Coast Community College District
District-wide Strategic Plan 2024-27

July 9, 2024

Contents

Introduction

The plan establishes district-wide strategic directions and focus on key areas while providing for flexibility for each District site to develop and implement operational strategies and tactical activities towards achieving the district-wide strategic goals and objectives which take into account and build upon the strengths and uniqueness of each District site.

About the District

Founded in 1947, Coast Community College District (CCCD) is located in Orange County and is the 10th largest community college district in California[1]. CCCD service area includes Costa Mesa, Fountain Valley, Garden Grove, Huntington Beach, Midway City, Newport Beach, Seal Beach, Sunset Beach/Surfside, and Westminster. CCCD is comprised of Coastline Community College, Golden West College, and Orange Coast College. CCCD served 49,417 students in 2022-23.

District Vision, Mission, and Principles

Vision Statement

Transforming lives and enriching communities through excellence in education, innovation, and opportunities.

Mission Statement

Coast Community College District, comprised of Coastline Community College, Golden West College, and Orange Coast College, serves the diverse educational needs of its communities, both locally and globally. We promote academic excellence and student success, empowering students to achieve their educational goals by providing accessible, high quality, equitable, innovative, and flexible programs and services leading to associate degrees, transfer, workforce development, certificates, basic skills readiness for college, and careers. We seek to transform students into lifelong learners and engaged community members.

<u>Principles</u>

Learning:

- Student-centered and outcome-based for student success.

Continuous Improvement:

- Continuous evaluation of educational services, student services, and processes to improve quality and meet student needs.

People:

- Respect for individuals, and commitment to invest in their educational and professional development**.**

Focus:

- Vision inspired, student centered and goal driven by strategic master plans.

[1] Based on 2022-23, annual unduplicated student headcount, California Community Colleges Chancellor's Office Datamart.

Agility:

- Flexible, responsive and courageous when needs require change in practices and conditions, such as guided pathways.

Integrity:

- Organizational commitment demonstrated by ethical and transparent practices and conduct.

Collaboration:

- Shared responsibility and teamwork across disciplines, departments, divisions, colleges, and district.

Engagement:

- Broad-based involvement of internal and external stakeholders to encourage decision making.

Diversity:

- Appreciation of and respect for the value of diverse experiences and perspectives of individuals.

Equity:

- Fair and inclusive treatment for everyone in our community.

Demographic trends

Orange County's growing population is becoming increasingly older and more diverse.

- The county's median age increased from 36.4 in 2013 to 38.5 in 2023, while its proportion of residents aged 65 and older increased from 12.7% to 16.8% over the same period. The proportion of residents 24 and under, on the other hand, has shrunk from 33.5% in 2013 to 29.7% in 2023.

- The Hispanic or Latino community is expected to grow from 34.1% in 2023 to 35.2% by 2033 and to 40.4% by 2060. The White community is expected to decline from 37.5% in 2023 to 32.1% by 2032. Orange County's Asian community is expected to increase slightly from 23.2% in 2023 to 26.6% by 2033. All other ethnic groups, excluding Multi-Race, are expected to remain under two percent until 2033.

- The county has also seen rising rates of educational attainment, with 26.9% of residents holding a Bachelor's degree and 16% holding a Graduate or Professional Degree in 2023, compared to 23.8% and 13.8%, respectively, in 2013. Over the same time period, the percentage of county residents without a high school diploma decreased from 16.5% to 13.1%.

Source: Lightcast Regions Data by Demographic Overview and Education Attainment Overview.
https://analyst.lightcast.io/analyst/?t=4YphV#h=vB4vH&page=regions_us&vertical=standard&nation=us

The District serves a population of over 721,034. The population in the District service area is also becoming increasingly older and more diverse. 42.4% of the population identifies as White, 27.3% as Asian, 26.0% as Hispanic, and 1.2% as Black. Over 40.5% of the population is 55 or older, while 20.7% is younger than 20.

Current Demographic Profile for the District Service Area

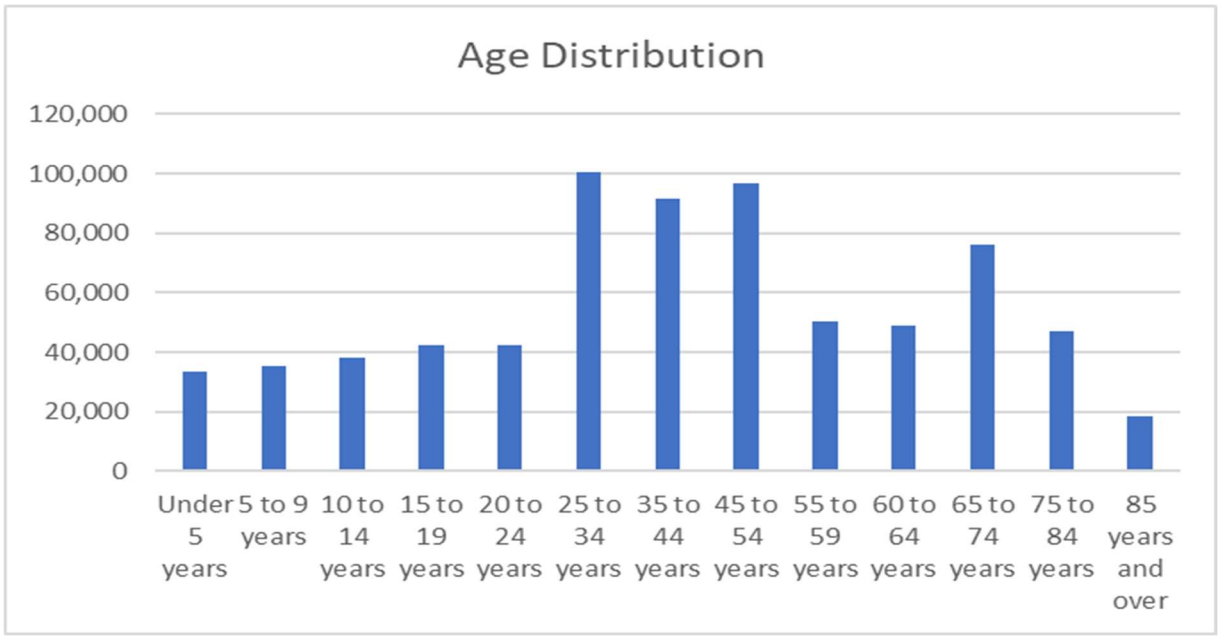
Total population 721,034

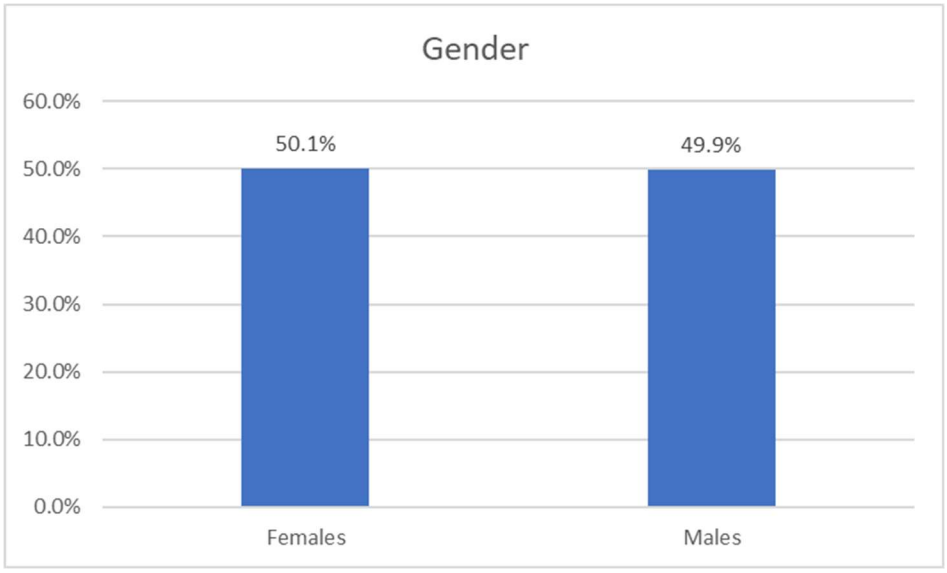
GENDER		
Male	359,863	49.9%
Female	361,171	50.1%
AGE		
Under 5 years	33,252	4.6%
5 to 9 years	35,423	4.9%
10 to 14 years	38,250	5.3%
15 to 19 years	42,395	5.9%
20 to 24 years	42,219	5.9%
25 to 34 years	100,320	13.9%
35 to 44 years	91,543	12.7%
45 to 54 years	96,853	13.7%
55 to 59 years	50,224	7.0%
60 to 64 years	49,078	6.8%
65 to 74 years	76,113	10.6%
75 to 84 years	46,822	6.5%
85 years and over	18,541	2.6%
20 years and over	571,714	79.3%
30 years and over	480,076	66.6%
65 years and over	141,476	19.6%
85 years and over	18,541	2.6%

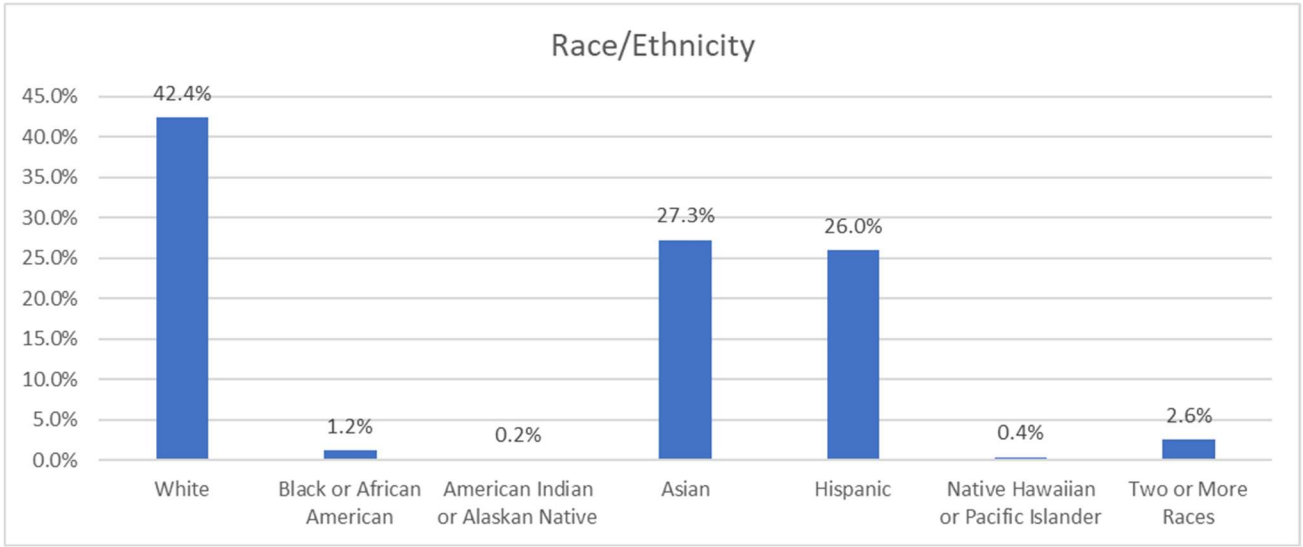
Race		
Total population	721,034	100.0%
One race	696,404	96.6%
Two or more races	24,629	3.4%
One Race	696,404	96.6%
White	473,611	65.7%
Black or African American	11,136	1.5%
Am Indian and Alaska Native	6,861	1.0%
Asian	200,820	27.9%
Nat Hawaiian and Othr Pac Isl	3,975	0.6%
HISPANIC OR LATINO AND RACE		
Total population	721,034	100.0%
Hispanic or Latino (of any race)	187,333	26.0%
White, Hispanic	168,048	23.3%
Black or Afr American, Hispanic	2,432	0.3%
Am Ind and Ala Native, Hispanic	5,601	0.8%
Asian, Hispanic	4,264	0.6%
Nat Hawaii & Othr PaIsl, Hispanic	1,180	0.2%
Two or More Races, Hispanic	5,807	0.8%
Not Hispanic or Latino	533,701	74.0%
White alone	305,563	42.4%
Black or African American alone	8,704	1.2%
Am Indian and Ala Native alone	1,261	0.2%
Asian alone	196,556	27.3%
Nat Hawaiian and Othr Pac Isl	2,795	0.4%
Two or more races	18,823	2.6%

