



**South
Orange
County**

**Community
College District**

Board of Trustees Goals 2025-2026

SOCCCD Board of Trustees

The Board of Trustees is comprised of seven members elected to four-year terms by the voters in the District. Each member of the Board of Trustees must reside in the area that they represent.

Terms are staggered with elections being held every two years in connection with the general election. The Board oversees all academic programs and educational services by establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services, and the financial stability of Saddleback College, Irvine Valley College and the Advanced Technology & Education Park.

The Board welcomes open discussion. Regular monthly meetings are open to the public and opportunities are provided for members of the public and staff to address the Board. Board policies, meeting schedule, agendas, board meeting highlights and streaming video of meetings are all available on the District website.

The student trustee is elected by the students of Saddleback College and Irvine Valley College and serves a one-year advisory term of office from May through the following April.

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.

SOCCCD Board of Trustees Goals 2025-2026

Goal 1: Student Centered

The Board will support a student-centered culture by promoting an inclusive learning environment that encourages a sense of belonging for all students.

Tactics:

1. Demonstrate visible support for students by increasing Board member attendance at student meetings and events
2. Ensure regular Board review of campus climate and disaggregated student data through scheduled reports and presentations
3. Adopt Board resolutions that affirm a student-centered culture for all students

Goal 2: Equitable Access

The Board will promote equitable access by supporting policies, partnerships, and resource allocation strategies that reduce systemic barriers, and ensure inclusive pathways to postsecondary education.

Tactics:

1. Monitor and uphold Board Policies that ensure all students have the opportunity to seamlessly enroll in SOCCCD
2. Foster and engage in strategic partnerships with community-based organizations that expand access to traditional and non-traditional student populations
3. Provide oversight and strategic direction for district resource allocation practices that prioritize inclusive pathways by adopting a Board budget philosophy and guidelines

Goal 3: Equitable Outcomes

The Board will champion equitable student outcomes by aligning oversight and accountability practices with data-informed strategies that close opportunity gaps and promote student success across all demographic groups.

Tactics:

1. Support student success initiatives that demonstrate measurable impact across all student populations
2. Ensure consistent Board review and discussion of disaggregated key performance indicators (KPIs) for all students
3. Advocate for state and federal legislation and funding that reduces barriers for students represented in the SOCCCD community and that support equity in student achievement

Goal 4: Economic and Social mobility

The Board will strengthen economic and social mobility by championing policies and partnerships, that expand workforce-aligned educational opportunities.

Tactics:

1. Seek and support the development of internships and work-based learning opportunities to provide pathways to practical work experience and career exploration

2. Support experiential learning opportunities, such as field trips and study abroad programs, to enhance academic opportunities and expand students' global network
3. Monitor post-completion metrics that align with economic and social mobility

Goal 5: Community Vitality and Engagement

The Board will enhance a vibrant connected community by uplifting diverse voices, cultivating civic and cultural partnerships, and embracing sustainability.

Tactics:

1. Engage regularly with civic and educational leaders, informing them of college and district opportunities to strengthen collaboration and community awareness of SOCCCD
2. Demonstrate visible support for community engagement by increasing Board member attendance at a variety of community events
3. Support and recognize student government and clubs engaged in projects contributing to sustainability efforts

Goal 6: Workplace Culture and Growth

The Board will model ethical, transparent, and collaborative leadership to promote a workplace culture rooted in trust, respect, and shared purpose, allowing employees to feel valued, supported, and empowered to thrive.

Tactics:

1. Model collaborative leadership in all Board interactions while actively engaging in training on ethics, Board roles and responsibilities, and leadership practices
2. Regularly recognize and celebrate employees who exemplify the District's core values
3. Monitor employee campus climate data and initiatives that promote a positive workplace culture

Board of Trustee Goals for 2025 -2026

Progress

GOAL 1: STUDENT CENTERED

The Board will support a student-centered culture by promoting an inclusive learning environment that encourages a sense of belonging for all students.

Tactic 1.1 Demonstrate visible support for students by increasing Board member attendance at student meetings and events

Progress Summary:

The Board demonstrated its commitment to student engagement and success through active participation in a wide range of student-centered events and celebrations across Saddleback College and Irvine Valley College. Board members increased their visibility and connection with students by attending academic, cultural, recognition, wellness, and support-program events throughout the year.

