- Method of engagement
  - Across departments (and within)
  - Across campus (and within)
  - Between colleges
  - Throughout district
- Action items and follow-through
  - Meetings should focus on doing, not reporting)
- Continuous learning/development that involves collaboration
- Academic collaborations
- Non-academic collaborations
- Capitalizing on strengths from both college and respective programs
- Utilizing flex week for programs to meet across both colleges
  - Department-level collaborations
- Animosity is at the individual level that creates culture of negativity
  - Notions of service areas
- Fostering community (district) collaboration
  - Shared flex week activities
  - Increased inter-departmental communication
  - People in leadership roles modeling collegial collaborations
  - Pool of adjunct faculty
- Policies should implement/followed across the board – standardized forms
  - Leveraging risk management
- More joint or district-wide marketing efforts
- Collaboration on scheduling for low-enrolled courses
  - Communication to students about cancelled courses and offerings at sister school
  - Share between both Academic Senates
- More efficiency in meetings to increase collaborations/communication

### **Theme B: Preparing Students**

#### 1. What opportunities do you see to support student success and completion?

- Use entertaining assistive
  - Phones
  - Kahoot
- Video tape lectures, make available outside of class
  - YouTube

- Pairing on ground and online
    - Student can leverage any part any time
  - Course structured
  - Different venues
  - Contextual learning
    - Internships/apprenticeships
  - Real world examples
  - Virtual reality games
    - Architecture
    - Chemistry
    - Physics
  - Faculty profiles aligned to new methods of teachings
  - Phone app for each course contains syllabi, papers, chat, videos, etc.
  - Students teach and lecture in each class with professor assistance
2. What strategies and actions can IVC and SC take to help students complete their educational goals in a reasonable amount of time?

- IVC/SC provide housing for students
  - Provide study sleeping pods for students
    - Assistants to students on campus and campus life
  - Individual study pods
  - Improve food quality; more choices
    - Healthy food choices, more choices
    - Use EBT cards for CalFresh, quality foods
  - Serenity gardens, walking trail, eating place
  - Universal design across campus
    - ADA
  - People mover (shuttles) on campus<sup>4</sup>
3. How can we better identify and track students who need more assistance?

Additional topic(s) addressed

- Awareness of available services
- Integrated support-focused roles in both student service and instructor
- Enhanced M.A.P.'s to minimize misinformation and student confusion
- Increased communication and interactions between students and faculty
  - Standards of practice up front, more timely feedback, flexible office hours
- Case management
  - Onboarding data
  - Intake and triage
  - Data analytics
- Awareness of student support services
- Co-location
- Consistency of hours

- Preparing staff for students
  - How does the institution prepare for students
- Intake process to identify student needs and resources
- Holistic and integrated support between student and faculty
- Eliminate counseling inconsistencies
- Enhance alumni relations
- Rethinking curriculum from a global perspective
  - Reduce total offerings
  - Integrate throughout remaining offerings (ethics)
- Communication with instructor
- Online office hours
- Interaction of assistance
- Instruction standard of practice
- Imbedded services
- Comprehensive case management
  - Assign counselor and faculty advisor
  - Success coach
  - Peer mentor
  - Use alumni as mentors
- Cohort model
  - Start with one course
- Year-round scheduling and registration
- Utilize counselor approved M.A.P.'s to inform course offerings
- Common scheduling platform that pulls in all relevant transfer information
  - Enhance M.A.P. to enable student to clock on desired transfer institutionalized major = specific requirements
- Simplify, user friendly, intuitive
- Increase and update articulation agreements to UC/CSU
- Increased offerings of courses
  - Before 9am
  - After 5pm
- Cohort based opp
- Block scheduling
- Create paired classes
  - Hybrid
  - Online
- Student misses on ground
- Can do the class online or need help in person/in class
- District-wide course alignment
  - Address articulation issues
- Throughout the semester utilize progress report in mysite to trigger support
- Onboarding data collection to identify students' needs
  - Mandatory intake process

- Tailor data analytics
- Before class high school data sharing
- Utilize CARE report and increase awareness
- Staff and faculty training
  - Multiple formats
  - Kognito
  - Videos

### **Theme C: Aligning Programs**

1. Are there existing programs that need additional resources in order to adequately prepare students for the workforce? If so, which programs, and what resources?

