SOCCCD
Annual Board of Trustees' Self-Evaluation Workshop

February 3, 2022

Agenda

Board of Trustees' Self-Evaluation and Employee Evaluation

Progress on and Development of Annual Board Goals

Board of Trustees' Evaluation Dashboard

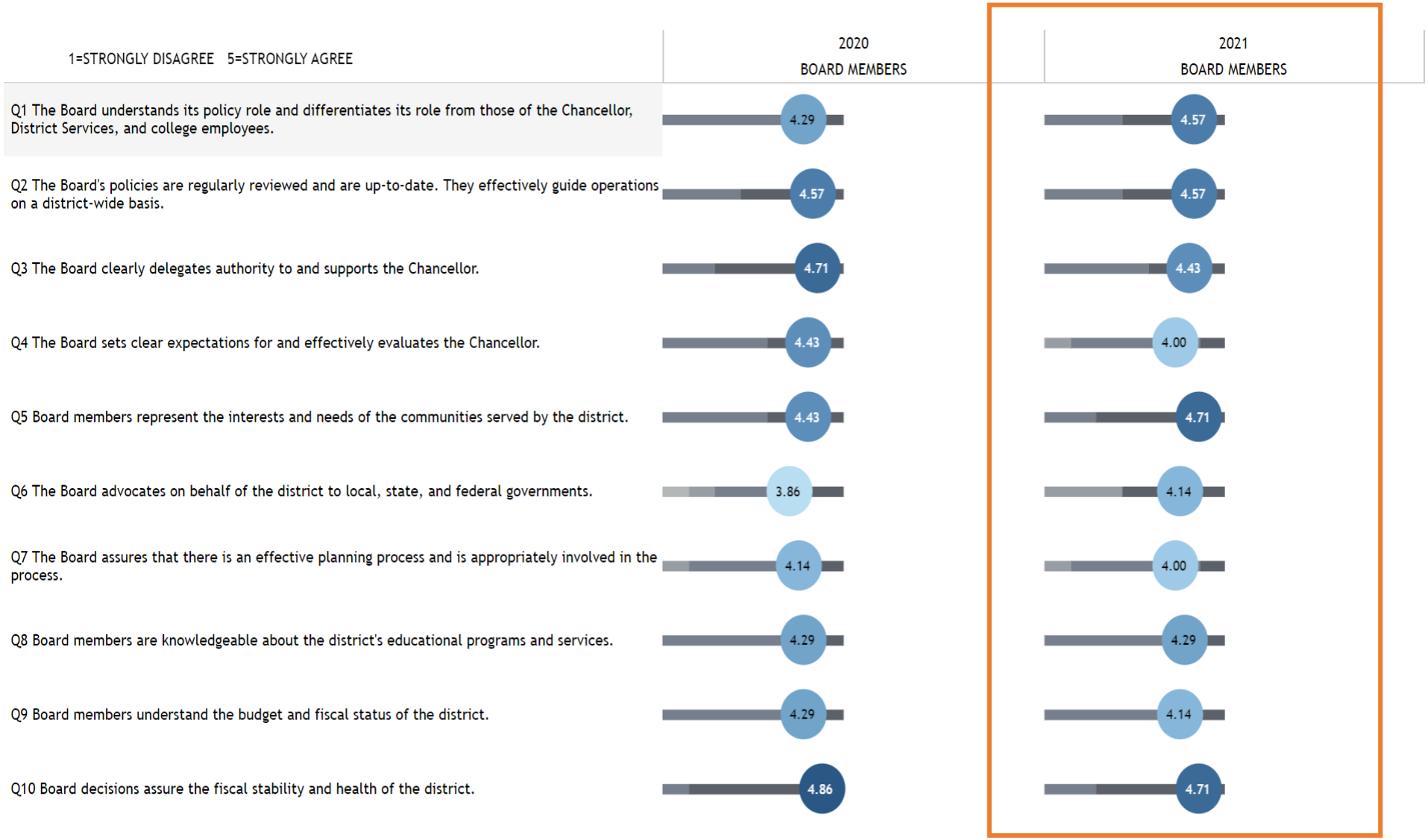
Trustees and Employees Results

20 Questions Aligned

Review Board of Trustees' Self-Evaluation 2021

Scores on Roles & Responsibilities of the Board

Overall, trustees strongly agree (5) or agree (4) with their roles and responsibilities with most of the goals having an **average ratings over 4.0**.



Review Board of Trustees' Self-Evaluation 2021

Scores on Roles & Responsibilities of the Board

Overall, trustees strongly agree (5) or agree (4) with their roles and responsibilities with most of the goals having an **average ratings over 4.0**.

Board of Trustees' Self-Evaluation 2021

Trustees' Comments

Strengths and accomplishments of the Board

- Respectful & Collegial
  - Cohesive and works well together as a team
- Commitment to understand and address issues
- Professional and Confidential

Board of Trustees' Self-Evaluation 2021

Trustees' Comments

Areas where the Board might improve

- Evaluation of goals; regular report on progress
- Set clear goals on policy issues and board authority
- Continue to improve, strive for excellence

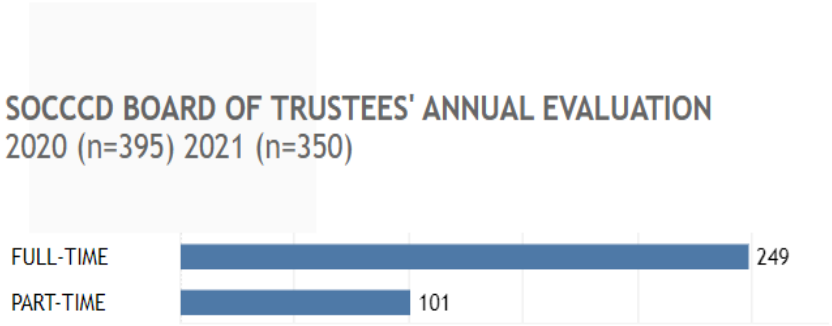
Review Board of Trustees' Self-Evaluation 2021

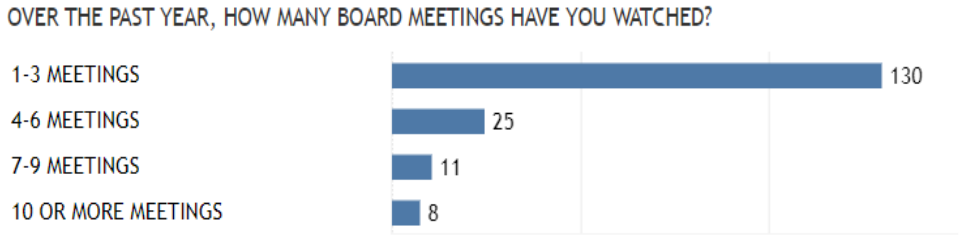
Trustees' Comments

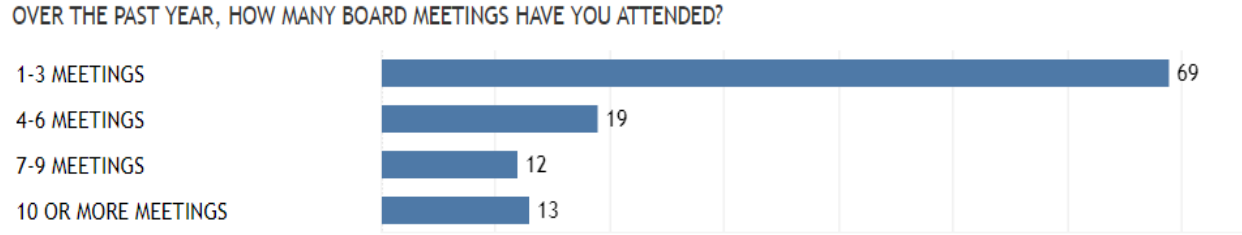
What should be the Board's goals, priorities, or tasks for the coming year?