Source: Lightcast Demographic Overview 2023

https://w.economicmodeling.com/analyst/?t=2DGGB#h=8DV1g&page=demographics_report


Age Distribution
120,000
100,000
80,000
60,000
40,000
20,000
0
Under 5 years
5 to 9 years
10 to 14 years
15 to 19 years
20 to 24 years
25 to 34 years
35 to 44 years
45 to 54 years
55 to 59 years
60 to 64 years
65 to 74 years
75 to 84 years
85 years and over


Gender
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
50.1%
49.9%
Females
Males


Race/Ethnicity
45.0%
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
42.4%
1.2%
0.2%
27.3%
26.0%
0.4%
2.6%
White
Black or African American
American Indian or Alaskan Native
Asian
Hispanic
Native Hawaiian or Pacific Islander
Two or More Races

Economic Trends

In a post COVID-19 pandemic era, Orange County's economy shows a powerful rebound outperforming neighboring counties and the state.

- The Orange County job profile experienced significant improvements from an unemployment rate of 15.5% in May 2020 to a low of 2.7% in April 2022. As of December 2023, Orange County has a 3.8% unemployment rate, well below the state (5.1%) and slightly above the nation (3.5%).

- Orange County's average household income was estimated at $100,559, which was 15.6% higher than the state average ($84,907) and 32.9% higher than the national average ($67,521).

- Employment increased by 2.7% between May 2022 and May 2023, and forecasts projected a 1.5% increase in 2024, which translates to a gain of 11,885 jobs in 2023 and 27,568 jobs in 2024. The majority of industries in Orange County showed significant growth from 2023 through 2024, with the greatest improvements experienced in Health Care and Social Assistance, Accommodation and Food Services, and Government.

- Orange County is capitalizing on its strengths in Healthcare, enabling it to standout as an industry leader with tremendous growth. Healthcare occupations have grown by nearly 35% over the past decade. The county's Health Care and Social Assistance industry employed 228,055 individuals and is expected to experience a 25% growth over the next decade.

- The pandemic-driven shift to online has greatly increased vulnerability to cybersecurity attacks which has expanded employment opportunities in this field. Cybersecurity occupations have been rapidly growing over the past decade with key occupations projected to grow by 80.9% from 2023 to 2033. These occupations typically provided above-average annual wages.

- Orange County continues to grow in both high-tech diversity and jobs. STEM-related jobs in health and science provide employment in high-demand occupations such as Software Developers, Applications, Registered Nurses, and Computer Occupations. These and other STEM jobs are all helping to drive employment growth and new high-wage occupations within the county's major industries, accounting for approximately 1,036,626 jobs in 2023. Workers in these industries earn nearly $20,000 above the average wage.

- Orange County's various industries (including healthcare and information technology) have resulted in a 3% increase of salaries (or $1,372) in 2023 over the previous year. Industries in Orange County provide an average salary that is 18.4% greater than the state average salary. Other prominent industries that provide higher than county annual average wage include Utilities ($193,178), Management of Companies ($159,877), and Finance and Insurance ($161,154).

Orange County's Workforce Future: Emerging Technology Industries

Cybersecurity

The pandemic-driven shift to online has greatly increased vulnerability to cybersecurity attacks. Due to a lack of government-defined industry or occupational codes for cybersecurity, measuring this industry or sector can prove challenging. Therefore, this report has identified one key occupation which best represents employment in this sector: Information Security Analyst.

At the state level, Cybersecurity employment increased by more than 43% from 2016 to 2021 and is expected to grow by an additional 20.7% from 2021 to 2026 reaching a total of 14,561 by 2026. Orange County's Cybersecurity industry employed 1,028 workers in 2021, up from 934 in 2016. County-level Cybersecurity employment is expected to reach 1,191 by 2026, an increase of 162 jobs or 15.8% over the next five years.

Based on job posting aggregations, Orange County's most in-demand Cybersecurity qualifications, hard (technical) skills and soft (non-technical) skills include:

- Cybersecurity (hard skill, 39.7% of job postings);
- Management (soft skill, 39.2%);
- Communications (soft skill, 35.1%);
- Certified Information Systems Security Professional (qualification, 26.2%);
- Operations (soft skill, 24.2%);
- Leadership (soft skill, 22.3%);
- Infrastructure (soft skill, 22.1%); and
- Auditing (hard skill, 20.4%)

Orange County educational institutions are well positioned to create a pipeline of well-educated, qualified workers to fill these growing positions. Multiple community colleges, including Cypress, Saddleback, Orange Coast, Coastline, Santa Ana, and Fullerton College, offer some form of cybersecurity certifications; Santiago Canyon and Irvine Valley have broader Computer Information Systems degrees and certifications. As demand for Cybersecurity employment continues to grow both in Orange County and throughout the nation, local educational institutions will need to expand program offerings while marketing these opportunities to both current and prospective students.

Artificial Intelligence (AI)

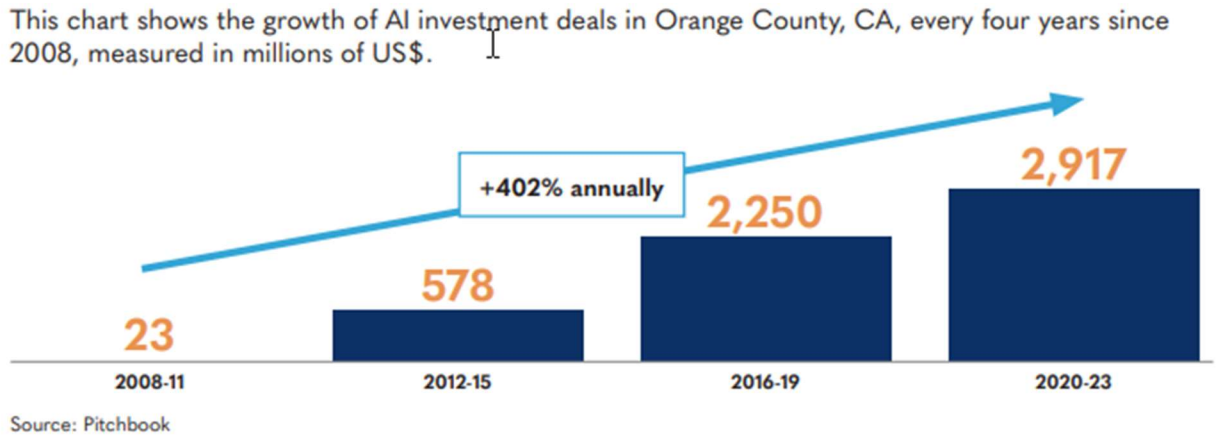
While not thought of as a competitor to Silicon Valley, Orange County is quickly becoming a tech hub in its own right with the presence of AI companies such as Syntiant in Irvine, developer of ultra-low-power deep learning processors to improve computing technology in the cloud and in physical devices such as smartphones, wearables, and drones.

As with many new and emerging sectors, AI does not yet have broadly defined industry or occupational codes, which makes industry analysis more complicated. Three industries commonly associated with AI are Software Publishers, Custom Computer Programming Services, and Research and Development in the Physical, Engineering, and Life Sciences (except Nanotechnology and Biotechnology).

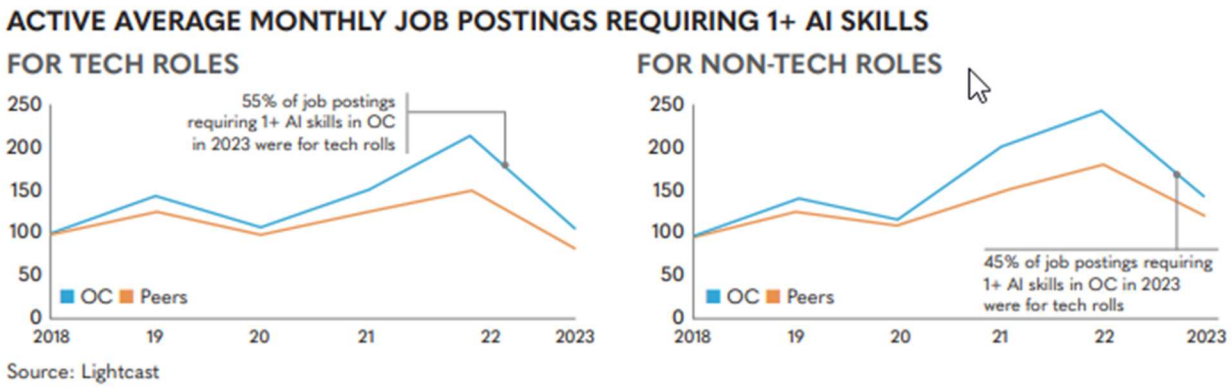
In Orange County, both Software Publishers and Custom Computer Programming Services

sectors grew by 31.7% and 18.4%, respectively, between 2016 and 2021. Conversely, Research and Development in the Physical, Engineering and Life Sciences industry saw employment levels decline by 24.8% from 2016 to 2021.

An April 2024 AI analysis performed by the CEO Leadership Alliance in Orange County highlighted the skillsets desired by employers in The State of AI in Orange County 2024 Report. The report identified that since 2009 there has been dramatic growth in investing in AI by companies in Orange County.