- Shared college representation with goal of student-focused collaboration
- Arts complex developed at both campuses
- Common areas needed for student engagement and participation
  - Many students hang out in cars
- Student friendly campuses
- Maximizing spaces that already exist for student and faculty use
- Non-traditional programs that support demographics of area
- Potential student populations
  - AESL/VESL/iBEST
  - Senior populations
  - Changing Careers/workforce preparation
  - Recreational/ personal enrichment
- Availability of transportation within Orange County
- Working more with K-12 campuses
- Market, advertise, and make available lists of CTE programs each college offers
- CTE: IVC – SC
- ETT, DMA, real estate, paralegal, biotech, information science
- Nursing/Allied Health
- Alto Mech
- Cosmetology
- Hospitality and tourism
- Fashion
- Graphic design
- Architecture
- Rapid Dig Manufacturing
- Theater tech
- Comm. Music
- Real estate
- Certificates – timespan to implement

- Awareness of unit bloat
- Resources available
- Support services needed for students
- “Soft skills” need in all programs for success; reflect this in curriculum
- Importance of information literacy
- Provide avenues to bridge CTE/AESL/etc. to main campuses’ programs (think about ways ATEP) is used
  - Make sure adequate student services are available
- Transition/increase relevancy of programs to support changing workforce needs
  - Retraining, professional development
- What new or additional programs or services would be beneficial to SC?
  
- IVC and SC; How do we find out
  - Who needs to be involved in these conversations?
  - Budget allocations and resource availability?
  - PR/CRC processes
- Faculty empowerment
- Transparency
- Data science/Informational tech
- Serving senior/aging retired populations at both campuses
- New programs needed?
- IVC – AESL to VESL, Gerontology, Home
- SC – VESL
- Both
  - Data Sciences
  - Cyber security
  - Health care
  - Technology-oriented programs
  - Software
  - Gaming
  - Comp-sci increase
- Mental health care
- Counseling availability
- ASR support
- Expand opportunities
- For low-income students
- Figure out which services can be advertised as available at sister campus
- Housing
- Expand food services
- Student services at ATEP and off-site/satellite campuses
- Senate involvement in looking at programs
- Lack of dialogue (little silos)
- If a program is weak, should it be consolidated?

- Can marketing, retraining, and resource support improve its effectiveness?
- What is viability process?
- More marketing/transparency of what programs students do know what is available or what programs include
- District-wide conversations for better utilization of resources
- Transparency
- Collaboration
- Safe, robust, accessible student center
- Vibrant spaces, food, seating
- Need to always focus on
  - How does this meeting benefit the students?
  - How does this committee benefit the students?
- Student focused decisions
- Visibility/marketing of programs and services
- Cultivating productive and positive learning environment
- Engagement at all levels
- More opportunities for students to interact/engage with faculty beyond the course
  - Bridge classroom and real life
  - Mentorship
  - Internship
  - TA-ship
  - Independent study
  - Research/study groups facilitated by faculty
  - Maker spaces
  - Peer/faculty mentorship program
  - Ambassador program with student services
  - Practical applications
  - Career pathways
  - Transfer, job, and research opportunities

2. Are there any programs or services that are no longer relevant due to changing industry trends and/or have the potential to be reframed to become relevant once again?

- Comment
- Comment

3. How can ATEP be used to better align our curriculum with changing labor market needs?

- Needs to be quicker to align with changing labor needs and skills
  - Reengineer curriculum process
  - Especially at SC – IVC
- Why are procedures different at IVC and SC?
- Labor market data resource support needed
  - Conclusions

- Research
  - Updates
- Market programs to the community
  - Support and resources needed

Additional topic(s) addressed

- Flipped classrooms
- Learning teams
- Universal design
- Professional development
- Using technology in classrooms
- Cross disciplinary collaboration
- Student center
- Food services
- Shelter, housing, safe spaces
- Safety, security, health
- Bathrooms
- Accessibility
- Facilities in community for non-credit
- Using more Basic Aid funds for modernization
- Shared open spaces
  - Multifunctional
  - Food
- Paper our students
- Student focused planning
- Technology infused facilities
- Electric charging station
- Green campus
  - Solar
  - Better sustainability
  - Paperless
  - Zero-scaping
- Multiple food providers
- Arts complex
- A200 (IVC)
- Health complex
- Equity of services
  - PIN/Weekend
  - Offsite
  - Online
- Marketing



- OER
- More resources for first generation students
- On-campus housing
- College readiness survey
  - Direct laser week
- Home menu of services
- During orientation GSP
- Mentorship opportunities
- Inclusive student center
- Making college a second home
- Community

### **Theme D: Ensuring Equity**

1. What additional strategies and actions can IVC and SC take to improve outcomes for under-represented student groups?
2. Are there best practices that IVC and SC can adopt from other community colleges?
3. What can IVC and SC do to create a campus wide environment in which all students feel they belong?