Notable events attended included:

- SC/IVC Foundation Scholarship Ceremonies
- SC/IVC Student Research Symposium
- SC/IVC Commencement Ceremonies
- IVC Puente Celebration
- IVC Humanities Student Showcase
- IVC EOPS Adopt a Family Celebration
- IVC Guardians Giving Event: EOPS/CARE/NextUp/CalWORKs
- IVC Veteran's Day Student Panel
- IVC Walk of Hope for Suicide Awareness
- IVC The Hub Grand Opening
- IVC Veteran Health & Wellness Conference
- SC Transfer Celebration
- SC Nursing Pinning Ceremonies
- SC WordFest OC
- SC Multicultural & Basic Needs Ribbon Cutting and Celebration
- SC AI Summit
- SC ELL Healthcare Pathways Regional Recognition Ceremony

Tactic 1.2 Ensure regular Board review of campus climate and disaggregated student data through scheduled reports and presentations

Progress Summary:

The Board has strengthened its oversight of student success, equity, and campus climate by regularly reviewing disaggregated student data through scheduled presentations from both Saddleback College and Irvine Valley College. During the reporting period, the Board received and discussed three key reports from each college:

- Career Technical Education (CTE) Report
- Student Equity and Achievement Program (SEAP) Plan
- Student Equity Report

These presentations provided the Board with opportunities to examine student outcomes across demographic groups, assess progress toward equity goals, and better understand the effectiveness of institutional strategies designed to support student achievement and workforce readiness. Through these discussions, the Board remained informed about emerging trends, achievement gaps, and areas for continuous improvement, supporting data-informed governance and accountability.

Tactic 1.3 Adopt Board resolutions that affirm a student-centered culture for all students

Progress Summary

The Board adopted resolutions recognizing and supporting a variety of student communities, cultural celebrations, and awareness initiatives, including:

- Black History Month
- Lunar New Year
- Women's History Month
- Farmworkers Day
- Holocaust Remembrance Day
- Armenian Genocide Remembrance Day
- Arab American Heritage Month
- Mental Health Awareness Month
- Asian American and Pacific Islander Heritage Month
- LGBTQIA+ Pride Month
- Suicide Prevention Week
- Hispanic Heritage Month
- Undocumented Student Action Week
- Invisible Disabilities Awareness Week
- Filipino American History Month
- Native American Heritage Month

These resolutions reflect the Board’s commitment to fostering an inclusive, welcoming, and supportive environment that celebrates the diverse identities, experiences, and contributions of our students and communities.

To enhance visibility and accessibility, each Board-approved resolution was professionally designed, archived, and published on the District website, creating a permanent and searchable record of the Board's positions and values. Resolutions were further amplified through Board Highlights and the Trustees in Action newsletter, as well as related awareness and recognition campaigns that generated additional engagement and community visibility.

GOAL 2: EQUITABLE ACCESS

The Board will promote equitable access by supporting policies, partnerships, and resource allocation strategies that reduce systemic barriers, and ensure inclusive pathways to postsecondary education.

Tactic 2.1 Monitor and uphold Board Policies that ensure all students have the opportunity to seamlessly enroll in SOCCCD

Progress Summary

The Board advanced equitable access and student success by approving 12 Board Policies and 12 Administrative Regulations that strengthen student support services, financial aid access, enrollment priorities, disability accommodations, immigration-related protections, student health services, and academic success pathways.

Furthermore, the Board advanced equitable access by strengthening oversight of enrollment policies and supporting Districtwide initiatives designed to reduce barriers and ensure seamless entry into SOCCCD for all student populations, particularly adult learners, first-generation students, and historically underserved communities.

At **Irvine Valley College**, enrollment access has been expanded through coordinated, student-centered strategies including adult learner-focused Strategic Enrollment Management (SEM) initiatives, strengthened dual enrollment and noncredit-to-credit pathways, multilingual outreach, and enhanced onboarding supports. The SEM initiative specifically redesigns the adult learner experience through improved case management, Credit for Prior Learning (CPL), Guided Pathways alignment, and coordinated support services to improve enrollment, persistence, and completion outcomes. Additional efforts such as high-touch onboarding, data-informed scheduling, and equity-centered outreach have improved access and transitions for students facing systemic barriers.

At **Saddleback College**, enrollment growth has reached record levels through integrated outreach, marketing, instruction, and student support strategies. A bilingual Enrollment Coaching Team and newly implemented call center provide proactive, individualized support to students from inquiry through registration, including targeted outreach to stop-out students, applicants who did not enroll, and students at risk of non-persistence. Enrollment fairs across campuses further streamline access by providing “one-stop” enrollment support in collaboration with Counseling, Admissions and Records, and Financial Aid.

Saddleback’s data-driven marketing campaigns—including digital, multilingual, and targeted outreach strategies—have expanded awareness and engagement across traditional, adult, and re-entry student populations. Instructional innovation has also supported enrollment growth through the development of new programs and credentials in high-demand fields such as AI, healthcare, gaming, music production, and career education pathways, along with expanded noncredit and adult education offerings.

The Board also continued implementation of its ADA Transition Plan through the completion of key accessibility improvement projects, including the Saddleback College Quad Barrier Removal Project, Saddleback College Campus Beautification Phase 2 design, and substantial completion of the Irvine Valley College Arts Promenade. Accessibility was further embedded into future construction and renovation efforts through the incorporation of ADA enhancements into District Design Standards.

To improve student access to financial resources, the District implemented TouchNet for financial aid and scholarship disbursements, expanding direct deposit options and providing students with faster access to funds. Additionally, the District awarded 32 agreements that included accessibility standards, further advancing inclusive access across District facilities and services.

