INSTITUTIONAL SELF-EVALUATION REPORT OF
SADDLEBACK COLLEGE

Presented to the Accrediting Commission for Community and Junior Colleges

2016

SADDLEBACK COLLEGE

Saddleback College

Institutional Self-Evaluation Report

Presented to the
Western Association of Schools and Colleges
in Support of
Reaffirmation of Accreditation

Submitted by:

Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692

Submitted to:

Accrediting Commission for Community
and Junior Colleges
Western Association of Schools and Colleges
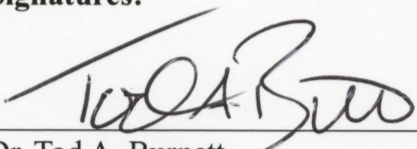

December 14, 2016

To: Accrediting Commission for Community and Junior Colleges,
            Western Association of Schools and Colleges
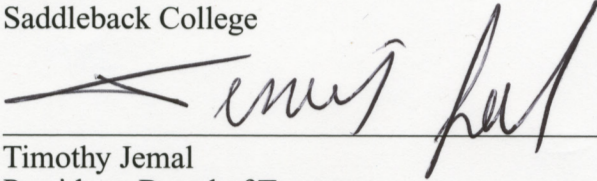
From: Dr. Tod A. Burnett, President
            Saddleback College
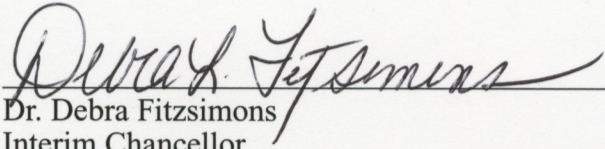   28000 Marguerite Parkway, Mission Viejo, California 92692

This Institutional Self -Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.
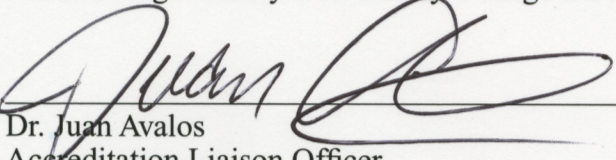
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.
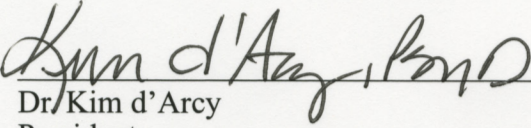
Signatures:

_____   12-12-16
Dr. Tod A. Burnett,   Date
President
Saddleback College

_____   12-12-16
Timothy Jemal   Date
President, Board of Trustees
South Orange County Community College District

_____   12-13-16
Dr. Debra Fitzsimons   Date
Interim Chancellor
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Dr. Juan Avalos   Date
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Accreditation Self-Study Co-Chair

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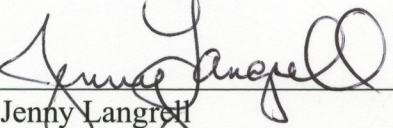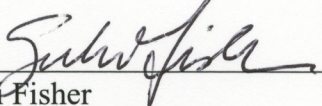
_____   12/13/2016
Craig Connor   Date
President
Saddleback College Classified Senate

_____   12/13/16
Lucy Hendrix   Date
President
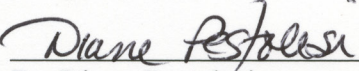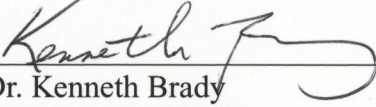Saddleback College Associated Student Government

_____   12/13/16
Dr. Diane Pestolesi   Date
Co-Chair, Standard I

_____   12-13-16
Dr. Kenneth Brady   Date
Co-Chair, Standard I

_____   12/13/16
Jenny Langrell   Date
Co-Chair, Standard II

_____   12/13/16
Suki Fisher   Date
Co-Chair, Standard II

_____   12/13/2016
Dr. Roxanne Metz   Date
Chair, Standard III

_____   12/13/16
Anthony Teng   Date
Co-Chair, Standard IV

_____   12-13-16
Dr. Kenneth Brady   Date
Co-Chair, Standard IV

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INTRODUCTION

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Introduction

Saddleback College, a public two-year community college, first opened its doors in fall 1968. What was then a small rural college with 1,536 students in 11 buildings on a few acres has grown into a large urban college on a 200-acre campus serving more than 25,000 students each semester.

As the College grew, so did its reputation for excellence, which attracted teachers and administrators from throughout the United States. Together, the College's educators and administrators have created a dynamic, constantly evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of the College's programs and faculty can best be measured by the success of the College's alumni in their academic pursuits at four-year universities and in the professional world. The first priority of the College is student success. From its renowned educational programs, to its stellar student services, the College works tirelessly to ensure that students learn and achieve their goals, whether those goals include improving English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of its students, the College offers courses at multiple locations and in a variety of formats (face-to-face, online, hybrid, full term, and short term). Innovative and experiential programs such as Study Abroad, Cooperative Work Experience, Service Learning, and an Honors Program are also offered. Student services are also geared to the diversity of the College's student population; these services include Extended Opportunity Programs and Services, the International Students Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and the Veterans Education and Transition Services program.

The College is a comprehensive institution which fulfils all four missions of the community college system as outlined in AB 1725; these missions include baccalaureate-quality transfer education, career and technical education (CTE), basic skills courses, and lifelong learning opportunities. The College offers over 300 associate degrees, certificates, and occupational skills awards in 190 programs. In addition, the College also offers a huge selection of student clubs and activities, such as the Associated Student Government (ASG), a champion forensics team, an award-winning student newspaper, a radio station, and a television station.

In addition to being a center of learning, the College has developed into one of south Orange County's premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned newsmakers and scholars. It is also home to an award-winning theatre arts program. Its men's and women's intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include an aquatics complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track.

Linking education with community growth and vitality, the College has become an integral part of the south Orange County landscape. After nearly five decades, the College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations.

History of Saddleback College

The history of the College can best be understood by separating it into eight distinct periods. Each period is characterized by significant organizational changes.

Period I (1967-1979):

From its founding in 1967 through 1979, the College and the District, then known as the Saddleback Community College District, operated as a single entity under a chief executive officer (CEO) who served as superintendent of the District and president of the College. At the time, south Orange County was a sparsely populated region of southern California, and the College was able to serve the needs of the community. During this period, however, College enrollment grew dramatically. In just one year, from fall 1974 to fall 1975, enrollments increased by 78 percent. Because of this precipitous increase, the District began to make plans for the opening of a satellite campus in the northern portion of the service area.

Period II (1979-1981):

In 1979 a satellite campus was opened 11 miles to the north in the city of Irvine. Saddleback College was designated as the main campus, and the satellite was designated as the north campus. Both operated as components of the single college, which retained the Saddleback College name. The CEO continued to serve as the superintendent-president. A dean of instruction headed the main campus and also served as assistant superintendent of the District.

Period III (1981-1983):

In 1981 the north campus was elevated from satellite to full-campus status, altering the organizational structure to a multi-campus, single-college district. The superintendent's position was changed to that of a chancellor, and presidents were appointed to serve as the CEOs at each campus. A new chancellor was appointed in 1982.

Period IV (1983-1985):

Discrete District offices were established in 1983 and were later expanded by the chancellor. The name of the main campus was changed to Saddleback College South, and a new president was appointed. The designation of the north campus was changed to Saddleback College North. During this period, certain functions were centralized under the District's authority, while others were decentralized and became the responsibility of each campus.

Period V (1985-1992):

In 1985 the Board of Trustees (BOT) adopted a new organizational structure and established a multi-college district. Saddleback College South emerged with its own identity as Saddleback College, while Saddleback College North was renamed Irvine Valley College (IVC). In 1986 a new chancellor was appointed and, in conjunction with the College presidents, arranged for the further decentralization of District functions and increased decision-making authority for the colleges.

During this era, Saddleback College enjoyed a stable organization, consistent leadership by the institution's president of nine years, and an effective system of governance. Although the College shared the financial concerns of other California community colleges at the time, as well as the normal tensions inherent in any multi-college district, this period of stability permitted the College to focus its attention upon educational and institutional development.

Period VI (1992-2004):

The period between 1992 and the 2004 accreditation self-evaluation was marked by considerable administrative instability at both the College and the District. During this time frame, there were six changes in the presidency, four changes in the chancellor's position, and, at the College, multiple changes in other management positions, such as the vice president for instruction and the vice president for student services.

In 1996 the BOT initiated a review of the District name, and in April 1997 the board approved a name change from the Saddleback Community College District to the South Orange County Community College District (SOCCCD) in order to reflect the larger geographic base of the District.

In July 1997, the BOT also made sweeping adjustments in the administrative structures at both Saddleback College and IVC. This resulted in the transfer of five Saddleback College deans to IVC and the expansion of duties for the four deans who remained at Saddleback with each dean now in charge of very large "mega-divisions." When it became evident that the reduction in the number of deans at the College was too severe, a number of additional organizational changes were instituted. With input from all segments of shared governance, the College recommended, and the BOT agreed, to realign responsibilities and expand the number of deans.

Such intense and profound change had a strong impact on all levels of the organization. This period served as a litmus test of the true mettle of the College's administration, faculty, and staff as the institution continued to strive toward excellence in its mission.

Period VII (2004-2010):

Between 2004 and 2010, the administrative structure was considerably more stable than in previous periods. The 2004-2005 academic year was the first in more than a decade in which there were no freshmen deans. There was a change in presidency due to the retirement of the previous president, who was an employee of the College for over 30 years and served as president for the last four of those years. The current president was hired in 2008. The previous chancellor resigned in 2010 and was replaced by the deputy chancellor, who had been an employee of the district for 11 years. The vice president for student services retreated to the faculty of IVC in April 2010, and the vice president for instruction was hired as the president of Fullerton College. This opened up a new era of change at both the District and the College.

Period VIII (2010 to the present):

The period since the last accreditation self-evaluation has once again been marked by significant change. Adjustments to the administrative structure included the addition of a third vice president in 2012— the vice president for administrative services—and an assistant vice president for institutional effectiveness in 2016. There has been considerable turnover at all levels of District and College administration. Only three of the current deans were hired into their positions prior to 2010. The current vice president for student services was hired in 2010, and the current vice president for instruction was hired in 2013. These changes have accelerated throughout the period, culminating in the resignation of the chancellor in fall 2016 and the resignation of the president at the end of spring 2017. Therefore, both the District and College will each have a new CEO in 2017.

Description of Service Area

Community

Saddleback College, located in the city of Mission Viejo, is the older of two separately accredited colleges in the SOCCCD, which also includes IVC, in the city of Irvine, as well as the new Advanced Technology & Education Park (ATEP), located in the city of Tustin. Overall, the College's major service area, sister campus, and District facilities are situated in a desirable location near stunning coastlines, quality K-12 school districts, major freeways, booming businesses, and growing metropolitan areas.
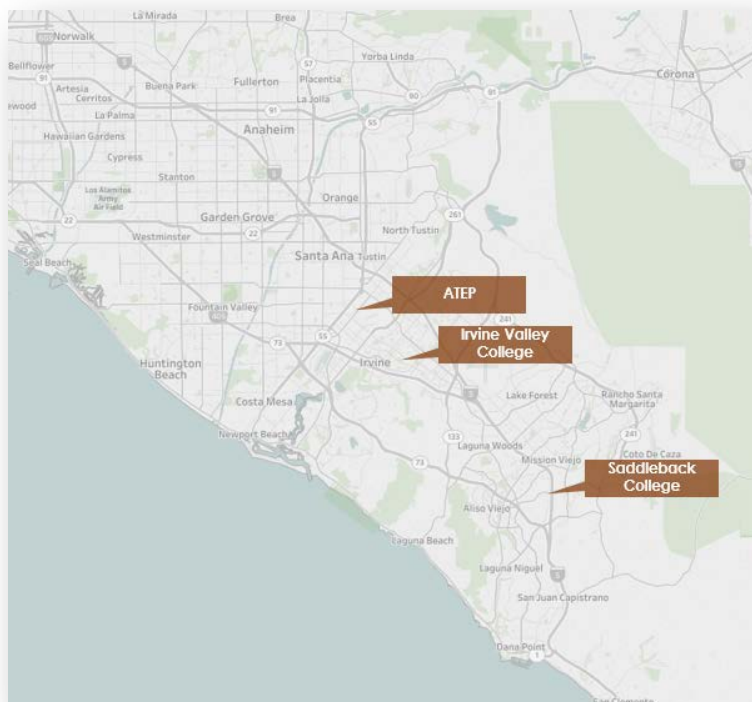
Map showing the location of Saddleback College, its sister campuses, and the surrounding communities. Source: Office of Planning, Research and Accreditation 2016.

When the College was founded in 1967, the areas neighboring the College were sparsely populated bedroom communities. Despite the Great Recession and the collapse of the housing market in 2008 and the state budget crisis in 2009, the local area has continued to grow slowly in the gradually renewing economy. Recent development and reinvestment of single-family, multi-family, and commercial real estate properties continues to draw to the area new residents and businesses alike. As recently as last year, the growth in single and multi-family housing and retail centers had brought a fresh change after a five-year period of largely stagnant housing starts and retail development.

Community Demographics

The College's service area includes the cities and communities of Aliso Viejo, Capistrano Beach, Dana Point, El Toro, Ladera Ranch, Laguna Beach, Laguna Hills, Laguna Niguel, Laguna Woods, Lake Forest, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Trabuco Canyon. These cities and unincorporated areas cover 126.3 square miles of south Orange County (CSU Fullerton, 2014 Orange County Progress Report).

The College's service area is home to over 600,000 total residents (EMSI 2015 Q3) of whom approximately 500,000 are 15 years of age or older (2010-2014 American Community Survey 5-Year Estimates; EMSI 2015 Q3). The adult-aged population in the College's service area is projected to grow about 3.6 percent by the year 2020 and is, therefore, expected to grow by 0.6 percent annually over the next four years (2011-2031 Saddleback College Education Masterplan).

As of 2014, 47.9 percent of residents were male and 52.1 percent were female (2010-2014 American Community Survey 5-Year Estimates). In addition, the ethnic diversity of the service area is as follows (EMSI 2015 Q3):

0.19%	Native Hawaiian/Pacific Islander
0.17%	American Indian/Alaskan Native
1.29%	Black/African American
3.06%	Other
10.03%	Asian
20.33%	Hispanic (Alone or with another Race)
64.92%	White, Non-Hispanic

The service area is experiencing growth in ethnic diversity. The Hispanic/Latino ethnic group has increased 7 percent over the last five years (EMSI 2015 Q3 comparison data) while Asian residents have increased by 11 percent and Black/African American residents have increased by 10 percent.

The age profile of local residents continues to be a matter of concern in the service area. There has been a decline in the school-age population (5-19 years old) in the last five years. This is a potential problem for education providers like the College as it relates to a shortage in the future supply of students. While the young adult population (20-34 years old) has increased in the last five years, the pace of growth is slow. In the short term, the College might benefit from the slowly growing young adult population. In the long term, however, the shrinking elementary and high school population will likely pose a problem for the College in terms of total enrollments (Southern California Association of Governments). Furthermore, an influx of adults over 60 years of age is anticipated as the baby boomer generation is expected to move to places like south Orange County for retirement living. The College's Emeritus Institute, which provides free education for older adults in order to

promote lifelong learning, is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that the College is preparing for the future.

Economically, the service area has changed in the following ways in the past five years:

- The south Orange County population has experienced 2 percent growth
- Transportation infrastructure has not met the needs of a growing population
- The regional job market has had a 10.3 percent increase
- Unemployment rates have decreased
- Housing prices have continued to escalate, while affordable housing is shrinking
- Students living with parents for more affordable housing has increased
- Growth in the aging population has continued
- Need for workforce training to support middle and high-end jobs has increased

Education attainment levels in the service area continue to be very high. Completion of high school in the service area is very strong as 94.6 percent of the population has at least a high school degree. In terms of post-secondary education, on average, the service area has a population where 31.1 percent of adults 25 or older have a bachelor's degree and another 18.4 percent have a graduate degrees; this means that nearly half of the population has a bachelor's degree or higher (2010-2014 American Community Survey 5-Year Estimates). These rates stem from strong high school graduation rates for the two major feeder high school districts for the College (see chart below).

HIGH SCHOOL GRADUATION RATES OF FEEDER SCHOOLS FOR SADDLEBACK COLLEGE
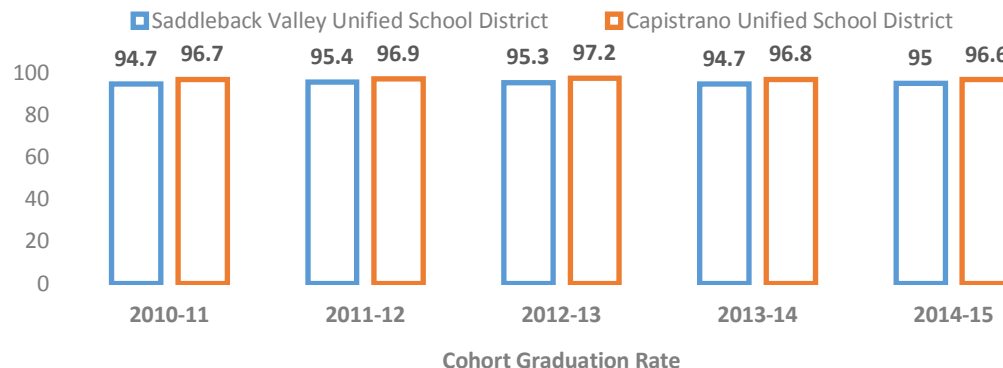
Source: California Longitudinal Pupil Achievement Data System (CALPADS)

During the recent economic recovery, employment rates for workers with a high school diploma have not fared as well as employment rates for those with a bachelor's degree or higher. In consideration of this disparity, the College has offered a variety of educational

opportunities to promote economic and workforce development for those seeking high school completion. Adult education programs serve the region by collaborating with the Saddleback Valley Unified School District and the Capistrano Unified School District to provide adult education courses in the areas of AESL (Adult English as a Second Language), citizenship, basic skills and high school equivalency, CTE, and pre-apprenticeship programs. Students may also gain educational credit through the Cooperative Work Experience/Work-Based Learning (CWE) program in which students can obtain a variety of work-related experiences for their educational pursuits. This program promotes collaboration and dialogue between the College and the employer or supervisor of the student. In the future, statewide initiatives, such as the Strong Workforce initiative, will further promote skill-building opportunities through CTE pathways and programs.

The College feeds two major public institutions for students seeking to transfer to a four-year institution: the University of California (UC), Irvine; and California State University (CSU), Fullerton. However, since 2008, increased student fees and tuition, escalating housing costs, and growth in the number of impacted academic programs in public four-year institutions have all decreased the volume and rate of student transfer to these institutions (refer to chart below). The College's Transfer Center has responded by continuing to promote transfer-outs by referring students to colleges beyond the two local public four-year institutions. In doing so, the College has experienced significant growth in the volume of transfers to private and out-of-state institutions. In fact, transfers to private and out-of-state institutions have increased tenfold since the year 2000. Such findings indicate that the College is responsive to external forces that may impair four-year transfers in the local post-secondary education market.

SADDLEBACK COLLEGE FOUR-YEAR TRANSFERS
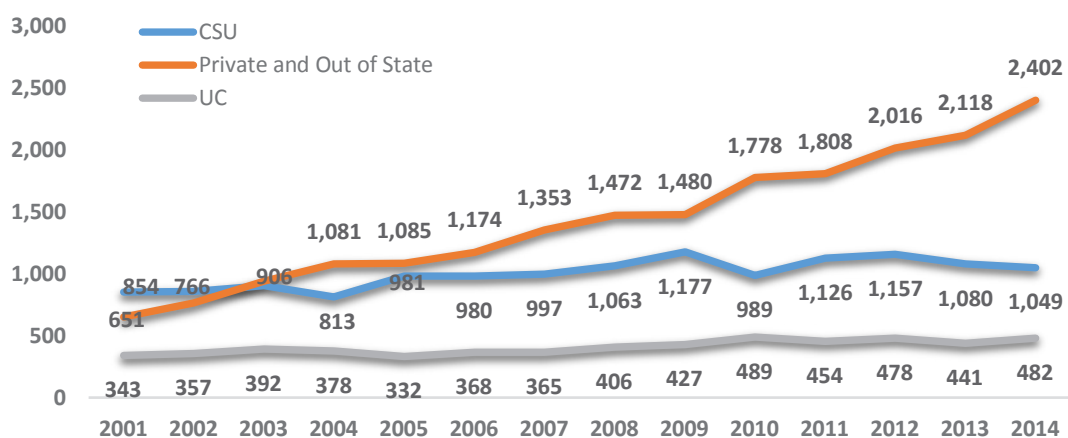
Source: SOCCCD inFORM Data Warehouse

Enrollment Trends and Description of Student Population

Student enrollment increased dramatically during the first 20 years of the College's existence. During the second 20-year period, enrollment remained fairly constant; numbers fluctuated between 22,000 and 24,000 students each fall with the exception of one significant dip to just over 19,000 enrolled students in fall 1995. Following the Great Recession, there has been a noticeable increase in students; fall enrollments climbed to over 25,000 in 2008. Following a dramatic peak of enrollments in 2011, the College has experienced some enrollment decline.

SADDLEBACK COLLEGE FALL ENROLLMENTS
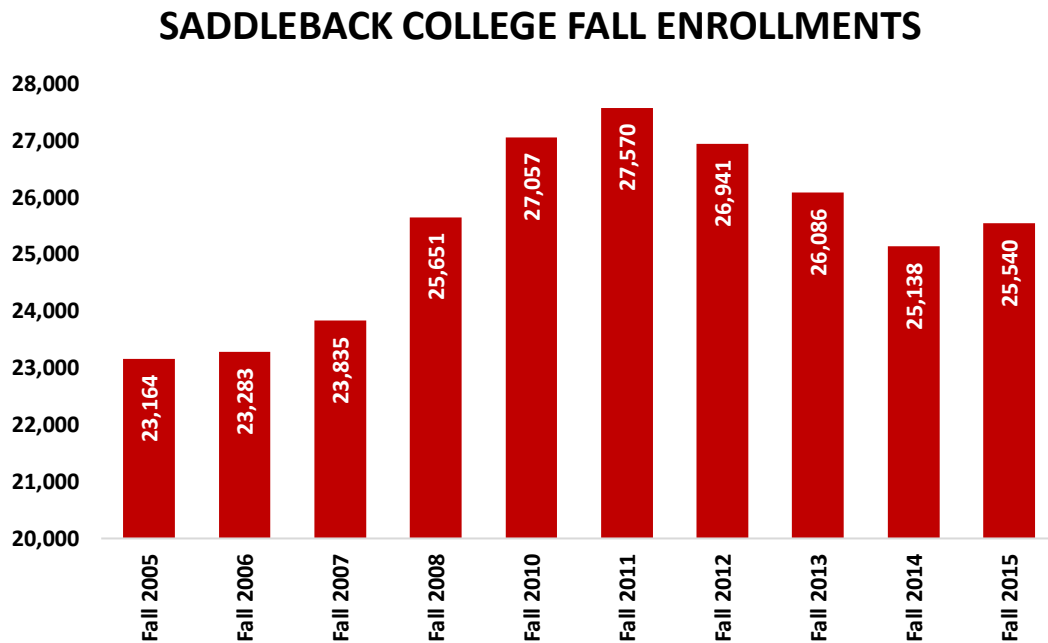
Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data warehouse

Students from throughout the District's service area are drawn to the College. The chart below shows the cities in which the College's student population resided during the 2015-2016 academic year. As indicated by the chart, 88.5 percent of all students come from within the District.

WHERE SADDLEBACK COLLEGE STUDENTS RESIDE

San Juan Capistrano, 5.75%

Laguna Woods, 5.98%

Lake Forest/Foothill Ranch, 6.60%

Irvine, 7.61%

San Clemente, 7.74%

Laguna Niguel, 8.40%

All Other Cities- within District, 11.54%

Rancho Santa Margarita, 5.74%

Aliso Viejo, 5.50%

Laguna Hills, 4.23%

Unincorporated Cities, 3.62%

Dana Point, 3.52%

Ladera Ranch, 2.41%

Laguna Beach, 1.52%

Other Cities-out of District, 4.51%

Mission Viejo, 15.34%
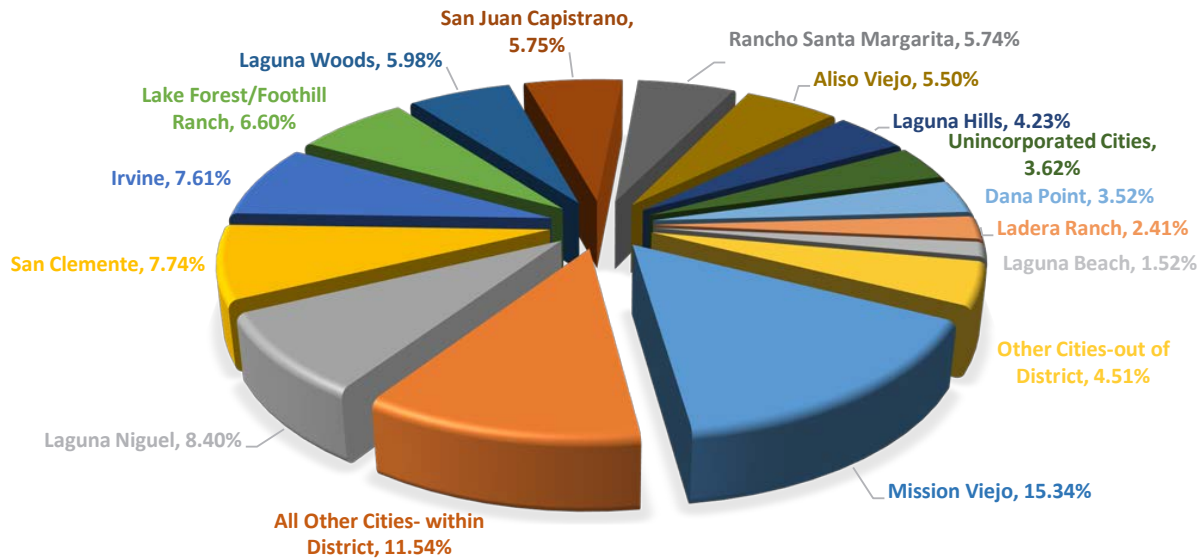
Source: SOCCCD inFORM Data Warehouse

The ethnic composition of the student population closely represents the surrounding community. In fact, the College's Student Equity Plan (SEP) (In.1-06) illustrated that there are no access issues in terms of disproportionate impact to historically underrepresented ethnic groups. Over the last five years, the College has seen a shifting demographic that illustrates a decrease in the proportions of White, Non-Hispanic students and an increase in students from mixed, Hispanic/Latino, and Asian ethnicities.

SADDLEBACK COLLEGE STUDENT ETHNIC DIVERSITY

Legend: White, Non-Hispanic · Mixed Ethnicity · Hispanic / Latino · Asian · African American · Native American · Pacific Islander · Middle Eastern · Other Non-White

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian	9.49%	9.50%	9.63%	9.72%	9.71%	10.28%
Hispanic / Latino	9.33%	9.27%	9.86%	9.79%	10.10%	10.93%
Mixed Ethnicity	10.44%	12.13%	13.31%	13.98%	14.88%	15.00%
White, Non-Hispanic	62.00%	61.25%	60.14%	59.94%	58.37%	57.09%
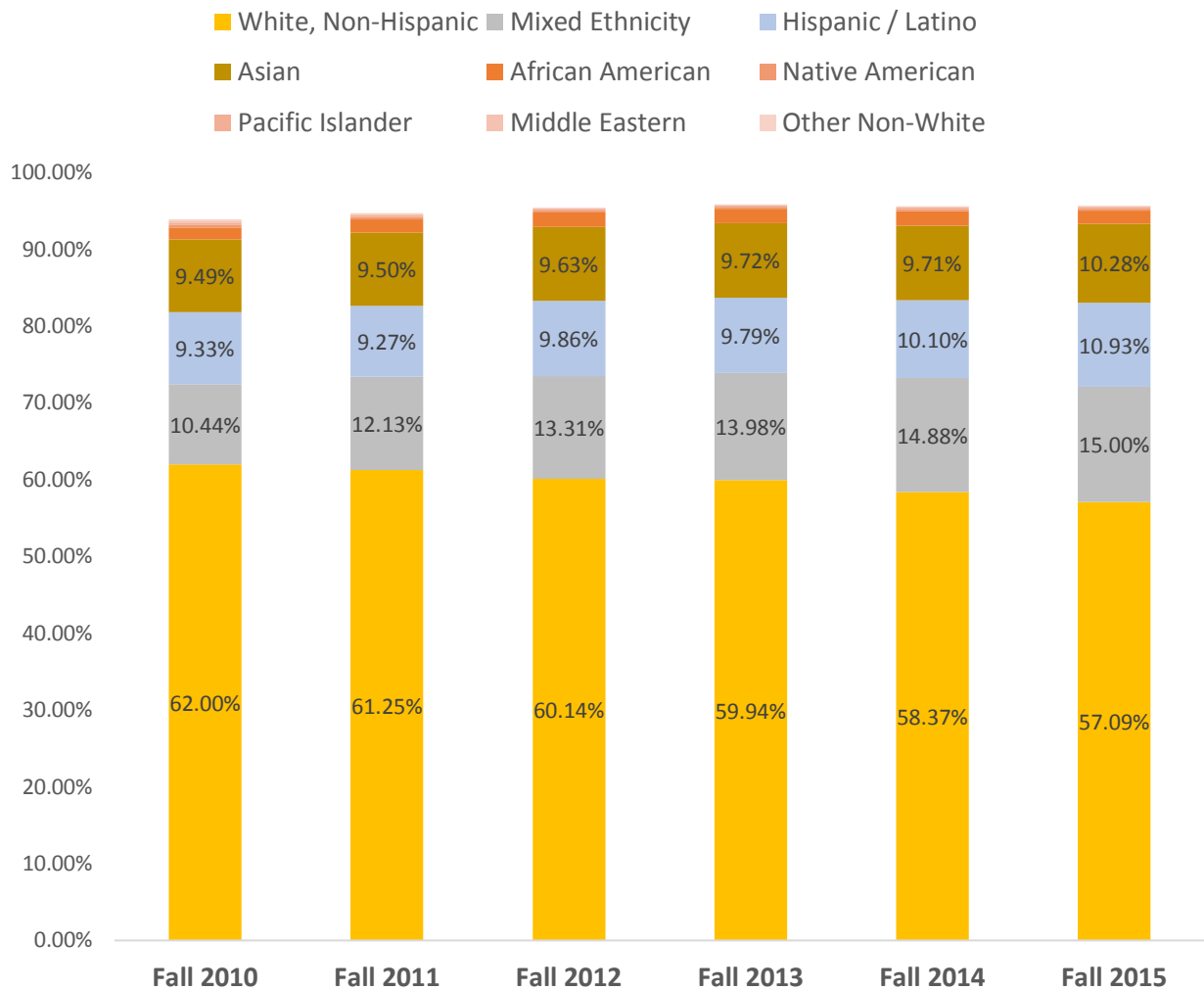
Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

The portion of males to females has not changed dramatically in the last five years. Females continue to outnumber males by about seventeen percent.

SADDLEBACK COLLEGE GENDER DIVERSITY
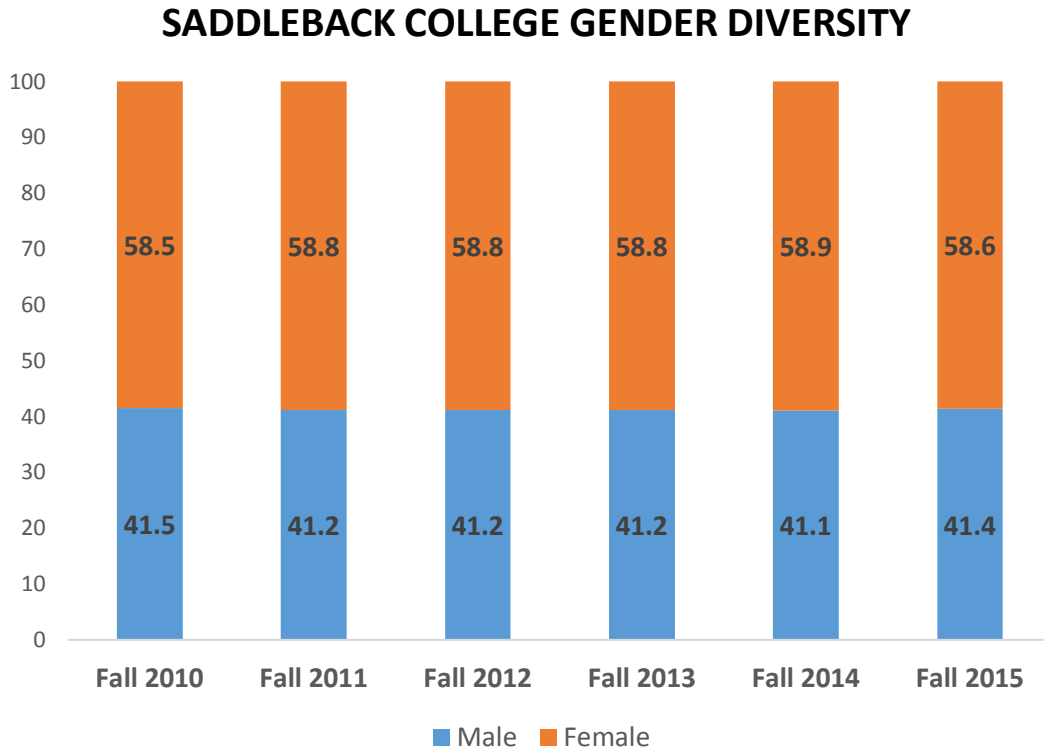
Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

The College has seen modest increases in the number of students who are older than 59 years of age in the last five years. Concomitantly, the proportion of students from the 18-21 age group has been slightly decreasing. As discussed previously, such findings are in line with larger economic trends as demographic projections indicate lower numbers of high school aged students and thus lower numbers of students in that age group attending the College. Similar to economic reports, the College has seen a very modest uptick in the young adult population aged 22-29.

SADDLEBACK COLLEGE STUDENTS AGE GROUP DIVERSITY

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Below 18	3%	3%	3%	2%	2%	3%
18-21	37%	38%	36%	35%	34%	36%
22-29	21%	22%	22%	21%	21%	22%
30-39	9%	9%	9%	8%	8%	8%
40-49	7%	7%	6%	6%	5%	5%
50-59	6%	6%	5%	5%	5%	5%
Over 59	18%	19%	19%	19%	19%	21%

Legend: Below 18, 18-21, 22-29, 30-39, 40-49, 50-59, Over 59, Undefined
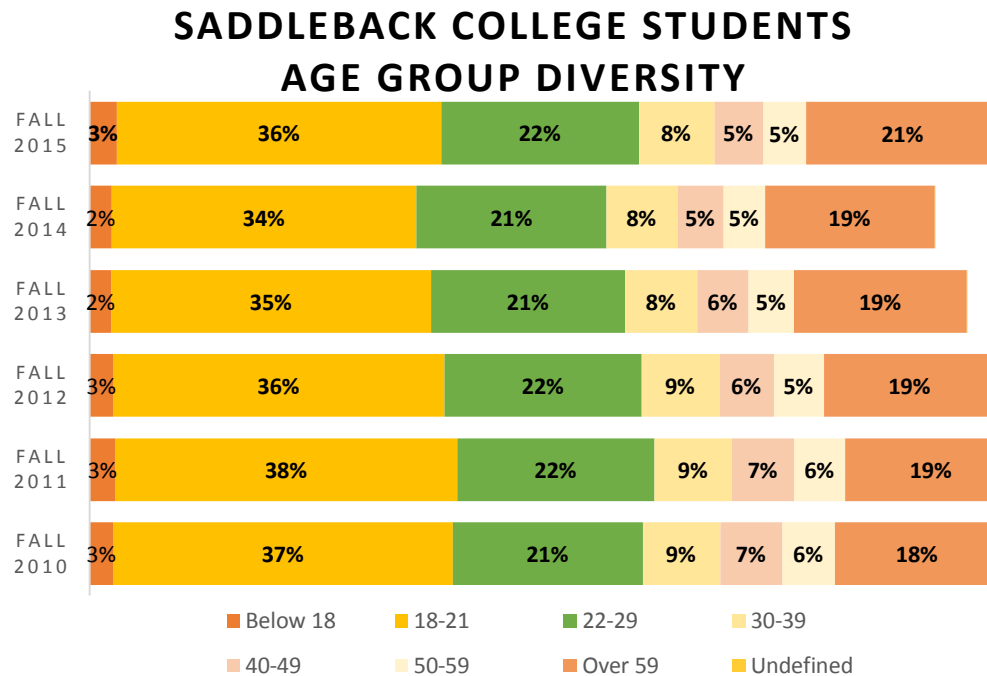
Student Age Groups	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Below 18	697	766	696	638	648	769
18-21	10,098	10,166	9,853	9,514	9,075	9,099
22-29	5,655	5,867	5,873	5,777	5,651	5,550
30-39	2,303	2,313	2,310	2,152	2,101	2,120
40-49	1,855	1,843	1,620	1,516	1,387	1,372
50-59	1,560	1,527	1,485	1,357	1,226	1,205
Over 59	4,885	5,085	5,101	5,128	5,047	5,422
Undefined	4	3	3	4	3	3
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

Student educational goals reflect the diversity of programs offered at the College. The largest percentage of students enroll at the College in order to transfer to four-year colleges and universities, while other students enroll to attain a degree or certificate without transfer, for CTE, for career advancement, for the improvement of their basic skills, or for personal development. Meanwhile, a fair number of students have declared "undecided" as their educational goal. Such findings point to the need to understand the transient nature of educational goal-setting among the population of millennials, generation Y students, and generation X students.

SADDLEBACK STUDENTS BY EDUCATIONAL GOAL
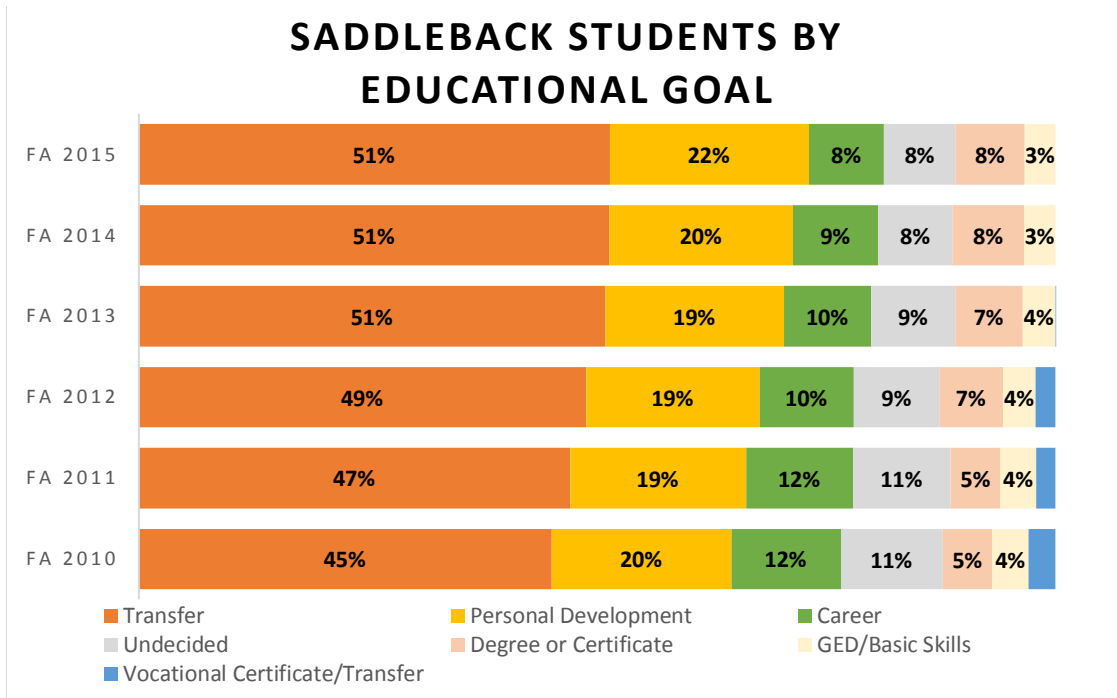
Educational Goal	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Transfer	12,187	12,971	13,152	13,286	12,908	13,119
Personal Development	5,305	5,290	5,090	5,069	5,026	5,546
Career	3,226	3,224	2,773	2,483	2,341	2,093
Undecided	3,013	2,930	2,509	2,393	2,035	1,998
Degree or Certificate	1,458	1,501	1,867	1,915	1,969	1,926
GED/Basic Skills	1,074	1,066	971	939	859	858
Vocational Certificate/Transfer	794	588	579	1		
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

With roughly 30 percent of students attending full-time, the ratio of full-time to part-time students has changed gradually over the past five years.

SADDLEBACK COLLEGE STUDENTS BY ENROLLMENT STATUS

	All Zero Units	Full-Time (12 or more units)	Part-Time (Less than 12 units)	Withdrew/Dropped All Classes
FA 2015	23%	29%	47%	1%
FA 2014	21%	30%	48%	1%
FA 2013	20%	30%	49%	1%
FA 2012	19%	29%	50%	1%
FA 2011	19%	30%	50%	1%
FA 2010	9%	31%	59%	1%

■ All Zero Units   ■ Full-Time (12 or more units)
■ Part-Time (Less than 12 units)   ■ Withdrew/Dropped All Classes
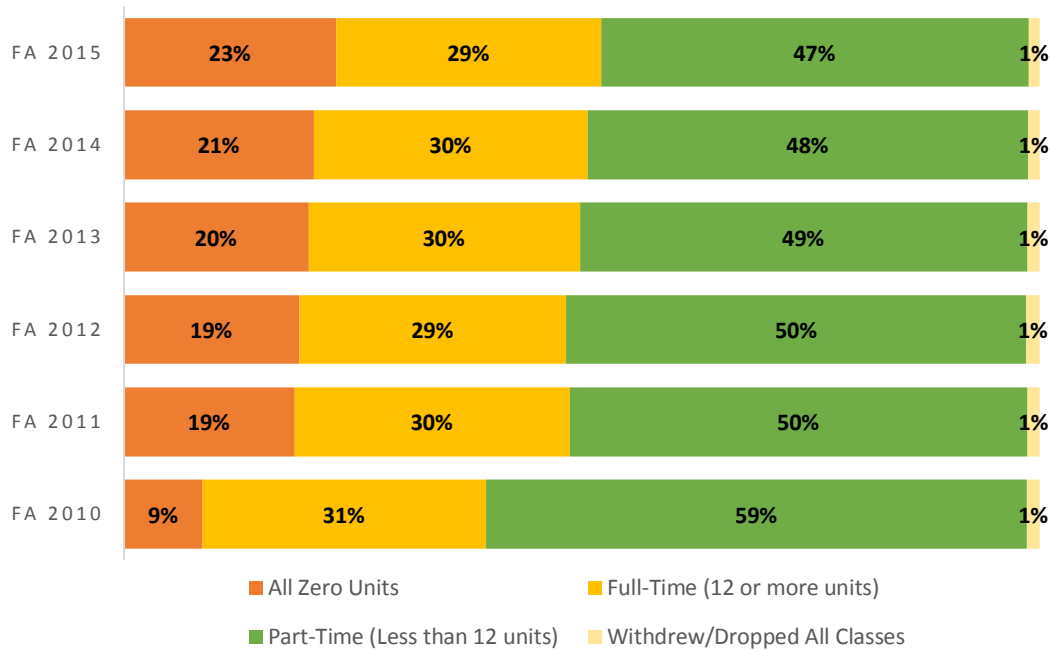
Unit Status of Students	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
All Zero Units	2,316	5,129	5,152	5,255	5,216	5,925
Full-Time (12 or more units)	8,387	8,293	7,862	7,729	7,515	7,378
Part-Time (Less than 12 units)	15,979	13,773	13,535	12,752	12,089	11,923
Withdrew/Dropped All Classes	375	375	392	350	318	314
Total	27,057	27,570	26,941	26,086	25,138	25,540

Source: Institutional Effectiveness Annual Report (IEAR) inFORM Data Warehouse

Employee Demographics

The College has seen gradual growth in employees over the past six years. The main contribution to this growth is the increased numbers of full and part-time faculty. The largest category of employees is part-time faculty, followed by classified staff, full-time faculty, and then administrators and managers.

Employee Demographics by Role

SADDLEBACK COLLEGE EMPLOYEES BY ROLE

FALL 2015	1.65%	20.60%	52.94%	24.81%
FALL 2014	1.70%	20.24%	51.36%	26.70%
FALL 2013	1.84%	20.33%	51.80%	26.03%
FALL 2012	1.64%	19.79%	52.46%	26.10%
FALL 2011	1.37%	17.78%	54.02%	26.84%
FALL 2010	1.26%	20.33%	50.05%	28.36%

■ Educational Administrator
■ Full-time Faculty
■ Part-time Faculty
■ Classified Staff
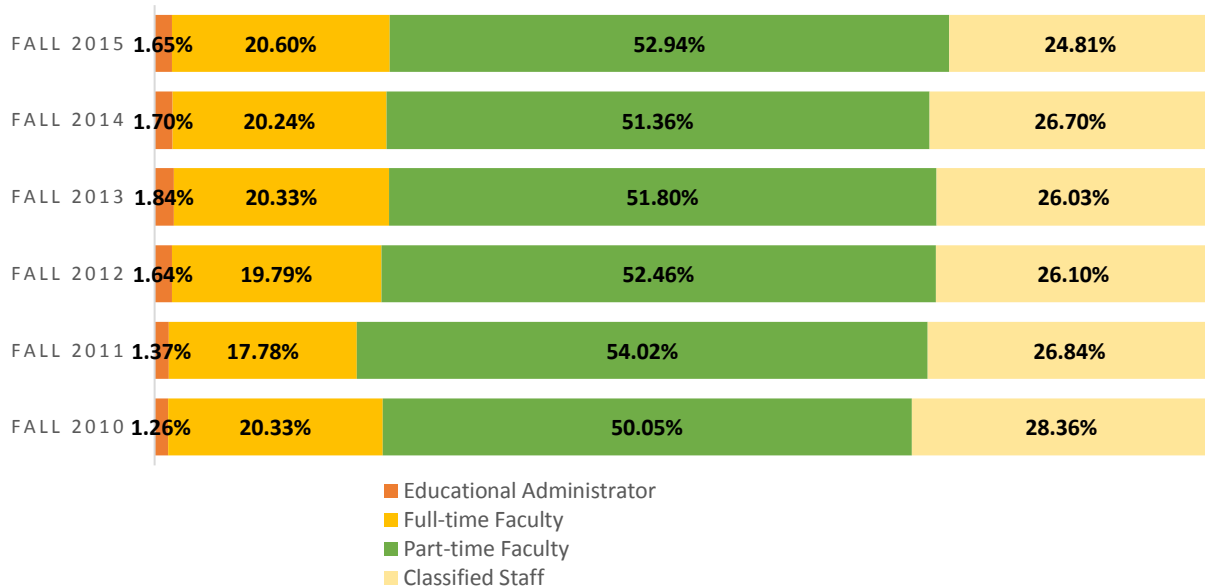
Employee Role	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Educational Administrator	14	16	19	21	20	20
Full-time Faculty	225	208	229	232	238	249
Part-time Faculty	554	632	607	591	604	640
Classified Staff	314	314	302	297	314	300
Saddleback Total	1,107	1,170	1,157	1,141	1,176	1,209

Source: California Community College Chancellor's Office (CCCCO) DataMart

The gender diversity of employees at the College has not improved. In fact, the College continues to increasingly have more female employees than male employees. While there has been a steady split between male and female academic administrators over the past six years, the College is seeing more female full and part-time faculty. In contrast, the College is seeing a gradual decrease in the number of female classified staff members concurrent with the steady state of classified male staff members. Such findings are in contrast to the District's adherence to equal opportunity procedures in hiring practices.

Employee Demographics by Gender

SADDLEBACK COLLEGE
EMPLOYEE DIVERSITY BY GENDER
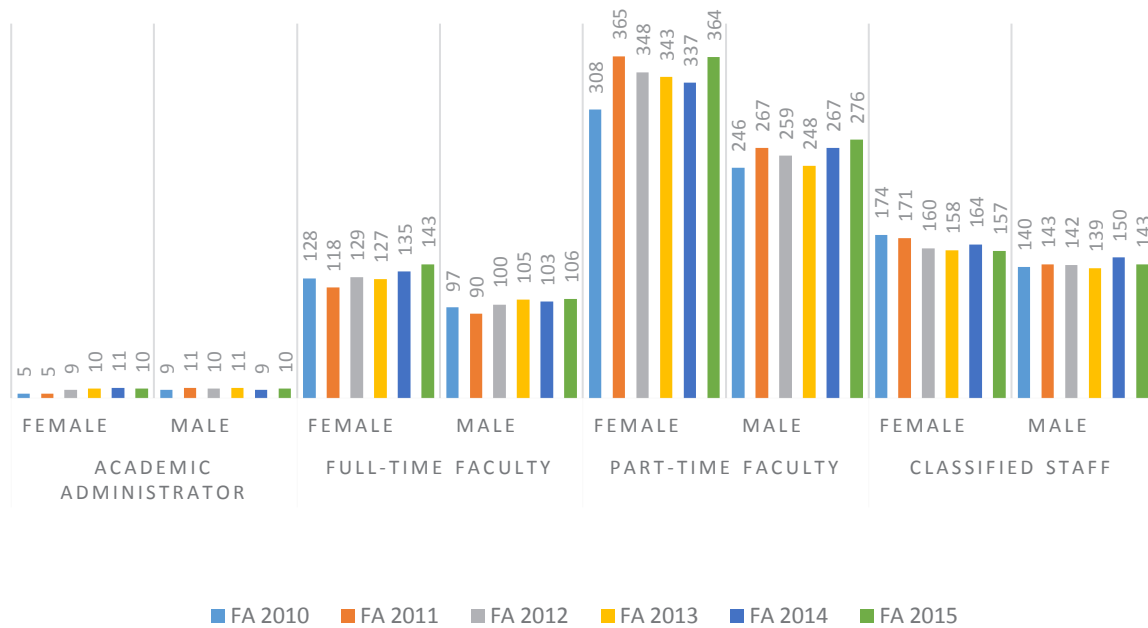
Source: California Community College Chancellor's Office (CCCCO) DataMart

Employee Demographics by Ethnicity

In terms of employee diversity with respect to ethnicity, there are a number of positive changes that have taken place. First, the increase in Hispanic/Latino academic administrators has made this employee group more reflective of the local population. Classified staff have also become increasingly diverse. Overall, Asian employees are underrepresented in comparison to the local population. The Office of Human Resources at the District has an Equal Opportunity Plan that serves as a recruiting guide to ensure fairness in recruitment and hiring practices.

SADDLEBACK COLLEGE
EMPLOYEE DIVERSITY BY ROLE AND ETHNICITY

	FA 2010 Count	FA 2010 Pct	FA 2011 Count	FA 2011 Pct	FA 2012 Count	FA 2012 Pct	FA 2013 Count	FA 2013 Pct	FA 2014 Count	FA 2014 Pct	FA 2015 Count	FA 2015 Pct
Saddleback Total	*1,107*	*100.0%*	*1,170*	*100.0%*	*1,157*	*100.0%*	*1,141*	*100.0%*	*1,176*	*100.0%*	*1,209*	*100.0%*
Academic Administrator	14	1.3%	16	1.4%	19	1.6%	21	1.8%	20	1.7%	20	1.7%
African-American		0.0%		0.0%	1	5.3%	1	4.8%	1	5.0%	1	5.0%
Asian		0.0%		0.0%		0.0%	1	4.8%	1	5.0%	1	5.0%
Hispanic	1	7.1%	1	6.3%	1	5.3%	1	4.8%	2	10.0%	5	25.0%
Unknown		0.0%		0.0%	1	5.3%	2	9.5%	3	15.0%	2	10.0%
White Non-Hispanic	13	92.9%	15	93.8%	16	84.2%	16	76.2%	13	65.0%	11	55.0%
Full-time Faculty	225	20.3%	208	17.8%	229	19.8%	232	20.3%	238	20.2%	249	20.6%
African-American	7	3.1%	4	1.9%	5	2.2%	5	2.2%	5	2.1%	6	2.4%
American Indian/Alask	3	1.3%	2	1.0%	1	0.4%	2	0.9%	2	0.8%	2	0.8%
Asian	13	5.8%	14	6.7%	16	7.0%	13	5.6%	13	5.5%	8	3.2%
Hispanic	20	8.9%	19	9.1%	22	9.6%	23	9.9%	23	9.7%	21	8.4%
Pacific Islander	1	0.4%		0.0%		0.0%		0.0%		0.0%		0.0%
Unknown	8	3.6%	13	6.3%	22	9.6%	28	12.1%	34	14.3%	29	11.6%
White Non-Hispanic	173	76.9%	156	75.0%	163	71.2%	161	69.4%	161	67.6%	183	73.5%
Part-time Faculty	554	50.0%	632	54.0%	607	52.5%	591	51.8%	604	51.4%	640	52.9%
African-American	9	1.6%	14	2.2%	14	2.3%	8	1.4%	8	1.3%	13	2.0%
American Indian/Alask	8	1.4%	9	1.4%	9	1.5%	6	1.0%	6	1.0%	8	1.3%
Asian	43	7.8%	46	7.3%	38	6.3%	42	7.1%	41	6.8%	39	6.1%
Hispanic	43	7.8%	45	7.1%	44	7.2%	42	7.1%	47	7.8%	54	8.4%
Multi-Ethnicity		0.0%		0.0%		0.0%	3	0.5%	5	0.8%	1	0.2%
Pacific Islander		0.0%	1	0.2%		0.0%	1	0.2%	1	0.2%		0.0%
Unknown	18	3.2%	46	7.3%	63	10.4%	63	10.7%	60	9.9%	51	8.0%
White Non-Hispanic	433	78.2%	471	74.5%	439	72.3%	426	72.1%	436	72.2%	474	74.1%
Classified Staff	314	28.4%	314	26.8%	302	26.1%	297	26.0%	314	26.7%	300	24.8%
African-American	13	4.1%	12	3.8%	13	4.3%	11	3.7%	12	3.8%	11	3.7%
American Indian/Alask	5	1.6%	5	1.6%	4	1.3%	4	1.3%	3	1.0%	3	1.0%
Asian	24	7.6%	24	7.6%	21	7.0%	21	7.1%	22	7.0%	11	3.7%
Hispanic	60	19.1%	61	19.4%	61	20.2%	64	21.5%	66	21.0%	68	22.7%
Unknown	18	5.7%	20	6.4%	22	7.3%	20	6.7%	23	7.3%	28	9.3%
White Non-Hispanic	194	61.8%	192	61.1%	181	59.9%	177	59.6%	188	59.9%	179	59.7%

Source: California Community College Chancellor's Office (CCCCO) DataMart
Note: Percentages are calculated by role.

With respect to employee age groups, there have been modest variations in the past six years. The demography shows a shifting age profile; whereas the largest share of administrators was once the 55-59 age group, the largest group is now 60-64. Interestingly, the College has also brought on a wide array of younger administrators across a broad spectrum of age groups. Among full and part-time faculty, age distributions have stayed the same. For classified staff, a shift in lower numbers of those aged 18-34 has been offset by a higher number of those aged 50-54.

Employee Demographics by Age and Role

SADDLEBACK COLLEGE AGE DIVERSITY OF EMPLOYEES BY ROLE

	FA 2010 Count	FA 2010 Pct	FA 2011 Count	FA 2011 Pct	FA 2012 Count	FA 2012 Pct	FA 2013 Count	FA 2013 Pct	FA 2014 Count	FA 2014 Pct	FA 2015 Count	FA 2015 Pct
Saddleback Total	1,107	100.0%	1,170	100.0%	1,157	100.0%	1,141	100.0%	1,176	100.0%	1,209	100.0%
Acad. Administrator	14	1.3%	16	1.4%	19	1.6%	21	1.8%	20	1.7%	20	1.7%
18 to 34	1	7.1%	1	6.3%		0.0%		0.0%	1	5.0%	1	5.0%
35 to 39	1	7.1%		0.0%	2	10.5%	2	9.5%	3	15.0%	3	15.0%
40 to 44	2	14.3%	3	18.8%	3	15.8%	3	14.3%		0.0%	3	15.0%
45 to 49	1	7.1%	2	12.5%	2	10.5%		0.0%	3	15.0%	3	15.0%
50 to 54		0.0%		0.0%	1	5.3%	3	14.3%	2	10.0%	2	10.0%
55 to 59	5	35.7%	3	18.8%	3	15.8%	2	9.5%	2	10.0%	2	10.0%
60 to 64		0.0%	2	12.5%	4	21.1%	6	28.6%	6	30.0%	5	25.0%
65 to 69	3	21.4%	1	6.3%	2	10.5%	3	14.3%	1	5.0%		0.0%
70+	1	7.1%	4	25.0%	2	10.5%	2	9.5%	2	10.0%	1	5.0%
Full-time Faculty	225	20.3%	208	17.8%	229	19.8%	232	20.3%	238	20.2%	249	20.6%
18 to 34	22	9.8%	19	9.1%	22	9.6%	22	9.5%	17	7.1%	22	8.8%
35 to 39	22	9.8%	23	11.1%	29	12.7%	26	11.2%	35	14.7%	34	13.7%
40 to 44	19	8.4%	26	12.5%	27	11.8%	33	14.2%	32	13.4%	30	12.0%
45 to 49	27	12.0%	25	12.0%	29	12.7%	33	14.2%	28	11.8%	32	12.9%
50 to 54	29	12.9%	33	15.9%	32	14.0%	27	11.6%	35	14.7%	34	13.7%
55 to 59	41	18.2%	37	17.8%	37	16.2%	34	14.7%	35	14.7%	32	12.9%
60 to 64	44	19.6%	30	14.4%	35	15.3%	36	15.5%	35	14.7%	36	14.5%
65 to 69	18	8.0%	14	6.7%	14	6.1%	18	7.8%	17	7.1%	23	9.2%
70+	3	1.3%	1	0.5%	4	1.7%	3	1.3%	4	1.7%	6	2.4%
Part-time Faculty	554	50.0%	632	54.0%	607	52.5%	591	51.8%	604	51.4%	640	52.9%
18 to 34	68	12.3%	88	13.9%	89	14.7%	88	14.9%	86	14.2%	93	14.5%
35 to 39	53	9.6%	60	9.5%	59	9.7%	63	10.7%	68	11.3%	71	11.1%
40 to 44	67	12.1%	87	13.8%	78	12.9%	69	11.7%	74	12.3%	76	11.9%
45 to 49	57	10.3%	62	9.8%	61	10.0%	51	8.6%	67	11.1%	72	11.3%
50 to 54	66	11.9%	63	10.0%	50	8.2%	65	11.0%	55	9.1%	68	10.6%
55 to 59	92	16.6%	89	14.1%	89	14.7%	81	13.7%	65	10.8%	66	10.3%
60 to 64	69	12.5%	87	13.8%	78	12.9%	72	12.2%	80	13.2%	82	12.8%
65 to 69	49	8.8%	52	8.2%	60	9.9%	57	9.6%	59	9.8%	60	9.4%
70+	33	6.0%	44	7.0%	43	7.1%	45	7.6%	50	8.3%	52	8.1%
Classified Staff	314	28.4%	314	26.8%	302	26.1%	297	26.0%	314	26.7%	300	24.8%
18 to 34	57	18.2%	47	15.0%	41	13.6%	39	13.1%	46	14.6%	37	12.3%
35 to 39	15	4.8%	21	6.7%	21	7.0%	27	9.1%	28	8.9%	24	8.0%
40 to 44	24	7.6%	25	8.0%	26	8.6%	29	9.8%	28	8.9%	22	7.3%
45 to 49	42	13.4%	40	12.7%	39	12.9%	31	10.4%	32	10.2%	38	12.7%
50 to 54	54	17.2%	52	16.6%	51	16.9%	57	19.2%	61	19.4%	62	20.7%
55 to 59	59	18.8%	59	18.8%	50	16.6%	53	17.8%	51	16.2%	48	16.0%
60 to 64	39	12.4%	46	14.6%	48	15.9%	34	11.4%	39	12.4%	41	13.7%
65 to 69	15	4.8%	11	3.5%	13	4.3%	14	4.7%	18	5.7%	18	6.0%
70+	9	2.9%	13	4.1%	13	4.3%	13	4.4%	11	3.5%	10	3.3%

Source: California Community College Chancellor's Office (CCCCO) DataMart
Note: Percentages are calculated by role.

Presentation of Student Achievement Data and Institution-Set Standards

Sharing of Student Achievement Data

As reflected in Standard I.B.3, the College widely and publicly provides on its website achievement outcomes on important indicators of student success. The college's Office of Planning, Research and Accreditation (OPRA) also widely presents (**In.1-01**) achievement outcomes on the College's performance on the CCCCO Scorecard for the following constituent groups:

- Consultation Council (**In.1-02**)
- Planning and Budget Steering Committee **(In.1-03)**
- SOCCCD Board of Trustees (**In.1-04**)

OPRA also maintains a website that hosts a compendium of publicly available analytical reports on achievement outcomes within the College Data and Reports microsite of the research website (**In.1-05**). These reports are not only maintained publicly, but updated annually. These reports are externally available to encourage anyone at the College to use the information provided for both short and long-term planning. Because data is disaggregated in the longitudinal cohort studies, the findings are also used to inform the SEP (**In.1-06**).

The College also widely shares and discusses information pertaining to student achievement data in the ACCJC Annual Report. OPRA then presents the ACCJC Annual Report data and encourages discussion among the following constituent groups:

- Academic Senate (**In.1-07**; **In.1-08**)
- Consultation Council (**In.1-09)**
- Planning and Budget Steering Committee **(In.1-10**)

Analyses of Student Achievement Data

The publicly available analytical reports that OPRA provides are categorized by cohort longitudinal studies (Scorecard) versus point-in-time analyses (DataMart, student information system). Both types of analytic reports are used to determine the degree to which the College continues to serve its mission. Cohort studies assess longitudinal outcomes of students starting a degree, certificate, or transfer-directed field of study and the student outcomes as they pertain to four key outcomes: student progress and achievement defined as six-year completion rates (**In.1-11**); persistence rates defined as enrollment in three consecutive primary terms (**In.1-12**); the 30 units rate defined as six-year completion rates of 30 units (**In.1-13**); and remedial completion rates defined as six-year completion rates of remedial to college-level courses as well as tracking of progression to the next level (**In.1-14**). Point-in-time studies on the OPRA website highlight other key performance indicators (KPIs), such as successful course completion and course retention (**In.1-15**). Volume/Output

studies assess trends in volume of degrees and certificates (**In.1-16**) and volume of transfers (**In.1-17**). The College also assesses the extent to which it serves its mission through demographic analyses (**In.1-18**) as well as through SEP research (**In.1-19**).

Presentation and Definition of Achievement Data and Institution-Set Standards

This section will first describe the institutional process of reviewing and integrating student achievement outcomes, institution-set standards (ISS), and goals at the College. The section will conclude with a data table containing the College's definitions of the pertinent student achievement outcomes, the ISS for these outcomes, goals, and recent performance in these areas.

Student Progress and Achievement Rate (SPAR)

The College addresses student achievement through accomplishment of its mission and Districtwide objectives as stated in its Strategic Plan. Strategic Objective 2.1 of the plan is to "Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps."

The College and District participate in identifying stretch goals (called targets at the College) for the Student Progress and Achievement Rate—also known as the six-year completion rates of degrees, certificates, or transfer-level coursework—as part of the Districtwide Planning Council annual retreat (**In.1-20**). SPAR is further defined in the data table in the following section including ISS. As part of its Strategic Plan, the College aims to increase the SPAR by 2.5 percent by the year 2020. The strategic objective is outlined such that the College will gradually increase this rate each year to hit the target by 2020. For 2014-2015, the College's goal was to hit a 58.1 percent SPAR, and it exceeded its goal by reaching a rate of 59 percent. Further data on SPAR is presented in the data table in the following section. The institution has not yet adopted ISS for the SPAR rate, but there are plans to do so through participation in activities identified in the Quality Focus Essay (QFE).