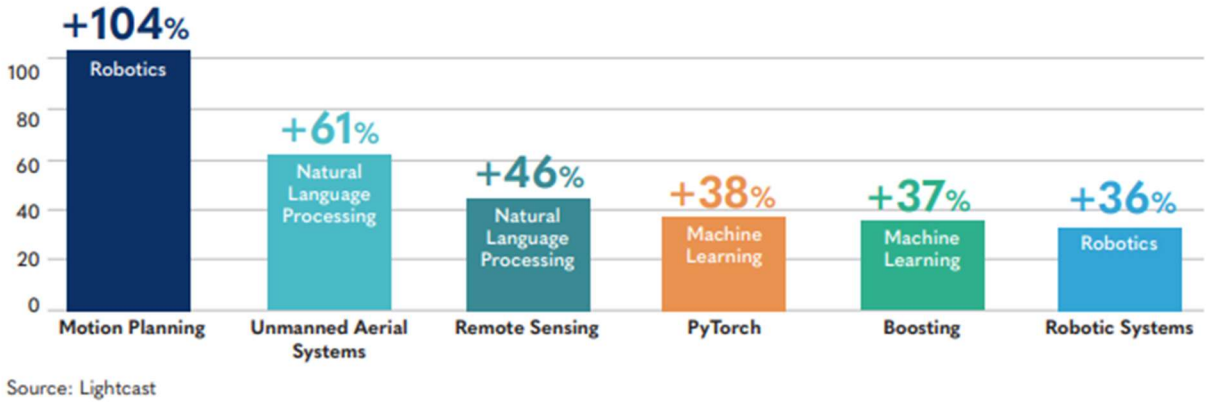


In Orange County, the average number of active job postings requiring at least one AI job skill has outpaced the rates of peer regions for tech and non-tech roles.

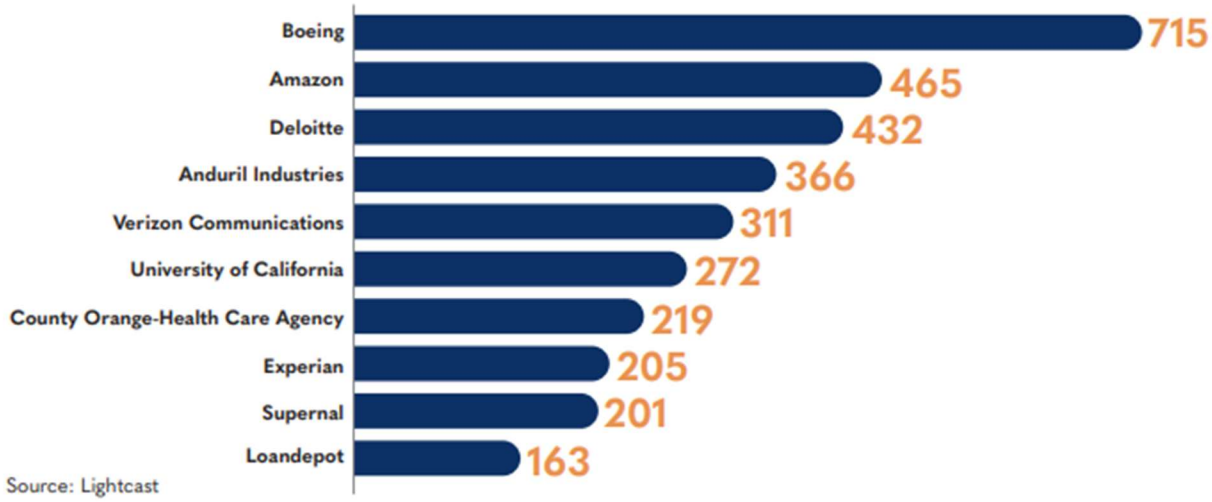


The peer regions referenced are: Seattle-Tacoma-Bellevue, WA; Austin-Round Rock, TX; Boston-Cambridge-Newton, MA/NH; New York-Newark-Jersey City, NY/NJ/PA; San Jose-Sunnyvale- Santa Clara, CA; San Francisco-Oakland-Hayward, CA; and San Diego-Carlsbad, CA

Between 2018 and 2023, demand for the six AI skills below grew the most rapidly, as indicated by the compounded annual growth rate in the percentage of monthly job postings that required these skills.



The demand for AI skills extends beyond the tech industry. The listing of companies below with the highest number of unique Orange County job postings which require at least on AI skillset was posted between January 2022 and November 2023.



Despite AI's relative newness, Orange County community colleges and universities have begun incorporating AI into curricula. Santa Ana and Golden West community colleges offer students an Introduction to Artificial Intelligence six-week course which summarizes AI and AI analytics across a number of industries and processes. Orange County high schools have also begun teaching AI. In 2020-21 Anaheim Union High School District launched an Artificial Intelligence Internship Program created in partnership with Loko AI. Additionally, the Anaheim Union High School District, The AI Education Project (aiEDU), Digital Promise, and the University of California Irvine School of Education hosted an AI K-12 Deep Learning Summit on March 1-2, 2024.

Computer and Video Gaming

Orange County is home to a number of computer and video game developers, most notably Irvine's Blizzard Entertainment, developer of Starcraft, World of Warcraft, and other internationally popular games.

Video and computer gaming is a major growth industry, one that received a significant boost during the pandemic. As economist Tyler Cowen noted in his September 2021 “How Gaming Will Change Humanity as We Know It” Bloomberg article, global gaming revenue now totals approximately $179 billion, more than the global film industry and professional sports in North America combined.

While Computer and Video Gaming does not have specific government-defined industry or occupation codes, analyzing the company profiles of employees at the companies highlighted above reveals insightful trends, most notably that these occupations provide above-average salaries. Additionally, the occupations highlighted in bold below indicate year-over-year increase in total jobs in the county while those in italics indicate a year-over-year (2021 compared to 2020) increase in the supply of local graduates. Nearly every occupation in 2021 saw the median hourly earnings increase compared to 2020, except for Software Developers and Software Quality Assurance Analysts and Testers.

TOP 10 OCCUPATIONS BY NUMBER OF COMPANY PROFILES BASED ON EMPLOYMENT OF MAJOR ORANGE COUNTY VIDEO AND COMPUTER GAME DEVELOPERS

	TOTAL JOBS	LOCAL	MEDIAN HOURLY EARNINGS
Software Developers and Software Quality Assurance Analysts	20,260	2,619	$55.61
Computer Occupations, All Other	6,609	4,254	$38.70
Graphic Designers	4,244	1,378	$27.84
Special Effects Artists and Animators	818	1,373	$30.51
Producers and Directors	1,248	1,555	$41.99
Marketing Managers	4,573	29,691	$68.14
Personal Service Managers, All Other	12,944	40,452	$47.06
Network and Computer Systems Administrators	3,218	1,950	$45.01
Computer Programmers	2,442	2,347	$44.80
Computer and Information Systems Managers	6,879	10,210	$80.28

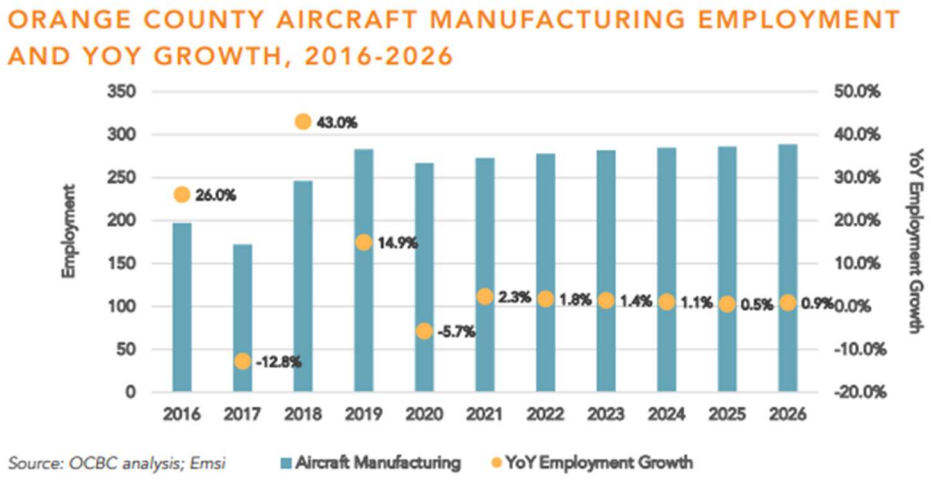
Source: OCBC analysis of Emsi's Company Talent Profile Data

Employment of Software Developers and Software Quality Assurance Analysts – the industry’s most in-demand jobs – grew from 16,579 in 2016 to 20,732 by 2021, representing an increase of more than 25%. Orange County is expected to employ more than 22,400 Software Developers and Software Quality Assurance Analysts in 2026.

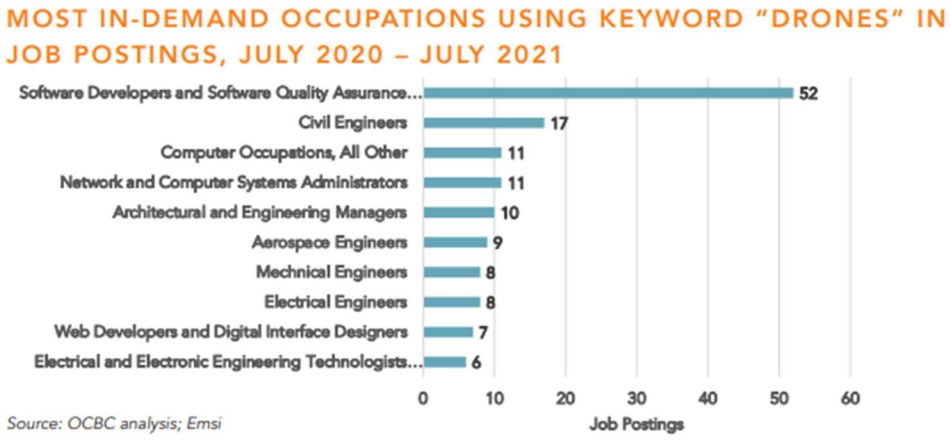
Drones

Statista market research states that revenues in the drone worldwide market amounts to $4.2 billion based on 2024 data. There is a 2.24% projected growth annually based on Compounded Annual Growth Rates from 2024 through 2029.

Similar to Cybersecurity and Artificial Intelligence, the Drone sector is relatively new and therefore does not have specific industry or occupational codes, which complicates any industry or occupational analysis. The industry currently most closely linked to Drones is Aircraft Manufacturing, which employed 273 in 2021 in Orange County and is expected to reach 289 by 2026. As the Drone industry continues to mature and attract more students, hobbyists and professionals, employment in this sector is likely to continue to grow, especially as innovators find new applications for drones and drone technologies.