In support of accreditation and state requirements, as well as the Trustees' *Inspire 2035* equitable access goals, the Board received a presentation from the colleges during the approval of the 2025–2028 Student Equity Plans in November 2025. In May 2026, the colleges also provided an *Advancing Student Equity Update* to the Board of Trustees.

These efforts analyzed local disaggregated student success data, identified priority student groups for targeted support, and outlined key strategies to address equity gaps. They also highlighted districtwide initiatives to eliminate systemic barriers and expand access to enrollment services, courses, programs, and academic resources.

Included as an addendum to the Board Goals Progress Report, the Student Equity Report examines equitable access through participation in the Honors Program, a high-impact practice and proxy for transfer readiness. Participation rates do not yet reflect overall student demographics—particularly for Hispanic/Latino and Black students—indicating uneven access to advanced academic opportunities.

Tactic 2.2 Foster and engage in strategic partnerships with community-based organizations that expand access to traditional and non-traditional student populations

Progress Summary

The Board advanced equitable access by supporting a robust and expanding network of community-based partnerships that increase educational opportunity, reduce barriers to enrollment, and strengthen pathways for both traditional and non-traditional student populations.

At **Irvine Valley College**, partnerships continue to focus on expanding access to STEM, healthcare, and career education pathways while reducing financial and systemic barriers. Key collaborations include a formal partnership with Girls Inc. supporting equitable STEM access for underrepresented students, as well as the Samueli Foundation STEM grant, which provides paid research experiences, mentoring, academic support, and transfer preparation through programs such as SPARK. The college is also advancing workforce-aligned healthcare pathways, including

emerging opportunities in Medical Assisting, designed to strengthen entry into high-demand healthcare careers.

IVC is also expanding culturally responsive and student-centered engagement through partnerships such as the South Coast Chinese Cultural Association, which supports ELEVATE AAPI programming and cultural learning experiences that promote belonging and leadership development. In addition, the City of Irvine Basic Needs Housing for Higher Learning Program provided over \$86,000 in rental assistance to 18 students, with an expanded agreement anticipated to provide an additional \$250,000 in support to address student housing insecurity.

Through the College Corps Program, IVC partners with organizations including South County Outreach, Second Harvest Food Bank, Southwest Community Center, the Delhi Center, and the Pacific Marine Mammal Center to provide paid service-learning, leadership development, and civic engagement opportunities. Additional partnerships with K–12 districts and community organizations further support mentoring, tutoring, and community-based experiential learning that strengthen student persistence and success.

The Office of Outreach and Strategic Partnerships (OSP) maintains a broad network of community-based enrollment and support partners—including UNIDOS, Stand Up for Kids, OC Probation, Laura’s House, Saddleback Church, CHIRLA, Department of Rehabilitation, Veterans organizations, and multiple family resource centers—creating critical access points for underserved, justice-involved, housing-insecure, veteran, foster youth, and adult learner populations. These partnerships support outreach, referrals, onboarding, and student support services that improve enrollment, retention, and completion.

Saddleback College similarly sustains an extensive ecosystem of community-based partnerships that expands access and student support through EOPS/CARE, Basic Needs, Veterans Services, Student Equity, and instructional programs. These include organizations such as Boys & Girls Clubs, Assistance League of Capistrano Valley, CalFresh, Children’s Home Society, OC Community Foundation, CHIRLA, Department of Veterans Affairs, and Veterans Legal Institute, among many others. These partnerships provide targeted outreach, financial support, legal services, academic resources, and wraparound services for disproportionately impacted student populations.

Saddleback also maintains strong instructional and workforce-connected community partnerships through College Corps, internships, and experiential learning programs with organizations such as South County Outreach, FIRST Robotics, Ocean Institute, Laura’s House, Phoenix House, local city governments, workforce development boards, UCI School of Medicine, Segerstrom Center for the Arts, and multiple municipal agencies. These partnerships provide hands-on learning, civic engagement, and career exploration opportunities that support student success and economic mobility.

Tactic 2.3 Provide oversight and strategic direction for District resource allocation practices that prioritize inclusive pathways by adopting a Board budget philosophy and guidelines

Progress Summary

The Board advanced equitable access by formally adopting a budget philosophy and guidelines (January 20, 2026) that emphasize fiscal stewardship while prioritizing inclusive pathways, student success, and maximization of educational opportunities. This framework provides strategic direction for resource allocation practices across the District and reinforces alignment between funding decisions and equity-centered institutional goals.

At **Irvine Valley College**, equitable resource allocation is supported through targeted programs and planning initiatives. The B.L.O.O.M. Project (Building Leadership Opportunities through Outstanding Mentorship) supports the development of future diverse faculty through mentorship, classroom experience, and professional development focused on inclusive teaching practices. The Avanza Pilot Project strengthens access and persistence for first-time Latine students through proactive outreach, needs assessments, and support in academic planning and registration, improving engagement with student services and priority registration. In addition, the planned Student-Focused Signage Project will enhance campus accessibility and navigation by improving wayfinding systems and aligning physical and digital signage to reduce barriers to student access and support a more inclusive campus experience.