As the table below identifies, SPAR rates vary by demographic characteristics.

Saddleback College Student Progress and Achievement Rate by Gender and Ethnicity

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	2,356	58.5%	2,502	57.1%	2,674	57.1%	2,865	57.8%	2,885	59.0%
Female	1,131	59.8%	1,230	58.6%	1,303	59.3%	1,372	59.8%	1,336	60.6%
Male	1,225	57.3%	1,262	55.4%	1,350	55.0%	1,459	55.7%	1,516	57.5%
< 20 years old	2,082	60.5%	2,215	59.3%	2,345	59.4%	2,514	60.5%	2,506	60.7%
20 to 24 years old	158	43.7%	170	42.4%	196	45.9%	189	37.0%	214	48.1%
25 to 39 years old	75	40.0%	71	36.6%	73	37.0%	95	38.9%	102	44.1%
40+ years old	40	47.5%	45	40.0%	60	31.7%	67	40.3%	63	50.8%
African American	59	47.5%	57	49.1%	59	50.8%	64	48.4%	49	38.8%
American Indian/Alaska Native	13	38.5%	20	65.0%	16	31.3%	28	50.0%	Suppressed	62.5%
Asian	133	69.2%	137	68.6%	179	76.0%	159	67.3%	152	76.3%
Filipino	51	52.9%	46	52.2%	60	53.3%	69	60.9%	69	69.6%
Hispanic	367	46.6%	384	46.9%	418	46.9%	483	49.7%	643	53.5%
Pacific Islander	18	38.9%	24	45.8%	23	39.1%	20	50.0%	16	43.8%
White	1,570	61.1%	1,619	58.4%	1,609	58.3%	1,733	58.1%	1,710	59.8%

The College aims to close the achievement gap between prepared and unprepared students.

Saddleback College Student Progress and Achievement Rate

Completion Rates	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
Prepared	968	73.2%	1,043	69.7%	1,194	69.0%	1,354	69.9%	1,362	71.3%
Unprepared	1,388	48.2%	1,459	48.1%	1,480	47.6%	1,511	46.9%	1,523	48.0%

One way the College has responded is through participation in the California Acceleration Project (CAP). Participation in this project not only offers the opportunity to see improvements, but also, through its participation in CAP, the College also monitors its progress in placement and assessment in key areas, such as English and math (**In.1-31**).

OPRA has also begun a collaborative partnership with key individuals working on the Basic Skills Initiative. Thus far, the College has started "deep dives" of data on students' progress and achievement and has presented this information during the College's Professional

Development Week (**In.1-21**). This research has uncovered novel findings on course-taking patterns. These findings and others inform improvements. Additionally, the College's new Level Up Basic Skills and Student Outcomes Transformation Grant will address successful outcomes in completion rates.

Transfers

The College assesses total transfer volume through broad-based dialogue and public presentations about trends (**In.1-22**). While the College has historically presented these institution-wide transfer trends, it has recently added more educational components related to transfer trends and the external factors surrounding transferability (**In.1-23**). As illustrated in the section describing student transfer trends, transfer volume is on the rise with the most recent report showing that the College transferred 3,933 students in 2014 versus 2,236 in the year 2003. In the future, the College will create stretch goals for transfer numbers and integrate these goals into College planning activities, such as the Strategic Plan. The College has now adopted new ISS for transfers and has exceeded its set standards by 4.32 percent. The College has been focused on diversifying transfer school options for students who cannot get into the CSU or UC system and is seeing dramatic growth outside of California (refer to chart below). Thus, it is not surprising that the College has exceeded its recently adopted ISS for transfer volume.

In-State vs. Out-of-State Transfers

SADDLEBACK COLLEGE IN-STATE VS. OUT-OF-STATE TRANSFERS TO A FOUR-YEAR INSTITUION
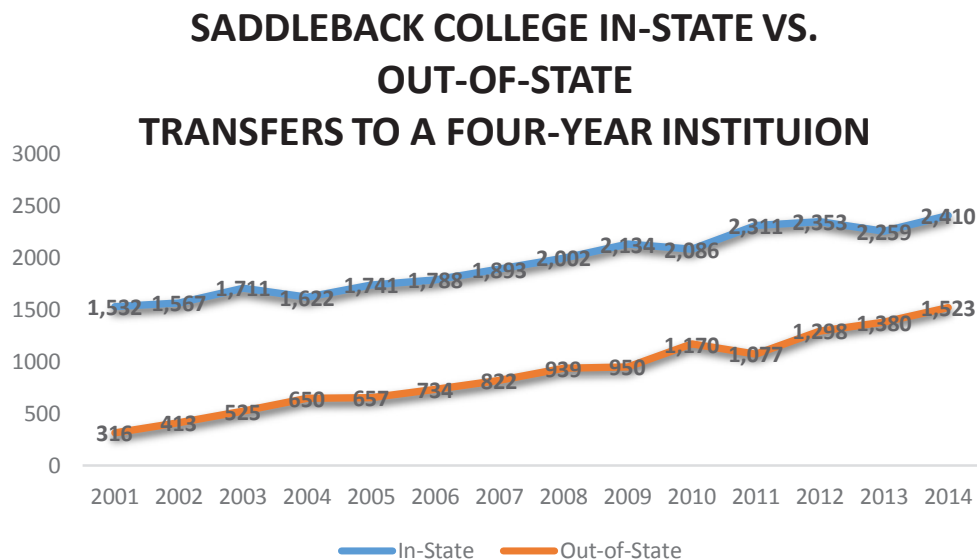

Source: SOCCCD inFORM Data Warehouse

Degrees and Certificates

Trends in the volume of degrees and certificates are examined as part of the institution's program review process (**In.1-24**). Award data are examined for year-over-year trends, and faculty are expected to reflect upon these trends as they relate to creating program-level objectives and action steps as well as resource allocation requests. The College also conducts multiyear assessments of degree and certificate output (**In.1-16**). These research reports are publicly available on the college's OPRA website. From 2006-2007 through 2009-2010 the total number of awards increased by 114 percent, an increase from 1,274 awards to 2,732. The College continues to have a steady increase in its volume of awards. The chart below shows the College's make up of awards as highlighted by the College's in-depth report (**In.1-16**).

**SADDLEBACK COLLEGE
AWARD COMPOSITION 2014-2015**
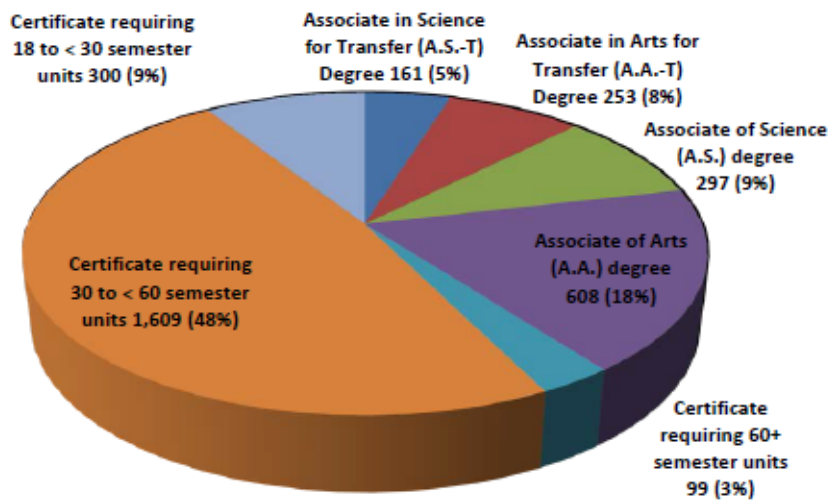
The College has conducted broad-based discussion of award data and trends through the review of ISS. The goals and ISS are further articulated, along with the definition of this achievement outcome, in the ISS table in the following section. Through activities mentioned in the QFE, the College will further integrate the ISS for degrees and certificates into the College Strategic Plan.

Successful Course Completion

Successful course completion is examined as part of the institution's program review data (**In.1-25**). Course completion is examined for six-year trends and faculty are expected to reflect upon these rates as they relate to creating objectives, action steps, and resource allocation requests. The College is currently in a process of broad-based dialogue about creating appropriate ISS for successful course completion within program review and

planning. Division deans, department chairs, and strategic planning groups have been provided with an initial approach to setting program-level standards and will be asked to critically review these standards before integrating them into program review (**In.1-26**).

The College has conducted broad-based discussion of course completion rates for the institution at large through its process of setting one-year and six-year goals via the Institutional Effectiveness Partnership Initiative (**In.1-27**). The goals and ISS are further articulated, along with the definition of this achievement outcome, in the table in the following section. The College also participates in a Collegewide review of ISS for course completion. The process of reviewing the data on ISS for Collegewide course completion has indicated a need for greater expansion of metric review as identified in the QFE.

The College's course completion rates in credit-bearing courses has been increasing over the past six years. Using the newly revised definitions of the College's recently updated ISS, the College is above the standard of 70 percent. It should be noted that ISS are applied on a rolling basis with each new fall term.

Fall Course Success Rates	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Saddleback College Overall	**74.75%**	**74.84%**	**71.31%**	**70.42%**	**71.59%**	**72.98%**
By Gender						
Declined to State	75.54%	76.03%	72.91%	68.08%	71.18%	70.47%
Female	77.56%	77.50%	73.24%	72.44%	73.61%	75.59%
Male	71.47%	71.97%	69.15%	68.31%	69.39%	70.24%
By Ethnicity						
African American	62.12%	63.25%	59.16%	58.68%	60.62%	63.15%
Asian	78.85%	79.39%	76.60%	73.79%	76.84%	77.11%
Decline to State	78.70%	77.63%	72.52%	71.55%	71.40%	69.53%
Hispanic / Latino	70.30%	70.72%	66.17%	65.36%	66.33%	66.65%
Middle Eastern	85.23%	79.49%	79.17%	76.92%	70.00%	33.33%
Mixed Ethnicity	69.60%	71.27%	68.16%	67.98%	68.88%	70.92%
Native American	67.86%	63.92%	72.43%	73.86%	66.67%	75.78%
Other Non-White	78.57%	81.05%	83.78%	80.00%	81.82%	25.00%
Pacific Islander	74.77%	73.75%	71.01%	73.87%	57.50%	65.49%
White Non-Hispanic	75.98%	76.16%	72.87%	72.14%	73.46%	74.98%
By Instructional Method						
Lecture	73.63%	74.20%	70.36%	69.52%	70.45%	71.43%
Internet/Distance Education	64.10%	67.39%	63.29%	62.84%	64.33%	69.07%
Hybrid	65.83%	67.14%	64.21%	67.79%	68.39%	69.62%
By Basic Skills Type						
Basic Skills Course	64.53%	68.68%	64.23%	63.49%	68.10%	60.54%
Not a Basic Skills Course	75.19%	75.13%	71.67%	70.80%	71.81%	74.05%

Female students are more likely than males to be successful in courses. In addition, historically underrepresented ethnic groups show a lower likelihood of course success. In-depth research (**In.1-19**) has confirmed that course completion is the greatest hurdle among the examined indicators to measure. The College has also acknowledged its lower course success in distance education (DE) courses through its new plans for online education. The basic skills course success rate is lower than success rates in college credit-bearing courses. The College's Learning Resource Center works continuously to respond to these rates and addresses them through a variety of mechanisms, such as tutoring, workshops, online instructional materials, and supplemental instruction.

Job Placement Rates for CTE Programs

The College currently enrolls over 9000 unique students in CTE courses. There has been a 13.5 percent decline in CTE enrollment over the past six years, and the College recognizes the need to dynamically innovate programs to meet labor market demands.

Enrollment in CTE Courses	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Unduplicated Student Headcount	10,628	10,757	9,909	9,417	9,140	9,185
Enrollment Count at Census	18,025	17,814	16,187	15,297	15,216	15,004
Number of Full-Time Equivalent Students	2,061.26	2,114.56	1,937.13	1,905.55	1,950.61	1,946.78

The College participates in an annual review of its performance regarding job-placement rates using ISS through the review of KPIs related to strategic planning Goal 3: "[To] advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education." At the College, with the exception of the Nursing CTE programs, job-placement rates are identified through the Perkins Core Indicator report. Job-placement rates for Nursing were identified through the California Board of Registered Nursing 2014-2015 Annual School Report (**In.1-28**). Program-specific faculty content experts reviewed the job-placement rates and had input into the job-placement rates that were accepted as program-level ISS.

The College and District created a KPI that is a stretch goal for the College's job-placement rate. This stretch goal is calculated from the percentage of CTE programs with more than 10 completers who were above the ISS for job-placement rates. As part of its annual strategic planning review process, the College found that in 8 out of 9 programs (89 percent) job-placement rates were above the ISS. At the College, ISS for job-placement rates are identified through the Perkins Core Indicator report, and the process is faculty driven.

In terms of data on job placement ISS, discussion, and training and analysis have been done by various members of the College. For example, several administrators attended the

California Community College Association of Occupational Education conference to learn about job-placement data and to receive training on LaunchBoard. The College is now assessing new tools such as EMSI (a tool for labor market analysis) and LaunchBoard (a new tool for CTE outcomes) for program review and revitalization and has increased its focus on completion rates and job placements. Refer to (**In.1-29**) for the most recent analysis of all CTE programs.

Licensure Passage Rates

The College also participates in an annual review of programs for which an examination for licensure is required. For the ISS regarding licensure-exam pass rates and job-placement rates, faculty content experts set the ISS based on dialogue within their programs. Typically, for ISS in the Health Sciences and Human Services Division related to licensure-exam pass rates, ISS were set either at or above state and national averages. These pass rates have been described in program review for years, but were first identified as formal program-level ISS in 2015. For example, Nursing utilized National Council for State Boards of Nursing licensure pass rates in 2014 for state (84 percent) and national (82 percent) level benchmarks. The Nursing program ISS was set at 90 percent, this 90 percent ISS has been a program benchmark for over a decade. Like Nursing, the Paramedic and Emergency Medical Technician programs used their accrediting or licensing agencies' state and national data to set ISS for license pass rates and employment rates (**In.1-30**).

Collegewide Institution-Set Standards

Achievement data are presented in the data tables below per the recommended reporting format of ACCJC. The first table outlines the ISS for the institution overall. The second table identifies the ISS for programs requiring an examination for licensure. The third table illustrates the ISS for job placement for CTE programs with over 10 completers.

SADDLEBACK COLLEGEWIDE INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution-Set Standard*	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Student Progress and Achievement Rate	Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2014-2015 who completed a degree, certificate, or transfer-related outcomes	N/A	59.0%	58.1%	57.8%	59.7%
Course Completion Rate*	Applies to all students: Successful course completion, grade C or better (if graded), divided by the number of students enrolled when the enrollment period ends*	71.6%	74.3%	72.92%	71.6%	71.6%
Completion of degrees and certificates combined	Unduplicated headcount of students who obtained a degree or a certificate	2,344	N/A	2,582	2,210	2,310
Completion of degrees	Unduplicated headcount of degrees (AA, AS, AST)	1,166	N/A	1,259	1,103	1,151
Completion of certificates	Unduplicated headcount of certificates of achievement, OSAs and Transfer Certificates	2,144	N/A	2,382	2,012	2,111
Transfers	Annual number of transfers to a four-year institution	3,753	N/A	3,915	3,625	3,728

Note. Based upon the new ISS created after the 2016 ACCJC Annual Report.

In its most recent year, the College is above all of the ISS it has created.

SADDLEBACK LICENSURE PROGRAM INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Licensure Exam Passage rate-Nursing	The number of student who passed the licensure examination over all who took the examination	90%	N/A	94%	96%	95%
Licensure Exam Passage rate-Paramedic	The number of student who passed the licensure examination over all who took the examination	90%	N/A	99%	99%	90%
Licensure Exam Passage rate-EMT	The number of student who passed the licensure examination over all who took the examination	60%	N/A	63%	75%	77%
Licensure Exam Passage rate-Cosmetology	The number of student who passed the licensure examination over all who took the examination	75%	N/A	76%	80%	76%
Licensure Exam Passage rate-Medical Lab Technology	The number of student who passed the licensure examination over all who took the examination	90%	N/A	100%	N/A	N/A
Licensure Exam Passage rate-Phlebotomy	The number of student who passed the licensure examination over all who took the examination	76%	N/A	93%	91%	93%

SADDLEBACK LICENSURE PROGRAM INSTITUTION-SET STANDARDS

Data Element	Definition of the measure	Institution-Set Standard	Stretch Goal	Most Recent Year's Performance	Previous Year Performance	Three-year average
Job Placement Rate*- - Administrative Medical Assistant	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	68%	62%	N/A
Job Placement Rate*- - Alcohol and Drug Studies	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	67%	63%	N/A
Job Placement Rate*- - Cinema	The number of students who are employed in the year following completion of a certificate program.	50%	N/A	50%	25%	N/A
Job Placement Rate*- - Clinical Medical Assistant	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	77%	63%	N/A
Job Placement Rate*- - Cosmetology	The number of students who are employed in the year following completion of a certificate program.	55%	N/A	67%	56%	N/A
Job Placement Rate*- - Early Childhood Teacher	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	64%	68%	N/A
Job Placement Rate*- - Horticulture	The number of students who are employed in the year following completion of a certificate program.	60%	N/A	42%	61%	N/A
Job Placement Rate*- - Paramedic	The number of students who are employed in the year following completion of a certificate program.	70%	N/A	100%	72%	N/A
Job Placement Rate*- - Registered Nurse	The number of students who are employed in the year following completion of a certificate program.	80%	N/A	82%	62%	N/A

*Set standards were based upon the Perkins Core Indicator reports for placement; the College did not complete these data for a period of three years, thus a three-year average is not applicable.

Organization of the Self-Evaluation Process

The College began preparing for the accreditation self-evaluation in spring 2015, many months prior to the scheduled visit in February 2017. Dr. Juan Avalos, vice president for student services, was the accreditation liaison officer (ALO). The Accreditation Steering Committee was co-chaired by Dr. Avalos; Dr. Bob Cosgrove, as representative of the Academic Senate; and Craig Connor, as representative of the Classified Senate/CSEA.

Actively overseeing the entire self-evaluation process, the committee has met every two weeks since spring 2015. Standard chairs were appointed, and following an in-service presentation on the process for the entire College community, committees for each Standard were constituted in spring 2015.

Throughout the entire process, measures were taken to ensure that the voices of all constituent groups were heard and that the entire College community was focused on accreditation. Below is a composition of the Accreditation Steering Committee and each of the Standard Committees.

Accreditation Self-Evaluation Steering Committee

Name	Representative Area
Tod Burnett	College President
Juan Avalos	Steering Committee Tri-Chair
Bob Cosgrove	Steering Committee Tri-Chair
Craig Connor	Steering Committee Tri-Chair
Debra Fitzsimons	District Services
Tere Fluegeman	District Services
Denice Inciong	District Services Research
Carol Hilton	Office of Administration
Kathy Werle	Office of Instruction
Kim d'Arcy	Academic Senate
Jennifer Klein	Planning and Research
Diane Pestolesi	Standard I – Co-Chair
Ken Brady	Standard I & IV – Co-Chair
Suki Fisher	Standard II – Co-Chair
Jenny Langrell	Standard II – Co-Chair
Roxanne Metz	Standard III Chair
Anthony Teng	Standard IV Co-Chair
Claire Cesareo	Content Writer
Amanda Ruud	Style Writer
Scott Greene	CSEA President
Donnie Mineo	CSEA Representative
Ashley Kinder	ASG Representative
Pedram Heidarpour	ASG Representative
Marina Aminy	Interim Dean, DE
Brett Myhren	Instructor, English - DE

Standard Committee Members - Standard One

Name	Representative Area
Diane Pestolesi	Standard I – Co-Chair; Associate Dean of Health Human Services
Ken Brady	Standard 1& IV – Co-Chair; Faculty, English
Jennifer Klein	Director, Research, Planning & Accreditation
Christina Hinkle	Director Learning Assistance Center
Kim Stankovich	Student Learning Outcomes Coordinator; Department Chair, Speech; Curriculum Lead
Heidi Ochoa	Program Review/Administrative Unit Review Coordinator; Faculty, Speech & Communication
Patricia McGinley	Nursing Faculty
Kendralyn Webber	Associate Faculty
April Boyd	Student
Estella Castillo-Garrison	Dean, Community Education, Emeritus Institute, K-12 Partnerships
Cadence Wynter	Dean, Social and Behavioral Sciences
Paula Jacobs	Counselor
Georgina Guy	Interim Dean, Transfer, Career & Special Programs
Bruce Gilman	Faculty, English

Standard Committee Members - Standard Two

Name	Representative Area
Suki Fisher	Standard II Co-Chair; Faculty, English
Jenny Langrell	Standard II Co-Chair; Librarian
Hollis Casey	Counselor
Leslie Humphrey-Quirk	Director, Community Outreach and Recruitment
Kevin O'Connor	Dean, Liberal Arts
Marina Aminy	Dean, Online Education and Learning Resources
Kim Branch-Stewart	Faculty, Health and Human Services
Ann Marie Breslin	Learning Disability Specialist, DSPS
Christina Hinkle	Director, Learning Assistance
Donna Rane-Szostak	Dean, Health and Human Services
Parya Sadeghifard	Student, Associated Student Government
Carolyn Seaman	Librarian
Maria Mayenzet	Faculty, Communication Arts
Penny Skaff	Dean, Counseling
Heidi Ochoa	Faculty, Speech Department
Jennifer Hedgecock	Faculty, English
Ardith Lynch	Transfer Center, Special Programs and DSPS
Cora Swanson	Classified Staff, Online Education and Learning Resources
Chris Alvarado	Dean, Enrollment Services
John Jaramillo	Dean, Economic Workforce Development and Business Sciences
Rei Kamio	Student, Associated Student Government
Bruce Gilman	Faculty, English
Valerie Senior	Instructional Technologist, Faculty Center for Student Success
Khaver Akhter	Senior Administrative Assistant, Liberal Arts
Rick Chan	Senior Matriculation Specialist, Matriculation
Brian Denney	Student, Associated Student Government
Janet Miller	Senior Administrative Assistant, Health Sciences and Human Services
Vivian Nguyen	Application Specialist II, Faculty Center for Student Success

Standard Committee Members - Standard Three

Name	Representative Area
Roxanne Metz	Standard III Chair/Director, Fiscal Contract Services
Catherine Arreguin	Grants Analyst
Robert Bramucci	Vice Chancellor, Technology and Learning Services
David Bugay	Vice Chancellor, Human Resources and Employer/Employee Relations
Eugene Evancoe	Faculty, Electrical Technology
Denice Inciong	District Director, Research, Planning and Data Management
Michael James	Assistant Director of Facilities
Ashley Kinder	Student
Anthony Maciel	Director, Technology Serv/Broadcast Syst, Innovation Technology Center
Jennie McCue	Director, Marketing and Communications
Bart McHenry	Dean, Fine Arts and Media Technology
Vincent Pollizzi	Faculty, Automotive Technology
Deborah Snyder	Project Specialist
Shouka Torabi	Research and Planning Analyst

Standard Committee Members - Standard Four

Name	Representative Area
Tony Teng	Standard IV Co-Chair/Dean, Advanced Technology and Applied Science
Ken Brady	Standard IV Co-Chair/Associate Faculty, English
Claire Cesareo	Department Chair, Anthropology and Ethnic Studies
Erlynne Ballo	Interim Director, Student Life
Kim D'Arcy	Learning Disability Specialist
Tere Fluegeman	Executive Director, Public and Government Affairs
Lucy Hendrix	Student
Denice Inciong	District Director, Research, Planning and Data Management
Jan Mastrangelo	Application Specialist II
Sophie Miller-Gilliland	Manager, Office of the President
John Ozurovich	Senior Director of College Facilities
Mike Sauter	Alternate Media Specialist
Blake Stephens	Department Chair, Architecture and Drafting
Dan Walsh	Department Chair, Geography and GIS

Organizational Information

Saddleback College, as part of the SOCCCD, is governed by the SOCCCD BOT. The BOT comprises seven members elected at large to four-year terms by the voters of south Orange County. A student trustee, elected by the students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The BOT is responsible for overseeing all academic programs and educational services of Saddleback College

SOCCCD Board of Trustees (as of November 8, 2016):

Timothy Jemal, President

James R. Wright, Vice President

David B. Lang, Clerk

T.J. Prendergast III, Member
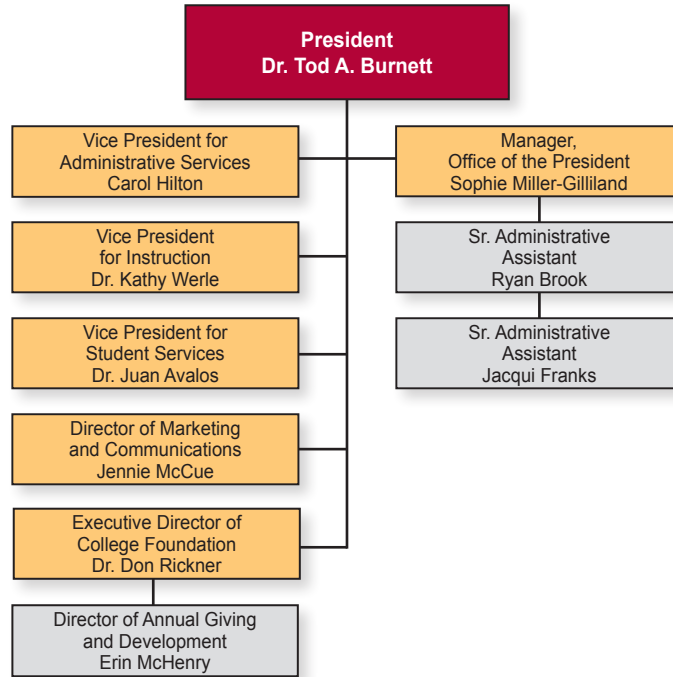
Marcia Milchiker, Member

Barbara J. Jay, Member
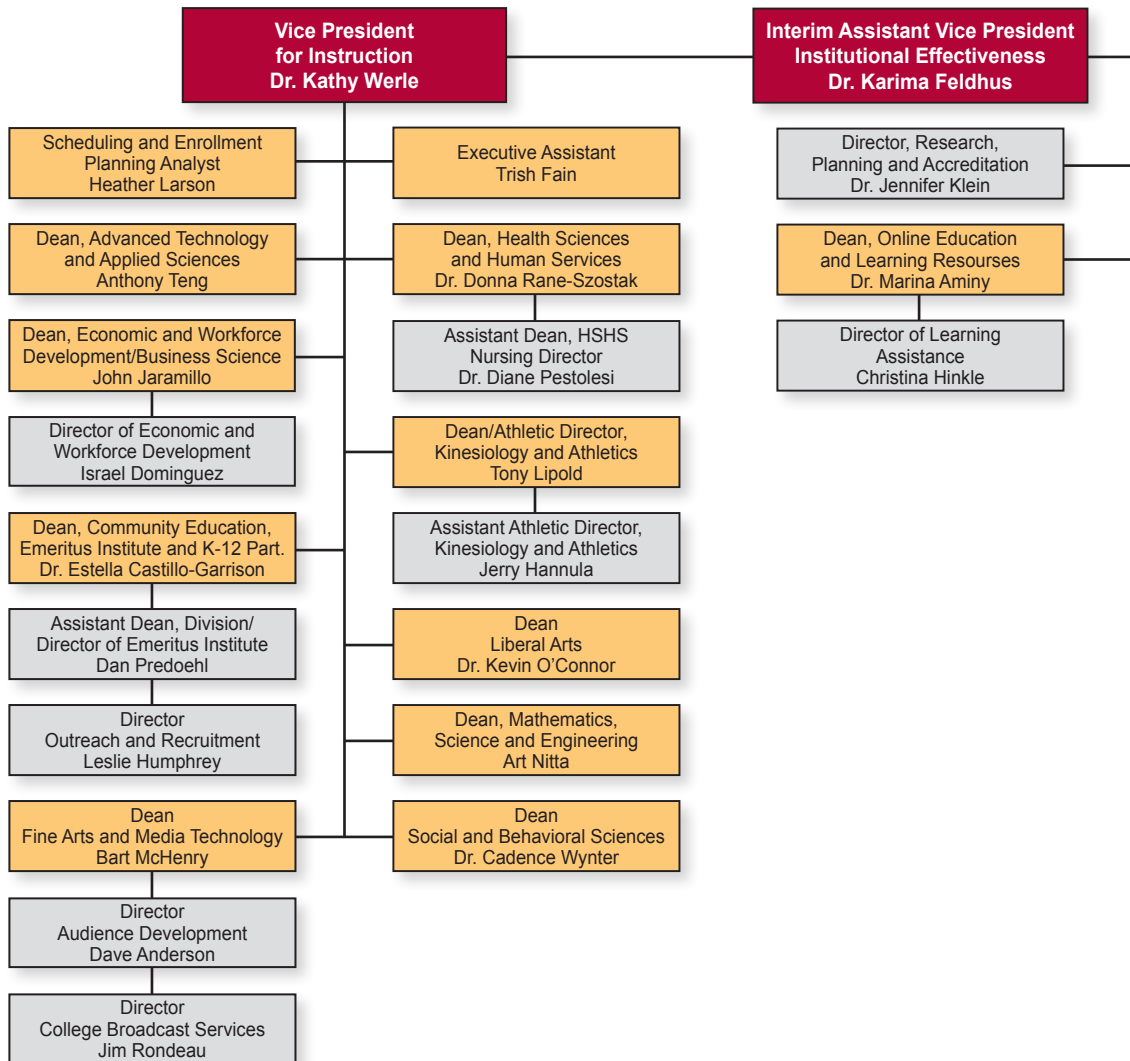
Terri Whitt, Member

Johnathan Forde, Student Member

Organizational Charts

SADDLEBACK COLLEGE
President's Organizational Chart
2016-2017

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                    President
                 Dr. Tod A. Burnett

  Vice President for              Manager,
  Administrative Services         Office of the President
  Carol Hilton                    Sophie Miller-Gilliland

  Vice President                  Sr. Administrative
  for Instruction                 Assistant
  Dr. Kathy Werle                 Ryan Brook

  Vice President for              Sr. Administrative
  Student Services                Assistant
  Dr. Juan Avalos                 Jacqui Franks

  Director of Marketing
  and Communications
  Jennie McCue

  Executive Director of
  College Foundation
  Dr. Don Rickner

  Director of Annual Giving
  and Development
  Erin McHenry
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SADDLEBACK COLLEGE
Vice President for Instruction Organizational Chart
2016-2017

**Vice President
for Instruction
Dr. Kathy Werle**

**Interim Assistant Vice President
Institutional Effectiveness
Dr. Karima Feldhus**

Scheduling and Enrollment
Planning Analyst
Heather Larson

Executive Assistant
Trish Fain

Director, Research,
Planning and Accreditation
Dr. Jennifer Klein

Dean, Advanced Technology
and Applied Sciences
Anthony Teng

Dean, Health Sciences
and Human Services
Dr. Donna Rane-Szostak

Dean, Online Education
and Learning Resourses
Dr. Marina Aminy

Dean, Economic and Workforce
Development/Business Science
John Jaramillo

Assistant Dean, HSHS
Nursing Director
Dr. Diane Pestolesi

Director of Learning
Assistance
Christina Hinkle

Director of Economic and
Workforce Development
Israel Dominguez

Dean/Athletic Director,
Kinesiology and Athletics
Tony Lipold

Dean, Community Education,
Emeritus Institute and K-12 Part.
Dr. Estella Castillo-Garrison

Assistant Athletic Director,
Kinesiology and Athletics
Jerry Hannula

Assistant Dean, Division/
Director of Emeritus Institute
Dan Predoehl

Dean
Liberal Arts
Dr. Kevin O'Connor

Director
Outreach and Recruitment
Leslie Humphrey

Dean, Mathematics,
Science and Engineering
Art Nitta

Dean
Fine Arts and Media Technology
Bart McHenry

Dean
Social and Behavioral Sciences
Dr. Cadence Wynter

Director
Audience Development
Dave Anderson

Director
College Broadcast Services
Jim Rondeau
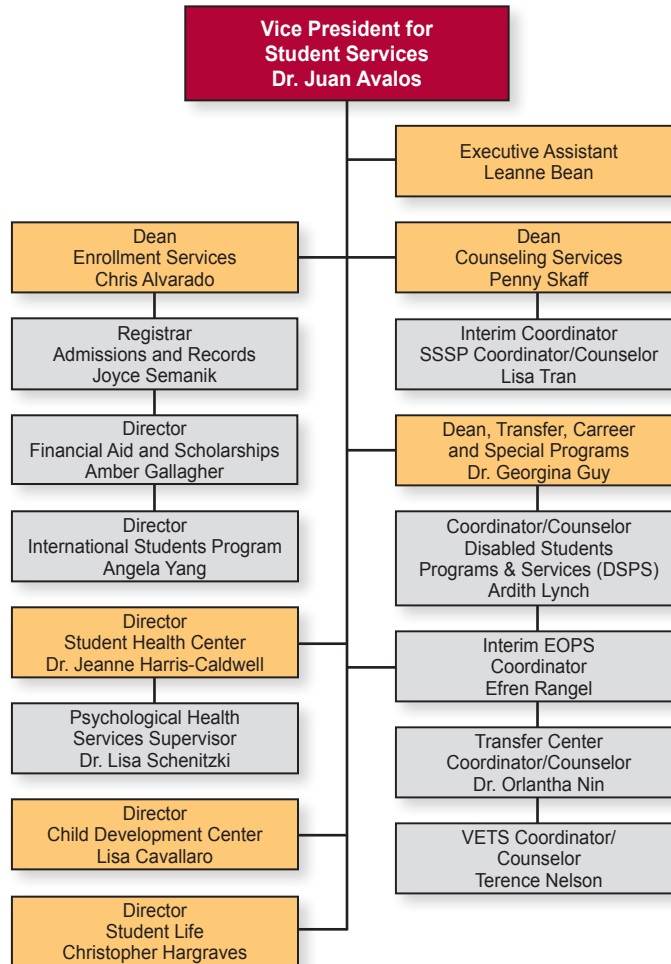
SADDLEBACK COLLEGE
Vice President for Administrative Services Organizational Chart
2016-2017

Vice President for
College Administrative Services
Carol Hilton

Accounting Officer
Kevin Dalla Batta

Sr. Administrative
Assistant
Michelle Weidenkopf

Director, Technology Services
and Broadcast Systems
Dr. Anthony Maciel

Senior Director
College Facilities
Vacant

Director
Fiscal and Contract Services
Dr. Roxanne Metz

Assistant Director
Facilities
Michael James

Student Payment and
Veterans Offices Manager
Donald Lindboe

Assistant Director, Facilities
Capital Outlay Projects
Jim Rogers

Chief of Police
Patrick Higa

Facilities Maintenance
and Energy Projects Manager
Louis Sessler

Police Operations
Lieutenant
Michael Betzler

Night Facilities
Operations Supervisor
Anthony Rodgers

SADDLEBACK COLLEGE
Vice President for Student Services Organizational Chart
2016-2017

Vice President for Student Services
Dr. Juan Avalos

Executive Assistant
Leanne Bean

Dean
Enrollment Services
Chris Alvarado

Dean
Counseling Services
Penny Skaff

Registrar
Admissions and Records
Joyce Semanik

Interim Coordinator
SSSP Coordinator/Counselor
Lisa Tran

Director
Financial Aid and Scholarships
Amber Gallagher

Dean, Transfer, Carreer
and Special Programs
Dr. Georgina Guy

Director
International Students Program
Angela Yang

Coordinator/Counselor
Disabled Students
Programs & Services (DSPS)
Ardith Lynch

Director
Student Health Center
Dr. Jeanne Harris-Caldwell

Interim EOPS
Coordinator
Efren Rangel

Psychological Health
Services Supervisor
Dr. Lisa Schenitzki

Transfer Center
Coordinator/Counselor
Dr. Orlantha Nin

Director
Child Development Center
Lisa Cavallaro

VETS Coordinator/
Counselor
Terence Nelson

Director
Student Life
Christopher Hargraves

South Orange County Community College District Function Map

South Orange County Community College District
DISTRICT-WIDE FUNCTION MAP
UPDATED 2016

NOVEMBER 2016

SOCCCD Function Map

The South Orange County Community College District's Mission Statement

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

Fulfilling this mission depends on strategic planning and effective decision making. This Function Map was developed to promote and sustain planning and effective decision making throughout the district. The South Orange County Community College District (SOCCCD) Function Map is intended to illustrate how the two colleges and the district services' offices manage the distribution of responsibility. The model used here is organized by the ACCJC Standards produced in July 2015 and by areas of processes and responsibilities for each college and District Services. For clarification, "District Services" refers to the departments within district services such as the Chancellor's Office, Board of Trustees, Public Affairs, Human Resources, Business Services (includes Facilities, Purchasing, and Fiscal Services areas), District IT, and Research and Planning. Additionally, when "District-wide" is used this term refers both the colleges and district services together as one area.

The Function Map includes indicators that depict the level and type of responsibility as follows:

- Primary: Primary responsibility indicates leadership and oversight of a given function which may include design, development, implementation and successful integration.
- Secondary: Secondary responsibility indicates support of a given function which may include feedback, input and communication to assist with successful integration.
- Shared: Shared responsibility indicates that the Colleges and District Services are equally responsible for the leadership and oversight of a given function which may include design, development, implementation, and facilitation of input, feedback and communication for successful integration.

The Function Map is a road map of the delineation of duties across the entire district. The Function Map will be reviewed on a three-year cycle and updated as necessary. It was recently updated with the new accreditation standards in 2015-2016 and reviewed by Irvine Valley College, Saddleback College, and the District Services Offices. The function map was approved by the District-wide Planning Council in September 2016.

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.	The Board of Trustees approves the district and college mission statements on an annual basis. The District-wide Planning Council (DWPC) is the district-wide participatory governance council responsible for coordination of district-wide strategic planning process which includes reviewing and providing input into the district-wide vision, mission, core values and goals. This group updates the District-wide Strategic Plan and makes recommendations to the chancellor.	The college reviews its mission statement annually to ensure that it continues to accurately reflect its educational purposes, its student population, and its commitment to student learning. The review is carried out by the Consultation Council, under the direction of the president, and involves all constituent groups on campus. Revisions are made if deemed necessary. The mission statement is then sent to the Board of Trustees for approval. The mission statement is used in the development and evaluation of instructional programs and student support services, as well as in all planning efforts, including strategic planning.	The college reviews its mission statement annually and any changes are approved by the Board of Trustees. Through the college planning and decision-making processes, governance group consultation, committee meetings, and college-wide forums, the college community effectively participates in meaningful dialogue that addresses the institution's dedication to successful and measurable student learning as reflected in the mission statement. The mission statement is a primary component in the criteria used by the college to determine and direct academic programs, student support services, cultural engagements, and community partnerships.

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.A. Mission **I.A.1.** The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.A. Mission **I.A.2.** The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.A. Mission **I.A.3.** The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.A. Mission **I.A.4.** The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality	The Vice Chancellor of Technology & Learning Services and the District Director of Research, Planning and Data Management coordinate institutional research support for the colleges, which includes facilitating and preparing state reports, producing instructional and student services reports and management and training of the inFORM data warehouse. A presentation on the CCCCO Student Success Scorecard data is made annually to the Board of Trustees, as mandated by state law. District Services conducts annual reviews of its services in order to provide data for planning in an effort to improve support services to the colleges. District services conducts annual district services Administrative Unit Reviews (DSAURs) in order to provide data for planning in an effort to improve support services to the colleges and on a district-wide basis. These DSAURs are key data elements utilized in the annual budget development for these district-wide services.	The Educational Planning and Assessment (EPA) Committee, co-chaired by the EPA coordinator and the director of planning, research, and accreditation, is responsible for overseeing the assessment of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) at the college and for Program Review (PR) and Administrative Unit Reviews (AUR). An SLO coordinator and a program review coordinator work directly with faculty and staff in SLO and AUO assessment and in program and administrative unit review. The director of planning, research, and accreditation is responsible for coordinating the planning processes on campus, including strategic planning, and for ensuring that evidence is at the center of all planning efforts. The Planning and Budget Steering Committee (PBSC), co-chaired by the	Four College Strategic Planning Committees (SPCs) meet regularly throughout the academic year, each with a specific charge focused on student success and institutional processes. The Institutional Effectiveness Committee (IEC) is responsible for reviewing the effectiveness of all committees and initiatives, and provides direct oversight and support for the coordination, implementation, and management of Student Learning Outcomes (SLO), and Student Services Outcomes (SSO). The Office of Research, Planning and Accreditation works closely with the IEC to collect and interpret data, and assist in the preparation of student learning reports for both internal and external use. The college administration is responsible for Administrative Unit Outcomes (AUO) and Administrative Unit Reviews. Oversight and

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	The Vice Chancellor of Business Services has overall responsibility for district-wide facilities planning and the fiscal health of the District. The Vice Chancellor provides leadership for several district-wide committees including Capital Improvement Committee (CIC), District Resource Allocation Committee (DRAC), Board Policies and Administration Regulation Advisory Council (BPARC), and the Basic Aid Allocation Recommendation Committee (BAARC). The Executive District Director of Facilities Planning/ Purchasing/Materials Management coordinates the Education and Facilities Master Plan process with both Colleges. The Chancellor and Board of Trustees approve the Education and Facilities Master Plan. This is the District's 20 Year Education and Facilities Master Plan 2011-2031 (Long Range Plan). Another facility related plan includes the 20 Year Facilities, Renovation, and Scheduled Maintenance Plan. The process for development	director of planning, research, and accreditation and the vice president of administrative services, oversees strategic planning, ensures that all budget decisions are fully integrated into planning, and evaluates the planning processes on an annual basis. The committee is composed of members from all constituent groups, and makes recommendations to the Consultation Council, also composed of members from all constituent groups, and the college president.	evaluation of AUOs are coordinated through the Offices of the Vice Presidents. The Academic Planning and Technology Committee ensures that distribution and use of resources, including funds, facilities, and personnel, is managed after broad consultation with representatives of all the governance groups. As needed, non-members are invited to provide information and insight to support well-founded recommendations. The Strategic Planning Oversight and Budget Development Committee is responsible for the operational management of the college's planning process and integrating planning with development of the budget in an open forum. IVC representatives who sit on district committees report back to the SPCs, as well as other campus committees, to facilitate increased collaboration between the

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	of this district-wide document will be recommended by CIC. **District-wide Strategic Planning** South Orange County Community College District's 2014-2020 Strategic Plan is the culmination of collaboration, research and planning from faculty, staff and administration representing all constituent groups district- wide. This is the district's short- range six-year plan and provides a framework for on- going planning that integrates with the colleges' planning cycles, district services planning and links resource allocation to planning. The six-year cycle is for comprehensive review and revisions and is also updated annually including the District Services Administrative Unit Reviews and surveys. This Strategic Plan 2014-2020 (short-range plan) allows and supports district-wide planning that drives resource allocation. Throughout the district-wide planning and review process, opportunities are provided to all employees at the colleges		colleges and district. Ultimately, recommendations from the four SPCs are funneled to the Strategic Planning and Accreditation Counsel (SPAC), whose broadly representative body forwards recommendations to the president for final disposition.

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	and district services for review and input through the District-wide Planning Council as the top district planning committee. Other district-wide councils and committees, college councils, faculty senates, and district and college constituent groups provide input and representation. A high level of staff interaction is maintained in order to facilitate input that is deliberate, open, transparent and collegial. The District Strategic Plan 2014-2020 serving as the short-term, six-year plan with a major review in the third year, supports and coordinates with the district's Education and Facilities Master Plan 2011- 3031 (Long-Term Plan) which identifies education and facilities needs and planning priorities through the year 2031.		

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B.1. Assuring Academic Quality and Institutional Effectiveness – Academic Quality The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality **I.B.2.** The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	Secondary	Primary	Primary
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality **I.B.3.** The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality **I.B.4.** The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B. Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness **I.B.5.** The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	Secondary	Primary	Primary
I.B. Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness **I.B.6.** The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness **I.B.7.** The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.B. Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness **I.B.8.** The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.B. Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness **I.B.9.** The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity **I.C.1.** The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.C. Institutional Integrity **I.C.2.** The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	Secondary	Primary	Primary
I.C. Institutional Integrity **I.C.3.** The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	Secondary	Primary	Primary
I.C. Institutional Integrity **I.C.4.** The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	Secondary	Primary	Primary
I.C. Institutional Integrity **I.C.5.** The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity **I.C.6.** The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.C. Institutional Integrity I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	Secondary	Primary	Primary
I.C. Institutional Integrity I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
I.C. Institutional Integrity **I.C.11.** Institutions operating in foreign locations operate in conformity with the standards and applicable commission policies for all students. Institutions must have authorization from the commission to operate in a foreign location.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity **I.C.12.** The institution agrees to comply with eligibility requirements, accreditation standards, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the commission, the institution responds to meet requirements within a time period set by the commission. It discloses information required by the commission to carry out its accrediting responsibilities. (ER 21)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity **I.C.13.** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide
I.C. Institutional Integrity **I.C.14.** The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard II: Student Learning Programs and Support Services The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.	The Board of Trustees reviews and approves all changes in college curriculum and programs, according to a timeline determined by the colleges, and based on state guidelines. The Board of Trustees approves and updates policies that address academic freedom and instructional activities, following a process that originates with the Board Policy and Administrative Regulation Council (BPARC).	The Curriculum Committee and the General Education Committee, both standing committees of the Academic Senate, are responsible for overseeing and administering the curriculum review and program development processes. The Curriculum Committee is composed of faculty representatives from each instructional area, the deans from all academic divisions on campus, and the VPI. Proposed curriculum changes are sent to the Academic Senate for approval before they are sent to the college president for review and the Board of Trustees for approval. Board-approved curriculum is then sent to the Chancellor's Office of the California Community College system. New programs and substantive changes are reported to the ACCJC as needed. The Board of Trustees ensures the academic integrity of the teaching-learning	The IVC Curriculum Committee (a standing committee of the Academic Senate) is primarily responsible for all curriculum development and is highly involved in program development. The Curriculum Committee reviews and evaluates all curriculum, and makes recommendations to the Academic Senate for approval. All Senate-approved curriculum is forwarded to the president who recommends it for approval to the Board of Trustees. All regularly-evaluated and updated programs are reviewed by the Curriculum Committee and the Academic Senate. Proposals for new programs or substantive changes are considered by the Curriculum Committee, the Academic Senate, the deans who are involved in the program, and any affected strategic planning committee,

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		process through the development of instructional board policies, including policies on academic freedom and student academic honesty. The college is responsible for implementing these policies. All instructional programs on campus engage in regular evaluation and continuous improvement through curriculum review, the annual assessment of student learning outcomes on the course and program levels, and through systematic and regular program review. Each department is responsible for documenting these processes, with oversight by the curriculum chair and the EPA coordinator. The SLO coordinator and research analysts from the Office of Planning, Research, and Accreditation (OPRA) are available to assist departments with their assessment needs. All	typically at least the Academic Planning and Technology and Budget Development and Resource Planning Committees, and the Strategic Planning and Accreditation Council, which makes its recommendation to the President. After board approval upon the recommendation of the president, the college submits new programs to the state chancellor's office for approval and the Department of Education is notified. Program substantive change notifications or new program proposals are submitted to ACCJC as appropriate. The Board of Trustees assures the academic integrity of the teaching-learning process the college implements the college implements public governing board-adopted instructional policies. All instructional programs on campus engage in regular evaluation and continuous improvement through

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		Career Technical Education (CTE) programs also meet regularly with their advisory committees to evaluate the effectiveness of their course, certificate, and degree offerings. General Education Institutional SLOs for all students completing a degree or transfer program are approved and monitored by the EPA Committee and the Academic Senate. The Online Education Program is administered by the dean of online education and learning resources in close collaboration with the Online Education Committee (OEC). The OEC is a standing committee of the Academic Senate and is composed of members from all constituent groups. The chair of the committee is a faculty member who works closely with the dean of learning resources and online education on instructional issues related to online education. Courses offered through	curriculum and program review, and the regular assessment of student learning outcomes at the course and program levels. Institutional SLOs for all students completing a degree or transfer program are approved by the Academic Senate and assessed by assessing SLOs in courses mapped to the institutional SLOs. All Career and Technical Education (CTE) programs also meet regularly with their advisory committees to evaluate the effectiveness of their course, certificate, and degree offerings. Courses offered in whole or in part using on-line instruction (any instruction not considered face-to-face) go through a separate approval process by a workgroup of the Curriculum Committee. Subsequent approval follows the same process as other curricular matters. The Vice President for Instruction (VPI) is

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		mediated instruction go through a separate curriculum approval process. The Academic Senate has an approved Program Vitality Policy that ensures that students are able to complete their education when a certificate or degree program is eliminated. The Vice President for Instruction (VPI) is responsible for the accuracy of the course catalog and class schedule.	responsible for the accuracy of the print and electronic versions of the course catalog and class schedule.
II.A. Instructional Programs **II.A.1.** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.2.** Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.			
II.A. Instructional Programs **II.A.3.** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.4.** If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.5.** The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.A. Instructional Programs **II.A.6.** The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.7.** The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.8.** The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.9.** The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.A. Instructional Programs **II.A.10.** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.11.** The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	Secondary	Primary	Primary
II.A. Instructional Programs **II.A.12.** The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)			
II.A. Instructional Programs II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	Secondary	Primary	Primary
II.A. Instructional Programs II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	Secondary	Primary	Primary
II.A. Instructional Programs II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	Secondary	Primary	Primary
II.A. Instructional Programs II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career- technical, and continuing and community education courses	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.			
II.B. Library and Learning Support Services	The Vice Chancellor of Technology & Learning Services and the District Information Technology team maintain the technology infrastructure for the colleges through the MySite portal to online services and Blackboard course management system and its attendant programs. The district also supports student learning outcomes, curriculum development and program review through software programs such as CurricUNET, inFORM, and TracDat.	The Learning Resource Center (LRC), which includes the Library and the LRC Tutoring Center, is managed by the dean of online education and learning resources. The library has six full-time librarians who coordinate the following aspects of library services: reference, circulation, acquisitions, instruction and information competency, distance learning, and systems. Student computer labs are found in the library and in other instructional buildings on campus, and are maintained by the Innovation and Technology Center (ITC). The college's course management system, Blackboard, is maintained by the district in conjunction with the College's Faculty Center for Student Success. Students can receive technical	The college provides and supports student and faculty access to books, periodicals, media, on-line reference databases and other collections. The library and learning support services conduct program reviews and AURs to assess the adequacy of holdings and their effectiveness as well as to identify needs. Resource Request forms may be submitted to the appropriate strategic planning group to request needed resources. The college supports student computer labs in the library and in other centers around the campus, and the Student Success (tutoring) Center. The district office develops and/or maintains technology programs shared by the colleges, with input from the

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		assistance in the computer labs and through Blackboard Student Services, a 24/7 service center contracted by the district, as well as through a student technical support website maintained by the Division of Online Education and Learning Resources. The LRC Tutoring Center is managed by the director of learning assistance, and, with a particular emphasis on foundational skills, offers tutorial services free of charge to students desiring help in virtually all academic subjects. The LRC Tutoring Center maintains a website with online resources in many subjects. In addition, students can receive specialized assistance in the Language Lab, Academic Reading Center, and Writing Center, all of which are operated by the Division of Liberal Arts.	colleges, to identify and prioritize needs for student learning, support services, and administrative services. The college has an active On-Line Education Task Force (OETF) and Technology Task Force.

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.B. Library and Learning Support Services **II.B.1.** The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	Secondary	Primary	Primary
II.B. Library and Learning Support Services **II.B.2.** Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	Secondary	Primary	Primary
II.B. Library and Learning Support Services **II.B.3.** The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.B. Library and Learning Support Services **II.B.4.** When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	Secondary	Primary	Primary
II.C. Student Support Services **II.C.1.** The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	Secondary	Primary	Primary
II.C. Student Support Services **II.C.2.** The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.C. Student Support Services **II.C.3.** The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	Secondary	Primary	Primary
II.C. Student Support Services **II.C.4.** Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	Secondary	Primary	Primary
II.C. Student Support Services **II.C.5.** The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	Secondary	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
II.C. Student Support Services **II.C.6.** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	Secondary	Primary	Primary
II.C. Student Support Services **II.C.7.** The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	Secondary	Primary	Primary
II.C. Student Support Services **II.C.8.** The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	Shared – District-wide	Primary – College Shared – District-wide	Primary – College Shared – District-wide

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard III: Resources The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).			
III.A. Human Resources	The Office of Human Resources assists all supervisors in the evaluation process for all employees. This area has also seen some significant changes through the use of all electronic evaluations for all employees. This new program can generate evaluation reports for each manager to review the needs of evaluations for each employee under their direction. The Vice Chancellor of Human Resources & Employer/Employee Relations is responsible for maintaining and updating bargaining unit agreements. District HR maintains all personnel records and provides oversight for issues of equity and diversity, including	The Full-Time Faculty Hiring Prioritization Committee, a standing committee of the Academic Senate composed of faculty members from each instructional area, the deans, and the VPI, forwards a prioritized list of needed positions to the college president annually. The prioritized positions are based upon identified program needs as documented in program reviews and the Strategic Plan. The president reviews the list and forwards it to the chancellor and Board of Trustees for approval. When a position is approved for hiring, the college president and the	The college identifies needed positions for full-time faculty, classified staff, and administrators as part of its annual program review and strategic planning cycle. The college has processes in place for prioritization of each type of permanent position. Full-time faculty hiring is regularly addressed in response to data-driven identification of program development, academic separations, and administrative projections. The Academic Senate and Office of Instruction, in consultation with the institutional researchers, develop a hiring priority list from resulting data, and

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	appropriate data on diversity in hiring. The District Sabbatical Committee, co-chaired by a faculty member and the Vice Chancellor of Human Resources, reviews all applications for faculty sabbatical and forwards a recommended list to the Board of Trustees. The Board of Trustees approves the number of faculty and staff hired by the colleges and sabbatical leaves for faculty. The Vice Chancellor for Business Services is responsible for oversight of employee Payroll, Benefits, and Risk Management areas which integrate with Human Resources.	Academic Senate appoint individuals to serve on the hiring committee. Requests for classified staff and managers are prioritized by the College Resource Committee (CRC) in accordance with the Strategic Plan and other considerations then forwarded to Consultation Council and the president for further discussion and approval. The college president forwards position requests to the chancellor and the Board of Trustees for approval. When a position is approved for hiring, individuals are appointed to serve on the hiring committee pursuant to the appropriate board policy. The hiring process for all positions is coordinated by the district human resources office to ensure fairness and confidentiality. The college has several ethics policies pertaining to each of the constituent groups on campus: a Faculty Code of Ethics and Professional	recommends identified faculty positions based on a three-tier formalized process: the Academic Senate makes recommendations for the first two tiers based on the proportion of a unit's faculty work load accomplished by full-time faculty contractual load. For the first tier, the units considered are schools, and for the second tier, programs as defined by units submitting program reviews. The Office of Instruction recommendations, tier 3, are based on the deans' recommendations which consider special programmatic needs not sufficiently reflected in the senate's purely numerical analysis, predictions of near-future needs, and new or projected programs that have not yet been able to accrue historical data. The compiled list is presented to the Academic Senate for approval and recommendation to the

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		Standards developed by the Academic Senate; a Code of Ethics for Classified Staff developed by their bargaining unit; a Statement of Ethics for Administrators and Managers developed by the District Leadership Team (DLT); the Law Enforcement Code of Ethics Statement developed by the Police Officers Association; and an Associated Student Government (ASG) Code of Ethics developed by the ASG Senate. Academic administrators and classified managers are responsible for the evaluation of employees under their direct supervision in accordance with the bargaining unit contracts. The college has nine scheduled days of professional development each year, as well as other opportunities available throughout the year. Professional development activities for faculty are coordinated and evaluated	College President, who forwards his recommendations to the chancellor and the Board of Trustees for approval. Approved positions are activated through collegial consultation. The Academic Senate and College President appoint individuals to serve on search committees in accordance with district hiring policies. Requests for classified hiring are forwarded through respective managers, directors and deans. The Classified Senate, in collaboration with the Office of the President, establishes a list of classified employee needs. Prioritization is determined through the four strategic planning committees who inform a specially convened Classified Hiring Priority List Development Work Group comprised of administrators, classified managers, classified staff, and faculty members. The final prioritized list for

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		by the Academic Senate appointed flexible calendar program coordinator and the Institute for Teaching and Learning, coordinated by faculty. Professional development for classified staff is coordinated and evaluated by the Classified Senate and the Staff Development Committee.	classified positions is sent to the Strategic Planning and Accreditation Committee for consensus and recommendation to the President. The college works with District Services to ensure that EEO policies are observed during all hiring processes the college administration is responsible for implementing policies regarding treatment and evaluation of employees. District Services supports the college by advertising positions, managing applications, and facilitating the screening and hiring process.
III.A. Human Resources **III.A.1.** The institution assures the integrity and quality of its programs and services by employing appropriate administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	Shared	Shared	Shared

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.A. Human Resources **III.A.2.** Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	Secondary	Primary	Primary
III.A. Human Resources **III.A.3.** Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	Shared	Shared	Shared
III.A. Human Resources **III.A.4.** Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	Primary	Secondary	Secondary
III.A. Human Resources **III.A.5.** The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
encourage improvement. Actions taken following evaluations are formal, timely, and documented.			
III.A. Human Resources **III.A.6.** The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	Shared	Shared	Shared
III.A. Human Resources **III.A.7.** The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	Shared	Shared	Shared
III.A. Human Resources **III.A.8.** An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.A. Human Resources **III.A.9.** The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	Shared	Shared	Shared
III.A. Human Resources **III.A.10.** The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	Shared	Shared	Shared
III.A. Human Resources **III.A.11.** The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	Primary	Secondary	Secondary
III.A. Human Resources **III.A.12.** Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	Primary	Secondary	Secondary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.A. Human Resources **III.A.13.** The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	Shared	Shared	Shared
III.A. Human Resources **III.A.14.** The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	Shared	Shared	Shared
III.A. Human Resources **III.A.15.** The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	Primary	N/A	N/A
III.B. Physical Resources	The Chancellor and Vice Chancellor of Business Services have overall responsibility for district-wide resource planning for facilities. Capital Improvement Committee (CIC), is a district-wide committee with participatory governance, led by the Vice Chancellor of Business Services. The district-wide Capital Improvement Committee (CIC), which consists of all fiscal officers,	The director of facilities and the Facilities, Maintenance, and Operations Department are responsible for the operations and maintenance of all physical resources at the college. Decisions regarding routine operations are made by the college president, the director of facilities, and the vice president for	The Director of Facilities and the Facilities and Maintenance Department is responsible for the operations and maintenance of all physical resources at the college. Decisions regarding routine operations are made by the Vice President for Administrative Services, the Director of Facilities and the Assistant Director

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	facilities leadership, and academic senate presidents, works in coordination with the colleges on long-term planning for facilities. In collaboration with the colleges, the Executive Director of Facilities Planning/ Purchasing/Materials Management is responsible for facilitation of the development of the District-wide Education and Facilities Master Plan 2011-2031 (Long-term Plan), the planning and administration of renovation and new construction bids and contracts, and the submission of reports to the state that result in funding eligibility of construction, renovation and scheduled maintenance. Both district-wide and college plans drive allocation of resources for capital construction, renovation, scheduled maintenance, information technology and other capital projects as outlined in BP 3110 and AR 3110. The risk manager is responsible for property and general liability programs, identification of hazards and safety issues, safety training, and maintaining all Cal-OSHA	administrative services. Long-term facilities planning is overseen by PBSC and Consultation Council through the evaluation of needs as documented in PRs and AURs, the college Strategic Plan, scheduled maintenance plans, the College Facilities Master Plan, and the SOCCCD Educational and Facilities Master Plan. College plans are reviewed and updated annually by the Facilities Committee in order to meet all building, fire, seismic, and environmental health laws and requirements. The director of facilities is responsible for rectifying any potential safety risks and hazards. The director of safety and security/chief of police and the Safety and Disaster Preparedness Committee ensure that the college complies with established safety standards. The college also has a Crime Awareness and Prevention Program to ensure and	of Facilities. The director of facilities reports all changes to inventory, room usages and square foot modifications to the Executive Director of Facilities Planning/Purchasing/ Materials Management annually. Long-term facilities planning is coordinated primarily with the Budget Development and Resource Planning Committee (BDRPC) and the Strategic Planning and Accreditation Council (SPAC) through the submission and evaluation of resource requests. The College Facilities and Education Master Plan, and state and district scheduled maintenance plans are used to record the long- term campus planning. Facilities plans are reviewed and updated annually by BDRPC, SPAC, and President's Executive Council to ensure that the College meets all building, fire, seismic, and environmental health laws

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	mandated programs. The district's contracted property and liability carrier conducts annual inspections of college facilities and presents a loss trend report at the annual Risk Action Improvement Plan meeting attended by the Risk Manager, the Vice Chancellor of Human Resources & Employer/Employee Relations, the Vice Chancellor of Business Services, the college presidents, and the college directors of facilities. Discussion revolves around worker's compensation claims and prevention, property liability, and safety training. Equipment and other assets are safeguarded through board policies and administrative regulations for asset management and inventory control, with oversight provided by the Vice Chancellor of Business Services and the Director of Facilities Planning.	maintain safety campus wide. The VPI selects offsite facilities with input from divisions to ensure the facilities are adequate and in compliance with relevant safety and security requirements. PBSC reviews all requests for funding to ensure they are in alignment with college planning initiatives before forwarding them to the Consultation Council for final recommendations.	and requirements. The director of facilities coordinates with the Executive Director of Facilities Planning/ Purchasing/Materials Management when managing major capital projects to ensure that all regulations enforced by the Division of the State Architect and public contracting code requirements are met. The Director of Facilities is responsible for rectifying any potential safety risks and hazards. The Director of Safety and Security/Police Chief and the Safety Committee ensure that the College complies with established safety standards. The college also has a Crime Awareness and Prevention Program to maintain safety campus wide. The VPI selects off-site facilities with input from any affected schools to ensure the facilities are adequate and in compliance with

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
			relevant safety and security requirements.
III.B. Physical Resources **III.B.1.** The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	Secondary – Safety Shared – Facilities	Primary – Safety Shared – Facilities	Primary – Safety Shared – Facilities
III.B. Physical Resources **III.B.2.** The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	Secondary – Safety Shared – Facilities	Primary – Safety Shared – Facilities	Primary – Safety Shared – Facilities
III.B. Physical Resources **III.B.3.** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	Shared	Shared	Shared
III.B. Physical Resources **III.B.4.** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.C. Technology Resources	The Vice Chancellor of Technology & Learning Services is responsible to lead technology and institutional effectiveness planning through the mechanisms of the: Learning Services Coordination Committee, District-wide Technology Committee, District Online Education Committee, District Institutional Research and Technology Committee, inFORM Reporting Committees, and College and District Research and Planning Committee.	The directors of Technology Services and the Innovation and Technology Center (ITC) are primarily responsible for ensuring that the college's technological needs are met, and that all systems and hardware are well-maintained. The college's Technology Plan is updated annually to address technological advancements, teaching and learning needs, and college planning initiatives. The DE Committee addresses technological needs relating to online instruction and forwards recommendations to the Director of Technology Services. The technological needs of faculty are handled by the Faculty Center for Student Success and the ITC. Student technological assistance is available in the various computer labs on campus and through Blackboard Support Services, available 24/7.	The Director of Technology Services, in collaboration with the entire college community, identifies technology needs through systematic review of current services. The Technology Advisory Task Force (TATF) and the On-Line Education Task Force (OETF) assess identified campus needs and plan accordingly. The intent is to ensure that the technology is integrated with instruction and student services to support student success. This has resulted in the college developing and implementing its own IVC Technology Master Plan. All of the technology support needs of faculty, staff, and administration are handled by the campus Technology Services Department. Blackboard 24/7 support center provides Blackboard classroom support for both faculty and students.