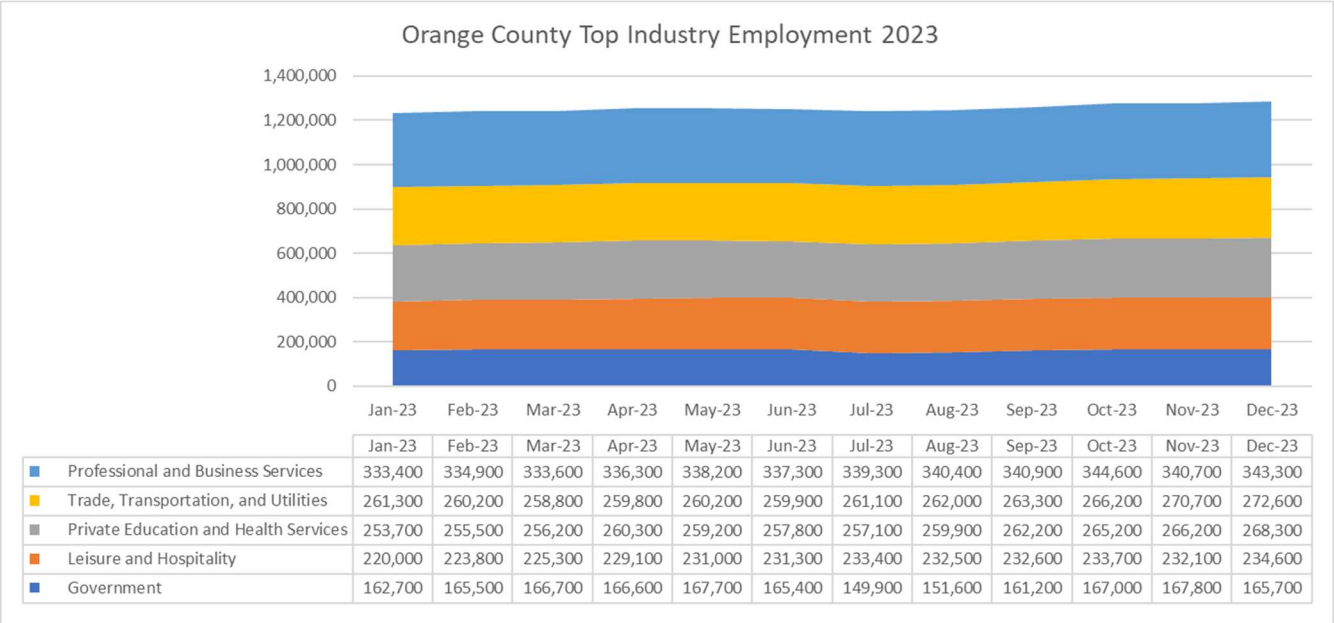
Highlighting the importance of information technology employment, Software Developers, and Software Quality Assurance Analysts and Testers were again the most in-demand occupation within this sector.



Drones will likely become a growth industry going forward due to their tremendous untapped commercial potential. Thus, Orange County educational institutions should develop drone related courses to prepare the workforce for the future of drones. California Automated tracks drone education programs, but only a few have been recorded in the Orange County area. Orange Coast College currently offers an Unmanned Aircraft Systems Certificate of Specialization, which prepares students to be capable of deploying and piloting unmanned aircraft, collecting and analyzing telemetry data, programming autonomous flights, and securely communicating with different aircrafts. Santa Ana College is also hosting events for students to explore drone related job opportunities in public services such as fire and public safety.

Unemployment by Industry

The chart below shows the top five industries in Orange County and how they have been able to rebuild since experiencing massive job loss during the pandemic.



	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23
Professional and Business Services	333,400	334,900	333,600	336,300	338,200	337,300	339,300	340,400	340,900	344,600	340,700	343,300
Trade, Transportation, and Utilities	261,300	260,200	258,800	259,800	260,200	259,900	261,100	262,000	263,300	266,200	270,700	272,600
Private Education and Health Services	253,700	255,500	256,200	260,300	259,200	257,800	257,100	259,900	262,200	265,200	266,200	268,300
Leisure and Hospitality	220,000	223,800	225,300	229,100	231,000	231,300	233,400	232,500	232,600	233,700	232,100	234,600
Government	162,700	165,500	166,700	166,600	167,700	165,400	149,900	151,600	161,200	167,000	167,800	165,700

Source: State of California's Employment Development Department's Industry Employment & Labor Force – By Month

- A gain of 4.3% (11,300 jobs) was experienced within Trade, Transportation, and Utilities, 5.8% (14,600 jobs) within Private Educational and Health Services, 3.0% (9,900 jobs) within Professional & Business Services, and 1.8% (3,000 jobs) in Government when comparing January 2023 to December 2023.
- Leisure & Hospitality had the largest percentage gain at 6.6% (14,600) in December 2023 compared to January 2023, an increase comparable to Private Education and Health Services.
- Overall, this improvement was shown throughout the year. The latest reported figures in December 2023 compared to January 2023 show the combined gain of employees by the top five industries at 4.3% (53,400 jobs). The top five industries lost 117,200 jobs in 2020.

Education Trends

Source: *2023Orange County Community Indicators Report*.
https://ocbc.org/wp-content/uploads/2023/11/CommunityIndicators-23.pdf

Orange County continues to supply the region with a pipeline of well-educated, well-trained workers.

- As of 2022, Orange County's high school students California Assessment of Student Performance and Progress (CAASPP) system provides an end-of-year assessment which outperformed the rest of the state with an English Language Arts pass rate of 57.36% (for all grades) and Math pass rate of 46.80% (for all grades). Comparatively, the state came in at 46.66% for English Language Arts and 34.62% for Math.

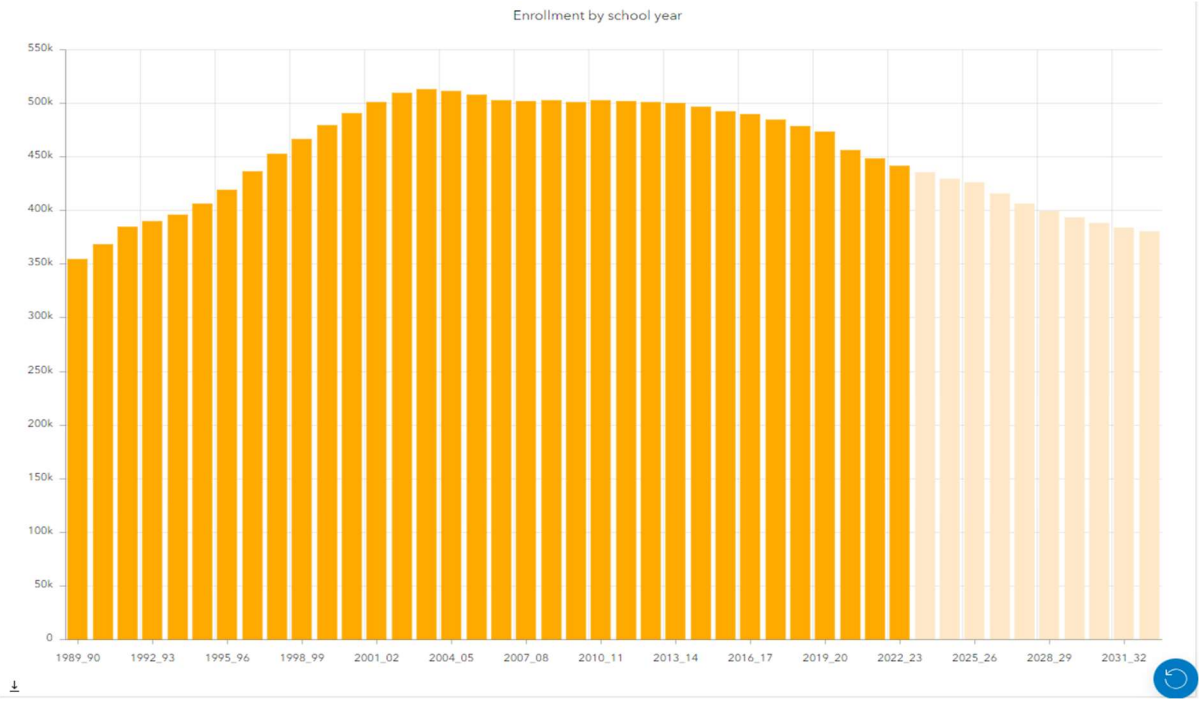
- At 3.8%, Orange County had the lowest dropout rate compared to state and neighboring counties and the state average of 5.6 percent in 2020.

- 57.3% of Orange County students were eligible for entry into the UC/CSU university systems during the 2021-22 academic year compared to 56.8% in 2020-21.

- Many future high-paying job opportunities will be created in Orange County's rapidly growing high-tech industry cluster. The number of Science, Technology, English, Mathematics (STEM)-related undergraduate degrees awarded by Orange County increased by 4.3% from 14,524 in 2020 to 15,146 in 2021.

- Community colleges remain a vital part of the Orange County education system. More than 45,000 associate degrees and certificates were awarded during the 2021-22 academic year, over 30% increase compared to five years ago.

K-12 Projected Enrolled Trends in Orange County

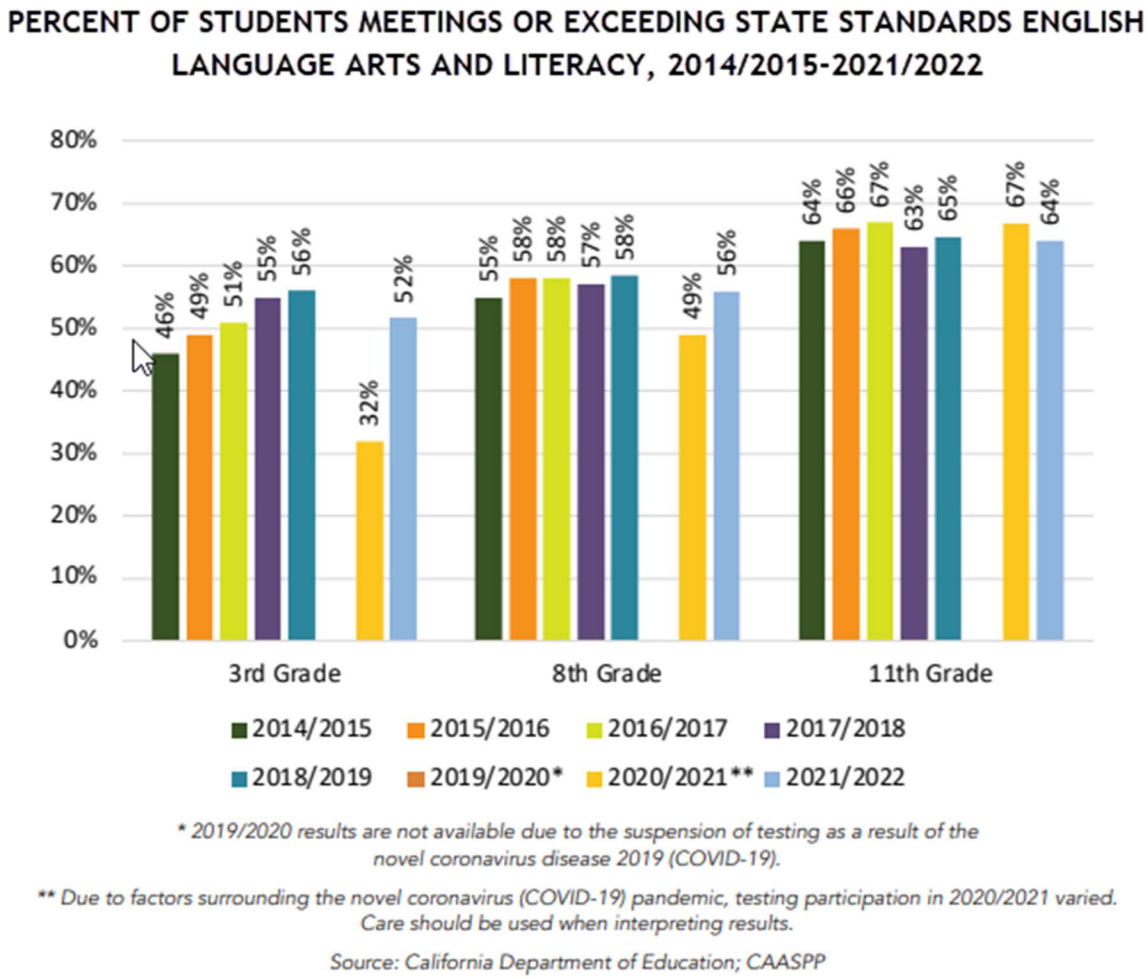


Source: State of California Department of Finance Demographic Research Unit "School Enrollment Projections" https://dru-data-portal-cacensus.hub.arcgis.com/apps/a2a7efaa52b941e7878489aeafc4a1ca/explore

Orange County's shifting demographics will lead to fewer younger residents, which will have a significant effect on the county's K-12 enrollment. Total enrollment is expected to decline by 13.7% between 2023 (441,250 students) and 2032 (380,660 students), a loss of more than 60,000 students.

