

2023 Annual Board Evaluation Workshop

February 13, 2023



Agenda

Accreditation – Chancellor

Equitable Student Access and Success – Chancellor

Break at 5:30 - 5:45 pm for Dinner

Board Goals and Evaluation Results – Denice

- Board Goals 2022
 - Data and Progress of Board Goals 2022
 - Trustees' Self-Evaluation Results
 - Employee Evaluation Results

New Board Goals 2023 – Chancellor

Accreditation

- Purpose
- The Standards
- Status and Timeline in the SOCCCD

Accreditation- Purpose



Provide quality assurance to the public, to students, to other institutions that an institution is achieving its stated mission



Give credibility to degrees and credentials awarded to students



Stimulate institutional improvement through evaluation, planning, implementation and evaluation again

Accreditation- The Standards

Standard I: Mission,
Academic Quality
and Institutional
Effectiveness

Standard II:
Student Learning
Programs and
Support Services

Standard III:
Resources

Standard IV:
Leadership and
Governance


Accreditation- Standard IV

Standard IV.A - Decision-making Roles and Processes

Standard IV.B - Chief Executive Officer (CEO)

Standard IV.C - Governing Board


Standard IV.D – Multi-College Districts or Systems



Standard IV:
Leadership and
Governance

Accreditation: Standard IV.C Governing Board


1. Academic quality, integrity, and effectiveness
2. Acts as a collective entity
3. Selecting and evaluating the CEO of the college and/or the district/system
4. Policy-making body that reflects the public interest... protects it from undue influence or political pressure



Standard IV.C:
Governing Board

Accreditation: Standard IV.C Governing Board


5. Establishes policies consistent with the college/district/system mission.. ultimate responsibility for educational quality, legal matters, and financial integrity and stability
6. Publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures
7. Acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws



Standard IV.C:
Governing Board

Accreditation: Standard IV.C Governing Board

8. Regularly reviews key indicators of student learning and achievement
9. Ongoing training program for board development
10. Clearly establish a process for board evaluation
11. Upholds a code of ethics and conflict of interest policy
12. Delegates full responsibility and authority to the CEO



Standard IV.C:
Governing Board

Accreditation: SOCCCD Timeline



Accreditation: Irvine Valley College Status

- First draft of the ISER and QFE completed on 1/31/2023
- Draft is currently being reviewed by all shared governance councils, relevant committees, Academic Senate, Classified Senate, and Student Government
- Review in committees and councils is in depth and structured and has resulted in very meaningful discussion and feedback
- Review and edits will continue February and March
- Town hall is scheduled for March 29
- Final approvals are scheduled early April (4/6 Academic Senate, 4/12 College Council)

Accreditation: Saddleback College Status

- First draft of the ISER and QFE completed on 2/2/23
- Town Hall held on 2/2/23 to share the outline
- Copies of the initial draft ISER and QFE were sent to constituent group leaders and managers of relevant administrative units on 2/3/23, requesting content review
- Content feedback will be received throughout February, then synthesized.
- The draft will be re-written in one voice during March
- Final ISER and QFE ready to submit by June

Equitable Student Access and Success



Student Demographics - District



Gender

Female	57.19%
Male	40.41%
Decline	2.40%

Enrollment Status

Continuing Student	63.83%
Returning Student	24.37%
First Time College Student	13.37%
Concurrent High School Student	13.06%

Student Age

Below 18	14.45%
18-21	35.53%
22-29	19.35%
30-39	9.43%
40-49	7.00%
50-59	5.13%
Over 59	12.64%

Student Demographics - District

IPEDS Ethnicity

White	42.31%
Hispanic / Latino	23.92%
Asian	22.77%
Two or More Races	5.38%
Unreported or Unknown	3.33%
Black or African American	1.88%
Native Hawaiian or Pacific Islander	0.24%
American Indian or Alaska Native	0.18%

Education Goal

Transfer	48.43%
Personal Development	19.12%
Undecided	8.60%
GED/Basic Skills	8.41%
Degree or Certificate	8.29%
Career	7.61%



Student Demographics - District



Completed Unit Load

Part-time	68.63%
Full-time	24.44%
Withdraw	5.76%

Weekly Employment

None	42.40%
1-9 Hours	8.47%
10-19 Hours	12.55%
20-29 Hours	14.46%
30-39 Hours	8.48%
40 or more	13.21%

High School District

Other	57.00%
Capistrano USD	16.82%
Saddleback Valley USD	10.65%
Irvine USD	8.61%
Tustin USD	3.88%
Private Feeder	2.08%
Laguna Beach USD	0.97%

Student Demographics - Themes

- The population of White students has decreased
- The population of adult education students (ESL, etc.) has increased
- The populations of Hispanic/Latino and Asian students have increased
- The concurrent high school student population has increase significantly
- The population of students who identify career as their education goal has decreased

Data Summary - District

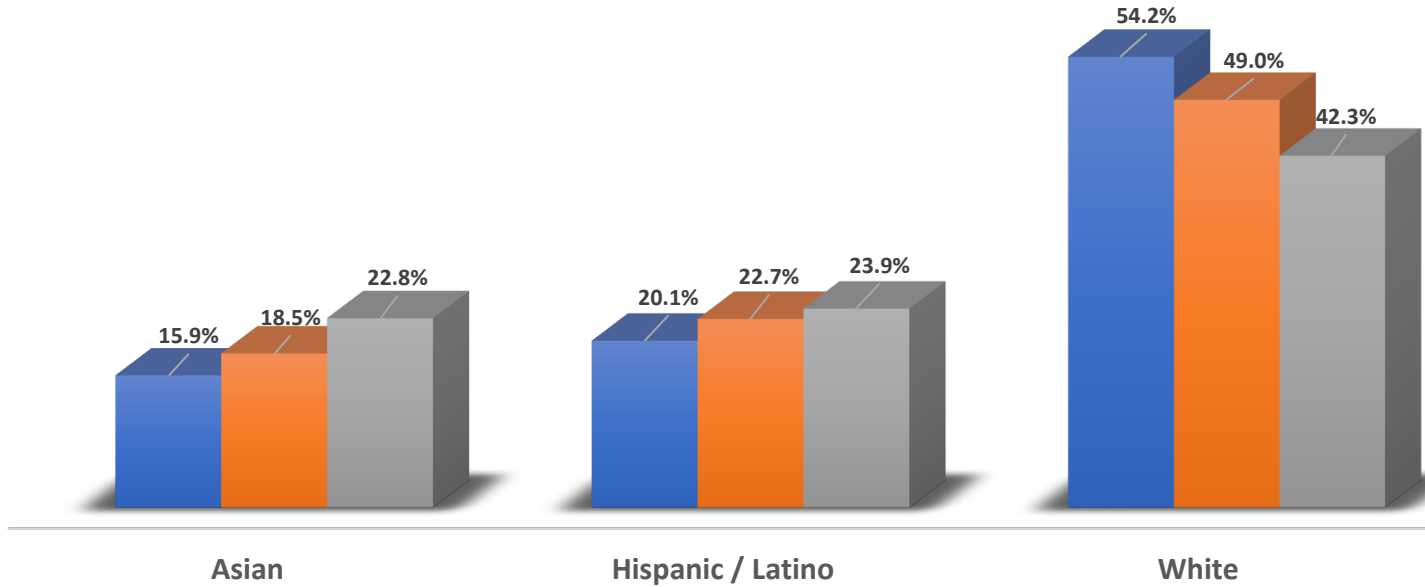
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2012-13 vs 2021-22

Unduplicated Headcount	Change	2012-13	2021-22
IPEDS Ethnicity			
White	-29.6%	29,594	20,840
Hispanic/Latino	+7.6%	10,950	11,782
Asian	+29.3%	8,675	11,214
Age Cohort			
Below 18	+137%	3,009	7,118
18 – 21	-13.4%	20,213	17,503
22 – 29	-31.0%	13,827	9,534

Unduplicated Headcount	Change	2012-13	2021-22
Education Goal			
Career	-41.6%	6,420	3,751
GED/Basic Skills	+49.7%	2,768	4,145
Transfer	-14.3%	27,829	23,857
Enrollment Status			
High Sch. Student	+201%	2,135	6,433
Continuing Student	-14.4%	36,740	31,442
Returning Student	-37.0%	19,050	12,002