#### Additional topic(s) addressed

- Professional development
  - Office mates
  - Linda's story: No mindset toward student capacity
  - Campus culture of embracing all students
- What kind of work do we do to change campus-wide beliefs?
- Student Story
  - It is obvious when faculty does not care for a student
- Faculty working with students' mindful process; It is hard we are only human
  - Do faculty need TA's?
- Where we schedule meeting is important
- Faculty luncheon on campus; no one will return to campus
- Hiring committees
- Diversity in faculty
- Framework
  - How these decisions are made
- Decisions at second level would like more choices
- Intentional steps to recruit from different populations

- What does a good candidate look like?
- Define what we want in applicants
- Many ways to create diversity: gender, race, vets, etc.
- Career Center- Professional development
  - Encountering the non-traditional student
- Culture that values diversity
- Continuous conversation on campus
- Fall flex week IVC
- Discuss non-academic barriers
  - Implications
  - What groups faculty serves
  - Focus group/better understanding of students needs
- Housing, food, and insecurities
- Non-academic barriers
  - Effects DI students
  - ASG – students leave to work
  - Why don't we get paid vs leadership opportunity?
  - Program development
  - Build a model that works
- We currently use scholarship model now will need to understand how to make this work
- Change our thinking to support students
  - Experience learning
  - Framework of counseling class, special projects, work study, stipends
- Unpaid vs paid internship
- Stipends might add a sense of responsibility
- Some resources students are not able to take advantage of because of schedules
- “I've never had a black teacher growing up. Now I am working for a black woman. It is nice having that support. I've had a nice support system – I've gone from a 'C' student to an 'A' student.”
- Teacher look like students
- Look at faculty and their equity steps
- AB705 – meet students where they are at; different background first generation students do not always understand support services available to them
- “When I went to school, I had never seen a woman. This changed things for me.”
- “As a faculty member – woman of color – I encourage my students to let them know they can succeed
- How do we incorporate this into hiring process?

- How do we bring in more diverse faculty?
- How do we educate the students we have?
  - Professional development for faculty
- “As a student, our first point of contact is our professors. Some are good about identifying our needs.”
- “It is not just a faculty issue. First step unqualified candidates. I want to have more choice in candidates.”
- What is our communication to non-transfer students?
- Financial issues for students
  - 50% of students working too much
- Housing is big for students
- Total cost of education
  - Call grants
  - Pell grants
  - Food, housing
- OCC college is doing this
- Students cannot afford housing in this area
- Can we partner with private sector in ways to make housing affordable for our students
- Equity and success issue
- CDPC students
  - What are their issues?
  - Credit vs non-credit students
  - What are the opportunities for them?
- Make an easy transition if they want to go further in their education goals
- Mental health issues
- Who are our invisible students?
  - Unpack this
    - Mental health issues
    - Gender identity
    - Students who do not engage
- Malcolm Gladwell
- Human capital
- Who are the students not aware of aware of educational opportunities?
- How do we get through the firewall to these students?
- How do we look at our ‘DI’ students; partnership in K-12
- Non-native language speakers
  - Who are they?

- Where do we outreach?
- Parents relations
  - Promise students
- How to fund education for low-income family?
  - Need to talk about this more in our communities
- What happens to students who apply but do not enroll?
- Outreach, application, coursework
- Guided pathways
- Keeping students on track
- International students
- What are the conversations we are not having on campus?
- How do faculty treat trans students in their classes?
- Using correct pronouns preferred names
- The language we use on campus sends a message to our students
- Look at our systems to support student diversity
- How do we promote diversity in our clubs?
- Can student clubs participate in flex day – student panels
- We need to do a better job at listening in meetings
  - Let students share
- Culture of acceptance
- Use of cultural competence
- Professional development
- Housing – non-academic barriers
- Invisible student
- Action steps
  - On student panel per semester
  - Represent different experience
  - Listening sessions
  - Use guided pathways model
  - Hear from students from who need our support
  - Many of these students say ‘no’
  - SC – In-house services/outreach
  - Students/student word of mouth safety net
- Communicate to students we want to hear from
  - At IVC reach out to student in the student activity center (SAC)
  - Create more student space
  - Centralize activities back to the center of campus

