

# SOCCCD BOARD OF TRUSTEES ANNUAL EVALUATION WORKSHOP 2023

## BOARD GOALS AND EVALUATION RESULTS DATA PACKET



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## Board Goals 2022 - Progress Data and Evaluation

### Board Goal 1.1

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025. The goals include the following: Increase degrees, certificates, and CTE program units

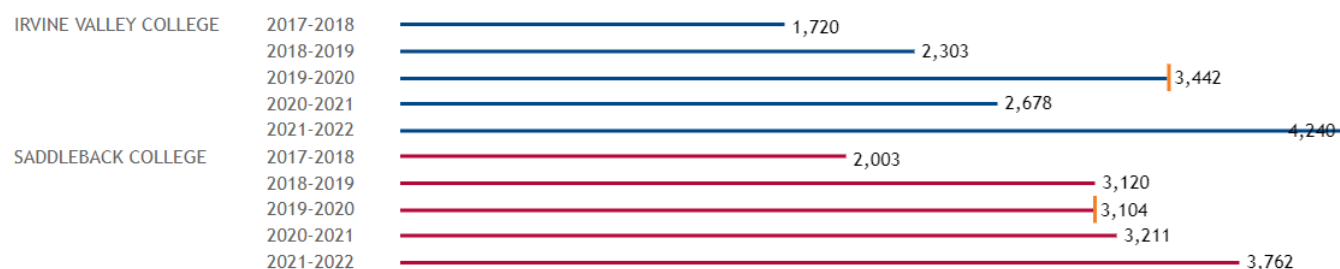
#### ***SOCCCD District-wide Strategic Plan 2020-2025***

### **GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS**

**2.1** INCREASE THE NUMBER OF STUDENTS ANNUALLY WHO EARN ASSOCIATE DEGREES, CERTIFICATES, OR 9 UNITS IN A CTE PROGRAM THAT PREPARE THEM FOR AN IN-DEMAND JOB, INDICATOR: ESTABLISH A BASELINE OF COMPLETION BY AWARD TYPE AND CTE PROGRAM

BASELINE (2019-2020), TARGET IS 20% INCREASE BY ACADEMIC YEAR 2024-2025

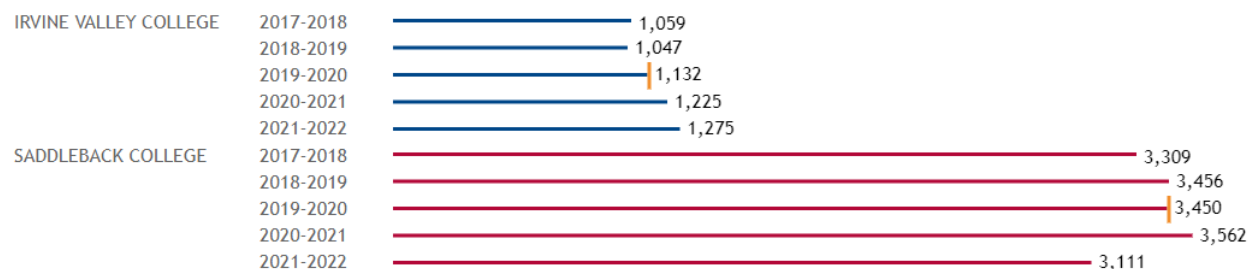
#### **DEGREES (AA, AS, AAT AND AST)**



#### **CERTIFICATES**



#### **STUDENTS WHO EARN 9 UNITS IN A CTE PROGRAM**



LAST UPDATED: 11/1/2022

College Targets are a 20% increase from the 2019-2020 (Baseline Year) by 2024-2025.

Degrees

College	2019-2020	2024-2025 (Target 20% increase)	2021-2022 Actual
Irvine Valley	3,442	4,130	4,240
Saddleback	3,104	3,725	3,762

Certificates

College	2019-2020	2024-2025 (Target 20% increase)	2021-2022 Actual
Irvine Valley	2,452	2,942	2,136
Saddleback	3,751	4,501	3,553