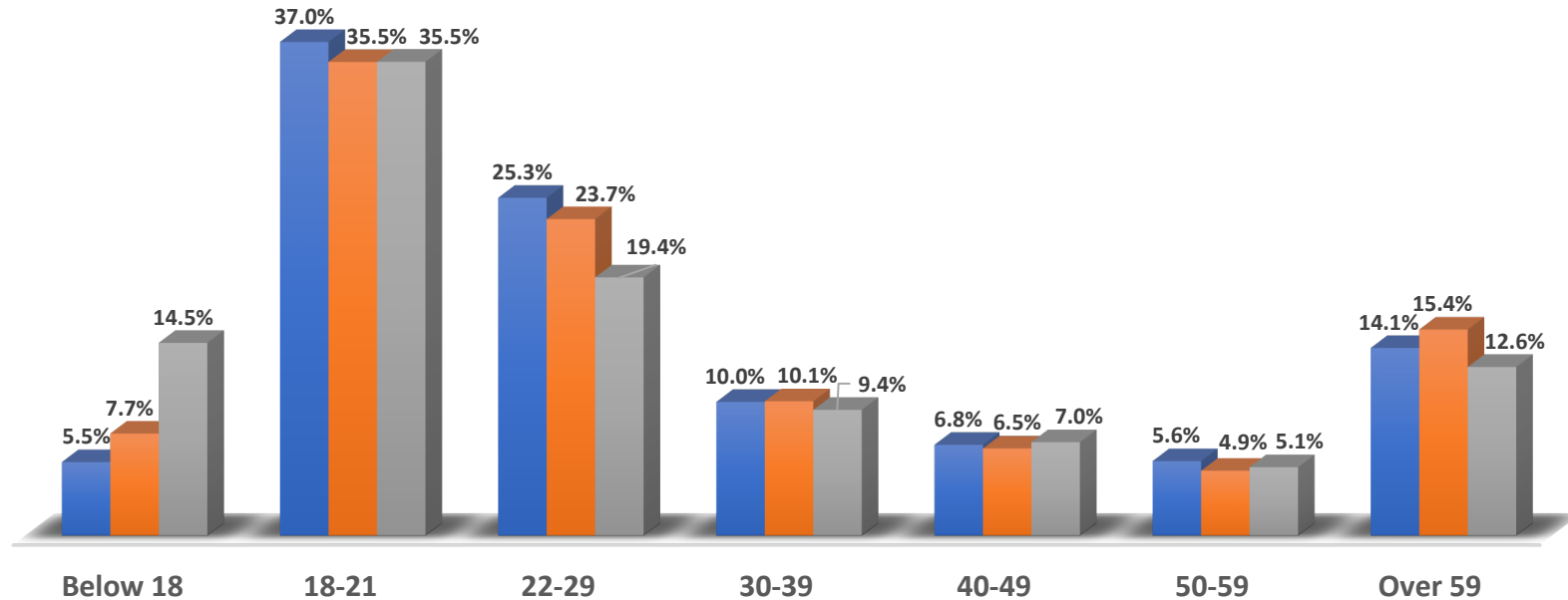
IPEDS Ethnicity

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



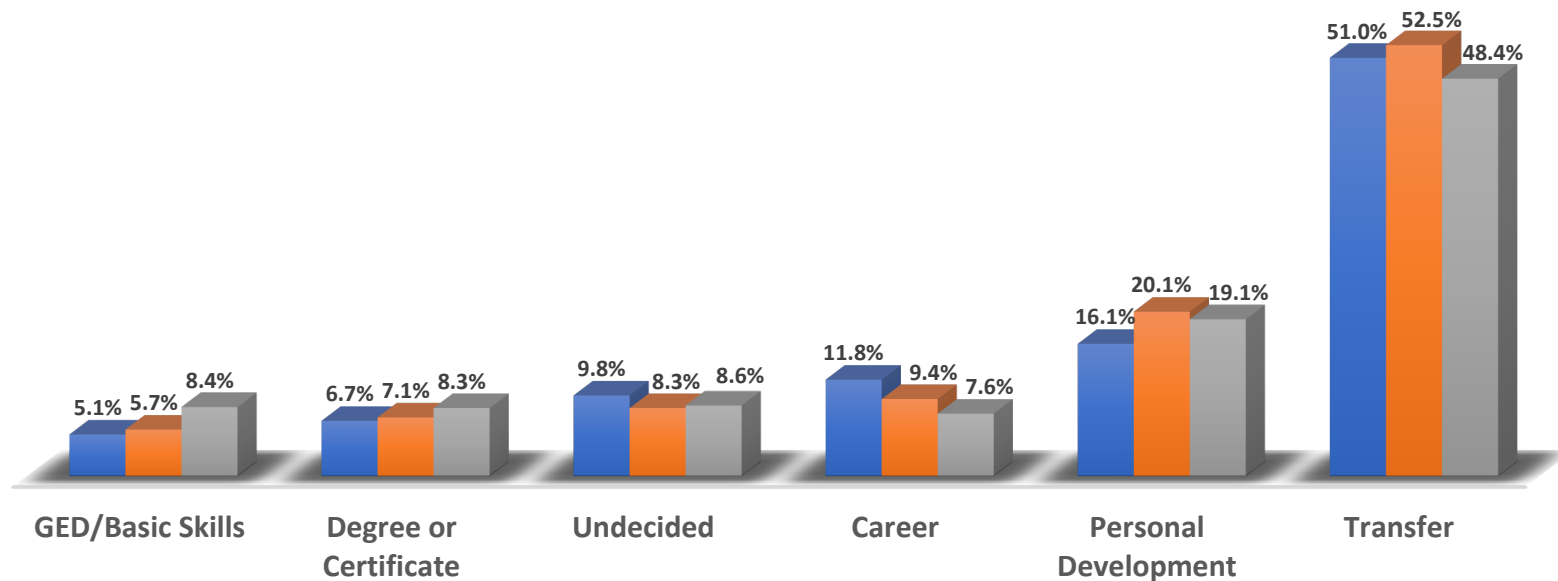
Age Cohorts

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



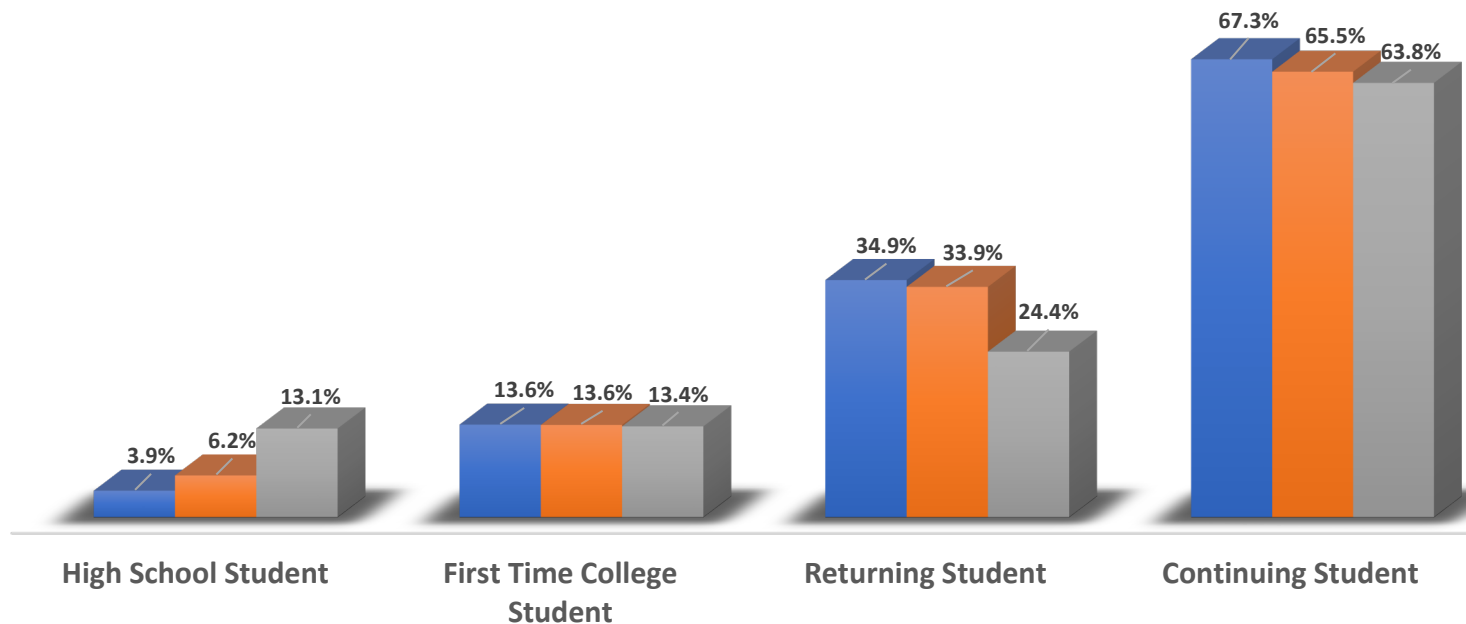
Education Goal

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



Enrollment Status

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



- Academic/Progress Probation
- Grade Point Average
- Honors Designation
- Retention
- Success

