



Annual Board of Trustees Self-Evaluation Workshop and Retreat

January 23, 2021

9 am – 3 pm



Agenda

1. Introduction of the Redistricting Process
2. Board Procedural and Professional Development Items

Morning Break

3. Accreditation Requirements and Processes
 - Peer Review Team Process
 - Board Policy and Administrative Regulations
4. Annual Report Presentation & Brief Review

Lunch Break

5. Board of Trustees' Self-Evaluation and Employee Evaluation
6. Progress on and Development of Annual Board Goals

Afternoon Break

7. Full-Time Equivalent Students (FTES) Update Four-year Trend

Introduction of the Redistricting Process

Board Procedural and Professional Development

Board Duties and Responsibilities

(Board Policy 2200)

- Establish policies that:
 - Implement the College and District mission and goals, and
 - Set prudent, ethical and legal standards for college and District operations
- Delegate authority to the Chancellor/Chief Executive Officer to effectively lead and manage the District
- Establish the mission and vision of the District
- Ensure the development and implementation of short-term and long-term educational, facilities and technology plans
- Ensure fiscal health and stability

Board Duties and Responsibilities

(Board Policy 2200) – (continued)

- Monitor institutional performance, effectiveness and educational quality; including approving curriculum and programs
- Work respectfully with the Chancellor and the District/College faculty and staff and with other Board members
- Offer suggestions and refer concerns to the Chancellor
- Hire and evaluate the Chancellor
- Advocate for and protect the District
- Represent the public interest

Mascots – UCI

FEB 7 1966

It's Official! Anteater Mascot



Landslide Ballot Pushes Anteater Over 50% Mark

In a landslide victory, the Anteater bowled over all opposition and became UCI's official mascot in heavy voting yesterday.

The Anteater received 559 votes as opposed to only 441 for the opposing candidates combined. The figure gave the Anteater 55.9% of all votes cast, well over the half required for victory.

Running second with only 121 votes was "none of these." A close third was Sea Hawks with 113. Approximately 30 write in votes were cast.

In a last ditch effort to shuffle the ballot, four nominations and a withdrawal were turned in just before the Tuesday evening deadline.

With only Anteater, Roadrunners, Unicorns, and "none of these" on the ballot, petitions for Bison, Centaurs, Sea Hawks, and Toros were filed with the Activities Committee late Tuesday afternoon.

The last-minute petition filing came as a surprise to

ZOT — This may soon be UCI's friend and companion. It's Artie the Anteater who resides in Val's Pet Shop in Garden Grove. Apparently there were no ants available and Artie had to settle for milk.

Mascots – UCSC



Mascots – Saddleback College

Saddleback College: According to *Making History: The First Years of Saddleback College* (2001), the mascot was selected by going to the area high schools (there were only five at the time). “We went to each one of those schools, to the senior student body and gave them a ballot, and they would turn around, and they voted.”

There is no record in any of the Board agendas or minutes that the mascot was provided to the Board for its consideration or approval. The process was handled by the staff at the College.

Mascots – Irvine Valley College

Irvine Valley College: In a letter to the Board dated November 12, 1985, President Edward Hart announced the Wildcats as the College mascot. This was reported in an article of *The Irvine World News*. In 2009, upon the College's 25th anniversary, an announcement was made by the ASIVC that they were seeking a new mascot. The posting stated that: *“All nominations will be reviewed by the ASIVC Executive Board and IVC Marketing and Outreach Committee, and student voting will be conducted in early February to determine the mascot.”*

There is no record in any of the Board agendas or minutes that the mascot was provided to the Board for its consideration or approval in either case.

Delegation of Authority to Academic Senate

(Board Policy 2510.1)

*“The Board of Trustees will **rely primarily upon** the advice and counsel of the **academic senates**” for the **10 plus 1** items.*

1. Curriculum, including established prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;

Delegation of Authority to Academic Senate

(Board Policy 2510.1) – (continued)

*“The Board of Trustees will **rely primarily upon** the advice and counsel of the **academic senates**”
for the **10 plus 1** items.*

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other matters as mutually agreed upon between the Board of Trustees and the academic senate, or as otherwise provided by statute or regulation.

Delegation of Authority to Academic Senate

(Board Policy 2510.1) – (continued)

Primary reliance upon the advice and counsel of the academic senates means...the Board...will accept the recommendations of the academic senates regarding academic and professional matters..., and will act otherwise only in exceptional circumstances and for compelling reasons.

If a recommendation...is not accepted, the Board of Trustees ...will promptly communicate its reasons in writing. Such explanation will convey the “exceptional circumstances and compelling reasons” that necessitated the action in question.

Board Procedural and Professional Development

- Excellence in Trusteeship Program—
Community College League of California
(CCLC)

Excellence in Trusteeship Program

Through the CCLC:

Covers nine competency areas:

- **Accreditation**
- **Board/CEO Relationship**
- **Board Evaluation**
- **Brown Act Training**
- **Diversity, Equity, and Inclusion**
- **Ethics Training**
- **Fiscal Responsibilities**
- **Governance**
- **Student Success**
- **24 months to complete 27 units**
- **Two units per competency, plus one unit each in the Brown Act and Ethics, and seven additional units of your choice.**

Board Procedural & Professional Development

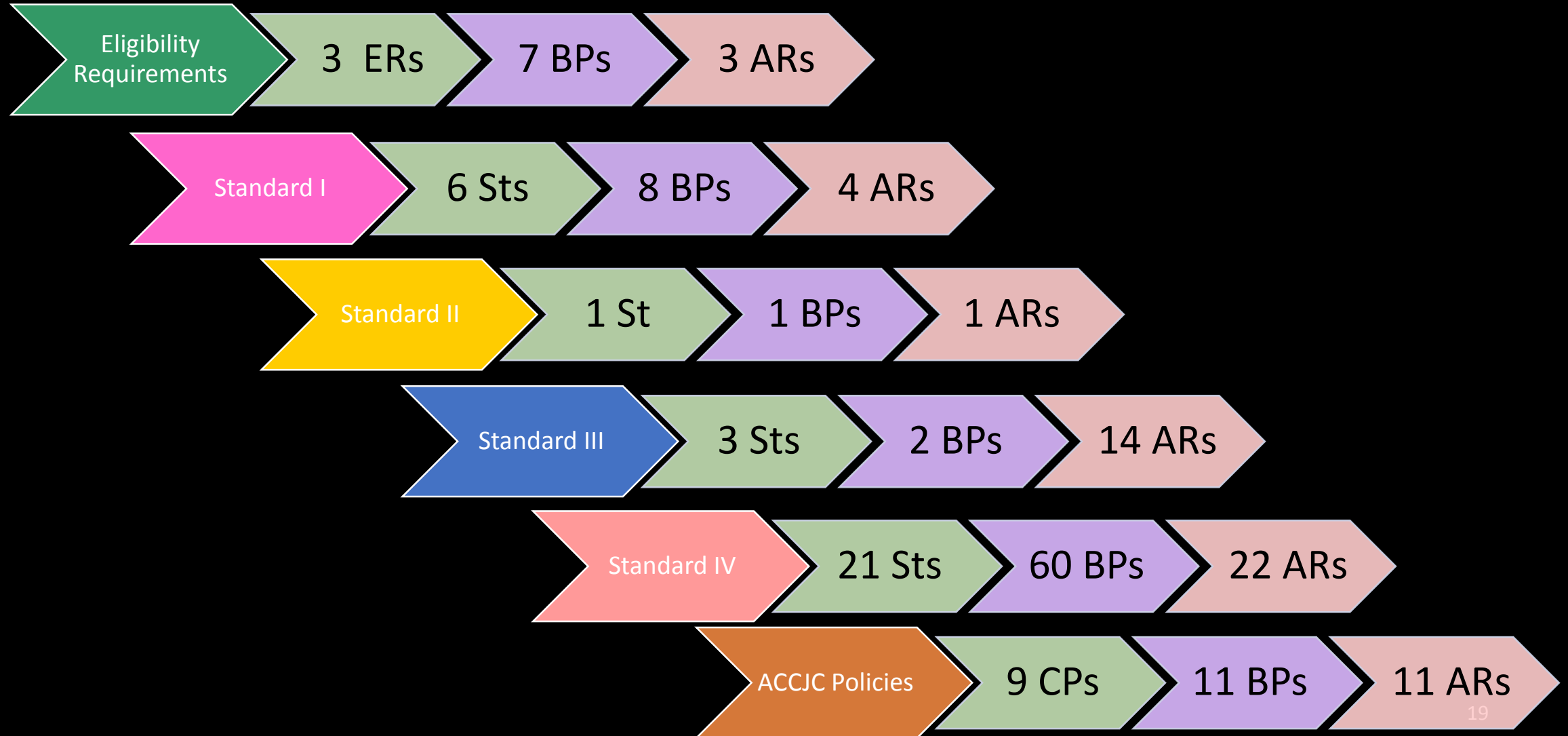
- Policy Positions taken by the Board/District
- Communications with the Board
- Rotation of Board Officers