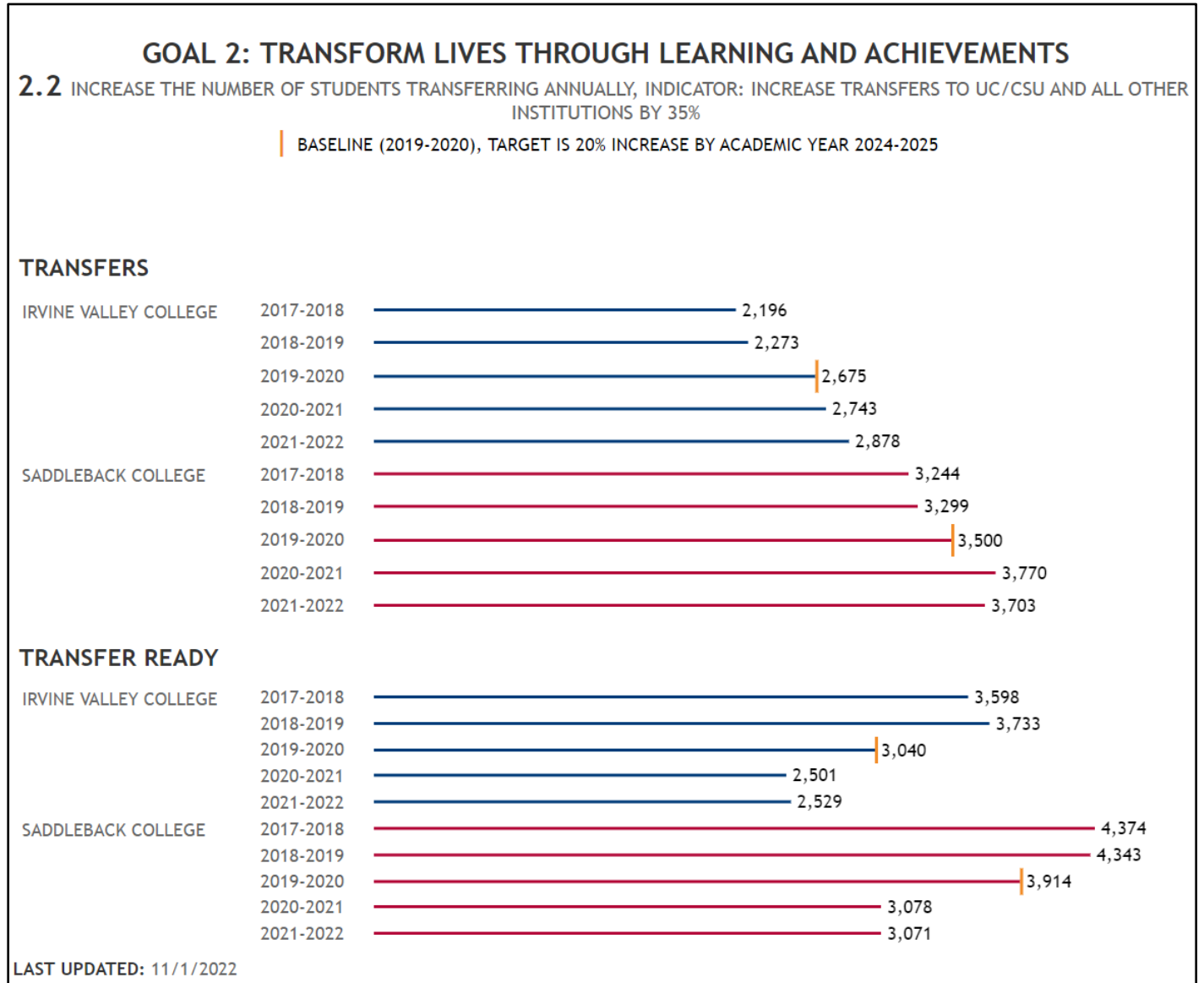
CTE 9 Units

College	2019-2020	2024-2025 (Target 20% increase)	2021-2022 Actual
Irvine Valley	1,132	1,358	1,275
Saddleback	3,450	4,140	3,111

## Board Goal 1.2

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Increase transfers

### *SOCCCD District-wide Strategic Plan 2020-2025*



College Targets are a 20% increase from the 2019-2020 (Baseline Year) by 2024-2025.

Transfers

College	2019-2020	2024-2025 (Target 20% increase)	2021-2022 Actual
Irvine Valley	2,675	3,210	2,878
Saddleback	3,500	4,200	3,703

