GOAL 1
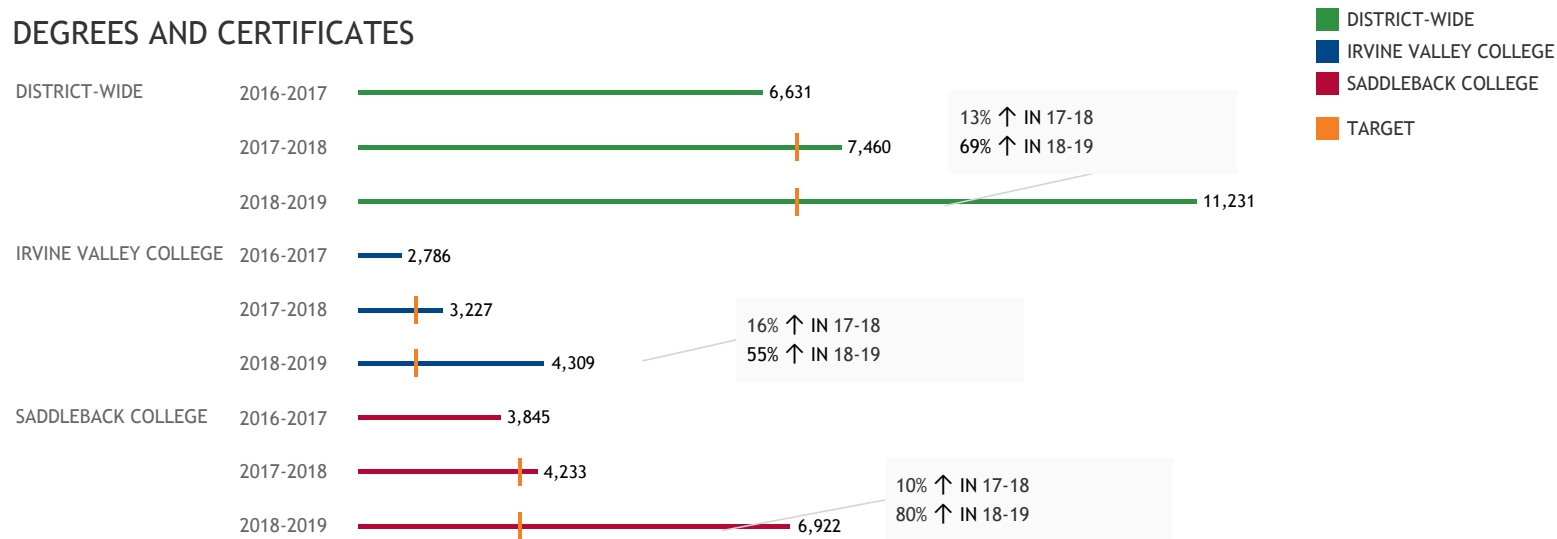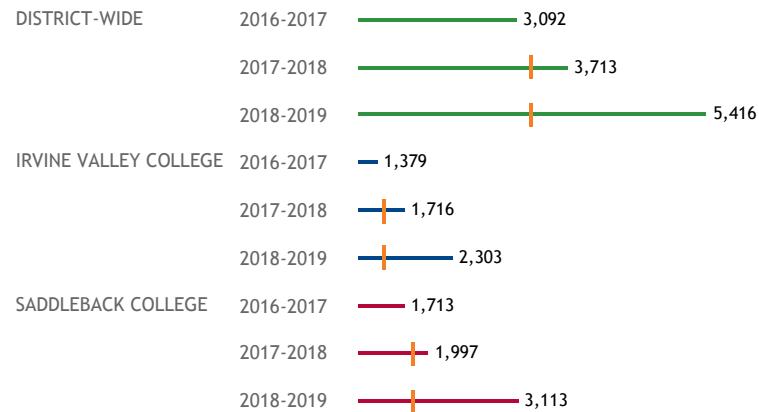### INCREASE BY AT LEAST 5% THE NUMBER OF SOCCCD STUDENTS WHO ACQUIRE ASSOCIATE DEGREES, CREDENTIALS, CERTIFICATES OR SPECIFIC SKILL SETS THAT PREPARE THEM FOR AN IN-DEMAND JOB
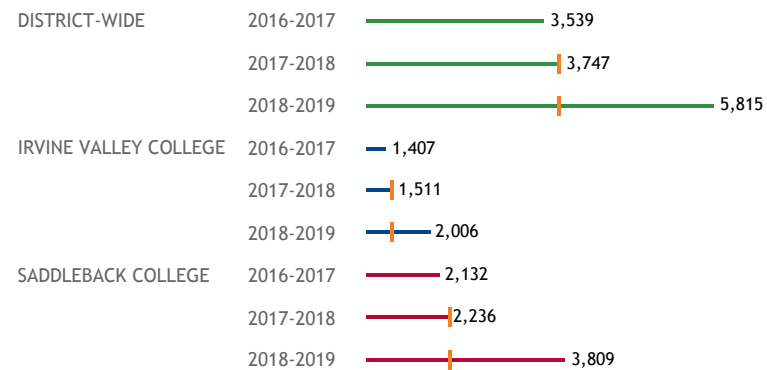*BASELINE YEAR IS 2016-2017 FOR CHANGE*

DISTRICT-WIDE
IRVINE VALLEY COLLEGE
SADDLEBACK COLLEGE
TARGET

DEGREES AND CERTIFICATES

DISTRICT-WIDE	2016-2017	6,631
	2017-2018	7,460
	2018-2019	11,231

13% ↑ IN 17-18
69% ↑ IN 18-19

IRVINE VALLEY COLLEGE	2016-2017	2,786
	2017-2018	3,227
	2018-2019	4,309

16% ↑ IN 17-18
55% ↑ IN 18-19

SADDLEBACK COLLEGE	2016-2017	3,845
	2017-2018	4,233
	2018-2019	6,922

10% ↑ IN 17-18
80% ↑ IN 18-19

DEGREES (AA, AS, AAT and AST)

DISTRICT-WIDE	2016-2017	3,092
	2017-2018	3,713
	2018-2019	5,416
IRVINE VALLEY COLLEGE	2016-2017	1,379
	2017-2018	1,716
	2018-2019	2,303
SADDLEBACK COLLEGE	2016-2017	1,713
	2017-2018	1,997
	2018-2019	3,113