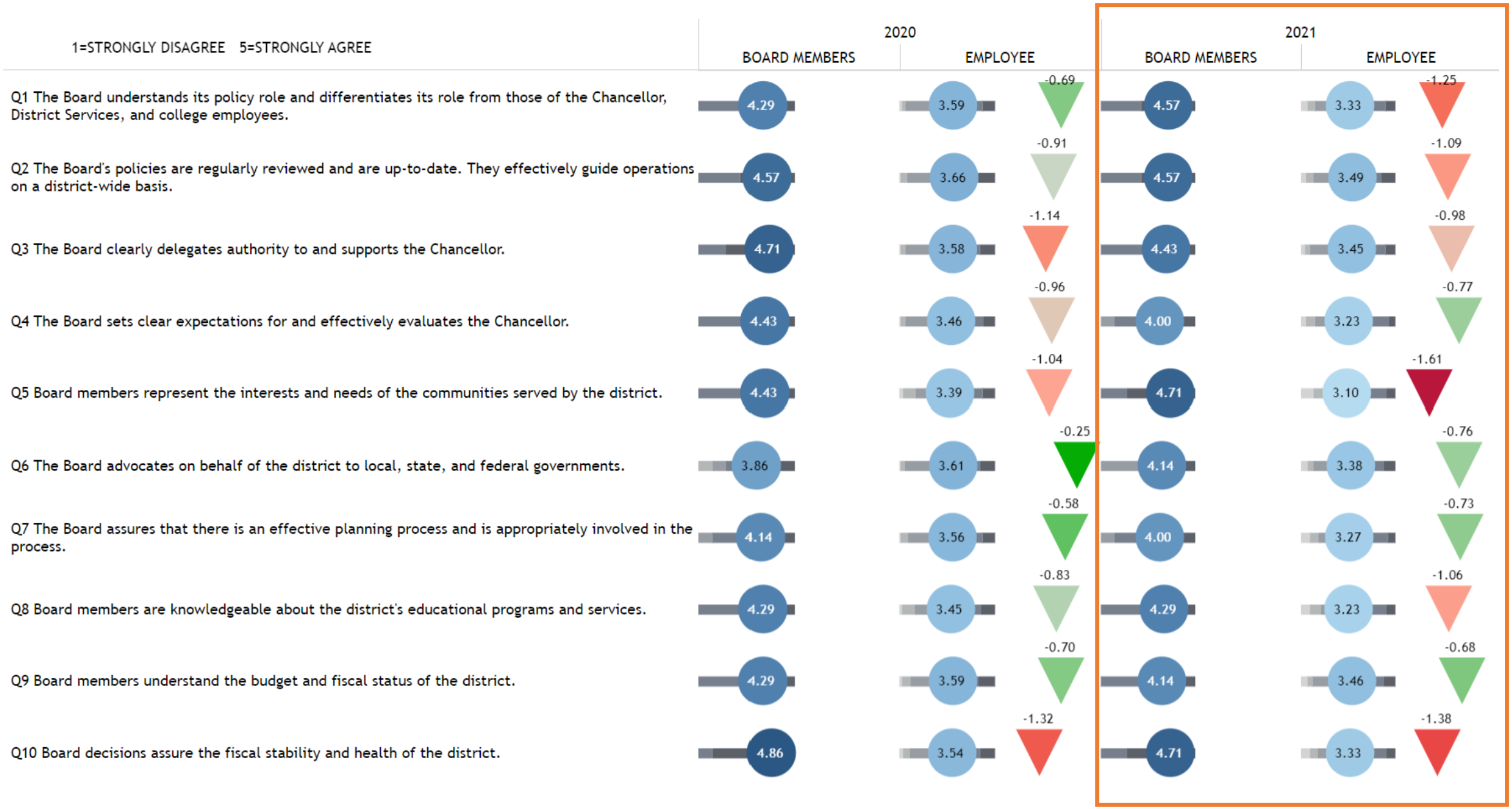
- Evaluation of the learning during the pandemic and understanding issues around virtual learning
- Be a strong advocate for the community
- Continue to be fiscally sound
- Chancellor Search

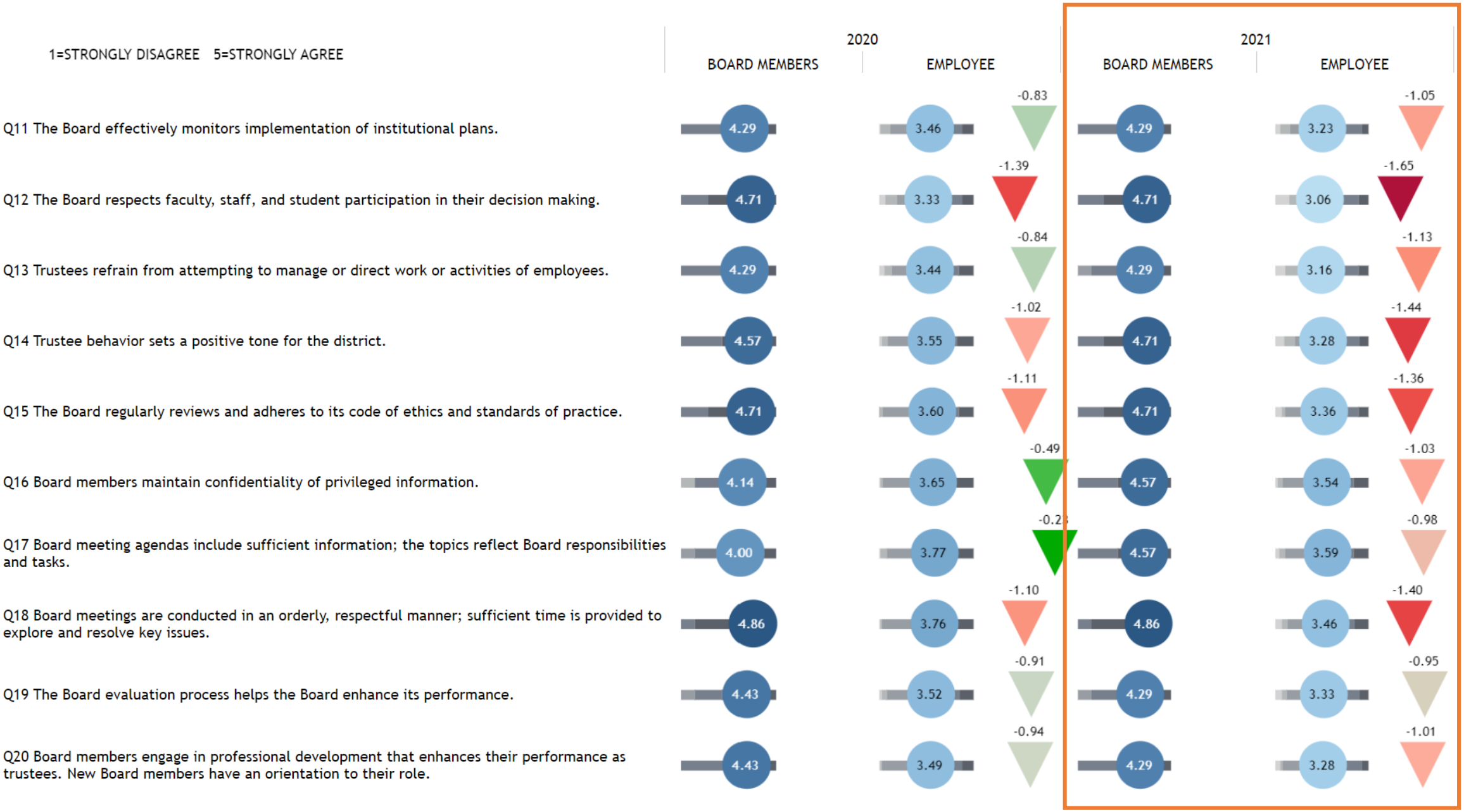
Review Board of Trustees' Employee Evaluation 2021








1=STRONGLY DISAGREE 5=STRONGLY AGREE
2020
BOARD MEMBERS
EMPLOYEE
2021
BOARD MEMBERS
EMPLOYEE
Q1 The Board understands its policy role and differentiates its role from those of the Chancellor, District Services, and college employees.
4.29
3.59
-0.69
4.57
3.33
-1.25
Q2 The Board's policies are regularly reviewed and are up-to-date. They effectively guide operations on a district-wide basis.
4.57
3.66
-0.91
4.57
3.49
-1.09
Q3 The Board clearly delegates authority to and supports the Chancellor.
4.71
3.58
-1.14
4.43
3.45
-0.98
Q4 The Board sets clear expectations for and effectively evaluates the Chancellor.
4.43
3.46
-0.96
4.00
3.23
-0.77
Q5 Board members represent the interests and needs of the communities served by the district.
4.43
3.39
-1.04
4.71
3.10
-1.61
Q6 The Board advocates on behalf of the district to local, state, and federal governments.
3.86
3.61
-0.25
4.14
3.38
-0.76
Q7 The Board assures that there is an effective planning process and is appropriately involved in the process.
4.14
3.56
-0.58
4.00
3.27
-0.73
Q8 Board members are knowledgeable about the district's educational programs and services.
4.29
3.45
-0.83
4.29
3.23
-1.06
Q9 Board members understand the budget and fiscal status of the district.
4.29
3.59
-0.70
4.14
3.46
-0.68
Q10 Board decisions assure the fiscal stability and health of the district.
4.86
3.54
-1.32
4.71
3.33
-1.38


1=STRONGLY DISAGREE 5=STRONGLY AGREE
2020
BOARD MEMBERS
EMPLOYEE
2021
BOARD MEMBERS
EMPLOYEE
Q11 The Board effectively monitors implementation of institutional plans.
4.29
3.46
-0.83
4.29
3.23
-1.05
Q12 The Board respects faculty, staff, and student participation in their decision making.
4.71
3.33
-1.39
4.71
3.06
-1.65
Q13 Trustees refrain from attempting to manage or direct work or activities of employees.
4.29
3.44
-0.84
4.29
3.16
-1.13
Q14 Trustee behavior sets a positive tone for the district.
4.57
3.55
-1.02
4.71
3.28
-1.44
Q15 The Board regularly reviews and adheres to its code of ethics and standards of practice.
4.71
3.60
-1.11
4.71
3.36
-1.36
Q16 Board members maintain confidentiality of privileged information.
4.14
3.65
-0.49
4.57
3.54
-1.03
Q17 Board meeting agendas include sufficient information; the topics reflect Board responsibilities and tasks.
4.00
3.77
-0.2
4.57
3.59
-0.98
Q18 Board meetings are conducted in an orderly, respectful manner; sufficient time is provided to explore and resolve key issues.
4.86
3.76
-1.10
4.86
3.46
-1.40
Q19 The Board evaluation process helps the Board enhance its performance.
4.43
3.52
-0.91
4.29
3.33
-0.95
Q20 Board members engage in professional development that enhances their performance as trustees. New Board members have an orientation to their role.
4.43
3.49
-0.94
4.29
3.28
-1.01

Review Board of Trustees' Employee Evaluation 2021

Themes from Employees' Comments

Strengths & accomplishments of the Board

- Safety precautions/Vaccine mandate
- Professionalism/Approachable
- Serve and support faculty and students
- Fiscal responsibility
- Listening and communication

Areas where the Board might improve

- Improved communication/transparency
- Education on issues for decision-making
- More support for faculty/staff
- More involvement in college activities

Review Board of Trustees' Self-Evaluation 2021

Employees' Comments

What should be the Board's goals, priorities, or tasks for the coming year?