At **Saddleback College**, inclusive resource allocation is embedded through both categorical funding and general budget processes. The Office of College Equity and Access prioritizes SEAP, Basic Needs, LGBTQ+, AANHPI, and other student-centered funding to support disproportionately impacted student populations. Funding decisions are guided by equity-focused review processes, including DEIA committee input and structured evaluation criteria. The college's Resource Allocation process further reinforces equity through alignment with strategic goals, particularly Goal 1: Ensure Student Equity in Access and Achievement, with explicit objectives focused on cultivating inclusive, culturally responsive environments free from bias. Requests demonstrating strong alignment with these objectives may receive additional consideration in funding prioritization.

The Board advanced its commitment to equitable access and inclusive pathways by supporting policies and resource allocation strategies designed to reduce barriers and promote opportunities for historically underrepresented populations.

Key accomplishments included:

- **Strengthening equitable hiring practices** through revisions to Administrative Regulation 7123 (Recruitment and Selection: Full-Time Faculty). Developed in collaboration with the academic senates and college presidents, the revised process incorporates student participation in faculty hiring through a teaching demonstration component, ensuring that candidates are evaluated on their ability to effectively serve and engage SOCCCD's diverse student population.

- **Investing in the B.L.O.O.M. (Building Leaders and Opportunities for Minority Faculty) Program**, a district-supported faculty pipeline initiative that combines classroom experience with targeted professional development for aspiring faculty members. Dedicated district and college funding has enabled the program to prioritize applicants who demonstrate a commitment to serving diverse and underrepresented student communities.
- **Supporting measurable progress toward workforce diversity goals.** Between 2023 and 2025, racially diverse participants represented an average of 60% of B.L.O.O.M. cohorts, reflecting the program's success in creating inclusive pathways into higher education careers.
- **Demonstrating strong employment outcomes** for program participants. The percentage of B.L.O.O.M. interns hired as part-time faculty within SOCCCD increased from 30% in 2023 to 40% in 2024 and reached a record 64% in 2025. Additional participants secured positions at California State Universities and other community college districts throughout the region.

Through these efforts, the Board provided strategic oversight of resources and policies that promote equity, expand opportunities for diverse educators, and strengthen inclusive pathways that support student success and institutional excellence.

GOAL 3: EQUITABLE OUTCOMES

The Board will champion equitable student outcomes by aligning oversight and accountability practices with data-informed strategies that close opportunity gaps and promote student success across all demographic groups.

Tactic 3.1 Support student success initiatives that demonstrate measurable impact across all student populations

Progress Summary

The Board advanced equitable student outcomes by supporting data-informed student success initiatives that improve persistence, achievement, and access for diverse student populations across both colleges.

At **Irvine Valley College**, the Irvine Valley Promise Program continued to expand access and support student success, serving more than 3,100 students—approximately 79% of all first-time, full-time students. The program has been particularly successful in reaching economically disadvantaged and first-generation students and has demonstrated strong outcomes, including a 94% term-to-term persistence rate and an 81% year-to-year persistence rate.

At **Saddleback College**, student success initiatives are evaluated using disaggregated data and advanced research methods to ensure measurable impact across demographic groups. The college's Student Needs Survey and intervention process has helped identify and address student barriers, resulting in higher persistence, GPA, and course success rates among participating students. Additionally, the Instructor-Level Equity Dashboard (I-LED) provides faculty with real-time equity data to support instructional improvement and close achievement gaps among disproportionately impacted student populations. The dashboard's integration into faculty evaluation processes contributed to widespread engagement in equity-focused practices and was recognized with the 2026 ACCCA Award for Equity, Diversity, and Social Justice.

Furthermore, the Board advanced equitable student success by supporting campus infrastructure and student-centered design initiatives that improve access, belonging, and the overall student experience across both colleges.

At Irvine Valley College and Saddleback College, progress began on comprehensive wayfinding projects designed to improve campus navigation, reduce barriers to access, and create a more intuitive and student-friendly environment. These efforts are intended to enhance students' ability to efficiently locate instructional spaces, student services, and support resources, thereby strengthening engagement and persistence.

In addition, the District integrated wellness and lactation rooms into the design of all new buildings, ensuring that future facilities better support student health, family needs, and overall well-being. These design enhancements reflect a commitment to creating inclusive, supportive learning environments that address the diverse needs of the student population.

Tactic 3.2 Ensure consistent Board review and discussion of disaggregated key performance indicators (KPIs) for all students

Progress Summary

The Board strengthened its oversight of student success and equity by regularly reviewing disaggregated student data through scheduled presentations from both Saddleback College and Irvine Valley College. During the reporting period, the Board received and discussed key reports focused on student outcomes, equity, and workforce preparation, including the Career Technical Education (CTE) Report, Student Equity and Achievement Program (SEAP) Plan, and Student Equity Report.