CERTIFICATES

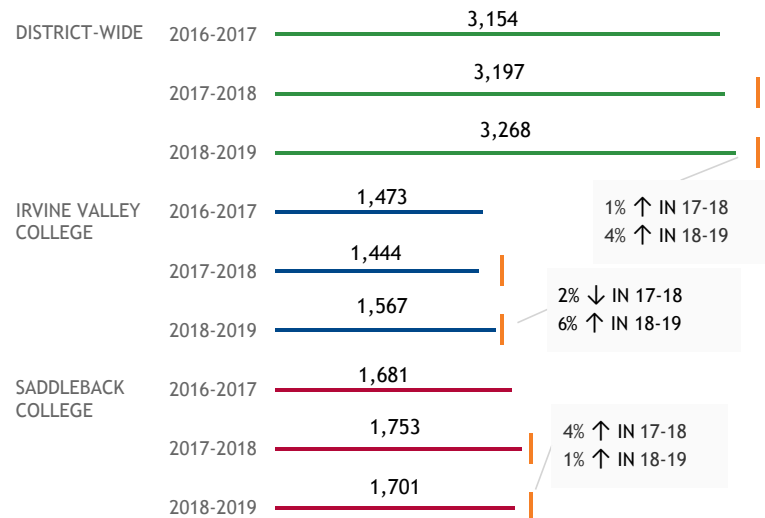|		
DISTRICT-WIDE	2016-2017	3,539
	2017-2018	3,747
	2018-2019	5,815
IRVINE VALLEY COLLEGE	2016-2017	1,407
	2017-2018	1,511
	2018-2019	2,006
SADDLEBACK COLLEGE	2016-2017	2,132
	2017-2018	2,236
	2018-2019	3,809

GOAL 2
INCREASE BY 8% THE NUMBER OF SOCCCD STUDENTS TRANSFERRING TO 4-YEAR COLLEGES OR UNIVERISITIES
BASELINE YEAR IS 2016-2017 FOR CHANGE

DISTRICT-WIDE
- 2016-2017: 6,165
- 2017-2018: 6,492 — 5% ↑ IN 17-18
- 2018-2019: 6,812 — 10% ↑ IN 18-19

IRVINE VALLEY COLLEGE
- 2016-2017: 2,540
- 2017-2018: 2,644 — 4% ↑ IN 17-18
- 2018-2019: 2,853 — 12% ↑ IN 18-19

SADDLEBACK COLLEGE
- 2016-2017: 3,625
- 2017-2018: 3,848 — 6% ↑ IN 17-18
- 2018-2019: 3,959 — 9% ↑ IN 18-19

Legend:
- DISTRICT-WIDE
- IRVINE VALLEY COLLEGE
- SADDLEBACK COLLEGE
- TARGET

UC/CSU

DISTRICT-WIDE
- 2016-2017: 3,154
- 2017-2018: 3,197
- 2018-2019: 3,268

IRVINE VALLEY COLLEGE
- 2016-2017: 1,473
- 2017-2018: 1,444 — 1% ↑ IN 17-18
- 2018-2019: 1,567 — 4% ↑ IN 18-19

SADDLEBACK COLLEGE
- 2016-2017: 1,681
- 2017-2018: 1,753 — 2% ↓ IN 17-18
- 2018-2019: 1,701 — 6% ↑ IN 18-19

4% ↑ IN 17-18
1% ↑ IN 18-19

IN-STATE PRIVATE AND OUT-OF-STATE PRIVATE/PUBLIC
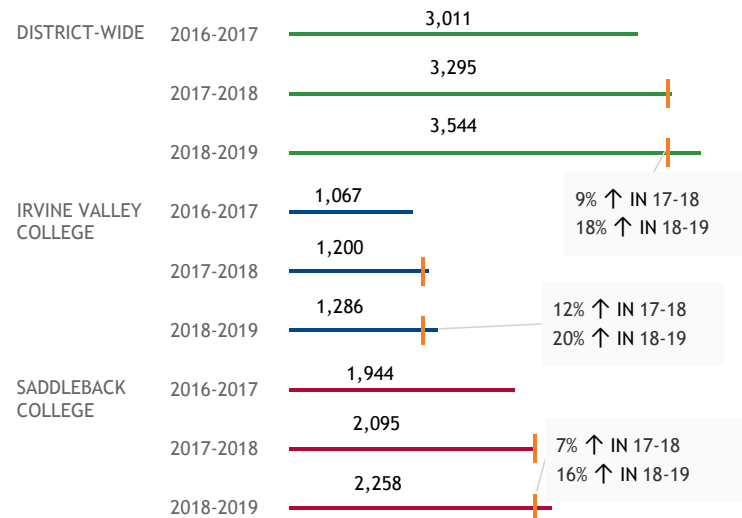
DISTRICT-WIDE
- 2016-2017: 3,011
- 2017-2018: 3,295
- 2018-2019: 3,544

IRVINE VALLEY COLLEGE
- 2016-2017: 1,067
- 2017-2018: 1,200 — 9% ↑ IN 17-18
- 2018-2019: 1,286 — 18% ↑ IN 18-19

SADDLEBACK COLLEGE
- 2016-2017: 1,944
- 2017-2018: 2,095 — 12% ↑ IN 17-18
- 2018-2019: 2,258 — 20% ↑ IN 18-19

7% ↑ IN 17-18
16% ↑ IN 18-19

GOAL 3
INCREASE THE PERCENT OF EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED IN A FIELD CLOSELY RELATED TO THEIR COURSEWORK
BASELINE YEAR IS 2016-2017 FOR CHANGE

IRVINE VALLEY COLLEGE	2016-2017	67%
	2017-2018	67%
	2018-2019	68%
SADDLEBACK COLLEGE	2016-2017	65%
	2017-2018	68%
	2018-2019	70%

		2016-2017	2017-2018	2018-2019
IRVINE VALLEY COLLEGE	SURVEY N	1,332	1,127	1,041
	QUESTION N	305	295	268
	RESPONSE N	206	191	189
SADDLEBACK COLLEGE	SURVEY N	2,828	2,576	2,574
	QUESTION N	677	677	671
	RESPONSE N	468	475	469

OF THOSE WHO REPORTED WORKING IN A FIELD CLOSELY RELATED TO THEIR COURSEWORK, THE FOLLOWING DEGREES/CERTIFICATES WERE AWARDED:

	2013	2014	2015	2016-2017	2017-2018	2018-2019	2019-2020
A.S. REGISTERED NURSE			45	32	34	35	42
CERTIFICATE COSMETOLOGY			5		7	7	4
A.A. BUSINESS ADMINISTRATION			5	5	2		1
A.S. ACCOUNTING	9		5	2	1	2	2
A.A. BUSINESS ADMINISTRATION	15	13	15	10	6	8	7
A.S. LVN TO RN				12	5	9	1
A.S. HEALTH SCIENCES			3	5	5	7	17
CERTIFICATE CLINICAL MED ASST				3	5	5	3
CERTIFICATE ADMIN MED ASST			2	5	2	1	4
CERTIFICATE PARAMEDIC			1	6	7	4	2
CERTIFICATE ALCOHOL/DRUG STUDIES			2	5	5	6	6
A.S. BUSINESS ADMINISTRATION				13	28	46	37

Additional Career Technical Education Research

The colleges utilized the services of EMSI (Economic Modeling Specialist, Inc.) over the last year. Both colleges are expanding their ability to understand students' earnings and job outcomes after they attend college. The data matching services provided by EMSI allow the colleges to see employers that hire the colleges' students and have the potential to become strategic partners. The college research offices submit files to EMSI to match our students to their job databases. EMSI returns information to the college on our students' career or area of work and income levels. Although the match rate of our students' data to employers was not high, the colleges continue to explore avenues to increase understanding of career outcomes for our programs.
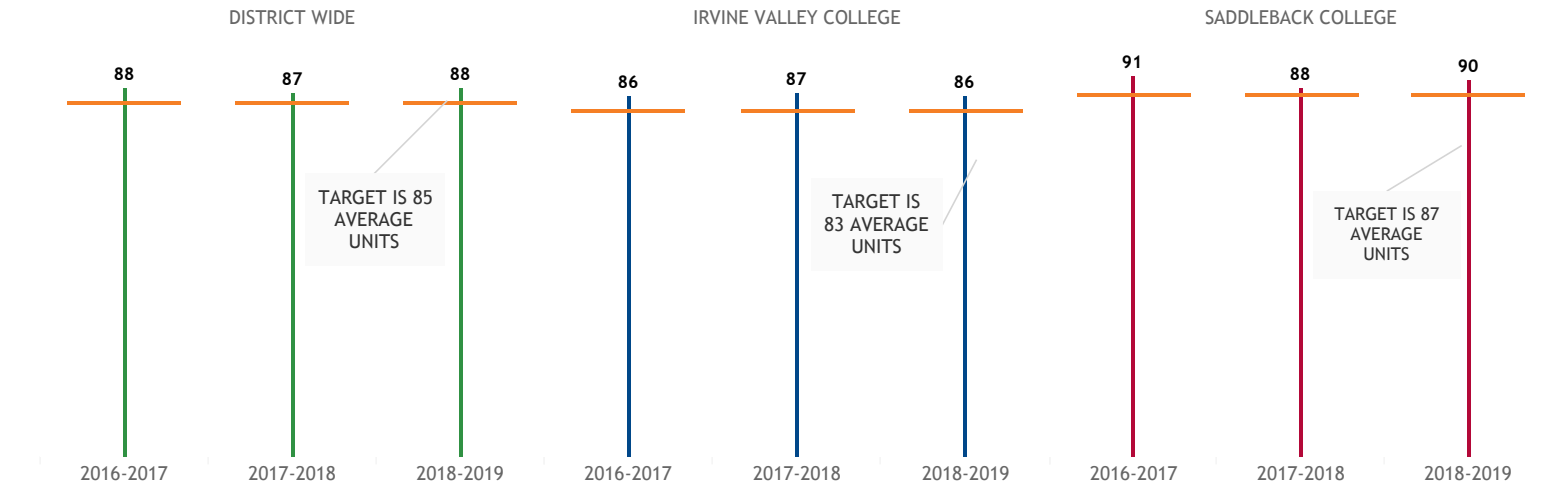
A separate but valuable outcome of the EMSI service was the ability to identify highly successful alumni students. This information can be provided to the Foundations to support their outreach and marketing efforts that target alumni giving.

GOAL 4

DECREASE THE AVERAGE NUMBER OF UNITS ACCUMULATED BY SOCCCD STUDENTS EARNING THEIR ASSOCIATES DEGREES BY AT LEAST 3%
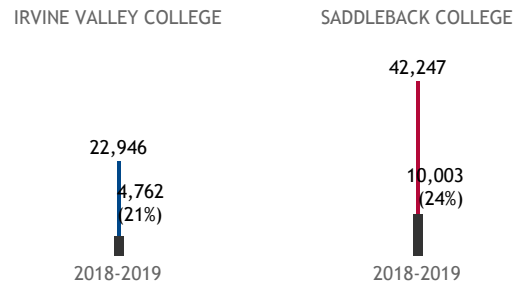
BASELINE YEAR IS 2016-2017 FOR CHANGE