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.C. Technology Resources **III.C.1.** Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	Shared	Shared	Shared
III.C. Technology Resources **III.C.2.** The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	Shared	Shared	Shared
III.C. Technology Resources **III.C.3.** The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	Shared	Shared	Shared
III.C. Technology Resources **III.C.4.** The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	Shared	Shared	Shared
III.C. Technology Resources **III.C.5.** The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.D. Financial Resources - Planning	Budget Development Guidelines are approved by the Board of Trustees, as well as financial, human resources, and facility resources related board policies. The Board of Trustees approves the Tentative and Final Budgets for the SOCCCD. The Chancellor and the Vice Chancellor of Business Services are responsible for determining the amount of District resources available to the Colleges' operating budgets. The Vice Chancellor of Business Services chairs the District Resources Allocation Committee (DRAC). DRAC includes members from all constituent groups at the colleges, and its purpose is to develop the methods and procedures used for the allocation of available unrestricted general fund resources consistent with Board adopted budget guidelines. BP 3110 Basic Aid Allocation and AR 3110 outline the basic aid allocation process. The Vice Chancellor of Business Services is the primary financial officer for the district, with responsibility for and oversight	The vice president for administrative services oversees all financial planning and budget development at the college. PBSC guides the strategic planning process and the implementation of the Strategic Plan. All new expenditure recommendations go through this body to ensure that all requests for expenditures are in compliance with the strategic planning process before they are forwarded to the Consultation Council, which makes final recommendations to the college president. Both PBSC and the Consultation Council include representatives of all college constituent groups, and both are recommending bodies. Final decisions and accountability rest with the college president.	The Budget Development and Resource Planning Committee (BDRPC) is charged with oversight and the annual, systematic evaluation of planning and budget development processes as well as reviewing the evaluations of the stated outcomes. Resource allocation planning is based on input from program reviews, AURs, and a variety of other sources of information concerning college functions and efforts to improve institutional operations and deliver services to promote student success. All members of the college community are represented on the committee and participate in the decision-making process regarding the allocation of resources in accordance with the Strategic Plan. Funds within the college are allocated according to the Strategic Planning and Budget Development Process,

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	of the district's fiscal health, financial audits, internal controls, and financial reporting. Facilities planning, purchasing, and construction, including oversight of the District-wide EFMP (Long-Term Plan), 5 Year Construction Plan, and 20 Year Facilities, Renovation, and Scheduled Maintenance Plans are also part of the vice chancellor's overall leadership and committee chair responsibilities. The committees are open, inclusive, and participatory governance in nature. The Vice Chancellor of Business Services reviews and approves all contractual agreements which are ratified and/or approved by the Board of Trustees, depending on dollar value. The District Services Planning Committee is responsible for reviewing district services administrative unit reviews and integrating district services planning to budget.		which provides a means for setting priorities for funding institutional improvement. The Comprehensive Program Review Process is designed to integrate College and Departmental Goals and planning objectives, including those related to student learning outcomes, to the Strategic Planning and Budget Development Process. In order to integrate financial planning with institutional planning, the four Strategic Planning Committees prioritize requests for resources aligned with the Mission Statement and College Goals. A five-year assessment of resources is required (where appropriate) for each resource request which projects future needs and spending, and allows the institution to establish priorities among competing needs in such a manner that future funding requirements can be predictable and in line with

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
			revenue projections. Recommendations from the four SPCs are compiled for consideration by SPAC, which forwards its recommendations to the President, who, often after consultation with the president's Executive Council, makes final funding decisions. The college maintains adequate reserves for contingencies and sound financial management practices in order to ensure fiscal stability.
III.D. Financial Resources - Planning **III.D.1.** Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	Primary – District-wide Primary – District Services Secondary - College	Primary	
III.D. Financial Resources - Planning **III.D.2.** The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and	Primary – District-wide Secondary - College	Primary	Primary

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.			
III.D. Financial Resources - Planning III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	Primary – District-wide Secondary - College	Primary	Primary
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	Primary – District-wide Secondary - College	Primary	Primary
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	Shared	Shared	Shared
III.D. Financial Resources – Fiscal Responsibility and Stability III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.D. Financial Resources – Liabilities **III.D.11.** The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	Shared	Shared	Shared
III.D. Financial Resources – Liabilities **III.D.12.** The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	Shared	Shared	Shared
III.D. Financial Resources – Liabilities **III.D.13.** On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	Shared	Shared	Shared
III.D. Financial Resources – Liabilities **III.D.14.** All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
III.D. Financial Resources – Liabilities **III.D.15.** The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	Shared	Shared	Shared
III.D. Financial Resources – Contractual Agreements **III.D.16.** Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
Standard IV: Leadership and Governance The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.	The Chancellor is the Chief Administrative Officer of the district, and is granted full authority and responsibility by the Board of Trustees for the proper conduct of the business and educational programs and services of the district. The chancellor is responsible for the overall effectiveness of 15 standing district-wide committees and other various task forces that are inclusive of all constituent groups at both colleges and district services. The chancellor serves as the secretary of the Board of Trustees, and is responsible for keeping the board apprised of all accreditation activities. District-wide processes have been established to provide for effective participation of faculty, staff, management, and students. On a district-wide basis, there is a well-defined and open committee structure, as documented in the SOCCCD Planning and Decision Making Manual, providing numerous opportunities for individuals in each constituent group to participate in the governance	The president is the chief executive officer of the college, and is granted authority and responsibility by the chancellor and the Board of Trustees for planning and for the development of participatory processes at the college. College processes have been established to provide for the effective participation of faculty, staff, management, and students. The college has an open and well-defined committee structure, as documented in our 2016- 2017 Governance and Organization Manual, which provides numerous opportunities for individuals in each constituent group to participate in the governance process. The Academic Senate, Classified Senate, classified managers, academic administrators, and Associated Student Government have procedures in place to	The President is the Chief Executive Officer of the college, and is granted authority and responsibility by the chancellor and the Board of Trustees for planning and for the development of participatory processes at the college. College processes have been established to provide for the effective participation of faculty, staff, management, and students. The college has an open and well-defined committee structure, as documented in our regularly revised and updated Planning and Decision Making Manual, which provides numerous opportunities for individuals in each constituent group to participate in the governance process. The Academic Senate, Classified Senate, management, and Associated Student Government have procedures in place to select their representatives

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	process. The Chancellor's Council is composed of members from participatory governance groups and provides input to the chancellor on a variety of matters. The District-wide Planning Council, a participatory governance strategic planning group, is a permanent council responsible for the coordination and integration of strategic planning district-wide. The Vice Chancellor of Business Services is responsible for maintaining Board policies which describe the role and scope of authority of faculty and staff within the decision- making process. Board policies govern the allocation of resources district-wide and participatory governance committees share in the decision making for allocation of all resources through various district-wide committees.	select their representatives to serve on campus committees and decision- making bodies. The Consultation Council, composed of members from all constituent groups, is responsible for making recommendations to the college president in alignment with the Strategic Plan and other planning documents. The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through college practices. The college relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI. Program	to serve on campus committees and decision- making bodies. The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through college policies and practices. SPAC, composed of members from all constituent groups, is responsible for making recommendations to the College President in alignment with the Strategic Plan and other planning documents. The College relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI. Program Review and

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
		Review and SLO assessment are also faculty-driven processes coordinated by the EPA Committee. The accreditation self-evaluation report is a collaborative process involving all constituent groups. Currently, the VPSS serves as the Accreditation Liaison Officer, and the Accreditation Steering Committee is co-chaired by the VPSS, an Academic Senate appointee, and a Classified Senate appointee.	SLO assessment are faculty-driven processes, coordinated by the Institutional Effectiveness Committee (one of four college strategic planning committees) and the SLO Task Force, respectively. The accreditation self-evaluation process is a collaborative process using workgroups with broad representation of all college constituent groups, co-chaired by members of the faculty and management. The VPI is the ALO.
IV.A. - Decision-Making Roles and Processes **IV.A.1.** Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.A. - Decision-Making Roles and Processes **IV.A.2.** The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	Shared	Shared	Shared
IV.A. - Decision-Making Roles and Processes **IV.A.3.** Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantive voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	Shared	Shared	Shared
IV.A. - Decision-Making Roles and Processes **IV.A.4.** Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	Secondary	Primary	Primary
IV.A. - Decision-Making Roles and Processes **IV.A.5.** Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	Shared	Shared	Shared

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Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.A. - Decision-Making Roles and Processes **IV.A.6.** The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	Shared	Shared	Shared
IV.A. - Decision-Making Roles and Processes **IV.A.7.** Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	Shared	Shared	Shared
IV.B. - Chief Executive Officer **IV.B.1.** The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	Primary – District-wide Secondary – College	Primary	Primary
IV.B. - Chief Executive Officer **IV.B.2.** The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	Primary – District-wide Secondary – College	Primary	Primary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.B. - Chief Executive Officer **IV.B.3.** Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: ☐ establishing a collegial process that sets values, goals, and priorities; ☐ ensuring the college sets institutional performance standards for student achievement; ☐ ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ☐ ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ☐ ensuring that the allocation of resources supports and improves learning and achievement; and ☐ establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	Primary – District-wide Secondary – College	Primary	Primary
IV.B. - Chief Executive Officer **IV.B.4.** The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	Primary – District-wide Primary – District Services Secondary – College	Primary	Primary
IV.B. - Chief Executive Officer **IV.B.5.** The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	Primary – District-wide Primary – District Services Secondary – College	Primary	Primary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.B. - Chief Executive Officer **IV.B.6.** The CEO works and communicates effectively with the communities served by the institution.	Primary – District-wide Secondary – College	Primary	Primary
IV.C. - Governing Board	The Board of Trustees, with the assistance of the chancellor, is responsible for the adoption, deletion, and modification of all board policies. BPARC, which includes representatives from all constituent groups at the district and both colleges, is responsible for regularly evaluating board policies and drafting recommended changes to the policies and their associated administrative regulations. These are then forwarded to the chancellor and the board for review, revision, and approval. The Director of Public Affairs and Government Relations in the Chancellor's Office maintains a district website which includes all approved board policies, administrative regulations, and other pertinent district and Board of Trustees information. This includes a policy on the hiring and evaluation of the Chief Executive Officer at the colleges and the district. In	The president is the Chief Executive Officer of the college responsible for implementing the college's Strategic Plan and district policies, as well as state statutes and regulations. The president reports to, assists, and supports the chancellor. The president's administrative organization is the established authority on campus and the college president is the final authority at the college level. In this role, the president oversees all operations at the college, provides leadership to the college processes in regards to planning, decision-making, and evaluation, ensuring that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the college budget and tying resource	The president is the Chief Executive Officer of the college responsible for implementing the College's Strategic Plan and District policies, as well as state statutes and regulations. The president reports to, assists, and supports the chancellor. The president's administrative organization is the established authority on campus and the college president is the final authority at the college level. In this role, the president oversees all operations at the college, provides leadership in regard to planning, decision-making, and evaluation, making sure that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the college budget and tying resource

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	accordance with this policy, the chancellor is responsible for recommending the selection of the college presidents, and for the supervision and evaluation of the college presidents. The Board of Trustees is responsible for maintaining the financial stability of the district. The board reviews and approves the district budget and the college budgets in accordance with its financial philosophy and accompanying guidelines. The Board of Trustees is responsible for ensuring the education quality of the colleges. The board reviews and approves all curriculums, approves all hiring, and develops policies consistent with the mission statements of the colleges and district. The Board of Trustees hires the Chief Executive Officer of the district. The chancellor is responsible for determining and clearly defining the role of the district office in relation to the operation of the colleges, and is responsible for ensuring the effective operation of the colleges through district	allocation to planning. The president is also responsible for community and public relations. He works and communicates with the communities served by the college in a variety of ways, such as through student outreach, marketing, the college foundation, and external relationships developed by academic programs.	allocation to planning. The president is also responsible for community and public relations. He works and communicates with the communities served by the college in a variety of ways, such as through student outreach, marketing, college foundation, and external relationships developed by academic programs.

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	support. The chancellor is responsible for working directly with the Board of Trustees, and for communicating the needs of the colleges to the board and to offices within District Services. The chancellor is also responsible for keeping the Board of Trustees informed about the accreditation process. The chancellor has the overall responsibility for the functions and services that the District Services departments provide for the colleges. The executive offices within District Services are the: Office of the Chancellor and Trustee Services; Office of the Vice Chancellor of Business Services; Office of the Vice Chancellor of Technology & Learning Services; and Office of the Vice Chancellor of Human Resources & Employer /Employee Relations. District Services include accounting, benefits, employee relations, facilities planning, fiscal services, human resources, information technology, institutional research and planning, legal, payroll, public affairs and government relations,		

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
	purchasing, risk management, and warehouse/mailroom. The chancellor is responsible for the evaluation of District Services and the communication of results. The Board of Trustees maintains a board policy for a code of ethics that includes a policy for dealing with behavior that violates the code. The Board of Trustees completes a cycle of routine self-evaluations to assess board performance, which is clearly defined, implemented and part of published board policies.		
IV.C. - Governing Board **IV.C.1.** The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.2.** The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	Primary	Secondary	Secondary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.C. - Governing Board **IV.C.3.** The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.4.** The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.5.** The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.6.** The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.7.** The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	Primary	Secondary	Secondary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.C. - Governing Board **IV.C.8.** To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	Shared	Shared	Shared
IV.C. - Governing Board **IV.C.9.** The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.10.** Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.11.** The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are	Primary	Secondary	Secondary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)			
IV.C. - Governing Board **IV.C.12.** The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	Primary	Secondary	Secondary
IV.C. - Governing Board **IV.C.13.** The governing board is informed about the eligibility requirements, the accreditation standards, commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	Shared	Shared	Shared
IV.D. - Multi-College Districts or Systems **IV.D.1.** In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	Primary	Secondary	Secondary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.D. - Multi-College Districts or Systems **IV.D.2.** The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	Primary	Secondary	Secondary
IV.D. - Multi-College Districts or Systems **IV.D.3.** The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	Primary	Secondary	Secondary
IV.D. - Multi-College Districts or Systems **IV.D.4.** The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	Primary	Secondary	Secondary

SOCCCD Function Map

Standard	District Services Processes/Responsibilities	Saddleback Processes/Responsibilities	Irvine Valley Processes/Responsibilities
IV.D. - Multi-College Districts or Systems **IV.D.5.** District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	Primary	Secondary	Secondary
IV.D. - Multi-College Districts or Systems **IV.D.6.** Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	Primary	Secondary	Secondary
IV.D. - Multi-College Districts or Systems **IV.D.7.** The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	Primary	Secondary	Secondary

Certification of Continued Institutional Compliance with Eligibility Requirements

1.   Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

The College operates as a public, two-year community college and awards degrees under Education Code Section 70900-10901 (ER 1-01) by the authority of the Board of Governors of the California Community Colleges. Locally governed by an elected BOT, the College is authorized to operate (ER 1-02) as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

2.   Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College has operated continuously since it was established in 1967. Student enrollment declined from 27,057 students in fall 2010 to 25,138 in fall 2014 as a result of the Great Recession in late 2008 (ER 2-01). In 2015, the institution had 5,388 total awards. Institutional data show a dramatic increase in the number of certificates awarded between 2012 and 2014 (ER 2-02). Degrees awarded over the last six years have also increased with 1,222 degrees awarded in 2009-2010, and 1,423 total degrees awarded in 2015-2016. The College maintains a class schedule (ER 2-03). The College recently submitted a Substantive Change Proposal to add new programs, new locations, and new DE programs (ER 2-04).

3.   Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers 112 Associate in Arts degrees, 92 Associate in Science degrees, 89 certificates of achievement, 3 certificates of completion, and 26 occupational skills awards for a total of 322 degrees and certificates. The College maintains a list of degrees and the length of study required to complete each program (ER 3-01). The Associate in Arts degree and Associate in Science involve satisfactory completion of a minimum of 60 semester units, including those required in each area of emphasis, with a "C" average or higher, and the fulfillment of either the College general education (GE) requirements (ER 3-02), CSU GE, or Intersegmental General Education Transfer Curriculum. The College maintains an inventory of the catalog designation of college-level courses for which degree credit is granted. The

Associate Degree for Transfer requires a minimum of 60 CSU-transferable semester units with an overall average grade of "C" or higher; 12 of these units must be completed at the College. Students enrolled full time could complete the requirements in two academic years. Trends on enrollment in each degree program and nondegree program are available (ER 3-03). The data illustrate that in 2015-2016 there were total of 164,419 enrollments with 39,771 unique students; whereas in 2013-2014, there were 164,107 student enrollments with 39,817 unique students in credit and noncredit courses combined.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Governing Board of SOCCCD announced the appointment of Dr. Tod A. Burnett (ER 4-01) as president of Saddleback College on June 24, 2008. He assumed his position in August 2008. The College is aware of its responsibility to immediately notify ACCJC when there is a change in the CEO. Authority to operate the College and implement the College's District policies through the role of the CEO is reflected in Board Policy 2101 (ER 4-02).

5. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The College reviews its past, current, and proposed budgets (ER 5-01). Annual external financial audits by a certified public accountant are conducted on the SOCCCD. The College is not audited as a separate entity (ER 5-02; ER 5-03; ER 5-04). This audit includes an audit of the District's financial aid programs. The Governing Board reviews these reports in a regularly scheduled meeting during public sessions (ER 5-05), and the combined District/Foundation Audit Committee reviews the audit reports to identify any needed actions (ER 5-06). The District files audit reports with the Orange County Department of Education and any other required public agencies. The most recent audit took place during the 2014-2015 academic year. There were no findings in 2014-2015 as a result of the audit.

The College default rates fall within the acceptable range (ER 5-07). The College's three-year cohort default rates are well below 20 percent. The 2011 three-year cohort default rate was 12.7 percent, the 2012 cohort default was 11.1 percent, and the 2013 cohort default rate is 10.8 percent.

Additional information regarding the College's compliance with Title IV federal regulations can be found in the College's response to the "Policy on Institutional Compliance with Title IV."

Certification of Continued Compliance with Commission Policies

1. Public Notification of an Evaluation Team Visit and Third Party Comment

The College complied with ACCJC's *Policy on Right and Responsibilities of the Commission and Member Institutions*. Accreditation activities are organized through the College's Accreditation Steering Committee who report back to the tri-chairs of the committee and the college president. The ALO, who is one of the tri-chairs on the College's Steering Committee, is the primary communicator for the College and is the contact for correspondence with ACCJC.

The College voluntarily complies with the ACCJC Standards in order to ensure student learning, effectiveness of the institution, and continuous evaluation. The College maintains a current website dedicated to accreditation, which houses both current and archived accreditation reports (CP 1-01) as well as documentation of correspondence with ACCJC. The College has documentation of timely compliance with ACCJC requests and recommendations. The College's process in compiling the self-evaluation was thoroughly inclusive of all constituent groups, including faculty, staff, administrators and managers (CP 1-02). Beginning in fall 2016, well in advance of its final draft, the College's accreditation team put forward drafts to solicit feedback (CP 1-03). To date, the accreditation reviewing website (CP 1-04) has had over 300 unique visitors and 50 qualitative comments.

2. Standards and Performance with Respect to Student Achievement

The institution has defined elements of student achievement. The College identifies and analyzes student progress and achievement, defined as six-year completion rates (CP 2-01); persistence rates defined as enrollment in three consecutive primary terms (CP 2-02); the 30 units rate, defined as six-year completion rates of 30 units (CP 2-03); and the remedial completion rate, defined as six-year completion rates of remedial to college-level courses (CP 2-04). The College identifies, analyzes, and defines performance indicators for successful course completion and course retention (CP 2-05), degrees and certificates (CP 2-06),

and transfers (CP 2-07). The College also assesses the extent to which it serves its mission through demographic analyses (CP 2-08) as well as through SEP research (CP 2-09).

Through its program review process (CP 2-10), the institution has defined elements of student achievement performance in each program, and is in the process of measuring performance within each defined element through its process of creating ISS (CP 2-11). The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers as identified in the data tables in the section on student achievement and ISS.

The ISS across the institution are going through a more rigorous process to guide self-evaluation and institutional improvement. The beginning of these discussions occurred through the College's Planning and Budget Steering Committee and culminated in the College's Institutional Effectiveness Partnership Initiative Annual Report (CP 2-12) as well as Collegewide through the Student Success Metrics Summit (CP 2-13).

Institution-set results are reported regularly across the campus and discussed among constituent groups. The College also analyzes and publicly discusses a holistic picture of its performance against targets (CP 2-14) for institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocate resources, and to make improvements. The planning teams are also expected to provide midterm updates to ensure appropriate tracking toward goals and objectives (CP 2-15).

As outlined in the QFE, the defined data elements and expected performance levels through creation of ISS, as well as goals, are going through a review process to create greater relevance and meaningful integration of goals and standards into the College culture.

3. Credits, Program Length, and Tuition

Through the curriculum review process, programs are designed to meet the academic standards and rigor appropriate for higher education. Program quality is maintained through regular program review. The Program and Course Approval Handbook (PCAH) is the state-sanctioned handbook for curriculum development (CP 3-01; CP 3-02). This handbook guides the development of new and revised programs and courses, including the assignment of credit hour and degree program length. Units of credit are awarded based on the Carnegie Unit, in which 18 hours of standard lecture and 36 hours of outside work equal 1 unit of credit. The basis for awarding credit is tied to each course's methods of evaluation.

Through its rigorous curriculum approval process during which Course Outlines of Record are scrutinized carefully to ensure compliance with accepted state standards, the College ensures that, at the course level, its credits are consistent with accepted norms of higher education. Course outlines are revised and updated regularly in accordance with established state standards of scheduled review. Transferable courses are developed in compliance with guidelines established by the CSU and UC systems to ensure articulation (CP 3-03; CP 3-04).

Tuition is consistent across degree programs ($46/unit), excluding all noncredit programs. Degree completion requires completion of a minimum of 60 semester units and a minimum of 18 units in a discipline or specialization (CP 3-05).

As specified by the PCAH 6th Edition, which was created by the Academic Affairs Division of the State Chancellor's Office, the College follows federal standards for clock-to-credit hour conversion in the awarding of credit. This handbook states that the "standard formula for credit hour calculations applies to the majority of courses and course types and is derived

from the regulations in Title 5, Section 55002.5, which requires colleges "to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours."

4. Transfer Policies

A detailed outline of the various transfer policies, including articulation and transfer patterns (pages 132-139), can be found in the College Catalog (pages 36-49). Policies are also made available to students through MAP, the Student Handbook, counseling classes, and the Transfer Center. All of these mediums provide students with the information they need to create an academic plan (CP 4-01; CP 4-02).

Policy information includes transfer policies and planning tools, GE patterns, articulation agreements, the Associates Degree for Transfer, the Teacher Preparation Program, and the Honors Program. In addition, these mediums inform students of the Transfer Admission Guarantee program, which provides guaranteed admission to six UC campuses for those California community college students who meet specific requirements. Students are also informed of the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation. In addition, the College Catalog provides a means of determining the comparability of courses taken at other California public colleges and universities.

To determine the College's articulation compliance for each institution, the College regularly reviews the articulation policies of the UC and CSU systems, as well as private and out-of-state colleges and universities. Often, private universities in California and out-of-state colleges present special articulation questions. In these cases, the Counseling Division and the Articulation Office coordinate inquiries and, as needed, will request information and clarification from division and departmental discipline experts.

Students can access the College's articulation agreements with the UC and CSU systems. For information regarding institutions with which the College has no articulation agreement, students can consult the ASSIST database (CP 4-03). The College homepage and the Transfer Center website both provide links to the ASSIST website. The College also provides direct counseling to students on these policies and agreements in the Transfer Center and in Counseling Services (CP 4-04; CP 4-05).

5. Distance Education and Correspondence Education

The College has rigorous curriculum review and program review processes, which apply to all courses and programs and do not differentiate significantly between face-to-face and online course modalities. For example, there is no distinction between the competency levels determined for online versus face-to-face courses. Similarly, the processes for establishing and evaluating courses and programs, including the determination of appropriate credit and

articulation agreements, are the same for both modalities. Moreover, Carnegie Units, a standard metric used nationwide, are awarded in the same way for online courses and face-to-face courses. The College also revised the process for approving DE courses in the Curriculum Committee in 2015-2016 in response to requests from faculty and administrators for an updated, streamlined process. The College's new curriculum review process includes the use of an Online Addendum Form that is reviewed by at least two faculty members for approval of individual courses. During this process, faculty review and approve these forms in a sub-group of the Online Education Committee. Once the course is approved, the division dean has the right of assignment and makes individual decisions about assigning faculty to teach those approved courses.

Several steps maintain the quality of online courses and online instruction. First, a subcommittee of the Curriculum Committee uses a separate approval process to ensure that the quality of online courses is consistent with that of face-to-face courses. The subcommittee also determines whether the intended methodology for the proposed online course is appropriate to the topic. The DE Course Addendum confirms that faculty create assignments and grading strategies suited to an online environment. Through its representation on the Board Policy and Administrative Regulation Advisory Council (BPARAC) and the Distance and Online Education Committee, the College supported the revision of AR 6112, an Administrative Regulation that addresses the following: definitions of a DE course, the role of the College's Curriculum Committee in approving DE courses, instructor contact, regular effective contact, notification of availability for faculty, and content delivery and accessibility. AR 6112 is currently under review in BPARAC, and is expected to be finalized by May 2017 (CP 5-01).

The College uses the Blackboard learning management system (LMS) for its DE classes. The College uses Microsoft Active Directory as the primary method of student authentication. Each student is provided with a unique username and password used to access the LMS and all relevant College-related technology systems, such as email. The LMS is hosted by Blackboard, and the District has its own instance ensuring protection of student information. Students can only access the LMS with their unique username and password. The automatic student account provisioning system ensures that all students have their accounts created in a timely manner and also disabled when the student is no longer taking classes.

The College provides a robust and redundant technology infrastructure which ensures that students, faculty, staff, and management have access to the LMS and other technology resources. The College has a 1Gbps connection to the internet through CENIC and a redundant 100Mbps. All College computers are on a gigabit network with ample bandwidth. The computers on campus are on a four-year refresh cycle. There are 1,348 computers in instructional computer labs located throughout the College. The Learning Resource Center has over 150 computers available for student use. Blackboard, the LMS used in DE, is hosted by Blackboard and is integrated into the College's student information system. The Faculty

Center for Student Success has a dedicated computer lab for instructors to use. This lab is staffed with very knowledgeable application specialists and instruction technologists that assist faculty with their DE courses and the LMS. The District enters in a multiyear contract with the LMS provider to ensure continuity and system availability.

In September 2016, the College submitted a Substantive Change Proposal for DE, detailing the courses for which at least 50 percent of the coursework is offered in DE mode. This report included a detailed description of the proposed changes, the relationship to the College mission, the rationale for the changes, and additional evidence that the programs and services are within the scope of the institutional mission (CP 5-02; CP 5-03).

6. Student Complaints

The College maintains formal policies and procedures for student complaints. These are provided for students on the College website (CP 6-01); in the College Catalog (CP 6-02); and in the SOCCCD District's Board Policies and Administrative Regulations 4000 series, Human Resources (CP 6-03); and 5000 series, Students, which are posted online (CP 6-04; CP 6-05).

The College Catalog includes several references for filing complaints regarding possible violations of the District's policies regarding Equal Employment Opportunity, nondiscrimination, harassment, and disability discrimination as well as references on how to appeal grades, disqualification, and academic conduct and disciplinary actions. These policies are reiterated in the annual Student Handbook (CP 6-06). The College Catalog lists the contacts for various complaints and related processes. Students with complaints, grievances, and personal concerns about the College, or any of its policies, are encouraged to discuss them with the appropriate administrator or department chair.

Most student complaints are filed first with Student Services. If the complaint is instruction related, it is referred to Academic Affairs. Personnel-related complaints, including harassment and discrimination complaints, are referred to the Human Resources Office. Student complaint filings for the previous six years (since the last comprehensive evaluation) are available in the appropriate office: Vice President for Student Services, Vice President for Instruction, or District Human Resources. The files demonstrate accurate implementation of the complaint policies and procedures.

7. Institutional Disclosure and Advertising and Recruitment Materials

The College Catalog is updated each year and is posted on the College website. The catalog provides detailed information on the College's courses, degree and certificate programs, and completion requirements; policies on transfer; tuition, fees, and policies for refunds; information on the availability and requirements for financial aid; and rules regarding student conduct.

Each year the College's Public Information and Marketing Office publishes the *At a Glance* (CP 7-01) brochure, which provides information on the College's demographics, academic and student support programs as well as additional information on financial aid and scholarships, transfer, etc. The brochure is distributed to all administrators and managers to keep on file, and copies for the public are kept in offices throughout campus. The Outreach team distributes the brochure during campus and community visits. The brochure is also posted on the College website.

Trained and qualified staff continuously update the College website with information concerning the College's programs, services, and policies. Each department on campus oversees the content on its webpages and updates them accordingly.

The College's educational programs and services are the primary emphasis of College publications and promotional materials and are accurately represented by these publications. The College Catalog accurately reports the official college name, telephone numbers, and the street and website addresses; the College Mission, Vision, and Values; course, degree, certificate, and program completion requirements; faculty with degrees held and the conferring institution; institutional facilities readily available for educational use; rules and regulations for student conduct; the institution's academic freedom statement; tuition, fees, and other program costs; opportunities and requirements for financial aid; policies and procedures for refunding fees and charges to students who withdraw from enrollment; policies related to the transfer of credits from other institutions; statements of nondiscrimination; location or publications where other institutional policies may be found; members of the BOT; and the accreditation status of the institution. This information is also found on the College website and in the College's *At a Glance* brochure. The accreditation status of the institution and accreditation reports can be found on the website, one click from the homepage. The Course Catalog provides accurate information on national and state legal requirements for eligibility and licensure for career programs, including Nursing and Real Estate. The College website provides current gainful employment data of all CTE programs as required for Title IV federal financial aid.

8. Title IV Compliance

The College complies with Title IV federal financial aid regulations and ensures compliance through various quality improvement strategies and the professional development of staff. The College was recertified to continue with the Department of Education federal financial aid program on March 6, 2014 (CP 8-01). Recertification occurs every five years. The Student Financial Assistance and Scholarship Office conducts compliance requirement checks on an annual basis by following the U.S. Department of Education's federal student aid assessment guide (CP 8-02). In addition, the Student Financial Assistance and Scholarship Office attends regular conferences and training offered by the U.S. Department

of Education and financial aid associations to ensure the College complies with current Title IV financial aid regulations (CP 8-03).

The College has publicly presented on Title IV compliance (CP 8-04). A certified public accountant conducts annual external financial audits on the SOCCCD. The College is not audited as a separate entity (CP 8-05; CP 8-06; CP 8-07). This audit includes an audit of the District's financial aid programs. The Governing Board reviews these reports in a regularly scheduled meeting during public session (CP 8-08), and the combined District/Foundations Audit Committee reviews the audit reports to identify any needed actions (CP 8-09; CP 08-10). The District files audit reports with the Orange County Department of Education and any other public agencies, as required. The most recent audit took place during the 2014-2015 academic year. There were no findings in 2014-2015 as result of the audit.

The College default rates fall within the acceptable range. The College's three-year cohort default rates are well below 20 percent. The 2011 three-year cohort default rate was 12.7 percent, the 2012 cohort default was 11.1 percent, and the 2013 cohort default rate was 10.8 percent. The College attributes its success in keeping loan default rates at an acceptably low level by providing a financial aid orientation (CP 8-11) with a literacy component as a part of the loan process, and by providing a comprehensive Financial Aid Student Handbook (CP 8-12).

STANDARD I
Mission, Quality, Effectiveness & Integrity

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A: Mission

I.A.1 The mission describes the institutions broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement. (ER 6)

Evidence of Meeting the Standard

The College mission, supported by the vision and values, clearly describes the College's educational purposes, intended student population, degrees and credentials offered, and commitment to student learning and success. The Mission, Vision, and Values are reviewed annually and revised as needed to ensure that they continue to describe the primary educational purposes of the College. The current Mission, Vision, and Values are below.

Our Mission:

> Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Vision:

> Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Our Values:

> Saddleback College embraces:

> **Commitment**

> We commit to fulfilling our mission to serve the south Orange County community.

Excellence

We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality

We foster a climate of integrity, honesty, and respect.

Success

We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership

We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation

We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom

We endorse academic freedom and the open exchange of ideas.

Sustainability

We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

Inclusiveness

We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness

We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

The Mission, Vision and Values are posted on the Saddleback College website and prominently in the College Catalog in the section titled "About Saddleback College" ([I.A.1-01](); [I.A.1-02]()) ([ER 6-01](); [ER 6-02]()).

Educational Purpose

The broad educational purpose of the College as described in the mission is to serve the varied needs of its students and the surrounding community. The College aims to promote student learning and success by consistently offering high-quality courses and programs that make it possible for students to achieve a variety of educational

goals, including academic degrees, career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. Through a comprehensive curriculum process, courses and programs are developed, reviewed, and updated to ensure the curriculum is of high quality, reflective of the current state of the discipline, and responsive to the changing needs of the students and the community. Through a well-integrated review process, courses, programs, student services, and administrative units are continuously evaluated and improved with a focus on supporting student achievement.

The College mission is central to institutional planning and relies on data from internal and external scans to identify the educational needs of students and the community (I.A.1-03; I.A.1-04). External scans are utilized to better understand the Colleges' service area, demographic profile, enrollment trends, and labor market data. This data informs program and institutional planning through the program review (PR) and strategic planning processes. Data from surveys and scans identify target occupations and potential new programs, and describe gaps that exist between target occupations and educational opportunities (I.A.1-05; I.A.1-06).

The mission of every instructional program, administrative unit, and student support service unit at the College is created in alignment with the College mission. In addition, the College mission is aligned with the South Orange County Community College (SOCCCD) mission, which reads: "We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region" (I.A.1-07). The College Mission meets the criteria established in the California Education Code 66010.4 (I.A.1-08).

The College mission describes the intended student population including students who strive to obtain academic degrees or career technical certificates, as well as those whose goal is to transfer to four-year institutions, improve basic skills, and/or continue with lifelong learning. The SOCCCD external scan and enrollment projections identify the potential student population in the College service area. Although students seeking certificates, degrees, and transfer compose most of the College's demographics, the service area of the College has a higher median age than the rest of Orange County, and thus lifelong learning continues to be a significant focus of the College through the Emeritus Institute (EI) and Community Education (CE) programs. In addition, the number of students enrolling who are underprepared for college-level work is increasing, a factor which has necessitated a strengthening of the College's focus on basic skills instruction, including the addition of the Adult ESL program. The actual student population, as well as the educational goals and objectives of this population, is identified primarily through data from the initial California Community College (CCC) application and registration updates (I.A.1-09).

To meet the diverse needs of the community and its students, the College offers 131 associate degrees, 82 certificates of achievement, and 33 occupational skills awards (I.A.1-10). The College enrolls approximately 26,000 students each semester (I.A.1-11). In 2014, nearly 4,000 students transferred to four-year institutions including 482 to the University of California (UC), 1,049 to California State University (CSU), and 2,402 to private and out-of-state institutions (I.A.1-12).

Since 2010, enrollments in basic skills courses have doubled (I.A.1-13). To support basic skills education, the College has increased coordination between basic skills instruction, the Student Success and Support Program (SSSP), and the Student Equity Plan (SEP). In addition, the Office of Planning, Research, and Accreditation (OPRA) has worked very closely with the Basic Skills Initiative (BSI) Committee and faculty to evaluate basic skills outcomes, to set goals and to allocate resources (I.A.1-14; I.A.1-15; I.A.1-16, I.A.1-17). Likewise, the College's commitment to lifelong learning is evident through CE and EI offerings. More than 16,500 learners of all ages attended CE classes in 2015-2016. Through College for Kids, the Capistrano Unified School District (CUSD) After-School Experience, and the CUSD Summer Experience, more than 800 arts, academic, STEM, personal and cultural enrichment classes were offered to almost 12,500 K-12 students in 2015-2016. In 2015-2016 the EI offered more than 200 course sections and enrolled 5,900 older adults (I.A.1-18).

The College also offers courses in a variety of instructional modalities including face-to-face, online, and hybrid. Since 2010 there has been a 50 percent increase in class sections offered online, and a 20 percent increase in online enrollments. Currently, approximately 21 percent of all courses are offered online (I.A.1-19). Thus, the College has also increased online tutoring, counseling and services to better serve the needs of online students. The addition of a dean of online education and learning resources, the development of a formal plan for online education, and the QFE for online education are evidence of the College's commitment to online education.

The College's commitment to student success is evident in the variety of programs and services available to support student learning and achievement. In addition to standard student support programs, such as counseling services and financial aid, the College also offers a variety of special programs, many of which target specific populations. These programs include Advancement Via Individual Determination (AVID) (I.A.1-20), the OC Bridge 2 Engineering Program (I.A.1-21), the Career and Re-Entry Center (I.A.1-22), the Cooperative Agencies Resources for Education (CARE) Program (I.A.1-23), the Freshman Advantage Program (I.A.1-24), the Honors Program (I.A.1-25), a state of the art Library and Learning Resource Center (I.A.1-26), the Student Development Office (I.A.1-27), the Program Assisting Student-Athlete Success (I.A.1-28), the Transfer Center (I.A.1-29), in-person and online tutoring services (I.A.1-30), and the Veterans Education and Transition Services Center (I.A.1-31). The College's commitment to student learning and success is also

evident considering resources it has allocated to students, including over $790,000 in scholarship awards (I.A.1-32).

Analysis and Evaluation

The College mission describes the College's educational purposes, student population, and degrees and credentials offered. The mission also reflects the College's commitment to student learning and success. Grounded by the mission, the College responds to the needs of its students and the changing demographics of the community and commits resources to promote learning and achievement for all students.

Evidence

I.A.1-01: Mission, Vision and Values – Website (ER 6-01)
I.A.1-02: Mission, Vision and Values – Catalog (ER 6-02)
I.A.1-03: College Data
I.A.1-04: College Primary Research Program
I.A.1-05: SOCCCD External Scan 2013
I.A.1-06: South Orange County Economic Report
I.A.1-07: SOCCCD Mission
I.A.1-08: California Education Code Comprehensive Mission Statement, Article 2
I.A.1-09: IEAR 2010-2015, Section 1, College Student Profile
I.A.1-10: Degrees, Certificates, and Awards
I.A.1-11: IEAR 2010-2015, Section 1, College Student Profile, figure 1
I.A.1-12: Transfer Updates Fall 2016
I.A.1-13: IEAR 2010-2015, Section 5, Development Education-Basic Skills
I.A.1-14: Basic Skills Minutes, 02/11/16
I.A.1-15: Basic Skills Minutes, 04/28/16
I.A.1-16: Basic Skills Instruction Report Fall 2015
I.A.1-17: Roadblocks Faced by Our Basic Skills Students
I.A.1-18: IEAR 2010-2015, Section 1, College Student Profile, figure 4
I.A.1-19: IEAR 2010-2015, Section 2, Instructional Offerings
I.A.1-20: AVID for Higher Education
I.A.1-21: OC Bridge to Engineering
I.A.1-22: Career and Re-Entry Center
I.A.1-23: Cooperative Agencies Resource for Educations (CARE) Program
I.A.1-24: Freshman Advantage Program
I.A.1-25: Honors Program
I.A.1-26: Library and Learning Resource Center
I.A.1-27: Student Development Office
I.A.1-28: Program Assisting Student-Athlete Success (PASS)
I.A.1-29: Transfer Center
I.A.1-30: Tutoring Services
I.A.1-31: Veterans Education & Transition Services (VETS) Program
I.A.1-32: Scholarships 2015-2016

I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The College uses data to review, revise, and align the mission; to direct institutional priorities; to assess student achievement; and to evaluate outcomes at the course, program, unit, and institutional level. OPRA is responsible for the Collegewide coordination of research and data.

Mission Review and Alignment

The College uses data to review and, when necessary, revise the Mission Statement (I.A.2-01). The Planning and Budget Steering Committee (PBSC), which is co-chaired by the director of OPRA, initiates the review of the mission. The annual review is guided by internal outcome and achievement data available in TracDat and the InFORM Data Warehouse, by College data and reports, and by student and employee surveys (I.A.02-2; I.A.2-03; I.A.2-04; I.A.2-05). Data from external sources, including the Student Success Scorecard, the Data Mart, and the Perkins core indicators also inform the review of the mission. Furthermore, multiyear demographic analyses are done specifically to address mission alignment and are available to the College community on the OPRA website (I.A.2-06).

A comprehensive review and alignment of the mission occurs every three years and coincides with the beginning and midterm review of the Strategic Plan. Data from the Institutional Effectiveness Annual Report (IEAR) (I.A.2-07; I.A.2-08; I.A.2-09; I.A.2-10; I.A.2-11; I.A.2-12; I.A.2-13; I.A.2-14), Districtwide surveys (I.A.2-15), the South Orange County Economic Report (I.A.2-16), and a comprehensive Districtwide external scan (I.A.2-17) inform the mission review and alignment, and are a key step in strategic planning and setting institutional priorities. The Districtwide external scan consists of a detailed data analysis about the demographics of the region and the service area, changes in the labor market, and trends in higher education. The review and alignment of the mission ensures that the programs and services offered at the College meet the needs of both current and prospective students, as well as the larger community, and that the College mission is in alignment with that of the District.

Institutional Priorities

The College mission is central to the determination of institutional priorities and integrated planning. Through integrated institutional planning, data is used to direct goals, objectives, activities, and strategies, as well as to evaluate outcomes. The integrated plans and initiatives include the Districtwide Strategic Plan (I.A.2-18), the College Strategic Plan (I.A.2-19), the

Student Success Support Program (SSSP) ([I.A.2-20](#)), the SEP ([I.A.2-21](#)), the BSI ([I.A.2-22](#)), the Economic and Workforce Development Plan ([I.A.2-23](#)), the Enrollment Management Plan ([I.A.2-24](#)), and the Technology Plan ([I.A.2-25](#)), to name a few. While each planning committee or work group uses data to direct and evaluate the effectiveness of their individual planning efforts, PBSC is responsible for coordinating regular reviews and updates to the Strategic Plan and ensuring the integration of all planning efforts. Through evaluation of all integrated plans and initiatives, students' educational needs are identified and institutional priorities are aligned. See 1.B.9 for a more detailed discussion of integrated planning.

Student Learning and Achievement

The College uses data to assess student learning and achievement. Student success related to the attainment of academic degrees and career technical certificates, transfer to four-year institutions, and improvement of basic skills, is a central part of the College mission, and is measured against data provided by the CCC Chancellor's Office MIS DataMart and Student Success Scorecard. The Student Success Scorecard data tracks cohorts of students related to completion of degrees, certificates, transfer, persistence, 30-unit completion rate, and remedial math and English progress rates ([I.A.2-26](#)). These measures of achievement are further analyzed by OPRA and published in reports that examine Scorecard Data trends and historical analyses of degrees, certificates, persistence, achievement, and completion and retention. ([I.A.2-27](#); [I.A.2-28](#); [I.A.2-29](#); [I.A.2-30](#)). College data regarding historical transfer patterns, demographic characteristics, and locally determined success metrics are also analyzed and published on the OPRA website ([I.A.2-31](#), [I.A.2-32](#)). Achievement data including success rates, grades, and awards are also examined at the program level and reported through PR in the inFORM Program Review Data Sets ([I.A.2-33](#)). This data is available automatically disaggregated by teaching modality and can be disaggregated for other specific populations—such as gender, ethnicity, or age—by a special pull from the District's inFORM Data Warehouse. Program-level achievement data related to licensure pass rates and job placement rates have been reported as institution-set standards (ISS) since 2015 ([I.A.2-34](#)). Annually, Scorecard data is presented to College administrative and faculty leadership as well as the Board of Trustees (BOT) ([I.A.2-35](#)).

Outcomes Assessment

For over a decade, the College has had processes in place that examine data to evaluate course, program, and institutional student learning outcomes (SLOs), as well as instructional program, student support and administrative unit outcomes (AUOs) ([I.A.2-36](#); [I.A.2-37](#)). These processes were developed by the Educational Planning and Assessment Committee (EPA) and are regularly revised in response to external accreditation requirements and updated to ensure relevance. The SLO and AUO processes are described in more detail in I.B.2. Through the PR and administrative unit review (AUR) processes, the mission of each program and administrative unit is aligned with the College mission ([I.A.2-38](#); [I.A.2-39](#)).

Through the PR and AUR process, outcomes assessment data is evaluated to determine each program or unit's ability to support the educational needs of students. The result of PR and AUR is a data-driven needs assessment that directs program and institutional priorities as well as resource allocations. PR and AUR will be described in detail in I.B.5. The EPA oversees both the outcome assessment and review processes.

Analysis and Evaluation

The College uses data and publically shares research studies to help determine how effectively it is achieving its mission and to ensure that the mission directs institutional priorities to meet the educational needs of students. A Collegewide culture of evidence and inquiry is coordinated and supported through the assistant vice president of institutional effectiveness (AVPIE), OPRA, and EPA. Furthermore, these bodies promote data-driven planning and decision-making aligned with the College mission.

While data is well integrated into the planning, achievement, outcomes assessment, and the PR/AUR process at the College, there is a recognized need for an increased Collegewide understanding of data related to student success metrics and the use of these metrics in setting institutional goals for student learning and achievement. In spring 2016, the AVPIE and OPRA hosted the first annual Student Success Metrics Summit to educate and engage stakeholders in discussions regarding the CCCCO Student Success Scorecard data, ISS, and the Institutional Effectiveness Partnership Initiative (IEPI) (I.A.2-40). A Quality Focus Essay (QFE) was developed to elevate Collegewide data-driven dialogue and the integration of student success metrics with meaningful goal-setting into planning efforts.

Evidence

I.A.2-01: Planning and Governance Manual - Steps in Strategic Planning, page 30
I.A.2-02: Student Success Scorecard Data - Saddleback
I.A.2-03: IEAR 2010-2015, Section 07-Student Achievement
I.A.2-04: College Data
I.A.2-05: College Primary Research Program
I.A.2-06: Saddleback College Demographic Analysis
I.A.2-07: IEAR 2010-2015, Section 1, College Student Profile
I.A.2-08: IEAR 2010-2015, Section 2, Instructional Offerings
I.A.2-09: IEAR 2010-2015, Section 3, Student Progress
I.A.2-10: IEAR 2010-2015, Section 4, First time College Students
I.A.2-11: IEAR 2010-2015, Section 5, Developmental Education Basic Skills
I.A.2-12: IEAR 2010-2015, Section 6, Workforce Development Career and Technical Education
I.A.2-13: IEAR 2010-2015, Section 7, Student Achievement
I.A.2-14: IEAR 2010-2015, Section 8, Transfers
I.A.2-15: SOCCCD District-wide Climate Survey
I.A.2-16: South Orange County Economic Report
I.A.2-17: SOCCCD External Scan 2013

I.A.2-18: SOCCCD District-Wide Strategic Plan 2014- 2020
I.A.2-19: Saddleback College Strategic Plan 2014-2020
I.A.2-20: Student Success Coordinating Committee Update 2015-2016
I.A.2-21: Student Equity Plan 2015 – 2016
I.A.2-22: Basic Skills Initiative
I.A.2-23: Economic and Workforce Development Plan
I.A.2-24: Enrollment Management Plan
I.A.2-25: Technology Plan
I.A.2-26: Student Success Scorecard Data Saddleback
I.A.2-27: Saddleback College Awards 2014/2015 and Long-Term Trends
I.A.2-28: Milestones: Persistence Rate and 30 Units Rate
I.A.2-29: Saddleback College Degree Transfer Completion Rates
I.A.2-30: Saddleback College Course Retention and Completion
I.A.2-31: Saddleback College Transfers 2003 to 2013
I.A.2-32: Demographic and Academic Characteristics of Students
I.A.2-33: Program Review Report, page 17
I.A.2-34: ACCJC Annual Report 2016, questions 20 and 21
I.A.2-35: Student Success Scorecard Presentation
I.A.2-36: SLO Handbook
I.A.2-37: AUO Handbook
I.A.2-38: Program Review Handbook
I.A.2-39: Administrative Unit Review Handbook
I.A.2-40: Metrics Summit Presentation

I. A. 3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College offers over 1,800 courses and 70 instructional programs that are supported by more than 40 student support and administrative units. Through the PR/AUR process, completed every two years, each instructional program, student support unit, and administrative unit aligns their mission and future objectives with the College mission and vision (I.A.3-01; I.A.3-02). Through this process, each instructional program, student support unit, and administrative unit also describes how its specific mission supports the College mission, vision, and Strategic Plan.

During the review process, a thorough needs assessment addresses human resources, instruction, service, research, technology, equipment, facilities, marketing, and outreach needs. Once needs are identified, objectives and action steps to meet those needs are developed, and these, along with resource allocation requests, are input into TracDat. To qualify for resource allocations, the resource requests must be identified in the PR/AUR and linked to the Strategic Plan (I.A.3-03). Ultimately, the PR/AUR process is intended to ensure

quality programs and support services as well as the effective use of the College's resources. PRs and AURs are key components—along with SLO assessment, AUO assessment, and ongoing curriculum assessment—used in the evaluation of institutional effectiveness at the College.

At the College, the mission is central to strategic planning, and through the Strategic Plan, the mission guides institutional decision-making. The first step of the strategic planning process is an annual review of the College Mission Statement. Every three years, the College also conducts a mission alignment analysis to ensure that the programs and services offered at the College meet the needs of the current students as well as the College's intended population (I.A.3-04).

The strategic planning process is a comprehensive and collaborative tool that enables the College to accomplish its mission and move toward its vision. The 2014-2020 Strategic Plan includes four overarching goals that are aligned with the SOCCCD goals: 1) Respectful Interactions; 2) Student Success; 3) Economic and Workforce Development; and 4) Financial Health and Institutional Effectiveness (I.A.3-05). Other College plans and initiatives are integrated with the Strategic Plan and, therefore, are also aligned with the College mission. These plans include the SEP, the BSI, the Technology Plan, the Economic and Workforce Development Plan, and the Enrollment Management Plan. Evidence of how the mission guides institutional decision-making and resource allocation through the Strategic Plan can be found in the updated Strategic Plan (I.A.3-06) and in the evaluation of the resource allocation process (I.A.3-07). The College's integrated strategic planning process will be discussed in detail in I.B.9.

The College mission broadly states institutional goals for student learning and achievement as "success in the attainment of academic degrees, career and technical certificates, and transfer to four-year programs, as well as the improvement of basic skills and lifelong learning" (I.A.3-08). The broad goals in the mission are closely associated with the CCCCO Scorecard metrics. To ensure that the mission is being met, OPRA regularly generates reports that analyze Scorecard data specific to the College with attention given to historical performance and trends to allow comparisons to statewide performance. These reports include:

1. *Milestones: Persistence Rate & 30 Units Rate - Five Year Trends* (I.A.3-09)
2. *Saddleback College Degree/Transfer Completion Rates* (I.A.3-10)
3. *Roadblocks Faced by Basic Skills Students* (I.A.3-11)
4. *Saddleback College Course Retention and Completion – Five Year Trends* (I.A.3-12)
5. *Saddleback College Transfers 2003-2013* (I.A.3-13)
6. *Saddleback College Awards 2014/2015 and Long-Term Trends* (I.A.3-14)
7. *Demographic and Academic Characteristics of Students* (I.A.3-15)

These reports provide the College community, and its especially planning and decision-making bodies, the information needed to set appropriate goals for student achievement and to measure success.

At the state and federal levels, recent mandates focused on student success metrics—including the CCCCO Scorecard metrics, ISS, and the IEPI—have required the College to explicitly state goals related to student success and achievement. In spring 2016, in response to those requirements, the Student Success Metrics Summit was a hosted by the AVPIE and OPRA. This summit served to educate the College community and to begin Collegewide dialogue about student success metrics, including the CCCCO Scorecard, ISS, and the ACCJC Annual Report.

Analysis and Evaluation

Through the well-established PR and AUR processes, both of which have existed for more than a decade, every instructional program, student support unit, and administrative unit on campus has a mission that is aligned with, and supportive of, the College mission. The review process also enables programs and units to develop objectives and action steps as well as request funding to ensure that the College mission is met. Through the Strategic Plan, as well as integrated plans and initiatives, the mission informs institutional goals and guides institutional decision-making, planning, and resource allocation. Although the College's programs and services are aligned with its mission, and the mission guides decision-making and resource allocation, there is a gap in formalizing student success metrics and setting institutional goals for student learning and achievement. A QFE was undertaken to integrate student success metrics with the expansion of meaningful goal-setting and specific College initiatives that will lead to increased success for students.

Evidence

I.A.3-01: Program Review Handbook, page 9
I.A.3-02: Administrative Unit Review Handbook
I.A.3-03: Resource Allocation Process Model
I.A.3-04: Planning and Governance Manual - Steps in Strategic Planning, page 30
I.A.3-05: Saddleback College Strategic Plan
I.A.3-06: Strategic Planning Update to District Planning Council
I.A.3-07: Use of Assessment Data in Resource Allocation – Research Brief
I.A.3-08: Mission Vision, Values
I.A.3-09: Milestone: Persistence Rate and 30 Units Rate
I.A.3-10: Saddleback College Degree/Transfer Completion Rates
I.A.3-11: Roadblocks Faced by Basic Skills Students
I.A.3-12: Saddleback College Course Retention and Completion – Five Year Trends
I.A.3-13: Saddleback College Transfers 2003 to 2013
I.A.3-14: Saddleback College Awards 2014/2015 and Long-Term Trends
I.A.3-15: Demographic and Academic Characteristics of Students

I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College articulates it mission in a widely published statement that is reviewed annually by the College and the SOCCCD BOT. The BOT most recently reviewed and approved this mission statement on May 18, 2015 in accordance with Board Policy (BP) 101 (I.A.4-01; I.A.4-02) (ER 6 -03). PBSC initiates a review of the Mission Statement on an annual basis to ensure that the programs and services offered at the College meet the needs of current students and the College's intended population (I.A.4-03). Data from internal and external scans inform the mission review (as discussed in 1.A.2). A review of the mission may also be undertaken outside of the regular review process in response to data from internal or external scans, changes in the Strategic Plan, or at the recommendation of any participatory governance group.

Proposed changes to the mission are presented by PBSC to Consultation Council (CC), whose members solicit input from the different constituent groups on campus, including managers and administrators; the Academic Senate (AS), for faculty; the Associated Student Government (ASG), for students; and the California School Employees Association (CSEA) and Classified Senate, for staff (I.A.4-04; I.A.4-05; I.A.4-06). Recommendations from CC are forwarded to the college president by April of each year and sent to the BOT for approval in May. The BOT annually reviews and approves the Mission Statement typically between May and July (I.A.4-07). The most recent review of the Mission Statement occurred through a request from faculty in fall 2015. A revision of the mission to more directly address online education was proposed and a discussion through participatory governance groups ensued (I.A.4-08).

While it was noted that there has been an increased emphasis on online education at the College, it was determined that the current mission adequately encompasses the College's online offerings, so no revisions were recommended.

Every three years, the College also conducts a mission alignment analysis coinciding with the midterm review of the Strategic Plan and the Districtwide external scan to ensure that the College and District missions are consistent. Most recently, the College and SOCCCD mission were aligned as part of the Districtwide strategic planning process for 2014-2020 (I.A.4-09).

The College mission is widely publicized and published on the College website (I.A.4-10) and in various documents including the:

- College Catalog (I.A.4-11)

- Student Handbook (I.A.4-12)
- Faculty Handbook (I.A.4-13)
- SLO Handbook (I.A.4-14)
- AUO Handbook (I.A.4-15)
- Program Review Handbook (I.A.4-16)
- Administrative Unit Review Handbook (I.A.4-17)
- Saddleback College Business Cards (I.A.4-18)

In addition, the vision appears on CC agendas to serve as a reminder that the College vision must be considered in planning and decision-making (I.A.4-19). The Mission, Vision, and Values are displayed in all division offices, in the Library, and in the Student Services Center, as well as in lecture halls, conference rooms, and classrooms across campus. Finally, as part of the PR and administrative and student support unit review process, each program and administrative and student support unit has a mission that is aligned with the mission of the College, and these missions are reviewed every two years.

Analysis and Evaluation

The College mission is widely publicized and serves to guide all planning and decision-making at the College. The mission is reviewed regularly through the College's planning process, as part of the integrated strategic planning process, in response to data from internal and external scans, or at the recommendation of any participatory governance group. All constituent groups, including students, faculty, staff, managers, and administrators, participate in the review and revision of the College mission.

Evidence

I.A.4-01: Mission Statement SOCCCD BOT, Item 7.1 (ER 6-03)
I.A.4-02: BP 101, Missions
I.A.4-03: PBSC Agenda 111215 Mission Review
I.A.4-04: Academic Senate College Mission Approval 110415, Item 8F
I.A.4-05: PBSC College Mission Approval 012116, Item I.e.
I.A.4-06: Consultation Council College Mission Approval 041916, Item 5
I.A.4-07: Mission Statement Annual Review BOT Minutes 2008 – Present
I.A.4-08: Accreditation Through the Lens of Distance Education
I.A.4-09: SOCCCD District-wide Strategic Plan 2014-2020
I.A.4-10: Mission, Vision and Values – Website (ER 6-01)
I.A.1-11: Mission, Vision and Values – Catalog (ER 6-02)
I.A.4-12: The Student Handbook, page 2
I.A.4-13: The Faculty Handbook, page 9
I.A.4-14: SLO Handbook, page 23
I.A.4-15: AUO Handbook, page 14
I.A.4-16: Program Review Handbook, page 22
I.A.4-17: Administrative Unit Review Handbook, page 22

I.A.4-18: Saddleback College Business Card
I.A.4-19: Consultation Council Agenda – Vision

I.B: Assuring Academic Quality and Institutional Effectiveness

I.B.1 The institution demonstrates a sustained substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

The College has a variety of established processes to promote sustained and substantive dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College has structured this dialogue through 1) academic programs, departments, divisions, and student support and administrative units; 2) participatory governance groups; 3) planning groups and committees; and 4) professional development activities.

Academic Programs, Departments, Divisions, Student Support and Administrative Units

In academic programs, departments and divisions as well as student support and administrative units, faculty, staff, administrators, students, and advisory group members work together to improve courses and programs and to develop strategies to improve student outcomes, academic quality, and institutional effectiveness. Extensive dialogue occurs through the PR and AUR processes. PR and AUR teams collect, analyze, and interpret data regarding programs and services and make recommendations to improve effectiveness (I.B.1-01; I.B.1-02). PRs are discussed and approved in Academic Senate meetings, and AURs are discussed and approved in Management Team meetings. Once approved, the reviews are posted in TracDat and on the EPA SharePoint site, where they are available to all employees. Once every four years, each academic program, student support unit, and administrative unit provides a summary of accomplishments, challenges, needs, and plans to CC, the principle decision-making body at the College (I.B.1-03; I.B.1-04; I.B.1-05; I.B.1-06).

In academic programs, departments, and divisions, faculty work collaboratively and engage in dialogue as they determine how to use student outcome results to improve instruction and increase student success. In student support and administrative units, administrators, managers, faculty, and staff work collaboratively and engage in ongoing discussions as they determine how to use AUO results to improve their services, and thus, student outcomes. Examples of the ongoing dialogue related to outcomes assessment and the use of SLO results is captured in the comprehensive SLO report prepared by the EPA (I.B.1-07).

Participatory Governance Groups

Participatory governance is an essential part of planning and decision-making and is the cornerstone of dialogue at the College. Each constituent group is represented by a body

which serves as the voice of that group in planning and decision-making. The Academic Senate represents faculty and is primarily responsible for making recommendations with respect to academic standards and professional matters. CSEA and Classified Senate represent classified employees and their interests. Through ASG, students participate in governance and planning (I.B.1-08). In participatory governance committees, members are responsible for soliciting input from their peers and representing them at the meetings. Broad participation in meetings is encouraged, and input from committee members from each constituent group receives serious consideration prior to consensus or voting. Participatory governance groups play a key role in strategic planning and decision-making Collegewide (I.B.1-09).

Planning Groups and Committees

The primary planning and decision-making committees at the College are CC (I.B.1-10), PBSC (I.B.1-11), and the EPA (I.B.1-12). These committees are informed by Strategic Planning Groups (I.B.1-13), the Student Equity Plan Core Team, the Student Success Coordinating Committee (SSCC) (I.B.1-14), and the Technology Committee (I.B.1-15), among others. The CC is the College's main approval body for planning and decision-making composed of members from all constituent groups. PBSC is the coordinating body for planning and budgeting processes at the College. The PBSC co-chairs ensure that the Strategic Plan as well as integrated plans and initiatives are updated regularly and communicated broadly. These committees engage with, and regularly dialogue about, outcomes, equity, quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The EPA has the explicit responsibility of overseeing the College's efforts to engage in ongoing quality improvement and documenting how the College fulfills its mission through outcomes assessment and systematic review at the program and administrative unit level. The EPA promotes Collegewide dialogue related to outcomes assessment—including SLOs/AUOs/program student learning outcomes (PSLOs) and institutional student learning outcomes (ISLOs) and PR/AUR—through presentations during Professional Development (PD) Week, at Academic Senate meetings, and during events such as the Student Success Metrics Summit and the Online Education Summit (I.B.1-16).

Dialogue related to the activities of all planning and decision-making groups is well documented and shared through their respective websites and SharePoint sites (I.B.1-17). OPRA and the AVPIE also promote dialogue through campus-wide presentations, and data-driven discussions related to student achievement and success, ISS, and the IEPI (I.B.1-18).

A variety of committees provide a forum for sustained collegial dialogue on outcomes, equity, quality, effectiveness, and continuous improvement. The following are some of these committees:

1. Basic Skills Initiative
2. Curriculum Committee
3. Career and Technical Education (CTE) advisory groups
4. Economic and Workforce Development Initiative
5. Equity and Diversity Committee
6. Faculty Development/Funding
7. Honors Board
8. Matriculation Advisory Committee
9. Online Education Committee (OEC)
10. Outreach Committee
11. Strategic Planning Groups
12. Student Equity Plan Core Team
13. Student Success Coordinating Committee and work groups
14. Technology Committee (I.B.1-19).

Committee meetings are open to the College community. Minutes are posted on each committee's SharePoint site to communicate the work of the committee.

Professional Development Activities

The College offers employees, and particularly faculty, a variety of opportunities to participate in professional development (PD) and to dialogue about academic quality and continuous improvement of student learning. Each semester PD Week provides multiple opportunities for faculty to meet and discuss SLOs, student equity, the quality of programs and services, and initiatives related to student achievement. Experts on teaching and learning, including College faculty, share their knowledge, skills, and expertise on topics such as new instructional strategies, the use of technology in the classroom, responding to changing student demographics, improving computer skills, and utilizing campus resources to improve student outcomes and success (I.B.1-20). Every year during PD Week, the chancellor and college president report on the state of the District and College, including all planning efforts and continuous improvement activities (I.B.1-21). Presentations in relation to activities, achievements, and ongoing work to support students and their success are also made by committees and planning groups, such as the Accreditation Steering Committee, EPA, the SSCC, and the Student Equity Plan Core Team (I.B.1-22).

Ongoing dialogue around best practices in teaching and learning has resulted in the updated Faculty Center for Student Success (FCSS) and the reinvigorated Institute for Teaching and Learning (ITL). Workshops and seminars presented by the FCSS and the ITL include class assessment practices, basic skills instruction across the curriculum, online course design, and best practices in online instruction, among others. Through the FCSS, one-on-one, small group, and online meetings promote dialogue related to instruction and technology; these meetings are widely available for faculty with the goal of improving instructional delivery

and student learning (I.B.1-23). In addition to PD opportunities on campus, in 2015- 2016 the Academic Senate budget for full-time and part-time faculty to attend off-campus conferences and workshops was $158,000. The College also offers faculty the opportunity to participate in The Great Teachers Seminar, an annual off-campus retreat that allows faculty to share best practices and improve instruction and student learning in a collegial, supportive environment. Dialogue related to the need for increased PD opportunities for classified staff to improve their ability to support student learning and institutional effectiveness has resulted in new PD options (I.B.1-24).

Sustained dialogue related to online education occurs in the OEC. Two full-time faculty members co-chair OEC with support from the dean of online education and learning resources. Discussions during OEC meetings focus on quality instruction, instructional technology, best practices in online education, faculty training, curriculum approval for online courses, and the evaluation of learning management systems (I.B.1-25). Evaluation of academic quality for both face-to-face and online courses occurs in the Academic Senate, the Curriculum Committee, the EPA, and in the OEC. Dialogue related to student outcomes and the comparability of student experiences based on instructional method also takes place in these committees.