These presentations provided trustees with opportunities to examine student performance across demographic groups, monitor progress toward equity goals, identify opportunity gaps, and assess the effectiveness of institutional strategies designed to improve student achievement and success.

As the District transitions to developing new KPIs aligned with *Inspire 2035*, the district and college research offices will finalize new measures in the coming months. During this transition year, the attached Student Equity Report provides a ten-year analysis of student demographic trends and disaggregated outcomes to support Board priorities for equitable outcomes.

The report shows that the student population has become increasingly diverse, with declines in White student representation and growth among Hispanic or Latino, Asian, and multiracial students. As a result, a larger share of students is affected by equity gaps.

The report also examines equitable outcomes using disaggregated performance data. While overall metrics such as GPA, course success, and retention have improved, equity gaps persist. Hispanic/Latino and Black students continue to experience lower GPAs, higher rates of academic probation, and lower course success rates compared to their peers.

These findings underscore the importance of early academic momentum, targeted interventions, and equity focused strategies. The report concludes that evolving student characteristics, including increased dual enrollment, a higher proportion of part-time students, and shifting educational goals, require more flexible pathways and targeted support systems to ensure equitable outcomes and long-term student success.

Tactic 3.3 Advocate for state and federal legislation and funding that reduces barriers for students represented in the SOCCCD community and that support equity in student achievement

Progress Summary

The Board advanced its advocacy efforts to reduce barriers to student success and promote equitable outcomes by actively supporting state and federal legislative engagement aligned with Inspire 2035 and the District's priorities of access, affordability, workforce development, and

student achievement. Through coordinated work with district leadership, government relations partners, and campus stakeholders, the Board helped shape and communicate annual legislative priorities focused on improving outcomes for historically underserved student populations.

Advocacy efforts centered on key policy areas impacting community college students, including expansion and protection of Pell Grant access, strengthening financial aid systems, implementation of Workforce Pell, increased funding for workforce and career education programs, expansion of healthcare education pathways, and support for student basic needs such as food insecurity, housing stability, and mental health services. Additional priorities included veterans' services, affordable housing initiatives, and policies designed to strengthen equitable pathways to higher education and economic mobility.

During the reporting period, the District submitted formal position letters and advocacy communications on multiple legislative measures, including AB 2694, AB 2301, AB 2528, SB 1262, and AACC-supported funding priorities, as well as broader state and federal community college budget and policy proposals. These communications were developed in alignment with Board-approved priorities and distributed to relevant policymakers to ensure SOCCCD's voice was represented in ongoing legislative discussions.

The Board and District also maintained active engagement with elected officials at the federal, state, and local levels. This included meetings in Sacramento and Washington, D.C., visits with congressional and legislative offices, and on-campus and district office meetings with representatives such as Congressman Dave Min, Congresswoman Young Kim, Congressman Mike Levin, Senator Steven Choi, Senator Catherine Blakespear, Senator Christopher Cabaldon, Assemblywoman Cottie Petrie-Norris, Assemblywoman Kate Sanchez, Assemblyman Mike Fong, and Assemblywoman Laurie Davies. The District also strengthened relationships with local elected leaders, including county supervisors, mayors, and city council members, through regional events and community engagement activities.

A significant outcome of this advocacy work included the successful advancement of a \$3.3 million federal Community Project Funding request sponsored by Congresswoman Young Kim, which is currently in the final stages of approval and will support districtwide initiatives benefiting both colleges focused on a Campus Police Modernization Project.

To support ongoing coordination and awareness, the District continued to provide regular legislative updates to the Chancellor's Executive Council through Townsend Public Affairs reports and School Services briefings, ensuring leadership remained informed on state and federal policy developments affecting community college.

The District also strengthened its advocacy impact through a renewed partnership with other community-supported (basic aid) districts to coordinate legislative priorities, share strategies, and amplify collective advocacy efforts focused on student equity, access, and success. This collaborative approach enhanced the District's ability to influence policy discussions and align messaging across peer institutions with similar funding structures and equity commitments.

As a result of sustained advocacy and strategic engagement, the District secured significant external funding, including approximately \$1.7 million in federal funding and \$59.5 million in state

funding. These resources directly support initiatives aimed at closing opportunity gaps, expanding student support services, and advancing equitable outcomes across programs and student populations.

GOAL 4: ECONOMIC AND SOCIAL MOBILITY

The Board will strengthen economic and social mobility by championing policies and partnerships, that expand workforce-aligned educational opportunities.

Tactic 4.1 Seek and support the development of internships and work-based learning opportunities to provide pathways to practical work experience and career exploration

Progress Summary

The Board advanced its commitment to economic and social mobility by supporting expanded internship and work-based learning opportunities across both colleges that connect students to real-world experience, career exploration, and employment pathways aligned with regional workforce needs.