- Continue to support faculty/employees/students
- Continue commitment to maintaining Covid safety measures
- Increase communication/transparency

Summary of Self-Evaluation & Employee Results

Strengths/Accomplishments

Trustees

- Respectful & Collegial
- Cohesive and works well together as a team
- Commitment to understand and address issues
- Professional and Confidential

Employees

- Safety precautions/Vaccine mandate
- Professionalism/Approachable
- Serve and support faculty and students
- Fiscal responsibility
- Listening and communication

Areas for Improvement

Trustees

- Evaluation of goals; regular report on progress
- Set clear goals on policy issues and board authority
- Continue to improve, strive for excellence

Employees

- Improved communication/transparency
- Education on issues for decision-making
- More support for faculty/staff
- More involvement in college activities

Summary of Self-Evaluation & Employee Results

Board's goals, priorities, or tasks for the coming year

Trustees

- Evaluation of the learning during the pandemic and more students moving to virtual learning
- Be a strong advocate for the community
- Continue to be fiscally sound
- Chancellor Search

Employees

- Support and understand faculty/employees/students
- Continue commitment to maintaining Covid safety measures
- Increase communication/transparency

Board Goals 2021

GOALS: Board of Trustee Goals for 2021

The board committed to the following ten measurable goals:

1. Establish the baseline to increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program.

2. Establish baseline to increase the number of students transferring annually.

3. Establish baseline for students completing the CTE Outcomes Survey.

4. Establish baseline to reduce average units accumulated by students who complete degrees.

5. Establish baseline using Proportionality Index (PI) to decrease achievement gaps in college identified groups.

Evolution & Development of Board Goals over the last 3 years

- CCCCO Vision for Success 2017 – 2022
- Board Goals 2018 - 2021
  - Aligned to Vision for Success
- Board Goals guided the development of the District-wide Strategic Goals 2020-2025

6. Maintain enrollment and re-envision delivery of extended learning programs (community and adult education programs and emeritus institutes).

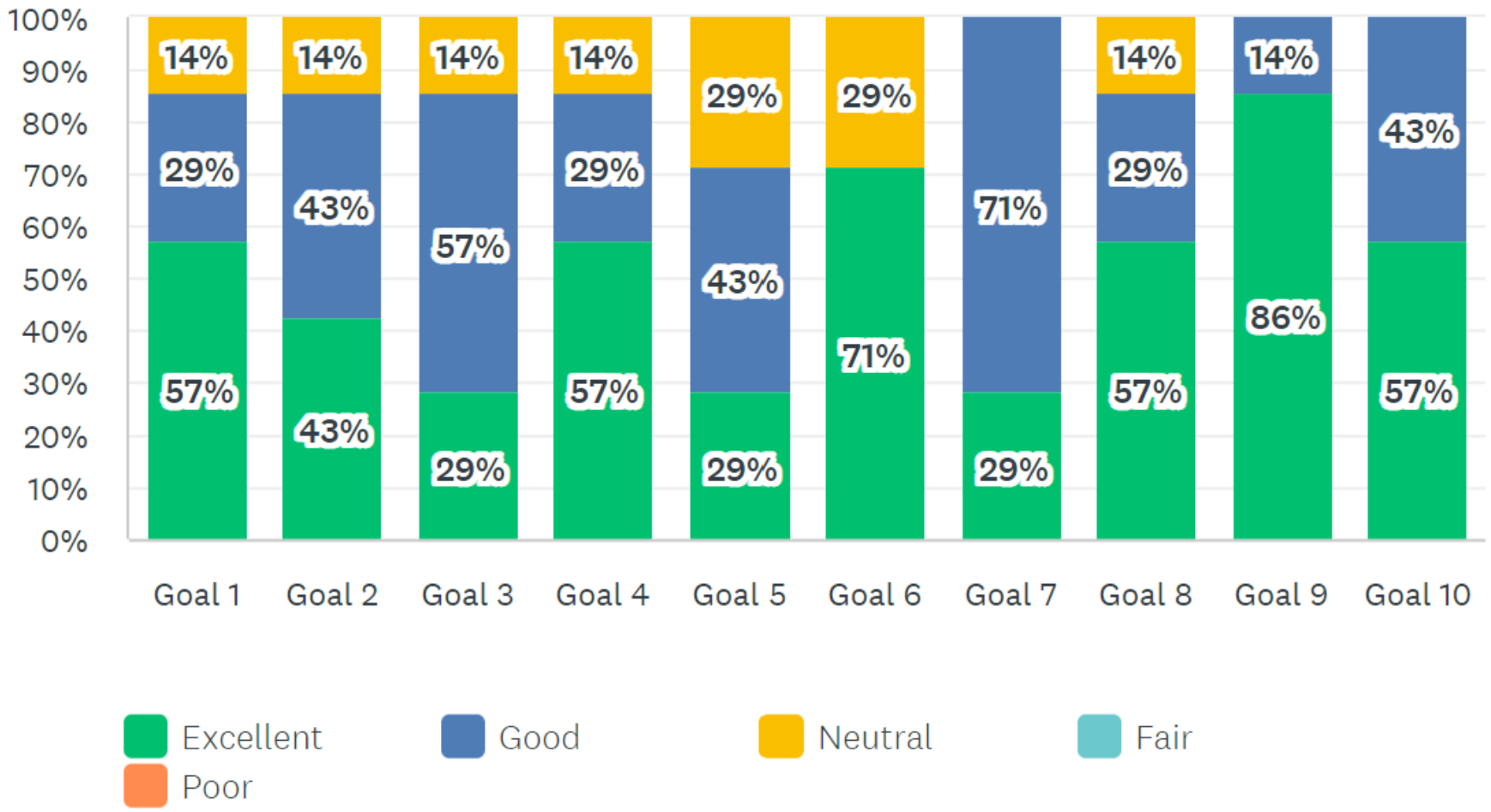
7. Provide enhanced student support with a student-centered design including commencement of the student housing feasibility study.

8. Continue to develop the ATEP campus in the following areas:
   - Increase enrollments above the 2018-2019 base of 1,702.
   - Finalize planning for Saddleback College building(s).
   - Continue to identify and evaluate prospective tenants.

9. Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District.

10. Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

Trustees' Self-Evaluation Ratings on Progress of Board Goals



Board Goals 2021
#1-6

Alignment to the SOCCCD District-wide Strategic Plan 2020-2025

1. **Establish the baseline** to increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program.
2. **Establish baseline** to increase the number of students transferring annually.
3. **Establish baseline** for students completing the CTE Outcomes Survey.
4. **Establish baseline** to reduce average units accumulated by students who complete degrees.
5. **Establish baseline** using Proportionality Index (PI) to decrease achievement gaps in college identified groups.
6. Maintain enrollment and re-envision delivery of extended learning programs (community and adult education programs and emeritus institutes).

South Orange County Community College District
DISTRICT-WIDE PLANNING

Search for...

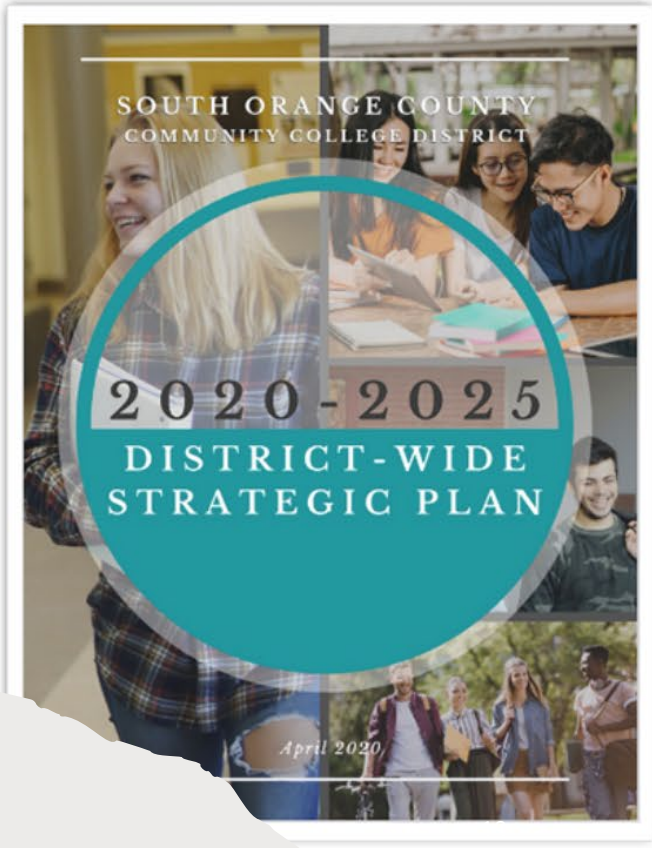
HOME | COMPONENTS OF PLANNING | DISTRICT-WIDE STRATEGIC PLAN | BOARD OF TRUSTEES GOALS | DISTRICT & COLLEGE PLANS

- Components of Planning +
- District-wide Strategic Plan −
  - Goals and Objectives
  - Strategic Plan Indicators Dashboard
- Board of Trustees Goals
- District and College Plans +

District-wide Strategic Plan 2020-2025

The SOCCCD District-wide Plan 2020-2025 was developed in concert with Saddleback College and Irvine Valley College and reflects district-wide planning priorities. The District-wide Strategic Plan is managed by the District-wide Planning Council, a participatory governance group.