- More signage
- Multi-use for space
- Professional development cultural competency
  - Start with jobs descriptions
  - Websites/advertising
  - Personal touch – who do you know?
  - Faculty intern program for future faculty needs to increase
- English/ESL faculty created at IVC mentoring program for part-time faculty
- We have a strong, diverse pool
- Human resources needs more folks on EEO committee
  - Report to the chancellor plan
- What do we teach – we can do much better – diverse writers develop library
- Create projects that are interesting to students
- Teach students how to be students in that discipline/chances of equity
- Students having challenges with access codes – move away from textbooks
  - Students cannot afford books
- Printing is an issue/free printing per day
- Students do not have access to computers
  - Laptop loan program at IVC – SEP program
- Go paperless – accept assignments online
- Professional development
  - Resources online for those no there/links to other schools
  - Bring in mix of people – inside experts
  - Measure outcomes/track progress
  - Use center for urban education (USC)
  - Encourage faculty to go to trainings
    - AB705/ESL focus on diversity

### **Theme E: Strategizing Enrollment**

1. Given the challenge posed by these demographic changes how should IVC and SC adapt in response?
  - Comment
  - Comment
2. As community colleges are there opportunities that IVC and SC can pursue that 4-year schools cannot?
  - Comment

3. What strategies and actions can IVC and SC undertake to maintain and even expand student enrollment levels? Should they pursue the same or different approaches?

- Accepting that our audiences have changed
- Re-evaluate our processes
- Retention – greater focus
- Willingness to change
- Disconnect between pipeline with K-12's
  - Communicate and how to attract
- Highlight other journeys
- On roads & off ramps
- Nomenclature – what do these ramps look like?
- Different message and support to first-generation students – how do we improve this?
- Messages to parents
  - More digital strategies to parents
- Alternate language translations for websites
- Upskill shorter term certificates/badges
- Expanding CD/CP Career Development / Career Preparation
- Outreach to our 55+ communities
- What do these populations need and have concerns about?
- Sense of community
- Good neighbor
- Satellite locations – expanding our footprint for different audiences
- Ability to have nimble curriculum
- How do we market like for-profits?
- Easier for our students to show their prior learning
- Find people in groups that we can identify- (PLA)
- Cannot be all things to all people
- Offsite parking options for first 3 weeks of classes
- OCTA bus passes
- Sense of belonging
- Career outcome focus – career development and advising
- Connection to industry
- Streamline application process
  - Can we leave CCC Apply?
- Time between enrollment
- Applied but not enrolled (environmental scan for marketing)
- Incentivize

- Opportunities like C100 classes
- Take things to where the people are
- I-team to go out for outreach events with IPADS – mobile truck (vehicle) – application mobile truck
- Test drive like info that we gather
- In-person orientations – increase community feel
- IVC Focus on list SC 2<sup>nd</sup> career – possible way to differentiate
- Dual enrollment K-12 opportunities
- ATEP
  - More cooperative learning opportunities
- Can we have a maker space?
- Something joint like a program – i.e., cybersecurity – just an idea
- Identify what are the business barriers to partnering with us

#### Additional topic(s) addressed

- How do we balance what we want to be as a college with the demographic changes?
- Maintaining ethos
- “Right-sizing”
- Inreach vs. outreach
- Retention
- Quality/transfer rates
- Promise program
- Targeting diverse populations
- Marketing as alternative to 4 year
- Walking more with K-12 districts
- Dual enrollment/early AAs upon high school graduation
- Guided pathways
- Creating more college/partner pathways
  - Law CSC
  - Engineering
- Online expansion
- International students
- Maintain emeritus at SC and grow at IVC
- Adult education and enhanced NC
- Creating south satellite campus
  - For southern expansion
- Services to close equity gaps
- Strategic program development
- Focus/simplification vs continual growth