DISTRICT WIDE

88	87	88
2016-2017	2017-2018	2018-2019

TARGET IS 85 AVERAGE UNITS

IRVINE VALLEY COLLEGE

86	87	86
2016-2017	2017-2018	2018-2019

TARGET IS 83 AVERAGE UNITS

SADDLEBACK COLLEGE

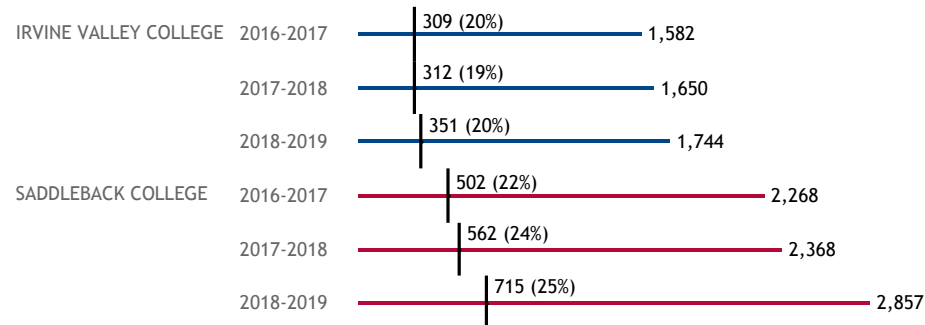| 91	88	90
2016-2017	2017-2018	2018-2019

TARGET IS 87 AVERAGE UNITS

GOAL 5
RESEARCH AND IDENTIFY EQUITY GAPS & REPORT BACK TO THE BOARD ON A PLAN TO REDUCE THE ACHIEVEMENT GAP(S)
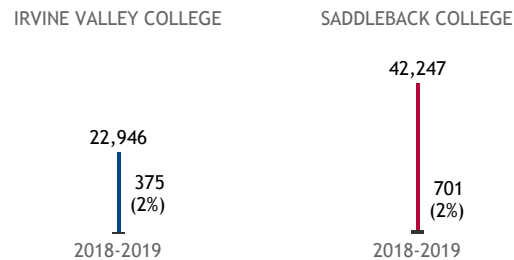*BASELINE YEAR IS 2016-2017 FOR CHANGE*
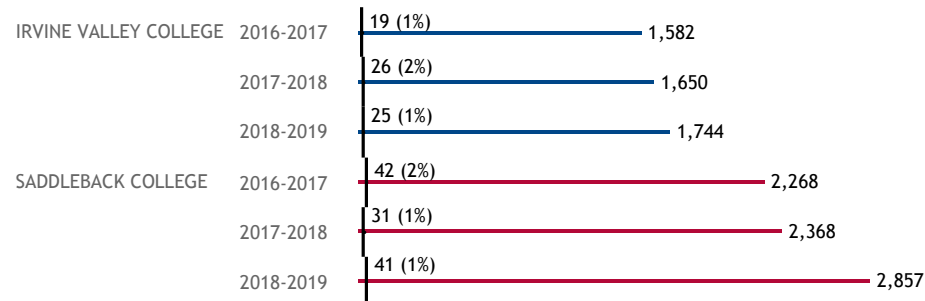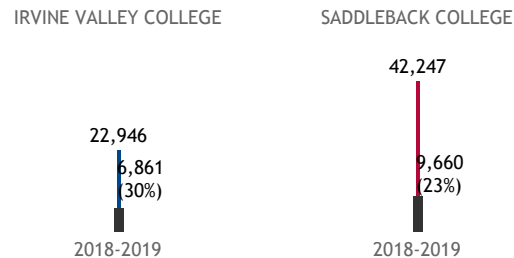
HISPANIC/LATINX HEADCOUNT

IRVINE VALLEY COLLEGE

SADDLEBACK COLLEGE

22,946

42,247

4,762
(21%)

10,003
(24%)

2018-2019

2018-2019

HISPANIC/LATINX AWARDS (UNDUPLICATED)

IRVINE VALLEY COLLEGE	2016-2017	309 (20%)	1,582
	2017-2018	312 (19%)	1,650
	2018-2019	351 (20%)	1,744
SADDLEBACK COLLEGE	2016-2017	502 (22%)	2,268
	2017-2018	562 (24%)	2,368
	2018-2019	715 (25%)	2,857

BLACK/AFRICAN AMERICAN HEADCOUNT

IRVINE VALLEY COLLEGE

SADDLEBACK COLLEGE

42,247

22,946

375
(2%)

701
(2%)

2018-2019

2018-2019

BLACK/AFRICAN AMERICAN AWARDS (UNDUPLICATED)

IRVINE VALLEY COLLEGE	2016-2017	19 (1%)	1,582
	2017-2018	26 (2%)	1,650
	2018-2019	25 (1%)	1,744
SADDLEBACK COLLEGE	2016-2017	42 (2%)	2,268
	2017-2018	31 (1%)	2,368
	2018-2019	41 (1%)	2,857

FINANCIAL AID HEADCOUNT

IRVINE VALLEY COLLEGE

SADDLEBACK COLLEGE

42,247

22,946

6,861
(30%)

9,660
(23%)

2018-2019

2018-2019

FINANCIAL AID AWARDS (UNDUPLICATED)
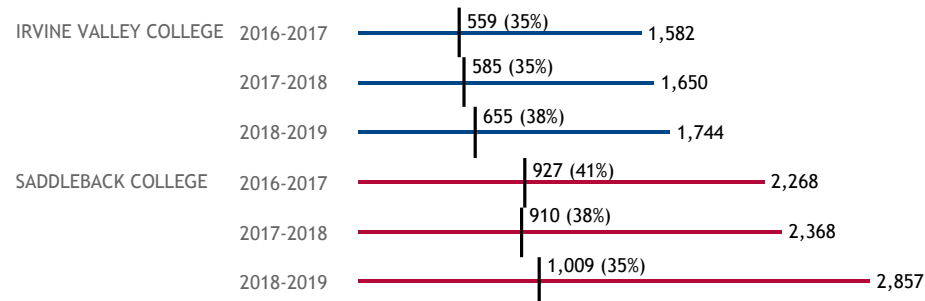
IRVINE VALLEY COLLEGE	2016-2017	559 (35%)	1,582
	2017-2018	585 (35%)	1,650
	2018-2019	655 (38%)	1,744
SADDLEBACK COLLEGE	2016-2017	927 (41%)	2,268
	2017-2018	910 (38%)	2,368
	2018-2019	1,009 (35%)	2,857

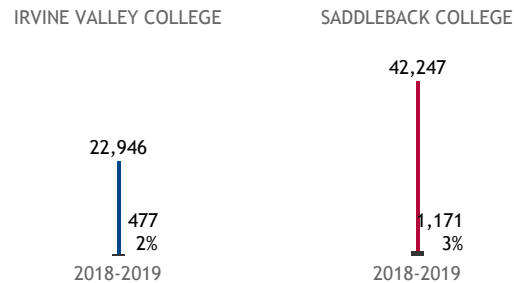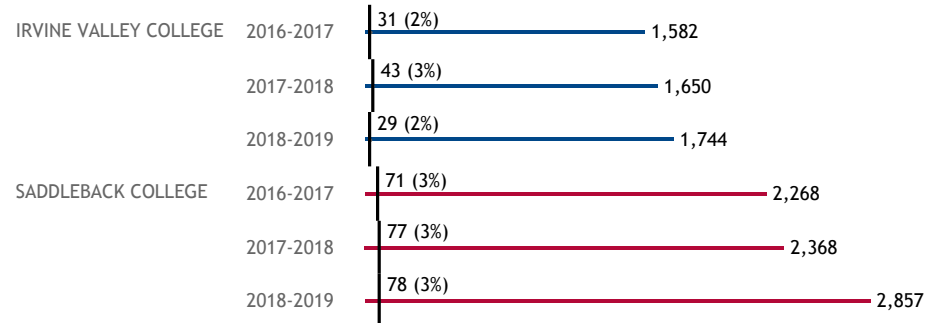## GOAL 5
RESEARCH AND IDENTIFY EQUITY GAPS & REPORT BACK TO THE BOARD ON A PLAN TO REDUCE THE ACHIEVEMENT GAP(S)
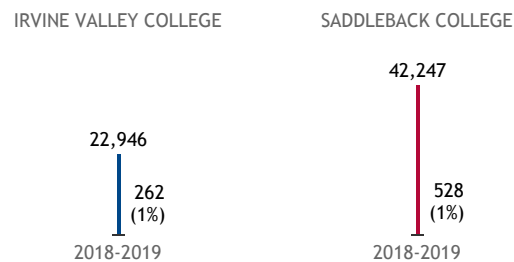*BASELINE YEAR IS 2016-2017 FOR CHANGE*
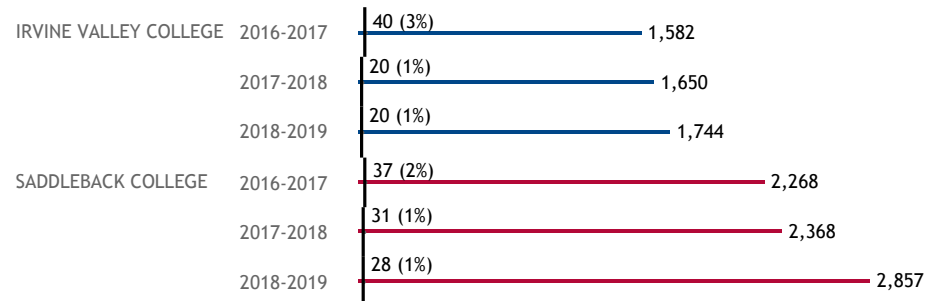
VETERAN HEADCOUNT