Analysis and Evaluation

The College has a variety of forums that promote dialogue on outcomes, student equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement. Sustained collegial dialogue is evident within academic divisions and departments, student support units, administrative units, and in committees across the campus, as well as during special programming and in PD. A comprehensive approach to assessing SLOs/AUOs coupled with ongoing PR and AUR fosters dialogue among faculty, staff, administrators and students to continually improve the College's courses, programs, and services to increase student learning. The Employee Survey found that 67 percent of all employees have participated in PR/AUR within their department or unit (I.B.1-26).

Participatory governance groups, as well as planning groups and committees, focus on continuous improvement of student learning and achievement. Through the College strategic planning process, dialogue is substantive, sustained, and central to the College's commitment to student success, basic skills instruction, student equity, academic quality, and institutional effectiveness.

Although the College websites and SharePoint sites are replete with evidence of dialogue from programs, departments and units, participatory governance groups, and planning groups and committees, evidence of dialogue from committees outside of these key bodies is documented inconsistently. An opportunity to expand and sustain dialogue Collegewide through an improved, consistent committee process and improved documentation of

discussions in committees and work groups was identified in spring 2016. The proposed committee guidelines are working through the participatory governance process and are in draft form in the Planning and Governance Manual (I.B.1-27). Additionally, a QFE related to student success was undertaken to enrich dialogue and include student success metrics in discussions related to outcomes, equity, academic quality, effectiveness and continuous improvement of student learning and achievement Collegewide.

Evidence

I.B.1-01: Program Review Handbook
I.B.1-02: Administrative Unit Review Handbook
I.B.1-03: Intercollegiate Athletics PR to CC
I.B.1-04: Theatre and HIT PR to CC
I.B.1-05: Adaptive Kinesiology PR to CC
I.B.1-06: Fine Arts AUR to CC
I.B.1-07: Annual SLO Report
I.B.1-08: Planning and Governance Manual draft, page 29 – draft
I.B.1-09: Planning and Governance Manual draft, pages 15-17
I.B.1-10: Consultation Council
I.B.1-11: Planning and Budget Steering Committee (PBSC)
I.B.1-12: Educational Planning and Assessment (EPA) Committee
I.B.1-13: Strategic Planning Groups
I.B.1-14: Student Success Coordinating Committee Update
I.B.1-15: Academic Senate Committee List
I.B.1-16: SLO Presentation EPA
I.B.1-17: Consultation Council SharePoint
I.B.1-18: PBSC Minutes 04/14/16
I.B.1-19: AS Approval of Faculty Committees
I.B.1-20: Professional Development Schedule Fall 2016
I.B.1-21: Annual State of the College 08/17/16
I.B.1-22: PD Schedule Spring 2016 Equity
I.B.1-23: Faculty Center for Student Success
I.B.1-24: Annual State of the College 081716, page 4
I.B.1-25: OEC Minutes 05/09/16
I.B.1-26: Saddleback College Employee Survey 2013, question 19
I.B.1-27: Planning and Governance Manual draft, pages 19-20

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Student Learning Outcomes for Instructional Programs

The College evaluates SLOs and student achievement through the assessment of student success indicators during the PR process. The assessment of SLOs has been in place at the

College for over a decade and utilizes the process described in the SLO Handbook: A Guide for the Writing, Assessing, and Reporting of SLOs at Saddleback (I.B.2-01) and the Program Review Handbook for Institutional Programs (I.B.2-02). SLO assessment is a means to determine if students are learning what they are expected to learn in courses and programs. The use of SLO assessment results is meant to stimulate discussion and direct activities to improve instructional delivery and student support on campus.

Faculty within a department or program develop course-level SLOs, program SLOs (PSLOs), and program-specific achievement outcomes related to indicators such as success and retention rates, or specific ISS. The College has also developed ISLOs, which outline the knowledge, skills, and abilities that students should expect to achieve as the result of completing a degree at the College.

Courses must have a minimum of three to five associated SLOs, and programs must have a minimum of three to five PSLOs. Course-level SLOs are assessed annually in each course taught. SLOs are placed on course syllabi to inform students of what they can expect to learn by the end of the course (I.B.2-03). SLOs, methods of assessment, criteria for success, and assessment results are stored in TracDat, the College's web-based repository for all assessment activities (I.B.2-04) (ER 11-01). Department chairs are primarily responsible for entering SLO information into TracDat. They are also responsible for the overall coordination, development, assessment, and reporting of SLOs. Division deans or their designee, often department chairs, collect course syllabi each semester to verify that SLOs are placed on every syllabus. SLOs are an official part of the Course Outline of Record (COR) (I.B.2-05). SLOs are available on TracDat to all faculty and to students through course syllabi. SLOs are also posted on many department and program webpages. PSLOs are published on department and program webpages and are included in the College Catalog for every program (I.B.2-06) (ER 11-02) (I.B.2-07) (ER 11-03). ISLOs are published on the College website and in the College Catalog (I.B.2-08).

Within TracDat, course-level SLOs are linked to PSLOs and to ISLOs, so that attainment of criteria at each level can be evaluated. Every two years during PR, the department chair runs the TracDat Comprehensive Program SLO Report, which provides a summary of all SLOs, criteria for success, assessment results, and the use of those results (I.B.2-09). This report forms the basis of dialogue within the department or program.

During the PR process, Program Review Teams (PRTs), led by the department chair, engage in dialogue about SLO attainment and provide examples of how SLO results have been used in courses and programs to make changes, such as in curriculum or teaching methodologies. The PR process includes an examination of how SLO assessments contribute to overall PSLO and ISLO attainment, and how SLOs have been used to improve courses and programs. PRTs also analyze SLO results to determine if there are differences when

comparing face-to-face course results to those of online education courses. If differences are noted, PRTs develop action plans to address them and improve student outcomes.

In 2014-2015, 100 percent of 838 unique courses had established SLOs, 2,581 (98.5 percent) SLOs were assessed, and 2,366 (90.3 percent) of course-level SLOs met their criteria (I.B.2-10) (ER 11-04). Examples of how faculty have used SLO results to make courses and programs more effective are recorded in TracDat and summarized in the Annual SLO Report produced by EPA. Examples of changes to courses and programs include altering the mode of instruction, revising course outlines, creating rubrics to clarify assignments, increasing referrals to tutors in the LRC Tutoring Center, modifying the admission criteria for the Nursing Program, and adding lecture content and learning activities to enhance student skills (I.B.2-11) (ER 11-05). Examples of PSLO attainment and the use of PSLO results from 2014-2015 are also published in the Annual SLO Report (I.B.2-12). The English department provides an excellent example of well-integrated SLO assessment and the engagement of nearly 100 full and part-time faculty to assess over 10,000 students annually. As a result of SLO assessment in English, the department has increased the accuracy of SLOs assessed; improved the SLO evaluation process and consistency among faculty; ensured that all faculty are following assignment guidelines that are consistent with the COR; and identified the need for further faculty professional development related to SLOs. Furthermore, students have made modest improvements in SLO accomplishment over time. The English Department has a very inclusive integrated SLO assessment process that promotes ongoing dialogue on student outcomes that could serve as a model for the College (I.B.2-13; I.B.2-14) (ER 11-06).

Through PR, in addition to PSLOs, achievement goals for CTE programs requiring a licensure exam to work and job placement rates have been set and have become program-specific ISS. Nursing provides an excellent example (I.B.2-15) (ER 11-07). These program-level ISS address employment and licensure or certification pass rates (I.B.2-16). These ISS are reported to the ACCJC in the Annual Report, described in PR, and posted on many of the programs' webpages (I.B.2-17).

For their overall experience at the College, students should expect to develop knowledge, skills, and abilities across four broad areas identified by the following ISLO categories: effective communication, intellectual and practical skills, community/global consciousness and responsibility, and breadth of subject area knowledge. In TracDat, SLOs and PSLOs are mapped to ISLOs. This roll-up makes it possible to create a report that can be used to evaluate ISLO attainment. While this report does currently exist, it is difficult to interpret and use in an efficient and meaningful way. The EPA is currently working on revising the report to make it more useful. ISLOs, however, are currently evaluated through other means, such as faculty ISLO activity reports, CLA+ testing, and activities in the Leadership Lab. Faculty ISLO activity reports describe activities that build ISLO attainment. CLA+ is an external performance-based assessment used to evaluate critical thinking, written-communication skills, analysis and problem-solving, scientific and quantitative reasoning, and critical

reading and evaluation. The CLA+ assessment was implemented to evaluate student attainment of ISLOs in the 2015-2016 academic year. In addition, a pilot project on the use of ePortfolios as a method to assess ISLO attainment took place in 2015-2016. The model used required students to upload signature assignments that assessed one or more of the College's ISLOs and to write a short reflection on their realization of those ISLOs. The faculty and students who participated and the ePortfolio evaluation task force considered the pilot successful, and plans for Collegewide implementation of this model are currently underway (I.B.2-18).

Administrative Unit Outcomes for Student Support Services

The assessment of AUOs in student support and administrative units is also well established at the College as described in the AUO Handbook: A Guide for the Writing, Assessing, and Reporting of Administrative Unit Outcomes (AUOs) at Saddleback College (I.B.2-19), and the Administrative Unit Review Handbook for Student Support and Administrative Services (I.B.2-20). AUO assessment is a means to discover if student support and administrative units are providing effective services to their constituencies—be they students, employees, or the community. AUO assessment results stimulate discussion and direct activities to improve student support and administrative services on campus. During the AUR process, Administrative Unit Review Teams (AURTs) examine the effectiveness, efficiency, quality, and relevance of their unit. The goal of the AUR process is to improve student learning and success through appropriate student support and administrative services. Improved outcomes in Counseling because of AUR assessment include changes in the hours of service, increased one-on-one student contact, revised documentation, and increased access to services in the evenings and online (I.B.2-21).

Disaggregation of Results

The disaggregation of achievement results per student characteristics (such as age, gender, and ethnicity) is possible through the inFORM Data Warehouse. These disaggregated results include retention, success rates, transfer rates, and certificate or degree completion rates (as discussed in 1.B.5 and 1.B.6). Through InFORM, programs are also able to disaggregate data for individual classes by instructional mode in terms of success, retention, and completion rates. These reports are run every two years when a program undergoes PR, and are one of the primary sources of data used in the PR process.

The disaggregation of SLO results in TracDat has only recently been required and is limited to method of delivery. Many programs are still in the process of implementing this change. In relation to student characteristics, however, the College has always used aggregated data to discuss overall results within a course and program without linking it back to faculty or students. The College believes that the purpose behind SLO assessment is to engender a vital dialogue amongst faculty about how to improve instruction to achieve greater student

success. If results were attributable to individual students and, thus, individual faculty, it would compromise this essential dialogue. Ongoing dialogue is taking place within the EPA about the benefits of moving to a disaggregated method of obtaining and reporting SLO assessment results. In fall 2016, the EPA implemented a way to input SLO data by method of instruction so the College can make comparisons between courses offered face-to face and courses offered online.

Analysis and Evaluation

The College has well-established processes that define and assess outcomes for all courses, instructional programs, student support and administrative units, and degrees. SLOs and AUOs are assessed annually and serve as a basis for dialogue related to continuous quality improvement within all departments, programs, and student support and administrative units. The PR and AUR processes evaluate SLO, PSLO, AUO, and program-specific achievement data. Through the PR data sets available in the inFORM Data Warehouse, programs have access to significant student success data disaggregated by student characteristics and instructional method. However, the College has only recently begun to disaggregate SLO data by instructional method. The College is still considering the disaggregation of SLO data by student characteristics as this process would require a significant shift in how this data is currently collected and reported. In addition, in order to expand program-level ISS to all instructional programs in a meaningful way, dialogue regarding potential approaches is being evaluated by faculty, department chairs, deans, the EPA, the PBSC and OPRA (I.B.2-22).

Evidence

I.B.2-01: SLO Handbook
I.B.2-02: Program Review Handbook
I.B.2-03: Academic Senate Minutes 04/15/15
I.B.2-04: SLOs MOA, Criteria, Results Nursing (ER 11-01)
I.B.2-05: MA 206 SLO in COR, page 6
I.B.2-06: PSLOs College Catalog (ER 11-02)
I.B.2-07: PSLOs Catalog (ER 11-03)
I.B.2-08: Institutional SLOs - Catalog
I.B.2-09: Program SLO Report TracDat
I.B.2-10: Annual SLO Report, page 4 (ER 11-04)
I.B.2-11: Annual SLO Report, pages 7-10 (ER 11-05)
I.B.2-12: Annual SLO Report
I.B.2-13: Annual SLO Report, page 8 (ER 11-06)
I.B.2-14: English Program Review + Data Set
I.B.2-15: Nursing 2015 Program Review, pages 11-14 (ER 11-07)
I.B.2-16: ACCJC Annual Report 2016, questions 20-21
I.B.2-17: Paramedic Retention, Employment, Licensing
I.B.2-18: Annual SLO Report, pages 14-21
I.B.2-19: AUO Handbook
I.B.2-20: Administrative Unit Review Handbook

I.B.2-21: Counseling AUR Improved Outcomes, page 4
I.B.2-22: ISS by Program 11/02/16

I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous achievement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College has established ISS for all required student achievement metrics. The ISS are assessed annually, published in the ACCJC Annual Report, and posted on the OPRA and SharePoint websites, where they are available to all College employees (I.B.3-01; I.B.3-02; I.B.3-03). In 2012-2013, OPRA lead Collegewide dialogue related to setting internal standards of performance. OPRA developed three methodologies that included using state and national databases to identify peer institutions as well as historical institutional performance to identify and adopt standards. These three approaches to ISS development were presented and discussed by the Academic Senate, the EPA, the VPI Council (consisting of instructional deans and academic and classified administrators), the broader college management team, and the CC. The College developed ISS for three metrics in the Annual Report: course completion rate, completed awards/certificates, and annual transfers. The standards adopted for all three metrics were set by adding the three-year standard deviation to a three-year running average. This method was used to present the ISS in the 2014, 2015, and 2016 ACCJC Annual Reports.

In 2015-2016, new leadership in research and institutional effectiveness re-engaged in dialogue about set standards and identified that the approach and calculations previously used were more reflective of set standards that were aspirational in nature than minimum thresholds or baseline expectations. While reevaluating the process used to set ISS, it was determined that there was an error in the calculation used to produce the ISS. Following this dialogue, the AVPIE and director of OPRA proposed a change to the calculation of the set standards (using the three-year running average minus one standard deviation) so that the resulting ISS would be reflective of minimum thresholds rather than aspirational goals. These modifications were approved through the College's shared governance process, and the proposed changes were highlighted at the Student Success Metrics Summit and in governance meetings (I.B.3-04; I.B.3-05; I.B.3-06; I.B.3-07). In the 2017 ACCJC Annual Report, the College will adopt this new calculation for set standards. Currently, the College is above all the ISS for the most recent year which utilized the new calculations for setting standards that were created after the 2016 ACCJC annual report was submitted.

Each year, the College evaluates its performance against the ISS and promotes dialogue about ISS through instructional areas, constituent groups, the Academic Senate, the PBSC, and the CC. If the College does not meet the ISS, emphasis is put on deep dialogue through

instructional areas and constituent groups as well as investigation by the research department to examine the College's performance (I.B.3-08). ISS for student achievement appropriate to the mission inform both the College and Districtwide Strategic Plans (I.B.3-09; I.B.3-10). Finally, the College reports findings to the ACCJC in the Annual Report and publishes the report on the OPRA and SharePoint sites (I.B.3-11).

In addition to the required ISS, in 2015, the College set program-level ISS for specific CTE programs. While many of these programs have had standards of achievement for years through the internal PR process, formally identified standards for CTE programs were first reported in 2015. Licensure examination pass rates and graduate employment rates were added to the College ACCJC Annual Report in 2016. The achievement of each program's specific ISS are published in completed PRs, entered into TracDat, and posted on the EPA SharePoint site and many of the programs' websites. Instructional programs set standards for achievement using state and national benchmarks and trends, historical data, input from advisory boards, and labor market trends (I.B.3-12). For programs regulated by external accreditation standards, the program ISS are typically at or above the state and national averages (I.B.3-13; I.B.3-14). If a program falls below their set standards, program faculty and administrators put action plans in place to improve outcomes; they also publish these action plans in the PR. Dialogue regarding setting Collegewide ISS at the program level is underway (I.B.3-15). The charts below demonstrate how all programs met or exceed their ISS for student achievement in both licensure exam pass rates and job placement rates.

Program-Level Institution-Set Standards

Program Title	Institution-set Standard for Licensure Exam Pass Rate	Licensure Exam Pass Rate 2013-2014
Cosmetology	75%	76.5%
Emergency Medical Technician	60%	63%
Medical Lab Technician	90%	100%
Nursing	90%	94%
Paramedic	90%	99%
Phlebotomy	76%	93%

Licensure Exam Pass Rates (ER 11-08)

Program-Level Institution-Set Standards

Program Title	Institution-set Standard for Job Placement Rate	Job Placement Rate 2013-2014
Administrative Medical Assistant	60%	68.4%
Alcohol and Drug Studies	60%	66.7%
Cinema	50%	50%
Clinical Medical Assistant	60%	77.3%
Cosmetology	55%	66.7%
Early Childhood Teacher	60%	64.4%
Horticulture	60%	41.7%
Nursing	80%	82.4%
Paramedic	70%	100%

Job Placement Rates (ER 11-09)

To respond to the IEPI indicators, the College has engaged in dialogue regarding additional metrics that would be appropriate to address both short and long-term aspirational goals (I.B.3-16; I.B.3-17). Due to the recognized achievement gap between prepared and unprepared students, the College has opted to focus on completion rates for students who place into basic skills courses (unprepared students) (I.B.3-18; I.B.3-19). Preliminary work to evaluate the success of unprepared students is underway (I.B.3-20). A detailed discussion of the IEPI indicators and goals is found in the Saddleback College Institutional Effectiveness Partnership Initiative Report (I.B.3-21).

Analysis and Evaluation

The College uses ISS to analyze institutional effectiveness, achievement, and academic quality. The College first set ISS in 2014 and used methods to establish ISS that were aligned with common practices statewide. These ISS were also aligned with the mission of the College and were integrated into the College's Strategic Plan. The College has also adopted program-level ISS related to licensure and graduate employment.

However, in 2016, when reevaluating the process used to set ISS, it was determined that there was an error in the calculation used to produce the ISS. While the intent of the ISS was to set a minimum threshold, the method used by the College set a higher, more aspirational

goal. When the calculation error was identified, it was immediately reported to the ACCJC. In response to this discovery, the College was initially going to submit the College ACCJC Annual Report late with a notation about changes to the ISS, but it was subsequently determined, in correspondence with ACCJC, that a late annual report to ACCJC would not be prudent. It was felt that turnover in the research office contributed to delayed recognition of the calculation error.

Since ISS are intended to reflect a minimum standard of performance, when results are below the set standard, the institution is alerted to the problem so corrective action can be initiated to improve institutional performance. Because of the previous method used to set the ISS, the standards set were very high and were unrealistic. After studying historical data and trends, it was determined that a more appropriate ISS would be derived by using the three-year average minus one standard deviation rather than plus one standard deviation. The difference for course completion was an institution-set standard of 70.39 percent as opposed to the previously calculated 74.17 percent. The proposed method to set appropriate ISS was presented by the AVPIE and the director of OPRA to planning and governance committees, and shared at the spring Student Metrics Summit (I.B.3-22; I.B.3-23). Thus, the College kept its ISS the same as prior years, but has already addressed the change Collegewide and is at work addressing matters that came up concerning ISS in this self-study report. The upcoming ACCJC Annual Report will reflect these changes. To increase the understanding of ISS and to promote buy-in for outcomes and achievement assessment, the College has undertaken a QFE on student success metrics to formalize the structure, process, and communication surrounding student success metrics.

Evidence

I.B.3-01: ACCJC Annual Report 2015
I.B.3-02: ACCJC Annual Report 2016
I.B.3-03: ACCJC Annual Report 2014
I.B.3-04: Metrics Summit Presentation
I.B.3-05: Academic Senate Minutes Item 8.B
I.B.3-06: PBSC Minutes IEPI, ISS Items 1.d, 1.e
I.B.3-07: CC Minutes IEPI Item 6
I.B.3-08: Trend Reports Achievement and Completion
I.B.3-09: College Strategic Plan Update to DWPC 2015-2016
I.B.3-10: IEPI Saddleback
I.B.3-11: ACCJC Annual Reports
I.B.3-12 ACCJC Annual Report 2016, questions 20, 21
I.B.3-13: PBSC Minutes IEPI, ISS Items 1.d, 1.e
I.B.3-14: Metrics Summit Presentation
I.B.3-15: ISS by Program 11/02/16
I.B.3-16: CC Minutes IEPI Item 6
I.B.3-17: Saddleback IEPI
I.B.3-18: CCCCO IE Indicators 2016

I.B.3-19: Student Success Scorecard Completion Saddleback
I.B.3-20: Roadblocks for Basic Skills Students
I.B.3-21: IEPI Saddleback
I.B.3-22: PBSC Minutes 04/28/16
I.B.3-23: Metrics Summit Presentation

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The College uses assessment data to support student learning and student achievement. The College uses data from assessment of students, courses, programs, and services, as well as assessment data at the institutional level, to improve processes and student outcomes (See 1.B.2, 1.B.3, 1.B.5, 1.B.9). Assessment data constitutes the foundation for student placement, SLO/AUO attainment, the review of programs and student support and administrative units, and the evaluation of student achievement. (See I.A.2, I.B.1, I.B.2, I.B.3, I.B.5). Assessment data is integral to the Strategic Plan and Integrated Plans, including the SEP, the Technology Plan, the Economic and Workforce Development (EWD) Plan, and the Enrollment Management Plan as described in I.B.2, I.B.3, I.B.5, I.B.6, and I. B.9.

Student assessment begins when students apply to the College. Important information regarding student characteristics and educational goals is collected. Through the matriculation process, the College assesses students to ensure placement in appropriate courses. This placement assessment makes it possible to identify students at risk, to track cohort achievement and gaps, and to institute needed services to improve SLOs and achievement. Placement data is shared with discipline experts in English, reading, ESL, and math. This information can help departments schedule courses. Student placement results are used to identify students who test into remedial English and math and who are potential candidates for the Refresh or Avid Programs (I.B.4-01; I.B.4-02). In addition, each semester the College provides a class profile of student characteristics and matriculation levels of enrolled students to each faculty member so that faculty can correlate teaching methods to the various needs within the class (I.B.4-03).

As described in I.B.2, assessment of SLOs and AUOs is a well-established process that has been in place for over a decade at the College. Using SLO and AUO assessment results, the College makes changes to courses, programs, and student support and administrative services. Because of AUO assessment, Counseling has significantly increased access to accurate articulation information, initiated computerized assessment testing, and developed the Freshman Advantage Program (I.B.4-04).

Program or AURs are completed every two years to incorporate assessment data into planning and to support student learning and achievement (I.B.4-05; I.B.4-06). Data from

PRs and AURs is used to identify needs, to derive resource requests, and to address progress in meeting objectives from the previous PRs and AURs. Labor market data from Economic Modeling Specialist, Incorporated (EMSI), sector navigators, program-specific accrediting agencies, and advisory board input is used in CTE program review. Growth in the Health Information Technology (HIT) Program (I.B.4-07), the Medical Assistant Program (I.B.4-08), and the Drug and Alcohol Studies Program (I.B.4-09) are examples of the impact of labor market data on academic programs.

To coordinate Collegewide efforts to use assessment data for the improvement of institutional effectiveness and in support of learning and achievement, the College created the position of the AVPIE in 2015. The AVPIE reports to the vice president of instruction (VPI) and works closely with the director of OPRA. In addition to institutional effectiveness, the AVPIE is responsible for online education, curriculum, and student success (I.B.4-10; I.B.4-11). The director of OPRA is responsible for leadership, coordination, and advocacy related to strategic planning, institutional research, and achievement metrics as well as federal and state compliance to ensure institutional effectiveness.

Achievement metrics including completion rates, degrees, certificates, transfer, and achievement gaps, are integrated into strategic planning through goals and objectives related to success and its related indicators. Achievement relative to ISS is reported annually to the ACCJC, is published in the ACCJC Annual Report, and is made available on the OPRA website (I.B.4-12). In addition, through OPRA, institutional assessment and achievement data is further analyzed from a historical perspective to identify trends and to enable statewide comparisons. These analyses include Scorecard Trend Reports, Data Mart Trend Reports, and Institutional Data Trend Reports, all of which are available on the OPRA website (I.B.4-13). As described in I.B.3, if institutional performance falls below the ISS, the College initiates strategies to improve performance. The AVPIE and the director of OPRA also help strategic planning groups use assessment data to set goals and evaluate performance relative to the IEPI indicators (I.B.4-14).

OPRA also supports Collegewide needs for data and research. In addition to the director, the OPRA staff consists of a senior research and data analyst, a research and data analyst, and a project specialist for research. OPRA's research responsibilities include working closely with the AVPIE, as well as College faculty, administrators, and PRTs/AURTs to provide data analysis and outcomes assessment related to SLOs, AUOs, PSLOs, ISLOs, program operations, and program impact. Research staff members also support College data collection and reporting needs as required by state and federal accountability initiatives and compliance with state and federal laws and regulations. Research staff members work closely with and support the EPA (I.B.4-15).

To document ongoing quality improvement efforts as well as student learning and achievement, EPA coordinates and oversees the College's efforts to engage in comprehensive

review and outcomes assessment in all courses, programs, and student support and administrative units. PR/AUR, SLO/AUO assessment, and curriculum fall under the auspices of EPA. The director of fiscal and contract services and the director of OPRA co-chair EPA. Faculty coordinators oversee SLO/AUO assessment, as well as PR/AUR, while a faculty chair of the CC oversees the curriculum process. To support student learning and achievement, the EPA, with approval from PBSC and Academic Senate, regularly evaluates, updates, and improves the effectiveness of the PR/AUR, SLO/AUO, and curriculum processes (I.B.4-16; I.B.4-17; I.B.4-18; I.B.4-19).

PBSC is a participatory governance committee that is responsible for coordinating the College's planning efforts, including strategic planning, budget processes, and dialogue regarding student success metrics, ISS, and the IEPI. PBSC makes recommendations to CC. CC, a participatory governance council, serves as the College's main planning and recommending body, and is responsible for making final recommendations to the college president.

In addition to the data available through the CCC Chancellor's Office (CCCCO) and the CCCCO Management Information Systems Data Mart, the College has continuous access to quantitative institutional data through the InFORM Data Warehouse. Through InFORM, various data sets and reports can be generated and disaggregated to provide detailed information by section, course, program, division, or whole College about enrollment, productivity, fill rates, retention, success rates, student counts by age, gender, ethnicity, educational goal (including transfer), and awards by type, age, gender, and major.

Analysis and Evaluation

The College regularly and systematically uses assessment data to support student learning and achievement. Assessment data comes from a variety of sources and is integrated into planning, PR and AUR, resource allocations, and the evaluation of institutional effectiveness through student success metrics, which are available both internally and externally. A fully staffed OPRA, the addition of the AVPIE, and the InFORM Data Warehouse supported by District Services personnel, are all evidence of the College's commitment to an organizational structure and processes that are focused on using assessment data to support student learning and student achievement.

Although data is widely available at the College, and dialogue related to student success and achievement relative to goal setting is evident, state and federal reporting requirements have made it essential to continually and broadly engage in data-driven planning and decision-making. Therefore, the College has identified the need for a QFE related to the development of a deeper understanding of student success metrics Collegewide and the role that individual departments and units can have on larger institutional outcomes and student achievement.

Evidence

I.B.4-01: Refresh Program
I.B.4-02: Student Success Coordinating Committee Update 2015-2016
I.B.4-03: InFORM Roster Profile – example
I.B.4-04: Counseling AUR
I.B.4-05: Program Review Handbook
I.B.4-06: English Program Review + Data Set
I.B.4-07: Health Information Technology 2015 Program Review
I.B.4-08: Medical Assistant 2015 Program Review
I.B.4-09: Human Service D & A Program Review
I.B.4-10: AVP Instruction Proposed Chart
I.B.4-11: VP Instruction Proposed Chart
I.B.4-12: ACCJC Report 2016
I.B.4-13: College Data- Achievement and Completion
I.B.4-14: Saddleback IEPI
I.B.4-15: OPRA Overview
I.B.4-16: Program Review Handbook
I.B.4-17: Administrative Unit Review Handbook
I.B.4-18: SLO Handbook
I.B.4-19: AUO Handbook

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Every two years, all instructional programs at the College undergo PR (I.B.5-01). Per Administrative Regulation (AR) 6100(b) each college is to conduct instructional PRs of all credit and noncredit programs to determine how they are achieving their objectives and to determine if changes are needed (I.B.5-02). These reviews are a means to evaluate the effectiveness of programs and units in meeting the mission of the College, to develop objectives and action steps for continuous quality improvement, and to provide information for decision-making in Collegewide planning and resource allocation processes.

PR is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum and is a means to make recommendations to improve student learning, student achievement, and program effectiveness. Data from a variety of sources is analyzed in the completion of the PR. This data includes staffing reports, SLO assessment results (I.B.5-03), program progress reports (I.B.5-04), student achievement data from the data warehouse (I.B.5-05), and, for CTE programs, labor market data from EMSI (I.B.5-06). Additional research can also be requested from OPRA and included in the analysis. All data

available through the inFORM Data Warehouse can be disaggregated by program and instructional method, such as face-to-face or online. The College has also recently begun to collect and report SLO data by instructional method.

As described in the Program Review Handbook for Instructional Programs, the following are the primary objectives of PR:

1. State program objectives and align future objectives with the College mission and vision.
2. Collect and analyze data on key performance indicators, SLOs, program activities, and accomplishments.
3. Examine and document the effectiveness of programs.
4. Develop recommendations and strategies concerning future program directions and needs (for example, budget, staffing, and resources).
5. Provide an opportunity for programs to assess their relevance and position within the division and the College and with all other stakeholders.
6. Comply with federal and state law, Title 5, Student Equity, Perkins, the Student Success and Support program (formerly known as matriculation), ADA (Americans with Disabilities Act), and other legal or certification requirements (I.B.5-07).

The PR is completed by a PRT composed of the department chair, one or more faculty subject experts and other faculty staff, and/or administrators deemed necessary by the department chair. PR has three sections: the program overview and objectives, the review report, and a needs assessment. The appendices include copies of all data sources used in the completion of the report. The program overview and objectives provide a broad understanding of the program, current trends related to the program's mission, how the program meets the overall mission and/or vision of the College, how the program has used SLO results to make improvements to the program and its curriculum, how SLO assessments contributed to overall PSLO and ISLO attainment, and the program objectives for the upcoming two-year period. A detailed assessment of the program based on the collected quantitative and qualitative data is completed in the review report section. This section addresses issues related to staffing, curriculum and instruction, student success, facilities, technological infrastructure, resources, service, community outreach, and economic development. The final section, the needs assessment, is a summary of program needs as described in the review report. These needs include human resource needs, instructional/service needs, research needs, facility needs, marketing and outreach needs, as well as technology, equipment, and other resource needs.

Student support and administrative units undergo a similar process for AURs (I.B.5-08). AUR is a systematic process for the collection, analysis, and interpretation of data concerning an administrative unit. An AUR is utilized in making recommendations to

improve the effectiveness of the unit and its impact on student learning and student success. The following are some of the varied sources of data analyzed in the completion of the AUR: staffing reports, AUO assessment results (I.B.5-09), unit progress reports (I.B.5-10), and student achievement data from the data warehouse (I.B.5-11). Additional research can also be requested from OPRA and included in the analysis. The EPA, the faculty PR/AUR coordinator, and OPRA help with the collection and interpretation of data for PRs and AURs. Annually, resource allocation requests are developed for new resources that will augment a given program's ability to fulfill its mission (I.B.5-12). In order to submit a resource allocation request, a program's need must be documented and specifically referenced in the most recent PR/AUR. Preference is given to needs also identified in the current Strategic Plan. The prioritization of resources takes place first at the division level, then at the "branch" or vice presidential level, then at the College level by the College Resource Committee (CRC). The college president approves the final allocation of resources. PBSC reviews budgets, recommends funding to apply CRC priorities, and then, finally, College Administrative Services allocates funds for the approved requests. Because of this process, instructional programs, as well as student support and administrative services, can identify needs, solicit resources, and implement changes to improve institutional effectiveness and academic quality.

Data required to support PR/AUR is readily available through the inFORM Data Warehouse, TracDat, the College's assessment software, and EMSI. Furthermore, OPRA supports additional research, including surveys or other in-depth analyses (I.B.5-13). Both qualitative and quantitative data are disaggregated for analysis by program and instructional method. In the past, SLO data was not disaggregated by instructional method. The field for instructional method was added into TracDat in 2016, and henceforth all assessment reporting will be collected, reported, and analyzed in disaggregated form.

Analysis and Evaluation

The College works towards accomplishment of its mission through the PR/AUR process, which includes an evaluation of program/unit objectives and action steps, SLOs/AUOs, and student achievement data. Program/unit objectives and action steps are aligned with the College mission, vision, and strategic plans. In addition, each PR/AUR addresses the way in which it serves to help the College achieve its stated mission. Through a review of SLOs/AUOs, key program indicators, and detailed data sets on student achievement, the College can evaluate its educational effectiveness and develop plans for ongoing improvement. The results of PR/AUR are incorporated into the strategic planning and resource allocation processes of the College and provide information for future planning for, and improvement of, the College's programs and services.

Although PR/AUR are aligned with the College mission, and the results are incorporated into strategic planning and resource allocation, the College has identified that more can be done at

the program, student service, and administrative unit level to impact institutional-level student success and achievement. A QFE that addresses goal setting and the utilization of data and research to support student success and achievement at the institutional level emerged from the self-evaluation for accreditation.

Evidence

I.B.5-01: Program Review Handbook
I.B.5-02: Administrative Regulation 6100(b)
I.B.5-03: SLO Comprehensive Report TracDat
I.B.5-04: TracDat Assessment Progress Report
I.B.5-05: inFORM Program Review Data Report
I.B.5-06: EMSI Data Program Outlook
I.B.5-07: Program Review Handbook, page 3
I.B.5-08: Administrative Unit Review Handbook
I.B.5-09: AUO Assessment Results
I.B.5-10: AUO Progress Report TracDat
I.B.5-11: AUO inFORM Report
I.B.5-12: Resource Allocation Process Model
I.B.5-13: College Primary Research Program

I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

In many of its processes, the College disaggregates and analyzes learning outcomes and achievement data for subpopulations of students to examine performance gaps. The SEP is the primary mechanism for identifying and addressing performance gaps (I.B.6-01). In addition to the SEP, disaggregated data is used to measure key performance indicators relevant to student success in the College Strategic Plan (I.B.6-02), to assess the success of projects from the Basic Skills Initiative (I.B.6-03), and to analyze and address student success and achievement gaps through the PR process.

The Saddleback College Student Equity Plan

In 2014, the Student Equity Taskforce, with representation from all participatory governance groups, revised and aligned the SEP with new state mandates (I.B.6-04). The taskforce developed an updated SEP which focuses on improving student success for specific populations who may be disproportionately impacted by College practices, programs, or services (I.B.6-05).

The SEP analyzes student outcome and achievement data to measure the required student equity success indicators: access, course completion, English as a Second Language (ESL) and basic skills completion, degree and certificate completion, and transfer. The SEP identifies the disproportionate impact within specified populations for each indicator. The targeted populations include:

- American Indians/Alaska Natives
- Asians/Pacific Islanders
- African Americans
- Hispanics
- Whites, Non-Hispanic
- Men
- Women
- Current or former foster youth
- Persons with disabilities
- Low-income students
- Veterans (I.B.6-06)

Student equity work groups composed of members from all participatory governance groups were established to address each of the student equity success indicators. To identify any disproportionate impact at the College, OPRA created a detailed report for each of the indicators in relation to the aforementioned populations. Student Success Scorecard data from the State Chancellor's Office was utilized to complete this report. Using this data, work groups composed of members from all participatory governance groups analyzed the data for disproportionate impact; developed strategies, goals, and activities to increase the success rates of the populations impacted; proposed timelines for completion of the identified actions and a budget; and recommended a means of evaluating outcomes (I.B.6-07; I.B.6-08).

The State Chancellor's Office provided funding for the SEP initiatives. The amount received by the College was just over $2 million, with $714,516 allocated for the 2014-2015 academic year and $1,314,425 allocated for the 2015-2016 academic year. These funds enabled additional services for targeted populations in research, outreach, matriculation, counseling, financial aid, tutoring, and student mentoring. Specific actions taken included the hiring of a student equity outreach aide and additional financial aid specialists, the extension of cohort-based learning communities and peer mentors, the extension of tutoring hours, the development of "fast track" pathways, and the establishment of a bilingual (English/Spanish) transfer mentoring program (I.B.6-09). In the near future, the College will hire a student equity program research analyst to ensure data-driven tracking of projects and plans related to SEP.

For all three completion metrics included in the Scorecard (Degree/Transfer Completion, CTE Completion, and Career Development and College Preparation Completion), the College's success rates exceeded rates statewide (I.B.6-10). The Degree/Transfer Completion Rate at the College for college-prepared students equals the state average. Meanwhile, for unprepared students, the College exceeds the state average. Completion rates for all metrics at the College are increasing more quickly than the rate of statewide increases (I.B.6-11). Since Hispanic students are seeking degrees or transfers at a rate that exceeds their representation in the student body, equity efforts in this area appear to be having a positive impact (I.B.6-12).

The College integrates the SEP into the Strategic Plan and aligns it with major planning efforts and initiatives, including SSSP and BSI (I.B.-13; I.B.6-14). The SEP core indicator groups monitor and coordinate the evaluation of the SEP in partnership with major College leadership councils, including the CC, the SSCC, and the PBSC. Activities and progress toward meeting the goals of the SEP are reported to the SSCC and integrated into the Strategic Plan as part of Goal two (I.B.6-15). The SEP is then forwarded to the PBSC and CC for input, discussion, and to address barriers to successful achievement of the identified goals (I.B.6-16). The SEP is a three-year plan that is evaluated annually and updated or revised as needed.

The SEP, including activities, action steps and progress towards achieving goals, is shared widely. Each fall the SEP is shared with each participatory governance group and the BOT, who are also provided an opportunity to engage with the SEP chair, core team leaders, and work group members (I.B.6-17). The SEP activities and outcomes are also shared widely during PD Week (I.B.6-18).

Program Review and Achievement Data

The PR process requires each program to conduct a regular self-evaluation that leads to program improvements, the identification of program needs, and resource allocation requests. Data used for the completion of the PR includes information on student achievement disaggregated by student characteristics. The inFORM PR Data Set includes five years of detailed information about a program's course; enrollments; productivity; fill rates; retention; success rates; student counts by age, gender, ethnicity, and educational goal; and awards by age, gender, major, and type. For those programs with significant online offerings, these data sets can be run by instructional method to analyze differences in success and retention rates of courses taught face-to-face or online. Upon request, OPRA can furnish additional disaggregation of data. The analysis of SLO assessment data takes place during PR. The TracDat Comprehensive Program SLO Report includes all active course-level SLOs, assessment methods, criteria for success, results, and the use of results. Recent changes made in TracDat in 2016 enable data on SLO attainment to be reported and analyzed by instruction method. When programs identify performance gaps through the analysis of this data,

objectives and action steps are developed. These steps may include changes related to access, curriculum, or teaching methods, among others. The effectiveness of the objectives and action steps developed through PR face review every two years and revision as needed.

Saddleback Strategic Plan

Objective 2.1 in the College's current Strategic Plan is to "increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps" (I.B.6-19). This objective integrates activities from the SSSP Plan, the Enrollment Management Plan, the BSI, the Technology Plan, and the SEP (I.B.6-20). The key performance indicators for this objective are based on the Student Success Scorecard metrics provided by the State Chancellor's office (I.B.6-21). These completion metrics can be disaggregated by gender, age group, ethnicity, disability status, and economic status. Overall, trends in SEP data demonstrate that the College exceeds the statewide average for English and math but lags in ESL (I.B.6-22).

Analysis and Evaluation

The College uses disaggregated achievement data for many of its analyses and reports, including the SEP, PR, and the Strategic Plan. The SEP has identified those areas with disproportionately impacted student populations and indicators as prescribed by the CCCCO. Through the SEP the College engages in strategies and activities, sets goals and key performance indicators, and allocates resources to mitigate gaps. In addition to the SEP, instructional programs use disaggregated data during PR and develop objectives and actions steps to address gaps. In spring 2016, the College began to disaggregate SLO data by instruction method. Discussions are also underway in the EPA regarding the collection and reporting of disaggregated SLO data by student characteristics.

In terms of student achievement, OPRA has demonstrated how data mining and the increased use of disaggregate data has the potential to uncover data stories and create a culture of evidence-based dialogue, planning, and decision-making that supports student success to a degree never before enjoyed at the College (I.B.6-23). Thus, the College has undertaken a QFE on student success metrics, including the ability to disaggregate data and to integrate student success metrics into broad-based dialogue, planning, decision-making, and resource allocation to promote institutional effectiveness.

Evidence

I.B.6-01: Student Equity Plan 2015-2016
I.B.6-02: Saddleback Strategic Plan 2014-2020
I.B.6-03: Basic Skills Instruction Report Fall 2015
I.B.6-04: Student Equity Plan 2015-2016, pages 19-20
I.B.6-05: Student Equity Plan 2015-2016
I.B.6-06: Student Equity Plan 2015-2016, pages 7-10

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The District and the College regularly evaluate policies and practices to assure their effectiveness in supporting academic quality and the accomplishment of their missions. The Board Policy and Administrative Regulation Advisory Council (BPARAC) is a Districtwide shared governance committee with representation from all constituent groups. BPARAC is chaired by the vice chancellor of business services and is charged with coordinating the writing and revising of SOCCCD BPs and ARs with the assistance of administrative and shared governance representatives. BPARAC reviews BPs on a regular cycle and makes recommendations for revisions to the Chancellor's Council prior to going to the BOT for study, review, and approval (I.B.7-01). BPARAC may also revise policies and/or procedures to align with templates provided by the Community College League of California or in response to changes in external regulations, or legal or accreditation requirements. BPs and ARs address the following broad categories: bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. BPs and ARs are made available on the District website for students, employees, and the public (I.B.7-02).

College policies and practices are developed and revised regularly, and on an as-needed basis, as part of the institutionalized planning cycle or to align with revised BPs and ARs. At the College, the CC is the primary body responsible for making recommendations to the president for approval (I.B.7-03).

As described in the Planning and Governance Manual, and in accordance with Title 5, the College ensures the participation in governance and decision-making of all constituent groups, including the Management Team, faculty, classified staff, and students. In making policy and procedural recommendations, the Academic Senate represents faculty, CSEA and the Classified Senate represent staff, and the ASG represents students. Any interested person, committee, or representative group at the College may initiate the review and revision of policies and procedures.

Policies and Procedures Related to Instructional Programs and Success

Policies and practices related to instructional programs and student success are primarily under the purview of the Academic Senate, the Curriculum Committee, OEC, and EPA. Policies and procedures are also openly discussed at the College's VPI Council, a regularly occurring forum of academic deans and academic administrators to consult with the VPI.

The Academic Senate is the representative body of faculty that is responsible for participating in formulation of College and District policy related to academic and professional matters as required by BP 2100.1, Delegation of Authority to the Academic Senate; BP 2100.2, Role and Scope of Authority of the Academic Senates; and Title 5 of the California Code of Regulations (I.B.7-04).

The Curriculum Committee, a standing committee of the Academic Senate, is responsible for recommending approval of both credit and noncredit courses based on standards such as grading policy, units, prerequisites, academic rigor, course content, course objectives, repeatability, assignments, instructional methodology, and methods of evaluation. The committee is also responsible for developing all policies and procedures that affect the development and approval of curriculum at the College, and for recommending approval of such policies and procedures to the Academic Senate (I.B.7-05). The committee regularly evaluates curriculum processes and practices. In 2014, significant changes took place to improve the efficiency and effectiveness of the curriculum processes, particularly in response to the increase in online courses (I.B.7-06; I.B.7-07). The online course approval process is currently under revision and is the subject of one of the QFEs.

OEC, a standing committee of the Academic Senate, is responsible for developing policies and procedures related to online education at the College. With a focus on quality as part of the development of the new Online Education Plan, the OEC is currently reviewing and revising existing policies and practices related to issues such as curriculum approval, faculty training, and student support. This process is discussed in detail in the QFE on online education.

The EPA, a college committee jointly chaired by an Academic Senate appointee and the director of planning, research and accreditation, oversees the College's efforts to engage in an ongoing quest for quality improvement, and to document how well the College fulfills its

mission and goals by employing a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative service units on campus (I.B.7-08). The policies and procedures under the purview of EPA are those related SLO/AUO assessment and PR/AUR. These policies and procedures face regular updates to ensure they effectively promote continuous improvement of student support and administrative units, courses, and programs. A recent procedural change includes the submission of SLO results by instructional method so that data can be analyzed separately for face-to-face and online classes.

The VPI Council meeting is facilitated by the VPI and is composed of those academic administrators responsible for instruction, enrollment management, strategic planning, scheduling, faculty hiring, and classroom matters. This council is responsible for the planning and evaluation of courses (traditional and online) and instructional programs as well as overseeing assessment practices and discussion of policies and practices to ensure instructional quality and effectiveness.

Policies and Practices Related to Resource Management

Policies and practices related to resource allocations are addressed primarily by PBSC (I.B.7-09), the CRC (I.B.7-10), and CC (I.B.7-11). The current resource allocation process was evaluated and revised in fall 2015 to include explicit timelines and to more clearly describe the roles of PBSC, CRC, and CC in resource allocation (I.B.7-12). The revised resource allocation process requires that instructional program and administrative unit needs are referenced in PR/AUR and are tied to the mission and/or Strategic Plan.

Each year, the effectiveness of the resource allocation process is evaluated by PBSC and revised as necessary. Moreover, Goal 4 in the current Strategic Plan is that "Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation" (I.B.7-12). Therefore, through the annual evaluation of the College's Strategic Plan, the resource evaluation process, policies, and practices will also be examined to ensure that the resource allocations are based on substantial verifiable data.

The SOCCCD District-wide Planning and Decision Making Manual demonstrates how planning processes at the District level are linked to budget allocations (I.B.7-13). This guide is updated regularly and includes the Budget Development Guidelines, which are reviewed and approved twice a year by the BOT. The District Resource Allocation Council (DRAC) model and BR/AR 3110 guide the budget development for Districtwide allocation of unrestricted general funds and basic aid funds. DRAC is a participatory governance group charged with developing and maintaining the income allocation model on which the District budget is based. This committee is also responsible for the development and oversight of the allocation process for unrestricted general funds. The Basic Aid Allocation Recommendation

Committee (BAARC) is also a participatory governance committee charged with allocating basic aid funds in accordance with BP/AR 3110 and in alignment with planning documents developed by the District-wide Planning Council (DWPC), the District-wide Technology Committee, and the Capital Improvement Committee (I.B.7-14). All District councils and committees evaluate their practices annually through a membership survey and make changes as needed.

Policies and Practices Related to Governance Processes

The Planning and Governance Manual documents the policies and practices related to decision-making and governance processes at the College (I.B.7-15). The manual includes roles and responsibilities of councils, committees, work groups, and individuals that participate in planning and decision-making on campus. Timelines for College and Districtwide planning and resource allocation are included in the manual. The College strategic planning and integrated planning processes, as well as the alignment to Districtwide processes, are described in the Planning and Governance Manual. The Planning and Governance Manual is reviewed regularly to ensure that the processes, practices, and policies related to planning and decision-making are current, efficient, effective, and support academic quality and accomplishment of the mission. A review of the manual is initiated by OPRA when significant changes to the planning or governance processes occur. The most recent update to the manual occurred in fall 2016. Before approval of the updated Planning and Governance Manual, and the policies and practices within, the manual is shared with participatory governance groups for input prior to recommendation for approval by the PBSC and approval by the CC (I.B.7-16; I.B.7-17).

The District annually evaluates its policies and procedures related to planning, governance, and resource allocation, and publishes the them in the *SOCCCD District-wide Planning and Decision-making Manual 2015-2020* (I.B.7-18). DWPC is responsible for overseeing the review and revision of the manual and guide.

Analysis and Evaluation

The College regularly reviews its policies and procedures across all areas, including instructional programs, student and learning support services, resource management, and governance processes. BPARAC, a Districtwide committee, reviews and revises BPs and ARs. The Chancellor's Council and, in the case of BPs, the BOT then approve them. On the College level, the CC is the primary body that approves procedures which emerge out of various College committees. The Academic Senate, with other committees also playing a role, is primarily responsible for the evaluation of policies and practices to ensure effective instruction, academic quality, and student success. PBSC regularly evaluate the goals, objectives and outcomes of the Strategic Plan and makes recommendations to policies and practices to ensure effectiveness, academic quality, and accomplishment of the mission (see

1.B.9). At the District level, the DWPC evaluates resource management. At the College level, resource management is evaluated through PBSC, CRC and CC, as well as by all programs, student support, and administrative services that participate in the resource allocation process. Key participatory governance planning and decision-making councils, committees, task forces, and work groups regularly evaluate policies and practices related to governance.

To support the accomplishment of the mission, participatory governance and planning committees regularly evaluate their policies and practices. However, the College lacked a standardized approach for committees to communicate their purpose and to evaluate their effectiveness. This issue is being addressed by PBSC and CC, which recently approved new committee practices, as described in the Planning and Governance Manual, to align with current practices in Districtwide committees, including communication about each committee's purpose, membership and annual self-evaluations (I.B.7-19). The goals of these changes are to increase and sustain Collegewide dialogue by making employees more aware of participation opportunities, to improve record keeping, and to evaluate the effectiveness of these committees.

Evidence

I.B.7-01: BPARAC
I.B.7-02: Board Policies and Administrative Regulations
I.B.7-03: Planning and Governance Manual, page 27
I.B.7-04: Academic Senate Bylaws
I.B.7-05: Curriculum Committee Bylaws
I.B.7-06: Curriculum Committee
I.B.7-07: New Course Proposals
I.B.7-08: EPA Committee
I.B.7-09: Planning and Governance Manual-PBSC, page 27
I.B.7-10: Planning and Governance Manual-CRC, page 27
I.B.7-11: Planning and Governance Manual-CC, page 27
I.B.7-12: Saddleback Strategic Plan 2014-2020, Goal 4
I.B.7-13: DWPDM Manual, pages 20 -24
I.B.7-14: BAARC
I.B.7-15: Planning and Governance Manual-CC, pages 18-20
I.B.7-16: AS minutes 09/28/16, Item 9B
I.B.7-17: CC 09/20/16, Item 5
I.B.7-18: DWPDM Manual, pages 20-24
I.B.7-19: Planning and Governance Manual, pages 18-20

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The results of assessment and evaluation activities are communicated broadly via documents and minutes posted on the College website and SharePoint sites primarily through OPRA, EPA, and PBSC. Assessment and evaluation results are broadly communicated though Collegewide presentations as well as in presentations made to key planning and governance councils and committees. Internal scans and surveys are also completed on a regular basic to further understand institutional strengths and weaknesses and to inform priorities and future planning efforts.

Assessments and evaluation results posted on the OPRA website include, but are not limited to, climate and College employee survey results (I.B.8-01), College planning documents and evaluations (I.B.8-02; I.B.8-03; I.B.8-04), Student Success Scorecard information (I.B.8-05), and internal documents that further analyze Scorecard data, historical performance, and trends (I.B.8-06; I.B.8-07; I.B.8-08; I.B.8-09; I.B.8-10; I.B.8-11; I.B.8-12; I.B.8-13; I.B.8-14; I.B.8-15).

The EPA is responsible for completing SLO/AUO assessment reports and posting completed PRs and AURs on SharePoint (I.B.8-16; I.B.8-17). SLO/AUO reports are also posted in TracDat. The Academic Senate reviews completed PRs. The Management Team reviews completed AURs. PRs and AURs are shared with CC every four years, and are considered in strategic planning and resource allocations decisions (I.B.8-18).

Additionally, the College communicates results of assessment and evaluations through a variety of activities. These activities include the presidents Annual State of the College report during PD Week (I.B.8-19; I.B.8-20; I.B.8-21; I.B.8-22), PD Week presentations (I.B.8-23; I.B.8-24), the president's update during monthly BOT meetings, and reports at planning and decision-making committees as well as at department and division meetings. Key committees that communicate assessment and evaluation results include PBSC (I.B.8-25; I.B.8-26), the EPA (I.B.8-27), the Academic Senate (I.B.8-28) and the strategic planning committees, especially the SSCC and work groups (I.B.8-29; I.B.8-30). The SSCC and work groups actively disseminate data related to their extensive work through PD Week activities, to the Management Team, in department chair and deans meetings, to the Academic Senate, to the Classified Senate, and to inform the VPI Council, PBSC and CC (I.B.8-31).

Analysis and Evaluation

The College communicates results of assessments and evaluations through a variety of methods, including presentations that are captured in meeting minutes and documents that are publicly available on the College and committee websites. The EPA oversees reporting on assessment data related to SLOs/AUOs and on evaluations contained in PRs/AURs. This reporting includes regular reports by all programs and student support and administrative units to CC and the college president. PBSC and OPRA oversee institutional assessments

related to strategic planning and Scorecard data. These assessments are available on College websites and SharePoint sites accessible to all employees. Internal scans and surveys conducted by OPRA provide additional information related to College strengths and weaknesses and inform College priorities. A revitalized OPRA broadly communicates assessment and evaluation activities.The Public Information and Marketing Office and the college president regularly communicate overall strengths, weaknesses, and priorities though a variety of Collegewide forums including Annual State of the College presentations.

Evidence

I.B.8-01: College Primary Research Program
I.B.8-02: College Planning Documents
I.B.8-03: Strategic Planning and Updates
I.B.8-04: Saddleback Strategic Plan 2014-2020
I.B.8-05: Student Success Scorecard – Saddleback
I.B.8-06: IEPI
I.B.8-07: IEPI Saddleback 2016
I.B.8-08: IE Saddleback 2015
I.B.8-09: IE Saddleback 2016
I.B.8-10: Milestones Persistence Rate and 30 Units Rate
I.B.8-11: Saddleback College Awards 2014-2015 and Long-Term Trends
I.B.8-12: Saddleback College Degree Transfer Completion Rates
I.B.8-13: Saddleback College Transfers 2003 to 2013
I.B.8-14: Characteristics of Students
I.B.8-15: Scorecard Presentation BOT 2016
I.B.8-16: Annual SLO Report
I.B.8-17: EPA SharePoint PR & AUR
I.B.8-18: Health Sciences AUR CC 04/07/15
I.B.8-19: Annual State of the College Address
I.B.8-20: Annual State of the College 2016
I.B.8-21: Annual State of the College 2015
I.B.8-22: Annual State of the College 2014
I.B.8-23: Professional Development Programs
I.B.8-24: Professional Development Program Fall 2016
I.B.8-25: PBSC
I.B.8-26: Strategic Plan Progress - Saddleback 2016
I.B.8-27: EPA SharePoint Minutes
I.B.8-28: AS Minutes
I.B.8-29: SSCC Update 2015-2016
I.B.8-30: Student Success Committee Shared Documents
I.B.8-31: Student Success Midyear Updates 2016

I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and

improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology and financial resources. (ER 19)

Evidence of Meeting the Standard

The College, in conjunction with the SOCCCD, engages in continuous, broad-based, systematic evaluation and planning. As described in Standards I.B.1, I.B.2, I.B.3, and I.B.5, the College integrates PR/AUR, short-term planning, long-term planning, and resource allocation into a comprehensive process that is aligned with SOCCCD planning and leads to the fulfillment of the College mission and improvement of both institutional effectiveness and academic quality (I.B.9-01; I.B.9-02; I.B.9-03; I.B.9-04; I.B.9-05; I.B.9-06; I.B.9-07).

The *SOCCCD 2011-2031 Education and Facilities Master Plan* (EFMP) outlines a long-term plan for continuous quality improvements focusing on strategies for academic excellence and facilities improvements (I.B.9-08). The purpose of the EFMP is to establish a clear direction for the District and each of its colleges, and to serve as a primary resource for development of college long-range planning activities. Integrated short-term planning consists of the College and the SOCCCD Districtwide strategic plans. The *SOCCCD District-wide Strategic Plan 2014-2020* was developed through the leadership of the DWPC. Supported by data from an external scan of the community, an integrated strategic planning model was developed for the District and colleges with shared goals, objectives, and key performance indicators (I.B.9-09). The external scan of the community provided five major areas of review as a basis for planning. These areas included enrollment projections; labor market analysis; student success policy, research, and accountability; technology; and the budget and the economy (I.B.9-10).

The purpose of developing an integrated Districtwide strategic plan is to make the strategic planning process more efficient, to improve collaboration, and to encourage a commitment toward common goals and objectives using common indicators, timelines, and reporting requirements. Ultimately, the integrated strategic planning process is intended to improve the effectiveness of the colleges, and to promote better-informed decisions regarding the allocation of resources.

Integrated Planning

The College's Strategic Plan is aligned with the SOCCCD Strategic Plan and is the foundation for College planning and resource allocation decisions. The College strategic planning process is a comprehensive and collaborative tool for enabling the College to continuously improve, effectively achieve its mission, and move toward its desired vision. The Planning and Governance Manual contains a full description of the steps in the strategic planning process (I.B.9-11).
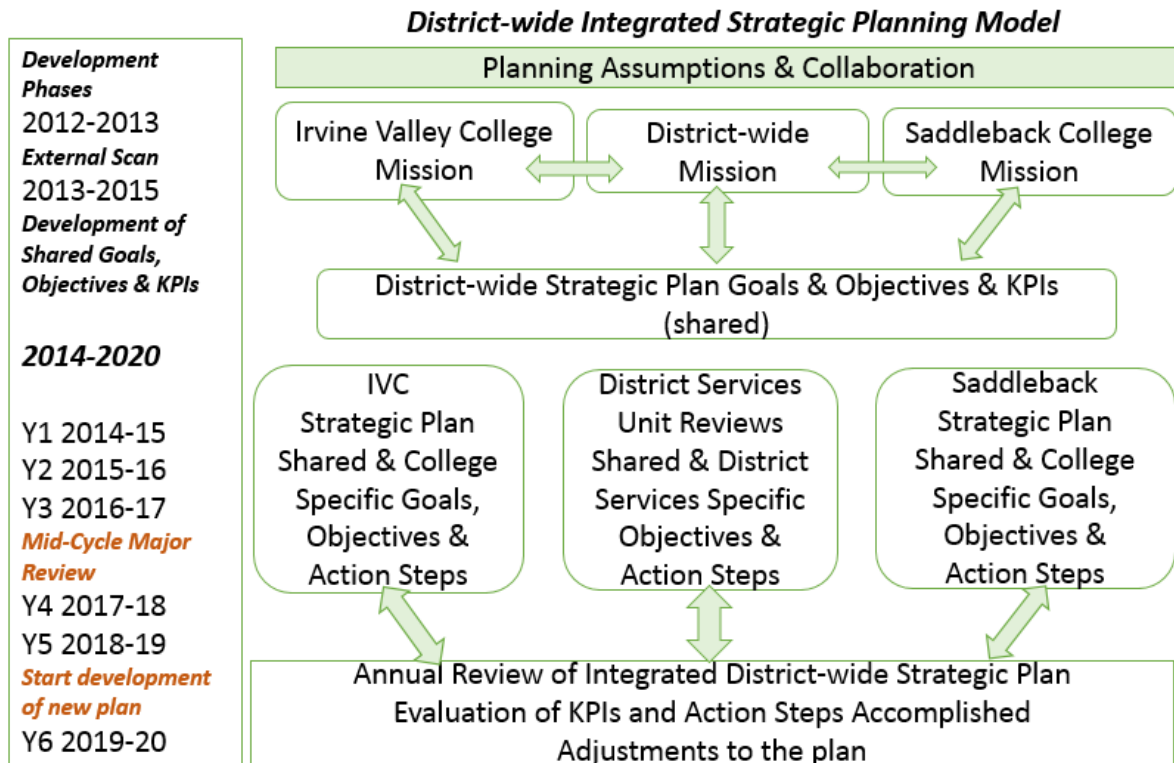
The *Saddleback College Strategic Plan 2014-2020* has four overarching goals. Each goal is aligned with the SOCCCD goals and is addressed by strategic planning groups led by a chairperson or co-chairpersons. These strategic planning goals are as follows:

Strategic Planning Goals for 2014-2020:

1. Saddleback College will foster an environment characterized by creativity, innovation, respectful interactions and collaboration [Campus Climate].
2. Saddleback College will promote students' success by enhancing the teaching and learning environment [Student Success].
3. Saddleback College will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education [Economic and Workforce Development].
4. Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation [Financial Health and institutional Effectiveness] (I.B.9-12).

The College engages in other short-term planning processes focused on specific initiatives and grant-funded projects that include the SEP (I.B.9-13), the Technology Plan (I.B.9-14), the EWD Plan (I.B.9-15), the SSSP Plan (I.B.9-16), and the BSI (I.B.9-17). These plans inform one another and are integrated into the Strategic Plan.