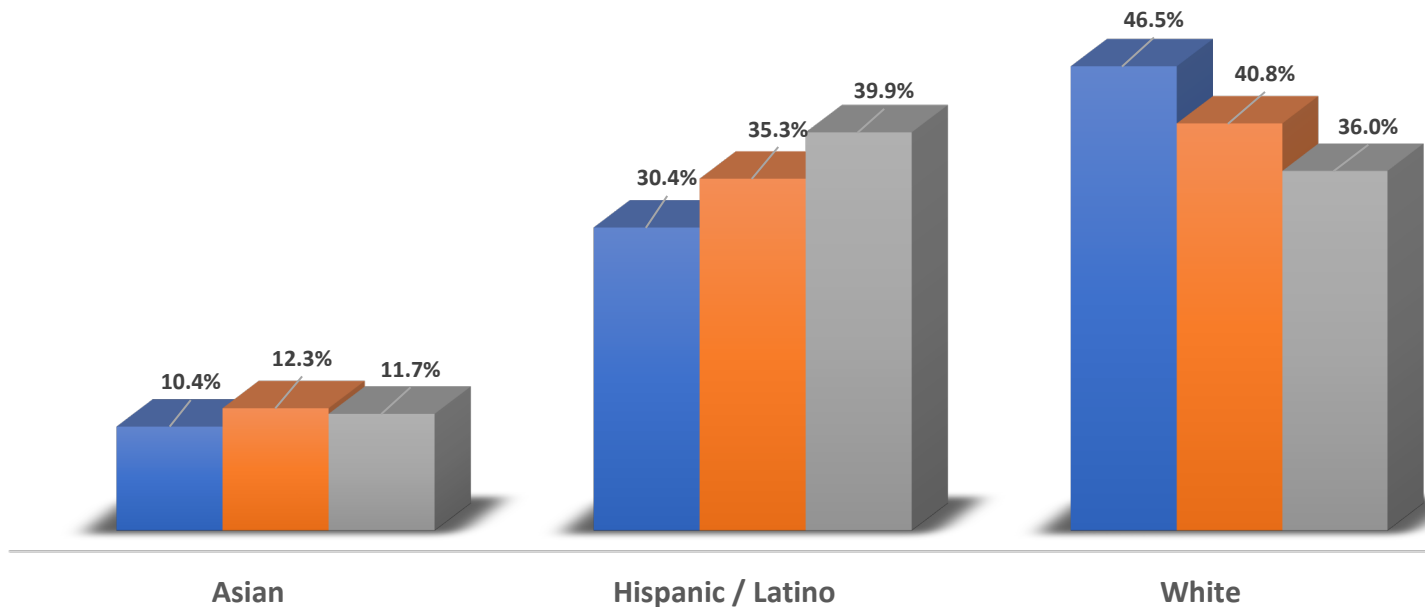
Equity, Access, and Outcomes

Equity, Access, and Outcomes - Themes

- The number of students who complete their courses – retained – has decreased since COVID
- Hispanic/Latino students are underrepresented in Honors Programs
- Hispanic/Latino student are overrepresented in probation data
- Equity gaps persist despite improvements in success metrics
 - Grade Point Average
 - Course Success