- Program vitality inquiry process
- Strategic scheduling
  - Late start and second 8-week classes
- Not for credit training programs
- Intersession in January
- Short-term classes (4 or 5 week)
  - Need to ensure quality
- Explore moving to quarter system
- Reaching into middle schools?
- Closing equity gaps
- Themes
  - Inreach (strategic scheduling services, focused programs, retention)
  - Online education
  - K-12 partnering/outreach/pathways
    - Bridging to universities
  - Equity/targeted outreach
    - Service programs
  - Closing equity gaps
- Branding
  - Quality transfer
  - For all programs including CTE
  - Alternative to 4 year
- Faculty recruitment
  - Recruitment strategies
  - Implicit bias training for hiring committees
- Classroom professional development
- Training for cultural competency/bias/sexual harassment
- Equity gap analysis by instructor (confidential)
- Professional development on closing equity gaps
- Professional development to deal with student to student conflict
- Professional development on multicultural competence
- College promise (but don't impose barriers)
- Gender neutral bathrooms
- Balancing free speech and safety
- Professional development on multicultural competency/implicit bias for all staff
- Appropriate and quick responses to bias/instances hate
- Universal design across both campuses
- Scheduling and programming
  - Wrap around services
  - Evenings and online



- Add “inclusive” and “social justice” to our mission statements (Laney College)
- Develop “social justice education” model for faculty, staff, and admin professional development
- Explore student to student mentorship programs
- Packing services for particular populations
- “All are welcome” messaging

## **Theme F: Modernizing Facilities and Technology**

1. What new facilities are most needed at IVC? What new facilities are most needed at SC?

- IVC – student union for commuting students – SC
- Place for distance education students to take classes
- Community access
- Parking access for disabled students
- Event space
- Cafeteria at ATEP
- Sustainability, universal design standards
- Looking in future
- Parking – underground, creative parking structures
- AB705 – lack of classroom space and abandoned cap-load ratios
- Fine arts building – IVC
- Float Bond
  - Overpriced, poorly designed building
  - Student housing – homeless students – IVC/SC
  - Maintenance costs
  - ADA compliant following code, consider human factor design/healthy
  - Remodels – SC/IVC
  - Current building under design
  - Technology standards
- Student success focused
- Renovate campus buildings
- Student unions/centers
- Student housing
- Parking and transportation
- Design standards
  - Sustainability/LEED
  - Human factors and design
  - ADA/Aging population

- Hyper-flexible/nimble
  - Technology
  - Office spaces
  - FMP
    - Shared governance
    - Living document
    - Abandon cap-load ratios
    - EMSP driven
  - Funding
    - Bonds
    - TCO
  - Reaching out
  - Getting feedback
  - Face-to-face collaboration
  - Building relationships
  - Mutual trust/rebuild trust
  - Acknowledging vulnerability
  - Foster culture of positivity
  - Mutual respect and common goals
  - Establish opportunities for collaboration (academy, not committee)
  - Enhance service leadership
  - Collaborative spaces
  - Strengthen foundation within each entity and amongst each other
  - Ombudsman
  - Change in the culture of leadership
  - Stability in leadership
  - Leadership made available/open forum/door
  - Leadership open to constructive criticism
  - Be nice/be respectful
2. What steps can be taken to ensure new projects can be funded and constructed within a reasonable time period?
    - Comment
    - Comment
  3. How should changes in teaching approaches driven by technology and student expectations be considered in the design of new classrooms and other facilities?
    - Will shifts in student enrollment patterns impact future facility needs?
    - Multifunctional classrooms

- Adjustable spaces
  - Technology
  - Furniture
- Parking lot conditions
  - Maintenance
- Solar – LEED Certified
- Sustainability
- FMP – shared governance
- Hyper flexible
  - Shuttle services
    - Between campuses
    - Public transportation
- What steps could be taken to enable ATEP to achieve its full potential?
- EMP – today’s need and future needs
- FMP – living document
  - Pedestrian focused
  - Detailed
  - Focused on enrollment
  - TCO – all new facilities
- ATEP
  - Focus on market in area
  - General
    - Office spaces
  - Align programs with local industry: tech and hospital
  - Reutilize ATEP concept

Additional topic(s) addressed

### **Theme G: Improving Organizational Effectiveness**

1. What steps should the district, IVC and SC undertake to improve information flow and ensure a greater degree of transparency in decision-making?
  - Student government representatives should share notes and information from the meetings they attend
  - Create a summary of each committee’s role as well as student representative’s roles
  - Share point is an “info dump”, the information is there but there is too much
  - How do we find relevant information?