IRVINE VALLEY COLLEGE

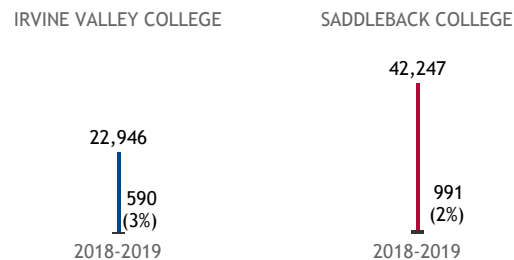SADDLEBACK COLLEGE

42,247

22,946

477
2%

1,171
3%

2018-2019

2018-2019

VETERAN AWARDS (UNDUPLICATED)

IRVINE VALLEY COLLEGE	2016-2017	31 (2%)	1,582
	2017-2018	43 (3%)	1,650
	2018-2019	29 (2%)	1,744
SADDLEBACK COLLEGE	2016-2017	71 (3%)	2,268
	2017-2018	77 (3%)	2,368
	2018-2019	78 (3%)	2,857

FOSTER YOUTH HEADCOUNT

IRVINE VALLEY COLLEGE

SADDLEBACK COLLEGE

42,247

22,946

262
(1%)

528
(1%)

2018-2019

2018-2019

FOSTER YOUTH AWARDS (UNDUPLICATED)

IRVINE VALLEY COLLEGE	2016-2017	40 (3%)	1,582
	2017-2018	20 (1%)	1,650
	2018-2019	20 (1%)	1,744
SADDLEBACK COLLEGE	2016-2017	37 (2%)	2,268
	2017-2018	31 (1%)	2,368
	2018-2019	28 (1%)	2,857

LGBTQ+ HEADCOUNT

IRVINE VALLEY COLLEGE

SADDLEBACK COLLEGE

42,247

22,946

590
(3%)

991
(2%)

2018-2019

2018-2019

LGBTQ+ AWARDS (UNDUPLICATED)

IRVINE VALLEY COLLEGE	2016-2017	0 (0%)	1,582
	2017-2018	0 (0%)	1,650
	2018-2019	32 (2%)	1,744
SADDLEBACK COLLEGE	2016-2017	0 (0%)	2,268
	2017-2018	0 (0%)	2,368
	2018-2019	54 (2%)	2,857
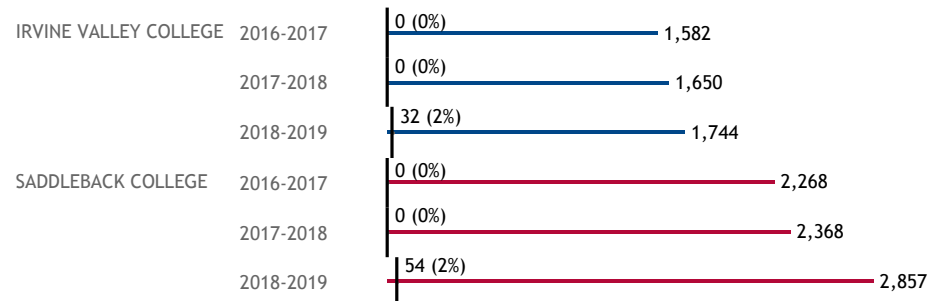
Equity Gap Research by College