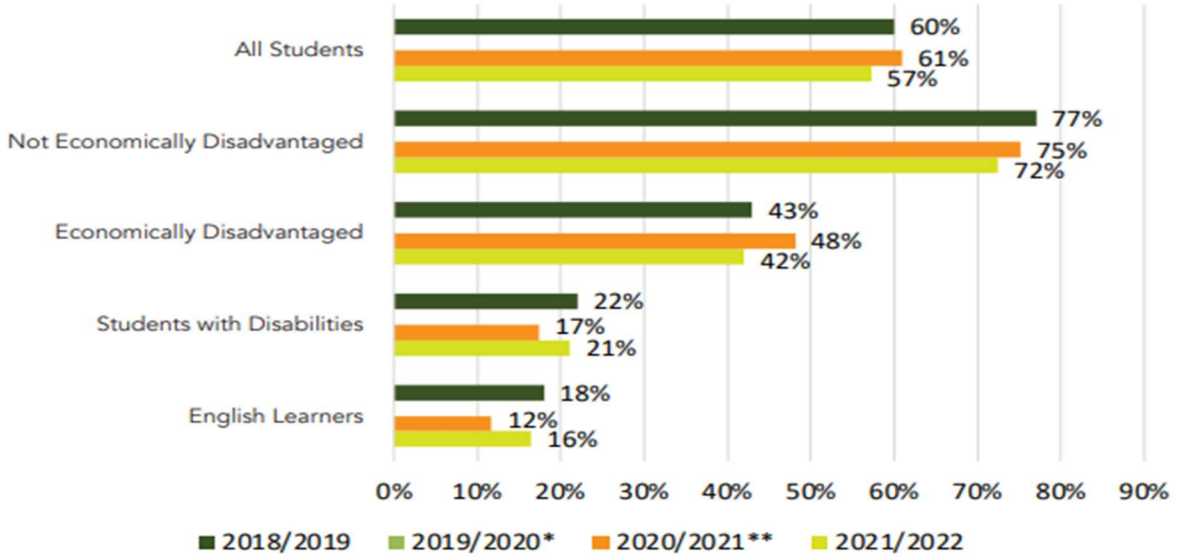
This trend reflects Orange County's lack of affordable housing, as many young families have been priced out of the area. The number of individuals leaving California has accelerated which will further impact the decline in K-12 enrollment. From 2021 to 2022, Orange County is estimated to have lost a net 14,847 residents.

California Assessment of Student Performance and Progress (CAASPP)
The California Assessment of Student Performance and Progress (CAASPP) system provides an end-of-year assessment of student progress towards college and career readiness aligned with the Common Core State Standards for English Language Arts/ Literacy (ELA) and Mathematics. In general, students meeting or exceeding the CAASPP achievement standard are prepared for success in college coursework.



The California Department of Education found that the percentage of county 11th graders meeting or exceeding ELA standards decreased from 67% in 2020-21 to 64% in 2021-22. Despite this small decrease, there are notable increases experienced by 3rd graders (32% to 52%) and 8th graders (49% to 56%).

PERCENTAGE OF ORANGE COUNTY STUDENTS MEETING OR EXCEEDING ELA STANDARDS BY ECONOMIC STATUS, DISABILITY, AND ENGLISH LEARNERS, 2018/2019–2021/2022



** 2019/2020 results are not available due to the suspension of testing as a result of the novel coronavirus disease 2019 (COVID-19).*

*** Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020/2021 varied. Care should be used when interpreting results.*

Source: California Department of Education; CAASPP.

Within special population communities, Orange County is seeing strides in meeting or exceeding ELA standards when comparing 2020-21 and 2021-22, notably English learners (increasing from 12% to 16%) and students with disability (increasing from 17% to 21%). However, support is still needed for those students identified as economically disadvantaged (dropping from 48% to 42%).

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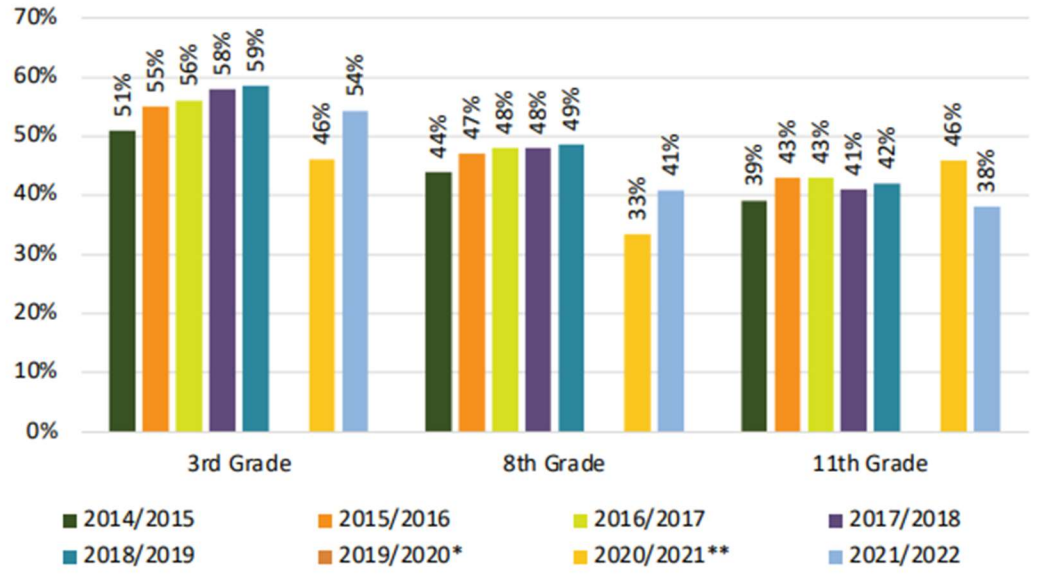
PERCENTAGE OF ORANGE COUNTY STUDENTS MEETING OR EXCEEDING MATHEMATICS STANDARDS, 2014/2015-2021/2022



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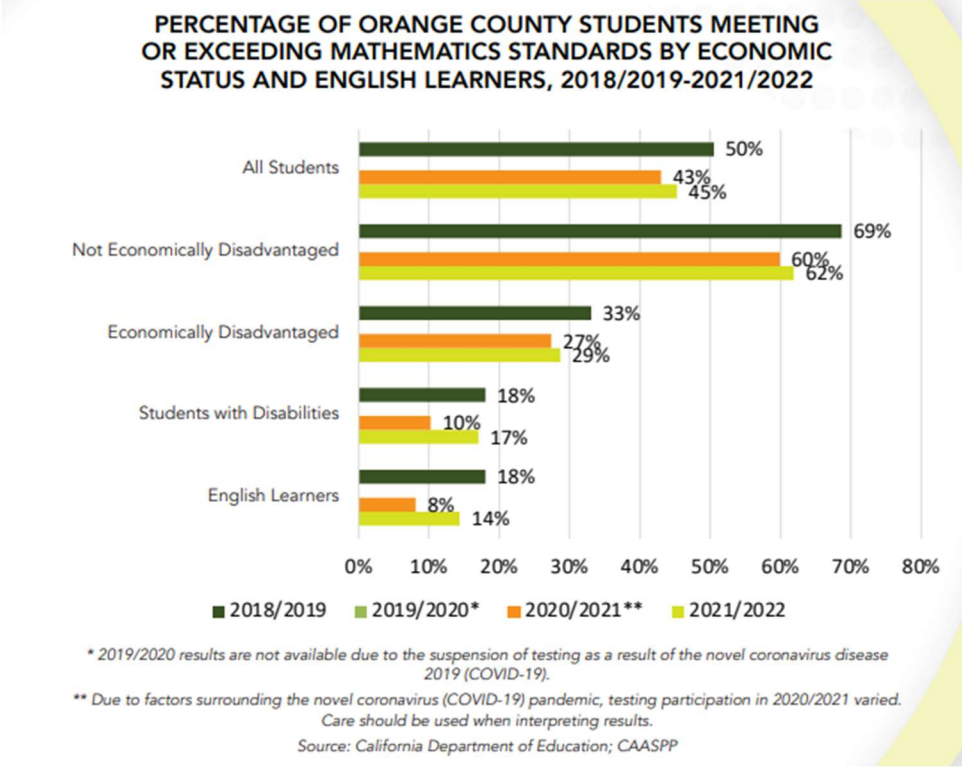
*** Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020/2021 varied. Care should be used when interpreting results.*

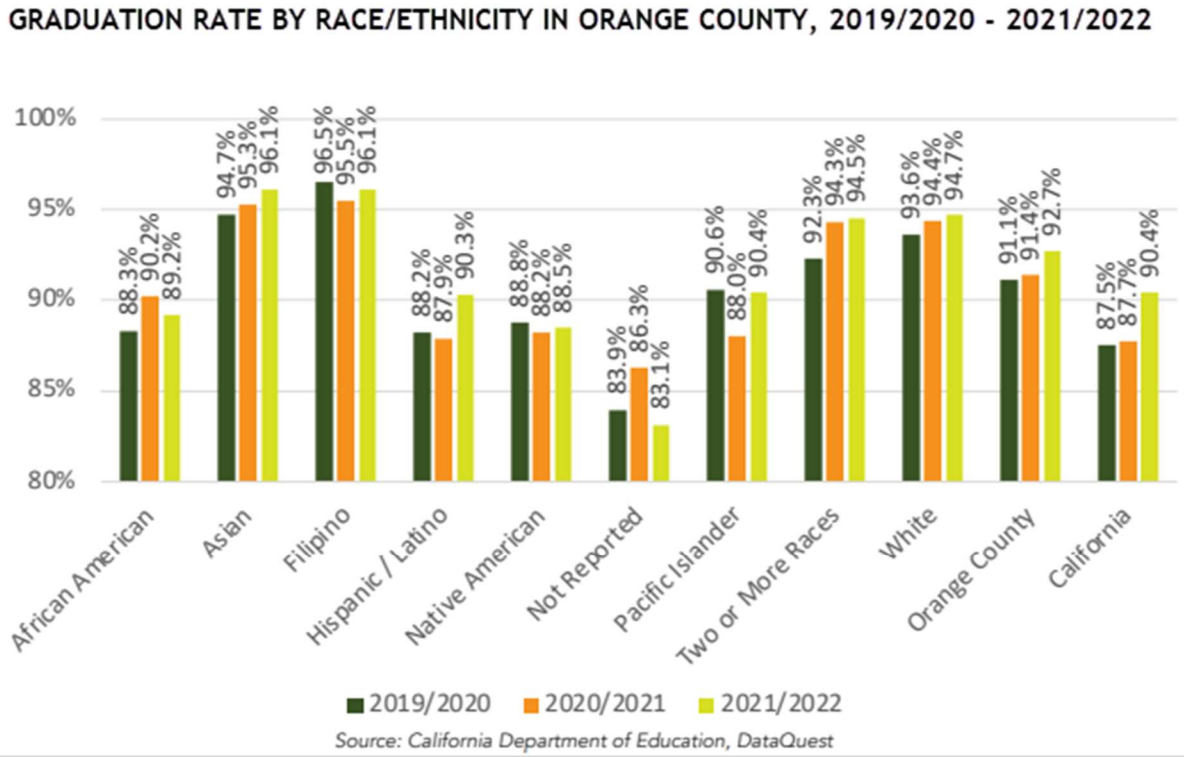
Source: California Department of Education; CAASPP.