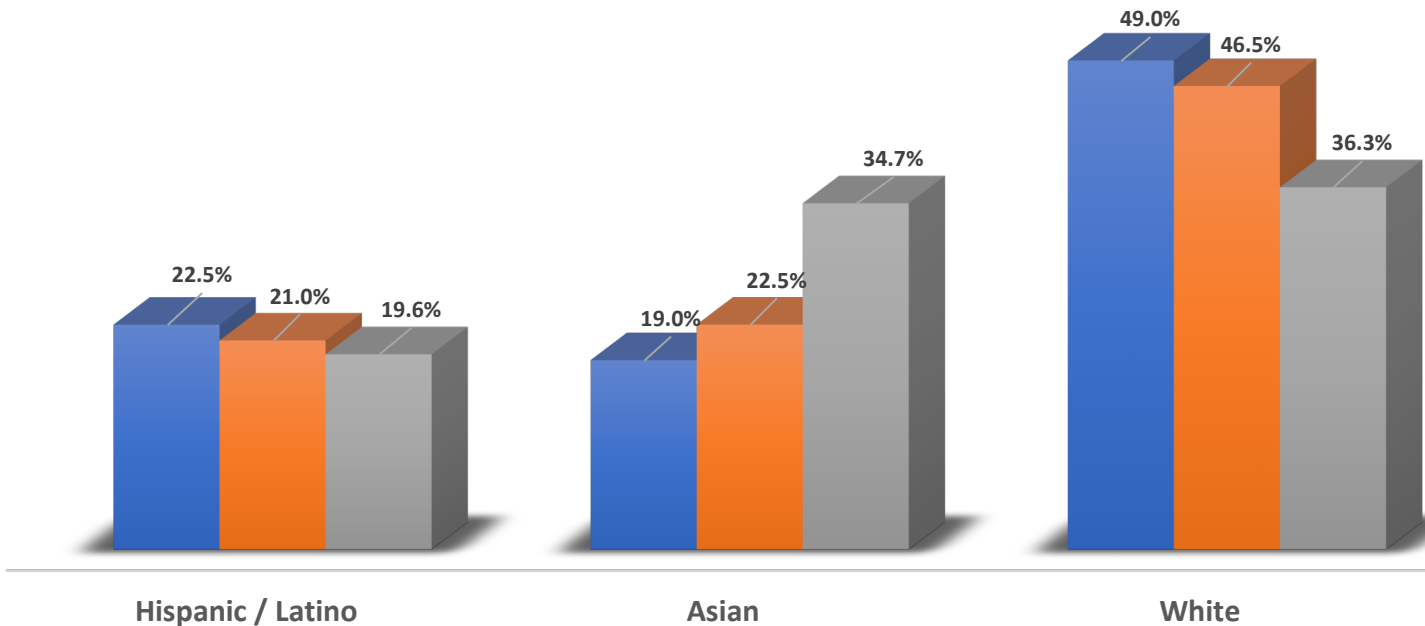
Academic/Progress Probation

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



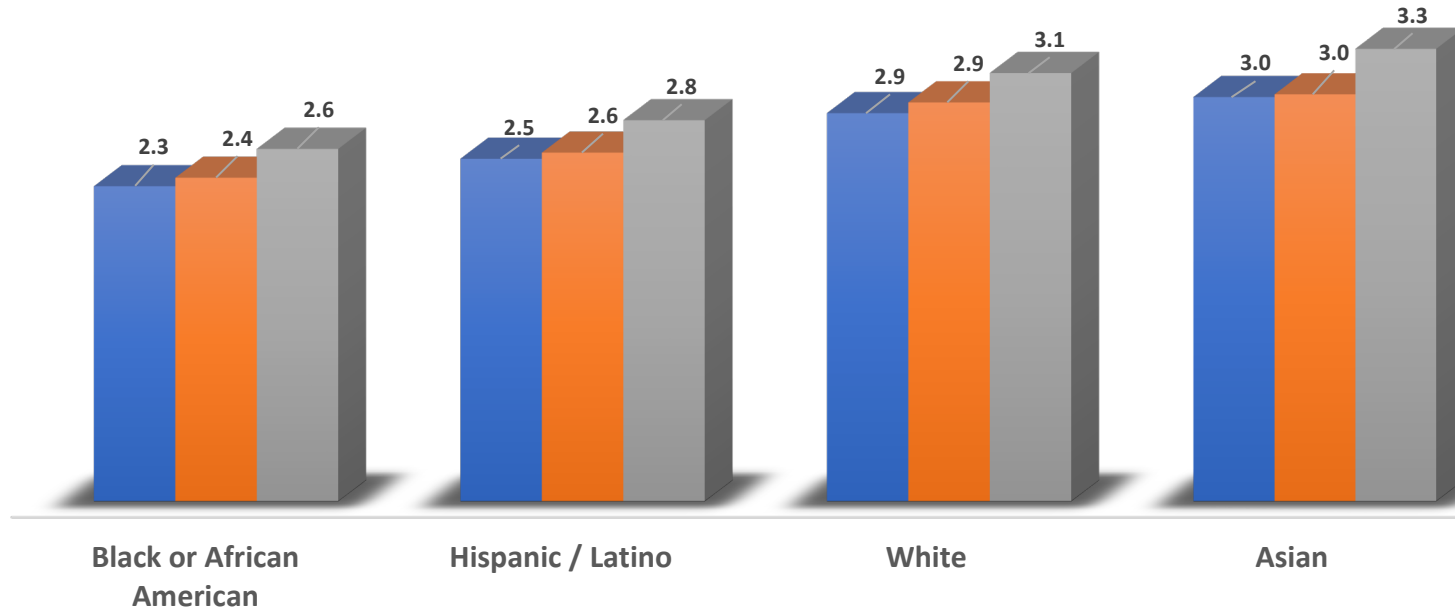
Honors Designation

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



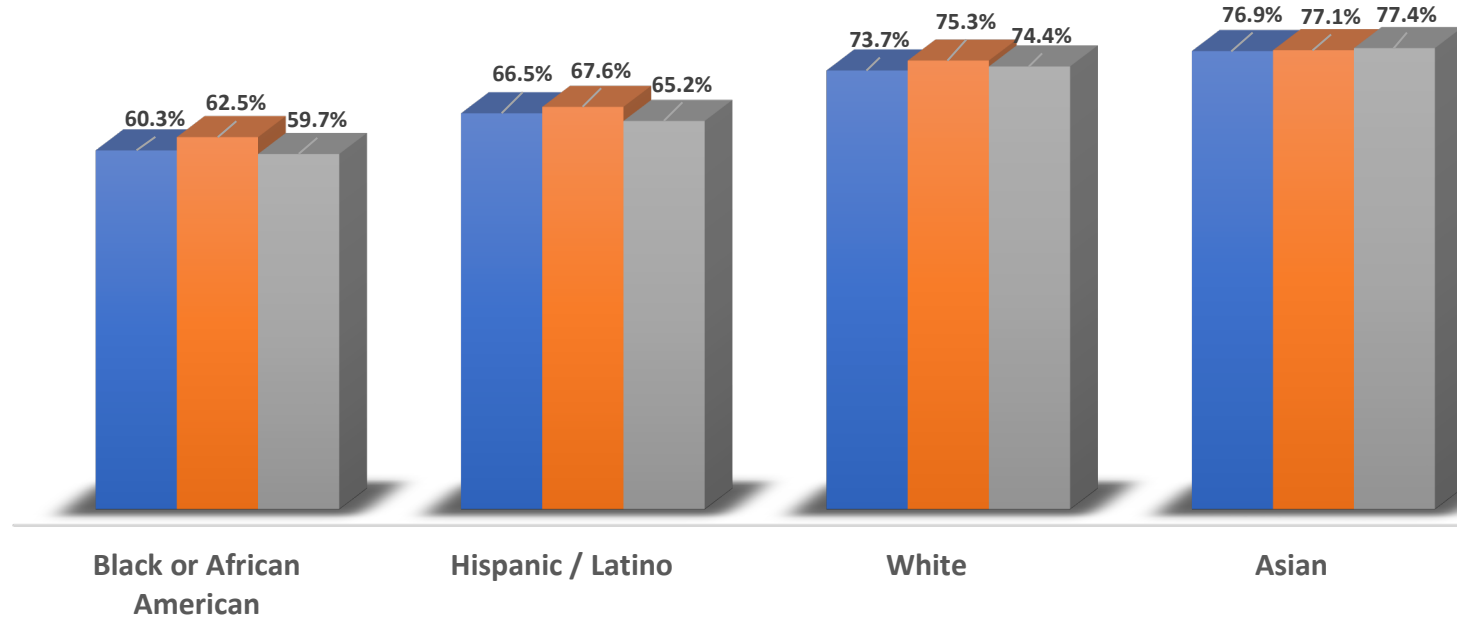
Grade Point Average

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



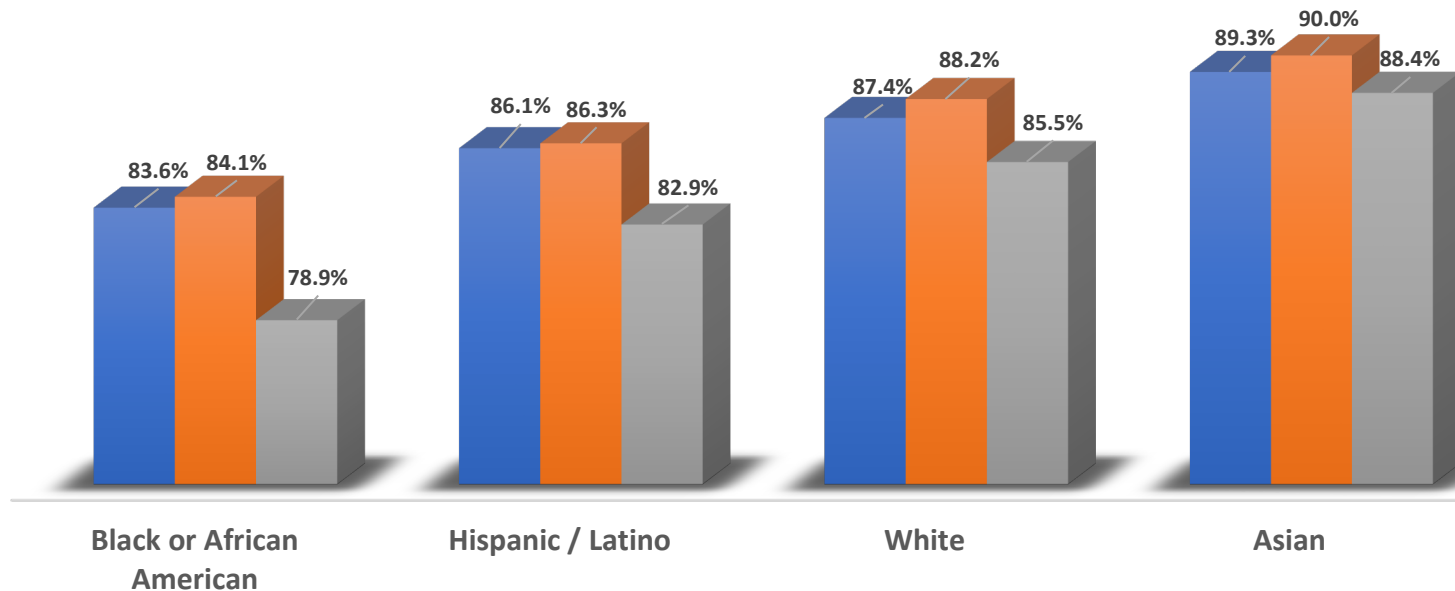
Course Success

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



Course Retention

■ 2012-2013 ■ 2016-2017 ■ 2021-2022



Equity at Work: AB 705



Transfer Level
Math and English



Units to Attain an
Associate's Degree