A comprehensive SOCCCD Environmental Scan Report 2019 to inform the District and college strategics plan was conducted in 2019.

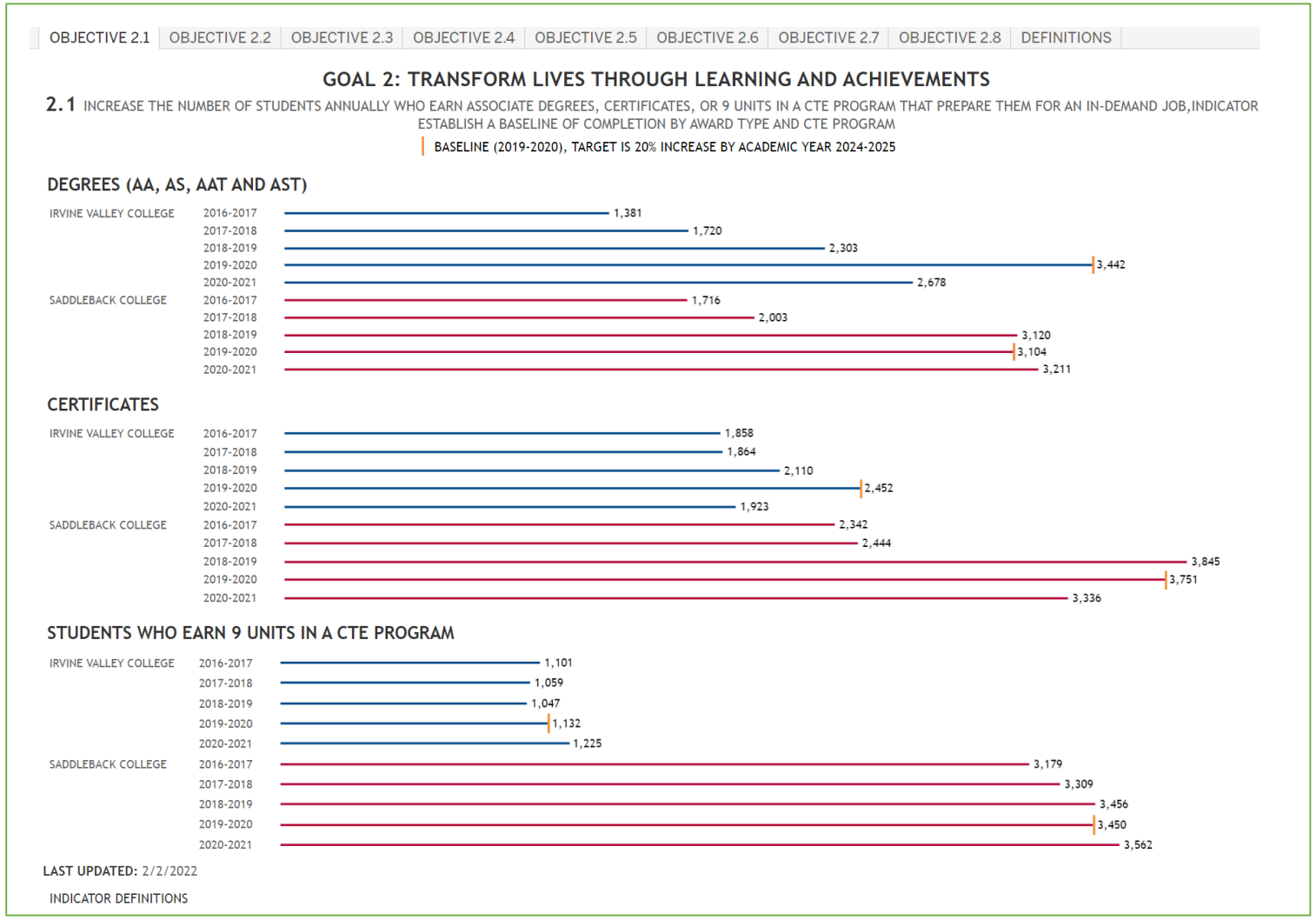


Orientation of Updated Planning Site

https://planning.socccd.edu/district-wide-strategic-plan

Board Goal 1

Establish the baseline to increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program.



Progress ☑

IVC Objective #	Baseline Strat Plan 2019-20	Target Strat Plan 2024-25	Strat Plan Target Method
2.1 Certificates	2,451	2,941	Increase 20%
2.1 Degrees	3,442	4,130	Increase 20%
2.1 CTE 9 Units	1,084	1,301	Increase 20%

Saddleback Objective	Baseline Strat Plan 2019-20	Target Strat Plan 2024-25	Strat Plan Target Method
2.1 Certificates	3,752	4,502	Increase 20%
2.1 Degrees	3,105	3,726	Increase 20%
2.1 CTE 9 Units	2,921	3,505	Increase 20%

Board Goal 1

Establish the baseline to increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program.

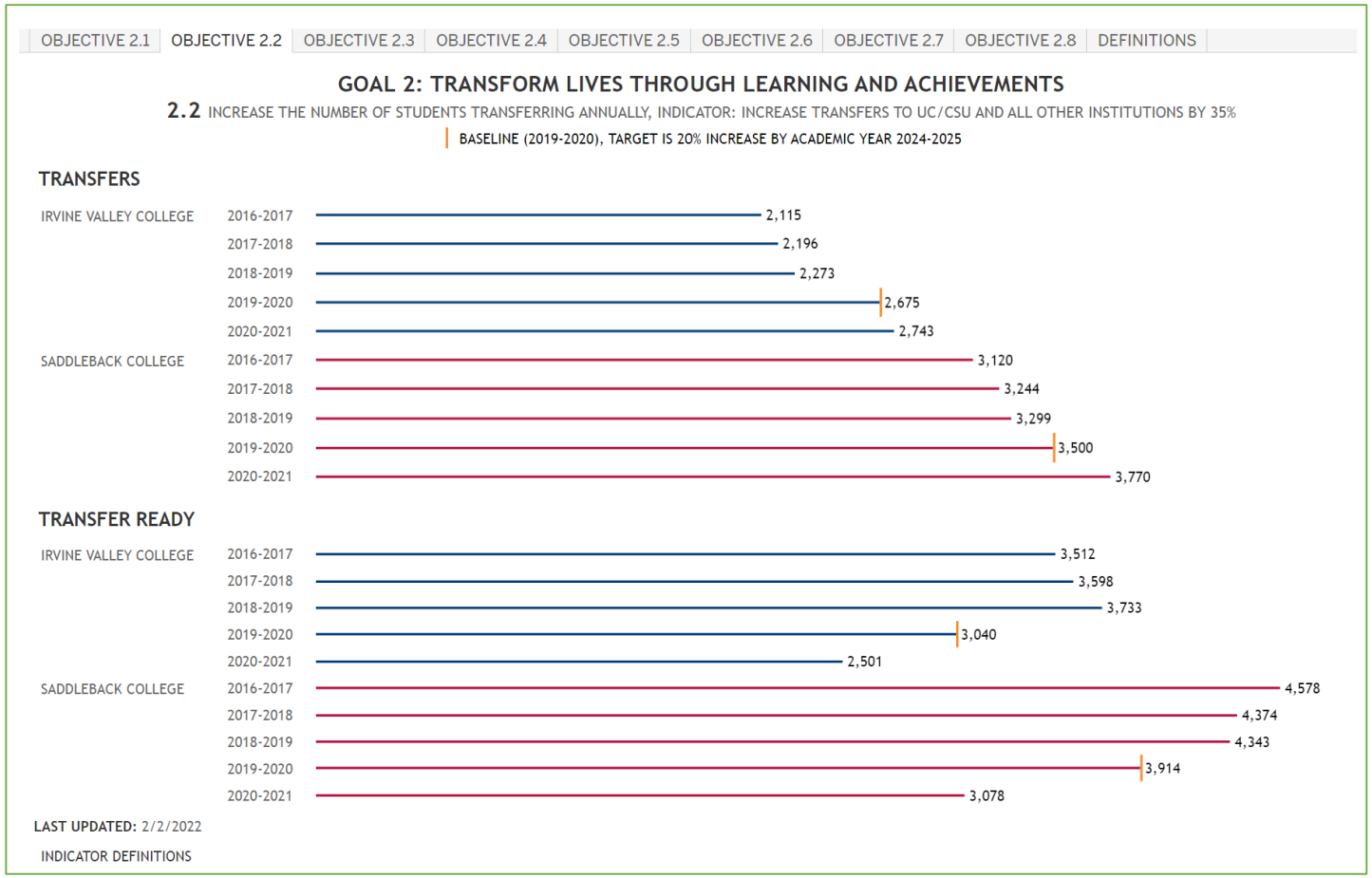
Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025(Goal 2) 2020-2025
  - Increase degrees, certificates, and CTE program units

New Goal:

Support development of baccalaureate degrees

Board Goal 2
Establish baseline to increase the number of students transferring annually.