Saddleback

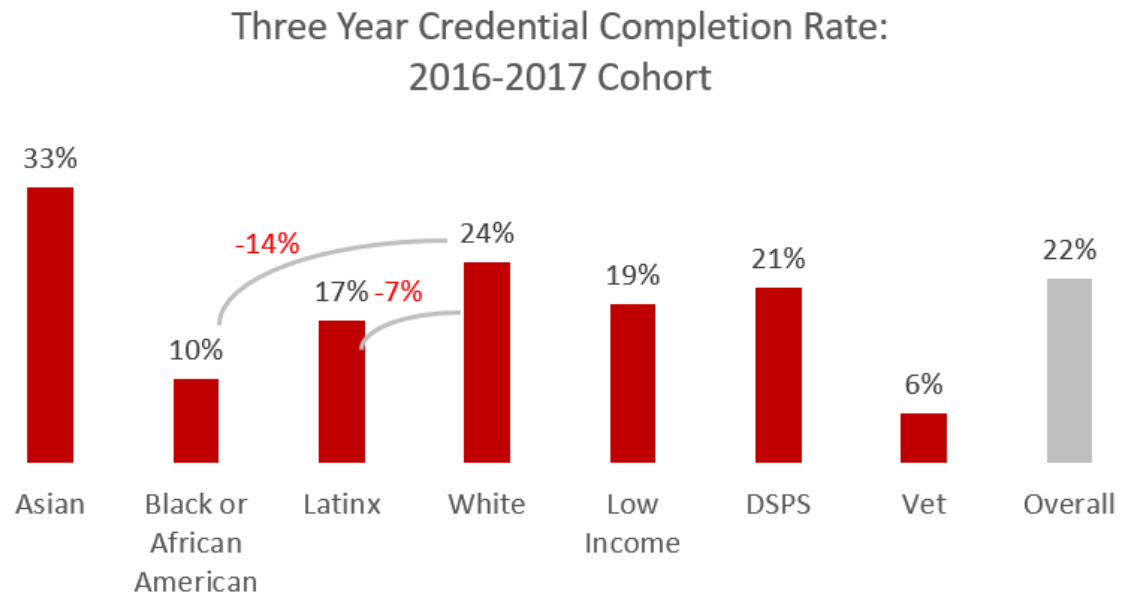Three Year Credential Completion Rate:
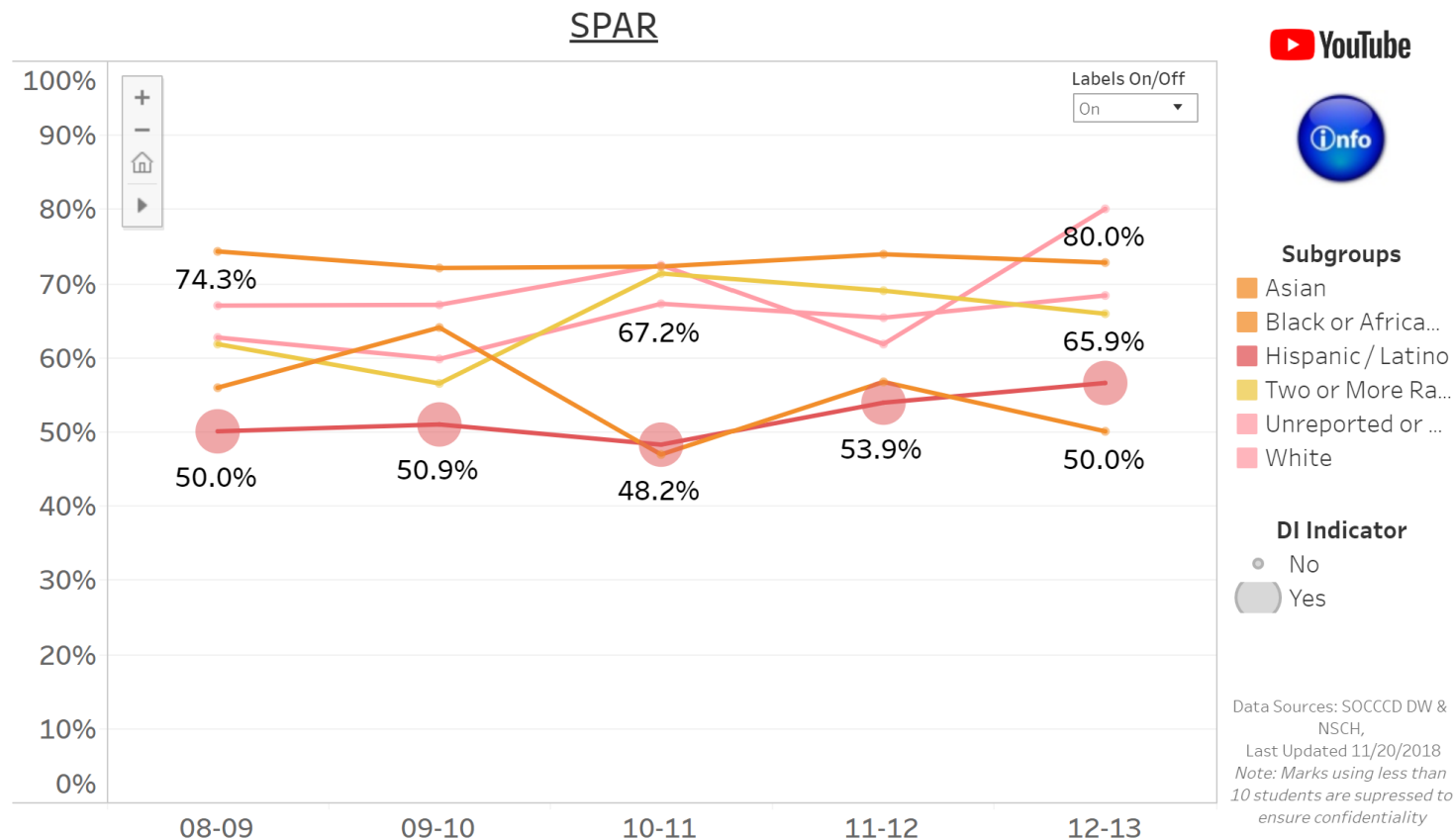2016-2017 Cohort

Figure 12: The three year credential (excluding transfer certifications) completion rate for the 2016-2017 cohort. The cohort is defined by considering all first-time college students that enrolled in English or math and earned 6 or more units in their first three years.

IVC – Equity Dashboard:

https://invision.socccd.edu/#/site/irvinevalleycollege/views/KeyPerformanceIndicators/SuccessRateDB?:iid=1