The California Department of Education found that the percentage of county 11th graders meeting or exceeding Mathematics standards decreased from 46% in 2020-21 to 38% in 2021-22. Despite this decrease, there are notable increases experienced by 3rd graders (46% to 54%) and 8th graders (33% to 41%).

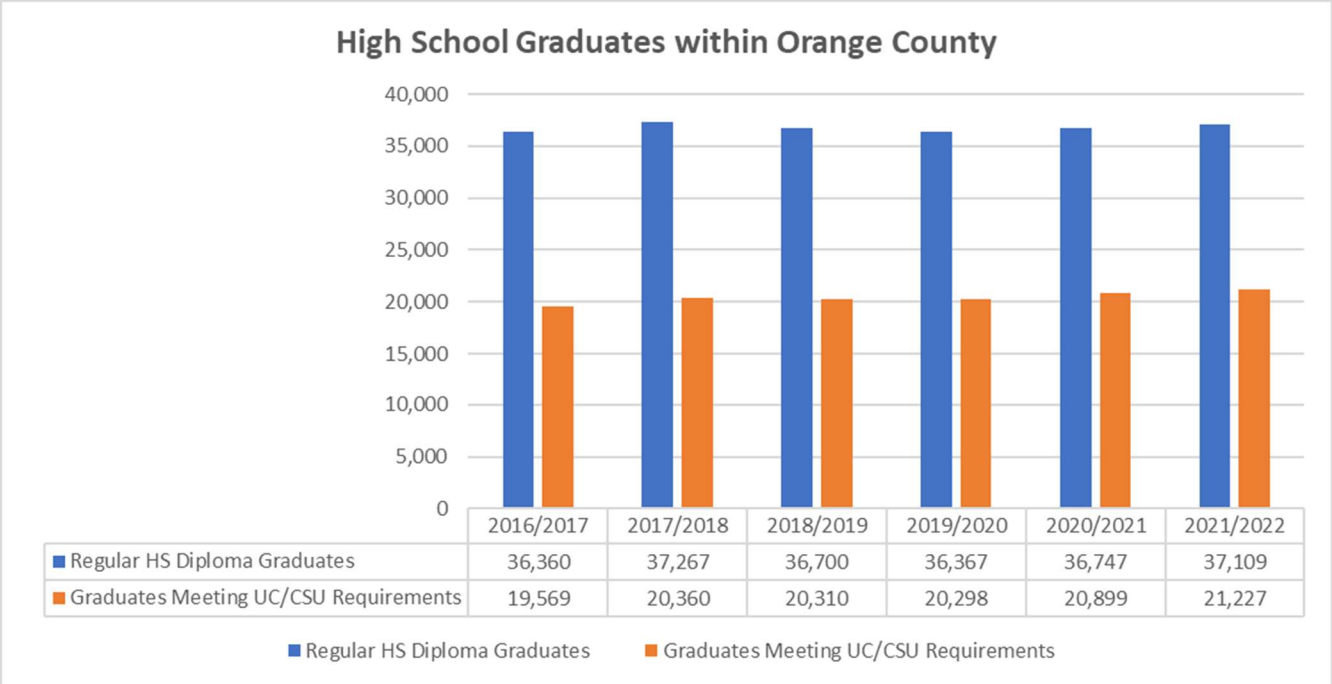


Within special population communities, Orange County is seeing strides in meeting or exceeding Mathematics standards when comparing 2020-21 and 2021-22; notably English learners (increasing from 8% to 14%), students with disability (increasing from 10% to 17%), and students identified as economically disadvantaged (increasing from 27% to 29%).

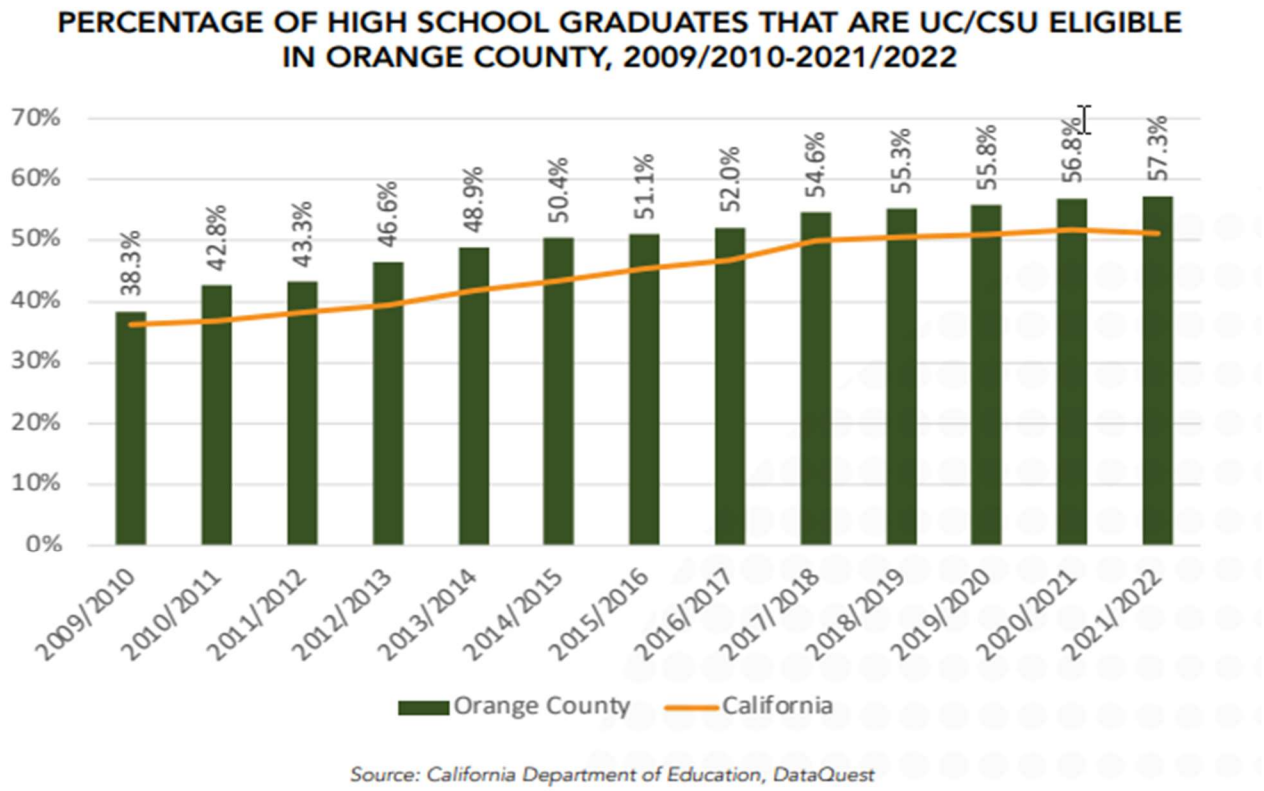
A key strength of Orange County's K-12 educational system is its ability to prepare students for college. This contributes to the region's highly educated talent pool, which helps it attract and retain employers. Orange County is at the top in terms of enjoying one of the highest graduation rates for high school students (92.7%), while 57.3% of Orange County high school graduates were eligible for entry into the UC/CSU system in 2021-22, a rate that has steadily increased over the past two decades.



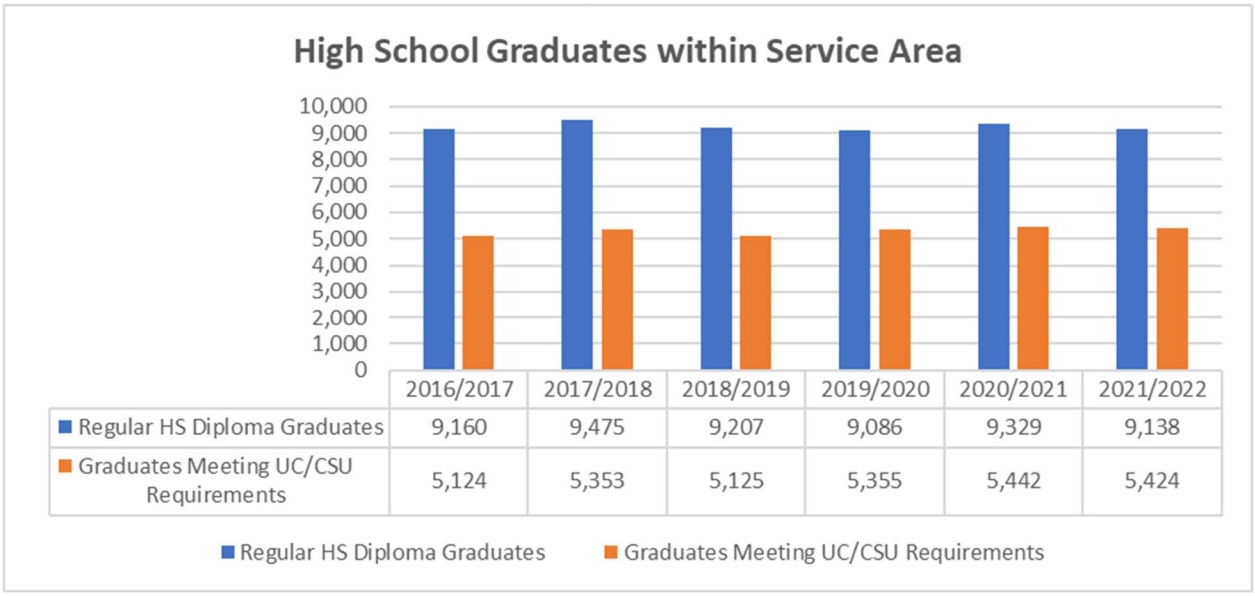
Source: California Department of Education, DataQuest