Integrated Planning

District-wide Integrated Strategic Planning Model

Development Phases	
2012-2013 *External Scan*	
2013-2015 *Development of Shared Goals, Objectives & KPIs*	
2014-2020	
Y1 2014-15	
Y2 2015-16	
Y3 2016-17	
Mid-Cycle Major Review	
Y4 2017-18	
Y5 2018-19	
Start development of new plan	
Y6 2019-20	

Planning Assumptions & Collaboration

Irvine Valley College Mission ⟷ District-wide Mission ⟷ Saddleback College Mission

District-wide Strategic Plan Goals & Objectives & KPIs (shared)

IVC Strategic Plan Shared & College Specific Goals, Objectives & Action Steps

District Services Unit Reviews Shared & District Services Specific Objectives & Action Steps

Saddleback Strategic Plan Shared & College Specific Goals, Objectives & Action Steps

Annual Review of Integrated District-wide Strategic Plan Evaluation of KPIs and Action Steps Accomplished Adjustments to the plan

Integrated Planning Timelines

Integrated Planning Timeline

District-wide Planning and Resource Allocation Development Timelines

Evaluation/Task/Name	Action	Cycle	2014/15 Fall	Spr	Sum	2015/16 Fall	Spr	Sum	2016/17 Fall	Spr	Sum	2017/18 Fall	Spr	Sum	2018/19 Fall	Spr	Sum	2019/20 Fall	Spr	Sum
Education and Master Plan: (2011-2031)	Recreate	6 YR																		
District-wide Strategic Plan (2014-2020)	Mid-Cycle Eval.	3 YR										*	*							
District-wide Strategic Plan (2014-2020) Progress Report	Review	1 YR			*			*			*			*		*				*
District-wide Strategic Plan (2014-2020)	Recreate	6 YR													*	*	*	*	*	*
District-wide Planning and Decision Making Manual	Recreate	3 YR				*														
District-wide Planning and Decision Making Manual	Update	1 YR		*			*			*			*			*			*	
District-wide Function Map	Update	3 YR				*	*	*												
5 YR Construction Plan	Update	1 YR			*			*		*			*			*			*	
20 YR Facilities, Renovation, Scheduled Maintenance Plan	Update	1 YR		*			*			*			*			*			*	
Tentative Budget Development	Create	1 YR		*			*			*			*			*			*	
Tentative Budget Approval	Update	1 YR			*			*			*			*			*			*
Final Budget Approval	Update	1 YR	*			*			*			*			*			*		
District-wide Integrated Budget Planning Resource Guide	Update	1 YR	*			*			*			*			*			*		
District-wide Technology Plan	Recreate	6 YR													*			*	*	*
Review District-wide Technology Plan	Review	1 YR		*			*			*			*			*			*	

Saddleback College Planning and Resource Allocation Development Timelines

Evaluation/Task/Name	Action	Cycle	2014/15 Fall	Spr	Sum	2015/16 Fall	Spr	Sum	2016/17 Fall	Spr	Sum	2017/18 Fall	Spr	Sum	2018/19 Fall	Spr	Sum	2019/20 Fall	Spr	Sum
Resource Allocation Requests Due (December 31st)	Submit	1YR	*			*			*			*			*			*		
Departmental Prioritization of Resource Allocation Requests Due (January 31st)	Prioritize	1YR		*			*			*			*			*			*	
Division Prioritization of Resource Allocation Requests (February 28th)	Prioritize	1YR		*			*			*			*			*			*	
Branch Prioritization of Resource Allocation Requests (March 21st)	Prioritize	1YR		*			*			*			*			*			*	
Each Branch Sumbits List of Resource Allocation Requests to CRC (April 1st)	Submit	1YR		*			*			*			*			*			*	
CRC Prioritization of Resource Allocation Requests (April 15th)	Prioritize	1YR		*			*			*			*			*			*	
PBSC Reviews CRC Resource Allocation Process (May 15th)	Review	1YR		*			*			*			*			*			*	
Consultation Council Recommends Allocation Requests to President (May 31st)	Recommend	1YR		*			*			*			*			*			*	
Administrative Services Allocates to Approved Resource Requests (Year-Round)	Allocate	1YR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
PBSC Facilitates Review of College Mission	Review	1YR	*			*			*			*			*			*		
Consultation Council Shares the College Mission with the Board of Trustees	Review	1YR		*			*			*			*			*			*	
Evaluation and Continuation of Action Steps for Current College Strategic Plan	Evaluate	1YR		*			*			*			*			*			*	
Mid-year Report on the College Strategic Plan Due to VPI	Recreate	1 YR			*			*			*			*			*			*
Annual Report on the College Strategic Plan Due to VPI	Recreate	1YR					*			*			*			*			*	

Functional Integrated Planning Matrix

Functional Integrated Planning Matrix - Saddleback College

Strategic Plan Goals	Goal I: Respectful Interactions/Campus Climate					Goal II: Student Success			Goal III: Economic & Workforce Development				Goal IV: Financial Health and Effectiveness		
Strategic Plan Objectives	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3
2014-2020 District-wide Strategic Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2014-2020 Saddleback College Strategic Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
XXXX Saddleback College Enrollment Management Plan															
2015-2016 Saddleback College Student Success Coordinating Plan						X	X	X							
2015-2016 Saddleback College Equity Plan						X									
2015-2020 Saddleback College Technology Plan	X						X								
2015-2020 Saddleback College Economic and Workforce Development Plan									X	X	X	X			
2015-2016 Basic Skills Plan						X	X								

X Indicates where plan is linked by explicitly to the College's Strategic Plan

OPRA leads the development of the College's Strategic Plan. The director of OPRA oversees the plan's implementation; monitors progress toward achieving goals, outcomes, and key performance indicators; and assists in evaluation of the planning process. OPRA facilitates Collegewide data-driven decision-making, accountability, and continuous improvement through the integration of strategic planning and institutional research (I.B.9-18). The director of OPRA and the director of fiscal services co-chair PBSC. PBSC coordinates Collegewide planning and budgeting processes, including the Strategic Plan, and makes recommendations for procedural changes to CC. The CC serves as the College's main strategic planning and recommending body and is composed of representatives from all constituent groups on campus. Sustained broad-based collegial dialogue informs all planning processes at the College.

A chairperson or chairmen is responsible for each goal and for reviewing progress toward the strategic planning goals, including measuring action steps completed, and tracking key performance indicators. The chairperson or chairmen are also ultimately responsible for the achievement of each strategic planning goal. Responsibility for the outcomes of the Strategic Plan is widespread; this responsibility is shared within each planning group by committees, councils, work groups, and individuals (I.B.9-19).

Periodic evaluation and review is an essential part of all planning at the College. For example, the strategic planning process and outcomes of the plan are evaluated to ensure the needs of the College and its constituents are being met. Each year, progress is measured in terms of the action steps completed. The achievement of outcomes is monitored through annual tracking of key performance indicators, action steps, and the degree to which performance targets have been achieved (I.B.9-20). Through the integrated strategic planning process, the College collectively identifies, prioritizes, and acts to meet Collegewide goals and objectives. The result of the strategic planning process is a Strategic Plan that provides short-term direction for the College.

Program and Administrative Unit Review

PR and AUR inform strategic planning and resource allocation decisions, and along with SLO/AUO assessment, are integral to appraising academic quality and institutional effectiveness. Planning for instructional programs as well as student support and administrative services occurs through the PR/AUR every two years (I.B.9-21; I.B.9-22). Through PR and AUR, data related to SLOs, courses, programs, curriculum, and support services is collected and analyzed, and recommendations are made to improve student learning, student success, programs, and student support and administrative services. PRs and AURs are a means of ensuring that the College's programs and services, within the limitations of available resources, are effective and responsive to the local College community.

Annually, resource allocation requests for new resources are derived from the needs assessment in the PR/AUR process. Requests for faculty can be expressed through the PR/AUR process, but are formally requested through the faculty hiring and prioritization process. Through the PR/AUR process, planning addresses needs for academic programs; student and administrative services for human resources; instructional/service needs; research needs; as well as technology, equipment, facilities; marketing and outreach; and other resources. The College has a well-prescribed plan for annual resource allocation (I.B.9-23).

Human Resources

Every PR/AUR addresses the human resource needs within a program or unit and uses a five-year staffing profile for faculty, classified staff, managers, and administrators as the basis of analysis. Resource allocation requests include requests for additional staffing. The CRC bases funding decisions for these requests upon demonstrated need and alignment with the College Strategic Plan. Classified staff positions go through the standard resource allocation request process described in the College's resource allocation personnel request instructions. However, the Faculty Hiring Prioritization Committee, an Academic Senate committee composed of the faculty and dean representatives from each academic division, prioritizes faculty positions. Annually, the committee creates a prioritization of positions. These recommendations are forwarded to the Academic Senate, college president, and BOT for approval. While this list includes a ranking of all positions requested, the college president, in consultation with the President's Executive Team, determines the number of positions to be hired each year from this list based on budgetary considerations.

Physical Resources

Physical resource needs—including facilities, furniture, and equipment over $500—are also determined and requested through the PR/AUR and resource allocation processes. Equipment requests are prioritized by the resource allocation request process, and decisions are made by the CRC based on documented need and alignment with the Strategic Plan. In addition to demonstrating a link to the Strategic Plan, facilities requests must also conform to standards set by the Safety and Facilities Committee and must be in alignment with the College's EFMP.

Technology Resources

Generally, the College Technology Plan maintains technology needs. This plan has established a replacement schedule for classroom, faculty, manager/administrator, and staff technology on campus. The College Technology Committee with representation from all participatory governance groups creates the Technology Plan to provide a strategic pathway to guide the College in its implementation of technology. The purpose of the Technology Committee is to engage in collaborative discussions regarding College technology; to disseminate information to the campus community; to empower students, faculty, and staff

through the deployment and availability of technology resources; to consider the concepts of universal access and design; and to provide direction for technology that advances and supports the strategic plans (I.B.9-24).

Requests for funding new technology needs over $500 are identified through the College's PR/AUR resource allocation process. The Technology Committee reviews these requests prior to final CRC ranking and approval. Funding for larger College technology needs can be requested through the basic aid process at the District level. BAARC reviews the requests, and final recommendations go to the Chancellor for funding.

Financial Resources

All programs and units receive annual budgets to support operational costs. These funds are reviewed regularly by PBSC, and recommendations for augmentations to these budgets are forwarded to the CC and the college president for approval. The need for additional funds for staffing, facilities, and equipment and technology exceeding $500 can be documented through the PR/AUR and requested through the resource allocation request process.

Analysis and Evaluation

The College engages in broad-based systematic evaluation and planning within programs and units, Collegewide and Districtwide. PR/AUR, short-term and long-term planning, and resource allocation are integrated into a comprehensive process to ensure that all academic program, student support, and administrative needs are met in order to fulfill the mission of the College. In an ongoing effort to improve short and long-term planning and decision-making, OPRA is working with departments and programs, as well as with planning and decision-making groups, to more fully expand data utilization and to integrate more student success metrics into planning structures and functions; this is all done to improve outcomes at the course, program, and institutional level to ensure accomplishment of the mission. A QFE on student success metrics has been developed to address this Collegewide goal and to ensure that success metrics have a place in the Strategic Plan and resource allocation process.

Evidence

I.B.9-01: Program Review Handbook
I.B.9-02: Administrative Unit Review Handbook
I.B.9-03: Annual SLO Report
I.B.9-04: Planning, Strategic Planning and Resource Allocation
I.B.9-05: Resource Allocation Process Model
I.B.9-06: Strategic Plan – Saddleback
I.B.9-07: Outcomes and Resource Allocation
I.B.9-08: SOCCCD 2011-2031 EFMP
I.B.9-09: SOCCCD District-wide Strategic Plan
I.B.9-10: SOCCCD District-wide Strategic Plan, page 8

I.B.9-11: Planning and Governance Manual, page 21
I.B.9-12: Strategic Plan – Saddleback
I.B.9-13: Student Equity Plan 2015-2016
I.B.9-14: Saddleback College Technology Plan
I.B.9-15: EWD Plan 2015-2020
I.B.9-16: SSSC Update 2015-2016, pages 6-7
I.B.9-17: Basic Skills Initiative
I.B.9-18: College Strategic Plan Update to DWPC 2015-2016
I.B.9-19: Strategic Plan - Saddleback
I.B.9-20: Saddleback Strategic Plan Annual Update 2015-2016
I.B.9-21: Program Review Handbook
I.B.9-22: Administrative Unit Review Handbook
I.B.9-23: Resource Allocation Process Model
I.B.9-24: Saddleback College Technology Plan

I.C: Institutional Integrity

I.C.1 The institution assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College provides information about its mission, educational programs, SLOs, available student support systems, and accreditation status in a clear, complete, and accurate manner for students, prospective students, employees, and the public. The primary sources of information on these items are the College Catalog and the College's website, which are both reviewed regularly for accuracy and completeness and updated as necessary. An electronic version of the College Catalog is posted on the College homepage. A paper version is printed for use in counseling and other offices, but is no longer available for sale in the bookstore. While the College website is a living entity that can be updated frequently as policies and procedures change, the College Catalog is only updated annually. The curricular information contained within the College Catalog has significance for students starting coursework at the College, as it describes the program requirements related to "catalog rights," which are also described in II.A.1 (I.C.1-01).

The College Mission Statement, along with its vision and values, can be found in both the College Catalog and on the College website (I.C.1-02; I.C.1-03). The mission is also prominently displayed in various locations on campus, such as conference rooms and administrative offices, and is even printed on the back of employee business cards (I.C.1-04; I.C.1-05; I.C.1-06).

The College Catalog includes information about the College's educational programs. This information includes a comprehensive list of all the College's degrees, certificates, and awards; a description of each program, including its PSLOs and required courses; and a detailed explanation of the three possible transfer/general education patterns discussed in detail in II.A.9. Program information can also be found on program webpages. In many cases, this information includes graduation rates, estimated education costs, the median debt of students who have completed programs, and other information designed to help students make better-informed choices about the colleges and universities they select (I.C.1-07). The College's ISLOs can also be found in the College Catalog and on the About page of the College website (I.C.1.08).

Course information and section availability is available on the electronic class schedule, which can be found on the College homepage (I.C.1-09). Many elements of CORs, including

topics covered, learning objectives, and methods of evaluation, are accessible to students and the public on the detail page of the class schedule. The public can also find the full COR by doing a course search in CurricUNET (I.C.1-10), the curriculum system used by the College. Information about the articulation agreements for courses is also available through ASSIST.org (I.C.1-11). On the first day of class, all students are provided syllabi for the courses in which they are enrolled, and these syllabi always include general information about the course, including the SLOs.

Information about student support programs is available on the College website and in the College Catalog. In 2015, the College website was completely redesigned to make information students need to be successful easier to access. The Student Success tab on the College homepage provides a quick link to all student support programs available. In addition, the Division of Counseling Services produces a Student Handbook each year that also describes many of the services at the College. This handbook is available online on the Counseling Services webpage and in print at various locations around campus, including the Student Services Building and the information desk in the Library (I.C.1-12).

A statement regarding the accreditation status of the College can be found on the footer of the homepage of the College's website and in the College Catalog (I.C.1-13). More detailed information is available on the accreditation page, which links directly from the College homepage on the College website. The accreditation webpage includes relevant documentation, such as a copy of the most recent self-evaluation reports, as well as any communication received from the ACCJC regarding the College's accreditation (I.C.1-14).

Analysis and Evaluation

The College ensures the clarity, accuracy, and integrity of information provided to students, prospective students, employees, and the public in regards to its mission, educational programs, SLOs, available student services, and accreditation status. The College's website and the College Catalog are the two primary sources of this information; however, there are a number of other locations where detailed information can be found. These sources of information include the Student Handbook and division, department, and program websites.

Course syllabi that include course SLOs are the primary source of course information provided to students. PSLOs and ISLOs are published in the Course Catalog and on the College website. The accreditation status of the College is prominently displayed on the College website, and detailed information about accreditation, including all documentation, is available on the accreditation page of the College website.

Through the self-evaluation for accreditation process, it was identified that the College needed to create procedures and guidelines for presenting information on division, department, and program websites in a consistent way. It was also recognized that the development of a publication timeline, especially related to recurring or annual publications,

would help to ensure clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations. These recommendations are being formalized and will be presented to the director of public information and marketing and all constituent groups.

Evidence

I.C.1-01: Saddleback College Catalog Rights
I.C.1-02: Saddleback College Mission Statement Catalog 2015-2016
I.C.1-03: Saddleback College Mission Statement on Website
I.C.1-04: Mission Statement in Conference Room
I.C.1-05: Mission Statement Display
I.C.1-06: Saddleback College Mission Photo on Business Card
I.C.1-07: Gainful Employment Outcomes: Accounting Program Example
I.C.1-08: ISLOs from the "About Us" Microsite on Saddleback Website
I.C.1-09: Snapshot of Course Information from Class Schedule (ER 20)
I.C.1-10: COR from CurricUNET
I.C.1-11: ASSIST database
I.C.1-12: Saddleback College 2016-2017 Student Handbook
I.C.1-13: Saddleback College Homepage Footer Showing Accreditation Status
I.C.1-14: Snapshot of Accreditation Page at Saddleback

I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

The College produces a comprehensive College Catalog linked directly on the homepage of the College website so it is easily accessible for students, prospective students, and the public. The catalog provides precise and accurate information on the College's programs, policies, and services. The online College Catalog is configured in PDF format, both in its entirety and also separated into various sections, so that it can be more easily accessed and printed if desired. In addition, catalogs from the past 19 years are also available on the website. A limited number of paper copies of the catalog are produced each year for use by counselors and other parties. In the past, printed copies of the catalog were also available for sale in the College Bookstore, but that practice was eliminated in 2012-2013 (I.C.2-01).

The catalog is revised annually and tremendous efforts are made to ensure that it contains the most accurate information possible. If errors are found or changes made, however, an addendum is also published for that year and posted to the website.

The Office of Instruction coordinates the development and organization of the catalog through a collaborative effort with various departments and individuals on campus,

including, Campus Police, Counseling, Curriculum, Financial Aid, Matriculation, the Office of Student Services, division deans, and department chairs.

The College Catalog contains the following information and major headings (ER 20):

- Catalog Year
- Academic Calendar
- Name, Address, and Phone Number of the College
- Statement of Accreditation Status
- ACCJC Contact Information
- Nondiscrimination Statement
- Name, Address, and Phone Number of the District
- Vision, Mission, and Strategic Planning Goals of the SOCCCD
- District Administration
- Board of Trustee Members
- President's Message
- College Administrators
- Academic Divisions, Contact Information, and Associated Departments
- Mission, Vision, and Values of Saddleback College
- Saddleback College ISLOs
- Información en Español
- Admission Requirements
- Matriculation Services
- Registration for Classes
- Student Fees/Refunds/Credits
- Student Support Services
- Student Activities/College Life
- Students' Rights and Responsibilities
- Academic Regulations
- Credit by Exam
- Honors Program
- Alternative Credit Options
- College Credit for International Baccalaureate Exams (IB exams)
- College Credit for CLEP Exams
- Other College Programs
- Graduation Requirements
- Degrees, Certificates, and Awards
- Articulation/Transfer Patterns
- Announcement of Courses
- Enrollment Limitations for Active Participatory Courses That Are Related in Content
- Course Listing by Academic Discipline
- Emeritus Institute Courses
- Adult Education Courses

- Faculty Directory

The College hosts a student consumer information page for prospective students. This page links from the footer of the College homepage and includes information on the above as well as additional information on graduation outcomes, neighborhood crime statistics, financial aid information, and much more (I.C.2-03) (ER-20).

Analysis and Evaluation

The College Catalog is updated annually and available to students and the public on the College's homepage. The catalog provides students precise, accurate, and current information on a variety of essential topics including, but not limited to, admission policies, matriculation, student fees, student support services, degree and certificate requirements, transfer patterns, and a description of all courses. An online catalog supplement is published for policies and/or degrees that have been approved after publication of the hardcopy of the Saddleback Course Catalog.

Evidence

I.C.2-01: Saddleback College 2016-2017 College Catalog (ER 20)
I.C.2-02: Saddleback College 2015-2016 College Catalog Addendum
I.C.2-03: Consumer Information Page

I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College compiles student achievement and learning outcomes data and makes it available to all constituencies, including students, prospective students, and the public. OPRA and the EPA are the primary entities at the College responsible for collecting, analyzing, and publishing student achievement (I.C.3-01) and learning outcome data (I.C.3-02). The CCCCO Student Success Scorecard information, which demonstrates how well colleges are doing in remedial instruction, job training programs, retention of students, and graduation and completion rates, is linked from the OPRA homepage under "Accountability Reports" (I.C.3-03) and is also publicly available at the State Chancellor's Office website (I.C.3-04). In addition, the Student Right-to-Know-Act (I.C.3-05) ensures that prospective students have information on academic programs, including assessment of SLOs (I.C.3-05). For CTE programs, under Gainful Employment federal regulations, the College's Gainful Employment Programs website contains SLOs, such as graduation rates, average time to completion, and job placement rates, all of which are directly accessible to the public for each CTE program (I.C.3-06).

Student achievement data is available in several reports on the OPRA website. This data includes Student Success Scorecard trends, analyses of historical trends in degree and certificate awards, retention and success, historical transfer patterns, and ACCJC annual reports, among others (I.C.3-07). Information on the IEPI is also available on the OPRA website (I.C.3-08). This initiative provides a framework for assessing the effectiveness of colleges by looking at nine core indicators, such as course completion rates, accreditation status, fund balance, and compliance.

Program-specific student achievement and SLO assessment data is available in the PR reports that are updated every two years. The comprehensive SLO Report, which is part of PR, provides historical assessment results as well as information on how those results were utilized to improve the program (I.C.3-09). Within the PRs, faculty also reflect on achievement and SLO data and develop objectives for the next two years. PRs are posted on department and program websites as well as the EPA SharePoint site, which is available to all employees. Assessments of student learning, achievement, and academic quality are also communicated through program and department-specific websites and brochures.

The Public Information and Marketing Office regularly publishes for public access matters related to student achievement and academic quality (I.C.3-10). The president communicates matters of achievement and academic quality to the BOT in monthly meetings and to the College community through the Annual State of the College address (ER 19). In addition, on the Strategic Planning microsite of the OPRA website, the College publishes a variety of reports on institutional planning and evaluation (I.C.3-11) (ER 19-01), (I.C.3-12) (ER 19-02).

Analysis and Evaluation

The College communicates matters of academic quality through publications on the College website, as well as the OPRA, EPA, and SharePoint sites. In addition, program-specific achievement and quality are published in PRs and on division and department websites. The Public Information and Marketing Office disseminates information to students, faculty, staff and the community through news releases, fliers, newsletters, brochures, and social networking sites.

Evidence

I.C.3-01: Office of Planning, Research, and Accreditation – College Data and Reports
I.C.3-02: Educational Planning and Assessment Committee- SLO Assessment Report
I.C.3-03: CCCCO Student Success Scorecard- Accountability Reports on OPRA Website
I.C.3-04: Saddleback College Web Link to Student Success Scorecard
I.C.3-05: Student Right to Know Data from Consumer Information Page
I.C.3-06: Gainful Employment Programs Website
I.C.3-07: College Data and Reports Microsite on OPRA Website
I.C.3-08: IEPI and Institutional Effectiveness Snapshot on OPRA website
I.C.3-09: SLO Annual Report from EPA Website

I.C.3-10: Marketing and Communications Website at Saddleback
I.C.3-11: Districtwide Planning Update/Retreat (ER 19-01)
I.C.3-12: College Strategic Planning Update to District-wide Planning Council (ER 19-02)

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

All certificates and degrees offered through the College are described in the College Catalog (I.C.4-01). The catalog's description includes purpose, content, course requirements, and learning outcomes (I.C.4-02). The catalog is available online and is linked to on the homepage of the College website. The catalog may be downloaded and printed in PDF format. Degrees, certificates, and awards are searchable through the catalog alphabetically, by division, by program, and by degree (I.C.4-03). The section of the catalog identified as "Graduation Requirements" provides comprehensive information on degree and certificate requirements, general education requirements for Saddleback, CSU and UC/Intersegmental General Education Transfer Curriculum (IGETC); transferability of courses to the CSU and UC systems; and transfer planning (I.C.4-04).

Divisions, departments, and programs also describe certificates, degrees, course requirements, and learning outcomes on their websites and in program-specific brochures (I.C.4-05; I.C.4-06). Course-level learning outcomes are provided to all students by faculty in course syllabi. Department chairs ensure that course syllabi are available to all students and that individual sections of courses adhere to published SLOs through the prescribed SLO evaluation and reporting process (I.C.4-07; I.C.4-08; I.C.4-09).

Analysis and Evaluation

Clear and accurate descriptions—including purpose, content, course requirements, and learning outcomes—of certificates and degrees are found in the College Catalog, on division, department, and program websites, and through program-specific brochures.

Evidence

I.C.4-01: 2016-2017 College Catalog – Listing of Awards
I.C.4-02: Saddleback College Catalog
I.C.4-03: Sample of Catalog Program Description
I.C.4-04: Graduation Requirements
I.C.4-05: Automotive Technology Brochure
I.C.4-06: Automotive Technology Website
I.C.4-07: SLO Handbook
I.C.4-08: SLO Reporting Business Department
I.C.4-09: Department SLO Reporting Form

I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The District and the College regularly review and revise policies, procedures, and publications to ensure integrity in all representations of the mission, programs, and services. BPs and ARs are reviewed and revised through BPARAC and are aligned with BP 107 and AR 107 (I.C.5-01; I.C.5-02). BPARAC is a shared governance committee with representation from all constituent groups in the District and is chaired by the vice chancellor of business service (I.C.5-03). This committee reviews all BPs on a regular cycle and makes recommendations for revisions in response to changes in external regulations, legal, or accreditation requirements, to align with templates provided by the CCLC. BPs and ARs address the following broad categories: bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. BPs and ARs are available to students, employees, and the public on the District website (I.C.5-04).

College policies and procedures are developed and revised regularly on an as-needed basis, as part of the institutionalized planning cycle, or to align with revised BPs or ARs. The CC is the primary body at the College responsible for the review of policies and procedures and for making recommendations to the president for approval (I.C.5-05).

As described in the Planning and Governance Manual, and in accordance with Title 5, the College ensures the participation of all constituent groups, including administrators and managers, faculty, staff. and students, in governance and decision-making. In the making of policy and procedural recommendations, faculty are represented by the Academic Senate, staff are represented by both CSEA and the Classified Senate, and students are represented by the ASG. The review and revision of policies and procedures may be initiated by any interested person, committee, or representative group at the College.

The College publishes its mission, key institutional policies and procedures, and a description of its programs and services in the College Catalog, which is reviewed, revised, and updated annually as discussed in I.C.2 above. The catalog is available on the College's website. The College also regularly reviews, revises, and publishes the Planning and Governance Manual (I.C.5-06), which is maintained by OPRA; the Student Handbook (I.C.5-07), which is maintained by the Counseling Division; and the Faculty Handbook (I.C.5-08), which is maintained by the Academic Senate. These documents contain key policies and procedures at the College and are available on the College website and in print versions. The integrity of publications is ensured through guidelines set forth by the Public Information and Marketing Office, the Communications and Graphics Manual (I.C.5-09) and the Graphics Department Guidelines (I.C.5-10). Content managers at the department level are responsible for the

accuracy of information displayed on their webpages and are encouraged to follow the "Standard Operating Procedures of the Saddleback College Website" (I.C.5-11).

Analysis and Evaluation

The College has well-established procedures and practices in place to regularly review District and College policies, procedures, and publications. This review occurs through a participatory governance process that involves all constituent groups and ensures integrity in all representations of the College's mission, programs, and services. To ensure ongoing integrity and inclusion of the most current policies, procedures, programs, and services in publications, a publication timeline is being developed. This publication timeline will allow for planning and a thorough review of all aspects of digital and print publication and will be widely distributed.

Evidence

I.C.5-01: BP 107, Board Policy and Administrative Regulation
I.C.5-02: AR 107, Board Policy and Administrative Regulation
I.C.5-03: BPARAC Composition and Purpose
I.C.5-04: SOCCCD Board Policies
I.C.5-05: Planning and Governance Manual, page 27
I.C.5-06: Planning and Governance Manual
I.C.5-07: Saddleback College 2016-2017 Student Handbook
I.C.5-08: Saddleback College 2016-2017 Faculty Handbook
I.C.5-09: Communications and Graphics Manual
I.C.5-10: Graphics Guidelines
I.C.5-11: Website Standard Operating Procedures

I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College accurately informs current and prospective students on the total cost of education at the College through multiple information channels, including the College's website, the College Catalog, the online class schedule, the student portal (MySite), and various publications and workshops available in the Financial Assistance and Scholarship Office. The College Catalog has a section titled "Student Fees/Refunds/Credits" that accurately outlines all mandatory and voluntary student fees, including Associated Student Body (ASB) Stamp fees, enrollment fees, health fees, material/lab fees, returned check fees, transcript/verification fees, and nonresident fees. The catalog also outlines deadlines for the payment of fees as well as procedures for obtaining credits and refunds. In addition, the online class schedule and on the student MySite portal provide students with information

about the fees associated with their classes, the cost of textbooks, and payment and refund information (I.C.6-01; I.C.6-02; I.C.6-03; I.C.6-04).

The Financial Assistance and Scholarship Office provides information to students on the availability of financial assistance, including fee waivers, scholarships, grants, loans, and work-study positions. The Financial Assistance and Scholarship Office produces the Financial Aid Student Handbook, which describes available aid opportunities and application deadlines. In addition, student consumer information is available on the Financial Assistance and Scholarship Office website. This information includes the total price of attendance, the net price calculator, tax credits, textbook information, and gainful employment disclosures regarding the success of students in certificate programs that lead to employment. The gainful employment page is designed to help students make informed choices about the colleges, universities, and programs of study they select by providing the following information for each certificate program at the College: graduation rates, total estimated education costs, and the median debt of students who complete the certificate. Workshops are also offered on a regular basis on topics such as scholarships, the Financial Aid Shopping Sheet, FAFSA filing, and the Dream Act application (I.C.6-04).

Analysis and Evaluation

The College accurately informs current and prospective students about the total cost of education, including fees and other related expenses, through a variety of means that include the College's website, the Financial Assistance and Scholarship Office webpage, the College Catalog, and the MySite portal. The catalog clearly lists all voluntary and nonvoluntary student fees and refund policies and procedures. Students are also informed about their current semester fees as well as any additional or course-specific fees (such as a materials fee) in the online schedule of classes and on their MySite portal. Students are also given information about meeting the costs of education and financial aid assistance through the Financial Assistance and Scholarship Office (I.C.6-01; I.C.6-03; I.C.6-04).

Evidence

I.C.6-01: Saddleback College 2016-2017 College Catalog
I.C.6-02: Saddleback College Online Course Schedule
I.C.6-03: Saddleback College Student Portal
I.C.6-04: Financial Assistance and Scholarship Office

I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institutions commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College and SOCCCD's commitment to academic freedom and responsibility within the institution is guided by BP 6120, Academic Freedom (I.C.7-01) (ER 13-01), which reads:

> The South Orange County Community College District Board of Trustees seeks to encourage and to protect academic freedom and responsibility. The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process. The SOCCCD Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, to preserve, and to promote academic freedom and academic responsibility within the institution.

This BP is available to students, employees, and the public on the SOCCCD website. Academic freedom is also one of the core values embraced by the College, as stated in the College's values:

Saddleback College embraces:

- **Commitment**: We commit to fulfilling our mission to serve the south Orange County community.
- **Excellence**: We dedicate ourselves to excellence in academics, student support, and community service.
- **Collegiality**: We foster a climate of integrity, honesty, and respect.
- **Success**: We place our highest priority on student learning and delivering comprehensive support for student success.
- **Partnership**: We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.
- **Innovation**: We anticipate and welcome change by encouraging innovation and creativity.
- **Academic Freedom**: We endorse academic freedom and the open exchange of ideas.
- **Sustainability**: We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
- **Inclusiveness**: We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.
- **Global Awareness**: We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

This list of values is posted on the College webpage, published in the Course Catalog, and posted, along with the mission, in various locations around campus. This commitment to academic freedom and responsibility is also reflected in the Faculty Code of Ethics and

Professional Standards, which is posted on the Academic Senate webpage and is published, in part, in the College Catalog. In relation to students, the following is written in the code:

Ethical Principle:

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom (I.C.7-02).

Standards of Conduct:

a. Faculty treat all students with fairness and respect.
b. Faculty encourage the free exchange of ideas between themselves and students.
c. Faculty conscientiously strive to be fair and balanced in their evaluation of student work.
d. Faculty should not exploit their students for personal gain.
e. Faculty should be fair and objective when providing references for students.
f. Faculty shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
g. Faculty-student personal relationships are unethical when they hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted on grounds other than academic performance.
h. Because a teacher/student relationship is inherently unequal, a member of the faculty should not enter into a sexual relationship with his/her student while engaged in a professional relationship.
i. Faculty have the obligation to meet classes as scheduled, to maintain office hours and to provide reasonable means for student access to course information.

Analysis and Evaluation

The College is committed to the free pursuit and dissemination of knowledge and supports an environment where intellectual freedom exists for all constituencies. This commitment is

contained in BP 6120, Academic Freedom; in the core values of the College; and in the Faculty Code of Ethics and Professional Standards.

Evidence

I.C.7-01: BP 6120, Academic Freedom (ER 13-01)
I.C.7-02: American Association of University Professors Statement, 1990

I.C.8 The institution establishes and publishes clear policies and procedures that promote honestly, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and consequences for dishonesty.

Evidence of Meeting the Standard

The College and the SOCCCD have various policies and procedures concerning principles of academic honesty, responsibility, and integrity. The commitment to academic freedom and responsibility for all constituents is contained in BP 6120, Academic Freedom (I.C.8-01), as discussed in I.C.7 above. Additionally, all constituents of the College, including faculty, staff, administration, and students worked together on a joint "Statement of Mutual Respect and Collegial Behavior" in 2015-2016. The statement was approved by all of the constituent groups and the College's CC. The statement is posted in various offices and meeting rooms around campus and on the College website (I.C.8-02).

The Statement reads:

> The students, faculty, staff, and management at Saddleback College, are instrumental in providing an environment in which students can successfully achieve their educational goals, and in which employees can maximize their performance. Saddleback College embraces the core values of commitment, excellence, collegiality, success, partnership, innovation, academic freedom, sustainability, inclusiveness, and global awareness. Saddleback College defines the ethical person as one who is consistently fair, honest, straightforward, trustworthy, objective, and unprejudiced. At Saddleback College, the ethical person models civility and concern for others, and is conspicuously unfailing in the exercise of integrity to sustain the credibility that is the expectation of public servants and scholars.

> In enacting the college's core values, members of the Saddleback College community shall treat others with civility and respect, recognizing that disagreement and informed debate are pervasive in an academic setting. They shall not seek to abridge for any purpose the freedoms of employees, students, or the public, nor support retaliatory behavior for any reason.

The following statements are intended as principles for ethical behavior at Saddleback College:

- Provide and protect access to the educational resources of Saddleback College.
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Protect human dignity and freedom of expression in the academic and working environment, and assure that all are respected as individuals.
- Facilitate a climate of collegiality, independent decision-making, and the right to dissent.
- Encourage open dialogue and positive contributions to Saddleback College by inviting all constituencies to participate in the governance process.
- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for accomplishments.
- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, Saddleback College, and the public.
- Foster openness and courtesy by encouraging and maintaining communication consistent with Saddleback College's organizational and administrative protocols.
- Abide by established college and district policies and procedures and act within applicable laws, codes, and regulations.

While these ethical principles apply to all members of the academic community, this document is not meant to be a comprehensive list of the ethical responsibilities of each member. Recognizing the different roles of members and the different levels of authority that come with them, we thus affirm that:

- Students are expected to abide by the Student Code of Conduct as printed in the student handbook, and the Associated Student Government Code of Ethics.
- Faculty are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards.
- Classified staff are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics.
- Administrators and Managers are expected to abide by the South Orange County Community College District Administrator and Manager Statement of Ethics.

While each constituent group on campus has its own code of conduct, as mentioned, this joint statement was meant to reinforce the values of honesty, responsibility, and integrity shared by all members of the College community.

Finally, BP 5401, Student Conduct (I.C.8-03), and AR 5401, Student Conduct, outline the rights and responsibilities of students (I.C.8-04). BP 5401 and AR 5401 include expectations with regards to honesty and integrity and describe the procedures that are in place when the policy is violated. AR 5401 describes in detail the steps to be taken in case of a violation, the possible disciplinary actions, and the process for contesting such actions. This BP and AR can be found on the District's website and the College's website and are published in both the College Catalog and the Student Handbook (I.C.8-05).

Current policies and procedures related to verification and authentication of students in online courses relies on the username/password protocols established by the current learning management system. Through the development of the online education plan and QFE it is likely that authentication and verification process for students enrolled in online classes will evolve.

Analysis and Evaluation

The District and the College have developed policies and procedures that address codes of conduct, including honesty, responsibility, and academic integrity for students, staff, faculty, and management. BP 6120, Academic Freedom, addresses issues of academic freedom and BP/AR 5401 both address student conduct and responsibilities. Moreover, the College constituent groups have reasserted their shared commitment to these principles through the joint development of the "Statement of Mutual Respect and Collegial Behavior."

Evidence

I.C.8-01: BP 6120, Academic Freedom
I.C.8-02: Saddleback Statement of Mutual Respect and Collegial Behavior
I.C.8-03: BP 5401, Student Conduct
I.C.8-04: AR 5401, Student Conduct
I.C.8-05: Student Handbook, Excerpt on Student Conduct

I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College expects faculty to present data and information fairly and objectively and to provide an environment that fosters the free pursuit and exchange of ideas. The Faculty Code of Ethics and Professional Standards (I.C.9-01) developed by the Academic Senate lists the following expectations of faculty in relation to students:

a. Faculty treat all students with fairness and respect.

b. Faculty encourage the free exchange of ideas between themselves and students.

c. Faculty conscientiously strive to be fair and balanced in their evaluation of student work.

d. Faculty should not exploit their students for personal gain.

e. Faculty should be fair and objective when providing references for students.

f. Faculty shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

g. Faculty-student personal relationships are unethical when they hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted on grounds other than academic performance.

h. Because a teacher/student relationship is inherently unequal, a member of the faculty should not enter into a sexual relationship with his/her student while engaged in a professional relationship.

i. Faculty have the obligation to meet classes as scheduled, to maintain office hours and to provide reasonable means for student access to course information.

In addition, BP 6120, Academic Freedom, states that it is the responsibility of faculty, among others, to protect, preserve, and promote academic freedom at the College. Thus, when faculty are evaluated on their compliance with BPs, it is evident that they are expected to promote professionally accepted practices of academic freedom and responsibility in their classes. Moreover, the evaluation instrument also assesses faculty on the use of instructional practices that "encourage student learning, critical thinking, and academic initiative," and on interactions with students that "demonstrate tolerance of different perspectives," and the demonstration of "current knowledge of [the] discipline" (I.C.9-02). Combined, all of these different expectations of faculty ensure that faculty distinguish between their own views and those of the discipline, promote critical thinking and academic initiation, and tolerate different opinions and views in their classes.

Analysis and Evaluation

Faculty are expected to create an environment of free inquiry, critical thinking, academic initiative, and tolerance within their classes. Faculty fairly and objectively present information regarding their discipline, but also encourage dialogue and debate. The faculty evaluation process reinforces these expectations.

Evidence

I.C.9-01: Faculty Code of Ethics and Professional Standards
I.C.9-02: BP 6120, Academic Freedom

I.C.10 Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

The College is a public institution. As such, the College is open to all students regardless of race, religion, ethnicity, or preference. The College does not require conformity to specific beliefs or world views of students nor employees. The College does express a commitment to mutual respect and collegial behavior so students can achieve their educational goals and employees can maximize their performance (I.C.10-01). In addition, a primary goal of the District and the College Strategic Plan is to "foster an environment characterized by creativity, innovation, respectful interactions and collaboration" (I.C.10-02; I.C.10-03).

Analysis and Evaluation

The Mission, Vision and Values of the College and the Mission, Vision and Values of the SOCCCD clearly demonstrate that the College and District do not seek to instill specific beliefs or world views.

Evidence

I.C.10-01: Statement of Mutual Respect and Collegial Behavior
I.C.10-02: District-wide Strategic Plan 2014-2020
I.C.10-03: Saddleback College Strategic Plan 09/21/16

I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting This Standard

The College does not operate in foreign locations; therefore, this standard is not applicable to the College.

Analysis and Evaluation

This standard is not applicable.

I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within

a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College complies with all requirements of the ACCJC. The College's compliance includes upholding Eligibility Requirements, Accreditation Standards, and all Commission policies, guidelines, and requirements relating to public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College has and continues to respond to all requirements of the ACCJC— including regular self-evaluations, requested follow-up reports, midterm reports, annual reports, and substantive change reports—in a sincere and timely manner. For example, in spring 2016, when it was recognized that the ISS were calculated incorrectly, the College contacted the ACCJC promptly to seek advice and recommendations for correction (I.C.12-01) (ER 21-01).

The College has been accredited since its founding in 1967, and it communicates its accreditation status to students and the public both on its homepage and in its online catalog. An accreditation page on the website houses all documents related to the most recent accreditation, including the self-evaluation report, requested follow-up reports, and all communication received from the Commission (I.C.12-02) (ER 21-02). Older accreditation materials are archived in the Office of the President.

Analysis and Evaluation

The College has a long-standing record of compliance with all of the Commission's requirements for timely submission of all documents required in the accreditation process including self-evaluations, follow-up reports, midterm reports, and annual reports. The College has previously submitted substantive change reports on distance education and off-site offerings, both of which have been approved by the Commission. Recently, a substantive change report was submitted on September 16, 2016 (I.C.12-03) (ER 21-03).

Evidence

I.C.12-01: ISS Correspondence with ACCJC (ER 21-01)
I.C.12-02: Saddleback College Accreditation Website Snapshot of Letters and Communication (ER 21-02)
I.C.12-03: Commission Cover Letter for Substantive Change Proposal (ER 21-03)

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard

The College and programs within the College comply with standards, criteria, regulations and statutes as required by external agencies. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The latest accreditation report for the College, as well as follow-up reports, midterm reports, letters and publications, is available publicly on the College website (I.C.13-01; I.C.13-02) (ER 21-04; ER 21-04). Other external agencies that the College interacts with regularly include the CCCCO, and the California Community College Athletic Association as well as program-related accreditation agencies and agencies that award grants to the College.

The College has several programs that are accredited by external agencies including:

- Registered Nursing (RN) Program
- Health Information Technology (HIT) Program
- Paramedic Program
- Alcohol and Drug Studies Program

The Nursing Program has been approved by the California Board of Registered Nursing (BRN) since 1970 and was most recently reapproved in 2013 (I.C.13-03). The RN Program has been nationally accredited since 1988 and was most recently reaccredited by the National League for Nursing Accrediting Commission (now the Accreditation Commission for Education in Nursing) in 2010 (I.C.13-04; I.C.13-05). The HIT Program was initially accredited in 2015 by the Commission on Accreditation for Health Informatics and Information Management Education (I.C.13-06; I.C.13-07). The Saddleback Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (I.C.13-08). The Paramedic Program has maintained ongoing accreditation since 2003 (I.C.13-09). The Alcohol and Drug Studies Program is accredited by California Association for Alcohol/Drug Education (CAADE) and has maintained ongoing approval since its inception in 1977 (I.C.13-10; I.C.13-11).

The accreditation status and agency information for each of the above programs is available on the respective program websites, in the College Catalog, and in PRs. The College, as well as the accredited programs within the College, are responsive to, and consistently demonstrate compliance with, the regulations and statutes of accrediting agencies as evidenced by long-term and ongoing accreditation statuses of the College and its programs.

Analysis and Evaluation

As the documentation on the College's Accreditation webpage indicates, the College adheres to the Eligibility Requirements, Accreditation Standards, and Commission Policies of the ACCJC. The College responds expeditiously, honestly, accurately, and consistently to all accrediting agencies, external agencies, and regulatory organizations. The College discloses all required information to the agencies, the students, and the public. Information relevant to accreditation is provided via the College's website, the College Catalog, in PRs, and in program-specific self-studies.

Evidence

I.C.13-01: Accreditation Information Website (ER 21-04)
I.C.13-02: Reaffirmation of Accreditation Letter (ER 21-04)
I.C.13-03: CA BRN Pre-licensure RN Programs
I.C.13-04: ACEN Accredited Nursing Programs
I.C.13-05: Nursing Program Webpage
I.C.13-06: CAHIM Accredited HIT Programs
I.C.13-07: HIT Program Webpage
I.C.13-08: Accredited Paramedic Programs
I.C.13-09: Paramedic Program Webpage
I.C.13-10: CAADE Colleges and Universities
I.C.13-11: Alcohol and Drug Studies Webpage

I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College is a publicly funded, open-access, not-for-profit community college that functions for the benefit of its students. As such, the College does not generate financial returns for investors or contribute to any outside organization to enhance or to promote any outside organization's financial gain. All financial arrangements entered into by the College are approved by the governing board and closely monitored by College and District administration.

Student achievement and student learning are central to the mission of the College, which affirms that the institution exists to enrich "its students and the South Orange County Community College District community by providing a comprehensive array of high-quality courses and programs that foster student learning and success." Standard I.A assesses how the College mission directs institutional priorities in meeting the educational needs of its students.

The College's commitment to high-quality education, to student achievement, and to student learning are also supported by the Saddleback College Foundation. The Foundation offers comprehensive fundraising for scholarships, programs, instructional equipment, employee development and campus improvement, with the mission of "enhancing the quality of Saddleback College's higher education." The Saddleback College Foundation provides student scholarships and partners with the College in specific resource-development initiatives. The majority of funds donated to the College by the College Foundation are endowed scholarships. The College Foundation promotes charitable giving and entrepreneurial revenue generation through its varied activities; the proceeds from these foundational activities directly benefit the educational programs and the mission of the College (I.C.14-01).

Analysis and Evaluation

The College is a not-for-profit public institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. All financial arrangements the College enters into are approved by the governing board and are closely monitored by the College and District administration. The College is solely committed to providing a high-quality education for its students.

Evidence

I.C.14-01: Saddleback College Foundation

STANDARD II
Student Learning Programs & Support Services

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A: Instructional Programs

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

Saddleback College offers 37 associate in arts degrees, 71 associate of science degrees, 82 certificates of achievement, 3 certificates of completion, 18 A.A.-T degrees, 5 A.S.-T degrees, and 33 occupational skills awards for a total of 249 degrees and certificates (II.A.1-01; II.A.1-02) (ER 9-01; ER 9-02). These degrees, awards, and certificates are reflective of the College's mission, which is to enrich "students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning" (II.A.1-03).

To ensure that all programs reflect this mission, program review (PR), completed every two years, requires faculty to address how their programs serve to support the College's Mission Statement (II.A.1-04) (ER 11-10). In addition, each program is required to have program-level student learning outcomes (PSLOs) documenting the knowledge, skills, and abilities that students can expect to attain as a result of having completed a degree or certificate. The College Catalog lists these PSLOs (II.A.1-05; II.A.1-06; II.A.1-07; II.A.1-08) (ER 11-11; ER 11-12; ER 11-13; ER 11-14).

Through the curriculum process, programs are designed to meet the academic standards and rigor appropriate for higher education. Program quality is maintained through regular PR. The Program and Course Approval Handbook (PCAH) is the state-sanctioned handbook for curriculum development (II.A.1-09). This handbook guides the development of new and revised programs and courses. The College ensures that at the course level its credits are consistent with accepted norms of higher education through its rigorous curriculum approval process (II.A.1-10; II.A.1-11) during which course outlines of record (CORs) are scrutinized carefully to ensure compliance with accepted state standards (II.A.1-12; II.A.1-13). Course outlines are revised and updated regularly in accordance with established state standards of scheduled review. Transferable courses are developed in compliance with guidelines established by the California State (CSU) and University of California (UC) systems to ensure articulation.

All 113 California Community Colleges, including Saddleback College, maintain three general education (GE) patterns (II.A.1-14): the Intersegmental General Education Transfer Curriculum (IGETC) for students planning to transfer to the University of California (UC) system (II.A.1-15), the CSU General Education Requirements for students planning to transfer to the CSU system (II.A.1-16), and a local GE pattern defined by Title 5 (II.A.1-17). In order to transfer to a UC or CSU campus, students are generally required to complete a minimum of 60 transferable units, including GE, major preparation, and elective units.

Program Development and Revisions

The College's Curriculum Committee guides the development of academic programs (II.A.1-18). When a department or division decides to develop a new program, the department or division must first create a program proposal, which provides justification for the program, the sequencing of courses, and the minimum qualifications for faculty to teach the courses. In the case of a new transfer program, the department must show that the new (or revised) program would meet 51 percent of a transfer institution's program's lower-division requirements. Once this step has been completed, the department or division then forwards its proposed program to the College's Curriculum Committee, which then determines if the course meets the standards of Title 5. These standards include grading policies, units, intensity, pre-requisites, co-requisites, basic skills requirements, and difficulty level (II.A.1-19). In conjunction with the curriculum chair, the College's articulation officer (AO) then ensures that articulation agreements are prepared for the newly developed program. The College maintains articulation agreements with its most common transfer institutions, including all UC and CSU campuses as well as many private and out-of-state colleges and universities. These agreements are published on ASSIST.org (II.A.1-20) as well as on the College's articulation webpage (II.A.1-21). New and revised programs are then approved by the Academic Senate, the Board of Trustees (BOT), and the State Chancellor's Office.

In the case of Career and Technical (CTE) education programs, curriculum approval is a three-step process. Curriculum for CTE programs is first approved locally by the College's Curriculum Committee, Academic Senate, and BOT. CTE curriculum must then be approved by a regional consortium known as the Los Angeles and Orange County Regional Consortium (LAOCRC), which includes representation from all 27 community colleges in the Los Angeles and Orange County areas. This consortium ensures that a new or substantially changed program has positive labor market data and employment opportunities, and that the program doesn't create disruptive competition with other regional colleges. The final step is approval from the State Chancellor's Office.

When choosing fields of study for CTE programs, faculty recommend a program or program modification, then follow the state-mandated process for program approval. The College then measures demand for this program by researching the number of occupations the program would support, the rate of pay for these occupations, and comparable programs (II.A.1-22). Data is obtained from various sources such as EMSI, which includes local labor market statistics, and data mart, a database tied to the State Chancellor's Office that provides enrollment rates, persistence rates, success rates, and the types of certificates and degrees that are awarded for similar programs in the area (II.A.1-23; II.A.1-24; II.A.1-25). In conjunction with this data, the College takes into consideration the demographics and student populations related to the schools that offer said program. After researching demand, the College then seeks input from industry personnel through advisory committees. Based on all of this information, faculty develop the curriculum and send it through the regular curriculum approval process.

Similar to CTE, Community Education (CE) classes are developed and offered in response to community need as identified by feedback from participants, enrollment history, popularity of similar programs offered elsewhere, and current trends (II.A.1-26; II.A.1-27; II.A.1-28). The CE Department welcomes new program proposals from the general public, College faculty, and staff. All proposals are reviewed by program specialists and the dean. New proposals are accepted based on the anticipated needs of the community and financial viability. All recommended CE classes are reviewed by the Academic Senate for duplication with credit offerings, and are approved by the BOT before being offered.

In addition to CE, the College illustrates its commitment to the lifelong learner through the Emeritus Institute, which offers noncredit academic programs to an older adult population (II.A.1-29). These courses go through the same approval process as other academic courses, but, as they are noncredit and nontransferable, do not go through articulation. Central to the mission and goals of the EI is "the College's commitment to offer opportunities for intellectual stimulation and cultural enrichment to all members of the community." Furthermore, courses offered through EI are "academically-rigorous, socially-engaging, mentally-stimulating, and physically-strengthening for older adult students" (II.A.1-30).

When programs are either considered obsolete or are demonstrating a consistently low enrollment, these programs can be re-evaluated through the Program Vitality Inquiry Policy and Process (II.A.1-31), which allows struggling programs an opportunity to assess their viability. Either faculty or administration can initiate this process, and the possible outcomes of the process include program continuance, program revitalization, or program discontinuance.

Course and Program Evaluation

The College addresses the assessment of courses and programs for currency, appropriateness within higher education, teaching and learning strategies, and SLOs through a process known locally as technical review (II.A.1-32; II.A.1-33). In compliance with Title 5, this process takes place every five years for non-CTE courses and every two years for CTE courses. All courses and course revisions are written by faculty experts within a department and approved by the College's Curriculum Committee—which looks for appropriate rigor, content, standards, and expectations—the Academic Senate, the BOT, and the State Chancellor's Office.

All instructional programs, including academic programs, CTE, and the EI, have course-level SLOs, which drive the curriculum. Course SLOs are linked to both PSLOs and the College's institutional-level SLOs (ISLOs), and as part of the biannual PR process, faculty are asked to reflect on how course SLO assessments contribute to overall PSLO and ISLO attainment (II.A.1-34; II.A.1-35).

All ISLOs are tied to the College's mission of fostering learning and student success, and their areas of focus include: Effective Communication, Intellectual and Practical Skills, Community/Global Consciousness and Responsibility, and Breadth of Subject Area Knowledge (II.A.1-36). In spring 2015, a work group of the College's Educational Planning and Assessment Committee (EPA) researched ePortfolios and their use for gathering subjective data from students related to attainment of ISLOs. The research found ePortfolios to be a sound approach and source of rich ISLO attainment data because they allow students to reflect on both classroom and nonclassroom activities related to ISLOs (II.A.1-37; II.A.1-38; II.A.1-39). In spring 2016, approximately 12 faculty piloted the use of ePortfolios in their classes. The work group is evaluating this pilot during fall 2016, and a plan for Collegewide implementation of ePortfolios is being devised. Further discussion of SLOs can be found in II.A.3.

Student Success and Academic Planning

Through the Student Success and Support Program (SSSP), the College provides each student with a clear roadmap that leads to further education and/or employment. As a result of the SB1456: Student Success Act, SSSP requires all students to follow the matriculation process unless they have already earned a minimum of an AA/AS degree from an accredited

U.S. college, are concurrently enrolled at a four-year college, are taking classes for personal development, or are concurrently enrolled in grades K-11, as all students in 12th grade are required to matriculate (II.A.1-40; II.A.1-41). This requirement, along with the College's enrollment processes, ensures that students will be properly placed and guided toward their majors early on. As part of the initial enrollment process, students must complete the following steps:

1. Orientation
2. Assessment
3. Advisement
4. The creation of an Educational Plan

All students who want a certificate, a two-year degree, to transfer to a four-year university, or who are undecided are guided through this process by a program known as My Academic Plan (MAP), which can be accessed through MySite (II.A.1-42; II.A.1-43; II.A.1-44).

Information on graduation requirements is available on the College website, in the Student Handbook, and in the College Catalog, which includes a description of all degree and certificate requirements as well as the GE transfer patterns (II.A.1-45; II.A.1-46; II.A.1-47). In addition, the College's Transfer Center and academic counselors aid students with their educational goals (II.A.1-48).

Data on whether students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions is collected annually in the *Saddleback College Institutional Effectiveness Report*, which analyzes the past five years of retention and success rates (II.A.1-49). The report includes student progress, student transfer rates, and the number of degrees earned by transfer students at universities within the CSU and UC systems.

Additional data in relation to student progression and achievement will soon be available through the Community College Survey of Student Engagement (CCSSE), to which the District became a member in 2015 (II.A.1-50). The CCSSE helps community colleges assess their educational practices by analyzing the state of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and learning support services (II.A.1-51).

Beyond insuring academic success, the College also seeks to provide employment pathways for CTE students. CTE programs communicate with the community to ensure that their offerings meet industry needs. The College also monitors labor market data to see if programs are still relevant.

While the College does not have many programs that are exclusively offered through distance education (DE), courses within programs are offered online and many of the

programs provide the ability to complete 50 percent or more of the degree online. The College relies upon discipline experts within programs, such as department chairs, to determine if online courses are applicable to a given program and its students (II.A.1-52). In addition, advisory boards within all CTE programs, such as Health Information Technology (HIT) which is completely online (II.A.1-53), Real Estate (II.A.1-54), and Child Development (II.A.1-55), provide additional guidance on the applicability and need for online offerings. Considerations for decisions affecting whether to offer a course online include analysis of student access, community needs, historical data for enrollment patterns, fill rates, demand, student success rates, accrediting organization requirements, and academic integrity.

Analysis and Evaluation

The College offers a wide variety of courses and programs that are aligned with the College's mission. The degrees and certificates offered, regardless of location or means of delivery, meet the needs of the College's students and are regularly assessed to ensure relevancy, academic rigor, and student achievement. Students earning degrees or certificates are prepared to transfer or enter the workforce. The Curriculum Committee reviews programs on a regular basis to ensure that programs support the College's mission and are appropriate to higher education. Every two years, programs are assessed through a comprehensive PR process, which includes the analysis of SLO attainment and student achievement data.

Evidence

II.A.1-01: List of Associate Degrees and Certificate Programs (ER 9-01)
II.A.1-02: College Catalog Degrees (ER 9-02)
II.A.1-03: College Mission Statement
II.A.1-04: Program Review Handbook (page 9) (ER 11-10)
II.A.1-05: College Catalog PSLOs (ER 11-11)
II.A.1-06: Sample PSLOs in Online College Catalog (Marine Science) (ER 11-12)
II.A.1-07: Sample PSLOs in Online College Catalog (Interior Design) (ER 11-13)
II.A.1-08: Sample PSLOs on Program Webpage (Graphic Design) (ER 11-14)
II.A.1-09: Program and Course Approval Handbook (6th edition draft)
II.A.1-10: New Program Approval Policy and Process
II.A.1-11: New Course Curriculum Guidelines
II.A.1-12: New Curriculum Proposal Form
II.A.1-13: New Program Approval Process
II.A.1-14: General Ed Patterns
II.A.1-15: IGETC
II.A.1-16: CSU GE
II.A.1-17: General Education Requirements
II.A.1-18: BP 6100
II.A.1-19: Program and Course Approval Handbook, pages 29-30
II.A.1-20: Assist.org
II.A.1-21: Articulation Web Page

II.A.1-22: Economic Workforce and Development 2015 Report
II.A.1-23: Sample EMSI Report: Human Services
II.A.1-24: Sample EMSI Report: Medical Records and HIT
II.A.1-25: Sample EMSI Report: Manufacturing Occupation
II.A.1-26: Community Education: Adult Education Flyer
II.A.1-27: Community Education: High School Equivalency Classes
II.A.1-28: Community Education: College for Kids Parent Handbook
II.A.1-29: Emeritus Homepage
II.A.1-30: Emeritus Program Review
II.A.1-31: Program Vitality and Inquiry Policy
II.A.1-32: Curriculum Home page
II.A.1-33: Guidelines for Tech Review
II.A.1-34: Connections between SLOs-PSLOs-ISLOs
II.A.1-35: PR Handbook: Connecting SLOs-PSLOs-ISLOs
II.A.1-36: ISLOs
II.A.1-37: Sample eportfolio 1
II.A.1-38: Sample eportfolio 2
II.A.1-39: Sample eportfolio 3
II.A.1-40: Matriculation Page (enrollment steps)
II.A.1-41: Matriculation Page: Student Advisement
II.A.1-42: Matriculation Page: MAP
II.A.1-43: Sample MAP IGETC
II.A.1-44: Sample MAP CU
II.A.1-45: Associates Degrees and Certificates College Catalog
II.A.1-46: Graduation Requirements College Catalog
II.A.1-47: Student Handbook: Overview of the Various Educational Paths
II.A.1-48: Transfer Center
II.A.1-49: Institutional Effectiveness Report: 2014-2015
II.A.1-50: CCSSE
II.A.1-51: Sample CCSSE Survey
II.A.1-52: BP 6112 AR Distance Education
II.A.1-53: DE program (HIT)
II.A.1-54: Sample DE-heavy Program (Real Estate)
II.A.1-55: Sample DE-heavy Programs (Child Development)

II.A.2 Faculty, including full time, part time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

All faculty, regardless of mode of delivery, are expected to teach the approved COR, which describes the requirements for a given course, including topics covered, course objectives, typical assignments and readings, methods of instruction, and methods of evaluation (MOE) (II.A.2-01; II.A.2-02; II.A.2-03)**.** Regular evaluation of both full-time and part-time faculty is practiced to determine whether faculty are teaching to the COR.

Both full-time and part-time faculty work collaboratively to regularly review and revise the CORs and to evaluate their programs through PR and the curriculum revision and development process (II.A.2-04; II.A.2-05).

Regular evaluation of program curriculum is conducted in accordance with Title 5, Section 55130(d) and Education Code Section 78016 as overseen by the Curriculum Committee, as described above in II.A.1.

Program Review

During the PR process—which takes place every two years and is overseen by the EPA Committee—each instructional program conducts a thorough self-evaluation addressing areas such as staffing, curriculum and instruction, student success, teaching modalities, facilities and infrastructure, and community outreach. As described in the PR Handbook, the objectives of PR are to:

1. State program objectives and future objectives align with the College's mission and vision.

2. Collect and analyze data on key performance indicators, SLOs, program activities, and accomplishments.

3. Document and discuss the effectiveness of programs.

4. Develop recommendations and strategies concerning future program directions and needs (for example, budget, staffing, and resources).

5. Provide an opportunity for programs to assess their relevance and position within the division and the College and with all other stakeholders.

In conjunction with the program assessment process, significant emphasis has been placed on the use of data in the continuous improvement of the College's course, program, and degree offerings. In relation to their programs, faculty are expected to provide detailed data reports, including the inFORM PR Data Set, the TracDat Comprehensive Program SLO Report, the EMSI Report (if CTE), and the TracDat Program Objectives and Action Steps Progress Report. The inFORM PR Data Set provides five years of data on a variety of indicators as a way of analyzing a program for its effectiveness. These indicators, which can be separated by mode of delivery, include course productivity, course fill rates, success rates, retention rates, student demographics, and awards conferred (II.A.2-06). In addition, the research office

supports the PR process by ensuring that a research analyst is available to help faculty with their research needs. Finally, an important component of the PR process is faculty dialogue about the data, including SLO assessment results. These exchanges have led to a number of changes within instructional programs—including changes in curriculum, teaching methods, and the delivery modalities in which a course is offered—based on outcomes assessment as evidenced by the EPA reflective document, which is discussed further in II.A.3. In general, teaching methodologies and delivery modalities are selected based on course content, student need, applicability to discipline, and the faculty's interests and teaching styles. The teaching modalities offered at the College include face-to-face, online, hybrid, eight-week, accelerated, and late-start classes—all of which enable the College to meet the needs of students so that they can achieve their educational goals in a timely fashion. At the same time, the efficacy of the varying delivery modes is also assessed based on student success and retention rates. Based on an evaluation of the data available, each program sets objectives and action steps during the PR process ([II.A.2-07](); [II.A.2-08](); [II.A.2-09]()).

Faculty Dialogue and Professional Development

Beyond PR, faculty-led dialogue about effective teaching strategies is ongoing and pervasive. Each semester, a week of professional development activities is offered for all faculty. Professional Development Week often includes workshops on teaching strategies, overviews of new technologies tied to education, and training tied to the College's learning management system (LMS) ([II.A.2-10]()). These conversations continue into division and departmental meetings, which are open to both full-time and part-time faculty. Examples of ongoing professional development opportunities include the implementation of AVID for Higher Learning ([II.A.2-11](); [II.A.2-12]()) in fall 2013, for which the College received a three-year Dell grant, the Basic Skills Initiative (BSI), which has allowed the College to focus specifically on faculty projects tied to the basic-skills learner, the CTE Enhancement Funds, which can be used to help align curriculum with industry standards, and the Institute for Teaching and Learning, an umbrella entity which offers ongoing workshops and training on a variety of teaching strategies and methods.

The Faculty Center for Student Success (FCSS) provides further training and support for faculty. Formally known as the Center for Instructional Design and Distance Education (CIDDE), the FCSS provides exemplary faculty support and training services that focus on online education and instructional technology ([II.A.2-13](); [II.A.2-14](); [II.A.2-15]()). Currently, the FCSS staff are working closely with the online education coordinator and the dean of online education and learning resources to continue improving the quality of online, hybrid, and enhanced education. Training in online technologies through workshops and one-to-one advisement and collaboration with Disabled Students Programs and Services (DSPS) specialists on the latest best practices provides continual education on accommodation needs and emerging technologies. Furthermore, there are varied opportunities for faculty to consider teaching methodologies for online courses. Support staff in the FCSS are

knowledgeable of the tools and building blocks within the LMS, and they frequently update and refresh their skills to better support faculty members. Individual faculty members also participate virtually in @ONE training courses (II.A.2-16; II.A.2-17), and participate in staff-led workshops in the FCSS. The College was at the forefront of training for its online faculty, and in the past it has offered a six-course skills award for faculty. This program was discontinued when @ONE created its online program, and it was believed that faculty would complete that program instead. While many faculty did complete the @ONE program, it became evident that a locally devised program should be created as well. Therefore, a ten-week certificate course was created over the summer and fall of 2016 and will debut in spring 2017 (II.A.2-18; II.A.2-19; II.A.2-20; II.A.2-21).

Faculty Evaluation

As outlined in the Academic Employee Master Agreement for 2015-2018, the dean or designee evaluates all faculty on a regular basis. Probationary, tenure-track faculty are evaluated yearly through their fourth year. Tenured and part-time faculty are evaluated at least once every three years. The evaluation process is negotiated by the Faculty Association in consultation with the Academic Senate and District administration. Per the new faculty contract, which was implemented in fall 2016, the evaluation process includes a faculty-prepared portfolio, a classroom/worksite observation, and an administrative review by the dean or designee. Faculty also have the option of submitting student evaluations. In the case of probationary faculty, a tenure review committee is created to monitor the progress of the faculty member and make recommendations on their tenure status. The evaluation of faculty is based on criteria such as the maintenance of currency in their field; the use of effective instructional methodologies and practices, which encourage student learning and critical thinking; the teaching of the approved curriculum; and participation in outcomes assessment and PR (II.A.2-22).

Analysis and Evaluation

The College has effective processes for establishing, evaluating, and maintaining quality courses that are taught in a variety of delivery modalities, including face-to-face, hybrid, and online. These processes are largely guided by faculty and include curriculum development and technical review, PR, outcomes assessment, and program discontinuance inquiry. All faculty are responsible for student success and are evaluated on a regular basis to ensure currency in their field, the use of effective teaching methodologies, adherence to the course curriculum, and participation in outcomes assessment and PR.