Hispanic/Latinx achievement gap is approximately 9% in the 2012-203 cohort

SPAR

Foster youth's gap is approximately 18%
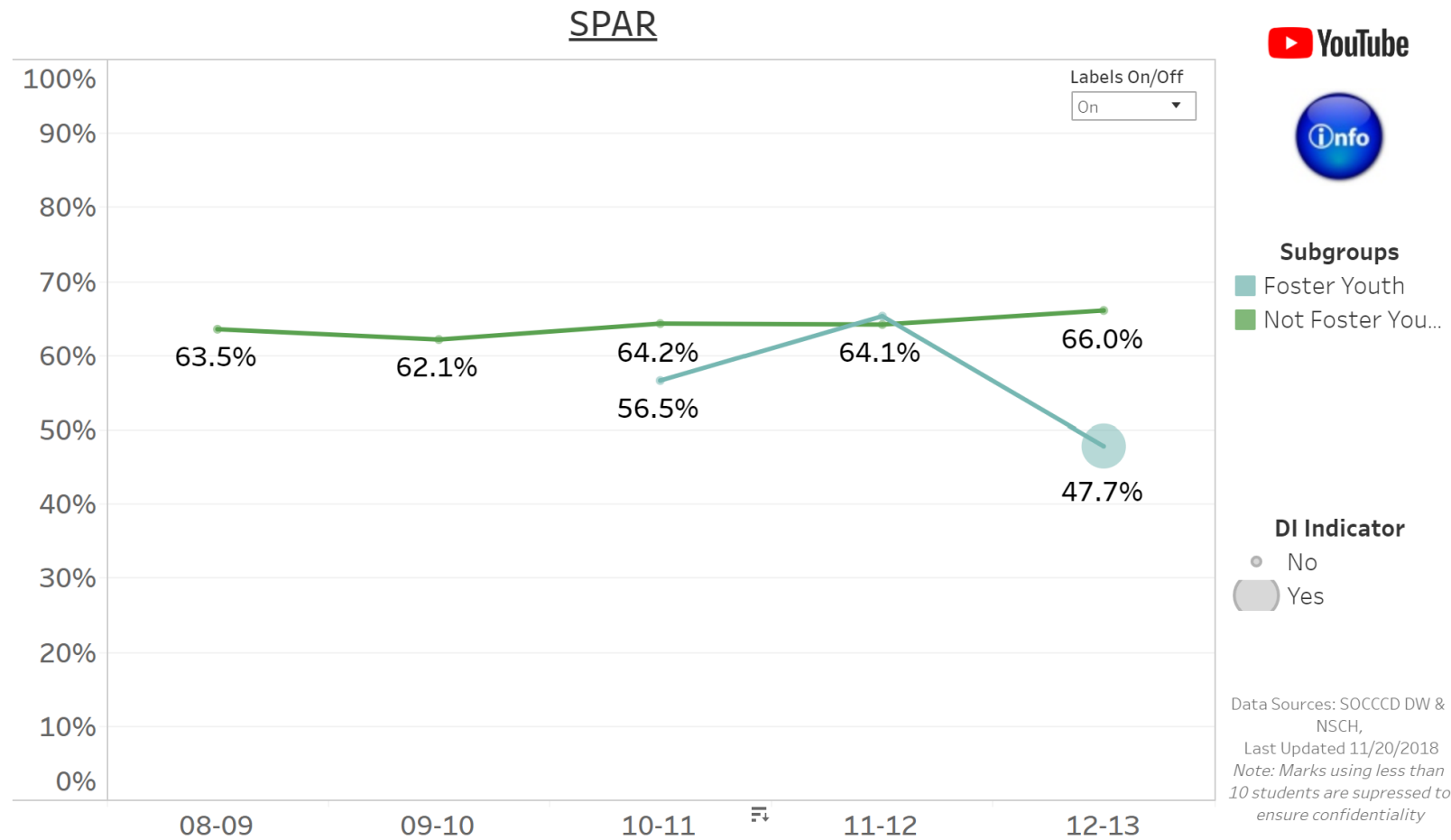
SPAR

Subgroups
- Foster Youth
- Not Foster You...

DI Indicator
- No
- Yes

Data Sources: SOCCCD DW & NSCH,
Last Updated 11/20/2018
Note: Marks using less than 10 students are supressed to ensure confidentiality

Labels On/Off
On

GOAL 6
MAINTAIN LIFE-LONG LEARNING & EMERITUS PROGRAM ENROLLMENT AT (AT LEAST) CURRENT LEVELS
BASELINE YEAR IS 2016-2017 FOR CHANGE

EMERITUS ENROLLMENT COUNTS
(IRVINE VALLEY COLLEGE)
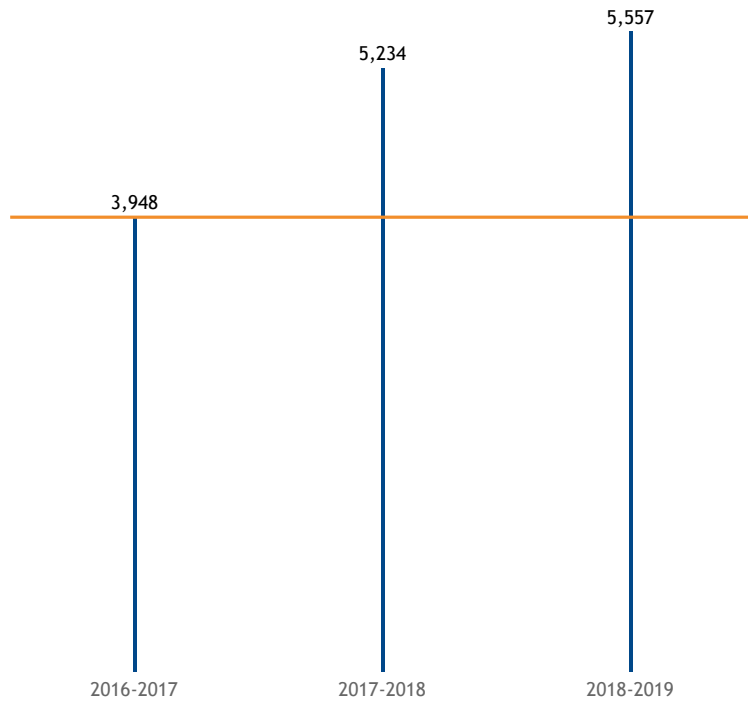
EMERITUS ENROLLMENT COUNTS
(SADDLEBACK COLLEGE)
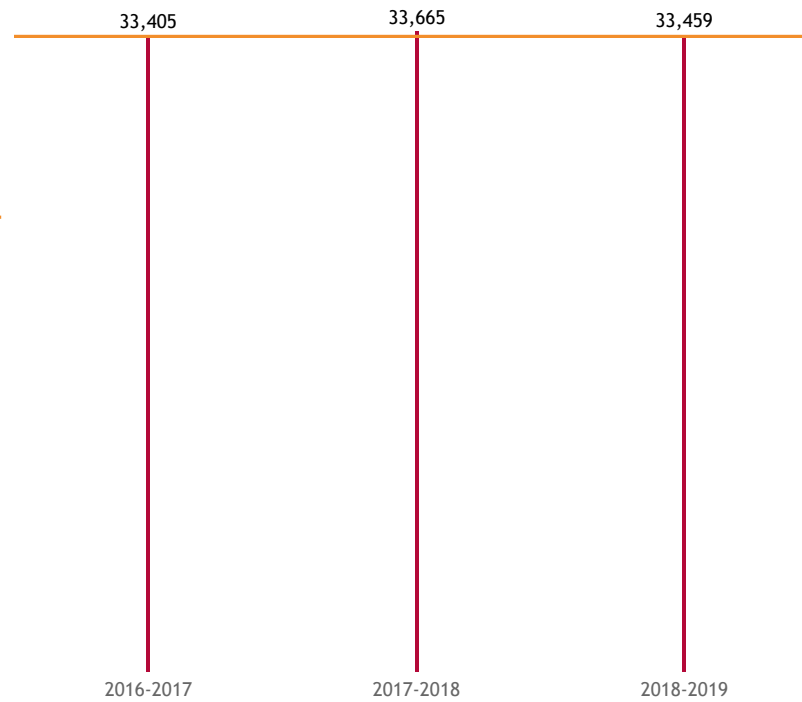
	2016-2017	2017-2018	2018-2019
Irvine Valley College	3,948	5,234	5,557
Saddleback College	33,405	33,665	33,459