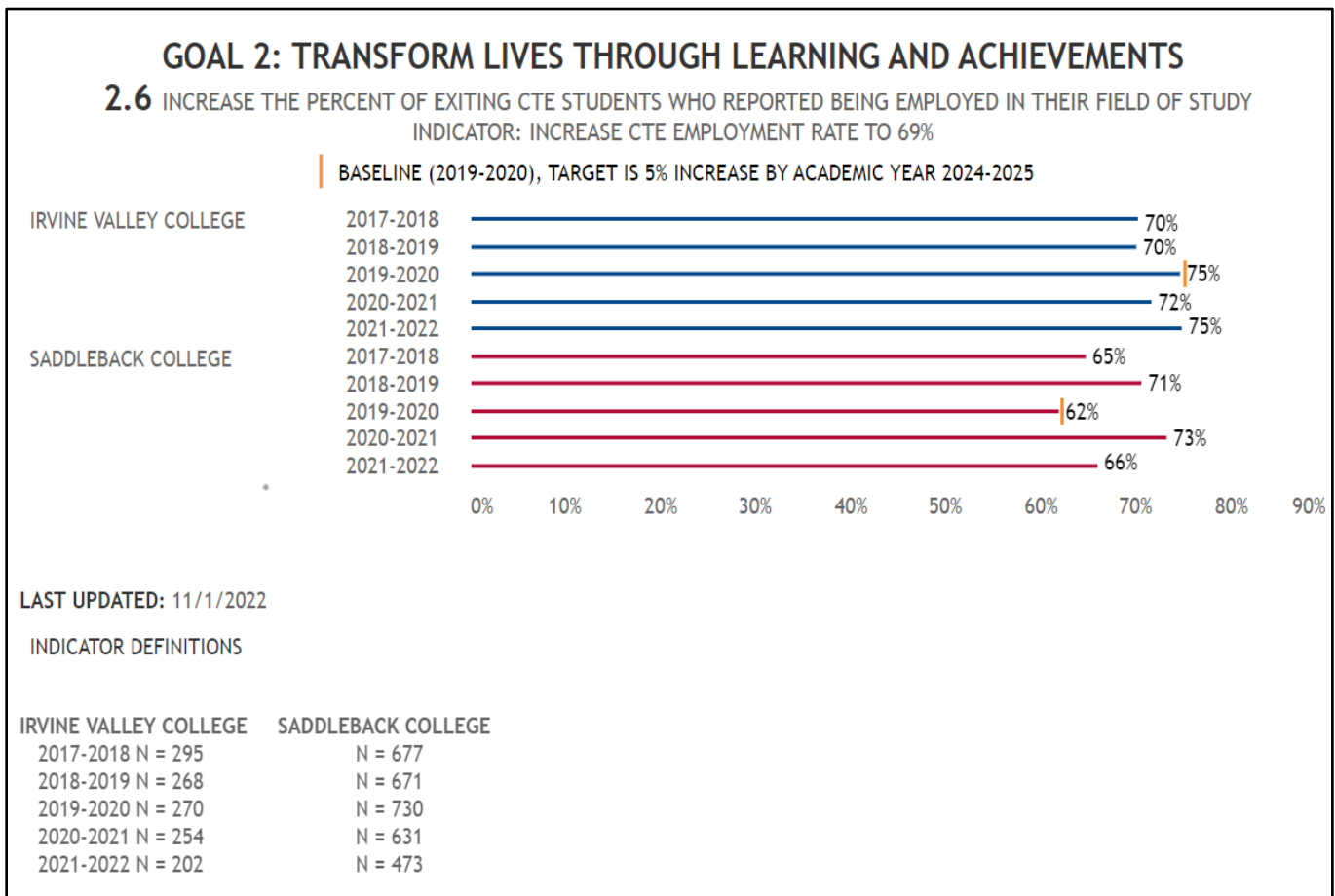
Transfer Ready

College	2019-2020	2024-2025 (Target 20% increase)	2021-2022 Actual
Irvine Valley	3,040	3,648	2,529
Saddleback	3,914	4,697	3,071

## Board Goal 1.3

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Increase participation of CTEOS

### *SOCCCD District-wide Strategic Plan 2020-2025*



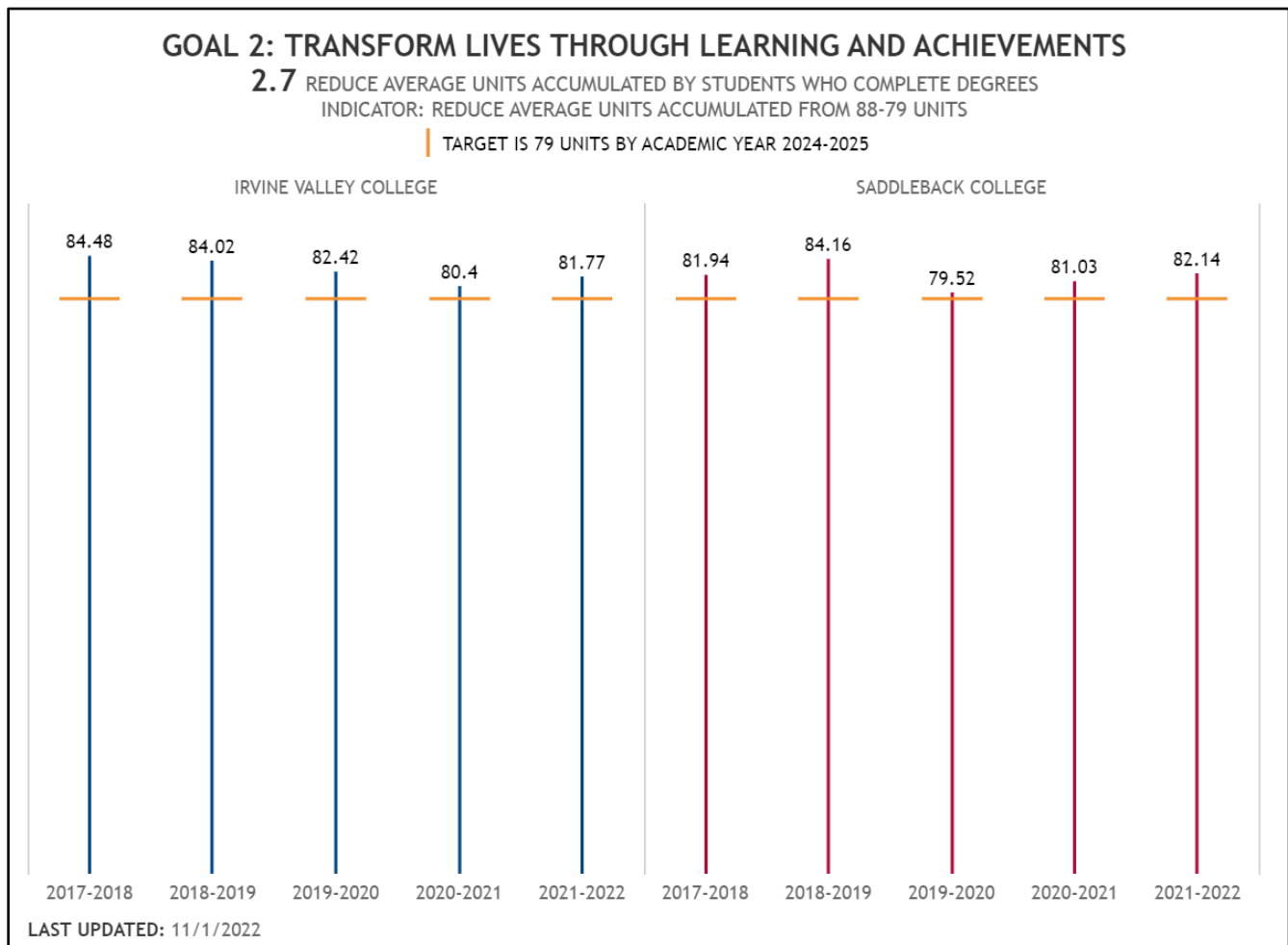
## CTEOS

College	2019-2020	2024-2025 (Target 20% increase)	2021-2022 Actual
Irvine Valley	75%	76%	75%
Saddleback	62%	78%	66%