- More interdepartmental connections
  - Global keyword search across all sites
  - Less silos, Connect all faculty
  - Student events could be helpful
  - No complaint without action items
  - Meeting cost summary, display on wall panel
  - Automated transparency
    - Not impenetrable “log” data
    - Real-time summary data
    - Do not consume extra time to produce
2. Are there opportunities where faculty, staff, and administration can work together more collaboratively?
- How to involve classified staff?
    - Campus marketing
    - Campus events emails
  - Moving to Canvas is important
  - Documentation and oversight has a sweet spot, too much is “overkill”
  - Decisions and oversight may have disparate effects across sites
  - More meetings to share information across colleges and the District to present “Here’s what we are working on”
  - At odds
    - Need to be better informed
    - Too many meetings
  - Standard meeting templates
  - Information vs. Fora vs. Committees: different roles
  - Communication
    - Higher workloads
    - No extra staff
3. What strategies or actions can be undertaken to better document and simplify systems and processes?
- Flex week
    - Are the current mechanisms working?
  - Every 2 weeks share notes that can be subscribed to in SharePoint
  - Students do not read their emails
  - Most students and faculty are focused on their classes as opposed to wider campus issues
  - Less proscriptive AR’s
  - Meetings

- Employee rotation
- Program among sites
- Board summaries
- Trust is earned over time
  - Projects with faculty
  - Waitlist
  - Positive attendance

#### Additional topic(s) addressed

- Cafeteria update (SC)
- Solar panels (SC/IVC)
- Use money wisely
  - Football stadium (not a wise decision)
  - Affordable housing
- Improve quality of buildings
- Modernize the powerhouse
- Improve and expand the library
- Change the way buildings are built
  - Integrate flex space
  - Do not tie them to a specific department
- Change the FTES model to dynamic
- Set a model to fund maintenance of IT in building
- Centralize location for S.S.

#### Additional common spaces

- Student Union
- Red/Blue chairs – community
- Create unformed space
- Thin clients (30-40% IVC)
  - Virtual comp/desktops
- Surge analysis
  - Ramp up SC during peak times
  - Utilize existing space
- More online services
  - Live chat
- Change guidance of career for unsure students
- Wants vs need to choosing major
- Online Ed initiative

- Campus funding
- Reallocate more money to technology
- Balance district-level membership with FMO and technology
- Invest in online student services
  - Brand service
  - Target older demographics
- Digital “wraparound” services online
- Showcase IT needs at facilities CIC/BAARC
- Need IT project management system
- Consider FMO and Technology as a whole
  - Project manager
  - FMO + tech planning together
- Automation of systems and services
- Procedure conflicts with large project involving FMO and tech
- Needed
  - Convocation Center (both colleges)
  - Student Unions (both colleges)
  - Outdoor seating/shade
  - Long term IT/FMO funding planning
  - New Buildings/renovation needs FFE consideration
  - Long term planning: ERP (Energy Resilience Plan)
  - Long-term safety review
  - Professional development for safety training – IT support; training videos?
- SC – LRC’s are effective and valuable
- Improve access control/maintain standards
- Improve collaboration between campuses for new innovations
- Encourage multi-use facilities-lab (Lecture combos (help cap loads))
- Sustainability
- Solar shades/EV charging –‘Net Zero Forecast’
- Build into class schedules room for swing space
- SM forecasting to work into instruction
- Continue to streamline planning/construction processes
- Invest in more innovative choices in “Adaptable FFE”
- Allow for flexibility in use