Evidence

II.A.2-01: Curriculum New Course Approval Page
II.A.2-02: New Course Proposal Form
II.A.2-03: COR Guidelines

II.A.2-04: Curriculum Guidelines for Scheduled Course Review
II.A.2-05: Curriculum Guidelines for Course Revision
II.A.2-06: Program Review Handbook Appendices
II.A.2-07: PR Handbook: Faculty Dialogue of SLO results (PDF only)
II.A.2-08: EPA document discussion of SLO results (PDF only)
II.A.2-09: PR for Computer Information Management and Administrative Assistant
II.A.2-10: Fall 2016 Flex Calendar
II.A.2-11: AVID Webpage
II.A.2-12: AVID in Schedule of Classes
II.A.2-13: FCSS Webpage
II.A.2-14: FCSS Faculty Support Page
II.A.2-15: FCSS Workshops for Accessibility
II.A.2-16: Faculty Development Calendar @one
II.A.2-17: @one Training Certification
II.A.2-18: Ten week certification course for online instruction (Module 1)
II.A.2-19: Ten week certification course for online instruction (Module 2)
II.A.2-20: Ten week certification course for online instruction (Module 3)
II.A.2-21: Ten week certification course for online instruction (Module 4)
II.A.2-22: Faculty Evaluation Form

II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

The College recognizes three levels of learning outcomes: course SLOs, which pertain to the knowledge and abilities that students gain within a single course; PSLOs, which pertain to the knowledge and abilities that students gain within their field of study; and ISLOs, which pertain to the knowledge and abilities that students gain by having completed a degree or transfer program at the College (II.A.3-01). Ongoing assessment of these SLOs has been in place since 2005. In addition, the College has also identified Administrative Unit Outcomes (AUOs) for each administrative and student support unit on campus (II.A.3-02; II.A.3-03). Assessment of these outcomes has also been underway for a number of years. The coordination of these assessment activities is through the EPA Committee in collaboration with the Curriculum Committee, the Academic Senate, and the Planning and Budget Steering Committee.

All active courses at the College have related SLOs, which are required to be listed on the syllabus of each section offered. One or more of these SLOs is assessed in each section of the course annually, and the results are stored within TracDat, the system used to house the College's SLO data (II.A.3-04). To increase SLO attainment, department chairs meet with

their faculty in order to engage in dialogue regarding the results, help faculty make thoughtful revisions to their courses or teaching methods, and revise department curriculum as needed. The assessment results and the way in which those results are used are then input into TracDat. The *TracDat Comprehensive SLO Report* contains evidence of this assessment activity, as well as assessment results and the ways in which results have been utilized by programs (II.A.3-05; II.A.3-06). Each program runs and analyzes this report during the PR process. At present, the College is working on including SLOs on the COR for each course (II.A.3-07; II.A.3-08). This necessitates both a technical change on CurricUNET, the system used to house the College's curriculum, and a processual change in the curriculum process. Due to the five-year cycle for course review, and the need for all changes to the COR to go to the State Chancellor's Office for approval and the articulation process, this change will take a few years to complete as each course cycles through the system. Faculty are evaluated, in part, on their participation in SLO assessment activities and the placement of SLOs on their course syllabi (II.A.3-09).

PSLOs have also been identified for each certificate and degree program at the College. These are published in the College Catalog (II.A.3-10; II.A.3-11) and posted on the webpages of most programs (II.A.3-12; II.A.3-13). Within TracDat, course SLOs are mapped to the relevant PSLOs, and reports can be run to allow for the analysis of PSLO attainment based on the aggregation of course assessment data (II.A.3-14; II.A.3-15). Direct assessment of PSLOs also occurs in many programs, especially those with capstone courses or licensure exams, such as Nursing or Child Development, where a single course, exam, or signature assignment is required for all students graduating with a certificate or degree in that program. Due to the nature of community colleges, this is not true for most programs, so the College has been investigating various options. At present, the College is initiating a rollout plan for student ePortfolios for the purpose of direct ISLO assessment. Once institutionalized, these ePortfolios can be used by programs for PSLO assessment as well.

The College has also identified a set of ISLOs that are related to degree requirements. These are published in the College Catalog (II.A.3-16) and on the College's website (II.A.3-17). Within TracDat, course SLOs are mapped to the relevant ISLOs, and reports can also be run for the analysis of ISLO attainment based on the roll-up of course assessment data (II.A.3-18). The College has identified a number of methods for direct ISLO assessment that include the following:

- **ePortfolios:** An ePortfolio is an electronic collection of writing samples, photos, research undertakings, creative projects, student reflections, and mentor feedback that document a student's academic journey while at the College and beyond. These ePortfolios allow students to report on both classroom assignments and accomplishments outside of the classroom that relate to ISLOs (II.A.3-19). During 2014-2015, a joint workgroup of the Student Success Committee and the EPA Committee conducted, researched, and developed an ePortfolio pilot, which took

place in spring of 2016 (II.A.3-20; II.A.3-21). During the pilot, approximately 12 faculty members used ePortfolios in their classes. The students involved in the project created their ePortfolios on one of two platforms, uploaded a signature assignment given to them by their professors which directly assessed one or more of the College's ISLOs, and wrote a brief reflection on their attainment of that ISLO. A plan for the Collegewide rollout of ePortfolios is being devised during fall 2016 for implementation in spring 2017.

- **Testing students through CLA+:** CLA+ is a standardized exam for SLO assessment that is used by many four-year colleges and universities. This assessment can provide external validation that students have attained the College's ISLOs. During the pilot implementation of CLA+, 100 students took the assessment. An evaluation of the exam's usefulness for the College is taking place in fall 2016 (II.A.3-22).

- **Interactive workshops:** In fall 2015, the EPA Committee began holding interactive workshops with faculty during the College's Professional Development Week as a means to identify the ways in which ISLOs are being assessed across the campus. Much like a focus group, these workshops are useful in collecting indirect data on ISLOs (II.A.3-23).

- **Department chair surveys:** In fall 2016, the EPA Committee will send an annual survey to department chairs as an additional means of identifying the ways in which ISLOs are being assessed across the campus. These surveys will also provide indirect data on ISLOs (II.A.3-24).

Analysis and Evaluation

The College has identified course SLOs for all courses it offers, PSLOs for all certificate and degree programs, and ISLOs for GE outcomes. The College assesses course SLOs on a regular basis, a process, which provides information that rolls up to PSLOs and ISLOs, providing data for a dialogue on P/I/SLO attainment through the PR process. The College is working diligently on finding ways to more directly assess PSLOs and ISLOs, including the promising use of ePortfolios. For many years faculty have been asked to place SLOs on their course syllabi; however, there were cases in which this was not being done. In order to rectify this inconsistency, in 2015 the Academic Senate approved a mandate that all course syllabi must include the approved SLOs. The College now evaluates faculty's adherence to this mandate (II.A.3-25). The College is working on integrating SLOs into official course outlines. Unlike other indicators, such as success and retention rates, which are disaggregated, course SLOs have been assessed in all courses and in every delivery mode, but the data has been aggregated so that results cannot be analyzed by modality. The EPA Committee is currently working on a new process that will require SLO result data to be

separately reported and analyzed. A rollout of this new process will occur for the 2016-2017 assessment results.
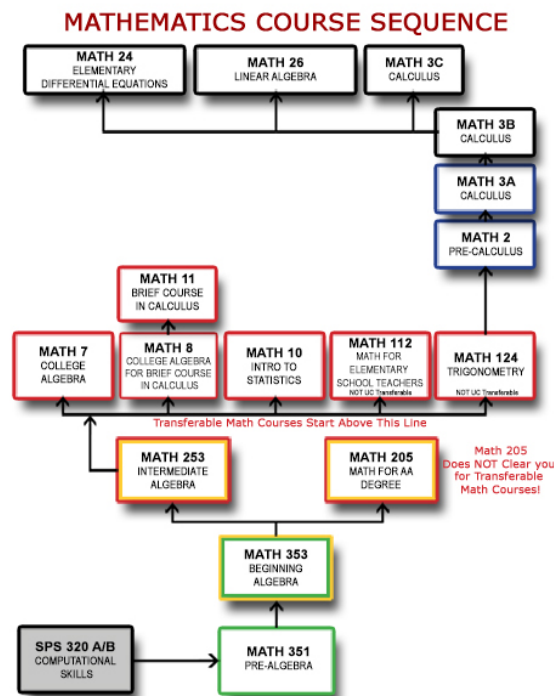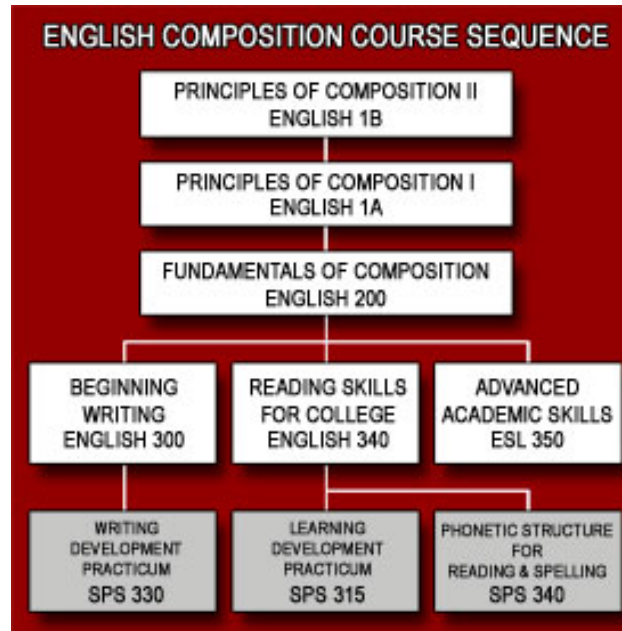
Evidence

II.A.3-01: EPA website
II.A.3-02: Sample AUO: Admissions and Records
II.A.3-03: Sample AUO: DSPS
II.A.3-04: Program Review Handbook (using TracDat)
II.A.3-05: Kinesiology Comprehensive Program SLO report (PDF only)
II.A.3-06: SLO Handbook (using TracDat SLO roll-up)
II.A.3-07: Sample COR History 4
II.A.3-08: Sample COR Math 2
II.A.3-09: Faculty Evaluation Form (tied to SLOs)
II.A.3-10: Web Designer PSLOs on College Catalog
II.A.3-11: Software Specialist PSLOs on College Catalog
II.A.3-12: PSLOs on Program web page: Engineering
II.A.3-13: PSLOs on Program web page: Oceanography
II.A.3-14: SLO-PSLO Roll-up
II.A.3-15: How TracDat maps SLOs to PSLOs
II.A.3-16: ISLOs in College Catalog
II.A.3-17: ISLOs on College web page
II.A.3-18: TracDat Roll-Up to ISLOs
II.A.3-19: ePortfolio Home Page
II.A.3-20: Sample ePortfolio
II.A.3-21: Sample ePortfolio
II.A.3-22: CLA +
II.A.3-23: Interactive Workshops ISLOs
II.A.3-24: Department Chair Surveys
II.A.3-25: AS Agenda 4/14/15

II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

The College offers pre-collegiate level curriculum in English, math, reading, and English as a Second Language (ESL). Pre-collegiate level courses are designed to prepare students for college-level coursework, and as such are nontransferable. This pre-collegiate curriculum is distinguished from college-level curriculum through the use of course-sequencing numbers (II.A.4-01), which have been established through the College's Curriculum Committee. All basic skills courses are numbered in the 300s and are designed for students who aren't ready for college-level curriculum. Developmental courses are in the 200s and are geared toward students who have higher skills, but are still not ready for college-level curriculum (II.A.4-

). Transfer courses are numbered from 1-199 for transferability to the CSU system and 1-99 for transferability to the UC system. This sequencing system is available to students in the College Catalog.

ENGLISH COMPOSITION COURSE SEQUENCE

PRINCIPLES OF COMPOSITION II
ENGLISH 1B

PRINCIPLES OF COMPOSITION I
ENGLISH 1A

FUNDAMENTALS OF COMPOSITION
ENGLISH 200

BEGINNING WRITING ENGLISH 300	READING SKILLS FOR COLLEGE ENGLISH 340	ADVANCED ACADEMIC SKILLS ESL 350
WRITING DEVELOPMENT PRACTICUM SPS 330	LEARNING DEVELOPMENT PRACTICUM SPS 315	PHONETIC STRUCTURE FOR READING & SPELLING SPS 340

MATHEMATICS COURSE SEQUENCE

MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS

MATH 26 LINEAR ALGEBRA

MATH 3C CALCULUS

MATH 3B CALCULUS

MATH 3A CALCULUS

MATH 2 PRE-CALCULUS

MATH 11 BRIEF COURSE IN CALCULUS

MATH 7 COLLEGE ALGEBRA

MATH 8 COLLEGE ALGEBRA FOR BRIEF COURSE IN CALCULUS

MATH 10 INTRO TO STATISTICS

MATH 112 MATH FOR ELEMENTARY SCHOOL TEACHERS NOT UC Transferable

MATH 124 TRIGONOMETRY NOT UC Transferable

Transferable Math Courses Start Above This Line

MATH 253 INTERMEDIATE ALGEBRA

MATH 205 MATH FOR AA DEGREE

Math 205 Does NOT Clear you for Transferable Math Courses!

MATH 353 BEGINNING ALGEBRA

SPS 320 A/B COMPUTATIONAL SKILLS

MATH 351 PRE-ALGEBRA

Information about the course-sequencing system is also available in MAP when students develop their academic plans. The College does not differentiate class sequence by teaching modality, so face-to-face and online courses are numbered in the same way. In the case of stackable certificates, which allow students to start with a low-unit certificate that provides employable skills that can then be combined with another certificate or degree in order to expand skills and potentially increase pay, the numbering system, along with the official course description, clarify when a student's work becomes college level.

The College establishes and evaluates pre-collegiate courses and programs through the scheduled technical review, outlined in II.A.2 above. As there is no distinction between faculty who teach basic skills courses and faculty who teach transferable courses, dialogue regarding departmental mapping of courses, alignment of SLOs, and the integration of compressed or accelerated curriculum, is department wide. Curricular changes are made in the interest of promoting student success. For example, the English Department has examined success rates and retention in relation to the multiple exit points that a basic skills student would encounter. "Exit points" refers to the increased number of courses the basic skills student takes in order to reach college-level curriculum. With each additional class, it is less likely that the student will reach his or her academic goals. In response to this concern, the English Department will pilot an accelerated course in spring 2016. This course, ENG 390, will remove an exit point and allow students who successfully complete the course to enter into college-level writing (II.A.4-03; II.A.4-04). Prior to beginning coursework at the College, all students are required to complete the matriculation process unless they have already earned a minimum of an AA/AS degree from an accredited U.S. college, are concurrently enrolled at another four-year college, are taking classes for personal development, or are concurrently enrolled in grades K-11 (II.A.4-05). After reviewing the New Student Online Orientation, students are assessed in reading, English, math, and, when applicable, ESL (II.A.4-06). Once their skill level has been determined, students are advised and given a First Semester Education Plan. As a result, it is student need, as determined through matriculation testing, which establishes the criteria by which the College decides to offer developmental, pre-collegiate, continuing and community education, short-term training, and contract education programs. The College also works with the K-12 system to better understand pre-collegiate student populations and their needs. Faculty within a given department determine whether to offer these pre-collegiate courses in face-to-face or online modalities. The majority of these courses are offered face-to-face, but, in response to student demand, some English and math courses are offered online (II.A.4-07; II.A.4-08). The continual monitoring of student success, retention, and persistence rates in these courses helps determine whether the courses are being offered in the correct modalities.

An example of a recently developed program that illustrates the College's responsiveness to adult education needs is the new noncredit ESL Adult Education program (II.A.4-09). Once offered only through the extension programs of K-12 districts, this program is now offered

through the Division of Community Education and provides basic skills classes for adult English language learners. This program provides an example of a clear pathway that community ESL students can take in preparation for college courses. Starting in fall 2015, and geared specifically for the basic skills ESL population, the ESL adult education curriculum provides a seven-level class sequence that leads from the Basic Literacy course to Advanced-High ESL. Class sequencing numbers have been assigned in the 700 range to illustrate that these classes are just below the lowest level of credit ESL offered at the College.

Student need and employer demand help establish the criteria for offering basic skills courses, especially for CTE and Economic and Workforce Development (EWD). The EWD Corporate Services Office initiates contract education and training programs, which are customized to industry needs (II.A.4-10). For example, the Health Sciences Department offers basic skills courses and programs with contextualized basic skills. These basic skills offerings are designated specifically for health science students and include contextualized and applied learning (II.A.4-11). Industry need drives the EWD course and training offerings. The guiding principles of the College's EWD Plan state, "The EWD program will include seamless services and instruction (i.e. a 'pipeline of services') within the college and external partners," as well as, "track student progress and success from enrollment to employment" (II.A.4-12). For example, the EWD job placement officer works with students and industry partners to make employment connections for the College's students.

Basic skills students are supported by the SSSP through the matriculation process, by Counseling Services in the development of academic plans and explanation of course sequencing, and by the Learning Resource Center (LRC) tutoring program that helps students to succeed in their classes (II.A.4-13; II.A.4-14). In addition, three part-time counselors were hired in spring 2015 to specifically serve AESL and ESL students. All of these services assist students in their academic progress and in the illumination of clear pathways to college certificates and degrees.

Analysis and Evaluation

The College is dedicated to the educational needs of the community. Pre-collegiate courses and support services are essential for students who desire a college certificate or degree but who are not yet prepared to succeed in college-level coursework. However, the persistence and success rates of these students are, unfortunately, fairly low. In fall 2015, the College's BSI Committee published a report that addresses the success rates of students who moved from pre-collegiate to collegiate courses (II.A.4-15). Following a cohort from fall 2012 to fall 2015, the data shows that only 42 percent of the students successfully passed a college-level English course within three years, and only six (6) percent passed a college-level math course within three years. This is an ongoing concern that is being addressed in a variety of ways. One of the reasons why students have not progressed quickly from pre-collegiate into

college-level courses is due to the number of courses in these sequences. Therefore, faculty from several departments are working together to shorten the time that it takes students to prepare for college-level transfer courses. For example, curriculum in ESL 350 was revised to align with ENG 300, so that students can go into the ENG 200 intermediate skills class without having to take ENG 300 as well. This has been accomplished through the alignment of SLOs in both courses. Additionally, ESL faculty have changed the way ESL 356, Academic Success Strategies, is taught so that students who are concurrently enrolled in ENG 200 receive additional support. The ESL Department has also developed additional courses which aid in academic success. These courses include ESL 354, Vocabulary Skills for College; ESL 355, ESL Reading for College: American Literature; and ESL 357, Grammar Review for College.

Evidence

II.A.4-01: College Catalog: Discussion of Course Sequencing
II.A.4-02: Student Handbook: Matriculation and Course Sequencing
II.A.4-03: COR for English 390
II.A.4-04: Catalog Description for English 390
II.A.4-05: Matriculation Process and Enrollment
II.A.4-06: Matriculation Assessment Testing
II.A.4-07: Online English 200 (Developmental) offered Spring 2017
II.A.4-08: Online Math (Beginning and Developmental) offered Spring 2017
II.A.4-09: Community Ed. Adult ESL classes:
II.A.4-10: EWD Plan, page 6
II.A.4-11: EWD Plan, page 11
II.A.4-12: EWD Plan, page 10
II.A.4-13: LRC Tutoring
II.A.4-14: Embedded Tutors Guidelines
II.A.4-15: BSI Committee's 2015 Report on Basic Skills Students

II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The College's Curriculum Committee is responsible for maintaining high-quality, broad-based, rigorous programs that follow standard practices in American higher education (II.A.5-01). When new or revised curriculum is proposed, the College's Curriculum Committee determines the course level and sequencing through a number of techniques (II.A.5-02). When applicable, the curriculum chair first looks to the rubrics from the State Chancellor's Office and applies them to the course description to determine if a course has

been appropriately sequenced and has the appropriate level of rigor. In particular, the chair will look to the rubrics when assessing developmental courses in math, English, reading, and ESL. While reviewing the proposed course, the chair will look to see how the course aligns with the rubric and if it is appropriately placed within a program's sequence. In cases when there are no rubrics, most often for courses that are nontransferable or for CTEs, the chair will look to Bloom's Taxonomy (II.A.5-03) and the MOE to assess the course. The state-approved COR is a key metric in ensuring that the College's offerings reflect the practices common in American higher education (II.A.5-04).

The Curriculum Committee also ensures that new and revised associate degree programs have at least 60 units which are comprised of GE requirements and, in accordance with Board Policy (BP) 5600 and Title 5, Section 33060 et seq, at least 18 degree-specific units (II.A.5-05). All degree programs can be completed in two years if a student attends the College on a full-time basis with a minimum of 15 units per semester (II.A.5-06; II.A.5-07; II.A.5-08; II.A.5-09).
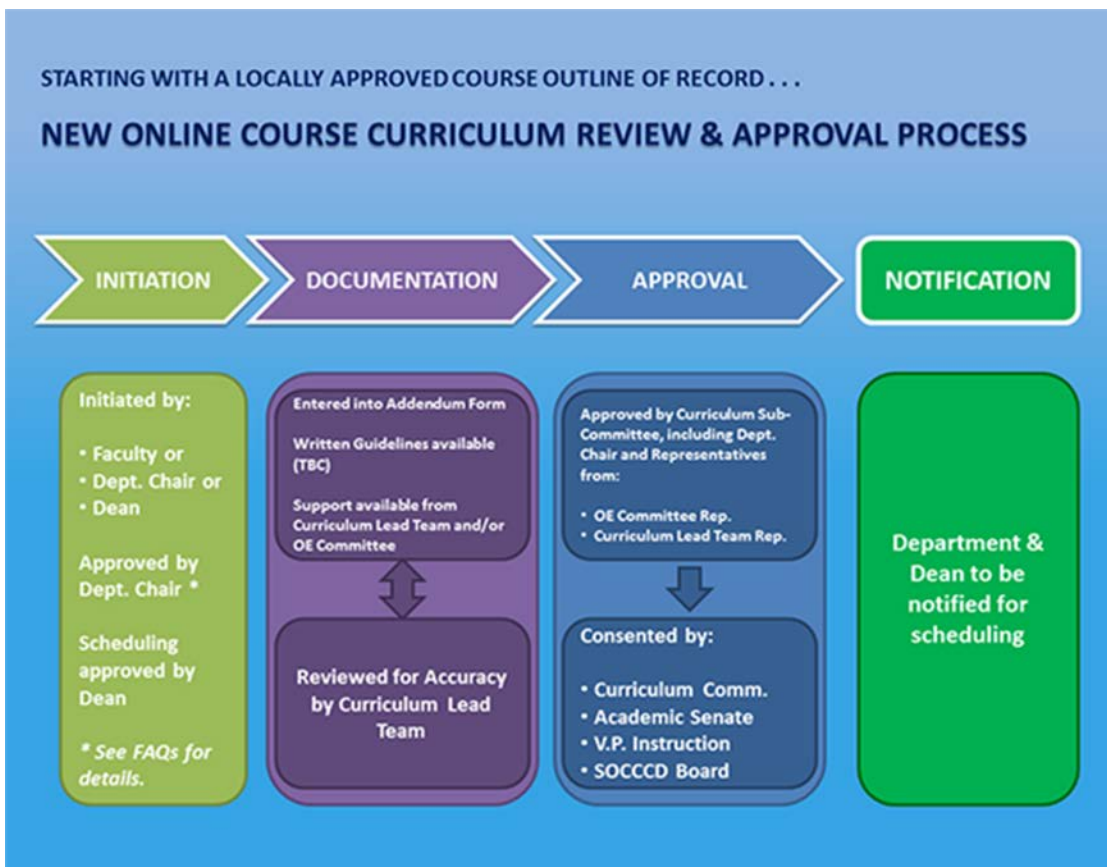
Another way that the College ensures that its programs and degrees follow practices common to American higher education is through articulation, a process by which the College's AO makes sure that the courses offered align with those of higher or equal institutions (II.A.5-10). These articulation agreements streamline the student's ability to transfer. Articulation agreements are developed and updated based upon student need. The College maintains articulation agreements with its most common transfer institutions, including all of the CSU and UC campuses (II.A.5-11) (ER 12-01) as well as many private and out-of-state colleges and universities (II.A.5-12; II.A.5-13) (ER 12-02; ER 12-03). All articulation agreements are published at ASSIST.org and on the Saddleback College articulation website (II.A.5-14). Various degree pathways, including the Associate in Arts for Transfer (AA-T) degrees, demonstrate the efficacy of these agreements (II.A.5-15). The AA-T degree ensures that students who earn an AA-T and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU (II.A.5-16; II.A.5-17). To date, the College offers 18 majors which have been approved for the AA-T, in addition to the 108 AA and AS degrees offered by the College.

The College's formalized PR process maintains the quality of programs (II.A.5-18). All programs are subject to review on a two-year cycle. This review includes an analysis of the program's relevance to the College mission. Courses that have not been offered in three years are generally eliminated from the College Catalog, and those programs that are determined to be outdated or unnecessary are subjected to the Program Vitality Inquiry Policy and Process. This policy takes into account the following issues: "effect on students, college curriculum balance, educational and budget planning, regional economics and training, [and] collective bargaining agreements" (II.A.5-19). Though rarely implemented, the presence of this policy reinforces the connection between courses offered and student need.

High-quality instruction is ensured through the hiring process and through faculty evaluations, which occur every three years for both full-time and part-time faculty (II.A.5-20). All faculty must meet minimum teaching qualifications. District administration and the Faculty Association have established the faculty evaluation process in accordance with Education Code. The Academic Senate, Faculty Association, and administration regularly review and update this process. Furthermore, faculty and administration implement this process to ensure that division deans or their designees evaluate all probationary, tenured, part-time classroom, and nonclassroom faculty. This faculty evaluation process considers faculty expertise, organization, communication skills, teaching methods, and the quality of faculty assessments.

Several steps maintain the quality of online courses and online instruction. First, a subcommittee of the Curriculum Committee uses a separate approval process to ensure that the quality of online courses is consistent with that of face-to-face courses (II.A.5-21). The subcommittee also determines whether the intended methodology for the proposed online course is appropriate to the topic (II.A.5-22). The Distance Education Addendum confirms that faculty create assignments and grading strategies suited to an online environment.

Flow-chart for D.E. Curricular Approval Process

STARTING WITH A LOCALLY APPROVED COURSE OUTLINE OF RECORD . . .

NEW ONLINE COURSE CURRICULUM REVIEW & APPROVAL PROCESS

INITIATION → DOCUMENTATION → APPROVAL → NOTIFICATION

Initiated by:
• Faculty or
• Dept. Chair or
• Dean

Approved by Dept. Chair *

Scheduling approved by Dean

* See FAQs for details.

Entered into Addendum Form

Written Guidelines available (TBC)

Support available from Curriculum Lead Team and/or OE Committee

Reviewed for Accuracy by Curriculum Lead Team

Approved by Curriculum Sub-Committee, including Dept. Chair and Representatives from:
• OE Committee Rep.
• Curriculum Lead Team Rep.

Consented by:
• Curriculum Comm.
• Academic Senate
• V.P. Instruction
• SOCCCD Board

Department & Dean to be notified for scheduling

Faculty evaluations also maintain the quality of online courses. As with face-to-face evaluations, the evaluation of online classes is done by the dean or dean's designee. The evaluation consists of a 50-minute meeting between the instructor and the evaluator during which the instructor walks the evaluator through the online class.

Analysis and Evaluation

In the development of its certificate and degree programs, the College follows practices common to institutions of higher education. Following Title 5 and BP 5600, all associate degrees require a minimum of 60 semester units. As the College's content experts, faculty are primarily responsible, through the curriculum and technical review processes, for all matters concerning breadth, depth, rigor, sequencing, time to completion, and criteria for evaluation of courses and programs. PR evaluates all programs for their effectiveness every two years. Quality instruction is maintained through the evaluation of faculty of both face-to-face and online courses every three years.

Evidence

II.A.5-01: Curriculum Home Page
II.A.5-02: Program and Course Approval Handbook
II.A.5-03: Bloom's Taxonomy Chart
II.A.5-04: State Course Outline of Record
II.A.5-05: BP 5600
II.A.5-06: Humanities Program
II.A.5-07: Environmental Studies Program
II.A.5-08: Roadmap Alcohol and Drug
II.A.5-09: Roadmap Human Services
II.A.5-10: Articulation Agreements
II.A.5-11: IGETC CSU GE (ER 12-01)
II.A.5-12: College Catalog GE Core Requirements (ER 12-02)
II.A.5-13: College Catalog GE Breadth Requirements (ER 12-03)
II.A.5-14: Assist.org
II.A.5-15: AA-T Degree page
II.A.5-16: Sample AA-T
II.A.5-17: Sample AA-T
II.A.5-18: Program Review Handbook
II.A.5-19: Program Vitality Inquiry and Process Policy
II.A.5-20: Faculty Performance Evaluation
II.A.5-21: Online Course Approval Process (webpage)
II.A.5-22: Online Addendum Form

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College creates a course schedule that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education (II.A.6-01; II.A.6-02) (ER 9-03; ER 9-04). Coursework leading to a degree, an occupational skills award, or a certificate is offered during the fall, spring, and summer semesters and is sequenced to enable students to complete requirements in a timely fashion (II.A.6-03; II.A.6-04; II.A.6-05; II.A.6-06) (ER 9-05; ER 9-06; ER 9-07; ER 9-08). Courses are offered in different modalities (II.A.6-07) (ER 9-09), at various locations within the community (such as local high schools), in both day and evening time blocks, and for varying term lengths (II.A.6-08; II.A.6-09; II.A.6-10) (ER 9-10; ER 9-11; ER 9-12). In addition, to ensure that students will be able to complete their degree in the specified timeframe, the state requires that all courses be offered at least once every two years.

The College utilizes a number of data-driven methods to ensure that courses are scheduled in alignment with student needs and program pathways. Through SharePoint, department chairs have access to an enrollment management site that provides data on course times, enrollment, and section counts (II.A.6-11). This data provides evidence of demand. Further evidence of demand can be found through the inFORM Data Warehouse, which provides statistics and data related to enrollment trends, retention rates, and success rates (II.A.6-12; II.A.6-13). Course waitlists are also useful measures of demand. If waitlists for courses are long, additional sections can be added as needed if classroom space and faculty are available.

Programs are encouraged to create scheduling templates to inform students when all courses will be offered over the coming two-year period, and many programs, such as Automotive Technology and Human Services, have done this. All templates provide clear roadmaps and are efficiently sequenced (II.A.6-14; II.A.6-15; II.A.6-16). This is particularly important for CTE programs, which tend to have classes that are offered only once every two years. This information is therefore vital for students as they create their academic plans. The goal is for all programs to update their templates on a yearly basis and publish them to their webpage so that students and counselors will be able to reference them. In addition, as more students complete their academic plans through MAP, the College intends to use this information to effectively predict course demand in a given semester so that the appropriate number of sections will be offered to meet student need.

Finally, the College has recently taken several steps, such as the introduction of accelerated courses and changes in placement assessment, to ensure that students complete their coursework in a timely fashion (II.A.6-17). For example, the accelerated course English 390 is a one-semester course designed for students who have placed two levels below college transfer. Through successful completion of the course, students qualify for college-level English courses (II.A.6-18). Furthermore, both the introduction of a multiple measures assessment process and the Refresh Program, which allows students who have placed into

beginning or developmental courses the opportunity to take a free workshop and then retest, ensure that students are both appropriately placed and on a clear pathway toward their career goals (II.A.6-19).

Analysis and Evaluation

The College has worked hard at enrollment management to ensure that students are able to complete their certificates and degrees in a timely manner. An important redesign of course scheduling is reflected in the new block schedule instituted in 2015-2016, which was designed to allow for the most efficient scheduling of courses to meet the needs of students (II.A.6-20). The College has recently completed a comprehensive enrollment management plan that addresses additional ways to improve student progression through programs (II.A.6-21). This plan was approved by the Consultation Council in March of 2016 and has since been implemented.

Evidence

II.A.6-01: Two-year Program; Accounting (ER 9-03)
II.A.6-02: Two-year Program: Construction Inspection (ER 9-04)
II.A.6-03: Catalog Course Numbering System (ER 9-05)
II.A.6-04: Course Sequences: English, Math, and ESL (ER 9-06)
II.A.6-05: Sample Course Sequence: Engineering (ER 9-07)
II.A.6-06: Sample Course Sequence: Physics (ER 9-08)
II.A.6-07: Educational programs that are 50% or more online (ER 9-09)
II.A.6-08: Location of educational programs (ER 9-10)
II.A.6-09: Emeritus Programs (ER 9-11)
II.A.6-10: Cosmetology Programs (ER 9-12)
II.A.6-11: Enrollment Management Group on SharePoint
II.A.6-12: Interactive Enrollment Comparison (inFORM)
II.A.6-13: Enrollment Comparison by Program
II.A.6-14: 2-year Roadmap for the Art Major
II.A.6-15: 2-year Roadmap for the Paramedic
II.A.6-16: 2-year Roadmap for Automotive Technology
II.A.6-17: Scheduling Plan for Student Success
II.A.6-18: English 390
II.A.6-19: Refresh Program
II.A.6-20: Block Schedule Map
II.A.6-21: Enrollment Management Plan

II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Evidence of Meeting the Standard

In order to best meet the needs of a diverse student population, the College uses a variety of teaching methodologies and delivery modes, including face-to-face, online, hybrid, field studies, service learning, and cooperative work experience. These various modes of delivery are designed to address the various learning styles and delivery needs of the student population.

The College's diverse teaching methodologies are also reflected in the numerous ways in which SLOs are assessed, as outlined in the College's SLO Handbook (II.A.7-01). Some of these methodologies include the use of field research, written evaluations, group presentations, exams, and performances**.** Enrollment numbers and PR serve as evidence that the College meets the needs and learning styles of its students. The evaluation of the effectiveness of delivery modes is an important component of the biannual PR (II.A.7-02). While some programs, like Real Estate, are almost entirely online, other programs, like Sociology, use a variety of delivery modes including face-to face, hybrid, and online courses.

In addition, the College's online courses offer an array of instructional methods to address the multiple learning styles of online students. Online courses can include a variety of methods for student-to-student interaction, including collaborative activities, discussion boards, and synchronous instruction. These courses also offer various methods of content delivery, such as video, audio, and written lectures (II.A.7-03). Using the Turnitin database, which is part of the LMS platform, instructors can provide feedback on student work through grading rubrics, typed notes, and voice memos. These forms of feedback can serve multiple intelligences and can offer the instructor a means to engage students with different learning styles. The College also works to ensure that all of its students are served equitably by the student support programs on campus. Various methods work to identify populations that are disproportionately impacted, such as the Student Equity Plan (SEP), which is designed to "transform services by recommending best practices, activities and interventions to better serve students on campus" (II.A.7-04).

The following are some of the support programs that serve the diverse and changing needs of the College's students:

- The CE program (II.A.7-05) is responsible for adult noncredit programming, including educational and personal enrichment classes, as well as guided travel opportunities. In 2013, the CE Department programming expanded to include afterschool and enrichment programs for K-12 and oversight of intensive language courses offered to international students. In 2015, CE Department programming expanded to include oversight of community-based adult ESL programs (II.A.7-06).

- The Saddleback College Emeritus Institute promotes lifelong learning by offering academically rigorous, mentally stimulating, socially engaging, and physically strengthening classes for older adult students in south Orange County (II.A.7-07; II.A.7-08).

- The DSPS Program provides support services, specialized instruction, and authorized educational accommodations for students with disabilities so that they can participate fully in, and benefit equitably from, their college experience (II.A.7-09; II.A.7-10; II.A.7-11).

- Veterans Education and Transition Services (VETs) provides support for the College's large veteran population. The effort to support student veterans includes a vast amount of counseling support, dozens of community partners, student activities, the Veterans Memorial, and the VETS Center (II.A.7-12).

- Extended Opportunity Programs and Services (EOPS) is a state-funded program, which serves students who are educationally and financially disadvantaged. The program's services include academic, career, and personal counseling, as well as book service, priority registration, and assistance in transferring to four-year colleges and universities (II.A.7-13).

- As a supplemental program of EOPS, CARE provides educational support services for EOPS-eligible students who are single heads of households receiving CalWORKs (California Work Opportunity and Responsibility to Kids) (II.A.7-14).

- CalWORKs is a welfare program that provides cash aid and services to eligible California families. In addition to providing educational planning and counseling, CalWORKs also helps students navigate the community college system, coordinate with county welfare offices, and provides a bridge to other on-campus and off-campus services (II.A.7-15; II.A.7-16).

- The Saddleback College Economic and Workforce Development Initiative facilitates a variety of solutions for employment development and workforce training. The Economic and Workforce Development Initiative can help businesses and individual students navigate through the many options at the College and a network of resources throughout California (II.A.7-17).

The LRC offers additional learning support services, including face-to-face and online tutoring; the Paper Center, which provides remote feedback on uploaded papers; and extended hours to meet the needs of nontraditional students (II.A.7-18). All of these services ensure greater success for students who utilize the Tutoring Center.

Moreover, numerous professional development opportunities can assist the faculty and staff in addressing the diverse needs of students. These professional development opportunities include best teaching practices for online instruction, accessibility training, and basic skills workshops, among others.

Analysis and Evaluation

The College has carefully evaluated the needs of its diverse student population and constantly seeks to develop and reinforce programs that will aid students in their academic goals. Courses are scheduled in a variety of delivery modes, locations, term lengths, and time blocks. Student support services are also offered online and on campus during day and evening hours. Professional development opportunities assist faculty and staff in addressing the diverse needs of students. As discussed in the 2010 Accreditation Self-Study, the College created the Institute for Teaching and Learning, which provided in-house online instruction training for faculty through a series of 2-unit courses. Due to low enrollment, these courses were phased out in 2012. Faculty now use @ONE an outside provider that partners with the State Chancellor's Office to provide training and certification for online instructors (II.A.7-19). Furthermore, the FCSS (formally known as CIDDE) offers online assistance and supports effective use of instructional technology both inside the classroom and in online courses. The FCSS regularly provides training to faculty and staff during in-service and Flex weeks, ongoing workshops, and training and support for instructional technologies throughout the year (II.A.7-20).

Evidence

II.A.7-01: SLO Handbook: Methodologies Section
II.A.7-02: Program Review Handbook: Methodologies Section
II.A.7-03: Online Addendum Form
II.A.7-04: Student Equity Plan
II.A.7-05: Community Ed Webpage
II.A.7-06: Adult Ed Webpage
II.A.7-07: Emeritus Institute
II.A.7-08: Emeritus Classes
II.A.7-09: DSPS Webpage
II.A.7-10: DSPS Brochure
II.A.7-11: DSPS Brochure #2
II.A.7-12: Veterans Webpage
II.A.7-13: EOPS Webpage
II.A.7-14: CARE Webpage
II.A.7-15: CalWorks Webpage
II.A.7-16: CalWorks Flyer
II.A.7-17: EWD Webpage
II.A.7-18: LRC Webpage
II.A.7-19: @one Webpage
II.A.7-20: FCSS Webpage

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College validates the effectiveness of standardized testing utilized in its programs. The only programs currently using standardized tests are the SSSP and in the Nursing and Reading programs, both of which used standardized testing solely for placement purposes. SSSP assesses all new degree and certificate students for placement into the correct level of English, math, reading, and ESL courses (II.A.8-01).

When a new standardized test is adopted, a validation study and report is conducted, looking specifically for test bias and student equity. Such was the case when, in 2013, SSSP shifted to the CTEP for student placement (II.A.8-02). A validation report of the CTEP was published in the spring of 2014. In areas where student equity was not reached, the College disaggregated the data to assess specific target groups and discussed how to reach them. The Student Success Coordinating Committee update report and the College SEP also illustrate how specific groups who might struggle are provided extra support when preparing for the placement test in order to reduce test bias and enhance reliability (II.A.8-03; II.A.8-04). For example, the College has implemented the Refresh Program where students complete a 21-hour workshop led by English and math instructors before retaking the placement test (II.A.8-05).

Those programs that require further assessment for student placement work hard to validate their tests and maintain test reliability. For example, the Nursing Program conducts program entrance exams that assess prior learning. Students must take the Test of Essential Academic Skills (TEAS), which assesses knowledge of reading, mathematics, science, and English and language usage (II.A.8-06). Students must achieve a minimum score of 62 percent in order to apply for the Nursing Program. Since multiple criteria determine admission to the Nursing Program, the TEAS assessment can have a significant impact on whether or not a student is allowed admission into the program. For those students who seek transfer from other nursing programs or who are Licensed Vocational Nurses (LVNs) and would like to become RNs, Nursing administers several nationally normed tests from Assessment Technology Incorporated (ATI) to assess prior learning and to determine recommended placement in the program. By law, an associate degree nursing program that admits LVNs has to have a path that makes it possible for LVNs to complete their course of study in one year. Furthermore, the Nursing Program has studied patterns of success and found that students who score low on the nationally normed ATI Medical Surgical test are not as successful as those who score higher, an indication of the test's reliability. The Reading Program also uses a standardized exam, the Lexile diagnostic, to place students into reading courses. The Reading Program recently shifted to this exam after having used the Nelson-Denny exam for many years. The department decided to shift to the Lexile Diagnostic after realizing that students would test more accurately if they were not timed. Given that English 340 attracts a large number of English as a Second Language students and Special Services students with a broad spectrum of learning disabilities, a timed test with the level of difficulty of the Nelson-Denny does not accurately reflect the reading comprehension abilities of those students. The Lexile

diagnostic and vocabulary pretest are untimed tests, and the results of these assessments more accurately represent a given student's comprehension and vocabulary skill level.

Analysis and Evaluation

There is an active effort throughout the College to ensure that standardized examinations, where used, accurately reflect students' abilities. Faculty assess tests for inter-rater reliability, content, and construct validity.

Evidence

II.A.8-01: Matriculation Webpage
II.A.8-02: CTEP Validation Report
II.A.8-03: SSSP Plan
II.A.8-04: Student Equity Plan
II.A.8-05: Refresh Program
II.A.8-06: Nursing Webpage

II.A.9 The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

According to BP 5600, an associate degree is awarded to a student "who has demonstrated competence in reading, written expression and mathematics, and who has satisfactorily completed at least 60 semester units of college work" (II.A.9-01). Units of credit are awarded based on the Carnegie Unit, in which 18 hours of standard lecture and 36 hours of outside work equal 1 unit of credit (II.A.9-02) (ER 10-01). The basis for awarding credit is tied to each course's MOE, which, in turn, are linked to the course's SLOs (II.A.9-03; II.A.9-04). A variety of mediums can assess these outcomes, thus tailoring the MOE to the SLO. As the MOEs and SLOs are connected, and because SLOs are incorporated into PSLOs, the College can ensure that the achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. In addition, degrees or certificates are awarded based on completion of requirements of course work and experiential training as published in the annual Course Catalog (II.A.9-05; II.A.9-06).

C-ID, a course identification numbering system that was made possible by a grant through the State Chancellor's Office, has streamlined the articulation process. Through C-ID, "Individual community colleges [can] submit local course outlines that are judged by faculty evaluators against the descriptors, and each course designated as a match will have the specific C-ID supranumber appended to its local numeric designation. Each C-ID number

identifies a specific lower-division, transferable course commonly articulated between the CCCs and UC and CSU, as well as with many of California's independent colleges and universities" (II.A.9-07; II.A.9-08; II.A.9-09). As a result, C-ID will simplify the articulation process, matriculation, and student placement.

As specified by the Program and Course Approval Handbook 6th Edition, which was created by the Academic Affairs Division of the State Chancellor's Office, the College follows federal standards for clock-to-credit hour conversion in the awarding of credit. This handbook states that the "standard formula for credit hour calculations applies to the majority of courses and course types and is derived from the regulations in Title 5, Section 55002.5 [, which] requires colleges to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours" (II.A.9-10) (ER 10-02).

The College ensures that current and prospective students receive clear and accurate information about courses and programs through detailed department and division webpages (II.A.9-11; II.A.9-12), counseling (II.A.9-13), and the official College Catalog (II.A.9-14) (ER 10-03). These sources include descriptions of degrees and certificates in terms of their purpose, content, course requirements, and expected PSLOs (II.A.9-15). All course syllabi must contain the course SLOs, which, as described in II.A.3, are assessed annually (II.A.9-16; II.A.9-17; II.A.9-18). These SLOs are designed as "a means to discover if students, are, in fact, learning what they are expected to learn in courses and programs throughout the college." While the College does not award credit based on SLO assessment, it does award credit based on SLO attainment. This practice makes sense as there is a direct connection between SLOs and overall course objectives (II.A.9-19). Students' grades reflect their ability to achieve these course objectives, which are, in turn, designed as a result of stated learning outcomes. The correlation between SLOs and the listed MOE reinforces each course's intended purpose. For example, the English Department assesses SLOs based on student writing—an important method of evaluation in all levels of composition, and a method of evaluation on all CORs in the composition strand (II.A.9-20; II.A.9-21).

Through systematic PR, faculty illustrate how course-level SLOs are linked to both PSLOs and one, or more, of the ISLOs, which are listed below in II.A.11. ISLOs are the competencies and GE SLOs that students will attain through the completion of a degree or transfer program at the College. The ISLOs were developed by the EPA and approved by the Academic Senate. The ISLOs are published in the College Catalog and on the College's website (II.A.9-22; II.A.9-23).

The College has rigorous curriculum review and PR processes, which apply to all courses and programs and do not differentiate significantly between face-to-face and online modalities. For example, there is no distinction between the competency levels determined for online versus face-to-face courses. Similarly, the processes for establishing and

evaluating courses and programs, including the determination of appropriate credit and articulation agreements, are the same for both modalities. Moreover, Carnegie Units, a standard metric used nationwide, are awarded in the same way for online courses and face-to-face courses (II.A.9-25). Based on their discipline expertise, faculty determine SLOs for all courses. As these SLOs adhere to the same COR and students are expected to meet the same competencies regardless of delivery mode, these SLOs must be the same for both face-to-face and online courses (II.A.9-26).

Analysis and Evaluation

There is a direct correlation between the credits, degrees, and certificates awarded by the College and the attainment of the SLOs instrumental in the development of course objectives. Furthermore, there is a rigorous curriculum development and approval process to ensure that students leave with credits, degrees, or certificates that reflect the generally accepted norms of higher education. Evidence of the College's academic standards can be found in the integration of the federal standard for clock-to-credit conversion hours as maintained by the Carnegie Unit, and in the numerous articulation agreements that the College maintains with the UC and CSU systems, private, and out-of-state colleges and universities. These standards and criteria apply to all modes of delivery, including both face-to-face and online classes.

Evidence

II.A.9-01: BP5600
II.A.9-02: Unit Value: Program and Course Approval Handbook (ER 10-01)
II.A.9-03: MOEs and SLOs: Anthropology COR
II.A.9-04: MOEs and SLOs: Horticulture COR
II.A.9-05: Accounting Degree Completion Requirements
II.A.9-06: Catering Degree Completion Requirements
II.A.9-07: C-ID Descriptors
II.A.9-08: C-ID Descriptors for Introduction to Psychology
II.A.9-09: COR for Introduction to Psychology
II.A.9-10: Clock to Credit Conversion Hours: Program and Course Approval HB (ER 10-02)
II.A.9-11: Accurate Info Regarding Courses and Programs: ATAS
II.A.9-12: Accurate Info Regarding Courses and Programs: Cosmetology
II.A.9-13: Counseling
II.A.9-14: College Catalog: Sample Course Information (ER 10-03)
II.A.9-15: Sample Program in College Catalog: Catering
II.A.9-16: EPA Web page/ Course Syllabi and SLOs
II.A.9-17: Sample Syllabus with SLOs
II.A.9-18: Sample Syllabus with SLOs
II.A.9-19: SLO Handbook: Objectives vs. Outcomes (PDF)
II.A.9-20: Grades Tied to SLOs: COR for 1B
II.A.9-21: Grades Tied to SLOs: IB syllabus
II.A.9-22: ISLOs in College Catalog
II.A.9-23: ISLOs on College Webpage

II.A.9-24: ISLOs tied to GE Requirements (PDF only)
II.A.9-25: Carnegie Units in Program and Course Approval HB (F-2-F and DE)
II.A.9-26: Online Addendum Form

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Articulation agreements for the transfer of the College's courses to the UC and CSU systems, as well as some private and out-of-state colleges, are updated and reviewed annually (II.A.10-01). In addition, the College has articulation policies in place to ensure that students are given credit for classes taken at other institutions. These policies are developed and reviewed annually by the College's AO, the Curriculum Committee, the General Education Committee, the Academic Senate, and the Curriculum Office. Students have access to these policies through a variety of mediums, including the College's website and through face-to-face contact with counselors and support staff (II.A.10-02). A detailed outline of the various transfer policies, including articulation and transfer patterns, can be found in the College Catalog (II.A.10-03) (ER 10-04). Policies are also made available to students through MAP, the Student Handbook (II.A.10-04) (ER 10-05)**,** counseling classes (II.A.10-05), and the Transfer Center (II.A.10-06). All of these mediums provide students with the information they need to create an academic plan. This information includes transfer policies and planning tools, GE patterns (II.A.10-07; II.A.10-08; II.A 10-09), articulation agreements (II.A.10-10), the Associates Degree for Transfer (ADT) (II.A.10-11; II.A.10-12), the Teacher Preparation Program (II.A.10-13), and the Honors Program (II.A.10-14). In addition, these mediums inform students of the Transfer Admission Guarantee (TAG) program, which provides guaranteed admission to six UC campuses for those California community college students who meet specific requirements (II.A.10-15).

The College may grant credit for college units earned at regionally accredited institutions of higher education. The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation, and the College Catalog provide means of determining the comparability of courses taken at other California public colleges and universities. Generally, the Counseling Department determines equivalency of courses (II.A.10-16); specifically, the College's AO, in consultation with the appropriate discipline faculty expert, determines any questionable course credit application. The College registrar ensures that the transcript is official and that the institution is regionally accredited.

When determining whether courses from other institutions are comparable to those offered by the College, the AO takes into consideration course objectives, SLOs, and content area. When it is not readily apparent whether a course from another institution is comparable, the student is asked to obtain an official course outline. If the counselor and/or the AO cannot make a determination on comparability, the course outline is submitted to the chair of the discipline of the appropriate dean. The faculty member or the dean makes the final determination on course comparability.

Although in many programs over 50 percent of the courses can be taken online, the College does not offer online degrees. As a result, the evaluation of articulation agreements for online courses, as well as development and implementation of said courses, is handled in the same manner as the College's face-to-face courses. It should be noted that full reciprocity exists for courses completed at Irvine Valley College when there is a comparable course at Saddleback College.

Analysis and Evaluation

To determine the College's articulation compliance for each institution, the College regularly reviews the articulation policies of the UC and CSU systems, as well as private and out-of-state colleges and universities. Often, private universities in California and out-of-state colleges present special articulation questions. In these cases, the Counseling Department and the Articulation Office coordinate inquiries and, as needed, will request information and clarification from division and departmental discipline experts.

Students can access the College's articulation agreements with the UC and CSU systems. For information regarding institutions with which the College has no articulation agreement, students can consult the ASSIST database. The Saddleback College homepage and the Transfer Center website both provide links to the ASSIST website. The College also provides direct counseling to students on these policies and agreements in the Transfer Center and in Counseling Services.

Evidence

II.A.10-01: Assist.org
II.A.10-02: Transfer/Articulation webpage
II.A.10-03: Transfer Policies in College Catalog (ER 10-04)
II.A.10-04: Transfer Information in Student Handbook (ER 10-05)
II.A.10-05: Counseling Classes
II.A.10-06: Transfer Center
II.A.10-07: Articulation
II.A.10-08: IGETC GE
II.A.10-09: CSU GE
II.A.10-10: Articulation Agreements
II.A.10-11: AD-T Sample Political Science

: AD-T Sample Elementary Teacher Education
: Teacher Prep
: Honors Program
: TAG
: Counseling Handbook

II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

As described in II.A.3, the College recognizes three levels of learning outcomes: course SLOs, PSLOs, and ISLOs (II.A.11-01). The ISLOs primarily reflect the College's GE requirements, or core competencies, and include outcomes related to communication competency (ISLO category I), information competency (ISLO category II), analytic inquiry skills (ISLO category II), ethical reasoning (ISLO category III), and the ability to engage diverse perspectives (ISLO category III).

For the sake of clarity, the College's ISLOs are organized into four broad categories. They are as follows:

> **Preamble:**
>
> The College's primary mission is to foster learning and student success. Students should expect to develop knowledge, skills and abilities across four broad areas as a result of their overall experience at Saddleback College. The broad areas are identified by the institutional SLOs listed below:
>
> **I. Effective Communication**
>
> Students completing a degree or transfer program at Saddleback College will be able to:
> - Demonstrate the ability to understand, evaluate, and analyze readings from a variety of texts and to apply that ability in academic, personal, and professional contexts.
> - Demonstrate the ability to clearly express themselves and the knowledge they have attained in various forms of writing.
> - Demonstrate the ability to orally communicate ideas to others in a clear, coherent, and structured fashion when speaking in one or more of the following modes: interpersonally, in small group settings, or in public presentations.

II. Intellectual and Practical Skills

Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate competence in fundamental computing and information technology.
- Demonstrate competence in scientific and quantitative reasoning necessary for informed judgment and decision-making.
- Conduct effective research, including the identification, evaluation, synthesis, and responsible use of sources and information.
- Analyze information and ideas independently and logically in order to arrive at reasoned, meaningful, and creative conclusions.
- Work with others to develop creative, logical, and reasoned solutions to problems.
- Develop cognitive, physical, and affective skills which will afford students the opportunity to be well-rounded individuals.

III. Community/Global Consciousness and Responsibility

Students completing a degree or transfer program at Saddleback College will be able to:

- Demonstrate knowledge of cultural diversity and awareness of multiple perspectives in the U.S. and globally.
- Demonstrate the ability to effectively communicate and interact with others in academic, personal, and professional contexts.
- Demonstrate awareness of the necessity for social responsibility and accountability of citizenship in a democratic society.
- Demonstrate an awareness of the necessity for ethical conduct in academic, personal, and professional contexts.

IV. Breadth of Subject Area Knowledge

Students completing a degree or transfer program at Saddleback College will be able to:

- Describe the scope, key principles, and defining framework of the discipline of study within the natural sciences and mathematics, including an understanding of the methods of scientific inquiry.
- Describe the scope, key principles, and defining framework of the discipline of study within the arts and humanities in order to understand the rich history of human knowledge, discourse, and achievements.

- Describe the scope, key concepts, and defining framework of the discipline of study within the social and behavioral sciences in order to understand the complexities of social interactions and human experiences.

The ISLOs are published in the College Catalog (II.A.11-02) and are available on the College's website.

All course-level SLOs are linked to PSLOs and to one or more of the ISLOs, so students understand what to expect as the result of their completion of a degree program at the College, and the College can determine if the expectations for PSLO and ISLO attainment are being met.
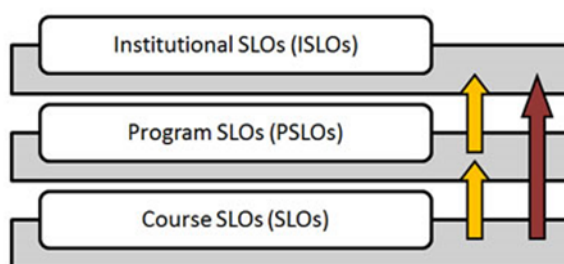
The College currently approaches PSLO and ISLO assessment in three ways. The first method is through the mapping of SLOs to PSLOs and ISLOs, so that the results of course SLO assessment for the various courses that meet each PSLO and ISLO can be compared and analyzed. This analysis is done as part of the PR process (II.A.11-03; II.A.11-04). The second method is through ePortfolios, where students report on accomplishments both in and out of the classroom related to the ISLOs (II.A.11-05; II.A.11-06; II.A.11-07). The third method is through the CLA+ pilot (II.A.11-08), which may provide an external validation that students have attained the College's ISLOs. Pilots on ePortfolios and CLA+ were completed at the end of spring 2016, and plans for their institutionalization are currently underway for the 2016-2017 academic year.

While the ability to make connections between SLOs and ISLOs is readily done, assessment of ISLOs has proven more challenging; for this reason, the College has focused actively on improving and clarifying assessment tools (II.A.11-09). Even as the assessment process is being refined, as SLOs (and subsequently PSLOs and ISLOs) drive the curriculum, evidence that students are achieving the intended outcomes listed in the College's ISLOs is tied to student completion rates. This evidence is further reinforced by program completion data—with the exception of CTE, which offers a more nuanced look at the definition of a program's success. Often, the CTE programs have more exit points than the GE or degree-specific programs. A CTE student who is already working in his or her field may take a single class as a refresher or in order to remain current in their field. This student will not complete an entire program because he or she has already attained the intended academic goal of finding

employment within a particular field. For example, certain programs, like Real Estate and Automotive Technology, do not have to be completed in order for the student to be successful within the industry. On the other hand, programs like Nursing must be completed in order for the student to pursue a job within that field.

Moreover, some of the ISLOs are not just attained within classes but through extracurricular activities as well. For example, to promote student understanding and appreciation of diverse perspectives, there are numerous ASG clubs on campus and special cultural events, which highlight the diverse backgrounds and interests of the student population (II.A.11-10). The various student clubs include the ACLAMO Club, which assists Chicanos and Latinos in removing educational barriers; the Anime Club, which promotes interest in Japanese anime; the Astronomy and Physics Club, which is geared toward the sciences; the Baha'i Club, which is tied to the Bahá'í faith; and the Pride Alliance Club, which promotes love and acceptance of all people regardless of gender or sexual orientation. This is but a sampling of the many clubs across campus. Faculty also contribute to diverse perspectives through the invitation of speakers and organization of cultural events, like the celebration for El Día de los Muertos. In addition, weekly screenings of TED Talks provide additional diverse perspectives and ideas (II.A.11-11).

Analysis and Evaluation

The College's ISLOs include outcomes related to communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The College sees all of these as essential skills for students who complete an associate degree or who transfer. Tremendous effort has been made to find meaningful ways for student learning in and out of the classroom to align with the College's ISLOs. Through a variety of methods, the College has illustrated how these outcomes can be assessed and incorporated into a diverse array of programs and activities across the campus.

Evidence

II.A.11-01: ISLOs on College website
II.A.11-02: College Catalog: ISLOs
II.A.11-03: Program Review Handbook: Directions related to ISLOs
II.A.11-04: Sample Program Review: ESL
II.A.11-05: ePortfolios and their ties to ISLOs guidelines:
II.A.11-06: Sample ePortfolio
II.A.11-07: Sample ePortfolio
II.A.11-08: CLA +
II.A.11-09: EPA Report on ISLOs
II.A.11-10: List of Student Clubs (from Student Handbook)
II.A.11-11: Ted Tuesdays

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In accordance with BP 5600 (II.A.12-01), all associate degree programs at the College require the completion of a minimum of 18 semester units of GE, which includes the natural sciences, social and behavioral sciences, humanities, language and rationality, and mathematics. Students at the College can elect to follow one of three GE patterns: IGETC (II.A.12-02), CSU GE (II.A.12-03), or the College's GE requirements, as described in II.A.1 above (II.A.12-04). The College Catalog contains descriptions of the GE patterns (II.A.12-05; II.A.12-06). Descriptions of individual courses within the GE patterns can also be found in the catalog (II.A.12-07) (ER 12-04). The philosophy that GE is not an isolated endeavor drives GE requirements. In fact, the College Catalog states, "The general education experience allows the associate degree graduate to analyze, understand, appreciate, and modify the global society in which we live. Combined with an in-depth study in a selected field of knowledge, general education will contribute to and support the pursuit of lifelong learning" (II.A.12-08). This general education philosophy is reflected in the broad range of general education courses required for the degree and in the expected ISLOs (II.A.12-09).

At the time of course development or review, faculty in any discipline can propose that the course be considered for GE. The General Education Committee, composed of faculty members from each of the divisions and chaired by the curriculum chair, also a faculty member, is responsible for determining if a course meets the criteria for GE (II.A.12-10; II.A.12-11; II.A.12-12; II.A.12-13) (ER 12-05). While the GE Committee used to use a handbook of criteria to determine which courses to include within the GE program, there has not been a handbook used recently. As a result, the GE Committee investigated a way to create clearer guidelines for including courses within the GE program. These guidelines were finalized in fall 2016 (II.A.12-14) (ER 12-06). In addition, the committee is working on integrating the assessment of SLOs as a component to determining course approval for the GE program. This process will begin with the next curriculum review cycle, which starts in March of 2017.

In conjunction with the GE Committee, the AO, a faculty member, also plays a role in determining GE coursework. The AO supports faculty in their curriculum development to ensure that coursework meets GE requirements. While faculty have the freedom to create their curriculum, the AO verifies that a course meets the criteria established by transfer institutions before forwarding it to the GE Committee for approval. Once approved by the GE Committee, courses must then be approved by the Academic Senate and the BOT before being sent to the CSU Chancellor's Office and UC Office of the President for final approval (II.A.12-15).

The scope of the College's ISLOs, as shown in II.A.11 above, offers evidence that the program of GE includes SLOs related to preparation for, and acceptance of, responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and the social sciences (II.A.12-16; II.A.12-17) (ER 12-07; ER 12-08). The EPA Committee develops ISLOs in alignment with Lumina Foundation's Degree Qualifications Profile, and the Academic Senate approves ISLOs (II.A.12-18; II.A.12-19).

The College offers GE courses in a variety of modalities, including both face-to-face and online courses. Considering the particulars of the discipline, faculty drive the decision of which modalities in which to offer particular GE courses. If a course is to be offered online, there is a separate approval process developed by the Curriculum Committee in order to ensure that students develop the listed skills (II.A.12-20). The same SLOs apply to all courses regardless of their delivery mode.

The Curriculum Committee bylaws, which specify that the General Education Committee will be comprised of faculty from a variety of disciplines and backgrounds, provide evidence that content and methodology of GE courses is determined by appropriate discipline faculty: "Membership is limited to one faculty member per division, elected by the division and approved by the Academic Senate." In addition, the curriculum-approval process maintains the quality and academic rigor of GE courses regardless of modality.

Analysis and Evaluation

All associate degree programs at the College require the completion of GE courses. The GE philosophy is developed locally by the GE Committee and is published in the College Catalog. Courses are eligible for inclusion in one of the three GE patterns based on review by local faculty through the GE Committee and by faculty at transfer institutions through the articulation process. All of the College's GE courses map to one or more of the ISLOs, and through regular outcomes assessment the institution determines the effectiveness of its programs.

Evidence

II.A.12-01: BP 5600
II.A.12-02: IGETC
II.A.12-03: CSU GE
II.A.12-04: Associate Degree GE
II.A.12-05: College Catalog (ER12-04)
II.A.12-06: College Catalog GE Core Requirements
II.A.12-07: College Catalog GE Breadth Requirements
II.A.12-08: College Catalog GE Requirement
II.A.12-09: ISLOs
II.A.12-10: GE Committee Homepage
II.A.12-11: New Course Approval Form
II.A.12-12: Program Review General Studies
II.A.12-13: Program and Course Approval HB (ER 12-05)
II.A.12-14: Curriculum Handbook (ER 12-06)
II.A.12-15: Curriculum Committee Bylaws
II.A.12-16: ENG 1A COR (ER 12-07)
II.A.12-17: MATH 7 COR (ER 12-08)
II.A.12-18: EPA home page
II.A.12-19: Lumina Foundation's Degree Qualifications Profile
II.A.12-20: D.E. Online Addendum Form

II.A.13 All degree programs include a focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

In addition to the GE requirements, BP 5600 stipulates that all associate degree programs at the College must require the completion of a minimum of 18 units in a major or area of emphasis for a total minimum of 60 units (II.A.13-01). The core area of inquiry is outlined in the PSLOs, which are established by all programs and are published in the College Catalog (II.A.13-02; II.A.13-03)**.** Discipline experts within each department develop the PSLOs. These PSLOs, as well as the related course objectives and SLOs, demonstrate the level of mastery of key concepts, theories, and practices that students will attain by completing a degree within that discipline (II.A.13-04).

Verification that students have achieved mastery of key theories and practices within the field of study is done primarily through the successful completion of all required courses. Courses required within a program are devised so that each of the PSLOs is achieved upon completion of a degree or certificate. Faculty within a program regularly evaluate the success of their programs through the annual assessment of course SLOs (II.A.13-05) and through various methods of direct PSLO assessment, including discipline-specific exams, signature

assignments, and ePortfolios (II.A.13-06), which are designed to highlight student achievement as it relates to a given student's educational goals. Furthermore, during PR faculty are asked to discuss how SLO assessment leads to overall PSLO attainment (II.A.13-07; II.A.13-08; II.A.13-09).