Vision for Success
Completion Goal

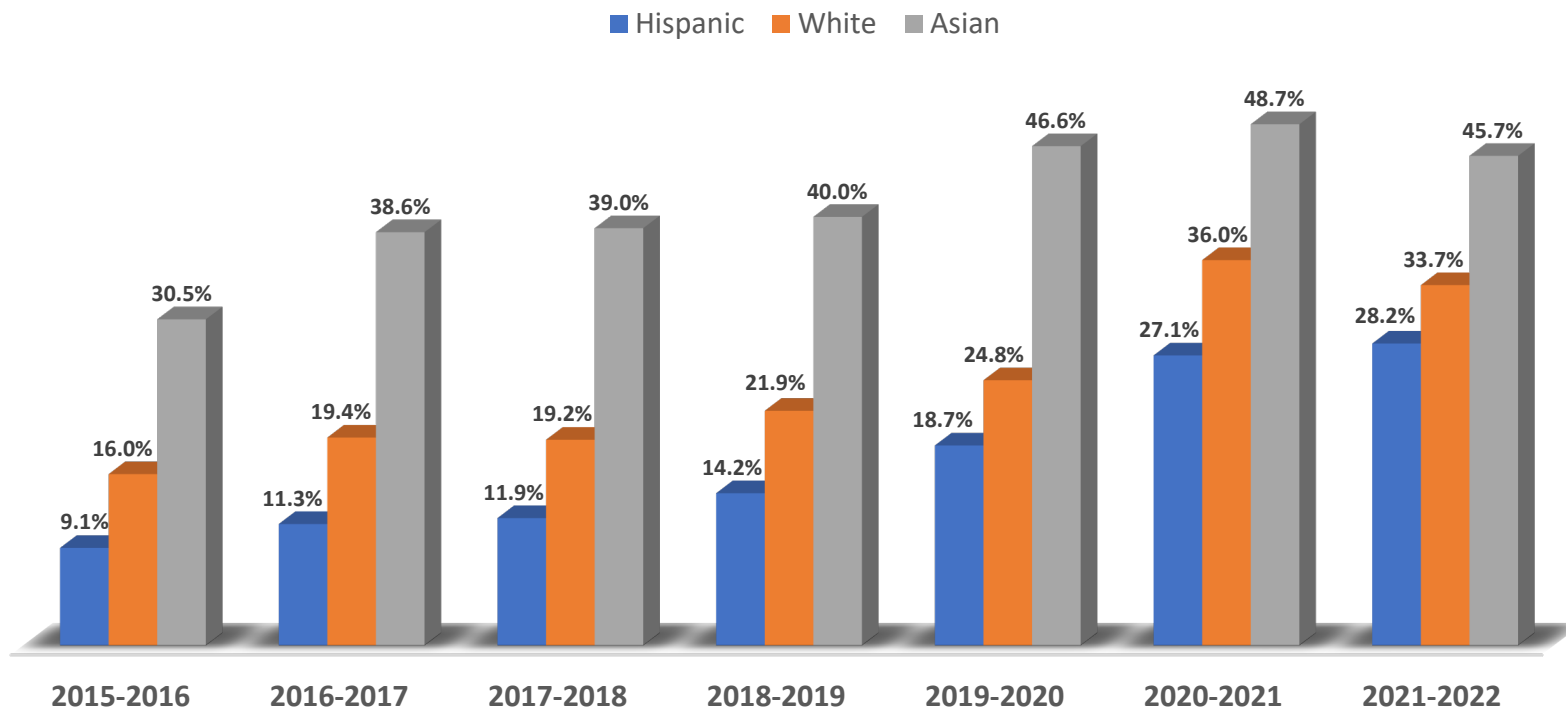


Transfers to Four-
Year Institutions

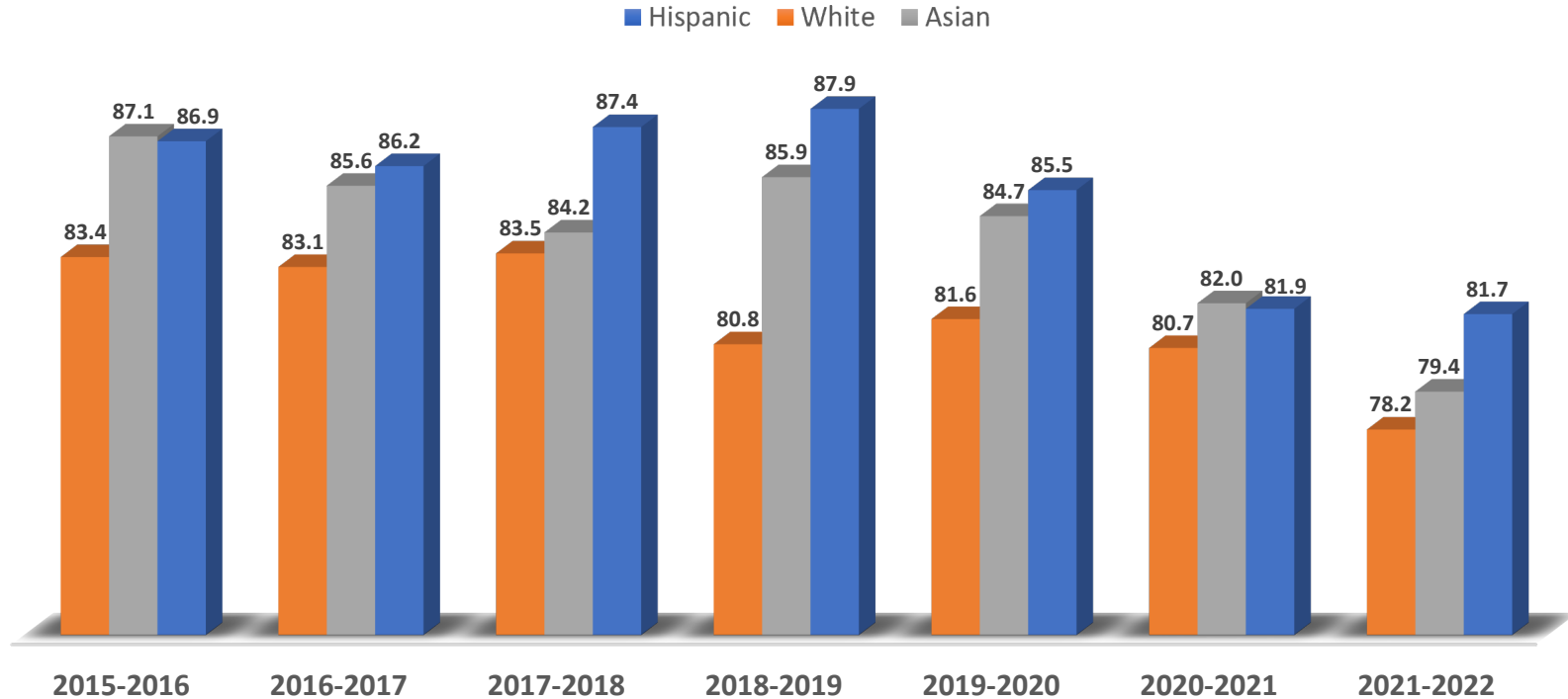
AB 705 Themes

- The results are overall positive, but equity and opportunity gaps persist
- Increase in the one-year completion rates for transfer-level math and English
- Decrease in the number of units to attain an Associate's Degree
- Increase in transfer rates to four-year post-secondary institutions
- Increase in the Vision for Success completion metrics – degrees and certificates

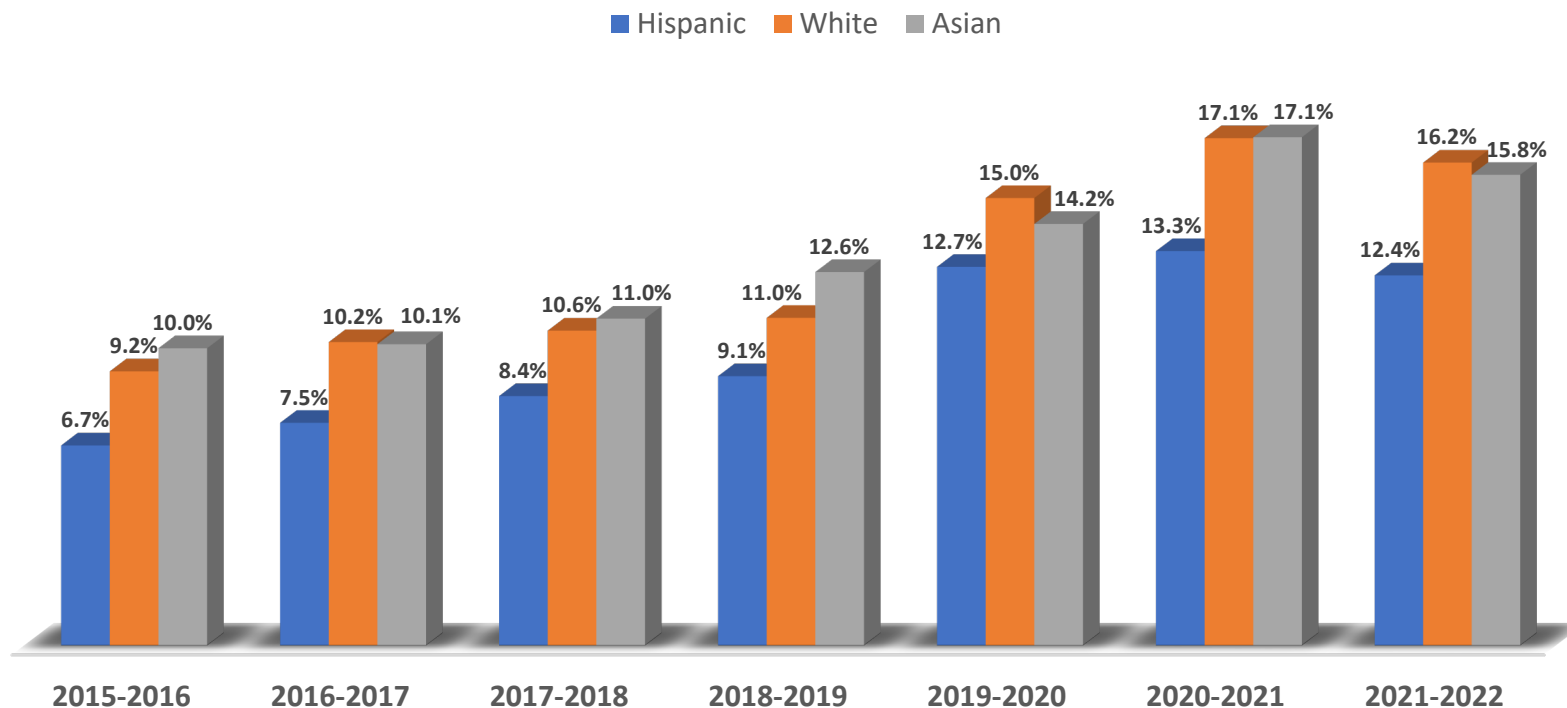
One-Year Transfer Level Math and English Completion