Progress ☑

IVC Objective	Baseline Strat Plan 2019-20	Target Strat Plan 2024-25	Strat Plan Target Method
2.2 Transfers	2,675	3,210	Increase 20%
2.2 Transfer Ready	3,040	3,648	Increase 20%

Saddleback Objective	Baseline Strat Plan 2019-20	Target Strat Plan 2024-25	Strat Plan Target Method
2.2 Transfers	3,500	4,200	Increase 20%
2.2 Transfer Ready	3,914	4,697	Increase 20%

Board Goal 2
Establish baseline to increase the number of students transferring annually.

Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025(Goal 2) 2020-2025
  - Increase transfers

Board Goal 3

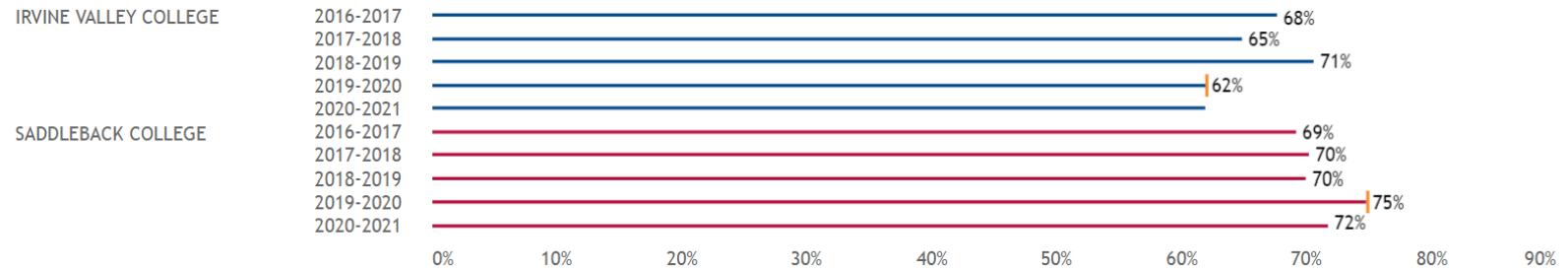
Establish baseline for students completing the CTE Outcomes Survey.

OBJECTIVE 2.1 | OBJECTIVE 2.2 | OBJECTIVE 2.3 | OBJECTIVE 2.4 | OBJECTIVE 2.5 | OBJECTIVE 2.6 | OBJECTIVE 2.7 | OBJECTIVE 2.8 | DEFINITIONS

GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

2.6 INCREASE THE PERCENT OF EXITING CTE STUDENTS WHO REPORTED BEING EMPLOYED IN THEIR FIELD OF STUDY
INDICATOR: INCREASE CTE EMPLOYMENT RATE TO 69%

BASELINE (2019-2020), TARGET IS 78% (SC) AND 76% (IVC) BY ACADEMIC YEAR 2024-2025



LAST UPDATED: 2/2/2022

INDICATOR DEFINITIONS

IRVINE VALLEY COLLEGE	SADDLEBACK COLLEGE
2016-2017 N = 305	N = 2828
2017-2018 N = 295	N = 2574
2018-2019 N = 268	N = 2574
2019-2020 N = 270	N = 2738
2020-2021 N = 254	N = 2842

Progress ☑

	IVC	Baseline Strat Plan	Target Strat Plan	Strat Plan Target Method
	Objective	2019-20	2024-25	
2.6	CTEOS Employment Rate	62%	76%	Increase 5%

	Saddleback	Baseline Strat Plan	Target Strat Plan	Strat Plan Target Method
	Objective	2019-20	2024-25	
2.6	CTEOS Employment Rate	75%	78%	Increase 5%

Board Goal 3

Establish baseline for students completing the CTE Outcomes Survey.

Goal Evaluation & Recommendation:

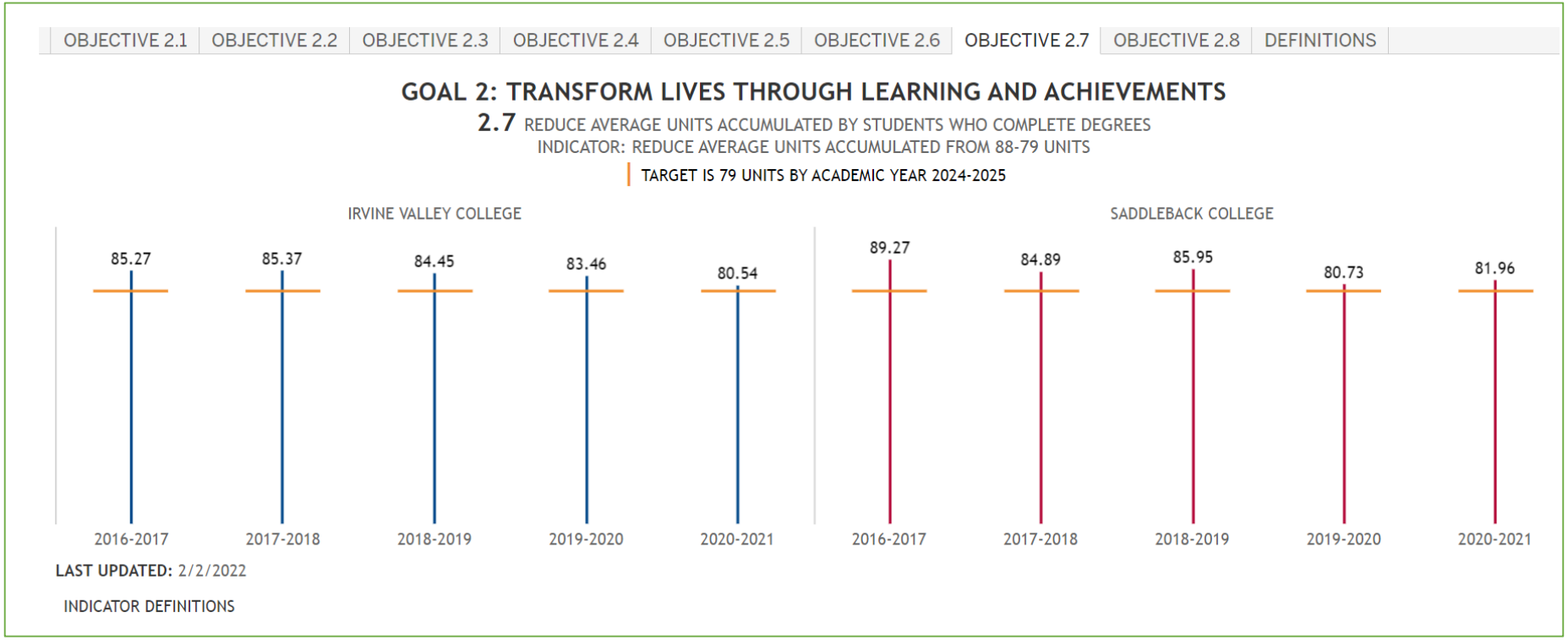
- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025 (Goal 2 & 3) 2020-2025
  - Increase participation of CTEOS

- Include a review of CTEOS in the Annual Colleges' Career Education Programs Report

Board Goal 4

Establish baseline to reduce average units accumulated by students who complete degrees

Progress ☑



	IVC	Baseline Strat Plan	Target Strat Plan	Strat Plan Target Method
	Objective	2019-20	2024-25	
2.7	Average Unit Accumulated for Degree Completion	82.6	79.0	69.0

	Saddleback	Baseline Strat Plan	Target Strat Plan	Strat Plan Target Method
	Objective	2019-20	2024-25	
2.7	Average Unit Accumulated for Degree Completion	79.4	69.0	69.0

Board Goal 4
Establish baseline to reduce average units accumulated by students who complete degrees

Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025(Goal 2) 2020-2025
  - Reduce average unit accumulation for degree completion

Board Goal 5
Establish baseline using Proportionality Index (PI) to decrease achievement gaps in college identified groups.

OBJECTIVES 1.1 - 1.5 SUMMARY | OBJECTIVES 1.1 - 1.5 DETAIL | OBJECTIVE 1.6 | OBJECTIVE 1.7 | DEFINITIONS

GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

SUMMARY OF DISPROPORTIONATE IMPACT (DI) GROUPS BY ACADEMIC YEAR
(BASELINE YEAR IS 2019-2020, TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025)

IRVINE VALLEY COLLEGE

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1.1	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP AMONG UNDERREPRESENTED STUDENTS	24 OUT OF 68 DI GROUPS *(35%)*	22 OUT OF 68 DI GROUPS *(32%)*	27 OUT OF 68 DI GROUPS *(40%)*	25 OUT OF 68 DI GROUPS *(37%)*	24 OUT OF 68 DI GROUPS *(35%)*
1.2	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH	20 OUT OF 51 DI GROUPS *(39%)*	24 OUT OF 51 DI GROUPS *(47%)*	23 OUT OF 51 DI GROUPS *(45%)*	23 OUT OF 51 DI GROUPS *(45%)*	20 OUT OF 51 DI GROUPS *(39%)*
1.3	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP BETWEEN ONLINE AND TRADITIONAL CLASSROOM CLASSES	1 OUT OF 34 DI GROUPS *(3%)*	1 OUT OF 34 DI GROUPS *(3%)*	2 OUT OF 34 DI GROUPS *(6%)*	2 OUT OF 34 DI GROUPS *(6%)*	1 OUT OF 34 DI GROUPS *(3%)*
1.4	INCREASE EQUITY OF ACCESS INTO COLLEGE	7 OUT OF 17 DI GROUPS *(41%)*	8 OUT OF 17 DI GROUPS *(47%)*	7 OUT OF 17 DI GROUPS *(41%)*	6 OUT OF 17 DI GROUPS *(35%)*	5 OUT OF 17 DI GROUPS *(29%)*
1.5	REDUCE AND ELIMINATE STUDENT FALL TO SPRING AND FALL TO FALL RETENTION EQUITY GAPS	4 OUT OF 34 DI GROUPS *(12%)*	5 OUT OF 34 DI GROUPS *(15%)*	4 OUT OF 34 DI GROUPS *(12%)*	2 OUT OF 34 DI GROUPS *(6%)*	4 OUT OF 34 DI GROUPS *(12%)*