Morning Break – 10 minutes

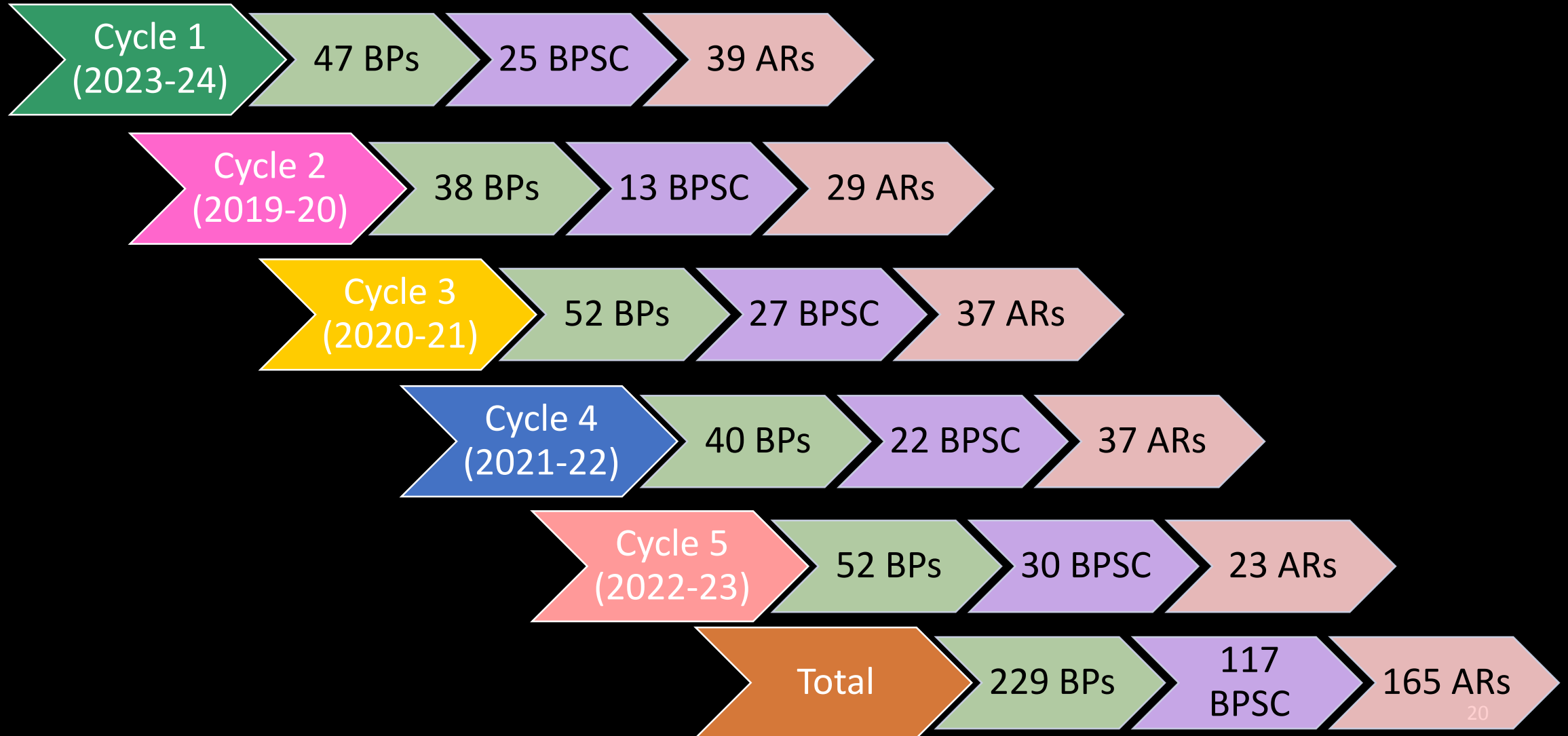
Accreditation Requirements and Processes

- Peer Review Team Process for Comprehensive Evaluation
 - Traditional Comprehensive Site Visits
 - Formative and Summative Process

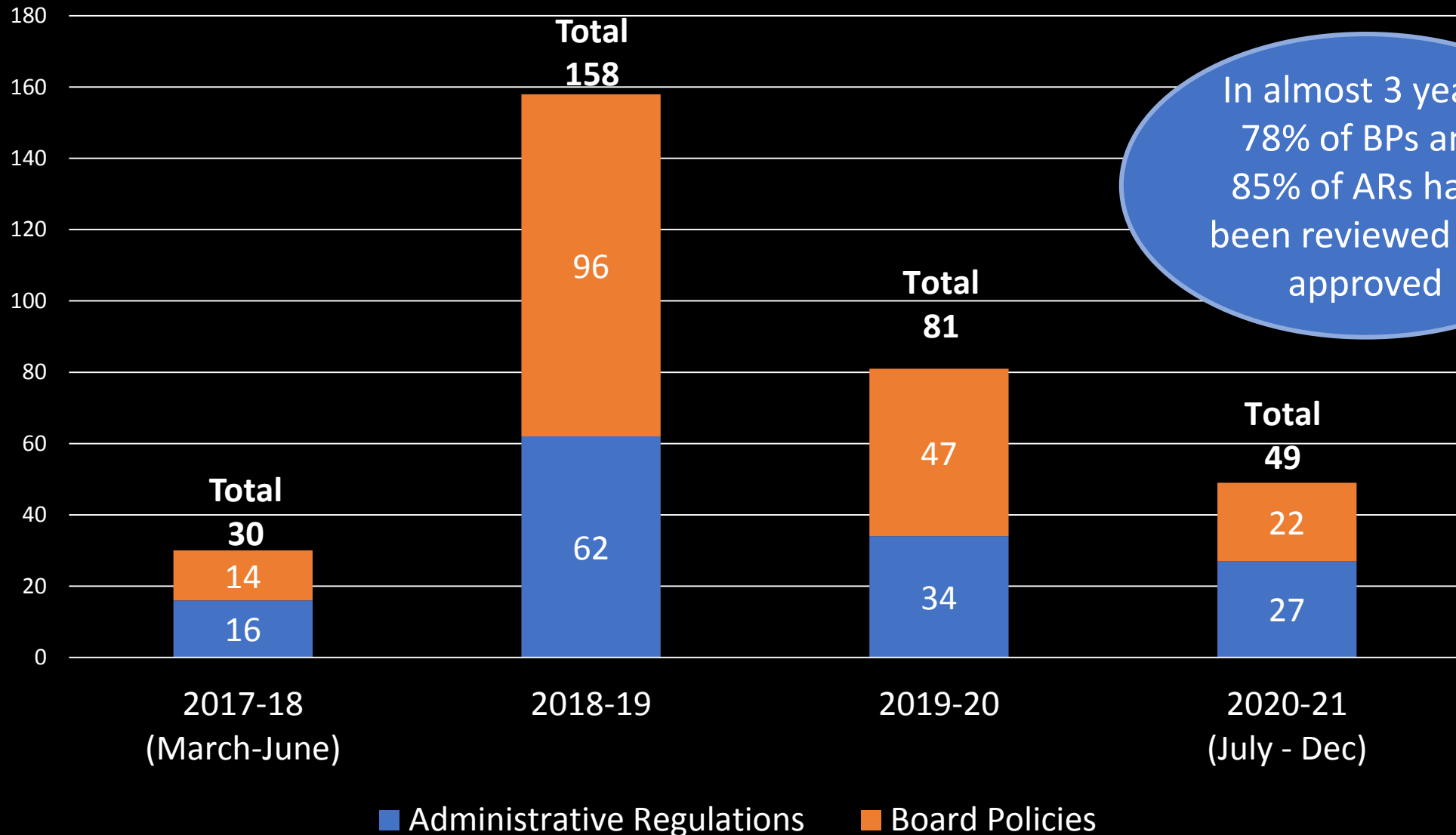
Eligibility Requirements, Standards, Policies and Related District Policies/Regulations



Board Policies and Administrative Regulations Numbers by Cycle



Board Policies and Administrative Regulations Approved Last Few Years



Board Policies and Administrative Regulations

Classifications

Function

- The District = 2
- Board of Trustees = 41
- General Institution = 41
- Academic Affairs = 27
- Student Services = 30
- Business and Fiscal Affairs = 32
- Human Resources = 56

- Total = 229

Theme

- Equity and Inclusion = 11
- Ethics = 14
- Facilities = 6
- Fiscal = 14
- Operational = 96
- Organization = 20
- Participation = 17
- Regulatory = 22
- Safety = 29