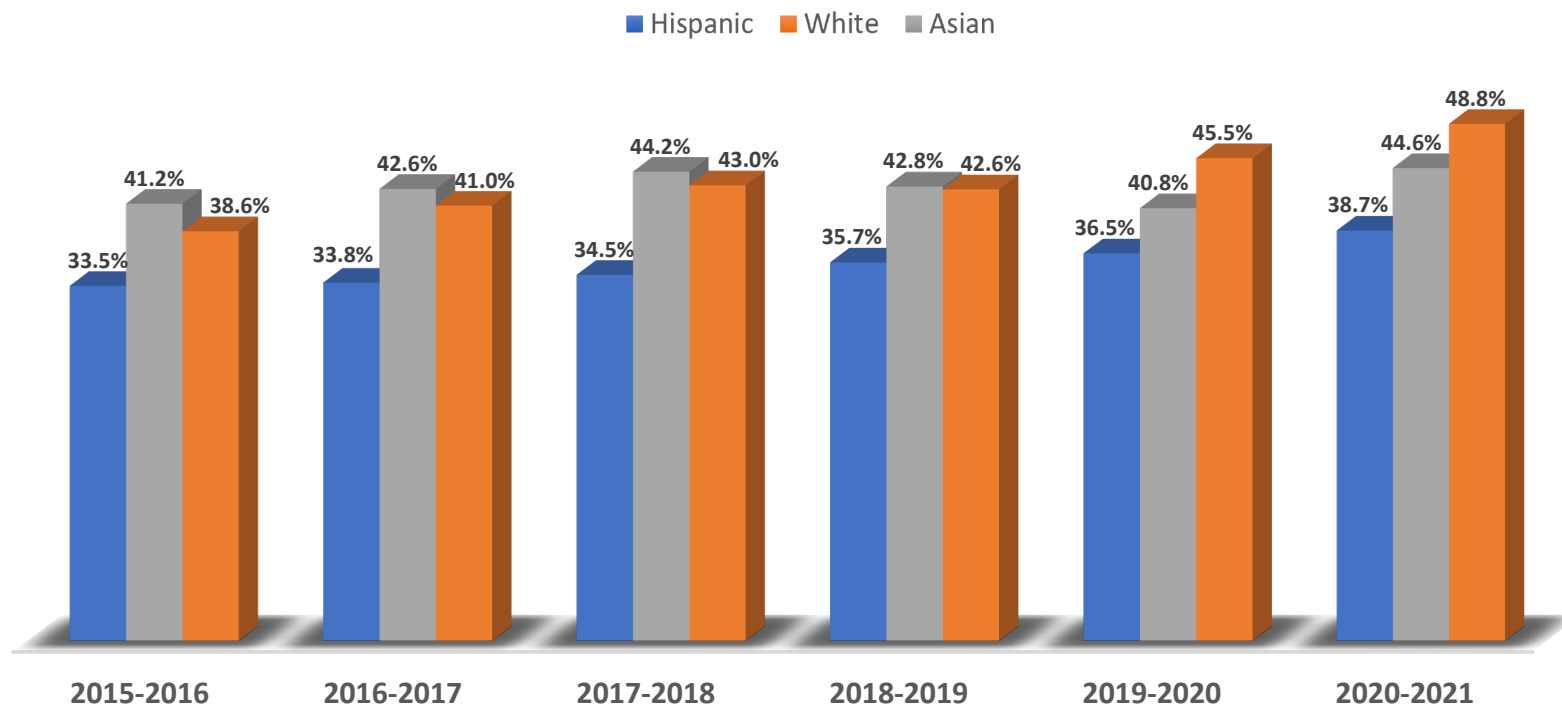
Average No. of Units for Associate Degree



Attained Vision for Success Completion Goal



Transferred to a Four-Year Postsecondary Institution



Board Goals 2022

Monitor
Strategic Plan
Progress

Support
Baccalaureate
Degree Efforts

Student
Housing
Feasibility

ATEP
Development

Long-Term
Fiscal Health

Enhance
Safety and
Sustainability

Board Goal: 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

Progress— Data Packet

Board Engagement



Reports



Study Sessions



Presentations



Professional
Development

Board Goal: 2

Support Baccalaureate Degree Efforts

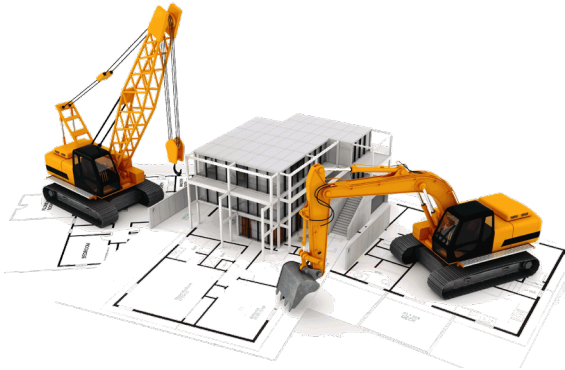
Progress

- Saddleback College is planning to submit an application
 - a robust institutional process is underway to identify possible programs
- Irvine Valley College will not submit in this cycle but is engaged in institutional dialogue about a future submission
- Chancellor's Office Submission: August 15, 2023



Board Goal: 3

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



Progress

- Saddleback: Construction grant application submitted
- Irvine Valley: Application in progress
 - CEQA process commenced January 2023
 - Complete grant application by July 2023

Board Goal: 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 PJRIPA (Goddard School); begin construction on each.
- Continue to identify and evaluate prospective tenants for ATEP

Progress



- Begin construction on the Saddleback building Spring 2023
- Spring 2023 groundbreaking for the Goddard School construction project
- Finalize CEQA documents for Advantech with the City of Tustin
- Continue to identify and explore prospective tenants

Board Goal: 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)

Progress

- Added \$2.5 million to fully fund the actuarially determined retiree benefits liability
- Reallocate \$7.2 million in technology funds due to the move to Banner
- Updated Board Policy 6200 to increase the required reserves
- Set aside \$7.0 million to fund the STRS and PERS increases
- Increased the DRAC model by \$28.4 million



Board Goal: 6

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

Progress

District Update

- Revised Return-to-Work Guidelines with Cal-OSHA requirements
- Received approval from both CalOES and FEMA for the Local Hazard Mitigation Plan

Saddleback College

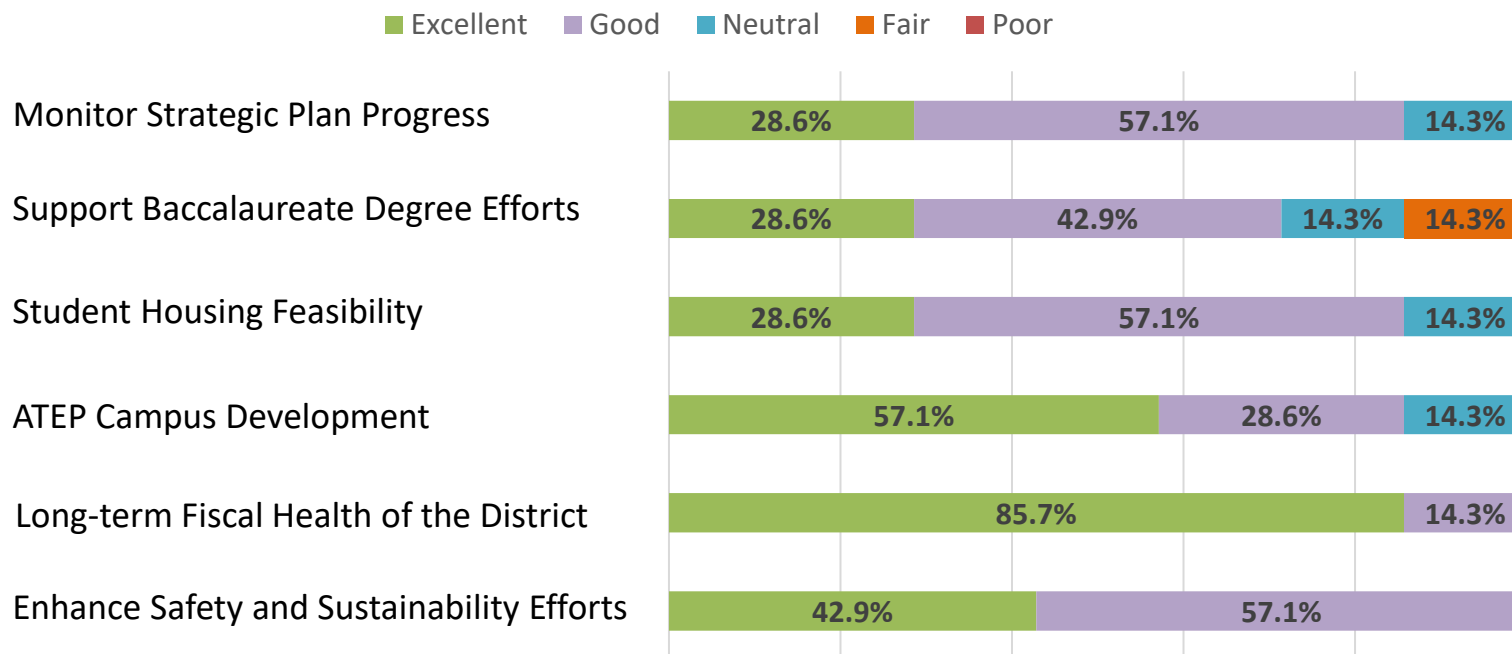
- Plans submitted to DSA for solar parking structures with 32 EV charging stations
- Installed 6 EV charging stations