## Board Goal 1.4

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Reduce unit accumulation for degree completion

### *SOCCCD District-wide Strategic Plan 2020-2025*



#### Average Units Accumulated by Students who Complete Degrees

College	2019-2020	2024-2025 Target	2021-2022 Actual
Irvine Valley	82.42	79.00	81.77
Saddleback	79.52	79.00	82.14

## Board Goal 1.5

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Decrease achievement gaps in disproportionately impacted groups

### ***SOCCCD District-wide Strategic Plan 2020-2025***

#### **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**

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1.1	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP AMONG UNDERREPRESENTED STUDENTS	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%)	22 OUT OF 68 DI GROUPS (32%)
1.2	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH	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%)	21 OUT OF 51 DI GROUPS (41%)
1.3	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP BETWEEN ONLINE AND TRADITIONAL CLASSROOM CLASSES	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 OUT OF 34 DI GROUPS (3%)
1.4	INCREASE EQUITY OF ACCESS INTO COLLEGE	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%)	5 OUT OF 17 DI GROUPS (29%)
1.5	REDUCE AND ELIMINATE STUDENT FALL TO SPRING AND FALL TO FALL RETENTION EQUITY GAPS	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%)	3 OUT OF 34 DI GROUPS (9%)

#### **SADDLEBACK COLLEGE**

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1.1	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP AMONG UNDERREPRESENTED STUDENTS	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%)	23 OUT OF 68 DI GROUPS (34%)
1.2	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP FOR COMPLETION RATES IN TRANSFER-LEVEL MATH AND ENGLISH	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%)	18 OUT OF 51 DI GROUPS (35%)
1.3	REDUCE AND ELIMINATE THE ACHIEVEMENT GAP BETWEEN ONLINE AND TRADITIONAL CLASSROOM CLASSES	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%)	0 OUT OF 34 DI GROUPS (0%)
1.4	INCREASE EQUITY OF ACCESS INTO COLLEGE	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%)	4 OUT OF 17 DI GROUPS (24%)
1.5	REDUCE AND ELIMINATE STUDENT FALL TO SPRING AND FALL TO FALL RETENTION EQUITY GAPS	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%)	4 OUT OF 34 DI GROUPS (12%)

LAST UPDATED: 11/1/2022

## Board Goal 1.6

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Maintain Adult Education and Emeritus program enrollment

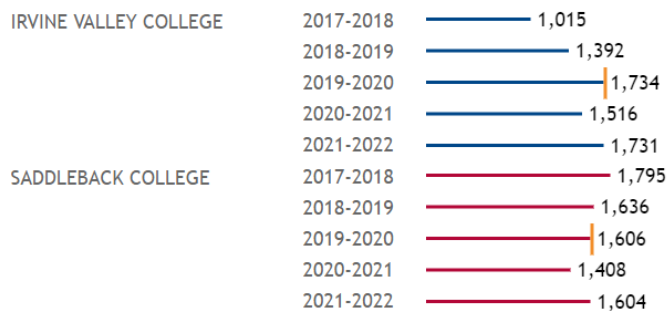
### *SOCCCD District-wide Strategic Plan 2020-2025*

#### **GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY**

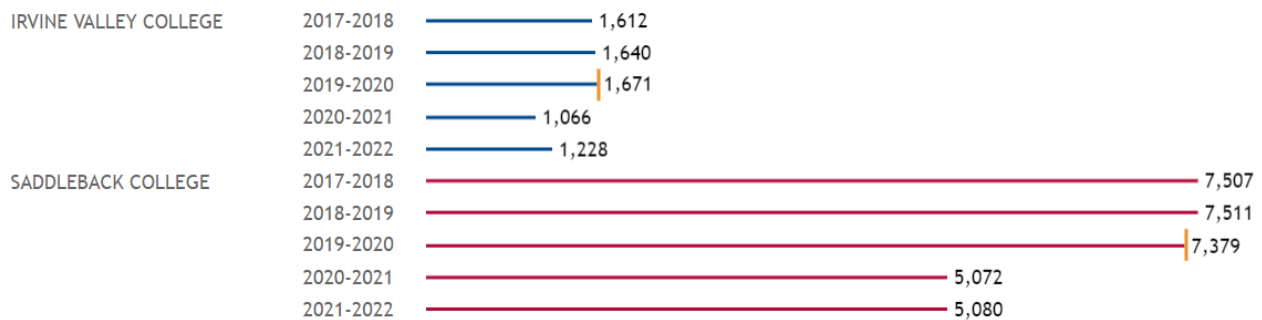
##### **3.3 INCREASE PARTICIPATION IN EXTENDED LEARNING (COMMUNITY & ADULT EDUCATION PROGRAMS, AND EMERITUS INSTITUTES)** INDICATOR: ESTABLISH A BASELINE FOR EXTENDED LEARNING PROGRAMS