Analysis and Evaluation

All degree programs at the College focus on one or more disciplines or areas of study. Curriculum is developed with objectives and SLOs that demonstrate the key concepts, theories, and practices that a student should master in a course. The outcomes of courses are then mapped to the PSLOs that students within a particular field of study should master. The tie between curriculum development, SLOs, and PSLOs illustrates that SLOs accurately reflect higher thinking appropriate to the course level, and include mastery of key theories and practices within the field of study. All of the courses within transferable degree programs are articulated with the UC and/or CSU system(s) so that the objectives and SLOs are in alignment with the norms of the discipline.

Evidence

II.A.13-01: Board Policy 5600
II.A.13-02: Course Catalog: Anthropology PSLOs
II.A.13-03: Course Catalog: Philosophy PSLOs
II.A.13-04: SLO Handbook: How to Formulate PSLOs
II.A.13-05: Sample ePortfolio
II.A.13-06: SLO Handbook: Creating SLOs and their tie to PSLOs
II.A.13-07: Program Review Handbook: Discussion of PSLOs
II.A.13-08: Medical Assistant Program Review 2015: Responding to Discussion of PSLOs
II.A.13-09: Speech Program Review 2015: Responding to Discussion of PSLOs

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The College has one of the most diverse offerings of CTE programs in the region. In the 2015-2016 academic year, the College offered 100 awards in 45 departments (II.A.14-01; II.A.4-02). Information regarding degrees and certificates is made available to students in the College Catalog, on the College website, and through a variety of marketing measures (II.A.14-03; II.A.14-04).

The ability to prepare students for external licensure, certification, and employment standards is embedded in the curriculum approval process, SLO assessment, and PR (II.A.14-05). As discussed in II.A.1 above, all CTE programs must go through local, regional, and state

approval. Regional approval is done through the Los Angeles Orange County Regional Consortium, which scrutinizes each new or substantially revised program to ensure that the program relates to demonstrated employment opportunities, meets the needs of local business and industry, is not in competition with other programs in the region, and that the program's courses adhere to employment and/or licensure standards (II.A.14-06).

To stay in alignment with the ever-changing employment opportunities in the area, programs are constantly being proposed and revised. As part of the PR process that takes place every two years, labor market data is monitored and analyzed to see if programs are still relevant (II.A.14-07; II.A.14-08). In addition, all CTE programs engage in outreach to the community to ensure that these programs meet employment needs. This outreach includes facilitation of advisory committees, participation in regional economic workforce and development, and engagement with regional business organizations, such as the CTE consortium. An important Title 5 requirement is the ongoing engagement of CTE programs with their advisory committees. These committees, which are composed of local employers, community members, faculty, staff, and students, provide valuable input related to program content and relevance to industry standards and/or needs by making recommendations tied to curriculum, equipment, and program outcomes (II.A.14-09; II.A.14-10). To align educational programs with industry standards, faculty utilize this committee input in terms of labor market information and other internal student success data. While each advisory group meets at least once a year, most choose to meet more often. The College also ensures and verifies the currency and relevancy of its programs through a regular review of all CTE courses during the technical review process every two years (II.A.14-11).

Many CTE programs that require licensure include curriculum in their program that helps students prepare for the licensure exam. For example, the curriculum in the Nursing Program helps prepare students for the National Council Licensing Exam (NCLEX). Cosmetology is a 1600-hour program, which meets the required hours for students to qualify for their state licensure. The Alcohol and Drug Studies Certificate program meets the accreditation requirements of the California Association for Alcohol and Drug Educators (CAADE), and upon completion of the Certificate program, students are eligible to sit for the state-required certification exam (II.A.14-12; II.A.14-13; II.A.14-14).

SLOs for CTE courses are designed and implemented to meet employment standards. Course exams and pass rates evaluate competency levels and measurable SLOs. As SLOs and exams are monitored and evaluated by faculty, faculty determine whether students have mastered the course content.

Analysis and Evaluation

All of the CTE programs at Saddleback College are developed and revised in alignment with industry standards so that students are well prepared for employment and/or certification and

licensure by external agencies. This is evidenced in particular by the exam pass rates and employment rates of students who complete these programs (II.A.14-15). Through advisory committees, SLO assessment, technical review of curriculum, and PR, programs engage in continuous evaluation to ensure that they continue to meet local business and industry needs.

Evidence

II.A.14-01: List of Degrees and Certificates Offered
II.A.14-02: EWD list of Degree and Certificate Programs
II.A.14-03: College Catalog
II.A.14-04: Sample Page from College Catalog
II.A.14-05: PR Handbook: Directions for CTE
II.A.14-06: Letter of Renewal for Phlebotomy
II.A.14-07: Labor Market Data Sample
II.A.14-08: Labor Market Data Sample #2
II.A.14-09: Economic Workforce and Development 2015 Report
II.A.14-10: Program and Course Approval HB (CTE)
II.A.14-11: Economic Workforce and Development Plan
II.A.14-12: Drug and Alcohol Program
II.A.14-13: Drug and Alcohol Brochure
II.A.14-14: Drug and Alcohol Accrediting Agency
II.A.14-15: CalPass Snapshot

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

In accordance with Title 5, Section 51022, and Education Code, Section 78016, the College has a process for evaluating the viability of a program called the Program Vitality Inquiry Policy and Process (II.A.15-01). Any faculty member or administrator can initiate this process, and the possible outcomes of the process include program continuance, program revitalization, or program discontinuance. Although few programs have been slated for elimination, there are provisions in place to allow students currently enrolled in those programs to complete their course of study. The policy states that once a program has been slated for discontinuance, "A plan and timeline for phasing out the program will be completed. The plan shall include procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog." These rights are known as "catalog rights" (II.A.15-02).

As described in the College Catalog, students may establish catalog rights based on the catalog that was in effect when they first began taking classes at Saddleback College so long as they have maintained continuous enrollment or were on a documented military, medical,

or educational leave. These rights protect students from being held accountable for additional requirements that may be added to a later catalog. These rights also allow students to complete programs that may have been eliminated during the time of their enrollment at the College. Beginning in fall 2009, the number of years allowed for students to complete a certificate or degree program while maintaining catalog rights is six years. Students who were enrolled prior to fall 2009 are granted catalog rights for longer than six years as long as they have maintained continuous enrollment during the entire period.

Catalog rights apply only to the College's graduation and program requirements. If other institutions change their requirements for entrance, graduation, or satisfaction of GE patterns, it may be necessary for the student to meet the new requirements upon transfer even if continuous enrollment was maintained. Catalog rights must be requested by students on their Petition to Graduate (II.A.15-03; II.A.15-04).

Analysis and Evaluation

The College has procedures and policies in place to ensure that students have the opportunity to complete their education in a timely manner following the elimination of a program. Within recent years, no programs have been discontinued (II.A.15-05; II.A.15-06; II.A.15-07; II.A.15-08; II.A.15-09).

Evidence

II.A.15-01: Program Vitality and Inquiry
II.A.15-02: Catalog Rights
II.A.15-03: Petition (Application) to Graduate
II.A.15-04: Petition to Graduate webpage
II.A.15-05: Program Revitalization Data Report
II.A.15-06: Report cont.
II.A.15-07: Success Rates
II.A.15-08: Div-Dep Productivity
II.A.15-09: WSCH/FTEF

II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement of students.

Evidence of Meeting the Standard

Through systematic outcomes assessment, PR, and curricular review, the College regularly evaluates and improves the quality and currency of all instructional programs, including

collegiate, pre-collegiate, career technical, and continuing education, regardless of delivery mode or location. SLO assessment, described in I.B.2 and II.A.3 above, is conducted annually in all credit and noncredit courses to ensure that course objectives are being met (II.A.16-01). The results of these assessments are evaluated and discussed within programs. PR, which is conducted by all programs every two years, as described in I.B.5 above, assesses the overall effectiveness, relevance, appropriateness, currency, and predicted future needs of all instructional offerings at the College (II.A.16-02). This review includes a comprehensive analysis of SLO assessment data, student success indicators and other measures of effectiveness, and results in actionable objectives for the improvement of programs (II.A.16-03; II.A.16-04; II.A.16-05). To ensure that official course outlines retain their relevancy and articulation with transfer institutions, formal curricular review, as described in II.A.1 above, of all college courses is required at least once every five years (II.A.16-06); however, curricular changes of courses and programs often occur prior to their scheduled review based on the results of PR. This applies to collegiate, pre-collegiate, and Emeritus Institute courses, all of which are approved and evaluated through the same curricular process. Although there are now some certificate programs that can be completed entirely online (such as the HIT certificate and various child development certificates), most programs include a variety of delivery modes and evaluate the effectiveness of each through PR, during which student success indicators are analyzed with respect to the modality in which they are taught (II.A.16-07).

Evidence that the criteria in the College's PR process evaluates relevancy, appropriateness, achievement of SLOs, currency, and planning for the future can be found in the PR Handbook (II.A.16-08). Page three outlines the objectives of PR as follows:

> 1. The statement of program objectives and alignment of future objectives with the College's mission and vision

> 2. The collection and analysis of data on key performance indicators, SLOs, program activities, and accomplishments

> 3. The documentation and discussion of the effectiveness of programs

> 4. The development of recommendations and strategies concerning future program directions and future needs (e.g., budget, staffing, and resources)

> 5. The opportunity for programs to assess their relevance and position within the division, the college, and with all other stakeholders

These objectives enable faculty to reflect on the many ways in which their program and its curriculum tie to the College's mission and goals. The results of PR are also tied directly to institutional planning and the allocation of resources. As part of the PR process, objectives and action steps for a two-year period are input into TracDAT, are linked to annual resource

allocation requests, and are included in decision-making processes (II.A.16-09; II.A.16-10; II.A.16-11). In subsequent reviews, programs reflect on the achievement of their objectives and make recommendations for continued improvement through the creation of new or refined objectives.

All educational programs go through the PR process with the exception of CE. Classes offered through the College's CE program are not state approved and, therefore, do not go through the same curricular review process; following review by the Academic Senate, CE classes are approved locally by the BOT. The division dean for quality and relevance regularly evaluates CE classes. Evaluations of CE course offerings are generally done through student surveys and the analysis of class participation rates. The feedback from these surveys is used by the presenter to improve his or her class. Success and viability of a class is often determined by the number of participants. Classes may be canceled due to low enrollment; if this happens three times, a program is deemed not to meet the needs of the community and is no longer offered. For example, the College has been able to survey large groups of participants in the College For Kids and Junior Gaucho Swim programs (II.A.16-12; II.A.16-13). The last survey took place in August 2016. The survey was carried out through Constant Contact, the program's online marketing and communication service, and sent to the parent/guardian of every College For Kids and Junior Gaucho Swim participant that summer. The survey was comprised of 10 questions, included opportunities for feedback, and solicited suggestions for future program options.

Analysis and Evaluation

The College strives to continually and systematically improve its courses and programs to enhance SLOs and improve student success. All courses are evaluated regularly through annual SLO assessment and the five-year curricular review process. Programs are evaluated through a comprehensive process of PR undertaken every two years. Moving from a five-year to a two-year PR cycle in 2011, as well as the creation of program-specific objectives that link to the College's strategic planning efforts, has had an markedly positive impact on closing the loop between program assessment, program dialogue and reflection, and the projection of future program needs. In combination, the College's systematic review processes are used to assess course and program relevance, appropriateness, currency, effectiveness, to identify future needs, and to ensure that the success of students is at the forefront of all planning and decision-making. The review processes determine the needs for curriculum, services, staffing, facilities and equipment, and are linked to budgeting and resource allocation.

In 2015, the College created a new administrative position: assistant vice president of institutional effectiveness. The primary purpose for this position was to refocus and refine the workload handled by existing vice presidents and to address the areas where the College wished to improve (II.A.16-14). The interim assistant vice president was hired in fall 2016

and began her role immediately. The creation of this position demonstrates the College's recognition of the need for an administrative position to oversee several areas that are tied specifically to curriculum, research, online education, student success, and the various components of institutional effectiveness.

The College's systematic review of its curriculum and instructional programs, as well as the review of all student support and administrative units on campus, is serving students well, and improvements have been made across the campus as a result of these ongoing processes.

Evidence

II.A.16-01: SLO Handbook
II.A.16-02: Program Review Handbook
II.A.16-03: EPA Document tied to Reflection on SLOs Assessment
II.A.16-04: Electronic Technology Program Review Reflection on SLOs and Objectives
II.A.16-05: Biological Sciences Program Review Reflection on SLOs and Objectives
II.A.16-06: Curriculum Review Guide
II.A.16-07: PR HB Student Success Indicators
II.A.16-08: PR Handbook, page 3
II.A.16-09: PR Handbook Objectives and Action Steps tied to Resource Allocation, page 19
II.A.16-10: Electronic Technology PR Action Steps
II.A.16-11: Biological Sciences PR Action Steps
II.A.16-12: College for Kids Survey Results
II.A.16-13: Junior Gaucho Swim Survey Results
II.A.16-14: AVPIE Organization Chart

II.B: Library and Learning Support Services

II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

The College supports student learning and achievement by providing extensive learning support services for students; many of these services are housed in the recently renovated state-of-the-art Library and LRC. The LRC includes the Library and Computer Lab on the third floor; the Academic Reading Center, Computer Labs, the Language Lab, the LRC Tutoring Center, and the Writing Center on the second floor; and the Television Studio and classrooms on the first floor.

Library

The mission of the Saddleback College Library is as follows:

> The College Library supports the success of our diverse student population by teaching information competency skills and offering guidance and encouragement to students as they pursue the achievement of SLOs. The Library provides all users with access to a learning environment and information resources designed to support the achievement of their academic and personal goals (II.B.1-01).

To fulfill this mission, the Library provides all users with a safe and welcoming environment conducive to learning and collaboration. Librarians actively participate on College and District committees, such as Academic Senate, Curriculum, EPA, Online Education, and Student Success, where student support needs are identified and discussed. In support of the College mission, the Library offers a diverse collection of information resources and services while facilitating access to them by providing multiple access points that support the needs of both traditional and online students. Librarians teach students, faculty, staff, and administrators how to find, evaluate, and use information ethically in their respective academic, professional, and personal lives.

The Library is part of the Online Education and Learning Resources Division. The Library faculty and staff work under the supervision of the dean of online education and learning resources. In order to serve students, the Library currently has six full-time faculty librarians,

three part-time faculty librarians, five full-time staff members, and one part-time staff member. During fall and spring semesters, the Library is open Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Fridays, 8:00 a.m. to 2:00 p.m. for a total of 54 hours per week. Saturday hours vary semester to semester depending on funding. All students, including those enrolled in online courses, have equal access to Library resources. Students who visit the Library virtually are supported through digital resources such as the research databases, instructional websites, demonstrational online videos, information literacy workshops, Ask a Librarian, and telephone/chat reference services (II.B.1-02) (ER 17-01).

In addition to the Library collection discussed below, the Library provides open study space for students with large tables and chairs plus individual reading areas. Students can also reserve any of the seven group study rooms, which provide students with an area for collaborative work. These study rooms are equipped with tables, chairs, and whiteboard walls that students can write on with erasable markers. In addition to offering a variety of places for study, the Library has become, since its reopening, a popular space for students, staff, and faculty to gather (II.B.1-03).

Library Collections and Services

Book and eBooks

The Library's collection of book and eBooks is sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of means of delivery. Librarians stay abreast of collection needs in various ways, including reading PRs and by reviewing new course proposals or revisions as they come through the curriculum process.

The Library's collection includes 118,752 print books and eBooks, other media including DVDs and CDs, and print/online periodicals. In addition, students can easily request materials outside of the Library's collection via Interlibrary Loan, which enhances access to library materials not available at the Saddleback or Irvine Valley College libraries (II.B.1-04) (ER 17-02).

Audiovisual Materials

The Library continues to acquire audiovisual materials, informed primarily by faculty requests. Per ADA Sec. 508, all audiovisual materials acquired by the Library must be closed-captioned titles. The Library has discarded most VHS videos and purchased replacement DVDs whenever possible. In fall 2015, the Library received a budget augmentation to add Films on Demand, which maintains a database of over 22,000 streaming videos that are closed captioned and available to students, faculty, and staff both on and off campus (II.B.1-05).

Database Collection and Database Usage

Regardless of location, students, faculty and staff can access the Library's online database collection at any time; authentication is provided by EZproxy. The Library has increased its online collection from 16 databases in 2010 to 118 in 2015-2016. The Library budget for information resources (print and online) has remained stable. The online databases are funded mostly from the Library's book/magazine/periodical annual budget of approximately $133,000. In addition, the EBSCO Academic Search Premier suite is paid for by the Community College League (II.B.1-06; II.B.1-07) (ER 17-03).

The Library collects usage statistics for all of the databases. Annually, this data is used to make renewal decisions. For the 2015-2016 academic year, there were a total of 381,095 searches conducted in all Library databases. There were a total of 158,078 searches conducted in the statewide Academic Search Premier suite (II.B.1-08) (ER 17-04).

Reference Services

The reference librarian on duty provides reference assistance via chat, email, phone, and in-person during all hours the Library is open. Students can request an individual, one-on-one consultation for in-depth research assistance with a librarian by submitting the request form prominently displayed on the Library website. The librarians promote this consultation service in the Library credit classes, the workshops, and all bibliographic instruction sessions.

Library Website

The Library website provides information regarding all services, access to information resources, research tools, chat reference service, EasyBib (citation management software), online study room reservations, online library workshop registration, and much more. Through the chat reference service, the College's librarians can remotely serve students and the community.. This is a particularly valuable service for students taking online courses.

Through Google Analytics, the Library collects data on the number of Library webpage views. Between August 17, 2015 and May 23, 2016, the Library webpage was visited 238,310 times, 341 chat reference questions were answered, there were 1913 study room bookings, and 255 students signed up for at least one of the Library workshops using WCONLINE, an online scheduling software piloted in 2015-2016 (II.B.1-09) (ER 17-05).

Periodical Collection

Over several years, the College's librarians have gradually reduced the print periodical collection in favor of the full-text, online format. Consistent with national academic library trends, the print periodical collection has diminished in size and demand as access to full-text electronic resources has increased rapidly. At the time of the College's 2010 self-study, the Library had 130 print periodical subscriptions; today it has only 42. The librarians

conduct an annual review of print periodical collection usage to make decisions about print subscriptions and renewals (II.B.1-10) (ER 17-06).

WorldShare (Library Catalog)

The Library has a Discovery service through the WorldShare integrated library system (WMS). Students can locate books, DVDs, and articles from a single search platform by using the Library WMS meta-search platform (including the Library catalog) that uses its knowledge base to provide links to relevant materials in several of the Library databases. Although WMS is a significant upgrade from the past integrated library system, Discovery Services continue to have some limitations. As a result, librarians encourage students to search individual databases directly as those search results will return more relevant articles for student research assignments (II.B.1-11).

Reserve Collection

The Library maintains a reserve collection of over 950 textbooks and other course materials all searchable through WMS (II.B.1-12) (ER 17-07). The Library makes every effort to provide as many textbooks as possible though emphasis remains on the most heavily used textbooks. For several years, the Library has partnered with the College's bookstore, which provides a $10,000 annual grant to purchase textbooks (II.B.1-13). Additionally, the Library encourages departments and individual instructors to place desk copies of textbooks in the reserve collection for student use. Accounting for 79 percent of overall circulation in 2015-2016, the Library's reserve collection is by far the most heavily utilized portion of the Library collection (II.B.1-14).

Library Access for Online Students

All students, including those enrolled in online courses, have equal access to Library resources. Students who visit the Library virtually are supported through digital resources such as the research databases, instructional websites, demonstrational online videos, information literacy workshops, Ask a Librarian, and telephone/chat reference services. Both of the Library's credit courses, Library 100 and Library 2, are taught exclusively online. In addition, the Library has added online versions of some information competency workshops. Both versions highlight the Library's responsiveness to student needs by making instruction available 24/7. These courses and workshops are discussed in detail in greater detail in II.B.3 (II.B.1-15; II.B.1-16).

LRC Tutoring Center Services

The LRC Tutoring Center shares the LRC building with the Library, and is open 8:00 a.m. to 8:00 p.m. Monday through Thursday, 8:00 a.m. to 2:00 p.m. on Friday, and 10:00 a.m. to 3:00 p.m. on Saturdays during fall and spring, for a total of 54 hours. During the summer, the

Tutoring Center is open 9:00 a.m. to 7:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Friday, for a total of 45 hours. Current staffing includes the director of learning assistance, who reports to the dean of online education and learning resources; 106 tutors; and three part-time and one full-time staff member. Faculty are also present in the center for every hour that the LRC Tutoring Center is open to oversee the tutors, provide tutor training, and assist students. Currently, 16 part-time faculty support the Tutoring Center and its expanding services (II.B.1-17; II.B.1-18; II.B.1-19; II.B.1-20; II.B.1-21; II.B.1-22).

All tutoring services are free to students at the College. To use the tutoring services available, students enroll in Fundamentals of Tutoring (TU 300). TU 300 is a noncredit course that is free for all currently enrolled students and can be added at any time during the semester. The Tutoring Center provides students with help in English, ESL, humanities, foreign languages, science and math, as well as many other subjects. Students can schedule 30-minute appointments to work with a tutor in any of these areas. One-hour appointments are available for students enrolled in a foreign language class, DSPS students, veterans, or at the discretion of the tutor. Appointments can be made at the front counter of the Tutoring Center or online. Drop-in tutoring, for which no appointment is needed, is available for all areas of math and most sciences (II.B.1-23; II.B.1-24; II.B.1-25).

By ensuring that counselor-referred students can secure appointments that are an hour in length for any discipline, the LRC Tutoring Center has expanded support for DSPS students . A DSPS counselor also spends eight hours a week in the center to assist both students and tutors. In addition, LRC tutoring is offered in the VETS Center Monday through Thursday from 12:00 p.m. to 3:00 p.m. These tutors are trained specifically to work with the veteran student population through the VET NET Ally Awareness Program (II.B.1-26).

Online Tutoring

Starting in fall 2014, tutoring options expanded to include online as well as onsite tutoring. Link-Systems International provides WorldWideWhiteboard online tutoring software, which supports one-on-one tutoring online. Currently, online tutoring is available for students taking English and math courses at the College. In spring 2015, the Tutoring Center began to provide online assistance to students in English courses through the Paper Center. Through this service, students can upload their essays and receive feedback from a tutor within 48 hours. On average, the Paper Center receives approximately 250 submissions per semester and is expanding to support students who need assistance with their essays and writing related assignments in other disciplines. The Tutoring Center also serves as a pilot location for the tutoring platform of the Online Education Initiative (OEI) the Center is collaborating with Irvine Valley College to select a more effective online tutoring platform for the District (II.B.1-27).

Embedded Tutors and Supplemental Instruction

The Tutoring Center also provides embedded tutors for a variety of courses, including English, science, math, and ESL classes. In an effort to improve student success rates, embedded tutors promote collaborative learning among faculty, peer tutors, and students. Additionally, students in math classes can receive tutoring through the BSI Math Tutoring Center located in LRC 208. With support from the director of learning assistance, the full-time math professor Deanna Valdez coordinates the hiring, training, and evaluations of BSI math tutors.

In spring 2015, the College implemented the Refresh Program. This program—which is coordinated by LRC tutoring, matriculation, and the math and English departments—provides students who have matriculated into basic skills math courses (MATH 251, 351) and basic skills English and reading courses (ENG 340, 300 and 200) the opportunity to attend a multiday workshop. These workshops refresh students' skills, build their confidence, and expose them to test taking best practices. On the final day of the workshop, students who successfully meet the requirements of the workshop have the opportunity to re-matriculate. The success of this program is evidenced by the fact that of the students who retested, 56 percent placed into a higher-level English course, 58 percent placed into a higher-level reading course, and 48 percent placed into a higher-level math course. Further analysis is needed to determine the long-term success rates of these students in their coursework (II.B.1-28).

Program Assisting Student-Athlete Success (PASS)

LRC Tutoring also works collaboratively with the athletic department to support athletes through the PASS program. The PASS program provides coaches with weekly updates regarding student athlete attendance and the use of tutoring services, requires athletes to complete two grade checks per semester, and supports the overall academic success of student athletes. There are six tutors reserved specifically for players on both an appointment and drop-in basis. In addition, athletic counselors provide drop-in counseling in the LRC Tutoring Center four days a week to help players reach or maintain their eligibility. Due to this program, in spring 2015, all nine athletic programs had team GPAs of 3.0 or higher for the first time in the school's history. During the 2015-2016 academic year, sixteen out of nineteen teams obtained team GPAs of 3.0 or above (II.B.1-29).

AVID

The College also has a partnership with AVID for Higher Education which encourages and supports adoption of the Socratic tutoring process. All of the College's tutors are required to attend at least four professional development trainings, totaling approximately ten hours of professional development per semester. Six of the ten hours are dedicated to introducing and mastering Socratic tutoring. In addition, Socratic tutoring encourages the formation of interactive study groups to create responsible and independent students, and encourages

tutors to engage in what is referred to as 80/20 tutoring. During a Socratic tutoring session, the student is required to take an active role by asking questions, solving problems, and modeling behavior 80 percent of the time; meanwhile the tutor, through questioning and leading, assists the student the remaining 20 percent of the time. This model ensures that students understand their role in the learning process and are encouraged to take the lead. As a result of the implementation of the Socratic tutoring process, the College's tutors have been featured in AVID training videos which will be shared across the county. Additionally, AVID has chosen Saddleback's Tutoring Center to receive its National Tutoring Center of the Year award, which was presented at AVID's national conference in July 2016 (II.B.1-30; II.B.1-31).

Directed Learning Activities (DLA)

In spring of 2016, the LRC Tutoring Center, in coordination with the English Department, started to develop Directed Learning Activities (DLAs). A DLA is an exercise designed by faculty from a specific department. Students complete each DLA with the support of a tutor in the Tutoring Center. DLAs assist students in developing essential skills and strategies needed to succeed in their courses. For maximal benefit, DLAs should be integrated into the curriculum of the host course, so instructors can connect the information and skills from the DLA to class discussion, tests, quizzes, projects, and other in-class activities. Most DLAs take about an hour to complete and gives students the opportunity for independent study with immediate feedback from tutors. In addition to the English Department, a summer work group was created. This work group consists of faculty from the English, Math, Library, Reading, and the Social and Behavioral Sciences Division. These faculty members will work with their departments over the summer and fall to develop over 60 DLAs that will support and remediate essential skills for students in developmental courses (II.B.1-32).

Computer Labs and Learning Technology:

The LRC building has two open computer labs: the LRC Computer Lab (second floor) and the Library Computer Lab (third floor). Both labs are equipped with a total of 90 zero-client computers as well as copy machines and printers. Implementation of scanning capabilities is planned for 2016-2017. All campus computer labs, and the made software available to students and faculty, are outlined in detail in III.C.1.

The Student Technical Support Desk staff, located on the second and third floors of the LRC, answer computer-related questions and help students to reset passwords, use software and Blackboard; this support is available in person, by phone, chat, and via email. The Student Technical Support Desks are conveniently located next to the computer labs on the second and third floors of the LRC (II.B.1-33).

Academic Reading Center: The Academic Reading Center offers ENG 332 and 333, which are open entry/open exit courses that students may register for and complete anytime

throughout the semester. The Academic Reading Center is used in the co-requisite reading programs. Instructors, instructional assistants, and tutors work with students to improve their skills in reading comprehension and vocabulary acquisition, essay and textbook reading, and study skills. The Academic Reading Center has 112 computers available to students (II.B.1-34).

Faculty Center for Student Success: FCSS provides all professional development on campus for faculty. FCSS provides faculty workshops and training that promote excellence in teaching to ensure the highest level of instruction for on-campus, blended, flipped, or completely online classes. FCSS also offers Professional Development Week activities in fall and spring. The FCSS has 32 computers and two sound booths faculty can use to create and edit instructional videos (II.B.1-35).

Language Lab: The Language Laboratory provides instructional resources and activities to support and enhance language learning for students studying Arabic, Chinese, ESL, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, and Spanish. Students enroll in a lab class that develops, expands, and reinforces multiple second language skills. The Language Lab has 40 computers available for students (II.B.1-36).

Library Instruction Classroom: The instruction classroom is equipped with 30 laptops, one instructor station, an overhead projector, and a scanner (II.B.1-37).

Writing Center: The Writing Center offers two classes, ENG 301 and ENG 310. There, students receive additional support in learning about writing concepts and practice writing. The Writing Center has 55 computers (II.B.1-38).

In addition, the College has a number of programs that have dedicated computer labs associated with particular programs, for example Automotive Tech, Culinary Arts, Digital, Graphics, and Rapid Prototyping labs. A complete list of these labs is provided in Standard III.C.1.

Ongoing Instruction for Users of the Library and Other Learning Support Services

The Library offers several programs and services for students and faculty, including librarian-led information competency workshops face-to-face and online. Instruction sessions are offered at the request of discipline faculty. In addition, librarians also teach two for-credit classes (II.B.3-03).

Support Services for Faculty

A librarian staffs the reference desk during regular hours of operation and provides research assistance to faculty in-person, via email, chat, or telephone. Instructors can schedule an orientation for their students during class time or in the Library's instruction classroom. Also, instructors are encouraged to place textbooks and other course materials

on reserve. While most instructors provide their own copies of textbooks for the reserve collection, they can also request to place materials owned by the Library on reserve for their courses. The librarians make efforts to offer Library-related professional development opportunities for faculty every academic year. Librarians facilitate workshops that market Library services to faculty, such as new databases and other electronic resources (II.B.1-39).

Analysis and Evaluation

The College supports student learning and achievement by providing tutoring and learning support services to students. Furthermore, the College provides services to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or means of delivery, including online education. Learning support services include, but are not limited to, Library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of the Library.

Evidence

II.B.1-01: Library Mission and Vision Statement-AUR, page 5
II.B.1-02: Saddleback College Library Webpage (ER 17-01)
II.B.1-03: Library Instruction and Services 2015 AUR
II.B.1-04: Collection Report-Title Holdings by Material Format (ER 17-02)
II.B.1-05: Films On Demand
II.B.1-06: CCL Database Renew List 2016-2017 (ER 17-03)
II.B.1-07: Library Budget 2016-2017
II.B.1-08: Database Online Usage Stats Academic Year 2015-16 (ER 17-04)
II.B.1-09: Saddleback College Library Website Data 2015-2016 (ER 17-05)
II.B.1-10: EBSCO Print Periodical Renewal List 2017 (ER 17-06)
II.B.1-11: WorldShare Discover Advanced Search Screen
II.B.1-12: Saddleback College Library Reserve Holdings (ER 17-07)
II.B.1-13: Saddleback College Library Book and Grant Budget 2015-16
II.B.1-14: Saddleback College Library Circulation Statistics Fall 2015-Spring 2016
II.B.1-15: Ask A Librarian Webpage
II.B.1-16: Library Credit Courses Webpage
II.B.1-17: LRC Tutoring Center 2014 Administrative Unit Review
II.B.1-18: LRC Tutoring Services Homepage
II.B.1-19: LRC Tutoring Faculty Hours Fall 2016
II.B.1-20: Faculty Tutorial Specialist Handbook 2015
II.B.1-21: LRC Tutor Employee Handbook
II.B.1-22: Professional Development for Tutors Webpage
II.B.1-23: LRC Tutoring TU 300 Webpage
II.B.1-24: Make a Tutoring Appointment
II.B.1-25: Schedule a Tutoring Appointment Online
II.B.1-26: VETS Tutoring Flyer

II.B.1-27: Online Tutoring and Paper Center
II.B.1-28: Refresh Program
II.B.1-29: Program Assisting Student-Athlete Success (PASS) Webpage
II.B.1-30: AVID Webpage
II.B.1-31: AVID for Higher Education Socratic Tutorial Part 1
II.B.1-32: DLA - Example
II.B.1-33: Student Technical Support Webpage
II.B.1-34: Academic Reading Center Webpage
II.B.1-35: Faculty Center for Student Success Webpage
II.B.1-36: Language Lab Webpage
II.B.1-37: Library Instruction Room – Workshop Schedule Fall 2016
II.B.1-38: Writing Center Webpage
II.B.1-39: Library Faculty Services Webpage

II.B.2 Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

At the College, the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the College's mission relies on the expertise of librarians, faculty, and learning support services professionals. The College provides formal and informal processes for faculty and learning support services professionals, as well as others within the College community, to offer input regarding the selection of instructional equipment and materials.

The acquisition of materials for the Library is driven by the Library's *Collection Development Policy*, which is periodically updated, most recently in April 2015 (II.B.2-01). Collection development, including the identification, purchasing, processing, and delivery of educational resources, is a primary function of the Library. Library faculty select and maintain traditional, electronic, and web-based learning and information resources. The Library faculty assess the effectiveness of the collection development processes through the biennial administrative unit review (AUR) (II.B.1-03).

Librarians actively solicit recommendations from faculty and learning support service professionals. Library faculty also consider the needs of students and community members when making purchasing decisions. Every semester the Library sends an email message to all faculty requesting their subject expertise and recommendations for Library materials acquisitions (II.B.2-02). In addition, the Library regularly receives requests for new titles through email, telephone, and in person. Librarians also meet with individual faculty members to go over the information covered in their courses, and when gaps in resources are

found, the librarians order materials. Moreover, each librarian serves as a liaison to one or more academic divisions and is responsible for maintaining the print and eBook collection in those subject areas (II.B.2-03). To select new materials and review existing collections, librarians use professional selection tools, such as *Library Journal*, *American Libraries*, and *Choice*, along with publishers' catalogs, online resources, including GOBI (Global Online Bibliographic Information), and instructor bibliographies, as well as faculty recommendations (II.B.2-04).

The Library assesses student learning needs through an annual student survey delivered via the Library's webpage. The analysis of survey responses further assists the Library faculty in their acquisition of materials and equipment. Data analysis from database and catalog use offers additional insight into student use of the Library. Gift materials from faculty, staff, and the community are also welcome and added when appropriate to support the College's curriculum (II.B.2-05).

Librarians strive to keep the collection current and relevant by staying abreast of newly published titles of interest to the community and by making purchases as the budget allows. The librarians also participate actively on many College committees that inform collection development (II.B.2-06).

One full-time librarian is a member of the Curriculum Committee and helps provide instructors creating new courses with guidance about the integration of information competency. That librarian also reviews all new and revised courses and programs. If there are any gaps in the Library's collection, the librarian consults with the faculty member proposing the course and additional resources are purchased. Another full-time librarian serves on the Online Education Committee to both ensure that the Library's online materials meet the needs of students and faculty engaged in online education courses and to improve access to those materials.

The librarians periodically review their collection areas and cull worn, outdated, or superseded materials. They refer to usage statistics from the Library's WorldShare integrated library system. Following the Library's *Collection Development Policy* and *Saddleback Weeding Guidelines*, instructional faculty may be consulted in the identification and removal of outdated materials (II.B.2-01; II.B.2-07).

In addition, the Library reviews its electronic resources collection each spring. The librarians assess all of the databases to which the Library currently subscribes, the number of times each database was accessed throughout the year, and the cost-effectiveness of each database. Furthermore, the Library evaluates journal databases under consideration for purchase against the options already offered by the current collection (II.B.1-07).

The Tutoring Center and other learning support services areas select additional materials based on the expertise of faculty and staff responsible for the day-to-day operation of those services. Outcomes assessment data are also used to highlight areas of need.

Selection of equipment and software for the Library and learning support areas undergoes a similar process except when the cost is greater than the Library's budget allocation (II.B.2-08). In these instances, the request would be subject to the College's resource allocation process. If the cost for a particular item is considered too large for College funding, alternate funding is sought, such as through the Basic Aid Allocation Process described in I.B.07 and I.B.09 above. For example, in 2012-2013 the Irvine Valley College and Saddleback College libraries used the Basic Aid Funds Allocation Process to request the acquisition of a new integrated library management system, WorldShare, which was purchased and implemented in 2014 (II.B.2-09).

The College Technology Services department handles selection and maintenance of technology-related equipment across campus. As outlined in the *Saddleback College Technology Plan 2015-2020*, Technology Services follows College-defined standards for the scheduling of equipment replacement and maintenance (II.B.2-10). However, if the need arises, there is flexibility for purchasing of equipment outside of these guidelines. The College Technology Committee reviews the standards, selection, and maintenance of technology-related equipment. The College uses a Districtwide support portal and help desk ticket management system to request software and hardware support. The portal creates an efficient workflow for staff requesting support from College and District technology services (II.B.2-11).

The College relies on the staff expertise of Technology Services to provide copying equipment and services used by students, faculty, and staff. Maintenance of this equipment is coordinated by the Technology Services department and arranged through an equipment lease or service contract, as discussed in III.C.2 below (II.B.2-12)(ER 17-08).

Each of the College's divisions is given a budget to purchase educational materials and equipment. The College also has competitive equipment and technology processes that allow for the request of items that exceed a given division's budget. Discipline experts make these requests through program or AURs, and funds are allocated based on alignment with the College's mission and strategic planning goals, as discussed in I.A.3.

Analysis and Evaluation

The College has established processes for the selection and maintenance of educational equipment and materials that support student learning and assist in the achievement of the College mission. Through direct solicitation, surveys, committee participation, and regular assessments, the Library and the LRC Tutoring Center ensure that the expertise of faculty and learning support services professionals is central to the collection development

processes. Annual division funding and the resource allocation request process ensure that educational materials needed in instructional areas, as determined by discipline experts, are distributed as needed to ensure student learning and success.

Evidence

II.B.2-01: Saddleback College Library Collection Development Policy
II.B.2-02: Email to Faculty Fall 2016
II.B.2-03: Librarian Faculty Liaisons
II.B.2-04: GOBI Interface
II.B.2-05: Gifts and Donations Policy
II.B.2-06: College Committees Librarians Serve on 2016-2017
II.B.2-07: Saddleback Weeding Guidelines
II.B.2-08: Library Budget - SOCCCD Ledger Account Balance Library 2016-2017
II.B.2-09: OCLC – WMS Purchase Agreement 2013
II.B.2-10: Saddleback College Technology Plan 2015-2020
II.B.2-11: Technology Support Portal Interface
II.B.2-12: Xerox - Pharos Agreement SOCCCD Student Print (ER 17-08)

II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and all other learning support services on campus regularly evaluate and assess services and programs to ensure they are meeting the needs of students. The results of these evaluations inform and improve planning and decision-making in areas related to use, access, and learning outcomes.

The Library participates in the College's administrative review process, which is tied to planning and resource allocation. This biennial process allows for the creation and tracking of operational objectives and action steps, as well as the assessment of program-level student learning and AUOs. The Library is scheduled to complete its next comprehensive AUR in fall 2016 (II.B.1-03).

The Library also gathers data through surveys, statistics, gate count, and database usage. Statistics collected at the circulation and reference desks are used to track and evaluate the demand for services provided by Library staff. These statistics inform decisions related to staffing, scheduling, and collection development. Statistical reports are also generated from the integrated library system and electronic databases. These reports are used to evaluate usage of Library materials (II.B.1-02; II.B.1-08; II.B.3-01).

The Library administers at least one survey annually to evaluate and improve services. The latest student satisfaction survey was conducted in spring 2016. Eighty three percent of responding students reported they strongly agreed or agreed with the statement "I find the information, books or articles I need when I use the library." Furthermore, 85.60 percent of the responding students reported they strongly agreed or agreed with the statement "Using the Library contributes to my overall college success." The survey also shows that over 75 percent of students access the Library remotely; this data demonstrates the need for online services for students in both online and face-to-face classes (II.B.3-02).

The librarians assess the Library instruction program and Library services in order to evaluate the Library's impact on student success. Based on this data, necessary changes are made to Library courses and services to improve their effectiveness.

Library Instruction

Credit Courses

The Library offers two online credit courses that teach information competency and research skills. LIB 100 is a 1-unit course that is transferable to the CSU system and LIB 2 is a 3-unit honors course that is transferable to the CSU and UC systems. SLOs are assessed every semester for these courses to provide data necessary for course improvement. Both full-time and part-time librarians teach these courses (II.B.3-03; II.B.3-04).

Library Workshops

In addition to credit courses, the Library provides point-of-need, drop-in, and online workshops throughout the semester to support faculty and course information competency requirements. These workshops provide instruction and interactive, hands-on practice for students. Faculty assign credit for workshop completion based on attendance. The SLOs for the workshops are based on the Association of College & Research Libraries new *Framework for Information Literacy for Higher Education*. Due to student demand, the Library has added two additional online workshops: 1) Avoiding Plagiarism and 2) Finding Information. Adding more online workshops simultaneously increased online enrollment and decreased in-person attendance, demonstrating the need for more online workshop offerings. To address this need, the instruction librarian and the distance learning librarian are currently working to create more online workshops. The effectiveness of these online workshops is demonstrated by the fact that 90 percent of students who take the online workshops meet the SLO with a competency rate of 70 percent or higher—a competency rate equal to that of in-person workshops. In fall 2015 and spring 2016, 1262 students completed Library workshops either online or in person (II.B.1-37; II.B.3-05; II.B.3-06; II.B.3-07; II.B.3-08).

During spring 2016, the Library offered the following information competency workshops:

- Books and eBooks
- EasyBib Citations
- Finding Articles (also available online)
- Finding Information (online pilot)
- Avoiding Plagiarism (online)
- Internet Searching
- Planning Your Research

Faculty Requested Instruction

The Library provides specialized instruction for students in classes that have tailored or research-based assignments. Each class that has an individualized instruction session receives a customized research guide highlighting the resources of value to the assignment. Librarians travel to classrooms across campus or secure the Library classroom, LRC 314, where students can utilize the Library's laptops for hands-on practice. During fall 2015 and spring 2016, the Library had 41 instruction requests from discipline faculty. Typically, students visit the Library for a 50-minute session accompanied by their instructor (II.B.3-09; II.B.3-10).

Library Consultations

The Library offers one-on-one appointments for students to receive in-depth research support. During fall 2015, the Library began marketing this service on its homepage. Some faculty have incorporated these consultations into their classes by offering extra credit to those students who meet with a librarian for research assignments. Faculty who have actively promoted the consultation service to their students have given positive feedback related to the quality of work submitted after the consultation and the students' response to the service. During the 2015-2016 year, 104 students used the research consultation service. Starting in fall 2016, the Library will implement a short student survey after each consultation to assess the value of this service (II.B.3-11; II.B.3-12).

In spring 2016, the Library piloted a program to visit English classes for a 10-minute orientation which highlights basic Library services, resources, and information competency support. All faculty who requested the orientations stated that they found the information helpful and would request the orientation again. During the pilot, 17 English classes were visited reaching a total of 449 students (II.B.3-13; II.B.3-14; II.B.3-15).

LRC Tutoring

The College's tutoring programs also participate in a review process. In fall 2012 the Learning Assistance Program was renamed LRC Tutoring. The renaming took place when the building in which the Library and tutoring program is housed was renamed the Learning Resource Center (LRC). LRC Tutoring completed its most recent AUR in March 2014 (II.B.1-17).

As part of the review process, LRC Tutoring uses online surveys which assess student satisfaction and the program's effectiveness. This survey is available through WCONLINE, the center's scheduling software, and students are encouraged to complete the survey after each tutoring session. The survey is also administered at the end of every semester to non-appointment based tutoring sessions. The survey is reviewed on a regular basis by tutorial staff to determine program strengths as well as areas in need of attention (II.B.3-16; II.B.3-17; II.B.3-18; II.B.3-19).

LRC Tutoring also works with a research analyst from the Office of Planning, Research and Accreditation (OPRA) to determine the impact of its services on student success. According to the data provided by the analyst, those students who utilized tutoring services for six or more hours per semester during the 2014-2015 academic year had greater success, retention, and persistence rates than the general student population at the College. Significant increases in the success rates (from 71 percent to 80 percent) and persistence rates (from 79 percent to 93 percent) demonstrate the effectiveness of this program (II.B.3-20; II.B.3-21).

LRC Tutoring provides its services across disciplines for over 160,000 hours per academic year. In addition to onsite tutoring, students in online and face-to-face courses can receive online tutoring through WorldWideWhiteboard, a program that allows remote access in both synchronous and asynchronous formats. The College also provides an online Paper Center through which students can submit papers via Blackboard for review by a tutor within 48 hours (II.B.1-27).

LRC Tutoring serves approximately 3,200 students per semester. In fall 2015, 3,578 students enrolled in TU300 and completed a total of 64,810 positive attendance hours in the Tutoring Center. In spring 2016, 3,192 students enrolled in TU 300 and completed a total of 62,277 positive attendance hours. The Tutoring Center provides tutoring by appointment and, for high-demand subjects such as math and the sciences, on a drop-in basis. Recently, the Tutoring Center has developed embedded tutoring as a way of improving the success of at-risk students in English, math, ESL, and science courses. Each semester, embedded tutors reach approximately 2,100 students in more than 45 sections (II.B.3-22; II.B.3-23; II.B.3-24; II.B.3-25; II.B.3-26; II.B.3-27).

Analysis and Evaluation

The College regularly evaluates Library and other learning support services to ensure that student needs are met. The Library and LRC Tutoring use outcomes assessment data, statistics, student surveys, and input from faculty and staff to help evaluate their services and to provide insight into areas that can be improved to better support learning and achievement. This data is systematically evaluated during the biennial administrative review process.

Evidence

II.B.3-01: ACRL 2015-2016 Survey
II.B.3-02: Library Student Satisfaction Survey Spring 2016
II.B.3-03: Library Credit Courses Webpage
II.B.3-04: College Catalog, page 286
II.B.3-05: Blackboard Workshop Interface Pages
II.B.3-06: Framework for Information Literacy for Higher Education
II.B.3-07: Sample In-person Workshop Outlines
II.B.3-08: Workshop Statistics Fall 2013-Spring 2016
II.B.3-09: Library Instruction Request Form
II.B.3-10: Library Instruction Request Statistics 2015-2016
II.B.3-11: Library Consultation Request Form
II.B.3-12: Library Consultation Request Statistics 2015-16
II.B.3-13: Library Orientation Handout
II.B.3-14: Library Orientation Pilot Survey
II.B.3-15: Library Orientation Pilot Stats
II.B.3-16: LRC Tutoring Center Survey Fall 2014
II.B.3-17: LRC Tutor Evaluation Results Spring 2015
II.B.3-18: LRC Tutoring Survey Spring 2016
II.B.3-19: LRC Tutor Evaluation Results Spring 2016
II.B.3-20: LRC TU 300 Fall 2014
II.B.3-21: LRC TU 300 Fall 2015
II.B.3-22: LRC Enrollment Comparison Spring 2014-Fall 2016
II.B.3-23: SARS Data Fall 2014
II.B.3-24: SARS Data Spring 2015
II.B.3-25: SARS Data Fall 2015
II.B.3-26: SARS Data Spring 2016
II.B.3-27: SARS Data Fall 2016

II.B.4: When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The College Library and LRC Tutoring maintain collaborative relationships with other institutions and contract with library service providers to enhance library services and learning support services. Contractual agreements provide resources and services that are adequate and accessible for students. The librarians, tutoring staff, and technology services

collaborate to ensure the security and reliability of all contracted services. These services are regularly assessed, often annually, and improvements are made as needed.

Library

Faculty and staff at the libraries of Saddleback College and Irvine Valley College collaborate on an ongoing basis, primarily through email, telephone calls, or meetings. As an example, the District moved to a new integrated library system (ILS) during the summer of 2014. Both Colleges were heavily involved in the selection and implementation of the new ILS, which took over a year to complete. During this time, the faculty and staff at both Colleges met regularly to discuss and coordinate the migration to the new ILS (II.B.4-01).

The Saddleback College and the Irvine Valley College libraries continue to have an inter-college lending program to serve students on both campuses. The College utilizes WorldShare as its ILS, which manages patron and material records and is the backend of the online public access catalog. Library patrons have the option to search the Colleges' collections individually or collectively and can request items from either campus by using the online catalog. A daily courier between Saddleback College and Irvine Valley College ensures that requested materials are available for the patron to check out from their home library in one to two days. In addition, patrons can now use the online catalog to search the collections of libraries around the world and request items from those libraries through Interlibrary Loan. With the Interlibrary Loan service, the Library works with other libraries around the country to find a copy of the requested item that can be sent to the College for the patron to check out, often at no charge. Previously, Interlibrary Loan requests required the patron to visit the Library during regular business hours to fill out a paper form with assistance from a librarian. This service is now offered online 24 hours a day, 7 days a week, so as to better serve both face-to-face and online students. Due to this change, the number of Interlibrary Loan requests submitted has increased dramatically (II.B.4-02).

In addition, the Library maintains a formal borrowing agreement with FLS International, which is affiliated with the College's CE program. Students enrolled at FLS International (a nearby language school) enjoy limited borrowing privileges at the Library by presenting their FLS International ID (II.B.4-03). Formal agreements also exist between the College Honors Program and two of the local UCs. Saddleback students enrolled in the College Honors Program enjoy borrowing privileges with the UC Irvine and UCLA libraries (II.B.4-04; II.B.4-05; II.B.4-06). All formal agreements are evaluated periodically.

Vendor Services

The Saddleback College Library collaborates with many commercial vendors and organizations to provide a full range of quality library services. The following are a list of current vendor contracts:

- 100 Pianos Premier Solutions (Guide on the Side) (II.B.4-07) (ER 17-09)
- 26 Design (WCONLINE) (II.B.4-08) (ER 17-10)
- Better World Books (II.B.4-09) (ER 17-11)
- Bibliotheca (II.B.4-10) (ER 17-12)
- California Community Colleges Council of Chief Librarians Consortium (II.B.4-11) (ER 17-13)
- Compendium Library Services (DeskTracker) (II.B.4-12) (ER 17-14)
- EBSCO (II.B.1-10) (ER 17-06)
- Nub Games, Inc. (LibraryH3lp Chat Service) (II.B.4-13) (ER 17-15)
- OCLC (WorldShare) Annual Renewal (II.B.4-14) (ER 17-16)
- SARS (II.B.4-15) (ER 17-17)
- Unique Management Services, Inc. (UMS) (II.B.4-16) (ER 17-18)
- Library of Congress (Classification Web) (II.B.4-17) (ER 17-19)
- American Library Association (RDA Toolkit) (II.B.4-18) (ER 17-20)
- Xerox (II.B.2-12) (ER 17-08)
- Yankee Book Peddler (II.B.4-19) (ER 17-21)

The librarians review vendor services regularly to ensure that they continue to meet the library's needs and provide reliable maintenance and service, product support, and security. The College documents vendor service agreements, and the contracts are negotiated and maintained by the District Business Services Office.

LRC Tutoring

The College maintains contracts with several commercial vendors to provide a range of support services in LRC Tutoring. The following is a list of current vendor contracts:

- 26 Design (WCONLINE) (II.B.4-20) (ER 17-22)
- Link Systems (NetTutor, WorldWide Whiteboard) (II.B.4-21) (ER 17-23)
- Nub Games, Inc. (Library H3lp Chat Service) (II.B.4-22) (ER 17-24)
- SARS (II.B.4-15) (ER 17-17)

To more effectively serve online students as part of its involvement with the Online Education Initiative, the College is currently piloting online tutoring services with Link-Systems' NetTutor and WorldWideWhiteboard software.

Security, Maintenance and Reliability of Services

The Library purchased a Radio Frequency Identification (RFID) system that was installed in the renovated Library in 2012 to replace the 3M Tattle-Tape security system. The Library has RFID security gates at both entrances to help maintain the security of the collection. All Library materials are embedded with RFID tags (II.B.4-10). For online resources, the Library

uses EZproxy as a secure login system to authenticate off-campus users. EZproxy ensures that usage conforms to provider licensing.

Technology Services ensures that the computer systems are secure from unauthorized access or use, and are safe from destruction, theft, and damage. For community users (nonstudents and nonstaff), the Library provides a guest log-in that requires users to sign up and to provide a photo ID. Guest usernames and passwords are created in Active Directory by circulation staff. With a username and password, guests can log into the District network and use on-site computers and Library resources. This guest log-in does not permit off-campus access to Library resources.

The College's wireless network has been operational campuswide for over a decade and during that time the College has tried to keep up with growing demand. In spring 2016, the College started another Wi-Fi upgrade project to improve the signal's strength and reliability across campus. The Technology Services department's network security measures protect the Library and learning support service computers against security breaches.

The College installed three security cameras on the outside perimeter of the LRC building in 2013. The three Advidia A-54 IR cameras are located on the second and third floor exterior stair wells and on the second floor emergency exit door.

The Library and LRC Tutoring computers and software are maintained by Technology Services. The College and the District use an online work request system to respond to computer technology equipment repair notifications using the Districtwide Support Portal. Critical repair items that impact daily operations of services are immediately assessed and routed to the appropriate Technology Services staff or vendor. The College's *2015-2020 Technology Plan* addresses the maintenance and scheduled replacement of computer equipment (II.B.2-10).

WorldShare is cloud-based software and the District's Information Technology department works with OCLC, the vendor for WorldShare, to maintain the software and to ensure the security of the system.

The Library and LRC Tutoring public copiers and printers are currently maintained through a Xerox service agreement. The College moved to Xerox during spring 2016 as the previous vendor was no longer meeting the needs of the students. Under the Xerox contract, new features are available to students, including Follow-You Printing, free scanning, and the ability to print from a mobile device (II.B.2-12).

Analysis and Evaluation

The Library and the LRC Tutoring Center regularly collaborate, both formally and informally, with other institutions, organizations, and vendors. The College documents all

formal agreements and contracts with outside organizations or vendors, evaluates outside library and learning support services for quality and suitability, and ensures that outside services meet the College's requirements for data security, reliability, and maintenance.

Evidence

II.B.4-01: OCLC WorldShare Staff Interface
II.B.4-02: WS-ILL patron request form saddleback.on.worldcat.org
II.B.4-03: FLS International Agreement
II.B.4-04: Honors Transfer Council of California Member Colleges
II.B.4-05: UCI Honors Agreement
II.B.4-06: Transfer Alliance Program (TAP) - UCLA
II.B.4-07: 100 Pianos Premier Solutions (Guide on the Side) (ER 17-09)
II.B.4-08: 26 Design (WC Online) – Library (ER 17-10)
II.B.4-09: Better World Books (ER 17-11)
II.B.4-10: Bibliotheca (RFID) (ER 17-12)
II.B.4-11: California Community Colleges Council of Chief Librarians Consortium (ER 17-13)
II.B.4-12: Compendium Library Services (DeskTracker) (ER 17-14)
II.B.4-13: Nub Games, Inc. (LibraryH3lp Chat Service) – Library (ER 17-15)
II.B.4-14: OCLC (WorldShare) Annual Renewal (ER 17-16)
II.B.4-15: SARS (ER 17-17)
II.B.4-16: Unique Management Services, Inc. (UMS) (ER 17-18)
II.B.4-17: Library of Congress (Classification Web) (ER 17-19)
II.B.4-18: American Library Association (RDA Toolkit) (ER 17-20)
II.B.4-19: Yankee Book Peddler – GOBI (ER 17-21)
II.B.4-20: 26 Design (WC Online) – Tutoring (ER 17-22)
II.B.4-21: Link Systems (NetTutor, WorldWide Whiteboard) (ER 17-23)
II.B.4-22: Nub Games, Inc. (Library H3lp Chat Service) – Learning Assistance (ER 17-24)

II.C: Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College evaluates and assesses the quality of student support services and demonstrates that these services, regardless of location or method of delivery, support student learning and enhance the mission of the institution. The quality of student support services is primarily assessed through the AUR process. One of the major functions of PR/AUR is to ensure that all units are aligned with the mission and goals of the College. SLOs and AUOs are used to improve services and are an integral part of the review process. AUOs and SLOs are addressed in II.C.2.The College provides comparable student support services to online education students. Each student support unit uses a variety of technologies—such as email, telephone contact, the College website, and online chats—to extend access to all students, including online students. Online student services were originally developed with online education students in mind, but these services have become popular with all students. Students can use the College website to apply, attend the new student orientation, begin the financial aid process, order books, contact a counselor, add or drop classes, request transcripts, seek student technical support, participate in online tutoring, and use library databases (II.C.1-01; II.C.1-02) (ER 15-01; ER 15-02).

Admissions, Records, and Enrollment Services

The Office of Admissions, Records, and Enrollment Services assists with applications for enrollment and all enrollment-related services; with registration and transcript requests; and with degrees, certificates, and occupational certificates. All admissions and records policies and regulations adhere to state, federal, and local rules and regulations (II.C.1-03; II.C.1-04; II.C.1-05) (ER 15-03; ER 16-01; ER 16-02; ER 16-03).

The services of this office include the following:

- Maintaining permanent academic records for current and former students
- Providing transcripts and enrollment information upon request
- Creating and maintaining class lists, grade lists, and grade reports
- Graduation activity support
- Graduation certification
- Statistical reporting
- Transcript evaluation

Admissions and Records support services are available to all students; these services include extensive web access to admissions, records and registration through the College's website and office sites; MySite, the online source for registration and student records; and emails to students.

The following services are available online:

- All admissions and records forms
- Open CCC college application process
- Registration dates and deadlines
- Class registration/drop/fee payment
- Progress toward AA/AS Degree
- Petitions to graduate
- Petitions for certificates
- Registration priority status
- Transcript requests
- Unofficial transcripts

The quality of Admissions and Records services were evaluated through the Student Services Satisfaction Survey in 2013. 85.7 of the respondents to the survey were "Very Satisfied or Satisfied" with the Admissions and Records Services. Additionally, 93.5 of the respondents described themselves as "Very Satisfied or Satisfied with MySite" (II.C.1-06; II.C.1-07; II.C1-08) (ER 15-04; ER 15-05; ER 15-06). Admissions and Records also conducts surveys to evaluate new services or updates to policy. For example, in fall 2014 the office wanted to ensure that students were aware of the new registration priorities. The results of their survey revealed that email messages and the College website were the most common modes for receiving information (II.C.1-09) (ER 15-07).

In addition, every two years, the Admission and Records Office evaluates its student support services through AUR. The AUR speaks to the department's strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives (II.C.1-10) (ER 15-08).

Career and Re–Entry Center

The primary focus of the Career and Re-Entry Center is to offer career exploration, career counseling, advisement, and support to students who are searching for a new major, as well as services to assist individuals with career and life development (II.C.1-11). This center provides both career guidance services and re-entry services to all students. The center currently employs two full-time, year-round specialists and one career guidance technician who serves evening students and classes and who is primarily responsible for supporting all DE courses that utilize the College's services or assessments. In addition, two part-time

office assistants ensure coverage during service hours.

The Career and Re-Entry Center maintains three webpages, a career library, and a computer lab used for instruction, presentations, and classroom orientations. Career guidance services are available to students and community members. These services include career-related books and resources; information regarding majors; educational and training information; financial aid, grants, and scholarship information; college catalogs and other resources; interest, values, skills, and personality assessments; and standardized testing (II.C.1-12).

The last AUO review was completed in 2009-20110 (II.C.1-13; II.C.1-14) (ER 15-09; ER 15-10). During the renovation of the Library Building the unduplicated headcount of student visits increased to 20,000 students. During 2010, a Career and Re-Entry Center position was reassigned and not replaced. Due to a loss of this position the attendance reports from SARS have not been run on a regular basis (II.C.1-15).

Below are the numbers for the 2015-2016 academic year:

Front desk /Office visitors from SARS Trak attendance by reason, duplicated and unduplicated for the period of July 1, 2015 to June 30, 2016.

Reason Code*	Duplicated	Unduplicated
Career Guidance – Assessments	402	307
Research Careers	6,645	1,689
Re-Entry Services	201	159
Web/Lib Resources	5,248	1,630
CCLD Workshop	1,567	1,198
	14,063	4,983

*Reason Code for the tracking computer at the front desk does not capture all individual appointments and contacts over email and phone.

Re-Entry Services has an open door policy for all students and community members and has never denied services based on a specific definition of "re-entry student." The center's intention is to support all re-entry students and promote the success of their educational, career, and personal goals. Services include needs assessments; advisement; resources; referrals to appropriate contacts; education and career guidance; educational and informational sessions (in English and Farsi); support groups; conferences; and scholarship information. Each April, Re-Entry Services holds an annual event that features community speakers, workshops, and a nonprofit resource fair (II.C.1-16; II.C.1-17).

The Career and Re-Entry Center offers assistance face-to face, via email, and by phone. The

center's website provides a starting point for many services and also provides a variety of tools for students. The following services and research tools are provided to students: CaCareerCafe.com, CaCareerZone.org, Vocational Biographies, Occupational Outlook Handbook, and O*Net.

Career Placement Services

The career placement officer operates in the Economic and Workforce Development and Business Science Division. The position provides campuswide job preparation services and supports students in the areas of job searching, resume writing, interviewing, as well as social media issues impacting the job search (II.C.1-18). The career placement officer manages the Saddleback College Career Network group on LinkedIn, which currently has 1100+ members (II.C.1-19). The position also provides extensive employer relations as it offers organizations opportunities to recruit and hire students through On-Campus Recruitment (OCR) (II.C.1-20), career fairs, and job postings on Gaucho Jobs. The career placement officer is the system administrator for Gaucho Jobs, an online student employment system averaging 20,000+ visits per year, 200-300 job posts per month, and 3000+ employer contacts (II.C.1-21; II.C.1-22). Furthermore, Gaucho Jobs averages approximately 500 students searching for employment each month spending over six minutes per visit. In addition, the career placement officer coordinates the annual career fair, which is consistently one of the highest-rated career fair events in the region and brings nearly 100 organizations and 1000+ job–seekers to campus.

Results from the 2016 Career Fair Employer survey showed 11 of the reporting organizations hired at least one candidate from the event and 27 organizations planned on interviewing between one and 10+ student job-seekers (II.C.1-23; II.C.1-24; II.C.1-25; II.C.1-26) (ER 15-11; ER 15-12; ER 15-13; ER 15-14). The career placement officer also completes around 200 student resume critiques annually, and 82.5 percent of responding students report this service "Extremely valuable," 72 percent report they are more confident in their job search, and 44 percent report that they got a job after the resume critique (II.C.1-27; II.C.1-28) (ER 15-15; ER 15-16). Finally, the career placement officer also offers classroom presentations on resume writing and job search techniques across various departments. Eighty four percent of responding students reported very high to exceptional value gained from the presentation, and 100 percent of responding students rated the overall presentation as "Very high to exceptional" (II.C.1-29; II.C.1-30) (ER 15-17; ER 15-18).

Child Development Center (CDC)

The College offers child care services for children of College students, faculty and staff, and members of the community based on available space. The CDC provides services for children ages 18 months to 6 years of age before their entrance into kindergarten. Priority is given to children of College students carrying six or more units. Students who qualify for

financial aid on campus receive a 20 percent discount on their monthly tuition rate. Student-parents may also qualify for an additional tuition scholarship, which is based on their child's age and schedule at the center. The primary focus of the program is to provide an educational environment where children, families, and adults come together to learn and grow.

The CDC also serves a dual purpose by providing an early childhood demonstration/lab site for students enrolled in the Child Development and Education Department as well as several other discipline areas on campus, including Psychology, Sociology, Human Services, and Nursing (II.C.1-31). This opportunity provides College students with a hands-on observation/interaction lab that aids in their course requirements and future job training. These functions of the CDC support student learning and the mission of the College.

Counseling Services

Consistent with the College mission, Counseling Services supports student learning and success by regularly evaluating the quality of its student support services (II.C.1-32; II.C.1-33). Feedback about student services is collected through both the annual Collegewide survey and the Counseling Division student surveys (II.C.1-34) (ER 15-19). In fall 2013, student surveys were administered in the Counseling Division. The surveys addressed students' satisfaction with Counseling Services and included questions about student satisfaction with the development of educational plans, appointment length, information provided, quality of counselor support, and appointment availability. The 2013 survey contained data from 100 students.