## **Theme H: Expanding Partnerships**

1. What are some strategies that would help IVC, SC, and the District expand partnerships with other institutions, given limited time and fiscal resources?
  - Dual enrollment partnerships
    - Early college
    - Issues with curriculum (content for H.S. students)
    - Right time to offer 9<sup>th</sup> vs 12<sup>th</sup> grade
    - Issues with how cohorts work and develop together
    - Real reason they do the program
    - Mainly taught by P.T. faculty (oversight)
    - Enrollment process length of time
  - CTE/CE
    - Outreach of programs/options
    - Programs at HS with completion of certificate or AD
    - Promote 2-year degree without transfer
    - Focus on certs creates focus on that over AD programs
      - Need to bring together
    - Market to parents (middle school)
    - Market better options outside of transfer
    - Start guided pathways at HS
    - 2+2 or 2+2+2 programs (from HS to CC to 4-Year)
  - Outreach
    - Motivate faculty to see need of change
    - Evolve programs with industry and change as it occurs
    - Don't focus so much on STEM and other "hot" areas
  - K-12 Partnerships
    - Outreach
      - Lack of info about HS students; don't know who students are
    - Budgets are often too focused and allow programs and tools that are not able to be used by all (i.e: for transfer, AD promo)
    - Need to look at partnership options
    - Look to get District-wide FERPA/Data release
    - FCMAT creating a K-12 tracking system
    - Make sure we don't limit focused marketing
    - And cause equity issues (not expanding/giving info to students in a HS program)
    - Get students to come to campus to see what classes, labs, and programs are about
    - Early marketing and campus visits by middle school students
    - Working outside of service area issue & opportunity

- Identify real industry options and how certs/degrees can lead to careers
- Curriculum/Curriculum development
  - Look to include part-time faculty that work in the industry
    - Compensate them for this
  - Expand workshops for professional and industry workers to present on what they did to get to their career
- Partner ships with cities and Industry
  - Working with city planners on education services, companies, facilities bare coming and how to be involved and plan with them
  - Look at energy industry's growth, how can we develop programs for this
  - Talk and work with industries to understand needs and develop programs around needs
  - Get involved with city boards, teams, etc, and "be at the table"
  - Need to develop long-term industry/city partnerships (long-term partnerships)
  - Look to partner as a district
    - Not just creating partnerships by school or program
    - Create central process/program
  - Can we use strong workforce to pay for bus-to-bus marketing?
- Industry/ Community
  - ATEP
    - Partnership with industries have been tough due to commitments req. by industry by IVC (i.e: leasing of land, cost, intern req.)
  - Reconsider use purpose of 50% of non-ed use of ATEP (limits) Reneg.
  - Industry has concerns about trade practice getting out through partnerships
  - Issue with industry on cost and how many workers they get
  - Get industry sectors together to partner on money and jobs
  - Work with experts on how we can be an innovator
  - Expand career center to include internships, use industry professional to help with this
  - Hire more corporate professionals
  - Have industry build classrooms v. buildings (sponsor classrooms)
- 4-Year Universities
  - Market pathways to UC & CSU
    - TAG, ADT, 2+2 programs
- Reduce confusion of transfer process
- Sell/Market the option of CC for all students
- Expand partnering with 4-Years in the same way as IVC/UCI does for engineering program



2. What are some specific institutions that IVC, SC and the District should reach out to? What should they reach out for?
  - Comment
  - Comment
3. What resources are needed to help IVC, SC, and the District to maintain these partnerships over time?
  - Comment
  - Comment

Additional topic(s) addressed

### **Theme I: Marketing and Communication**

1. What are some strategies that would help IVC, SC, and the District to improve external communication with prospective students?
  - Communications
    - Customer relationship management
  - Means
    - CRM database
    - Website – tools via technology
    - Automation
    - Multiple touches – based on needs for prospects
    - CMS – Content Management System
  - Currently outreach teams
    - Testimonial letter follow-up from parent after college tour
    - We have names of students who have applied
    - How to collect with CRM?
  - Promote
    - Benefits of what we do to change our image
  - Work on student experience – make our students feel special from their time of decision
  - Have administration engaged and visible
  - Open to all
    - How do we manage?
    - Promote the student stories – we need content
    - Strengthen relationships – across District, faculty, staff, students
2. What misconceptions about community colleges in general, or IVC and SC in particular, are hindering our image?

- Perceptions
  - Not real college, not prestigious, “not the same”
  - Nomenclature – that we use is confusing and hurting our own brand
  - Focus on student experience
  - We brand ourselves poorly
  - Talk to our students to give more polish
  - High schools’ segment – CE, Transfer
  
- 3. What strengths of IVC and SC should be emphasized under a new marketing and brand identity campaign?
  - Opportunities
    - Financial aid
    - Parking
    - Customer service elements
    - Counseling appointments
  - Strengths
    - Transfer
    - Committed faculty
    - Student experiences – issue of negative community colleges overall – not IVC and SC
    - Community of learners
      - Capitalize on community
    - All are welcome
    - Sense of belonging
    - Student activities – diversity/equity
    - Strengths of our students – qualities, what they go on to do
    - Diversity of their journey – connection to fellow students
    - Ok if your path looks different from someone else
    - Promise