SADDLEBACK COLLEGE

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1.1	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP AMONG UNDERREPRESENTED STUDENTS	16 OUT OF 68 DI GROUPS *(24%)*	20 OUT OF 68 DI GROUPS *(29%)*	24 OUT OF 68 DI GROUPS *(35%)*	24 OUT OF 68 DI GROUPS *(35%)*	24 OUT OF 68 DI GROUPS *(35%)*
1.2	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH	26 OUT OF 51 DI GROUPS *(51%)*	22 OUT OF 51 DI GROUPS *(43%)*	25 OUT OF 51 DI GROUPS *(49%)*	26 OUT OF 51 DI GROUPS *(51%)*	17 OUT OF 51 DI GROUPS *(33%)*
1.3	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP BETWEEN ONLINE AND TRADITIONAL CLASSROOM CLASSES	1 OUT OF 34 DI GROUPS *(3%)*	1 OUT OF 34 DI GROUPS *(3%)*	0 OUT OF 34 DI GROUPS *(0%)*	1 OUT OF 34 DI GROUPS *(3%)*	0 OUT OF 34 DI GROUPS *(0%)*
1.4	INCREASE EQUITY OF ACCESS INTO COLLEGE	8 OUT OF 17 DI GROUPS *(47%)*	5 OUT OF 17 DI GROUPS *(29%)*	5 OUT OF 17 DI GROUPS *(29%)*	5 OUT OF 17 DI GROUPS *(29%)*	6 OUT OF 17 DI GROUPS *(35%)*
1.5	REDUCE AND ELIMINATE STUDENT FALL TO SPRING AND FALL TO FALL RETENTION EQUITY GAPS	4 OUT OF 34 DI GROUPS *(12%)*	2 OUT OF 34 DI GROUPS *(6%)*	4 OUT OF 34 DI GROUPS *(12%)*	3 OUT OF 34 DI GROUPS *(9%)*	2 OUT OF 34 DI GROUPS *(6%)*

LAST UPDATED: 1/28/2022

INDICATOR DEFINITIONS

Progress ☑

Board Goal 5

Establish baseline using Proportionality Index (PI) to decrease achievement gaps in college identified groups.

Progress ☑

OBJECTIVES 1.1 - 1.5 SUMMARY | OBJECTIVES 1.1 - 1.5 DETAIL | OBJECTIVE 1.6 | OBJECTIVE 1.7 | DEFINITIONS

GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

COLLEGE: SADDLEBACK COLLEGE

OBJECTIVE: 1.2

1.2 REDUCE AND ELIMINATE THE ACHIEVEMENT GAP FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH
INDICATOR: INCREASE THE COMPLETION RATE OF TRANSFER-LEVEL MATH AND ENGLISH WITHIN STUDENTS' FIRST YEAR TO 50 PERCENT

BASELINE (2019-2020)

TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025

INDICATOR DEFINITIONS

SADDLEBACK COLLEGE
NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS *(BY ACADEMIC YEAR)*

SADDLEBACK COLLEGE EQUITY GAPS* BY OBJECTIVE (ACADEMIC YEAR: 2020-2021)
NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS: 17 OUT OF 51 (DI) GROUPS (33%)

		TRANSFER ENGLISH	TRANSFER MATH	TRANSFER ENGLISH AND MATH
GENDER	FEMALE	1.03	0.99	1.01
	MALE	0.97	1.02	0.98
ETHNICTY	AMERICAN INDIAN OR ALASKA NATIVE	0.49	0.20	0.24
	ASIAN	1.01	1.48	1.39
	BLACK OR AFRICAN AMERICAN	0.59	0.40	0.38
	HISPANIC / LATINO	0.89	0.82	0.82
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.82	0.69	0.82
	TWO OR MORE RACES	1.07	1.08	1.04
	UNREPORTED OR UNKNOWN	0.82	0.95	0.92
	WHITE	1.09	1.06	1.08
AGE	AGES 0-24	1.09	1.11	1.12
	AGES 25+	0.42	0.33	0.22
SPECIAL POPULATIONS	ECONOMICALLY DISADVANTAGED	0.96	0.93	0.93
	FIRST-GEN	0.83	0.72	0.72
	VETERAN	0.96	0.83	0.80
	FOSTER YOUTH	0.65	0.40	0.34
	DSPS	0.88	0.83	0.76

LAST UPDATED: 1/28/2022

OBJECTIVES 1.1 - 1.5 SUMMARY | OBJECTIVES 1.1 - 1.5 DETAIL | OBJECTIVE 1.6 | OBJECTIVE 1.7 | DEFINITIONS

GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

COLLEGE: IRVINE VALLEY COLLEGE

OBJECTIVE: 1.2

1.2 REDUCE AND ELIMINATE THE ACHIEVEMENT GAP FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH
INDICATOR: INCREASE THE COMPLETION RATE OF TRANSFER-LEVEL MATH AND ENGLISH WITHIN STUDENTS' FIRST YEAR TO 50 PERCENT

BASELINE (2019-2020)

TARGET IS 0 DI GROUPS BY ACADEMIC YEAR 2024-2025

INDICATOR DEFINITIONS

IRVINE VALLEY COLLEGE
NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS *(BY ACADEMIC YEAR)*

IRVINE VALLEY COLLEGE EQUITY GAPS* BY OBJECTIVE (ACADEMIC YEAR: 2020-2021)
NUMBER OF DISPROPORTIONATE IMPACT (DI) GROUPS: 20 OUT OF 51 (DI) GROUPS (39%)

		TRANSFER ENGLISH	TRANSFER MATH	TRANSFER ENGLISH AND MATH
GENDER	FEMALE	1.06	1.00	1.04
	MALE	0.94	1.00	0.97
ETHNICTY	AMERICAN INDIAN OR ALASKA NATIVE	0.39	0.85	0.60
	ASIAN	1.12	1.35	1.30
	BLACK OR AFRICAN AMERICAN	0.64	0.51	0.50
	HISPANIC / LATINO	0.83	0.64	0.63
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	0.52	0.66	0.53
	TWO OR MORE RACES	1.08	0.94	1.04
	UNREPORTED OR UNKNOWN	0.90	0.95	0.92
	WHITE	1.04	0.98	1.03
AGE	AGES 0-24	1.08	1.07	1.09
	AGES 25+	0.32	0.45	0.23
SPECIAL POPULATIONS	ECONOMICALLY DISADVANTAGED	1.02	0.93	0.97
	FIRST-GEN	0.82	0.76	0.70
	VETERAN	1.02	1.07	0.88
	FOSTER YOUTH	0.57	0.51	0.46
	DSPS	0.96	0.71	0.75