BASELINE (2019-2020)  
TARGET IS 5% INCREASE BY ACADEMIC YEAR 2024-2025

##### **ADULT EDUCATION (HEADCOUNT)**



##### **EMERITUS (HEADCOUNT)**



LAST UPDATED: 11/1/2022

INDICATOR DEFINITIONS

College Targets are a 5% increase from the 2019-2020 (Baseline Year) by 2024-2025

Adult Education Headcount

College	2019-2020	2024-2025 Target (Increase of 5%)	2021-2022 Actual
Irvine Valley	1,734	1,821	1,731
Saddleback	1,606	1,686	1,604

Emeritus Headcount

College	2019-2020	2024-2025 Target	2021-2022 Actual
Irvine Valley	1,671	1,755	1,228
Saddleback	7,379	7,748	5,080

## Board Goal 1.7

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Student-Centered Goal focus on Student Housing

See Board Goal #3

## Board Goal 1.8

Monitor progress on the District-wide, Irvine Valley, and Saddleback Strategic Plans 2020-2025: Increase ATEP enrollments

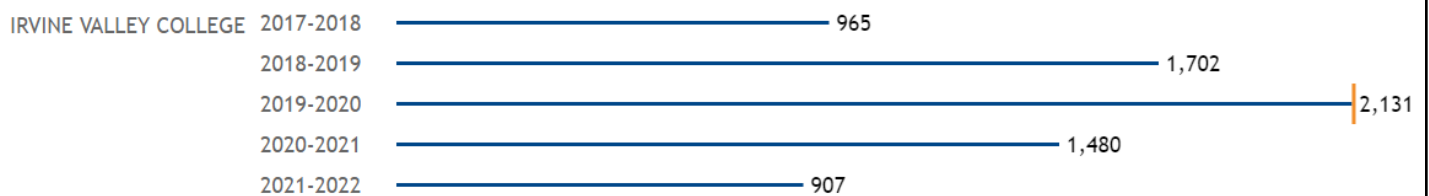
### *SOCCCD District-wide Strategic Plan 2020-2025*

#### **GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS**

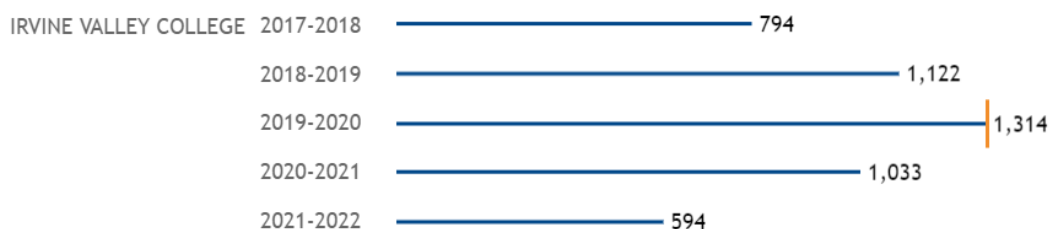
##### **4.5 DEVELOP AND BUILD OUT THE ATEP VISION FOR THE COLLEGES INCLUDING PUBLIC-PRIVATE PARTNERSHIPS** INDICATOR: ESTABLISH A BASELINE OF DELIVERABLES FOR ATEP VISION

BASELINE (2019-2020), TARGET IS 5% INCREASE BY ACADEMIC YEAR 2024-2025

##### **ATEP (ENROLLMENT)**



##### **ATEP (HEADCOUNT)**



LAST UPDATED: 11/1/2022

## Board Goal 2

Goal 2. Support the development of baccalaureate degrees

Progress Toward Goal:

- 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
- CCCCCO deadline for 2023 is August 15

Board Engagement:

- Continue to support the colleges in the development of baccalaureate degrees
- Engage in statewide advocacy to support the baccalaureate degree efforts in the California community colleges

## Board Goal 3

Goal 3. Completion of the housing feasibility study and analysis of results for future planning.

### Progress Toward Goal:

- Finalized the initial student housing feasibility study in May 2022
- Presented results to the Board in June 2022 related to the Market and Demand Analysis
- Presented results to the Board in July 2022 related to the Financial Summary and Legislation Updates
- Presented results to the Board in August 2022 related to the Financial Model Review
- Conducted a more targeted student survey in October 2022 and presented the results to the Board in November 2022
- Received planning grants for both Irvine Valley College and Saddleback College student housing projects in June 2022
- Finalized the application for a construction grant for Saddleback College; approved by the Board in January 2023
- Irvine Valley College finalized location siting for student housing project in December 2022. CEQA process began in January 2023 in order to complete a construction grant application by July 2023

### Board Engagement:

- Continue to support Irvine Valley College with the CEQA process
- Engage in/support advocacy efforts for student housing funding in 2023-2024
- Support housing application process for Irvine Valley College submission in July 2023

## Board Goal 4

Goal 4. Continue to develop the ATEP campus.