Source: California Department of Education, DataQuest



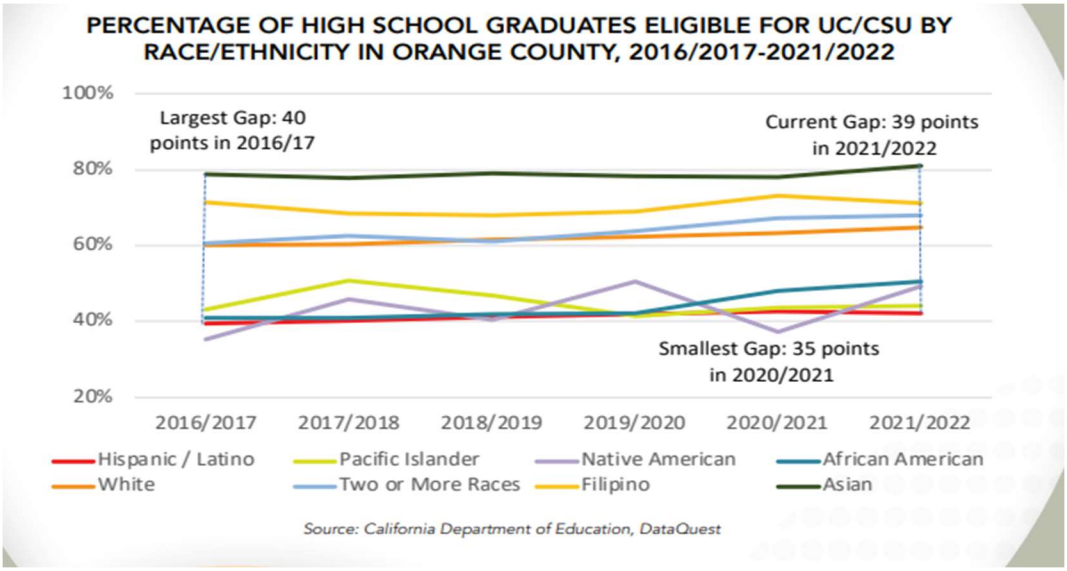
Source: California Department of Education, DataQuest



	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Regular HS Diploma Graduates	9,160	9,475	9,207	9,086	9,329	9,138
Graduates Meeting UC/CSU Requirements	5,124	5,353	5,125	5,355	5,442	5,424

Source: California Department of Education, DataQuest

Examining 2021-22 UC/CSU eligibility by ethnicity in Orange County, Asian students had the highest UC/CSU eligibility at 81.7%, followed by Filipino students at 71.1%, and students of Two or More races at 66.7%. Nearly all Orange County ethnic groups have higher statewide UC/CSU eligibility rates, except for Hispanic and Latinos, suggesting that, while the region's K-12 ELL programs are successful, more can be done to ensure entry into UC or CSU programs.



Orange County has historically been a well-educated community with educational attainment levels consistently higher than those of the state. Its fast-growing industries and high quality of life have served as a magnet for both young and experienced professionals, while the university system has provided the county with a consistent flow of well-educated workers. The talent pool in Orange County has allowed high-wage occupations to grow, allowing the region to generate higher wages than surrounding areas and peer regions across the nation.

With much of Orange County's future job growth expected in industries requiring advanced or specialized degrees, demand for individuals with these degrees will increase significantly. As a result, it will be important for the county to prepare its current and future workforce to meet this new demand. College level and advanced degree education is increasingly important for job opportunities and high-wage occupations. As technologies improve, business processes become more efficient, and job competition increases; in turn, the need for individuals with advanced, specialized degrees increases dramatically.

Educational Attainment for the Population 25 Years and Over

Cities in the District Service Area

	CM	FV	GG	HB	NPB	SB	West.
Less than 9th grade	4,780	2,081	16,682	4,340	598	496	7,767
9th to 12th grade, no diploma	4,973	1,865	12,625	5,181	1,070	681	6,553
High school graduate (includes equivalent)	14,023	7,237	29,230	23,537	4,931	3,109	15,737
Some college, no degree	16,398	8,546	23,607	31,929	10,132	3,914	11,385
Associate's degree	5,985	3,319	8,874	13,074	4,140	1,980	5,611
Bachelor's degree	23,781	12,501	20,945	42,532	26,247	6,092	11,364
Graduate or professional degree	10,359	5,468	6,963	25,753	18,304	4,658	5,194
Total:	80,299	41,017	118,926	146,346	65,422	20,930	63,611

Source: US Census: S1501 (by Place)

Educational Attainment: 2022 American Community Survey (ACS) 5-Year Estimates

Planning Assumptions

Enrollments

- The District has experienced steady decline in California resident enrollments since 2009-10. The COVID-19 pandemic has significantly accelerated the decline in enrollments in 2020-21. The largest loss of enrollments has been in adult education/noncredit, selected general education and Career Education programs, new students, African American students, and students over 40. The number of out-of-state and international students declined as well. Starting in 2021-22, California resident enrollments started to increase and the increase continues. In 2022-23, California resident FTES was 24,198, a 3.17% increase compared to 2021-22. The 2023-24 estimated California resident FTES is 25,321, a 4.64% increase compared to 2022-23. However, the 2023-24 estimated California resident FTES is 2,412 lower than in 2019-20. The District expects to experience small California resident FTES growth of 1% in 2024-25 and 1% in 2025-26.
- Areas of enrollment growth prior to COVID-19, such as adult education/noncredit and special admits (high schools students enrolled concurrently in college classes or in dual enrollment classes), started to experience growth post pandemic. In 2022-23, the special admit FTES was 915, a 19.7% increase compared to 2021-22. The 2023-24 estimated special admit FTES is 1,004. In 2022-23, the enhanced noncredit FTES was 353, a 27.7% increase compared to 2021-22. The 2023-24 estimated enhanced noncredit FTES is 528.
- Orange County and the District service area continue to experience decline in high school enrollments and increase in the older population, both projected to accelerate over the next ten years.
- Due to the demographic factors impacting the District, which are not related to COVID-19, the District will continue to face significant challenges in reaching the pre-COVID-19 enrollment level.
- Although the COVID-related travel restrictions were eliminated, the number of international students has continued to decline through fall 2023. The student housing at Orange Coast College provides a unique advantage in terms of recruitment of international and out-of-state students. Orange Coast College is the only community college in Orange County with a student housing facility.
- The hold-harmless provision will sunset in 2024-25 and the funding floor starts in 2025-26. Absent a significant increase in California resident enrollment, the District will be affected fiscally at a level that will require major internal adjustments. Internal adjustments will be made based upon principles related to organizational efficiency and elimination of deficit spending while supporting student success.

Instructional Programs

- Coast Colleges will need to continue to be responsive to the employers' needs and the top industries in Orange County.

- Many of the in-demand, high-paying jobs in Orange County require at least a Bachelor's degree. However, various entry- and mid-level jobs that are in demand require less than a Bachelor's degree. Coast Colleges are positioned to provide the instructional programs that prepare students for these jobs and for furthering their education.
- Closing equity achievement gaps will continue to be a major emphasis.
- Priorities and requirements of state-driven programs, such as Guided Pathways, Strong Workforce Program, AB 1705, Adult Education, Student Equity and Achievement will continue to have a significant impact on the instructional programs offered and their expected outcomes.
- California statutory changes related to credit for prior learning are expected to increase the number of students who will complete fewer classes at the Coast Colleges.
- California statutory changes passed in 2020 allow offering degrees through alternate instructional modalities such as competency based education (CBE). The CBE degrees and the associated policies, processes, and regulations will take some time to develop and implement; as such, it is not expected that CBE degrees will become common in California Community Colleges over the next three years. Coastline College has developed a CBE degree and is expected to start offering the program in spring 2025.

Student Support Services

- Student support services will continue to be essential in all facets of enrollment management from outreach and recruitment to retention and student success.
- Issues such as mental health, and housing and food insecurities which were already on the rise prior to the pandemic, have intensified during the pandemic, and continue to impact some students. Providing student support in these areas will continue to be very important.
- Closing equity achievement gaps will continue to be a major emphasis. While there are various equity achievement gaps across the Colleges and specific student populations, at the District level, the major focus is on improving award completion (certificates or degrees) and transfers for African American and Hispanic students.
- Due to the expected continued reduction in new students, the retention and persistence of existing students are increasingly important for both student success and overall enrollment levels.
- The District and the Colleges have made major progress and improvements in the delivery of student services through improvements in processes and technology. However, due to statutory requirements, application and enrollment processes continue to be fairly complex, particularly for non-traditional students which require personalized attention and support.

Human Resources

- The COVID-19 pandemic has changed the way we work and interact. The

impact of these massive changes has led to changes post-pandemic. The District has implemented telecommuting for classified professionals (Administrative Procedure 7909 was ratified on November 16, 2022) which allows eligible employees to work in a hybrid format through a combination of on-site and remote work. The utilization of various technologies that accelerated during the pandemic continues post-pandemic.

- The District has implemented a hiring freeze which is expected to continue during the duration of the plan. Only critical management and classified position vacancies are filled. Since the District is above the full-time faculty obligation number, full-time faculty hiring will continue to be limited to those required to meet program, licensure, or accreditation needs.

Finances

- The Student-Centered Funding Formula (SCFF) will continue to be in place during the duration of the plan. California resident full-time equivalent students (FTES) are a major percentage of SCFF. Enrollments also impact the SCFF student success measures. However, increases in some of these measures (e.g., students completing nine or more CTE units within the District, students completing transfer-level Math and English in the first academic year, students completing credit certificates and degrees) can occur through focused support strategies and interventions.
- The infusion of one-time restricted and unrestricted federal and state funds during the pandemic ended.
- The District applied for and was approved to receive the Emergency Conditions Allowance for 2022-23, which meant that the 2019-20 final resident FTES reported on the apportionment report was used to calculate the FTES portion of the SCFF and provided an additional estimated $9 million in unrestricted funds to the District over two fiscal years 2022-23 and 2023-24. This protection no longer applies starting in 2024-25, which will negatively impact the SCFF calculated revenue.
- As of May 2024, the State is facing a massive budget shortfall, projected by the Legislative Analyst Office at $78 billion, which is expected to impact negatively the state budget for the community colleges in 2024-25 and 2025-26.
- A district-wide fiscal stability plan was developed for 2024-27 to further reduce expenditures and increase revenues, and eliminate budget deficits.
- Due to the factors mentioned above, the District will continue to be challenged fiscally.