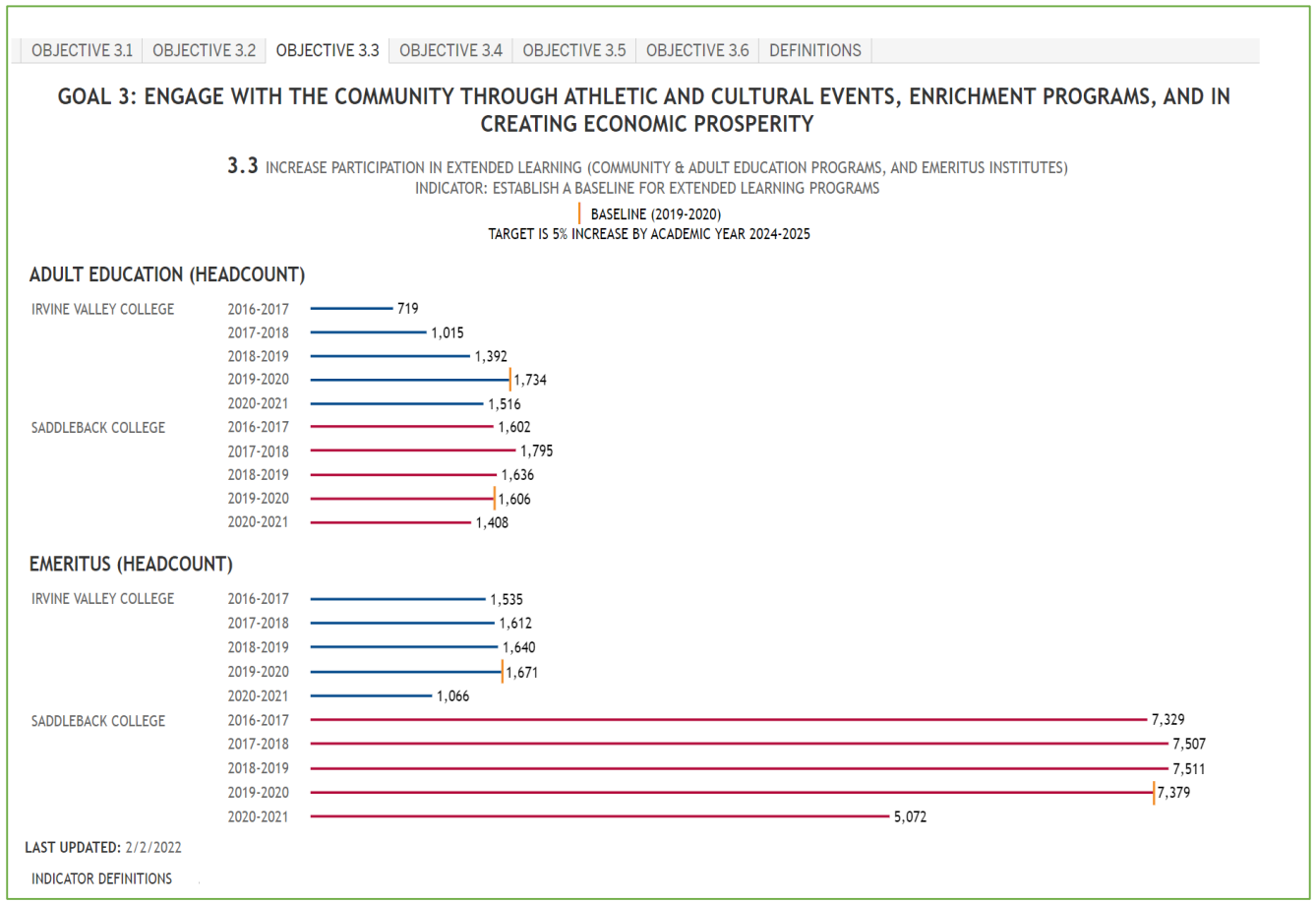
LAST UPDATED: 1/28/2022

Board Goal 5
Establish baseline using Proportionality Index (PI) to decrease achievement gaps in college identified groups.

Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025(Goal 1) 2020-2025
  - Decrease achievement gaps in disproportionately impacted groups

Board Goal 6
Maintain enrollment and re-envision delivery of extended learning programs (community and adult education programs and emeritus institutes).



Progress ☑

	IVC	Baseline Strat Plan	Target Strat Plan	Strat Plan Target Method
	Objective #	2019-20	2024-25	
3.3	Adult Education - Enrollment	3,597	3,777	Increase 5%
3.3	Emeritus - Enrollment	5,936	6,233	Increase 5%
3.3	Adult Education - Headcount	1,734	1,821	Increase 5%
3.3	Emeritus - Headcount	1,671	1,755	Increase 5%

	Saddleback	Baseline Strat Plan	Target Strat Plan	Strat Plan Target Method
	Objective	2019-20	2024-25	
3.3	Adult Education - Enrollment	2,990	3,140	Increase 5%
3.3	Emeritus - Enrollment	35,176	36,935	Increase 5%
3.3	Adult Education - Headcount	1,606	1,686	Increase 5%
3.3	Emeritus - Headcount	7,379	7,748	Increase 5%

Board Goal 6
Maintain enrollment and re-envision delivery of extended learning programs (community and adult education programs and emeritus institutes).

Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025(Goal 3) 2020-2025
  - Maintain Adult Education and Emeritus program enrollment

Board Goals 2021
#7-10

7. Provide enhanced student support with a student-centered design including the commencement of the student housing feasibility study.
8. Continue to develop the ATEP campus in the following areas:
    - Increase enrollments above the 2018-2019 base of 1,702.
    - Finalize planning for Saddleback College building(s).
    - Continue to identify and evaluate prospective tenants.
9. Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District.
10. Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

Board Goal 7

Provide enhanced student support with a student-centered design including the commencement of the student housing feasibility study

Progress ☑

Presentation to the Board of Trustees in December 2021 informing the Board of the methodology, progress, and timeline of the student housing feasibility study.

Next steps:

- The student interest surveys went out on January 31, 2022.
- Present to the Board results of the student surveys and viability of student housing (tentative April 2022)

- Await decision from the Department of Finance on whether Planning Grant Application is funded. Decision expected in mid-March.

Board Goal 7

Provide enhanced student support with a student-centered design including the commencement of the student housing feasibility study

Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025 (Goal 4 – Objective 4.4)
  - Student Centered Goal focus on Student Housing

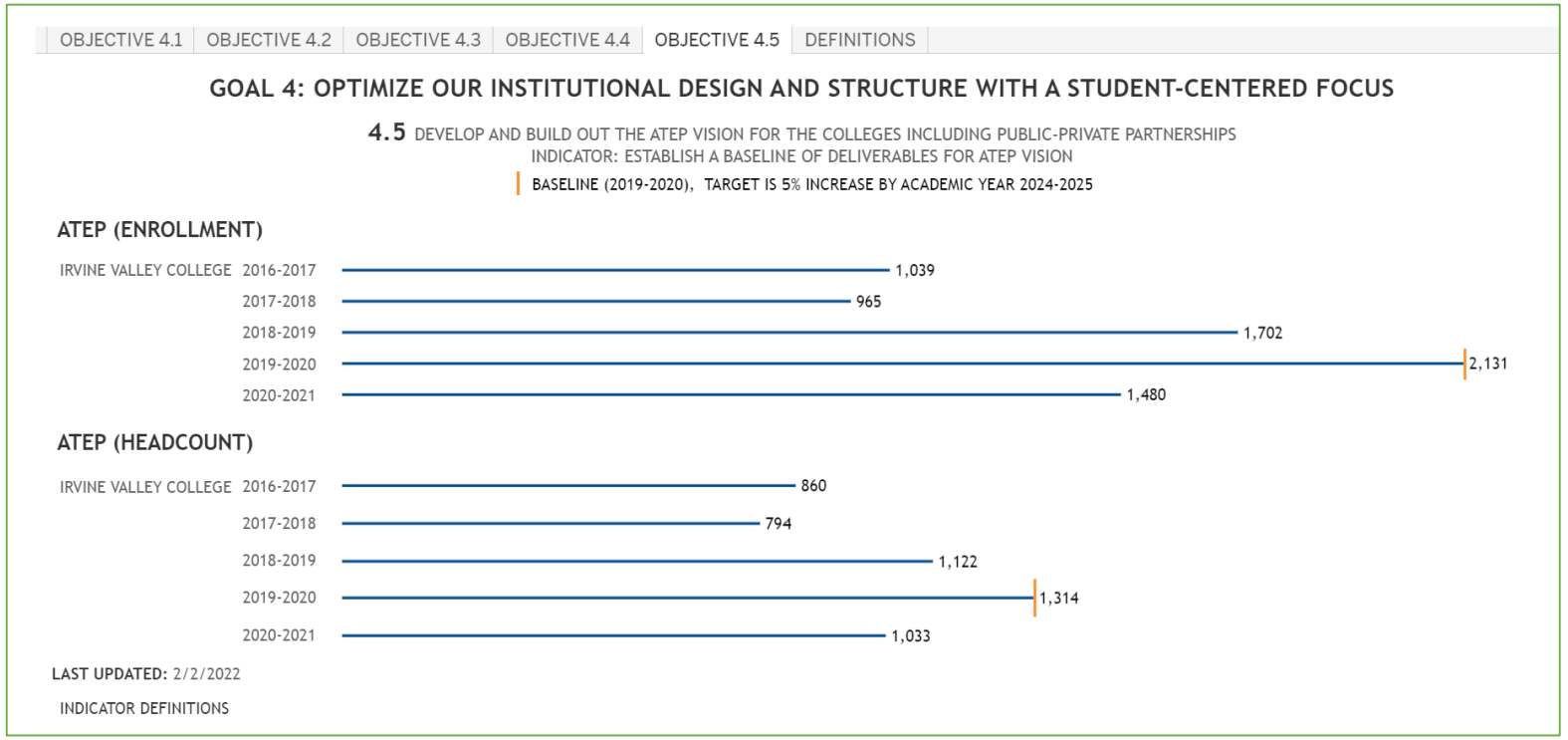
Revise Goal:

- Completion of the student housing feasibility study and analysis of results for future planning.

Board Goal 8

Continue to develop the ATEP campus in the following areas:

- Increase enrollments at ATEP above the 2018-2019 base of 1,702.
- Develop preliminary planning for the Saddleback building at ATEP.
- Continue to identify and evaluate prospective tenants for ATEP



Progress ☑

IVC Objective #	Baseline Strat Plan 2019-20	Target Strat Plan 2024-25	Strat Plan Target Method
4.5 ATEP - Enrollment	2,131	2,238	Increase 5%
4.5 ATEP - Headcount	1,314	1,380	Increase 5%

Board Goal 8 cont.

Continue to develop the ATEP campus in the following areas:

- **Develop preliminary planning for the Saddleback building at ATEP.**
- **Continue to identify and evaluate prospective tenants for ATEP**

Progress ☑

Saddleback Building @ATEP

The plans for the building were completed and submitted to the Division of State Architects (DSA) for review in September 2021.

- According to the DSA tracker, the review of the plans are currently 85% complete. Anticipate going out to bid in August 2022.
- Received approval from the Orange County Fire Authority and comments back from the Orange County Health Care Agency
- Started work on the grading plans for submission to the City of Tustin

Prospective tenants for ATEP

1. *PRPJPA Ventures – "The Goddard School"*
2. *Advantech Corporation*
3. *TruAbutment*

Board Goal 8

Continue to develop the ATEP campus in the following areas:

- **Increase enrollments at ATEP above the 2018-2019 base of 1,702.**
- **Develop preliminary planning for the Saddleback building at ATEP.**
- **Continue to identify and evaluate prospective tenants for ATEP**

Goal Evaluation & Recommendation:

- Move to an overall goal to monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025 (ATEP enrollment 4.5)
  - Increase ATEP enrollments

Revise Goal

Continue to develop the ATEP campus in the following areas:

- Begin construction on Saddleback @ATEP
- Finalize negotiations and approve ground leases with Advantech and PRPJPA (Goddard School); begin construction on each.
- Continue to identify and evaluate prospective tenants for ATEP

Board Goal 9

Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District.