At **Irvine Valley College**, work-based learning continues to grow through programs such as the Career Center, Work Experience Education (WEE), internships, career panels, SPARK/STEM initiatives, and employer engagement events. The WEE program allows students to earn academic credit while gaining supervised workplace experience, strengthening both career readiness and academic achievement. The college also hosts monthly internship spotlights, job fairs, hiring panels, and career exploration events that connect students with employers and industry professionals. Partnerships with organizations such as Big Brothers Big Sisters, YMCA, and the Orange County Workforce Development Board provide mentoring, job readiness support, and direct employer engagement that help students build employability skills and transition into the workforce.

At **Saddleback College**, internship and experiential learning opportunities have expanded significantly through both instructional programs and the Career Resource Center. The college developed new paid internship pathways in fields such as Business and Marketing, Engineering, Psychology, Sociology, and Culinary Arts through partnerships with employers including Karma Automotive, Parker-Hannifin, Snyder Langston, Lawry's Five Crowns, Stonefire Grill, BJ's, and Karl Strauss Brewing Company, among others. These opportunities are supported through funding sources such as the Samueli Foundation and Career Catalyst initiatives.

In addition, Saddleback's Career Resource Center supports service learning and internship experiences through programs such as College Corps, which provides students paid opportunities to complete approximately 450 hours of community service annually while addressing local needs in partnership with organizations including South County Outreach, Ocean Institute, Laura's House, FIRST, and local school districts. The Center also facilitates internships with external partners, including placements with elected officials such as the Office of Congresswoman Young Kim, expanding students' exposure to public service and civic engagement careers.

Across the **District**, progress included the establishment of 13 clinical affiliation agreements supporting health-related training programs and 12 internship agreements that expand employer-based learning opportunities for students. In addition, 14 Samueli Foundation-funded

internship agreements were awarded, strengthening access to STEM and research-based experiential learning experiences for students in high-demand fields.

Further expanding workforce integration, The Goddard School and Advantech incorporated internship opportunities directly into their ground lease agreements at ATEP, creating sustained, built-in pathways for ongoing student engagement with industry partners.

Tactic 4.2 Support experiential learning opportunities, such as field trips and study abroad programs, to enhance academic opportunities and expand students' global network

Progress Summary

The Board advanced economic and social mobility by supporting a broad range of experiential learning opportunities that expand students' academic, cultural, and global exposure while strengthening pathways to transfer and career success.

At **Irvine Valley College**, efforts focused on equitable, workforce-connected experiential learning experiences that support multilingual and adult learners and expand access to career pathways. Programs such as the English Language Learner (ELL) Healthcare Pathways provide structured access to healthcare careers through Pharmacy Technician, Medical Assisting, and related programs, combining academic instruction, workforce training, and support services. In addition, IVC is piloting campus employment opportunities in Facilities Maintenance & Operations, Performing Arts, and the Student Health and Wellness Center to provide hands-on, paid work experience that builds employability and career readiness.

At **Saddleback College**, experiential learning opportunities were significantly expanded through study abroad programs, field trips, academic conferences, and career immersion experiences. The college's China Study Abroad Program has engaged over 200 students and faculty since 2024, with strong participation from EOPS, CARE, Foster Youth, MESA, and Puente students. These fully or largely funded experiences provide global exposure, cultural immersion, and academic enrichment, with many students using the experience to strengthen transfer applications to top universities.

Additional international and domestic study abroad opportunities include programs in France, Italy, Oxford, and other global destinations across disciplines such as Interior Design, English, Culinary Arts, and International Languages, often supported through donor-funded scholarships to increase access for low-income students.

Saddleback also expanded high-impact experiential learning through initiatives such as the Transfer Prep Summer Academy at UCI, which immerses first-generation students in university life and has demonstrated increased UC transfer interest and preparation. Similar efforts include the UCI Summer Academy for international students, designed to support transfer readiness for a growing international student population.

The college further supported equity-focused experiential learning through the Chicago College Tour for NextUp (former foster youth) students, providing first-time travel and exposure to

universities and cultural institutions that broaden awareness of educational and career pathways. In addition, numerous student organizations participated in regional, state, and national field trips and conferences, including ASG leadership conferences, Model UN, psychology and honors conferences, technology and design conferences, performing arts events, and academic competitions across the country.

Tactic 4.3 Monitor post-completion metrics that align with economic and social mobility

Progress Summary

The Board advanced its commitment to economic and social mobility by strengthening the use and review of post-completion outcome data to assess long-term student success, workforce alignment, and earnings impact.

At **Irvine Valley College**, work continued through a Community of Practice focused on defining and operationalizing a shared, future-ready vision of student success aligned with the Community College 3.0 framework. Across seven sessions, participants examined how to move beyond traditional metrics such as access and completion to more comprehensive measures that include belonging, equitable outcomes, transfer and career attainment, and long-term social and economic mobility. This work supports a broader institutional shift toward more holistic and equity-centered measures of student success.