Progress Toward Goal:

- Begin construction on Saddleback @ATEP
  - Construction contract awarded to Swinerton at the December 2022 Board meeting. Construction to begin in early spring 2023
- Finalize negotiations and approve ground leases with Advantech and PRPJPA (Goddard School); begin construction on each
  - Completed the CEQA document for Advantech. Currently working with the City of Tustin to garner final approval from them on the CEQA document
  - PRPJPA ground lease signed in December 2022. Construction will begin in spring 2023.
- Continue to identify and evaluate prospective tenants for ATEP
  - Signed an Access and Option agreement with Southern California University of Health Sciences in July 2022 but they terminated it in September 2022 due to a change in the economy

Board Engagement:

- Continue to support the exploration of instructional partnership opportunities, programs, and curricula development for Saddleback@ATEP
- Continue to support the exploration of instructional offerings and support the expansion of programs for Irvine Valley College's IDEA building
- Continue to support the ground lease agreements
- Continue to support the identification and evaluation of prospective tenants for ATEP

## Board Goal 5

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 Toward Goal:

The 2022-23 budget was prepared following the Budget Development Guidelines approved by the Board in January 2022 and Board Policy 6200 - Budget Preparation.

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

- Fully funded the District's \$129,261,718 long-term liability for its retiree benefits and its actuarially determined contribution of \$2,468,445
- Set aside \$7 million to fund the STRS and PERS increases
- Funded \$79 million in capital outlay projects outlined in the 2020 Facilities Master Plan
- Funded \$17.8 million in technology projects outlined in the 2022 District-wide Technology Strategic Plan
- Provided an increase to the ongoing DRAC model of over \$28.4 million (13.3%)
- Identified \$7.2 million in technology projects that are no longer needed as a result of moving to Banner and moved these funds to the Banner implementation
- Updated Board Policy 6200 - Budget Preparation to increase the required reserves to two-months of unrestricted general fund operating expenditures which entailed creating a 3.5 percent reserve of projected unrestricted expenditures for each college and District Services on top of the 7.5 percent reserve of projected unrestricted revenue for economic uncertainties and 20 percent basic aid reserve

### Board Engagement:

- Continue to monitor progress toward fiscal health and stability of the district.
- Support implementation of Banner and other emerging technologies
- Engage in advocacy efforts at the state and federal levels to increase funding for community colleges

## Board Goal 6

Goal 6. Support opportunities to enhance safety and sustainability efforts in learning and workplace environments.

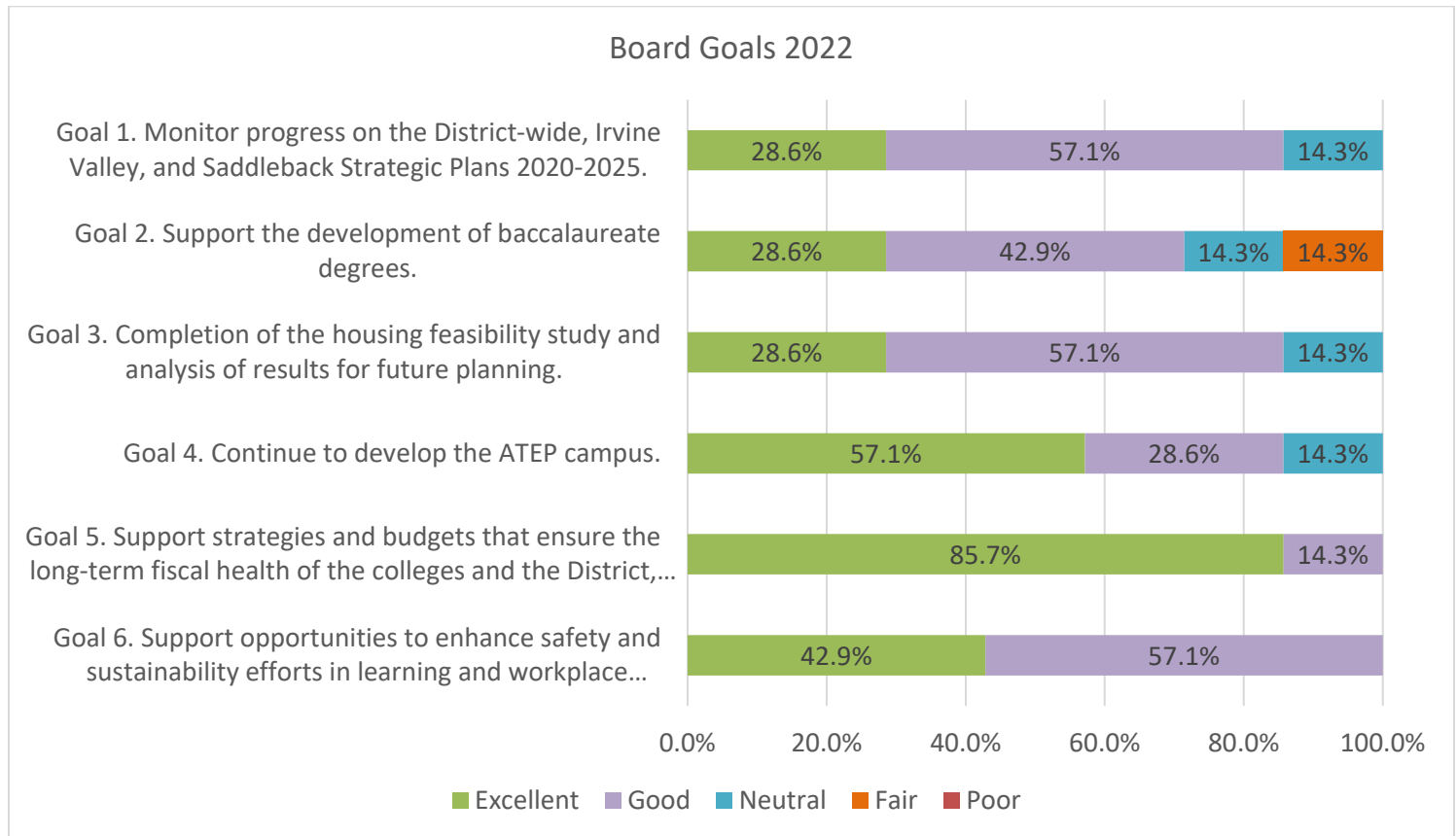
### Progress Toward Goal:

- Signed MOU with CSEA for a remote work trial of no more than 2 days per week. For every person that is working remotely, greenhouse gas emissions will be reduced by 48.9 pounds per day. Our goal is to reduce greenhouse gas emissions 40 percent below 1990 levels of 6.5 million pounds per day
- Finalized the access control project at Irvine Valley College
- Revised Return-to-Work Guidelines regularly in concert with the changing environment and Cal-OSHA requirements
- Installed six (6) EV charging stations at Saddleback College and received grant from SCE to install 101 at Irvine Valley College
- Submitted plans to DSA for installation of solar parking structures with 32 EV charging stations at Saddleback College that will generate approximately 1.3 MW (approximately 24 percent of the College's goal)
- Completed the first ever Local Hazard Mitigation Plan and received approval from both CalOES and FEMA

### Board Engagement:

- Continue to identify projects and support efforts toward achieving our sustainability goals
- Evaluate/assess the Voluntary Hybrid/Remote Work Program before the end of Spring 2023 with the goal of determining whether or not to expand the program to additional eligible classified staff who meet the defined criteria
- Support efforts toward enhancing safety on campus for our students, employees, and community
- Support efforts toward implementing the Local Hazard Mitigation Plan
- Regularly update the Return-To-Work Guidelines as conditions change to ensure our employees continued safety
- Continue to use the newly established District Health and Safety Committee to discuss and bring forward workplace health and safety concerns as well as discussions with union leadership related to health/safety in the new covid era





















## Trustees' Self-Evaluation Ratings on Progress of Board Goals

















## Board of Trustees' Self-Evaluation and Employee Evaluation Results

### Board of Trustees' Self Evaluation Results

#### Questions 1 - 10

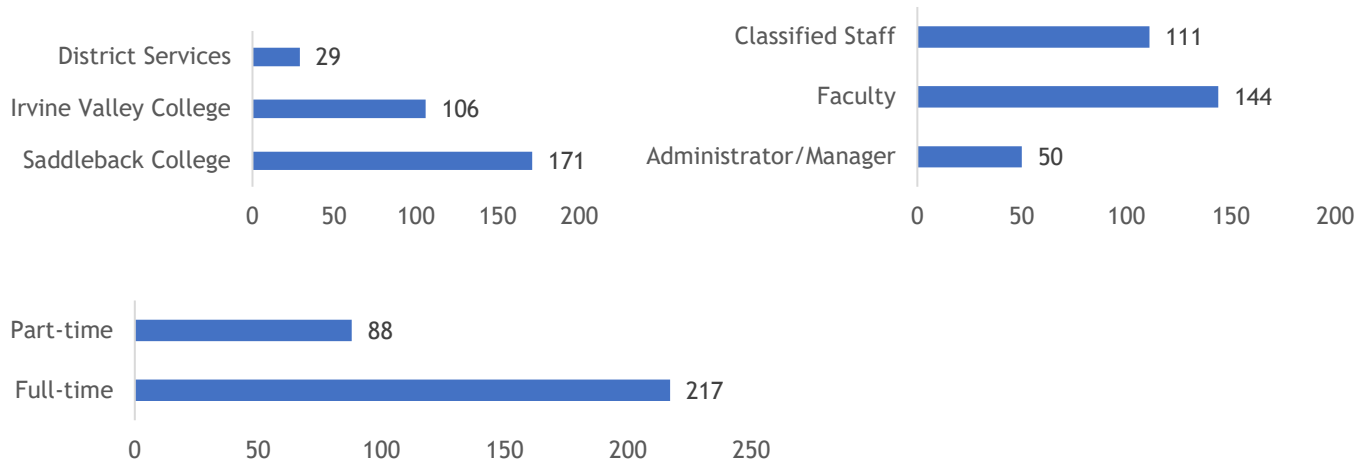
	2021	2022
1= Strongly Disagree - 5=Strongly Agree	Board Members	Board Member
Q1. The Board understands its policy role and differentiates its role from those of the Chancellor, District Services and college employees.	 4.57	 4.57
Q2. The Board's policies are regularly reviewed and are up-to-date. They effectively guide District Services and college operations.	 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

## Questions 11 - 20

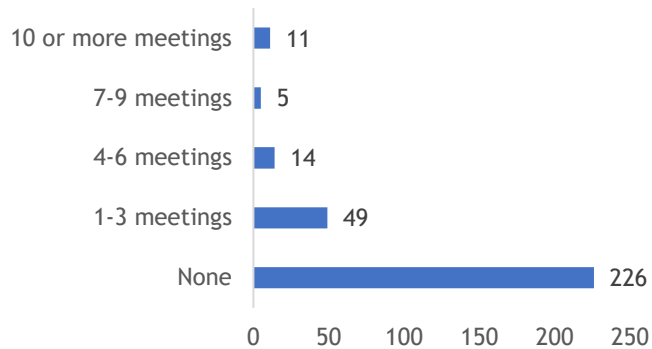
1= Strongly Disagree - 5=Strongly Agree	2021	2022
	Board Members	Board Member
Q11. The Board effectively monitors implementation of institutional plans.		
Q12. The Board respects faculty, staff, and student participation in college and District Services decision making.		
Q13. Trustees refrain from attempting to manage or direct work or activities of District Services and college 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.		