Irvine Valley College

- SCE grant to install 101 EV charging stations
- Finalized access control project



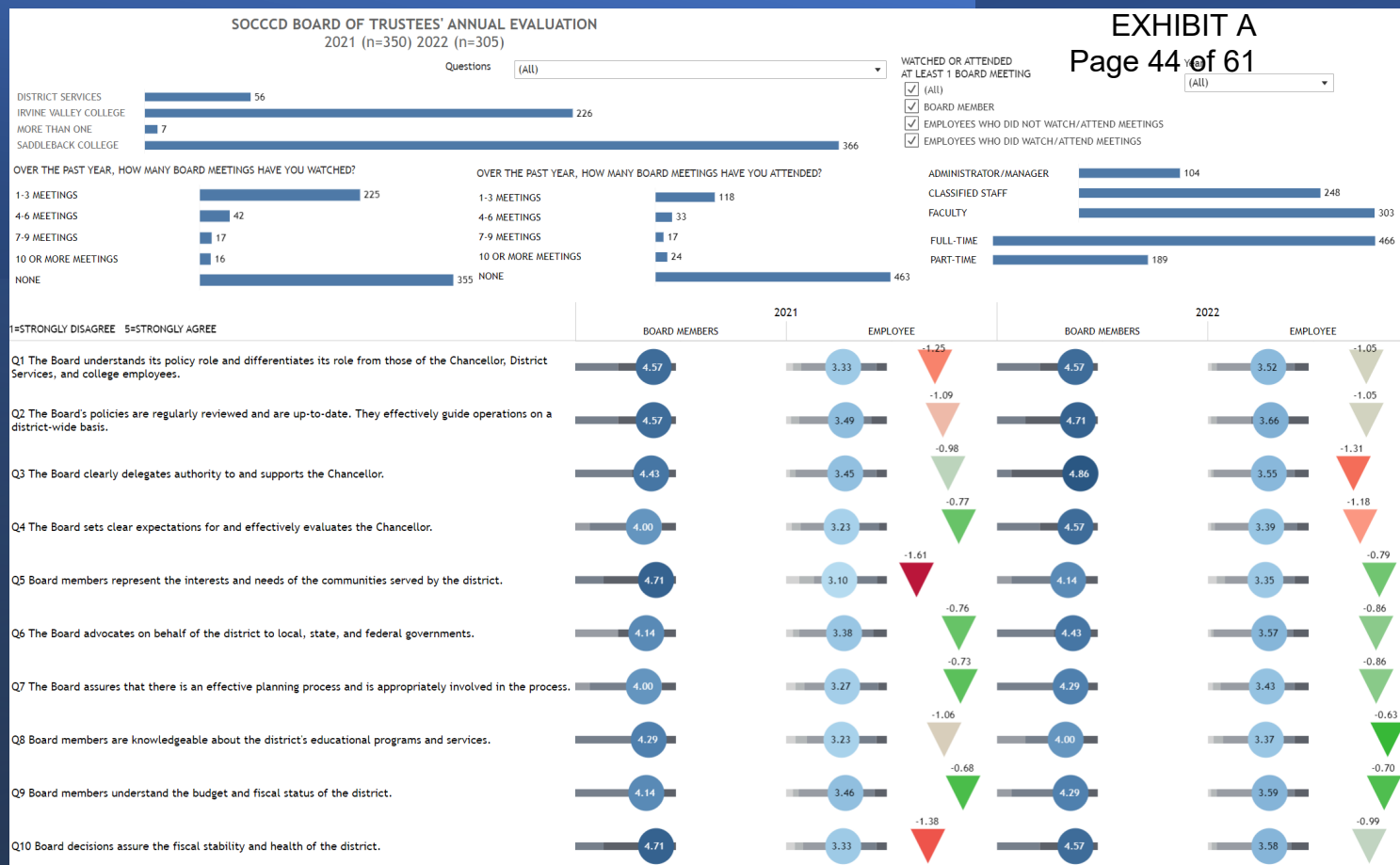
Board Goals 2022



Board Evaluation Dashboard

Trustees and Employees Results

20 Questions Aligned



Board Self-Evaluation 2022

Roles & Responsibilities

Overall, trustees have strong agreement (5/4) with their roles & responsibilities with almost all items' scores averaging over 4.0.

1=STRONGLY DISAGREE 5=STRONGLY AGREE	2021 BOARD MEMBERS	2022 BOARD MEMBERS
Q1 The Board understands its policy role and differentiates its role from those of the Chancellor, District Services, and college employees.	4.57	4.57
Q2 The Board's policies are regularly reviewed and are up-to-date. They effectively guide operations on a district-wide basis.	4.57	4.71
Q3 The Board clearly delegates authority to and supports the Chancellor.	4.43	4.86
Q4 The Board sets clear expectations for and effectively evaluates the Chancellor.	4.00	4.57
Q5 Board members represent the interests and needs of the communities served by the district.	4.71	4.14
Q6 The Board advocates on behalf of the district to local, state, and federal governments.	4.14	4.43
Q7 The Board assures that there is an effective planning process and is appropriately involved in the process.	4.00	4.29
Q8 Board members are knowledgeable about the district's educational programs and services.	4.29	4.00
Q9 Board members understand the budget and fiscal status of the district.	4.14	4.29
Q10 Board decisions assure the fiscal stability and health of the district.	4.71	4.57

Board Self-Evaluation 2022

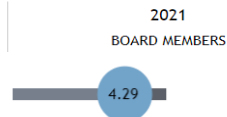
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Roles & Responsibilities

Overall, trustees have strong agreement (5/4) with their roles & responsibilities with almost all items' scores averaging over 4.0.

1=STRONGLY DISAGREE 5=STRONGLY AGREE

Q11 The Board effectively monitors implementation of institutional plans.



Q12 The Board respects faculty, staff, and student participation in their decision making.



Q13 Trustees refrain from attempting to manage or direct work or activities of employees.



Q14 Trustee behavior sets a positive tone for the district.



Q15 The Board regularly reviews and adheres to its code of ethics and standards of practice.



Q16 Board members maintain confidentiality of privileged information.



Q17 Board meeting agendas include sufficient information; the topics reflect Board responsibilities and tasks.



Q18 Board meetings are conducted in an orderly, respectful manner; sufficient time is provided to explore and resolve key issues.



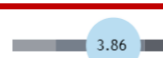
Q19 The Board evaluation process helps the Board enhance its performance.



Q20 Board members engage in professional development that enhances their performance as trustees. New Board members have an orientation to their role.