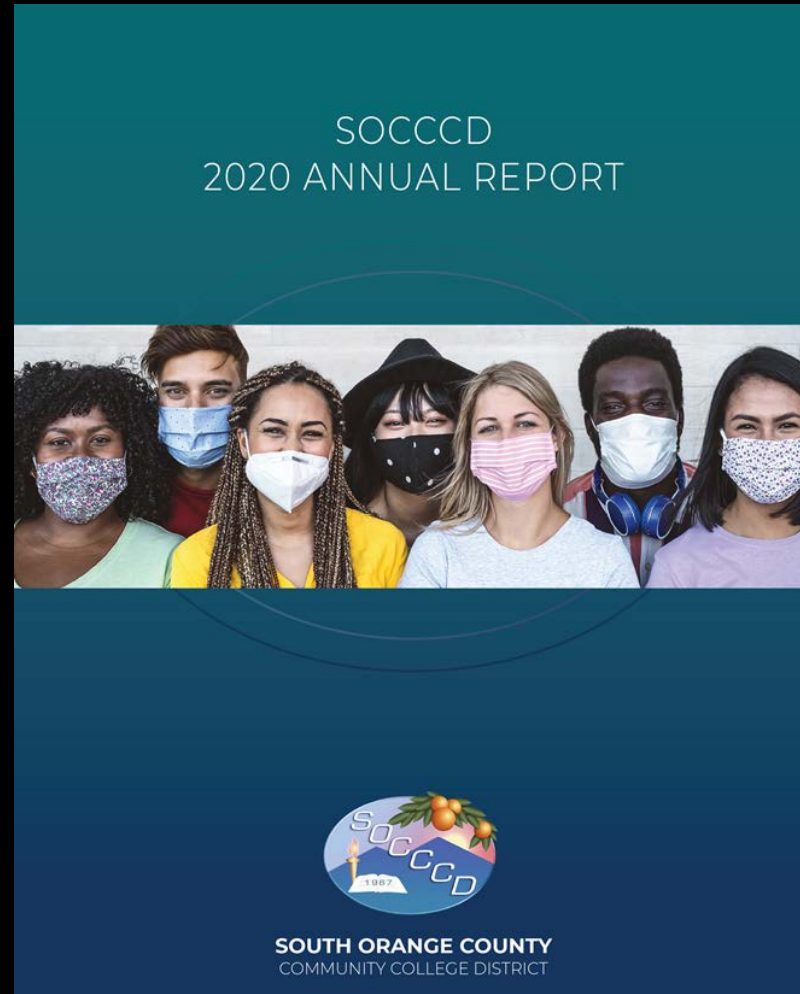
- Total = 229

Strategic Plan Goals

- Student Equity = 21
- Transforming Lives = 43
- Engaging with Community = 16
- Institutional Design and Structure = 53

- Total = 133

Annual Report 2020



Lunch Break – 30 minutes

Review Board of Trustees' Self Evaluation 2020

www.socccd.edu/about/BoardSelfEvaluation_dashboard.html


Board of Trustees' Evaluation Dashboard

About the District | Public Affairs | Human Resources | Business Services | Technology & Learning **SEARCH**

QUICK ACCESS
ABOUT THE DISTRICT

- SOCCCD Home
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- Campuses
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BOARD OF TRUSTEES



Board of Trustees' Annual Evaluation Dashboard

SOCCCD BOARD OF TRUSTEES' ANNUAL EVALUATION
2018 (n=162) 2019 (n=365) 2020 (n=395)

TERM: QUESTIONS:

WATCHED OR ATTENDED AT LEAST 1 BOARD MEETING

- (All)
- BOARD MEMBER
- EMPLOYEES WHO DID NOT WATCH/ATTEND MEETIN...
- EMPLOYEES WHO DID WATCH/ATTEND MEETINGS

Review Board of Trustees' Self-Evaluation

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**.

1=STRONGLY DISAGREE 5=STRONGLY AGREE	2018 BOARD MEMBERS	2019 BOARD MEMBERS	2020 BOARD MEMBERS
Q1 The Board understands its policy role and differentiates its role from those of the Chancellor, District Services, and colle..	4.29	4.43	4.29
Q2 The Board's policies are regularly reviewed and are up-to-date. They effectively guide operations on a district-wide basis.	4.43	5.00	4.57
Q3 The Board clearly delegates authority to and supports the Chancellor.	4.71	4.57	4.71
Q4 The Board sets clear expectations for and effectively evaluates the Chancellor.	4.29	4.14	4.43
Q5 Board members represent the interests and needs of the communities served by the district.	4.71	4.71	4.43
Q6 The Board advocates on behalf of the district to local, state, and federal governments.	4.43	4.29	3.86
Q7 The Board assures that there is an effective planning process and is appropriately involved in the process.	4.29	4.57	4.14
Q8 Board members are knowledgeable about the district's educational programs and services.	4.43	4.71	4.29
Q9 Board members understand the budget and fiscal status of the district.	4.14	4.29	4.29

Review Board of Trustees' Self Evaluation Results 2020

Trustees' Comments in the Self-Evaluation

Strengths and accomplishments of the Board

- Respectful – of each other (trustees) and district administrators, faculty, staff
- Care – about students and District
- Ethical – chose what is best for students and District
- Work well together as a board
- Hired excellent personnel

Review Board of Trustees' Self Evaluation Results 2020

Trustees' Comments in the Self-Evaluation

Areas where the Board might improve

- Tackle problems early and more involvement in strategic directions
- Understand budget and funding - employee contract costs
- Learn and spend time on understanding colleges and developing ATEP

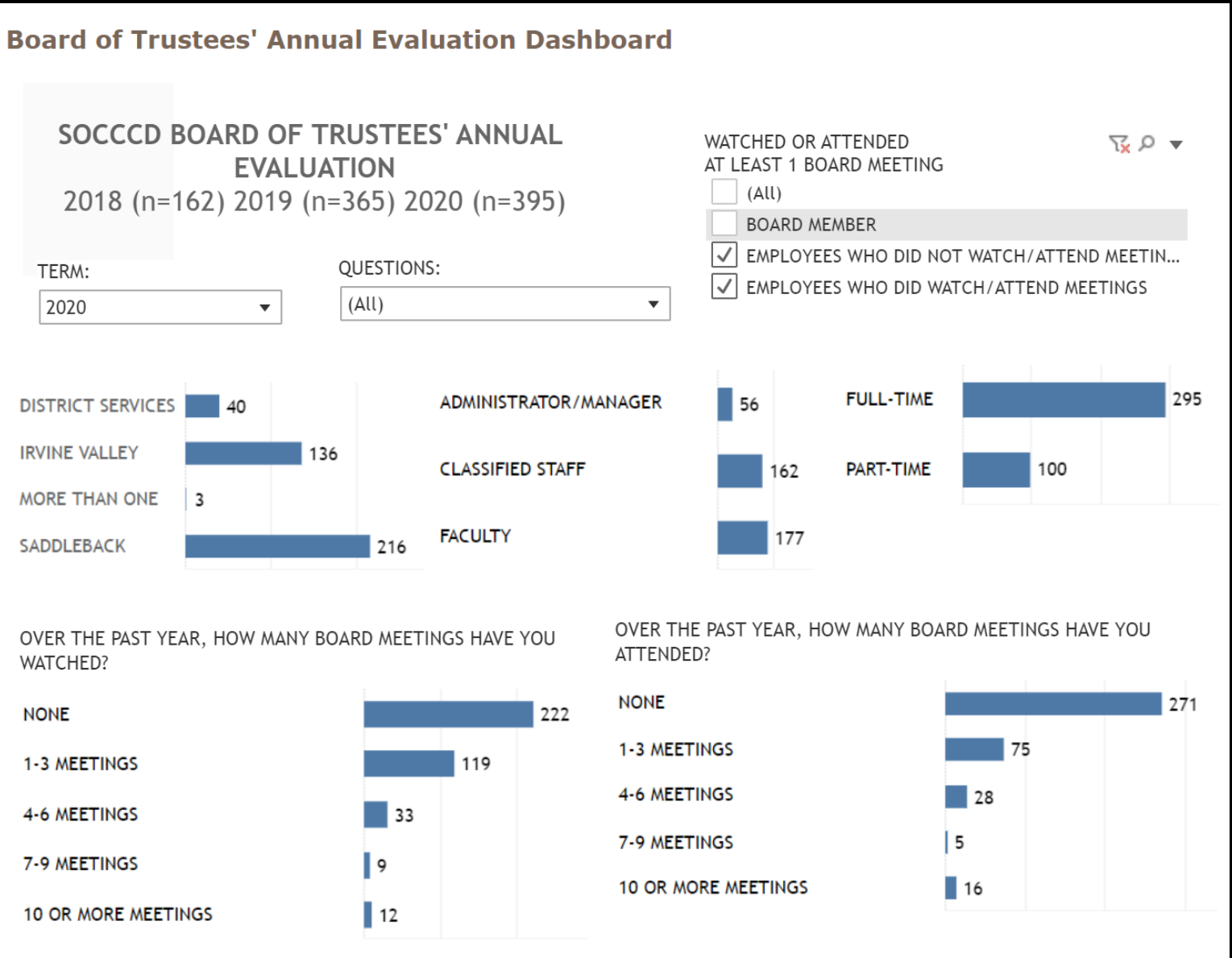
Review Board of Trustees' Self Evaluation Results 2020