## Employee Evaluation Respondents Demographics

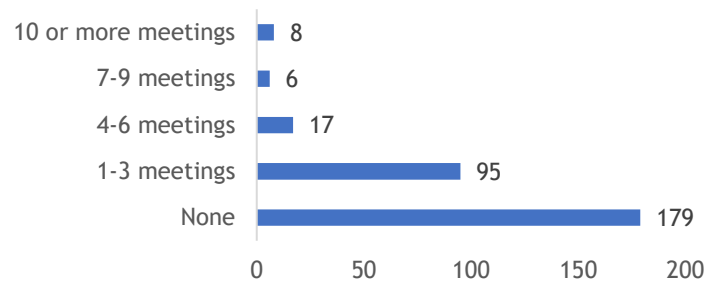
2022 (n=305)



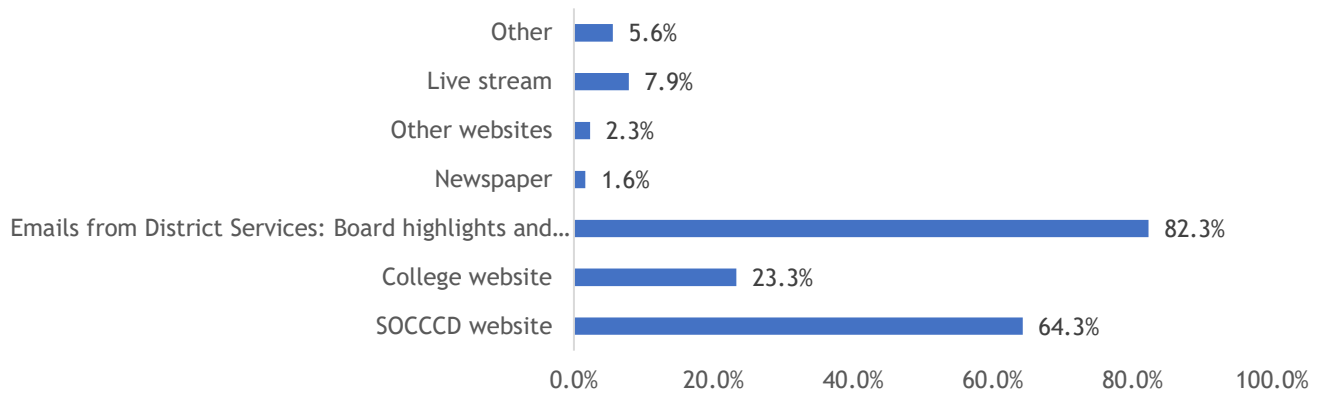
Over the past year, how many Board of Trustees meetings have you attended?



Over the past year, how many Board of Trustees meetings have you watched on television and/or watched via a meeting video posted on the SOCCCD website?



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



## Board Evaluation Questions 1 to 10

2022

1= Strongly Disagree - 5=Strongly Agree

Board Members

Employees

Q1. The Board understands its policy role and differentiates its role from those of the Chancellor, District Services and college employees.



-1.05

Q2. The Board's policies are regularly reviewed and are up-to-date. They effectively guide District Services and college operations.



-1.05

Q3. The Board clearly delegates authority to and supports the Chancellor.



-1.31

Q4. The Board sets clear expectations for and effectively evaluates the Chancellor.



-1.18

Q5. Board members represent the interests and needs of the communities served by the District.



-0.79

Q6. The Board advocates on behalf of the District to local, state, and federal governments.



-0.86

Q7. The Board assures that there is an effective planning process and is appropriately involved in the process.



-0.86

Q8. Board members are knowledgeable about the District's educational programs and services.



-0.63

Q9. Board members understand the budget and fiscal status of the District.



-0.70

Q10. Board decisions assure the fiscal stability and health of the District.



-0.99

## Board Evaluation Questions 11 to 20

2022

1= Strongly Disagree - 5=Strongly Agree

Board Members

Employees



## Qualitative Themes from Open-Ended Questions

### Strengths and Accomplishments

#### Trustees

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

#### Employees

- Leadership Style/Communication
  - This includes the board engaging in college activities, handling of Covid obstacles well, supporting students and faculty well, communicative, adherence to goals and policies, collaborative among each other and with constituency groups
- 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 such as being advocate for ATEP, supporting baccalaureate degrees, student housing, and CTE programs
- More education for trustees on district issues

#### Employees

- Improve relations and communication with employees, students, community
  - More dissemination of information
  - Trustees should be cautious of taking sides of employee issues
  - Understanding of their roles as board members
- Better understanding of college issues
  - Comments showed Board should continue to understand college and community's perspectives
- Analyze and recognize inadequacies/issues within SOCCCD policies and practices

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

### **Trustees**

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

### **Employees**

- Student support and resources.
- Improve transparency of review/hiring processes
  - Hiring process is not well articulated and not easy to understand
  - Increase education on diversity in hiring practices
- Improve relationships across the District
- Future forward mind set with respect to effects of Covid