At **Saddleback College**, post-completion outcomes are primarily tracked through the Career Technical Education Outcomes Survey (CTEOS), which provides data on employment, wages, and educational goal attainment among CTE students and certificate/degree earners. In 2025, results showed strong workforce outcomes, including 73% of respondents working in jobs related to their field of study, and 81% of full-time employed respondents working in their field. Wage outcomes exceeded regional benchmarks, with a mean hourly wage of \$31.01—above the county living wage threshold—and nearly 38% of respondents earning \$30 or more per hour. In addition, 83% of completers and 90% of transfer students reported achieving their primary educational goals.

Supplementing this, College Futures Foundation wage gain data ranked Saddleback College #1 among colleges in Los Angeles, Orange, and San Diego counties for wage gains, with graduates earning an estimated \$18,000 annual increase and strong long-term earnings outcomes compared to regional peers.

GOAL 5: COMMUNITY VITALITY AND ENGAGEMENT

The Board will enhance a vibrant connected community by uplifting diverse voices, cultivating civic and cultural partnerships, and embracing sustainability.

Tactic 5.1 Engage regularly with civic and educational leaders, informing them of college and district opportunities to strengthen collaboration and community awareness of SOCCCD

Progress Summary

The Board advanced its commitment to community vitality and engagement by maintaining consistent and intentional outreach to civic, educational, and legislative leaders at the local, state, and federal levels. These efforts strengthened partnerships, expanded awareness of SOCCCD programs and priorities, and reinforced the District's role as a key contributor to regional workforce development, student success, and civic engagement.

Throughout the reporting period, Trustees and District leadership participated in numerous legislative visits and advocacy events through organizations such as CCLC and ACCT, including the following engagements:

- Meetings with Assembly Member Kate Sanchez
- Meetings with Assembly Member Laurie Davies
- Meetings with Assembly Member Mike Fong
- Meetings with Senator Steven Choi
- Meetings with the Office of Senator Catherine Blakespear
- Meetings with Assembly Member Diane Dixon
- Meetings with Assembly Member Cottie Petrie-Norris
- Meetings with the Office of Senator Christopher Cabaldon
- Rep. Mike Levin Roundtable
- U.S. Capitol Tour with Rep. Levin's staff
- Supreme Court Tour
- U.S. Department of Education visit
- Meeting with Rep. Young Kim
- Joint meeting with Senator Padilla and Senator Schiff

In addition, the Board participated in regional civic convenings such as SOCEC Meet the Mayors, Supervisor Luncheons, State of the County events, Coffee Conversations with Senator Blakespear, and a roundtable with Congressman Dave Min. These events provided opportunities to share District priorities, strengthen regional collaboration, and deepen relationships with local government and community partners.

The Board also hosted and participated in district-level engagement efforts, including the SOCCCD State of the District event, the Veterans of the Year recognition with Assemblywoman Cottie Petrie-Norris, and an Irvine City Council visit to Irvine Valley College, further elevating visibility of District programs and student success initiatives.

District leadership presented at the City of Tustin Local Reuse Authority (LRA) meeting (August 19, 2025), sharing updates on SOCCCD priorities and long-term planning efforts. In addition, the District presented the SOCCCD DRAC model to representatives from North Orange County CCD and Foothill-De Anza CCD (August 22, 2025), supporting peer learning and cross-district collaboration.

SOCCCD also maintained a strong community presence through a range of campus-based events, including a car meet, RX3 event, CIF Championship, and cross-country meet, which further strengthened community engagement and campus visibility.

Facility and program milestones were highlighted through major ribbon cuttings, including the SC Math and Computer Science Ribbon Cutting (May 19, 2026) and the Saddleback College @ ATEP Ribbon Cutting (August 11, 2025), both of which showcased expanded academic and workforce-aligned opportunities.

The District also initiated strategic discussions with the Irvine Company regarding a JOST extension onto the Irvine Valley College campus, supporting long-term planning and community integration.

Tactic 5.2 Demonstrate visible support for community engagement by increasing Board member attendance at a variety of community events

Progress Summary

The Board strengthened its visibility and engagement within the broader community by actively participating in a wide range of civic, business, equity-focused, and regional partnership events. These engagements provided opportunities to build relationships with community leaders, support regional initiatives, and elevate awareness of SOCCCD's mission and impact.

Board members attended and participated in key community events, including:

- SOCEC State of the 5th District Luncheon
- OC Forum events
- Estrella Awards Dinner
- Women's Caucus: Celebrating Phenomenal Women
- Orange County Business Council (OCBC) Annual Dinner & Installation of the Board of Directors
- OCBC Economic Forecast
- OCBC First Responders Dinner
- OCBC Legislative Day
- Black Chamber of Commerce event
- OCSBA/ACSA Joint Dinner Meeting

These events provided valuable opportunities for the Board to engage with civic leaders, business partners, educators, and community organizations, reinforcing collaborative relationships that support educational access, workforce development, and regional economic vitality.

District and college leadership further supported the Board’s commitment to community engagement through active participation and leadership in regional civic and economic events.