Trustees' Comments in the Self-Evaluation

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

- COVID-19 environment
 - Commend employees on efforts
 - Continue to support employees
 - Evaluate the future of online instruction and strategic direction impacted by COVID-19
- Review, evaluate, and continue progress on the strategic directions (EMSP)
- Progress towards ATEP build-out
- Onboarding new trustees

Review Board of Trustees' Employee Evaluation 2020





	2018		2019		2020	
	BOARD MEMBERS	EMPLOYEE	BOARD MEMBERS	EMPLOYEE	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	3.53 -0.75	4.43	3.42 -1.01	4.29	3.59 -0.69
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	4.57	3.66 -0.91
Q3 The Board clearly delegates authority to and supports the Chancellor.	4.71	3.63 -1.09	4.57	3.46 -1.11	4.71	3.58 -1.14
Q4 The Board sets clear expectations for and effectively evaluates the Chancellor.	4.29	3.33 -0.96	4.14	3.30 -0.84	4.43	3.46 -0.96
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	4.43	3.39 -1.04
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	3.86	3.61 -0.25
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	4.14	3.56 -0.58
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	4.29	3.45 -0.83
Q9 Board members understand the budget and fiscal status of the district.	4.14	3.47 -0.68	4.29	3.34 -0.95	4.29	3.59 -0.70
Q10 Board decisions assure the fiscal stability and health of the district.	4.71	3.32 -1.39	5.00	3.27 -1.73	4.86	3.54 -1.32

1=STRONGLY DISAGREE 5=STRONGLY AGREE



Review Board of Trustees' Employee Evaluation 2020

Top Themes from the Comments

Strengths & accomplishments of the Board

- Trustees' Interactions (n=56)
- Board Decision-Making (n=28)
- District Fiscal Management (N=21)

143 employees provided a comment (36%)

252 employees skipped or said NA/Don't Know (64%)

Areas where the Board might improve

- Board Education (Variety of Topics) (n=69)
- Employees' Perspectives (n=69)

147 employees provided a comment (37%)

248 employees skipped or said NA/Don't Know (63%)

Review Board of Trustees' Employee Evaluation 2020 Comments Themes

Employee Comments Top Themed Priorities

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

1. COVID Planning, Evaluation, and Recovery (n=55)
2. Teaching and Learning Priorities (n=47)

178 employees provided a comment (36%)

217 employees skipped or said NA/Don't Know (55%)

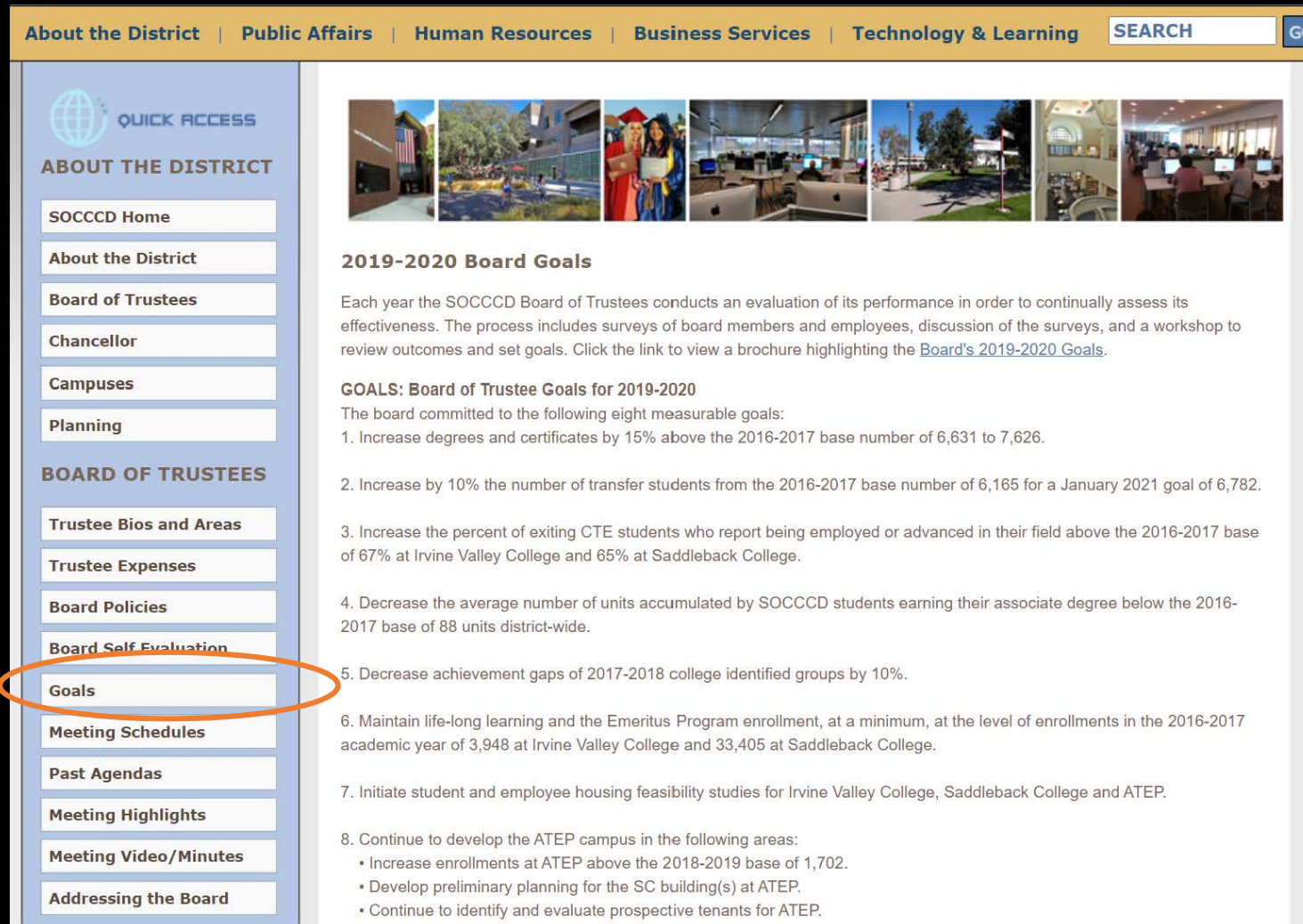
Trustees' Priorities

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

- COVID-19 environment
 - Commend employees on efforts
 - Continue to support employees
 - Evaluate the future of online instruction and strategic direction impacted by COVID-19

Progress on and Development of Annual Board Goals

http://www.socccd.edu/about/about_board_goals.html



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BOARD OF TRUSTEES

- Trustee Bios and Areas
- Trustee Expenses
- Board Policies
- Board Self Evaluation
- Goals**
- Meeting Schedules
- Past Agendas
- Meeting Highlights
- Meeting Video/Minutes
- Addressing the Board

2019-2020 Board Goals

Each year the SOCCCD Board of Trustees conducts an evaluation of its performance in order to continually assess its effectiveness. The process includes surveys of board members and employees, discussion of the surveys, and a workshop to review outcomes and set goals. Click the link to view a brochure highlighting the [Board's 2019-2020 Goals](#).