Additional topic(s) addressed

- Marketing and communication
- Businesses non-traditional students
- External communication – prospective students
- Group me, Billboard, Bus wrap
- Customized by age groups
- Visual – ease of use
- We serve marginalized students

- Misconceptions about who do we serve?
- Bias
- Marketing directed to private schools
- Success stories
- Public school district bias
- Language 2-Year College
- Strengths
  - HS – CC – UNI
    - Transition exploration
    - Tensions between “exploration and finish on time”
    - Small class sizes
    - Teaching
    - Access to faculty
    - Aging student demographic
      - Multiple careers
      - Encore careers
    - Multiple strategies
- Future
  - Concerns – more tech = craving human interaction
- Marketing customized to college
  - SC
    - Letters (Arts and Sciences)
    - Polytechnic
    - Extension
  - IVC
    - Letters and Sciences
    - CE
    - Driven by demographics? Educated parents?
  - Organize Marketing by:
    - Transfer students
    - Re-entry students
    - Life-long learners
    - Marketing based on nonacademic barriers
    - Promise
    - Summer bridge
- Solutions
  - Keeping students involved to understand how to market to them
  - Building a sense of community – enhance student life
  - Update image and branding (Coast)
- Opportunities

- Stadium, ATEP
- Non-traditional student – we are missing this
  - Encore, life long learner
- Arts + Music + Athletics
  - Bringing the community and college together
- Bridging partnerships
- Local CS's + UCs – delayed admissions

### **Theme J: Strengthening Relationships**

1. Can you suggest any best practices to encourage more inter-organizational collaboration?
  - Comment
  - Comment
2. Can you suggest any challenges or issues confronting both IVC and SC that can be dealt with more effectively by working together rather than separately?
  - Comment
  - Comment
3. How can processes and systems in both colleges be redesigned to create a more seamless experience for students wishing to take advantage of offerings provided by both schools?
  - Best practices
    - District-wide events/meetings (fostering interaction)
    - ASG included
    - Language – How we talk about one another
  - Common challenges/issues
    - Time
    - ATEP
    - Collaborative programming
    - Need more experiences working together
  - Redesign process/systems
    - Systemic implementation
    - Welcome week
    - “District Day” – Faculty from schools charrette
  - Solution
    - Mid-term/Day
      - District-wide
      - Shared space
      - Topics – how do we collaborate
      - What are the benefits of collaboration?

- How do we hand off students from one unit to another?
    - Faculty contractual days
  - Faculty, staff, student services
- Best practices
  - Opportunities to learn together
  - Proximity of District?
  - Perception?
- Leadership must drive this
- Challenges/Issues
- Classified PD @IVC
- Too expensive to move District
- Is district favoritism imagined?
  - Funding structures caused by former structures
- Board favoritism – election change
- Redesign
  - Mid-term flex “District Days”
- Writing processes down – all electronic
- Best Practices
  - School collaboration
  - Better serve students
  - Accurate student data
- Challenges/Issues
  - Students taking IVC Courses
    - Transcripts
  - Articulation
    - School collaboration
- Redesign
  - Meeting student needs
  - Is IVC counseling students to enroll at SC
- Solution
  - Perception of favoritism of competition
- What does total commitment to collaboration look like?
- Socials, Team building events
- Outside of meetings requiring action
- Classified day
- Not passive actions
- Solution

- “Writing” memorializing processes (web-based)
- Create workgroup
- 1-page spreadsheet
- District-wide platform
  - Accounting
  - District services
- Fosters understanding
- ASG – combined event
- Speaker/discussion
- District-wide FAC, staff, student, admin.
- More experiences working together
- Chairs faculty leads meeting regularly
- Catalog
- Curriculum
- Scheduling
- Flow Preferred names
- Students at instructional council or consultation council

Additional topic(s) addressed

- Engage a Content Management System – CMS
  - IVC, SC, District – each would still be unique but cross system benefits and efficiency
  - Collaboration and shared resources
- Re-envision ATEP for its possibilities
  - Move beyond – new needs – new vision
  - Benefit to both colleges for IVC and SC for district to be in neutral location
  - Students know the differences between the colleges – seek out strengths they seek for their benefits