ACADEMIC_YEAR	COLLEGE	SITE	HEADCOUNT	ENROLLMENT COUNT
2016-2017	IRVINE VALLEY COLLEGE	ATEP	860	1039
2017-2018	IRVINE VALLEY COLLEGE	ATEP	794	965
2018-2019	IRVINE VALLEY COLLEGE	ATEP	1122	1702

SOCCCD Board of Trustees Annual Workshop 2020
Board Goals - Data Workbook

TERM:
All

QUESTIONS:
All

WATCHED OR ATTENDED AT LEAST 1 BOARD MEETING
- ☑ BOARD MEMBERS
- ☑ EMPLOYEES WHO DID NOT WATCH/ATTEND MEETINGS
- ☑ EMPLOYEES WHO DID WATCH/ATTEND MEETINGS

SOCCCD BOARD OF TRUSTEES' SURVEY EVALUATION
2018 (n=169) AND 2019 (n=365)

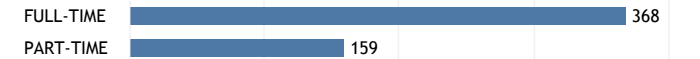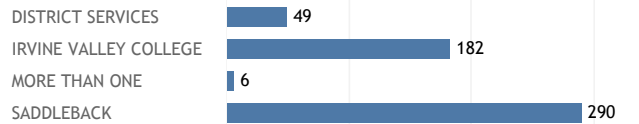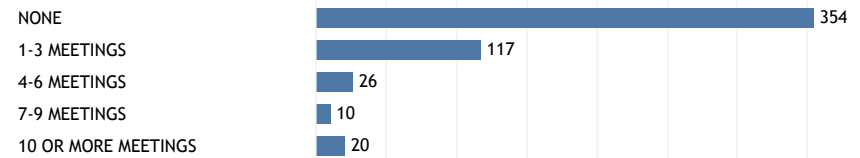|	
DISTRICT SERVICES	49
IRVINE VALLEY COLLEGE	182
MORE THAN ONE	6
SADDLEBACK	290

ADMINISTRATOR/MANAGER	85
CLASSIFIED STAFF	201
FACULTY	241

FULL-TIME	368
PART-TIME	159

OVER THE PAST YEAR, HOW MANY BOARD MEETINGS HAVE YOU WATCHED?

NONE	314
1-3 MEETINGS	166
4-6 MEETINGS	29
7-9 MEETINGS	9
10 OR MORE MEETINGS	9
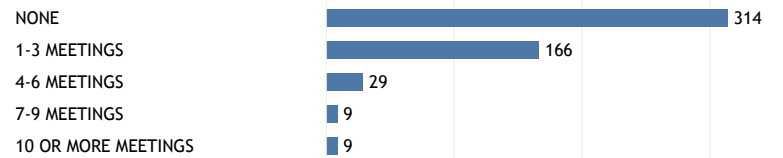
OVER THE PAST YEAR, HOW MANY BOARD MEETINGS HAVE YOU ATTENDED?

NONE	354
1-3 MEETINGS	117
4-6 MEETINGS	26
7-9 MEETINGS	10
10 OR MORE MEETINGS	20

1=STRONGLY DISAGREE   5=STRONGLY AGREE

	2018 BOARD MEMBERS	2018 EMPLOYEE	2018 Diff	2019 BOARD MEMBERS	2019 EMPLOYEE	2019 Diff
Q1 The Board understands its policy role and differentiates its role from those of the Chancellor, District Services, and college employees.	4.29	3.53	-0.75	4.43	3.42	-1.01
Q2 The Board's policies are regularly reviewed and are up-to-date. They effectively guide operations on a district-wide basis.	4.43	3.48	-0.94	5.00	3.37	-1.63
Q3 The Board clearly delegates authority to and supports the Chancellor.	4.71	3.63	-1.09	4.57	3.46	-1.11
Q4 The Board sets clear expectations for and effectively evaluates the Chancellor.	4.29	3.33	-0.96	4.14	3.30	-0.84
Q5 Board members represent the interests and needs of the communities served by the district.	4.71	3.24	-1.47	4.71	3.26	-1.45
Q6 The Board advocates on behalf of the district to local, state, and federal governments.	4.43	3.45	-0.98	4.29	3.43	-0.86
Q7 The Board assures that there is an effective planning process and is appropriately involved in the process.	4.29	3.35	-0.94	4.57	3.28	-1.30
Q8 Board members are knowledgeable about the district's educational programs and services.	4.43	3.30	-1.13	4.71	3.24	-1.48
			-0.68			-0.95

SOCCCD Board of Trustees Annual Workshop 2020
Board Goals - Data Workbook

Item	Value 1	Value 2	Change	Value 3	Value 4	Change
Q9 Board members understand the budget and fiscal status of the district.	4.14	3.47	▼ -1.39	4.29	3.34	▼ -1.73
Q10 Board decisions assure the fiscal stability and health of the district.	4.71	3.32	▼ -1.17	5.00	3.27	▼ -1.20
Q11 The Board effectively monitors implementation of institutional plans.	4.43	3.26	▼ -1.77	4.43	3.23	▼ -1.71
Q12 The Board respects faculty, staff, and student participation in their decision making.	5.00	3.23	▼ -1.26	4.86	3.15	▼ -0.92
Q13 Trustees refrain from attempting to manage or direct work or activities of employees.	4.71	3.45	▼ -1.27	4.29	3.36	▼ -1.41
Q14 Trustee behavior sets a positive tone for the district.	4.71	3.44	▼ -1.40	4.86	3.45	▼ -1.34
Q15 The Board regularly reviews and adheres to its code of ethics and standards of practice.	4.86	3.46	▼ -1.01	4.71	3.38	▼ -1.09
Q16 Board members maintain confidentiality of privileged information.	4.57	3.56	▼ -0.55	4.57	3.48	▼ -0.90
Q17 Board meeting agendas include sufficient information; the topics reflect Board responsibilities and tasks.	4.29	3.73	▼ -1.16	4.57	3.68	▼ -1.14
Q18 Board meetings are conducted in an orderly, respectful manner; sufficient time is provided to explore and resolve key issues.	4.86	3.69	▼ -1.28	4.71	3.57	▼ -1.22
Q19 The Board evaluation process helps the Board enhance its performance.	4.71	3.44	▼ -0.74	4.57	3.35	▼ -0.94
Q20 Board members engage in professional development that enhances their performance as trustees. New Board members have an orientation to their role.	4.14	3.40	▼	4.29	3.34	▼