GOALS: Board of Trustee Goals for 2019-2020

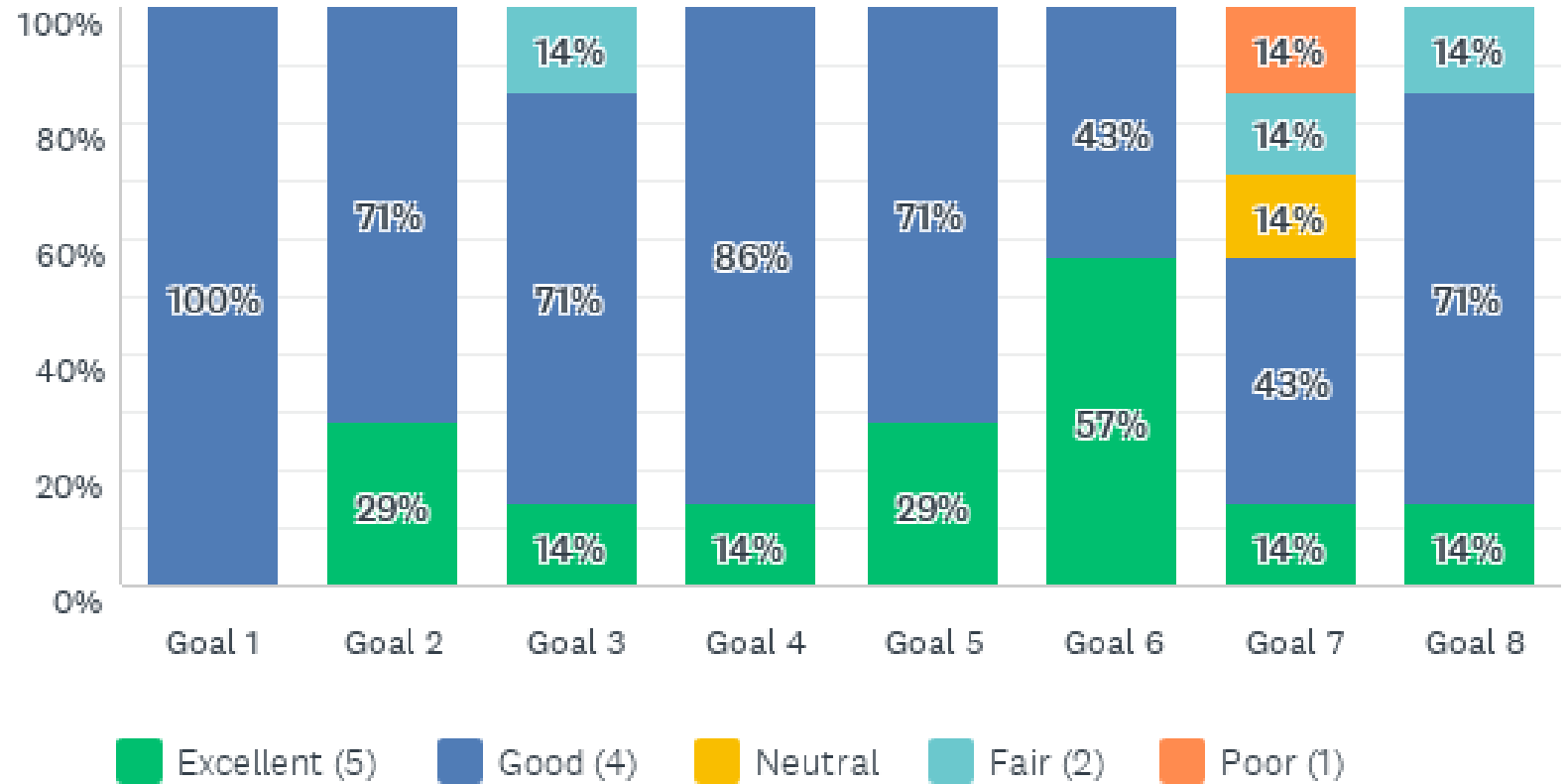
The board committed to the following eight measurable goals:

1. Increase degrees and certificates by 15% above the 2016-2017 base number of 6,631 to 7,626.
2. Increase by 10% the number of transfer students from the 2016-2017 base number of 6,165 for a January 2021 goal of 6,782.
3. Increase the percent of exiting CTE students who report being employed or advanced in their field above the 2016-2017 base of 67% at Irvine Valley College and 65% at Saddleback College.
4. Decrease the average number of units accumulated by SOCCCD students earning their associate degree below the 2016-2017 base of 88 units district-wide.
5. Decrease achievement gaps of 2017-2018 college identified groups by 10%.
6. Maintain life-long learning and the Emeritus Program enrollment, at a minimum, at the level of enrollments in the 2016-2017 academic year of 3,948 at Irvine Valley College and 33,405 at Saddleback College.
7. Initiate student and employee housing feasibility studies for Irvine Valley College, Saddleback College and ATEP.
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 SC building(s) at ATEP.
 - Continue to identify and evaluate prospective tenants for ATEP.

Trustees' Self-Evaluation Ratings on Progress of Board Goals


5 out of the 8 goals had an average rating over 4.0 (good/excellent)

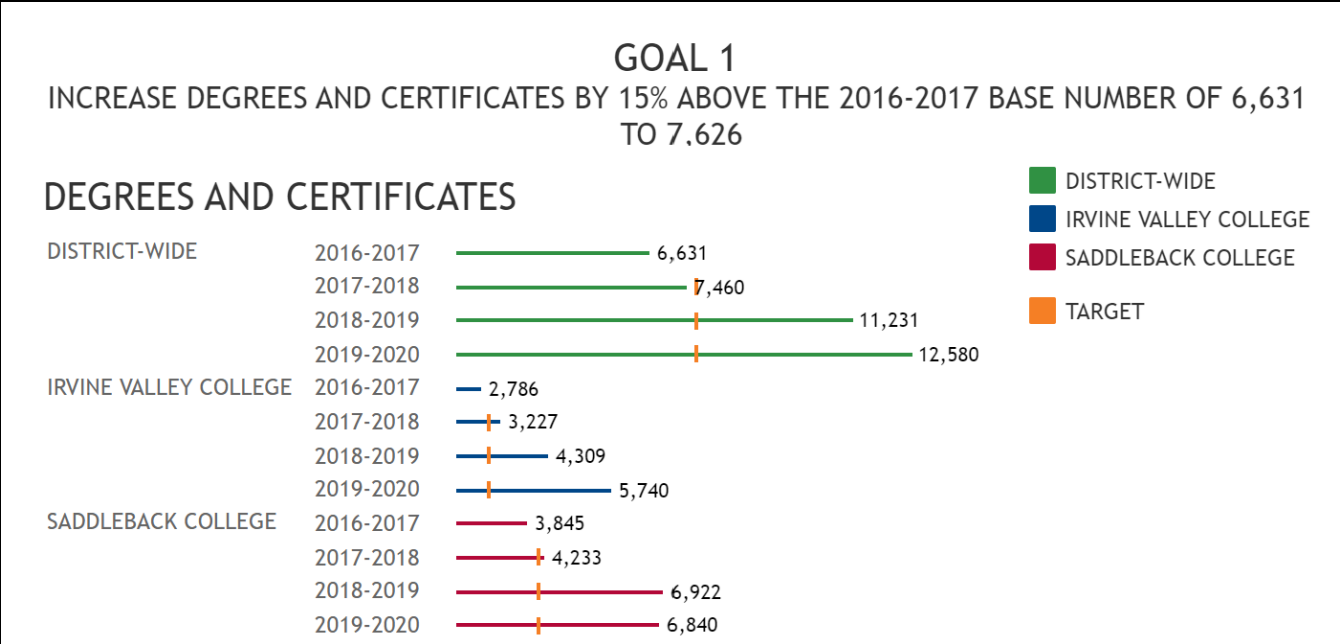
3 goals had slightly lower scores (neutral/good)



BOARD GOAL 1

INCREASE DEGREES AND CERTIFICATES BY 15% ABOVE THE 2016-2017 BASE NUMBER OF 6,631 TO 7,626


Vision for Success System Goal 2022:
 Increase by at least 20% the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job-oriented skill sets



Progress towards goal:

In 19-20 there was a 90% increase district-wide over from the 16-17 base

- Irvine Valley had a 106% increase in 19-20
- Saddleback had an 78% increase in 19-20

Evaluation of Goal 1 Goal Met

BOARD GOAL 1

INCREASE DEGREES AND CERTIFICATES BY 15% ABOVE THE 2016-2017 BASE NUMBER OF 6,631 TO 7,626

Recommendation:

- Keep
- Revise
- Remove

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

Source: District-wide Strategic Plan 2020-2025

BOARD GOAL 2

INCREASE BY 10% THE NUMBER OF TRANSFER STUDENTS FROM THE 2016-2017 BASE NUMBER OF 6,165 FOR A JANUARY 2021 GOAL OF 6,782



Vision for Success System Goal 2022:

Increase by at least 35% the number of CCC students, system-wide, transferring annually to a UC or CSU



Progress towards goal:

- In 19-20 there was a 18% increase District-wide from the 16-17 base.
- Irvine Valley had a 21% increase in 19-20
- Saddleback had a 15% increase in 19-20

Evaluation of Goal 2

Goal Met

BOARD GOAL 2

INCREASE BY 10% THE NUMBER OF TRANSFER STUDENTS FROM THE 2016-2017 BASE NUMBER OF 6,165 FOR A JANUARY 2021 GOAL OF 6,782

Recommendation:

- Keep
- Revise
- Remove

Establish baseline to increase the number of students transferring annually.

Source: District-wide Strategic Plan 2020-2025

BOARD GOAL 3

INCREASE THE PERCENT OF EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED OR ADVANCED IN THEIR FIELD ABOVE THE 2016-2017 BASE OF 67% AT IRVINE VALLEY COLLEGE AND 65% AT SADDLEBACK COLLEGE



Vision for Success System Goal 2022:

Increase the percent of exiting students who report being employed in their field of study, from the most recent state-wide average of 69% to 76%.