Strategic Goals and Objectives

Goal Area 1: Student Success

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
Increase academic success of students enrolled in credit courses	Fall-to-spring persistence rate of first-time time degree/ transfer-seeking students	CL: 75% GW: 93% OC: 91% DIST: 92% *Source: Argos Report: 'Board Data– Various Student Info/Persistence Tab*	CL: 80% GW: 95% OC: 94% DIST: 93%
	Fall-to-Fall persistence rate of first-time time degree/ transfer-seeking students	CL: 46% GW: 56% OC: 53% DIST: 56% *Source: Argos Report: 'Board Data– Various Student Info/Persistence Tab*	CL: 48% GW: 70% OC: 56% DIST: 60%
	Annual successful credit course completion rate	CL: 74.0% GW: 76.0% OC: 75.6% DIST: 75.5% *Source: PR Success Cube*	CL: 79.6% GW: 80.0% OC: 77.0% DIST: 78%
	Number of annual Associate Degrees for Transfer awarded	CL: 111 GW: 784 OC: 1,087 DIST: 1,982 *Source: PR Degrees and Certs Cube*	CL: 141 GW: 934 OC: 1,181 DIST: 2,256
	Number of annual Associate Degrees awarded	CL: 1,234 GW: 2,557 OC: 1,179 DIST: 4,970 *Source: PR Degrees and Certis Cube*	CL: 1,380 GW: 2,657 OC: 1,277 DIST: 5,314
	Number of annual credit certificates awarded	CL: 797 GW: 2,286 OC: 2,548 DIST: 5,631 *Source: PR Degrees and Certs Cube*	CL: 1,006 GW: 2,300 OC: 2,611 DIST: 5,917
	Number of annual transfers to a four-year institution	CL: 2,085 GW: 2,094 OC: 2,666 DIST: 5,549 Source: Launchboard – Student Success Metric 2020-21	CL: 2,475 GW: 2,294 OC: 2,772 DIST: 7.541

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
	Number of students who completed transfer-level English and Mathematics in their first academic year of enrollment within the district	CL: 251 GW: 768 OC: 1,243 DIST: 1,779 Source: Launchboard – Student Success Metric 2021-22	CL: 267 GW: 875 OC:1,342 DIST: 2,484
	Number of students who successfully completed nine or more career education units within the district	CL: 968 GW: 1,247 OC: 2,997 DIST: 4,298 Source: Launchboard – Student Success Metric 2021-22	CL: 1,304 GW: 1,350 OC: 3,146 DIST: 2,484
	Average number of units accumulated by students earning associate degrees	CL: 84 GW: 75 OC: 80 Source: Launchboard – Student Success Metric 2021-22	CL: 76 GW: 75 OC: 78
Reduce achievement gaps	Number of annual Associate Degrees for Transfer awarded – Hispanic American students	CL: 42 GW: 248 OC: 296 DIST: 586 *Source: PR Degrees and Certis Cube*	CL: 53 GW: 260 OC: 337 DIST: 650
	Number of annual Associate Degrees for Transfer awarded – African American students	CL: 6 GW: 9 OC: 10 DIST: 25 *Source: PR Degrees and Certs Cube*	CL: 8 GW: 10 OC: 20 DIST: 38
	Number of annual Associate Degrees awarded – Hispanic American students	CL: 349 GW: 704 OC: 304 DIST: 1,357 *Source: PR Degrees and Certs Cube*	CL: 405 GW: 739 OC: 353 DIST: 1,497
	Number of annual Associate Degrees awarded – African American students	CL: 225 GW: 37 OC: 11 DIST: 273 *Source: PR Degrees and Certs Cube*	CL: 269 GW: 39 OC: 22 DIST: 330

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
	Number of annual credit certificates awarded – Hispanic students	CL: 267 GW: 702 OC: 700 DIST: 1,669 *Source: PR Degrees and Certs Cube*	CL: 307 GW: 737 OC: 802 DIST: 1,846
	Number of annual credit certificates awarded – African American students	CL: 85 GW: 29 OC: 24 DIST: 138 *Source: PR Degrees and Certificates Cube*	CL: 108 GW: 31 OC: 48 DIST: 187
	Degree Completion rates** – All Students *(Equity Cohort Definitions)*	Fall 2021 Cohort Rate (# cohort) CL: 7.3% *(452)* GW:15.9% *(1,486)* OC: 11.2% *(2,975)* DIST:12.3% *(4,913)* *Source: AB705 Report 7-21-2023*	CL: 14.1% GW: 18.0% OC: 18.2% DIST: 17.0%
	Degree Completion rates** – African-American Students *(Equity Cohort Definitions)*	Fall 2021 Cohort CL: 0% *(29)* GW:8.7% *(28)* OC: 6.1% *(48)* DIST: 5.1 *(105)* *Source: AB705 Report 7-21-2023*	CL: 6.1% GW: 14.0% OC: 13.0 % DIST: 14.0%
	Degree Completion rates** – Hispanic American Students *(Equity Cohort Definitions)*	Fall 2021 Cohort CL: 2.2% *(139)* GW:8.3% *(542)* OC: 6.9% *(1,000)* DIST: 7.0 *(1,681)* *Source: AB705 Report 7-21-2023*	CL: 13.8% GW: 14.0% OC: 16.0% DIST: 15.0%
	Number of annual transfers to a four-year institution – Hispanic American students	CL: 573 GW: 503 OC: 1,661 DIST: 2,737 Source: Launchboard Student Success Metrics 2018-19	CL: 622 GW: 513 OC: 1,740 DIST: 2,875
	Number of annual transfers to a four-year institution – African American students	CL: 182 GW: 45 OC: 30 DIST: 257 Source: Launchboard Student Success Metrics 2018-19	CL: 202 GW: 46 OC: 35 DIST: 283

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
Increase student engagement in college activities	Results of the Community College Survey of Student Engagement (CCSSE)	Active Learning GWC: 48.9 (Sp18) OCC: 45.8 (Sp22) Student Effort GWC: 49.7 (Sp18) OCC: 43.8 (Sp22) Academic Challenge GWC: 48.2 (Sp18) OCC: 45.1 (Sp22) Stu-Fac Interaction GWC: 46.6 (Sp18) OCC: 42.4 (Sp22) Support for Learners GWC: 52.2 (Sp18) OCC: 42.7 (Sp22)	Active Learning GWC: 51.3 OCC: 50 Student Effort GWC:52.2 OCC: 50 Academic Challenge GWC: 50.61 OCC: 50 Stu-Fac Interaction GWC: 50 OCC: 50 Support for Learners GWC: 54.8 OCC: 50 Note - 50 is the national norm

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
	Coastline utilizes a different instrument (online) Survey of Student Engagement (SOSE) Scale: 2.25-3.00 Highly; 1.50-2.24 Moderately; 0.75-1.49 Somewhat; 0.75 -0.00 Little/None. Engagement in Classroom (EC); College-Level Engagement (CE); Online Support Services (SS); Perceived Need (PN).: 2.25-3.00 Highly 1.50-2.24 Moderately 0.75-1.49 Somewhat 0.75 -0.00 Little/None	EC: 1.60 CE: 1.53 SS: 0.64 PN: 2.07	EC: 2.00 CE: 2.00 SS: 2.00 PN: 2.00

***Note: Definition of "Cohort Degree Completion", Fall 1st-time in college, degree-seeking or transfer-seeking student enrollment and course success rates were tracked across two years. Students with a goal of earning a two-year vocational degree were excluded from the study. The students were tracked to determine if they had enrolled in either transfer level English or Mathematics during semesters (fall or spring) across the district within their first year. The cohorts were then tracked to determine the number of students who completed an associate degree (AA, AS, AA-T or AS-T) within two years across the district.*

Goal Area 2: Stewardship of Resources

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
Maintain fiscal integrity	UGF Expenses/UGF Revenues (Unrestricted General Fund (UGF) district-wide)	DIST: 94.6% Source: District Budget Office	DIST: 90%
	UGF salaries and benefits as % of UGF expenses (district-wide)	DIST: 90% Source: District Budget Office	DIST: 85%
Increase alternative sources of revenue	Amount of fundraised dollars annually. Total amount of gifts (Support Total)	CL: $779,324 GW: $2,476,233 OC: $9,199,733 DO: $79,554 Source: District Budget Office	CL: $810,968 GW: $2,723,856 OC: $9,200,000 DO: $80.000

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
	Amount of foundation endowments (Net Assets)	CL: $1,978,578 GW: $13,625,557 OC: $28,909,541 DO: $489,560	CL: $2,058,916 GW: $14,988,112 OC: $29,000,000 DO: $ 500,000
	Amount of total annual dollars from competitive grants (not categorical allocations labeled grants)	CL: $2,948,967 GW: $3,986,554 OC: $5,597,682 DO: $2,656,370	CL $3,068,707 GW $4,385,209 OC: $6,157,450 DO: $ 2,800,000
Increase enrollments through improved instructional productivity	Percentage of summer and fall applicants who enrolled in same year	CL: 41% GW: 27% OC: 31% DIST: 32% Source: Launchboard – Student Success Metrics 2021-22	CL: 45% GW: 42% OC: 40% DIST:41%
	Percentage of full-time students of all students	CL: 22.0% GW: 41.1% OC: 47.2% DIST: 34.6% Source: Student Characteristics Cube (fall and spring semesters, district-wide)	CL: 26.8% GW: 43.0% OC: 51.0% DIST: 37.8%
	Three-year average resident credit FTES (district-wide)	23,978 Source: CCFS-320 Annual Report	24,697
	Annual Special Admit credit FTES (high school students district-wide)	915 Source: CCFS-320 Annual Report	1,200
	Annual CDCP FTES (enhanced noncredit district-wide)	353 Source: CCFS-320 Annual Report	650
	Annual regular noncredit FTES (district-wide)	85 Source: CCFS-320 Annual Report	140
	New programs that meet educational needs and draw students	23	30

Goal Area 3: Community Engagement

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
Expand and improve Adult Education/Noncredit Courses and Programs	Number of noncredit classes offered annually	CL: 188 GW: 86 OC: 140 DIST: 414 Source: PR Enrollment Cube (Sections)	CL: 200 GW: 110 OC:154 DIST: 464
	Number of noncredit certificates offered annually	CL: 19 GW: 11 OC: 26 DIST: 56 Source: Argos Active Programs (NC Level)	CL: 19 GW: 23 OC: 32 DIST: 74
	Number of students (unduplicated headcount) served annually in noncredit classes	CL: 1,567 GW: 786 OC: 4,763 DIST: 7,029 Source: Banner ERP Custom Script	CL: 1,667 GW: 1,065 OC: 5,001 DIST: 7.733
	Number of noncredit certificates awarded annually	CL: 29 GW: 170 OC: 81 DIST: 280 Source: PR Degrees Certificates Cube	CL: 31 GW: 265 OC: 93 DIST: 389

Goal Area 4: Workplace Engagement and Satisfaction

Objective	Performance Measure	Baseline 2022-23	Target 2026-27
Improve employee satisfaction	Results of biennial PACE survey	Spring 2023 PACE:	
		CL GW OC DIST	CL GW OC DIST
	Institutional Structure	3.5 3.2 3.4 3.3	4.0 3.5 >NB* 3.5
	Supervisory Relationships	3.9 3.9 3.8 3.8	4.2 4.1 >NB* 4.0
	Teamwork	4.0 4.0 3.8 4.0	4.0 4.2 >NB* 4.2
	Student Focus	4.0 3.9 4.0 3.9	4.3 4.1 >NB* 4.1
	Overall	3.8 3.6 3.7 3.7	4.2 3.8 >NB* 3.9
			*Denotes target is to perform > XL Colleges Norm