2022
BOARD MEMBERS



Board Evaluation 2022

Comment Themes

Strengths and Accomplishments of the Board

- Respectful, Cooperative, Unified
- Professional and Confidential
- Continue to track goals like development of ATEP and student outcomes

Board Evaluation 2022

Comment Themes

Areas where the Board might improve

- More dedicated time to understanding and evaluating goals such as being advocate for ATEP, supporting baccalaureate degrees, student housing, and CTE programs
- More education for trustees on district issues

Board Evaluation 2022

Comment Themes

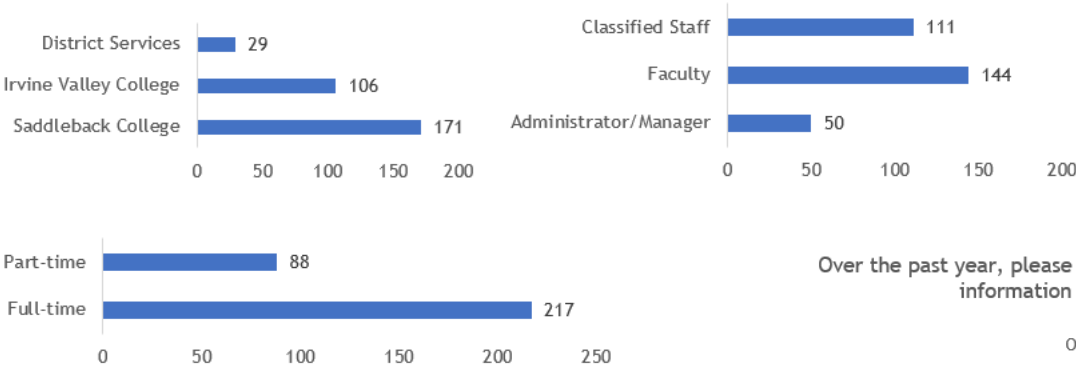
What should be the Board's goals, priorities, or tasks for the coming year?

- Continue to work with new Chancellor
- Continue Board Education
- Accreditation Updates
- Finalize plans for student housing
- Increase enrollment and student completion
- CTE programs based on community needs

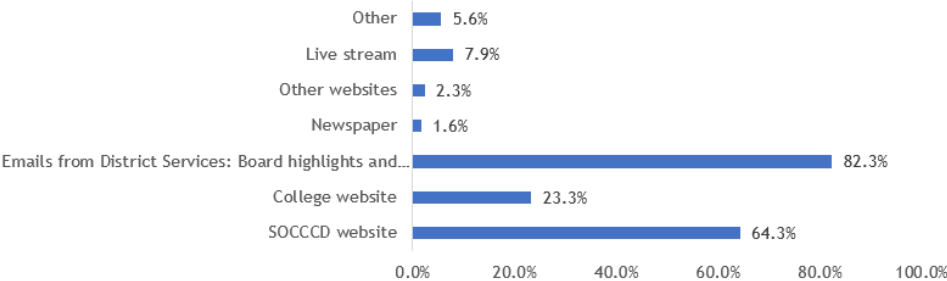
Employee Evaluation 2022

Employee Evaluation Respondents Demographics

2022 (n=305)



Over the past year, please indicate where you have received or accessed information on SOCCCD's Board of Trustees.



Board and Employee Evaluation 2022



Board and Employee Evaluation 2022



Employee Evaluation 2022

Themes from Employees' Comments

Strengths & Accomplishments of the Board

- Leadership Style/Communication
- Interest in college operations/renovations
- Hiring Leaders/Chancellor
- Fiscal Responsibility and Stability

Areas where the Board might improve

- Improve communication with employees, students, community
- Better understanding of college issues
- Analyze and recognize inadequacies/issues within SOCCCD policies and practices
- Decision making process

Employee Evaluation 2022

Themes from Employees' Comments

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

- Student support and resources
- Improve transparency of review/hiring processes
- Improve relationships across the district
- Future forward mind-set with respect to impact of COVID
- Support employees

Board and Employee Evaluation 2022

Strengths/Accomplishments

Trustees

- Respectful, Cooperative, Unified
- Professional and Confidential
- Continue to track goals like the development of ATEP and student outcomes

Employees

- Leadership Style/Communication
- Interest in college operations/renovations
- Hiring Leaders/Chancellor
- Fiscal Responsibility and Stability

Areas for Improvement

Trustees

- More dedicated time to understanding and evaluating Board goals (educational ATEP, supporting baccalaureate degrees, student housing, and CTE programs)
- More education for trustees on district issues

Employees

- Improve communication with employees, students, community
- Better understanding of college issues
- Analyze and recognize inadequacies/issues within SOCCCD policies and practices
- Decision making process

Board and Employee Evaluation 2022

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

Trustees

- Continue to work with the Chancellor
- Continue Board Education
- Accreditation Updates
- Continue to finalize plans for student housing
- CTE programs based on community needs
- Continue to increase enrollment and student completion

Employees

- Student support and resources
- Improve transparency of review/hiring processes
- Improve relationships across the district
- Future forward mindset with respect to the effects of Covid
- Support employees

Development of Board Goals



Board Goals 2022

Monitor
Strategic Plan
Progress

Support
Baccalaureate
Degree Efforts

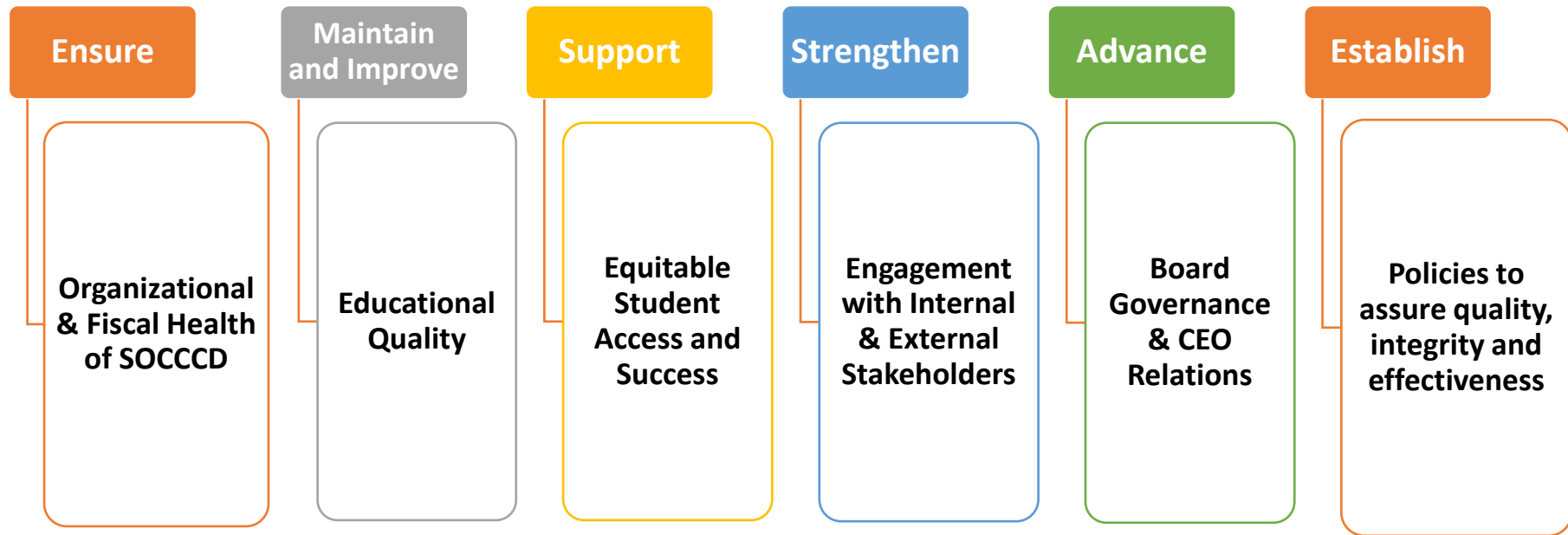
Student
Housing
Feasibility

ATEP
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Long-Term
Fiscal Health

Enhance
Safety and
Sustainability

Transition to New Board Goals 2023



Institutional Effectiveness Goals

Ensure

Organizational & Fiscal Health of SOCCCD

- Continue to develop ATEP
- Support Student Housing
- Ensure long-term Fiscal Health
- Enhance Safety and Sustainability
- Support EEO Plan and Priorities

Maintain and Improve

Educational Quality

- Monitor Strategic Plan Progress
- Support Baccalaureate Degree Efforts
- Support workforce development initiatives

Support

Equitable Student Access and Success

- Monitor College Student Equity Plans
- Hold Board study sessions on equitable access and success
- Support removal of system and policy barriers to improve equitable outcomes

Board Effectiveness Goals

Strengthen

Engagement with Internal & External Stakeholders

- Participate in campus and community events and activities
- Ensure appropriate consultation with college constituent groups
- Advocate for the district at the local, state and national levels

Advance

Board Governance & CEO Relations

- Continue to build capacity for effective Board governance
- Fulfill Board's fiduciary responsibilities
- Maintain a strong Board/CEO partnership

Establish

Policies to assure quality, integrity and effectiveness

- Consider key trends and issues in policy decisions
- Periodically review, evaluate and update policies