GOAL 3

INCREASE THE PERCENT OF EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED OR ADVANCED IN THEIR FIELD ABOVE THE 2016-2017 BASE OF 67% AT IRVINE VALLEY COLLEGE AND 65% AT SADDLEBACK COLLEGE



Progress towards goal:

- In 16-17 Irvine Valley had a 67% rate and 68% in 19-20
- In 16-17 Saddleback had a 65% rate and 73% in 19-20

Evaluation of Goal 3

Goal Met

BOARD GOAL 3

INCREASE THE PERCENT OF EXITING CTE STUDENTS WHO REPORT BEING EMPLOYED OR ADVANCED IN THEIR FIELD ABOVE THE 2016-2017 BASE OF 67% AT IRVINE VALLEY COLLEGE AND 65% AT SADDLEBACK COLLEGE

Recommendation:

- Keep
- Revise
- Remove

Establish the baseline for students completing CTE Outcomes Survey.

Source: District-wide Strategic Plan 2020-2025

BOARD GOAL 4

DECREASE THE AVERAGE NUMBER OF UNITS ACCUMULATED BY SOCCCD STUDENTS EARNING THEIR ASSOCIATE DEGREE BELOW THE 2016-2017 BASE OF 88 UNITS DISTRICT-WIDE

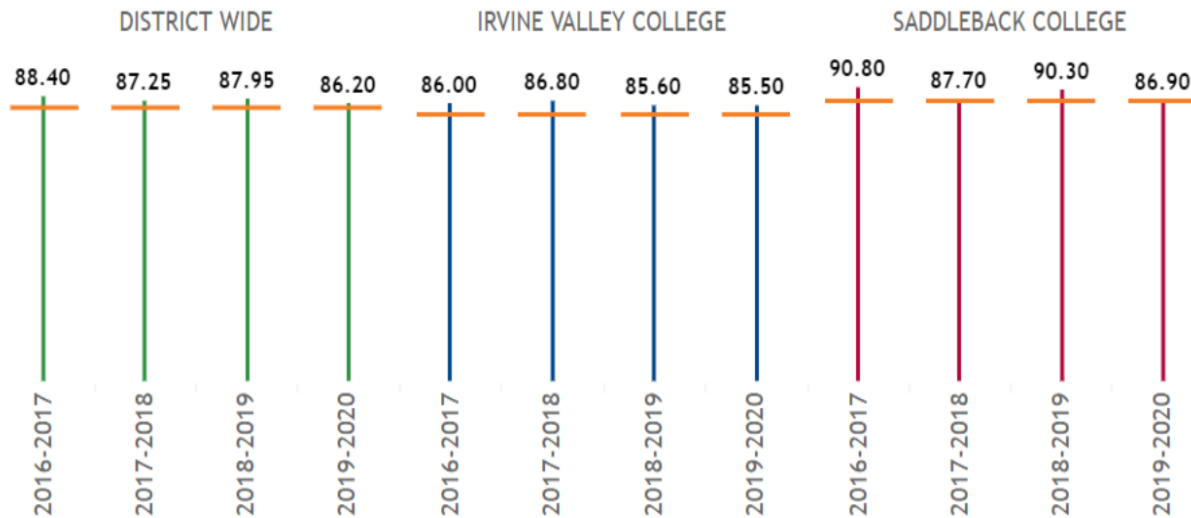


Vision for Success System Goal 2022:

Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 units to 79 units, a decrease of 9%.

GOAL 4

DECREASE THE AVERAGE NUMBER OF UNITS ACCUMULATED BY SOCCCD STUDENTS EARNING THEIR ASSOCIATE DEGREE BELOW THE 2016-2017 BASE OF 88 UNITS DISTRICT-WIDE



Progress towards goal:

- In 16-17 the average District-wide is 88 units
- In 19-20 the average at Irvine Valley is 86 units
- In 19-20 the average at Saddleback is at 87 units

Evaluation of Goal 4

Goal Met

BOARD GOAL 4

DECREASE THE AVERAGE NUMBER OF UNITS ACCUMULATED BY SOCCCD STUDENTS EARNING THEIR ASSOCIATE DEGREE BELOW THE 2016-2017 BASE OF 88 UNITS DISTRICT-WIDE

Recommendation:

- Keep
- Revise
- Remove

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

Source: District-wide Strategic Plan 2020-2025

Afternoon Break - 10 minutes

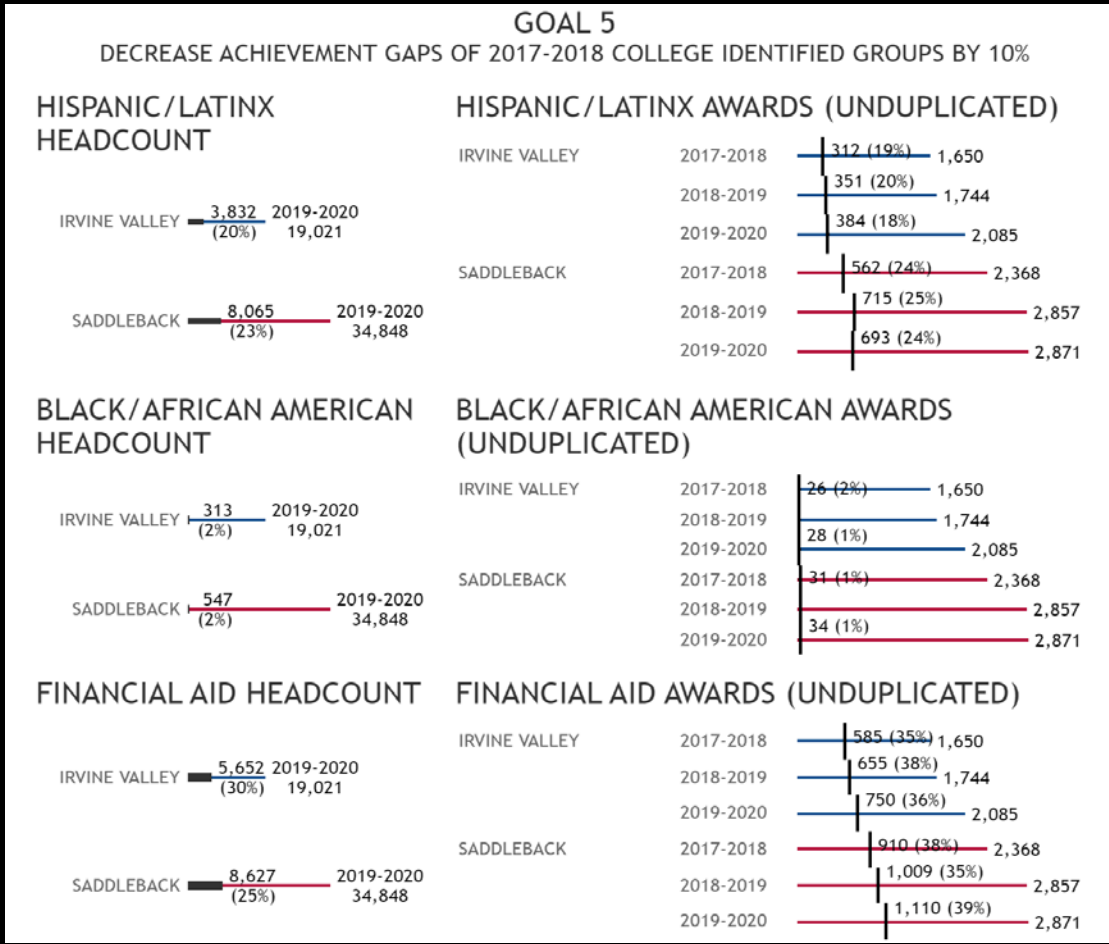
BOARD GOAL 5

DECREASE ACHIEVEMENT GAPS OF 2017-2018 COLLEGE IDENTIFIED GROUPS BY 10%



Vision for Success System Goal 2022:

Reduce equity gaps across all measures through underrepresented groups by cutting achievement gaps by 40% within 5 years and fully closing the gaps within 10 years.