Progress ☑

The 2021-2022 Budget was prepared following Budget Development Guidelines and Board Policy 6200 (Budget Preparation).

The following highlights the budget preparation to ensure long-term fiscal health.

- Fully funded the District's long-term liability for its retiree benefits
- Set-aside funds for future increases in the STRS and PERS obligations
- Fully funded construction project annual allocations, in accordance with the 2020 Facilities Master Plan
- 7.5 percent reserve for economic uncertainties; 20 percent basic aid reserve
- Provided an increase to the DRAC model of over $10.3 million (5.1 percent).

Board Goal 9
Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District.

Goal Evaluation & Recommendation:

Revise:

- Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District, including identifying funding streams to implement the District-wide Technology Strategic Master Plan (DTSMP).

Board Goal 10

Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

District Services

- 12 COVID-19 related MOUs with employee associations
- Collaborated with college health centers on COVID testing
- Protocol to document and communicate to employees on COVID related matters
  - Provided direct support for and communication to managers on COVID related matters
- Vaccination Requirement for all Employees
  - Established a medical and religious exemption process
- Established the District-Wide Health & Safety Committee to monitor and respond to unhealthy conditions

Progress ☑

Board Goal 10

Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

District Services

- Developed procedures and protocols, along with implemented and installed hardware and software, to respond to Cal/OSHA tracking and reporting requirements for COVID-19 cases
- Created and revised *Return to Work Guidelines*
- Implemented electronic signatures district-wide
- Provided protective personal equipment (PPE) such as face masks, face shields, and hand sanitizer to employees
- Created COVID-19 protocols for all contracted services and amended 57 contracts to incorporate the protocols
- Enhanced Board and conference room technologies to allow for synchronous activities
- Provided remote technology and software to employees

Progress ☑

Board Goal 10

Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

Progress ☑

Irvine Valley

- HyFlex Classrooms Modifications
- Outdoor Learning Labs
- Ongoing Safety Training
- Classroom Safety Kits
- Access Control Project

Saddleback

- Online Educator Programs
- Hy-Flex Streaming Classrooms
- Drive-Thru Distribution and Testing Logistics
- Hotspots and Chromebooks
- Access Control Project
- Campus Wireless Upgrade
- Building Safety

Board Goal 10

Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

Goal Evaluation & Recommendation:

Revise:

- Support opportunities to enhance safety and sustainability efforts in learning and workplace environments.

Evaluation and Goal Setting for 2022

Goals for 2021

1. Establish the baseline to increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program.
2. Establish baseline to increase the number of students transferring annually.
3. Establish baseline for students completing the CTE Outcomes Survey.
4. Establish baseline to reduce average units accumulated by students who complete degrees.
5. Establish baseline using Proportionality Index (PI) to decrease achievement gaps in college identified groups.
6. Maintain enrollment and re-envision delivery of extended learning programs (community and adult education programs and emeritus institutes).

Goals for 2022

Revise Goals to:

- Monitor progress on the District-wide and Colleges' Strategic Plan 2020-2025

New Goal:

Support development of baccalaureate degrees

Evaluation and Goal Setting for 2022

Goals for 2021

7. Provide enhanced student support with a student-centered design including the commencement of the student housing feasibility study.

8. Continue to develop the ATEP campus in the following areas:
   - Increase enrollments above the 2018-2019 base of 1,702.
   - Finalize planning for Saddleback College building(s).
   - Continue to identify and evaluate prospective tenants.

Goals for 2022

7. Completion of the student housing feasibility study and analysis of results for future planning.

8. Continue to develop the ATEP campus in the following areas:
   - Begin construction on Saddleback @ATEP
   - Finalize negotiations and approve ground leases with Advantech and PRPJPA (Goddard School); begin construction on each.
   - Continue to identify and evaluate prospective tenants for ATEP

Evaluation and Goal Setting for 2022

Goals for 2021

9. Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District.

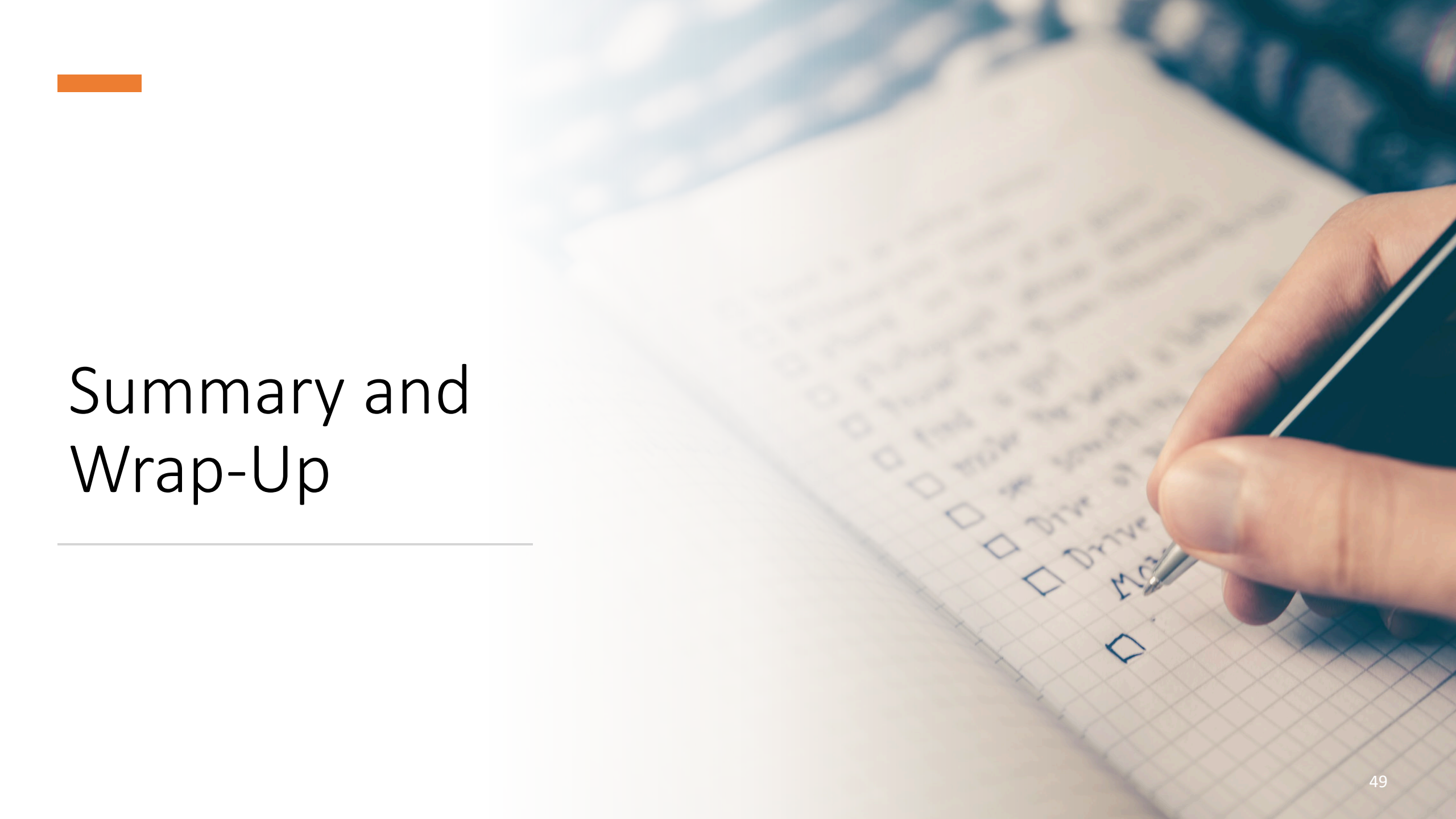
10. Monitor District response to COVID-19 and create opportunities for changes in teaching and working environments going forward to enhance safety and sustainability efforts.

Goals for 2022

9. Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District, including identifying funding streams to implement the District-wide Technology Strategic Master Plan (DTSMP).

10. Support opportunities to enhance safety and sustainability efforts in learning and workplace environments.

Suggested Board Goals 2022

1. **Monitor progress on the District-wide, Irvine Valley and Saddleback Strategic Plans 2020-2025**
   - Increase degrees, certificates, and CTE program units
   - Increase transfers
   - Increase participation of CTEOS
   - Reduce unit accumulation for degree completion
   - Decrease achievement gaps in disproportionately impacted groups
   - Maintain Adult Education and Emeritus program enrollment
   - Student Centered Goal focus on Student Housing
   - Increase ATEP enrollments
2. **Support the development of baccalaureate degrees.**
3. **Completion of the student housing feasibility study and analysis of results for future planning.**
4. **Continue to develop the ATEP campus in the following areas:**
   - **Begin construction on Saddleback @ATEP**
   - **Finalize negotiations and approve ground leases with Advantech and PRPJPA (Goddard School); begin construction on each.**
   - **Continue to identify and evaluate prospective tenants for ATEP**
5. **Support strategies and budgets that ensure the long-term fiscal health of the colleges and the District, including identifying funding streams to implement the District-wide Technology Strategic Master Plan (DTSMP).**
6. **Support opportunities to enhance safety and sustainability efforts in learning and workplace environments.**

Summary and Wrap-Up