In addition, the annual SOCCCD State of the District event took place on March 4, 2026. This event provided a platform to highlight District achievements, strengthen relationships with community and civic partners, and showcase progress across key strategic priorities, including student success, workforce development, and community engagement.

Tactic 5.3 Support and recognize student government and clubs engaged in projects contributing to sustainability efforts

Progress Summary

The Board advanced its commitment to community vitality and student engagement by supporting and recognizing student leadership efforts focused on sustainability and responsible stewardship. A key component of this engagement included presentations from the Associated Students of Irvine Valley College (ASIVC) and Saddleback College Associated Student Government (ASG), who presented their annual budgets to the Board on April 27, 2026.

These presentations provided student leaders with an opportunity to demonstrate fiscal responsibility, share priorities for student programming, and highlight initiatives that support student engagement and campus involvement, including efforts connected to sustainability and student-led campus improvement.

GOAL 6: WORKPLACE CULTURE AND GROWTH

The Board will model ethical, transparent, and collaborative leadership to promote a workplace culture rooted in trust, respect, and shared purpose, allowing employees to feel valued, supported, and empowered to thrive.

Tactic 6.1 Model collaborative leadership in all Board interactions while actively engaging in training on ethics, Board roles and responsibilities, and leadership practices

Progress Summary

The Board demonstrated its commitment to collaborative and effective governance by participating in professional development opportunities focused on ethics, leadership, governance, and trustee responsibilities. In June 2026, all trustees successfully completed the required two-hour ethics training in compliance with California Assembly Bill 1234. The training reinforced ethical decision-making, transparency, conflict-of-interest requirements, and the responsibilities of public officials under the Political Reform Act of 1974.

In addition to meeting statutory training requirements, trustees engaged in numerous state and national leadership development opportunities, including the ACCT Leadership Congress, ACCT National Legislative Summit, ACCT Governance Leadership Institute, CCLC Annual Convention, CCLC Annual Legislative Conference, CCLC Annual Trustees Conference, and the CCLC Trustee and Effective Board Chair Workshop. These programs provided opportunities to strengthen governance practices, enhance leadership skills, stay informed on emerging higher education issues, and engage with peers from across the state and nation.

Tactic 6.2 Regularly recognize and celebrate employees who exemplify the District's core values

Progress Summary

The Board demonstrated its commitment to recognizing and celebrating employee excellence by participating in a variety of events and activities that honored faculty, classified professionals, and managers who exemplify the District's core values and contribute to student success.

Throughout the year, trustees attended employee recognition events at both Saddleback College and Irvine Valley College, including Classified Appreciation Luncheons, Employee Recognition Celebrations, and the Orange County Teacher of the Year Ceremony. The Board also formally recognized outstanding employees through resolutions honoring Employees of the Year and participated in college galas that celebrated the achievements and contributions of faculty, classified professionals, and community supporters.

These recognition efforts highlighted the dedication, innovation, and service of employees across the District while reinforcing a culture of appreciation, belonging, and excellence.

Tactic 6.3 Monitor employee campus climate data and initiatives that promote a positive workplace culture

Progress Summary

The Board supported this goal by creating opportunities for direct employee engagement through **Coffee and Tea with the Board of Trustees** listening sessions held at both Saddleback College and Irvine Valley College. These informal conversations provided trustees with valuable insights into employee experiences, perspectives, and workplace climate across the District.

The sessions encouraged open dialogue between employees and trustees, allowing the Board to hear firsthand about successes, challenges, and opportunities for strengthening workplace culture. Feedback gathered through these engagements helped inform the Board's understanding of employee needs and reinforced its commitment to fostering an environment of collaboration, inclusion, respect, and continuous improvement.

The District advanced efforts to monitor employee campus climate and strengthen workplace culture through a combination of systemwide engagement, employee support initiatives, and targeted wellness and operational improvements designed to enhance the overall employee experience.

Key actions included the negotiation of lifetime vision benefits for all employee groups and the provision of \$7.1 million in retiree benefit funding, reinforcing long-term commitments to employee well-being and retention. Employee engagement and morale were further supported through funding for the District Services Activities Committee, which provides ongoing opportunities for connection, recognition, and cross-department collaboration.

The District also expanded direct employee engagement and feedback opportunities through Purchasing and Fiscal Services open office hours for Banner implementation, allowing staff to raise questions, identify challenges, and receive real-time support during system transition efforts. In addition, fraud prevention training was provided to strengthen awareness, transparency, and shared responsibility in maintaining a healthy organizational culture.

Leadership engagement and organizational communication were supported through the successful recruitment process for a new Saddleback College President, which included campus forums and structured interviews with broad constituent participation, reflecting inclusive governance practices.

Employee wellness initiatives remained a key component of climate efforts, with the District offering multiple health and wellness opportunities throughout the year, including flu clinics, carotid artery screenings, and blood testing services, supporting employee health, prevention, and overall workplace well-being.