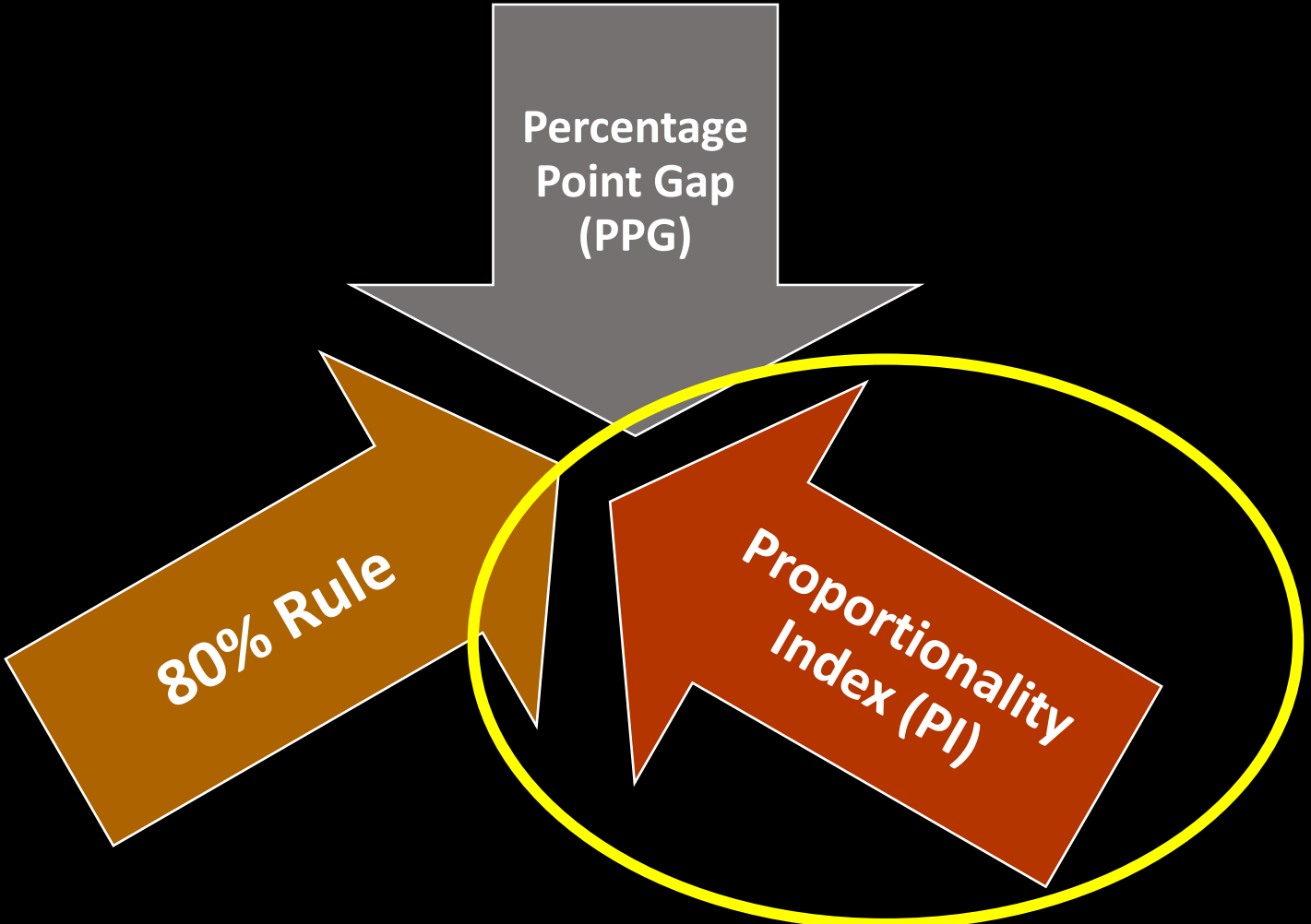
Data Review:

- Identified groups based on the colleges' equity plans
- Proportion of the groups in the population
- Proportion of the groups in award completion

Evaluation of Goal 5

New Data

Calculating Equity Gaps



Proportionality Index (PI) to determine Equity Gaps or Disproportionate Impact

The Proportionality Index (PI)

The proportionality index addresses the question, “If a subgroup of students represents 45% of the student body, does that subgroup also represent at least 45% of the students who achieve a specific educational outcome?” Theoretically, if educational achievement was equitable across all subgroups of students, the answer to this question would be “yes.” However, when a group’s representation with respect to one or more educational outcomes is found to be at a lower rate than its representation in the general student body, disproportionate impact may be indicated (depending on the size of the observed difference).

The calculation used to measure the PI can be described as follows:

Proportionality index = proportion in outcome group ÷ proportion in cohort

$$\text{Proportionality Index (PI)} = \frac{\% \text{ of success of group in population}}{\% \text{ of group in the population}}$$

PI of 0.85
 common cut-off
 value and any
 group below the
 0.85 indicates the
 group is
 disproportionately
 impacted.

Table 2. Course Success Rates by Ethnicity and Proportionality Indices

Ethnicity	Proportion of Cohort		Proportion of Successful Grade Outcomes		Proportionality Index
	Count	Percent	Count	Percent	
African American	2,547	3.67%	1,388	3.02%	0.82
American Indian	213	0.31%	144	0.31%	1.02
Asian	9,834	14.17%	7,166	15.57%	1.10
Hispanic	35,055	50.51%	22,304	48.48%	0.96
Multi Ethnic	2,261	3.26%	1,468	3.19%	0.98
Pacific Islander	286	0.41%	153	0.33%	0.81
White	16,696	24.06%	11,878	25.82%	1.07
Unknown	2,508	3.61%	1,509	3.28%	0.91
Total	69,400	100%	46,010	100%	1.00

Source: Vurdien, et al. (2014)

Considerations for using Proportionality Index (PI)

Number of Students in a Subgroup

- Fewer than 50 students should be used with caution (greater variability and less reliable)
- Fewer than 30 students should be used with great caution and recommended to combine multiple years to increase reliability

BOARD GOAL 5

DECREASE ACHIEVEMENT GAPS OF 2017-2018 COLLEGE IDENTIFIED GROUPS BY 10%

District-wide Strategic Plan 2020-2025 – Objective 1.1 Indicator

Demographic	Ethnicity				
Year_Desc	2019-2020				
College & Ethnicity	Cohort of 3 Yr Rolling	Degree PI	Certificate PI	Transfer PI	
Irvine Valley	3713	7.41	7.49	8.27	
American Indian or Alaska Native	8	0.81	0.83	1.09	
Asian	1081	1.23	1.23	1.08	
Black or African American	94	0.67	0.69	0.86	
Hispanic / Latino	1069	0.69	0.70	0.73	
Native Hawaiian or Pacific Islander	12	0.96	0.98	1.35	
Two or More Races	201	1.31	1.31	1.21	
Unreported or Unknown	50	0.69	0.70	0.81	
White	1198	1.06	1.04	1.14	
Saddleback	4625	7.20	7.13	6.48	
American Indian or Alaska Native	20	1.16	1.18	0.67	
Asian	311	1.51	1.50	0.93	
Black or African American	108	0.43	0.38	0.45	
Hispanic / Latino	1284	0.76	0.77	0.73	
Native Hawaiian or Pacific Islander	13	0.45	0.45	0.68	
Two or More Races	317	1.13	1.15	1.22	
Unreported or Unknown	77	0.68	0.61	0.64	
White	2495	1.08	1.08	1.16	
Grand Total	8338	14.62	14.62	14.76	

Progress towards goal:

- Identified disproportionate impacted groups in District-wide Strategic Plan 2020-2025 with a metric called Proportionality Index

Evaluation of Goal 5

New Data

BOARD GOAL 5

DECREASE ACHIEVEMENT GAPS OF 2017-2018 COLLEGE IDENTIFIED GROUPS BY 10%

Recommendation:

- Keep
- Revise
- Remove

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

Source: District-wide Strategic Plan 2020-2025

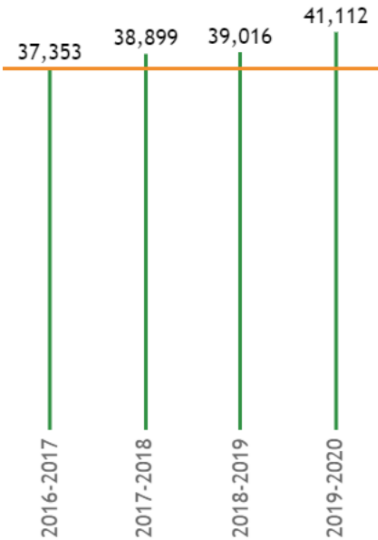
BOARD GOAL 6

MAINTAIN LIFE-LONG LEARNING AND THE EMERITUS PROGRAM ENROLLMENT, AT A MINIMUM, AT THE LEVEL OF ENROLLMENTS IN THE 2016-2017 ACADEMIC YEAR OF 37,353

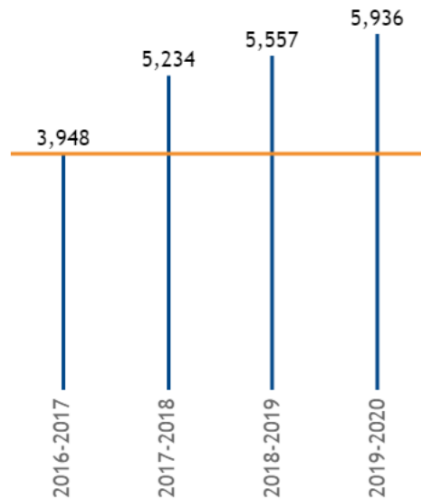
GOAL 6

MAINTAIN LIFE-LONG LEARNING AND THE EMERITUS PROGRAM ENROLLMENT, AT A MINIMUM, AT THE LEVEL OF ENROLLMENTS IN THE 2016-2017 ACADEMIC YEAR OF 37,353

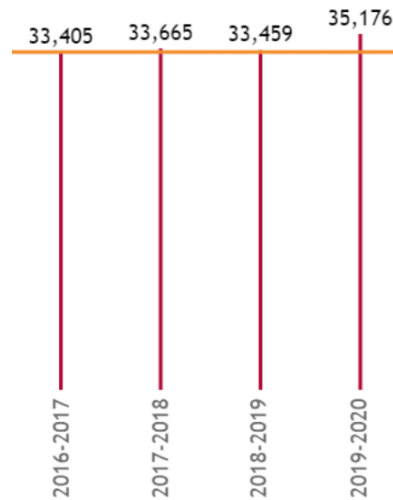
EMERITUS ENROLLMENT COUNTS (SOCCCD)



EMERITUS ENROLLMENT COUNTS (IRVINE VALLEY COLLEGE)



EMERITUS ENROLLMENT COUNTS (SADDLEBACK COLLEGE)



Progress towards goal:

- IVC has increased enrollment in Emeritus courses in 19-20 (1,988 more enrollments than in 16-17)
- Saddleback has increased enrollment in Emeritus courses in 19-20 (1,771 more enrollments than in 16-17)

Evaluation of Goal 6

Goal Met

BOARD GOAL 6

MAINTAIN LIFE-LONG LEARNING AND THE EMERITUS PROGRAM ENROLLMENT, AT A MINIMUM, AT THE LEVEL OF ENROLLMENTS IN THE 2016-2017 ACADEMIC YEAR OF 37,353

Recommendation:

- Keep
- Revise
- Remove

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

Source: District-wide Strategic Plan 2020-2025

BOARD GOAL 7

INITIATE STUDENT AND EMPLOYEE HOUSING FEASIBILITY STUDIES FOR IRVINE VALLEY COLLEGE, SADDLEBACK COLLEGE AND ATEP.

Progress towards goal:

- Awarded contract for housing feasibility study to address non-academic needs for students
- Study Postponed due to COVID-19

Evaluation of Goal 7

In Progress

Recommendation:

- Keep
- Revise
- Remove

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

Source: District-wide Strategic Plan 2020-2025

BOARD GOAL 8

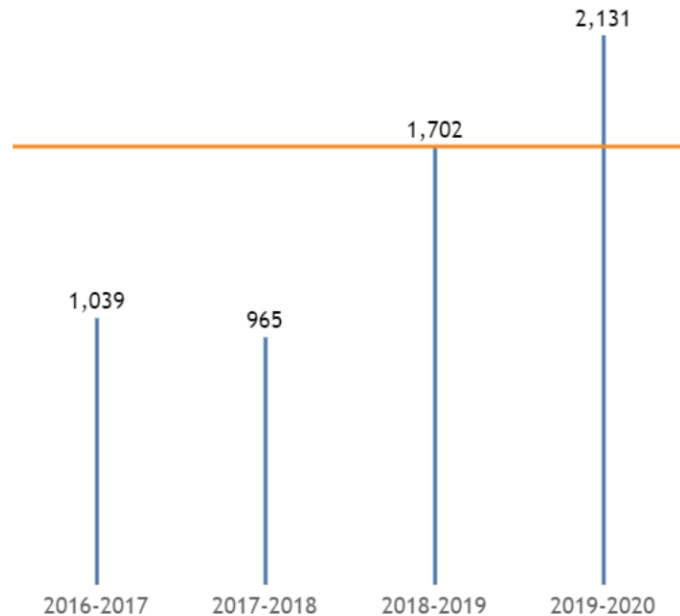
CONTINUE TO DEVELOP THE ATEP CAMPUS IN THE FOLLOWING AREAS:

- INCREASE ENROLLMENTS AT ATEP ABOVE THE 2018-2019 BASE OF 1,702.
- DEVELOP PRELIMINARY PLANNING FOR THE SC BUILDING(S) AT ATEP.
- CONTINUE TO IDENTIFY AND EVALUATE PROSPECTIVE TENANTS FOR ATEP

GOAL 8

INCREASE ENROLLMENTS AT ATEP ABOVE THE 2018-2019 BASE OF 1,702

ATEP ENROLLMENT COUNTS



Progress towards goal:

- Enrollment at ATEP classes has increased in 19-20 (1,092 more enrollments than in 16-17).

Evaluation of Goal 8

Goal Met

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 SC BUILDING(S) AT ATEP.
- CONTINUE TO IDENTIFY AND EVALUATE PROSPECTIVE TENANTS FOR ATEP

Evaluation of Goal 8

In Progress

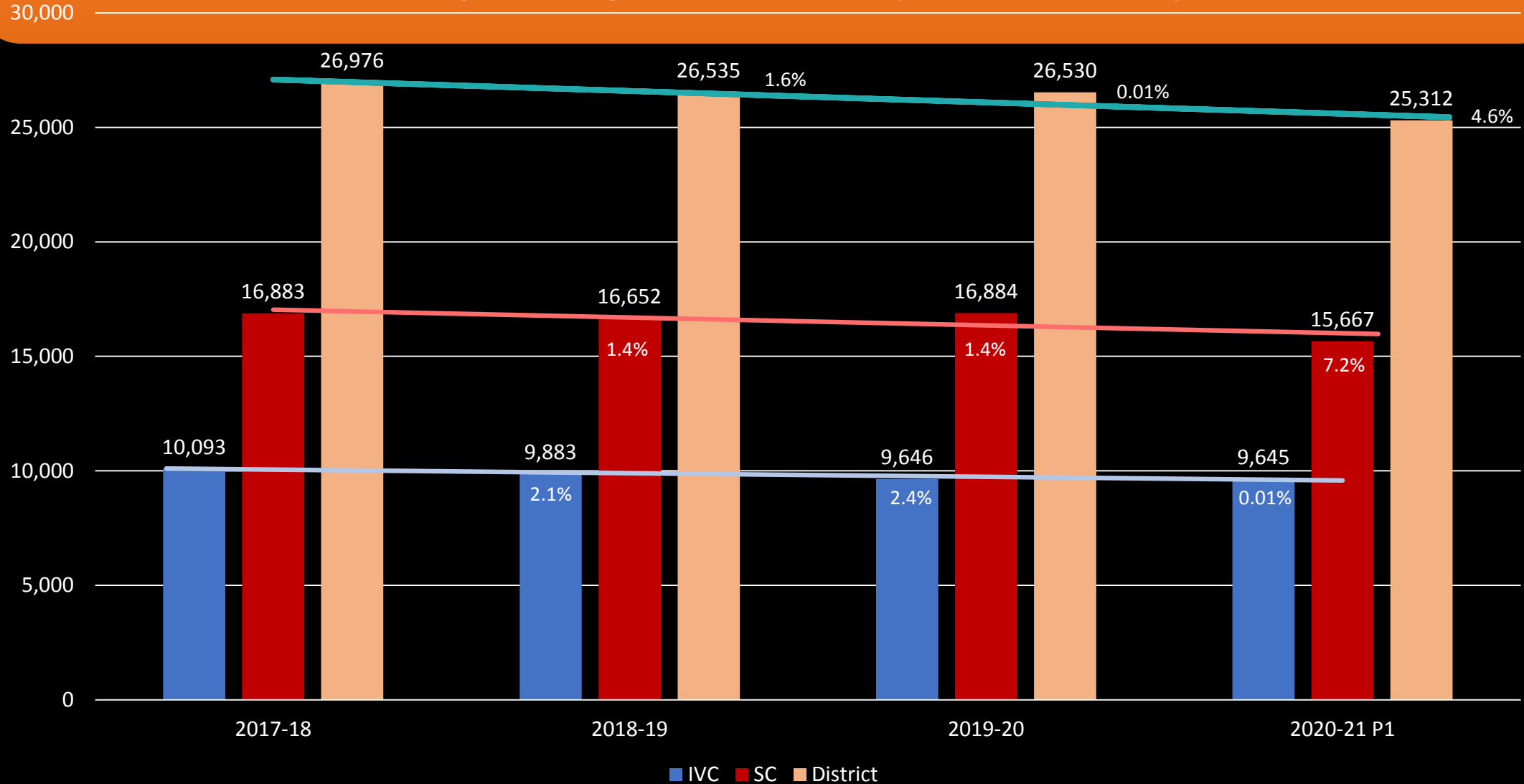
Recommendation:

- Keep
- Revise
- Remove

- Increase enrollments at ATEP above the 2018-2019 base of 1,702.
- Finalize planning for Saddleback College building(s) at ATEP.
- Continue to identify and evaluate prospective tenants for ATEP.

FTES Update - 4-Year Trend

(Percentage Change Shown from previous fiscal year)



Questions/Comments

Adjournment