The results of the student surveys regarding the development of educational plans demonstrate the Counseling Services Division's success in supporting learning and enhancing the mission of the College. Data from the 2013 survey states that 95 percent of the students who made appointments for academic counseling indicated that they had developed a complete academic plan during their appointment using MAP (II.C.1-35; II.C.1-36). MAP is a computerized online academic planning tool created by the College and IVC counselors in 2007 with which students can design comprehensive student educational plans (II.C.1-37; II.C.1-38). MAP, which interfaces with ASSIST.org, is utilized by all counselors in all departments of student services. Recent data concerning the development of academic plans by students further validates this point by showing exceptional increases in the number of MAPs being developed by students over the past three years as well as the number of comprehensive academic plans being approved by counselors. Recent data shows that since fall 2012, 19,368 comprehensive academic plans were approved by counselors at the College, and between the 2013-2014 and 2014-2015 academic years, there was a 25 percent increase in approved comprehensive academic plans. Since MAP can be accessed and completed on a given student's computer at any time and in any location, this data includes DE and correspondence education students. Whether working directly with the student in an

appointment or over the phone, a counselor can check and approve a student's MAP by accessing it on a computer.

In addition, the 2013 student surveys indicated that the majority of students were consistently satisfied with their contact with a counselor. Since student success is the goal of all counseling appointments—whether these appointments are for academic, career, or personal counseling—this data further demonstrates the ability of Counseling Services to support student learning.

In addition, to monitoring appointment satisfaction, the Counseling Services Division works consistently to improve the counseling experience for DE students. Online versions of counseling classes continue to be added, and updates and improvements to the online academic planning tool MAP occur on a regular basis.

Group counseling is another innovative tool the Counseling Services Division utilizes to meet the needs of a growing student population. During the summer and fall 2015, the Counseling Services Division participated in a formal research study to measure the effectiveness of using group counseling to assist students with the development of a comprehensive academic plan. To determine if group counseling could be an effective method of assisting students in developing a comprehensive academic plan, the REL West and MDRC research groups partnered to undertake a research study with the Counseling Division at the College (II.C.1-39) (ER 15-20). A random sample of students was selected to attend academic planning groups using MAP. These MAP workshops were designed to provide counseling to groups of five to ten students with the goal of assisting each student with the development of a comprehensive academic plan. These students were compared to a random sample of students who received individual counseling appointments with the same goal of developing a comprehensive academic plan. As a result of the Counseling Division's participation in this study, MAP Workshops have been identified as a viable delivery method for counseling students at the College. MAP Workshops provide the Counseling Division with the flexibility to respond to student demand and meet student needs regarding the development of comprehensive academic plans. MAP Workshops can be added to a counselor's schedule when student demand for counseling appointments becomes greater than counseling appointment availability.

In addition, every two years, the Counseling Services Division evaluates its student support services through AUR. AUR speaks to division strengths, opportunities, challenges and needs, as well as future objectives. Each AUR also presents the completion of previous objectives. The AUR is a comprehensive and thorough document that demonstrates support of student learning and enhances the mission of the institution (II.C.1-40) (ER 15-21).

Disabled Students Programs and Services

DSPS regularly evaluates the quality of their services through surveys, the evaluation of usage data, the review of AUOs, and the completion of AURs (II.C.1-41; II.C.1-42) (ER 15-22).

DSPS sends out a student survey during the spring semester. Direct student feedback about DSPS provides immediate data following student appointments for DSPS Counseling, Learning Disabilities Assessment, Accommodated Testing Services, and Alternate Media Production, as well as other services provided for deaf and hard of hearing students, students in need of adaptive furniture, or those in need of "on campus" transportation. The surveys distributed during the spring term are then reviewed and the results are included in the DSPS AUOs and are also used for AURs. The surveys address students' satisfaction with DSPS services and include questions about student satisfaction with appointment availability, information provided, new learnings, and the quality of counselor support. The 2009 survey contained data from 75 students, and the 2015 survey contained data from 42 students (II.C.1-43; II.C.1-44) (ER 15-23; ER 15-24).

Results from the 2015 DSPS student survey showed that students were extremely satisfied with their contact with a counselor, learning disabilities specialist, or DSPS specialist. Eight six percent of responding students strongly agreed or agreed with the statement "I felt the counselor/LD Specialist/DSPS Specialist responded to my questions thoroughly." In 2009, 93 percent of the students indicated that their appointment provided them with new knowledge or skills related to academic, career, or personal goals.

The DSPS Program also analyzes the use of their services. Through SARS, which records all student contacts, the College is able to determine the most significant services and programs utilized by students. This information provides insight into student needs and the ways in which DSPS should focus its goals, strategies, and planning to provide greater access to services through advanced technology, equipment, and additional programs and services.

In 2009, DSPS Alternate Media Production evaluated the number of students who attended their initial appointment after being referred to Alternate Media Production by a DSPS counselor. During the spring semester, 134 students were referred to Alternate Media Production. Of those students, 70 percent kept an appointment and submitted books/class materials for conversion into an alternate media format. In 2015, 150 students met with the alternate media specialist and 175 books/materials were converted to Kurzweil or another media format.

This kind of evaluation occurs regularly in all areas of DSPS. In addition, the DSPS Program completes a PR every two years. The PR allows the DSPS Program to connect their services, programs, and instruction to the mission of the College.

Once a student is verified as having a disability (II.C.1-45; II.C.1-46), an interaction process during an accommodations appointment with the student determines what accommodations and auxiliary services will be most effective for optimal learning. Accommodations apply to students for face-to-face, DE, and CE classes. If a student discovers that one of their accommodations cannot be applied, the student reports this information to their instructor and DSPS. DSPS and the instructor of record will then work together to make sure that the accommodation is provided for the student. Counseling appointments regarding DSPS accommodations, orientation, and counseling for DE students, can take place through Skype or phone conversations. The same methods can be used for students who need access to Alternate Media Production; materials can be delivered through email or physical mail. For those DE students whose accommodations include extended time on tests, DSPS provides accommodation information to the instructor, who then adjusts the time allotment for tests on Blackboard or other technological access points for the student (II.C.1-47; II.C.1-48) (ER 15-25).

EOPS/CARE and CalWORKs

Consistent with the College mission, EOPS/CARE and CalWORKs supports student learning and success by regularly evaluating the quality of its student support services. The annual Collegewide survey collects feedback about student services, as does the review of AUOs and the completion an AUR (II.C.1-49; II.C.1-50; II.C.1-51; II.C.1-52; II.C.1-53) (ER 15-26; ER 15-27). In addition, EOPS/CARE and CalWORKs faculty and staff have biweekly meetings to discuss the progress of the support services that these programs offer to students (II.C.1-54). In 2013, the EOPS/CARE and CalWORKs Program conducted a student survey to evaluate the services offered through these programs (II.C.1-55) (ER 15-28). The survey addressed students' satisfaction with EOPS/CARE and CalWORKs services, information provided by the counselors, mode of information delivery, quality of counselor support, and their completion of a student educational plan. The 2013 survey contained data from 60 students.

The results of the student surveys demonstrate the EOPS/CARE and CalWORKs Program's success in supporting learning and enhancing the mission of the College through the development of education plans. Data from the 2013 survey states that 95 percent of responding students agreed or strongly agreed with the statement "the EOPS Counselor developed an understandable educational plan that reflects my career or academic goals." All educational plans completed by EOPS/CARE and CalWORKs counselors are approved and signed by the student and the counselor (II.C.1-56). Ninety three percent of students agreed or strongly agreed that their EOPS counselor was knowledgeable about academic programs, GE and transfer requirements; 90 percent of responding students utilized priority registration and 81 percent utilized book vouchers or borrowed text books from the EOPS book loan program (II.C.1-57).

Financial Assistance

The Student Financial Assistance and Scholarship Office provides FAFSA guidance and support to students who are eligible for federal, state, private, or institutional financial assistance. There are many financial aid programs that can help students with fees, books, supplies, transportation, housing, and other related educational expenses (II.C.1-58).

The quality of support services are evaluated through the Student Services Satisfaction Survey. The results of the 2013 survey revealed that 83.9 of the respondents were "Very Satisfied or Satisfied" with the Financial Aid Office services (II.C.1-08).

The quality of programs are also measured by required mandated state and federal reports, such as the CCCCO Student Services Automated Reporting for Community Colleges and the Federal Fiscal Operations Report and Application to Participate (II.C.1-59; II.C.1-60).

In addition, every two years, the Admissions and Records Office evaluates its student support services through an AUR. The AUR speaks to the department's strengths, opportunities, challenges and needs, as well as future objectives. Each AUR also presents the completion of previous objectives (II.C.1-61) (ER 15-29).

Support services for all students, including DE students, include extensive web access to state and federal financial aid applications, missing financial aid documents, messages, awards and disbursement information through the online My Financial Aid portal (II.C.1-62). In addition, financial aid question support is available 24/7 through short videos that discuss important financial topics (II.C.1-63).

International Student Office

The International Student Office provides services to international students who hold F-1 student visas. These services include assisting students in the admissions, assessment, and orientation processes. Furthermore, the International Student Office guides international students through the transfer and graduation process and helps students with the preparation of home-stay and visa applications as well as documents required by the United States Citizenship and Immigration Services. In addition, the International Student Office coordinates events on campus to promote global awareness and cooperates with community organizations in international friendship programs (II.C.1-64; II.C.1-65).

The quality of support services were evaluated through the Student Services Satisfaction Survey 2013. The results of the 2013 survey revealed that 100 percent of the respondents were "Very Satisfied or Satisfied" with the International Student Office. In fall 2016, evaluations were performed at the International Student Orientation. Thirty-five students attended the event. A total of 29 students participated in the survey by answering14 multiple choice questions and two short essay questions. Twenty students wrote positive feedback on how helpful the orientation was, and 25 students wrote positive feedback on how well they understood the orientation (II.C.1-66).

In addition, every two years, the Admission and Records Office evaluates its student support services through an AUR. The AUR speaks to the department's strengths, opportunities, challenges and needs, as well as their future objectives. Each AUR also presents the completion of previous objectives (II.C.1-10).

Support services for all students, including international students, are discussed above in the discussion of admissions and records.

Student Health Center

The Student Health Center offers quality, confidential medical health care and psychological therapy for currently enrolled students who have paid their health fee. The Heath Center staff is comprised of physicians, registered nurses, psychologists, and counseling interns. The student health fee includes treatment for acute, short-term illnesses as well as injuries, health education, referrals, and general health screenings, including mental health therapy and women's health. A minimal fee does apply to some procedures, tests, labs, and prescriptions (II.C.1-67; II.C.1-68) (ER 15-30).

The College has a Crisis Intervention Team which includes staff from the Student Health Center and Counseling Services (II.C.1-69; II.C.1-70). This team is available when a College student or staff member has a psychological emergency. In addition, the Student Health Center subscribes to *Student Health 101*—a monthly online magazine that covers a variety of pertinent college health issues, such as colds and flu, stress, depression, sleep, nutrition, alcohol, and sexual behavior (II.C.1-71).

Student Success and Support Program (Formally known as Matriculation Department)

The SSSP evaluates its student support services through student surveys, the review of AUOs, and the completion of AURs (II.C.1-72; II.C.1-73) (ER 15-31). In spring 2012, a sample of 287 students who had completed matriculation at the College responded to a matriculation satisfaction survey. All questions on this survey were graded on a scale of 1-5 with 5 being the highest score. As a result of this survey, efforts were made to improve 1) the College's orientation and advisement and 2) the language on the matriculation website to better explain the process for submitting alternative evidence to meet the prerequisites for English and math requirements (II.C.1-74) (ER 15-32). In spring 2016, the College participated in the Community College Survey of Student Engagement (CCSSE) (II.C.1-75) (ER 15-33).

Students must now show information mastery while completing the online orientation. This demonstrates consistent student learning while completing the orientation process. A student must get 80 percent of the orientation questions correct in order to clear this required step in the matriculation process (II.C.1-76).

The SSSP PR along with the SSSP credit and noncredit plans are used to measure the program's progress and to monitor any unmet needs of SSSP/Matriculation. Orientation is mandatory for all students who are required to complete the matriculation process as a result of their educational status and educational goal. During the 2014-2015 academic year, 92 percent of first-time students completed orientation (II.C.1-77) (ER 15-34).

The College is able to meet all student orientation needs as the orientation service is entirely available online. Only students whose educational goal does not require orientation are permitted to register for classes without having completed all SSSP core services. An effort is being made through Sherpa "nudge" technology to follow-up with students who have applied, but who have not completed the SSSP core services, nor enrolled.

SSSP supports the Counseling SLOs by introducing new students to campus support programs including counseling courses; categorical programs such as DSPS, EOPS, CalWORKs; Veteran Services; the Transfer Center; the Health Center; free tutoring in the LRC; FERPA; and Title IX. The successful completion of the online orientation module's exit exam demonstrates evidence of student learning (II.C.1-78) (ER 15-35).

Transfer Center

It is the mission of the Transfer Center to provide resources and counseling services that empower students, so they can achieve their desired transfer goals and career objectives. In order to transfer to a four-year institution, students must meet specific momentum points dependent on their transfer goal. The general points are deciding on a major and career goal, math and English requirement completion, completion of a specific number of units, completion or partial completion of a GE pattern, lower-division major preparation, and maintenance of a competitive grade point average (II.C.1-79).

The Transfer Center regularly evaluates the quality of support services provided to students through student surveys, by reviewing AUOs, by completing AURs, and by evaluating data (II.C.1-80) (ER 15-36). Furthermore, the support services provided by the center support learning and enhance the accomplishment of the mission of the institution and, in particular, the mission of student transfer to four-year institutions. Students have multiple means of making contact with the Transfer Center; they can access the center through its website, schedule individual appointments in the center, call the office and be placed on a call-back list during walk-in periods, or email the center with questions via a designated general email address provided on the center's website. The counselor/coordinator and the eight part-time counselors also deliver services through presentations in academic classes, workshops for students, open application labs, personal statement essay reviews, and quad visits (II.C.1-81). These class visits and workshops are regularly evaluated through a paper survey that is uploaded to Class Climate. In addition, as part of the administrative review process, a student satisfaction survey was conducted in 2014. To provide access to the survey for DE students

and those who had already transferred, the survey was sent to students who had made an appointment via their College email. Students who visited the office were given a paper survey. Through both means of delivery, 83 students participated in the survey (II.C.1-82) (ER 15-37).

The survey results demonstrated that 56 percent of students made appointments over the phone and 36 percent made appointments in person. Eight percent of students who completed the survey had never made an appointment with a Transfer Center counselor. It is possible that these students completed the survey while they were in the office during walk-in transfer express times. Fifty six percent of students found the appointment making process to be very easy, while 18 percent found it easy. Meanwhile, 14 percent of the students found the process to be difficult, and 7 percent found it very difficult.

Nearly 68 percent of students were "very satisfied" with their counselor's thoroughness. Seventy one percent of students were satisfied with their counselor's explanation of specific transfer steps. Sixty nine percent of students rated their satisfaction with MAP as "very satisfied." Seventy six percent rated their satisfaction with application help as "very satisfied." Finally, 73 percent of students were "very satisfied" with the length of their appointment.

At 71 percent, center counseling related to college choices was the highest rated reason for visiting the Transfer Center, followed by help with counseling assistance for class scheduling at 66 percent. Nearly 35 percent of students surveyed used the center for transfer workshops, followed by 15 percent for university representative visits, 11 percent for college fairs, and 6 percent for careers in teaching.

The Transfer Center determines AUOs each year to guide priorities and provide focus for the academic year. The Transfer Team, composed of both faculty and staff, meets each Monday to review progress and plan for upcoming student transfer needs. In addition, counseling faculty meet monthly for a Counselor Forum to consider case studies, policy review, and four-year institution research (II.C.1-83) (ER 15-38).

Veterans Education and Transition Services Program (VETS)

The VETS Program is not mandated or required through Title 5 or state or federal regulation; it functions and is supported at the will of the College. The mission of the VETS Program is to provide United States Military Veterans, active military, and the families of both, access to educational opportunities and the necessary support services to reach academic success as well as transition back into civilian and college life. In achieving this mission, the College will stand as a leader among post-secondary institutions in serving those who have served their communities (II.C.1-84; II.C.1-85).

The VETS Program regularly evaluates the quality of support services provided to students through the assessment of AUOs and through the AUR process (II.C.1-86) (ER 15-39). The program works with District IT staff to assess completion rates, retention rates, participation rates, and demographic information of student veterans, active duty personnel, and military dependents. Furthermore, the Vets Program also reviews the efficiency and efficacy of its services. For summer 2016, the program planned a deeper review of student veterans, the impact that the use of services has on those students, as well as an overall satisfaction survey. Once completed, this assessment will inform the direction of the VETS Program. In spring 2016, a review of the physical VETS Center took place. In this review, students showed extreme dissatisfaction with the size and layout of the current location, SSC 207. As a result, a report has been developed and will be delivered to the College administration to seek a new, larger, and more accessible location to serve student veterans (II.C.1-87).

The VETS Program provides phone and online services for off-site active duty personnel, veterans, or family members, who are often either deployed or on a military installation outside of the area. For example, when a student contacts the program with limitations based on geography or the inability to be given leave by a commanding officer to come to campus, an appointment is scheduled and a counselor calls the student and engages with them online to review records and documents simultaneously; in addition, the program offers counseling at Camp Pendleton Marine Corps Base. Many veteran students come from the northern part of Camp Pendleton, and yet they still struggle to get to campus due to active duty commitments (II.C.1-88).

Veterans Affairs and Services

The Veterans Office assists students in completing paperwork required for VA education benefits (II.C.1-89). The College encourages students who qualify for VA education benefits to take advantage of their entitlement. In addition to providing education benefits to veterans, the Veterans Office provides education benefits to dependent children and spouses of veterans who died or are permanently and totally disabled due to a service-connected disability. Veterans Affairs and Services regularly evaluates the quality of support services provided to students through the process of reviewing AUOs and completing AURs (II.C.1-90) (ER 15-40).

Analysis and Evaluation

The College makes every effort to provide comparable support services regardless of the method and location of instruction. The College regularly evaluates student services through administrative review and point-of-service surveys. By utilizing these evaluations, student support services can ensure that services meet the needs of the students and support the mission of the College. In addition, this process ensures that the College provides high-

quality services that support student learning, and helps to identify additional needs and services.

Evidence

II.C.1-01: Student Handbook (ER 15-01)
II.C.1-02: College Catalog, Student Support Services, pages 12-16 (ER 15-02)
II.C.1-03: Admissions and Records Webpage (ER 16-01)
II.C.1-04: College Catalog, 2016-2017 (ER 15-03; ER 16-02)
II.C.1-05: College Catalog, Admissions and Records Policies and Regulations 2016-17, pages 9-10,14-15 (ER 16-03)
II.C.1-06: 2013 Student Services Satisfaction Survey and Results, Form 1 (ER 15-04)
II.C.1-07: 2013 Student Services Satisfaction Survey and Results, Form 2 (ER 15-05)
II.C.1-08: 2013 Student Services Satisfaction Survey Overview (ER 15-06)
II.C.1-09: Fall 2014 Admissions Records Registration Survey Results (ER 15-07)
II.C.1-10: Admissions and Records 2015 Administrative Unit Review (ER 15-08)
II.C.1-11: Career and Re-Entry Center Webpage
II.C.1-12: Career Guidance Services Webpage
II.C.1-13: Career and Re-Entry Center Program Review (ER 15-09)
II.C.1-14: Center for Career and Life Development AUOs 2008-2010 (ER 15-10)
II.C.1-15: Career Center SARS Data 07/012015-06/30/2016
II.C.1-16: Re-Entry Center Webpage
II.C.1-17: Re-Entry Center Brochure
II.C.1-18: Career Placement Services Webpage
II.C.1-19: Saddleback College Career Network Group
II.C.1-20: On-Campus Recruitment Calendar
II.C.1-21: Gaucho Jobs Employer Log-in
II.C.1-22: Gaucho Jobs Student Log-in
II.C.1-23: 2016 Career Fair Employer Survey (ER 15-11)
II.C.1-24: 2016 Career Fair Employer Survey Results (ER 15-12)
II.C.1-25: Career Fair Student Survey 2016 (ER 15-13)
II.C.1-26: Career Fair Student Survey Results 2016 (ER 15-14)
II.C.1-27: Career Placement Resume Review Survey (ER 15-15)
II.C.1-28: Career Placement Resume Review Survey Results (ER 15-16)
II.C.1-29: Career Placement Presentation Survey (ER 15-17)
II.C.1-30: Career Placement Presentation Survey Results (ER 15-18)
II.C.1-31: Child Development Center Webpage
II.C.1-32: Counseling Service Webpage
II.C.1-33: Counseling Tools Webpage
II.C.1-34: Counseling Services Student Survey (ER 15 -19)
II.C.1-35: My Academic Plan (MAP) Webpage
II.C.1-36: How to Create a MAP Tutorial Videos
II.C.1-37: MAP Report IGETC UC Example
II.C.1-38: MAP Report CSU Example
II.C.1-39: Counseling Services REL West Report (ER 15-20)
II.C.1-40: Counseling Services 2013 Administrative Unit Review (ER 15-21)
II.C.1-41: DSPS 2016 Administrative Unit Review (ER 15-22)

II.C.1-42: Disabled Students Programs and Services Webpage
II.C.1-43: 2009-10 DSPS Administrative Special Services (ER 15-23)
II.C.1-44: DSPS Services AUOs Results (ER 15-24)
II.C.1-45: Guidelines for Verification of Disability
II.C.1-46: DSPS Application for Services
II.C.1-47: DSPS FAQ Webpage (ER 15-25)
II.C.1-48: Partnership: A Faculty Guide to Special Services
II.C.1-49: EOPS Webpage
II.C.1-50: CARE Webpage
II.C.1-51: CalWORKs Webpage
II.C.1-52: EOPS-CARE 2016 Administrative Unit Review (ER 15-26)
II.C.1-53: CalWORKs 2016 Administrative Unit Review (ER 15-27)
II.C.1-54: EOPS Staff Meeting Minutes
II.C.1-55: 2013 EOPS Student Survey and Results (ER 15-28)
II.C.1-56: Example of an Educational Plan
II.C.1-57: EOPS Book Voucher Fall 2016
II.C.1-58: Student Financial Assistance and Scholarship Office Webpage
II.C.1-59: CCCCO Student Services Automated Reporting for CC
II.C.1-60: Federal Fiscal Operations Report and Application to Participate
II.C.1-61: Financial Assistance Services 2013 Administrative Unit Review (ER 15-29)
II.C.1-62: My Financial Aid – Student Log in
II.C.1-63: Financial Aid Answers 24/7
II.C.1-64: International Students Webpage
II.C.1-65: International Students Admission Requirements Webpage
II.C.1-66: International Student Orientation Evaluations Fall 2016
II.C.1-67: Student Health Center Webpage
II.C.1-68: Student Health Center 2016 Administrative Unit Review (ER 15-30)
II.C.1-69: Crisis Intervention Team Webpage
II.C.1-70: CIT Crisis Intervention Brochure
II.C.1-71: Student Health 101 Webpage
II.C.1-72: SSSP-Matriculation Webpage
II.C.1-73: Matriculation 2013 Administrative Unit Review (ER 15-31)
II.C.1-74: Matriculation Satisfaction Survey 2012 (ER 15-32)
II.C-1-75: CCSSE Report of Findings (Preliminary) Spring, 2016 (ER 15-33)
II.C.1-76: New Student Online Orientation Webpage
II.C.1-77: Orientation Outcomes 2014-15 (ER 15-34)
II.C.1-78: Counseling SLOs (ER 15-35)
II.C.1-79: Transfer Center Webpage
II.C.1-80: Transfer Center 2014 Administrative Unit Review (ER 15-36)
II.C.1-81: Transfer Center Workshops Webpage
II.C.1-82: Transfer Center Student Satisfaction Survey 2014 (ER 15-37)
II.C.1-83: Transfer Center AUOs (ER 15-38)
II.C.1-84: VETS Program Webpage
II.C.1-85: First Step for VETS Webpage
II.C.1-86: VETS AUR (ER 15-39)
II.C.1-87: May 2016, VETS Space Issue Task Force Report

II.C.1-88: VETS Resources Webpage
II.C.1-89: VA Education Benefits Office Webpage
II.C.1-90: Student Payment and Veterans Office 2014 Administrative Unit Review (ER 15-40)

II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The College is committed to providing high-quality student support services, regardless of location or means of delivery, to promote student success and the mission of the College. Student Services defines and assesses AUOs for a diverse student population, provides appropriate support programs and services to achieve those outcomes, and uses subsequent results to make changes and improvements.

The College does not currently have any programs that are offered solely online. As an open institution, the College does not restrict access to any of its courses, and works to ensure the success of all students, both face-to-face and online, by providing necessary resources and services. The College assesses and utilizes outcomes assessment data for all support services, whether these services are provided face-to-face or online. In addition, the College requires all student and learning support services to participate in the biennial AUR process (II.C.2-01).

Counseling Services

Counseling Services identifies and assesses learning support outcomes and provides appropriate student services by regularly participating in the AUO (II.C.2-02) process and by assessing SLOs (II.C.2-03) related to counseling courses taught through the Counseling Department. Counselors work with students to create a plan that mirrors student goals whether those goals include a certificate, associate degree, or to transfer to a four-year institution. All necessary courses in this plan can be arranged by semester to provide students with a visual outline of their remaining courses for completion. MAP is always accessible to students through the MySite portal (II.C.2-04).

The Counseling Division tracks the number of academic plans that are made on MAP as well as the number of plans that have been approved by a counselor. MAP has proven to be a useful and innovative tool to promote student learning for counselors as well as students. The results of the aforementioned 2013 Counseling Division student survey (II.C.1-34) show students' satisfaction with their ability to develop a comprehensive academic plan using MAP (II.C.1-35).

The Counseling Division also assesses student outcomes through SLOs related to counseling courses taught through the Counseling Services Division (II.C.2-05). Counseling courses are taught in subjects including career exploration, academic planning, human relationships, and study skills. Each class has a specific list of SLOs that students are expected to achieve by the end of the course. Class assignments and exams are a means to measure SLOs. Comparable counseling courses, whether taken in person or online, have the same SLOs. Therefore, online students can expect to receive the same information as face-to-face students and will achieve the same learning outcomes. In order for students to accomplish the competencies necessary to earn a certificate, degree, and/or transfer, all course-level SLOs are linked to PSLOs and ISLOs. In the latest measurement of SLOs in Counseling Services courses in 2015, 100 percent of counseling courses met their SLO goals. The chart below describes how specific counseling SLOs were measured (II.C.2-06).

Disabled Students Programs and Services

Through AUOs, DSPS assesses how adequately it meets the needs of students in a timely manner. In 2013-2014, the AUO was assessed through institutional data collection (II.C.2-07). SARS was used to examine the time between a student's first contact with DSPS (submission of the DSPS Application for Services) and the time the student received their initial appointment. It was found that only 61 percent of the students applying for services received an appointment within two weeks of their first contact. These results indicated that there was an inadequate number of appointments available, perhaps partly due to budget reductions since 2008. In addition, the DSPS student count has increased significantly since 2008. There were 1,800 DSPS students in 2008 and 2,500 hundred students by 2014 (II.C.2-08). In response to this increase, DSPS has added counselors to meet student needs.

DSPS also assesses student outcomes through SLOs related to Special Services courses taught through DSPS as well as the adaptive PE courses (KNEA) taught through DSPS (II.C.2-09). Special Services courses cover various subjects, including Alternative Learning Strategies, Personal Awareness and Success Strategies, Memory and Attention Skills, Success Strategies for Basic Mathematics, Basic Computational Skills, Phonetic Structure for Reading and Spelling, and Adaptive Computer Lab. KNEA courses include Adaptive Strength Training, Water Exercise and Swimming, Cardiovascular Conditioning, Adapted Sports, and Survey and Assessment of Fitness, among others (II.C.2-10). Each class has a specific list of SLOs that students are expected to achieve by the end of the course. SLOs are measured through class participation, assignments, and exams.

Early Alert

A new early alert, or Progress Report, was launched in summer 2016 to all faculty whose students are in jeopardy of not attaining the outcomes for a given course (II.C.2-11). Progress Report was piloted in spring 2016 by 25 faculty, and over 1,300 Progress Report nudges

were sent to students (II.C.2-12). This new early alert system is an opportunity for faculty to continue to communicate with their students, particularly to express any concerns that they have regarding their students' class performance. Faculty can use Progress Reports to communicate with students about missing assignments, poor performance on a test, or absences. Since College counselors will also have access to these Progress Reports during individual counseling appointments with students, Progress Report will allow for a holistic and intrusive approach to counseling. Furthermore, counselors will proactively use Progress Report analytics to reach out to students who are in need and direct them to campus services for support.

Progress Report nudges include referrals to the LRC Tutoring, the College's free tutoring center; instructor office hours; and counseling (II.C.2-13). While Progress Report is voluntary tool for College faculty, this function can easily be accessed with any class roster found in MySite. Professional development workshops will address how to use Progress Report; in the meantime, this intuitive tool is already available to faculty. Approximately 1,800 students end each semester on academic or progress probation. As of fall 2016, students on academic probation are in serious jeopardy of losing their financial aid. Progress Report can serve as a preventative tool to help all students succeed. Finally, Progress Report can also send positive nudges (II.C.2-14), which will allow counselors to reinforce positive classroom performance. This early alert system is a Districtwide project funded through SSSP. Instructional and counseling faculty, staff, research and District IT worked together on this collaborative effort to provide a needed and beneficial student support tool.

EOPS/CARE and CalWORKs

Every three years, EOPS/CARE and CalWORKs identifies AUOs (II.C.2-15). The EOPS faculty and staff members have biweekly staff meetings to discuss and evaluate AUOs. During these meetings, staff report the outcomes of their activities in relation to AUOs. For example, all EOPS active students are required to attend three counseling meetings per semester; during these meetings, the counselor ensures that the student develops an educational plan. All current EOPS students have comprehensive student educational plans.

In addition, students are contacted via email and by phone with reminders about their priority registration, counseling contacts, book vouchers, the book loan program, and other student support services—such as holiday events, grants, and scholarships available to students. The AUOs are assessed in several ways. The EOPS program specialist uses a database to run daily reports on those students who utilize each support service and on the student support services provided (II.C.2-16). The EOPS/CARE programs have a tracking system where all student contact is documented and all services are tracked. As part of planning for the following year, all AUOs are assessed at the end of each calendar year. In addition, the EOPS/CARE programs have mandated reports. The reporting forms required by the Chancellor's Office during the fiscal year include the previous year's EOPS Final

Expenditure Report (II.C.2-17), the CARE Final Expenditure Report (II.C.2-18), and the CalWORKs Final Expenditure Report (II.C.2-19). All reports need to be submitted with assigned signatures to the Chancellors office by September 15th. The EOPS and the CalWORKs Program Plan needs to be submitted with assigned signatures to the Chancellor's Office by November 15th. The EOPS Budget Plan (II.C.2-20), the CARE Budget Plan (II.C.2-21), and the CalWORKs Budget Plan (II.C.2-22) need to be submitted with assigned signatures to the Chancellor's Office by November 15th.The EOPS and CARE Mid-Year Reports need to be submitted with assigned signatures to the Chancellor's Office by February 1st (II.C.2-23).

Level Up Basic Skills and Student Outcomes Transformation Grant

The College was awarded $1.5 million for the three-year Level Up Basic Skills and Student Outcomes Transformation Grant, which began in fall 2016 (II.C.2-24). The grant will focus on factors students say they need to feel in order to succeed in college: directed, focused, nurtured, engaged, connected, and valued. The grant will supplement ongoing college success efforts, such as AVID.

The grant has four objectives:

1. To adopt the Common Assessment Initiative (CAI) and Multiple Measures Assessment indicators, and evaluate and place students in college-level courses
2. To increase the placement of students directly in gateway English and mathematics courses, transferable to a UC or CSU, with remedial instruction, as appropriate, for underrepresented students
3. To contextualize remedial instruction in foundational skills for the specific academic and career pathways in which students seek to advance
4. To provide proactive student support that is integrated with instruction

The College will also use the grant to advance existing practices that are productive, to employ professional development to create awareness and practice of these strategies and perspectives, and to develop a Collegewide culture, both in the classroom and in areas of student support, that bolsters basic skills success. In addition, the College will use existing District technology to create a new class schedule that will integrate a given student's assessment results, high school transcripts, completed coursework, and academic plan as well as create an individualized class schedule. The grant will also create six positions, expand tutoring, and provide stipends for curriculum redesign and professional development.

SSSP

SSSP assesses and provides for student needs by including in the orientation topics mandated by Title 5, Section 55521, as well as any additional information, policies and/or procedures that the College or District determines necessary to include in a comprehensive orientation.

The orientation includes all required topics as well as additional topics, such as, programs and majors, the SSSP process, student services, academic planning, campus life, and student conduct and safety (II.C.2-25).

SSSP addresses student need regardless of location. The program responds daily to email messages from students and the community regarding SSSP-related questions and concerns. All student services-related departments, as well as instructional support divisions and departments, contact SSSP regarding matters of assessment, at which time the SSSP coordinator and/or staff address each inquiry on a case-by-case basis. All SSSP information is available to students and the community via the SSSP website (II.C.1-74).

SSSP provides online orientation and online advisement for students unable to participate in in-person SSSP services. Students outside of a 150-mile radius of campus and out of state can complete assessments with off-site proctoring services nationwide through the College's membership with NCTA (II.C.2-26). Through Comevo, the same provider of online orientation, online probation workshops are available to students (II.C.2-27).

SSSP ascertains the effectiveness of student support services through department surveys and event evaluations. Evaluations are collected, typically using Class Climate and now Turning Technologies, from Freshman Advantage Fridays, Refresh, Week of Workshops (WOW), and Probation Workshops. SSSP staff use data to help update and improve service and program delivery. The SSSP researcher regularly assists the staff with data analysis (II.C.2-28).

Transfer Center

Students work with counselors in the Transfer Center to prepare for transfer, to apply, and to follow the steps for transferring, which, in many cases, takes approximately one year from application to the first semester at a given transfer campus (II.C.2-29).

To determine whether students are achieving anticipated outcomes and to improve services, the Transfer Center assesses the following:

- The approved MAPs completed by counselors in the Transfer Center (II.C.2-30)
- The number of CSU and UC applications and admissions each year (II.C.2-31)
- Private and out-of-state college admissions (II.C.2-32)
- Tracking of Honors Program and Teacher Preparation Pipeline (TPP) students (II.C.2-33)
- Student use of the Transfer Admission Planner (TAP) which is a service/online planner administered by the University of California (II.C.2-34)
- Assessment and follow up of students through the UC Data Sharing Program (II.C.2-35)

Veterans Education and Transition Services Program

Plans are in place to evaluate the efficacy of VETS Program services; to date, no formal assessment has taken place. Internal assessments include student wait time for counseling, counselor efficiency, VETS Center utilization, accuracy of MAP major submissions to the VA-Once system, event participations rates, and overall veteran participation rates at the College. The VETS Program is currently up for AUR and will incorporate specific metrics into both the planning process and AUR (II.C.1-88).

Distance Education

In response to student need, the College is currently piloting online tutoring services, an online Paper Center, and live tutoring. The LRC Tutoring Center is offering WOW workshops for students taking online courses (II.C.2-36; II.C-2-37). The Tutoring Center has also added embedded tutors for online courses. In addition, the Library is offering online Library Workshops and will add additional online workshops in 2017 (II.C.2-38).

Counselors provide online/phone counseling to help meet the growing needs of online students. To ensure reasonable academic accommodations for students enrolled in online courses, DSPS has online procedures to accommodate students who have disabilities.

AURs and PRs flag additional student needs and enable a link to resource allocations. In addition, student surveys and committees—including the District Technology Committee, College Technology Committee, DOEC, and College Online Education Committee—offer the College opportunities to assure the quality of student support, identify needs for support services, and ensure that those needs are met (II.C.2-39).

Students in DE courses are offered support that is comparable to their student counterparts in face-to-face classes. While the OEI-engaged courses at the College are piloting student-readiness modules, the College does not mandate a baseline readiness procedure for all students enrolled in DE courses. However, students do have access to success workshops for online students (during WOW week), and there are online resources such as readiness quizzes available for students. OEI-engaged faculty also have access to Proctorio, an online proctoring service offered free of charge to students, while some faculty who teach DE courses, such as in the Math Department, also use ProctorU, which is a fee-based proctoring tool (II.C.2-40; II.C.2-41). The College could improve in its access to free proctoring services for DE courses. The Student Technical Support Team at the College also provides consistent support for students who need desktop support with passwords, access to the LMS, and simple technical issues, such as converting files and trouble-shooting. There are currently two full-time staff members and one half-time staff member dedicated to the technical support of the 30,000+ students enrolled at the College; increasing support is an important consideration for the College, especially should the College choose to move to a new LMS. Beyond technical support, students have access to online Library services (such as reference

support, reference chat with librarians, online Library workshops, and access to databases); online tutoring services, including the Paper Center and online tutoring for English; and the appointment-scheduling system, WCONLINE, which gives students the ability to create, edit, and cancel appointments.

Analysis and Evaluation

The College provides a broad range of student services and programs to support student success. The College utilizes several methods for identifying and assessing outcomes for its learning support services and then uses that data to provide appropriate student support services to achieve those outcomes. Information on all student programs and services is available to students and the public through the College Catalog, which is available both in print and online, as well as hyperlinks on the Student Services website. Furthermore, student orientation, campus events, and personal development course curriculum, provide students with information on College services. The College was an early adopter of student services SLOs and AUOs, and all student support services have completed multiple AUO assessment cycles.

Evidence

II.C.2-01: AUR handbook for Student Support and Administrative Services
II.C.2-02: Counseling Services AUOs
II.C.2-03: Counseling Services SLOs
II.C.2-04: MySite Login
II.C.2-05: Counseling Courses Webpage
II.C.2-06: Counseling SLOs Complete
II.C.2-07: DSPS AUOs
II.C.2-08: DSPS Unduplicated Report
II.C.2-09: Adapted Kinesiology SLOs
II.C.2-10: Adapted Kinesiology Webpage
II.C.2-11: Progress Report: User Guide Pilot - Faculty
II.C.2-12: Student Progress - Student Nudges 10/12/16
II.C.2-13: Progress Report Example Nudges
II.C.2-14: Progress Report (SHERPA) Positive Nudge
II.C.2-15: EOPS/CARE and CalWORKs AUOs
II.C.2-16: EOPS/CARE Student Utilization report
II.C.2-17: 2015-2016 EOPS Final Expenditure Report
II.C.2-18: 2015-2016 CARE Final Expenditure Report
II.C.2-19: 2015-2016 CalWORKs Final Expenditure Report
II.C.2-20: 2015-2016 EOPS Proposed Budget and Acting Report
II.C.2-21: 2015-2016 CARE Proposed Budget and Acting Report
II.C.2-22: 2015-2016 CalWORKs Proposed Budget and Acting Report
II.C.2-23: 2015-2016 CARE Mid-Year Reports
II.C.2-24: Level Up Basic Skills Grant Webpage
II.C.2-25: New Student Orientation Screenshot

II.C.2-26: NCTA Screenshot
II.C.2-27: Comeveo Screenshot
II.C.2-28: Data from Multiple Evaluations
II.C.2-29: Transfer Planning Webpage
II.C.2-30: Map Usage by Counselor Fall 2015-Spring 2016
II.C.2-31: UC Admissions-CSU Screenshot
II.C.2-32: Private and Out-of State Admissions 2013-2014
II.C.2-33: Tracking of Honors Program and Teacher Preparation Pipeline Students
II.C.2-34: Transfer Admission Planner (TAP)
II.C.2-35: UC Data Sharing Follow-up
II.C.2-36: WOW Fall 2016 Webpage
II.C.2-37: WOW Fall 2016 Brochure
II.C.2-38: Blackboard Online Workshops Screenshot
II.C.2-39: OELR Division 2015 Administrative Unit Review
II.C.2-40: Proctorio Screenshot
II.C.2-41: ProctorU

II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

The College provides appropriate, comprehensive, and reliable student services that promote equal opportunity and access to all students, regardless of location or means of delivery. The College actively evaluates both student needs and student support services to ensure the quality of programs and the effectiveness of programs in enhancing student success. To ensure quality of student support services, regardless of location or means of delivery, all student support services participate in the College planning, evaluation, and review processes.

Admissions, Records and Enrollment Services

The Office of Admissions, Records and Enrollment Services assists with applications for enrollment, all enrollment-related services, registration and transcript requests, as well as degree and certificate conferral (II.C.1-03; II.C.3-01). The office collects, processes, and maintains student grades and completion records for certificates and degrees. The staff processes residency redeterminations and transcript requests, and enforces academic regulations, such as course repetition, academic renewal, and enrollment priority. Most transactions can be completed online, and the Office of Admissions, Records and Enrollment Services serves traditional and online education students (II.C.3-02).

Counseling Services

Comprehensive and reliable counseling services include academic counseling, personal counseling, and career counseling, all of which can be obtained in person, on the telephone, and on online. Counseling Services is open for day and evening appointments every day of the week, excluding weekends and holidays ([II.C.1-32](#)).

The College has many high school students who attend the College through dual enrollment. Additionally, in 2012, the College began offering counseling courses (then titled Applied Psychology) at local high school campuses. Today, the Counseling 100 courses are offered at 12 local high schools and serve a population of more than 400 high school students. High school students who complete Counseling 100 have informed educational plans and meet the matriculation deadline for priority registration appointment dates ([II.C.3-03](#)) ([ER 15-41](#)).

Disabled Students Programs and Services

DSPS at the College ensures that students with disabilities have equitable access to all support services and educational/academic classes and programs in the following ways: educational accommodations for academic limitations due to verified disability; academic, personal, and career counseling; priority registration; accommodated testing; mobility orientations and campus-accessibility maps; note-taking assistance, reader, and transcription services; alternative media production; adapted computer labs; sign-language and real-time captioning; and liaison with faculty and community agencies ([II.C.3-04](#); [II.C.3-05](#)) ([ER 15-42](#); [ER 15-43](#)). These services apply to students in both face-to-face and online classes, and appointments are available in person, by phone, or by Skype. In addition, DSPS offers specialized courses in strategies training, basic academic skills, lip-reading and hearing conversation, and adapted kinesiology (adapted PE) ([II.C.3-06](#)) ([ER 15-44](#)). The DSPS Learning Disabilities Center offers free learning disability assessments to students who have never been diagnosed with a disability, but who are struggling academically and want to determine if a learning disability is contributing to their difficulties ([II.C.1-47](#)).

Due to the increase in the disabled student population, DSPS services was required to hire additional faculty and staff. This growth created space constraints that made it extremely difficult to meet the service needs of students, so the College increased the facilities space available to DSPS. This additional space was added in multiple locations throughout the campus. Having multiple locations has created a barrier to access of services in a timely and effective manner. The College is aware of this issue; the College's long-range plan is to move DSPS into the Gateway Building after the building is completed.

Due to the size and topography of the campus, the College will always need to provide "on-campus" transportation for students with mobility issues. DSPS provides campus transportation by way of two golf carts (one cart is wheelchair accessible) between building locations, the parking lot, and the ACCESS bus stops, as well other areas on the campus.

EOPS/CARE and CalWorks

EOPS/CARE and CalWORKs is committed to providing comprehensive student support services for EOPS/CARE and CalWORKs eligible students through the following services: career, personal, and academic counseling; priority registration; assistance with registration; book vouchers; assistance with scholarship applications; application fee waivers to four-year institutions; the Book Loan Program; Cap & Gown; cultural and social events; and extended tutoring services and grants (II.C.1-51).

The EOPS/CARE Program provides support services to those students who qualify for and are accepted into their program. Students can reach the program in person, by telephone, or online. The EOPS/CARE and CalWORKs Office is open daily, excluding weekends and holidays. All forms are readily available via the College's EOPS/CARE and CalWORKs website (II.C.3-07).

Counseling is the primary student support service offered to EOPS/CARE and CalWORKs students. Each program has its own eligibility requirements based on Title 5 regulations. In order to be eligible for the EOPS/CARE Program a student must have an educational and socio-economic disadvantage and have completed less than 70 degree-applicable units. In order to be eligible for the CalWORKs Program, a student must be CalWORKs or TANF recipient and have a Welfare to Work contract with the Department of Social Services. EOPS/CARE and CalWORKs students utilize personal, career, and academic counseling. EOPS/CARE and CalWORKs counselors develop comprehensive academic plans for students through the District's MAP software. Each student's MAP is reviewed and updated each semester.

Follow-up services are communicated in person, by email, or by phone. EOPS/CARE students also have access to priority registration and can apply for associates degrees, vocational certificates, or occupational awards online through their MySite portal (II.C.3-08).

Financial Aid

The financial aid staff are responsible for the initiation, supervision, disbursement, and monitoring of funds provided by federal, state, and local government agencies in the form of grants, employment wages, loans, and scholarships. Financial aid programs assist eligible students from all income levels, and specifically those students from low and middle-income families. All students have access to the application for financial aid online, as well as related forms (II.C.1-60; II.C.3-09). In addition, financial aid support is provided face-to-face, via email, or by telephone.

International Student Office

The International Students Office coordinates events on campus to promote global awareness and also cooperates with community organizations in international friendship programs. The

office's website provides links to the international student application as well as information about activities and events. Students can interact with the College's International Student Program using Facebook, Twitter, and YouTube (II.C.1-66).

Student Equity Plan

The College provides appropriate, comprehensive, and reliable services to all students. The College's culture of support strives to ensure equitable access to support services for all segments of the student population. The College uses a multifaceted approach to ensure this equitable access for all students. The College utilizes the SEP to support and move each student toward academic and personal achievement. Categorical programs, student equity, basic skills, and student success and support programs, ensure students opportunities to achieve success. The College's SEP aligns with Objective 2.1 of the Strategic Plan which calls for "closing the achievement gap." The SEP focuses on increasing access, course completion, English as a Second Language (ESL) and basic skills completion, degrees and certificates, and transfers for all students, as measured by success indicators linked to the California Community Colleges Student Success Scorecard and other measures developed in consultation with local colleges (II.C.3-10; II.C.3-11) (ER 15-45; ER 16-46).

Student Success and Support Program

SSSP ensures regular evaluation of equitable access by meeting with the English, Reading, ESL and Math department chairs to conduct validations (II.C.3-12). The English, Reading, ESL and Math departments are currently preparing for implementation and validation of the new Common Assessment and statewide multiple measures.

SSSP ensures that matriculation testing is available to remote students through the utilization of NCTA (National College Testing Association) to provide proctored assessment services to students who are out of state or outside of a 150-mile radius of the College. All other SSSP services, including orientation and advisement, are available online.

The SSSP Department can monitor, track, and study the use of online orientation and online advisement. In addition, the SSSP coordinator is a member of the High School Partnership Council and receives regular feedback from area high school officials regarding the off-campus assessment service provided by the College at area high schools (II.C.3-13).

Reliable SSSP services for orientation, advisement, and probation are provided online. Currently, out-of-area and out-of-state students are given the option to have assessment testing proctored at a National College Testing Association (NCTA) site within the United States. Soon, the College will offer the Common Assessment; this will mean that a student will be able to assess at a local California Community College campus and have their placement results made available to the College through the CCCAssess statewide data warehouse (II.C.1-74).

The College discovered there was a need to offer off-campus assessment more than once at many area high schools. Due to the overall number of high school seniors requiring assessment and the College's current practice of capping test sessions to 50 students, the College will offer assessment at some of the larger high schools for a second time. In addition, the College discovered the need to return to high schools for additional testing sessions in order to meet the needs of students who required an evening test session due to extracurricular activities. This year the College is testing at local private schools, starting as early as October (II.C.3-14). Furthermore, the High School Partnership Program has improved relationships with neighboring parochial schools (II.C.3-15).

A greater effort is also being made to bring the College assessment to the broader community. A small working group made up of SSSP staff and discipline experts in English, reading, ESL, and math, are preparing a list of community sites—such as libraries, Boys & Girls Clubs, and military stations—where the College can host regular assessment testing sessions (II.C.3-16).

As a pilot test college for the CAI, the College looks forward to bringing the Common Assessment to the community. The College believes the CAI platform will be adaptive, mobile, and better suited for off-campus testing than the current exams—CTEP, MDTP, and CELSA. CAI is discussed in more detail in II.C.7 (II.C.7-19).

Transfer Center

The Transfer Center provides equitable access to students through appointments, walk-ins, transfer-related workshops, computer application labs, transfer fairs, class visits, counselor call-backs, and counselor e-mail follow up through the Transfer Center Office (II.C.3-17). Students who meet with a counselor complete an academic plan (MAP). Counselors use their notes and documentation from appointments to facilitate continuity of services since, in many instances, the student will see more than one counselor in their community college career. Counselors who meet with the student after their Transfer Center appointment can use these notes, as can evaluators at the time of a given student's graduation/transfer. The Transfer Center has extended hours Monday through Thursday to accommodate students who are unable to access services during the day (II.C.1-81). The Transfer Center invites representatives from four-year colleges to visit the College's campus in person or to meet virtually with potential transfer students; both of these methods provide access to students who may not have the means to travel to prospective transfer campuses. The Transfer Center offers tours to each of the three local transfer options including UC, CSU and private institutions. In addition, there are counselors available in the Transfer Center with language proficiency in Spanish and Farsi. With the new SEP-funded CLASE Transfer Mentor Program, the Transfer Center also provides a bilingual/Spanish transfer information program for new students and their parents; this is part of an effort to provide equitable access to a

population at the College which is disproportionately impacted in the area of transfer (II.C.3-18).

VETS

The offering of VETS on the Camp Pendleton Marine Corps Base and via phone and online is advertised on the program website and communicated to students in the VA Office. These services are also promoted at the School of Infantry Joint Education Center (II.C.3-19) (ER 15-47).

Analysis and Evaluation

The College provides equitable, appropriate, comprehensive, and reliable information and services using multiple methods to assure access for all students. The quality, reliability, and accessibility of all College student services are reviewed through comprehensive PR, annual updates, and annual SLOs assessment. When additional needs are identified, new methods are developed and made available to students.

Evidence

II.C.3-01: A & R New Student Webpage (ER 16-04)
II.C.3-02: A & R Transcripts Webpage
II.C.3-03: Concurrent Enrollment 9-12 Brochure (ER 15-41)
II.C.3-04: DSPS Services Flyer (ER 15-42)
II.C.3-05: Student Handbook, DSPS, page 15 (ER 15-43)
II.C.3-06: College Catalog, DSPS Courses and Adapted Kinesiology, pages 17-18, 273-274, 319-320 (ER 15-44)
II.C.3-07: EOPS Program Webpage
II.C.3-08: EOPS/CARE, CalWORKs Forms Webpage
II.C.3-09: EOPS/CARE, CalWORKs & S.T.E.P.S Staff Webpage
II.C.3-10: Apply for Financial Aid Webpage
II.C.3-11: Student Equity Plan 2015-2016 (ER 15-45)
II.C.3-12: Student Equity Plan BOT 2015-16 (ER 15-46)
II.C.3-13: SSSP Meetings with Faculty
II.C.3-14: High School Partnership Council
II.C.3-15: High School Testing Calendar 2016-2017
II.C.3-16: High School Partnership Program Webpage (ER 15-47)
II.C.3-17: List of Community Sites
II.C.3-18: SCTCO Screenshot
II.C.3-19: CLASE Transfer Mentor Program
II.C.3-20: Veterans Outreach Office Webpage (ER 15-48)

II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs,

they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The College offers a wide variety of co-curricular and athletic programs that align with the College mission and provide expanded social, cultural, and educational activities for students. To ensure they meet College standards, all academic and student service programs— including ASG, athletics, and fine arts programs—are reviewed in the same manner through the College PR/AUR process.

Student Development

The Student Development Office's primary goal is to support student leadership and personal growth through Campus Life activities, the Leadership Lab, Associated Student Government (ASG), and student clubs. The ASG participates in a student-driven leadership program that is an integral part of campus life and shared governance. ASG, in partnership with the staff of Student Development, is responsible for administrating the annual ASG student elections and the SOCCCD Student Trustee Election (II.C.4-01).

All co-curricular activities adhere to state regulations as well as District policies and procedures (II.C.4-02). These guidelines include California Education Code and California Community College regulations governing eligibility to hold a student government office as well as board policies related to ASG organization, the election of officers and student trustees, free speech, the use of facilities, and student appointment to College committees (II.C.4-03).

ASG strives to meet the diverse needs of the student population by supporting student clubs and organizations on campus through the Inter-Club Council (II.C.4-04; II.C.4-05). In spring 2016, there were 40 recognized clubs covering a wide range of student interests. These clubs include Anime, Business, Gay Straight Alliance, Meditation and Mindfulness Realization, and the Psi Beta and Psychology clubs (II.C.4-06). Students interested in forming a club must complete a Club Activation Form which includes acknowledgement that the club will create and abide by a constitution and set of bylaws (II.C.4-07; II.C.4-08). All clubs must go through a short orientation as well as additional training in order to host off campus events, fundraise, and expend funds. All club applications are reviewed and approved by Student Development and ASG. These policies are designed to ensure the integrity of all co-curricular activities.

ASG sponsors events and programs that speak to students' interests and needs. Examples include the International and Diversity Student Council (IDSC), Taste of Saddleback, Red Cross Blood Drives, veteran student events, and a water fountain renovation campaign (II.C.4-09). Through the Campus Life Activities arm of Student Development, there are

many activities and events available to students that foster campus engagement. These activities include the Game Lounge, weekly ping pong tournaments, free Moonlight Movie Nights, and monthly food trucks (II.C.4-10). The Leadership Lab, also overseen by the Student Development Office, offers a variety of workshops and live events—such as public viewings of Ted Talks on Tuesdays—created with the goal of building within the College community a robust sense of leadership as well as professional and personal development (II.C.4-11). The Leadership Lab has provided workshops including Stress and Anxiety Relief, Franklin Covey's 7 Habits of Highly Successful College Students, Understanding and Practicing Growth Mindset, The Power of Motivation, and How to Make the Most of Your Twenties. ASG works collaboratively with faculty, departments, and divisions by providing funding opportunities for educational activities, such as guest speaker series and conferences fees. ASG Grant Assistance has funded specific activities including Day of Silence, Ability Awareness Week, an International Film Festival, a National Student Nurses' Association Convention, a Science Lecture Series, Cheerleading Training Camp, Transfer Day, a Women's Conference, a Math Triathlon, and a VETS Resource Fair (II.C.4-12).

ASG is funded through a share of the College bookstore sales, cafeteria/vending sales, and Associated Student Body (ASB) $10 activity sticker sales. ASG's finances are governed under board policy 5420. In 2015-2016, 60 percent of the operating budget was comprised of on-campus service contract revenue and the remaining 40 percent of the budget was derived from the sale of ASB activity stickers (II.C.4-13).

Athletics

The College's athletic programs are housed within the Kinesiology and Athletics Division and are under the direct supervision and oversight of the athletic director/dean of kinesiology and athletics (II.C.4-14; II.C.4-15). Each sport program is offered as a for-credit educational course (II.C.4-16). Athletics has two financial sources: 1) an allocation from the College's general fund operating budget, 2) team fundraising (II.C.4-17). The College provides the budget for athletics. This budget includes allocations for transportation, equipment, meals, and officiating fees. Fundraising by each individual sport helps with additional supplies and other costs. The Kinesiology and Athletics Division also actively reviews its PR annually in preparation for the alignment of its annual resource allocation requests for additional funding for the program (II.C.4-18).

The College currently offers 20 intercollegiate sports programs throughout the academic year (II.C.4-19):

- Baseball
- Basketball, Men's and Women's
- Beach Volleyball, Women's
- Cross Country, Men's and Women's

- Football
- Golf, Men's and Women's
- Soccer, Women's
- Softball
- Swimming & Diving. Men's and Women's
- Tennis, Men's and Women's
- Track & Field, Men's and Women's
- Volleyball, Women's
- Water Polo, Men's and Women's

The sports programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the SOCCCD BOT (BP 5230), State Education Code Section 67360-67365, and Federal Register of Title IX (II.C.4-20). The CCCAA maintains general oversight of all athletic sport programs in the California Community College System. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and to the CCCAA to provide statistics and information to the public. These reports are submitted in October and are inclusive of the prior-year activity within the program (II.C.4-21).

The CCCAA constitution, articles, and bylaws govern the integrity of student athletes. Student athletes must also follow specific rules and regulations as set forth by the CCCAA, including academic policies and integrity. All freshman athletes must be enrolled in 12 units during their season of participation. Of these 12 units, nine must be academic. Before playing their second season of competition, sophomore athletes must have passed 24 units, 18 of which must be academic, with a minimum GPA of 2.0 (II.C.4-22). The CCCAA requires all staff who are directly involved with athletics—from the athletic director (AD) to the head and assistant coaches—to complete an annual exam regarding compliance with CCCAA articles and bylaws, and they must earn a minimum score of 80 percent.

Division of Fine Arts and Media Technology

The Division of Fine Arts and Media Technology offers a large number of co-curricular activities throughout the year geared toward providing students an opportunity to receive college credit while also receiving real-world experience. The division provides activities which include cinema and television production, art gallery shows, music performances, theatre performances, speech and debate team competitions, and photography displays. The division plays a vital role in adding a social and cultural dimension, not only to the College, but to the community as a whole (II.C.4-23).

The Department of Theatre Arts produces several diverse performances each fall and spring semester (II.C.4-24; II.C.4-25). In addition, the department has the strong Summer of Theatre program. During summer 2016, the program performed *Beauty and the Beast* and *Little Shop of Horrors* (II.C.4-26). The College also participates in the Kennedy Center American College Theater Festival. These co-curricular programs offer students and community members the opportunity to participate in and attend performances and productions. The Theatre Arts Department serves as an educational base, a vocational training ground, and an artistic resource for students and the community, and is a leader in performing arts in Orange County.

The Cinema program has been part of the College for more than 25 years and provides students "real world" and hands-on experience (II.C.4-27). The program submits productions each year to the Newport Beach Film Festival, where the students have the ability to expand their impact to a broader audience (II.C.4-28). Additionally, students participate in the radio stations KSBR and OC Rock internet radio as well as Channel 39, a local television channel (II.C.4-29; II.C.4-30).

The Music Department has a comprehensive program and many co-curricular programs, such as concerts and recitals (II.C.4-31). These programs offer students and community members the opportunity to perform and/or enjoy music by students and professionals. The department has several performance groups made up of students, community members, and professional musicians, including Big Band, Concert Choir and Contemporary Vocal Ensemble, Jazz Lab Ensemble, Keyboard, Symphony Orchestra, and Wind Ensemble (II.C.4-32). Many of these groups have the opportunity to perform with a nationally known artist.

One Book, One College

In spring 2016, the College held its first annual One Book, One College—a reading program designed to promote discussion and understanding of the broader issues communities face, both locally and globally (II.C.4-33). The One Book, One College Committee selected the novel *Fives and Twenty-Fives* to be read across the campus by students, faculty, staff, and administrators over a semester. Many faculty across disciplines chose to integrate the book into their courses. A robust series of community events were offered on campus related to the novel, including panel discussions, film showings, book readings, fine art exhibits, and artistic performances. The semester-long program culminated in a campus visit by the author, Michael Pitre, which was attended by over 400 students, faculty, staff, administrators, and community members (II.C.4-34).

This pilot project was funded by the College's general fund and a grant from the ASG. The College Foundation also created an account for the One Book, One College program, to which community members may contribute donations. Given the highly successful turnout of the program, the One Book, One College Committee is looking to institutionalize funding in

order to continue the program annually. Funding requests for the program have been included in the College's resource allocation process (II.C.4-35).

Analysis and Evaluation

Co-curricular and athletics programs offered at the College are appropriately aligned with the institutional mission and provide cultural and social experiences for students and the community at large. The programs are designed and offered to complement and enhance the educational experience of the students who participate. These opportunities play a vital role in connecting students to the campus community—connection being a critical component in student success. These programs reflect the interests of students as well as those of local and surrounding communities.

Evidence

II.C.4-01: Student Development Webpage
II.C.4-02: BP 5240, Associated Student's Organization
II.C.4-03: BP 104, Student Member of the Board of Trustees
II.C.4-04: Associated Student Government (ASG) Webpage
II.C.4-05: Inter-Club Council Webpage
II.C.4-06: Saddleback College Student Life Portal-Active Clubs
II.C.4-07: ASG Bylaws 2016-2017
II.C.4-08: Saddleback College Student Life Portal- Start A Student Club
II.C.4-09: ASG Sponsored Events
II.C.4-10: Saddleback College Student Life Portal-Campus Life Calendar
II.C.4-11: Saddleback College Student Life Portal-The Leadership Lab
II.C.4-12: ASG Grant Assistance Webpage
II.C.4-13: ASG Budget & Grant Request Process Webpage
II.C.4-14: Kinesiology and Athletics Webpage
II.C.4-15: Saddleback College Athletics Webpage
II.C.4-16: Kinesiology - Team Sports (Formerly PE) Class Schedule Fall 2016 Webpage
II.C.4-17: Saddleback College Athletics 2016 Golf Tournament Fundraiser
II.C.4-18: Kinesiology 2014 Program Review
II.C.4-19: Saddleback College Athletics Staff Directory by Sport
II.C.4-20: BP 5230 Intercollegiate Athletics
II.C.4-21: Annual Title IX Gender Equity Report
II.C.4-22: Saddleback College Athletic Department Student-Athlete Handbook
II.C.4-23: Division of Fine Arts and Media Technology Webpage
II.C.4-24: Department of Theatre Arts Webpage
II.C.4-25: Saddleback College Theatre Webpage Fall 2016
II.C.4-26: Saddleback College Free Summer of Theatre 2016
II.C.4-27: Saddleback College Cinema Television Radio Webpage
II.C.4-28: Saddleback College Newport Beach Film Festival Entries 2015
II.C.4-29: Saddleback College Radio Webpage
II.C.4-30: OCRockRadio Webpage
II.C.4-31: Saddleback College Music Department Webpage

II.C.4-32: Saddleback College Student Ensembles and Performance Groups Webpage
II.C.4-33: One Book, One College Webpage
II.C.4-34: Meet the Author of One Book, One College - Fives and Twenty-Fives
II.C.4-35: One Book, One College Resource Allocation Request

II.C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The College is committed to supporting student development and success by providing counseling and academic advising programs to orient students and ensure that they understand their program of study requirements. These programs also ensure that students receive timely, useful, and accurate information, including information on graduation and transfer policies. Through the replacement of the Matriculation process with the new SSSP (II.C.1-74), the College has examined all processes and materials related to student progress from application to completion.

Virtual counseling services are available and accessible to all students from any location. To meet the needs of students who are not in the area, the College relies heavily on phone calls for academic and other counseling services. An increased number of counselors are using technologies such as Zoom to communicate with students. For out-of-area students, there is a need for a more standardized approach to student support. Currently, the Counseling Division is looking into a universal counseling platform for counseling services. The platform in use for this pilot is Cranium Café (II.C.5-01). The evaluation of services in Counseling for online students relies mostly on anecdotal evidence and reflective discussions amongst counselors. Some of the challenges with standardization have to do with the fact that Counseling has had three administrators within the past year.

Counseling Services

The Counseling Services Division provides academic, career, and personal counseling to support student development and success. The mission of the College's Counseling Division is to "provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career, and personal goals." Counselors instruct counseling classes and well as conduct individual appointments, walk-in appointments, group counseling/advisement, workshops, and online advisement (II.C.1-32).

The College prepares counselors to be effective in academic, personal, and career counseling. All counselors attend a weekly articulation meeting for critical academic updates and training regarding transfer policies. All new part-time faculty receive one hour of training per week with a full-time counselor for the first semester of their employment at the College. In addition, a Friday training institute was created in 2015 to continually train part-time counseling faculty (II.C.5-02). The Counseling Division has a Crisis Intervention Team that works collaboratively with the Student Health Center and campus police to provide updates, in compliance with all related laws about personal counseling practices and responding to students in crisis (II.C.1-71).

In addition, counselors are highly trained in MAP—an online academic planning tool which interfaces with ASSIST.org utilized by all counselors in all departments of student services. Any counselor in any department of student services can view student academic plans. This connectivity allows for more accuracy and continuity in the information dispersed to students by counselors. MAP ensures that students understand requirements related to their programs and academic goals. Students are able to access MAP remotely and are given the tools to understand, to read, and even create their own academic plans. Students are encouraged to have all plans reviewed regularly by a College counselor. Usage of MAP has grown dramatically in the past few years, enabling students to feel more confident about graduation and transfer policies. Since fall 2012, a total of 19,368 comprehensive academic plans have been completed using MAP (II.C.5-03). Over that same period of time, College students have created tens of thousands of additional MAPs.

Another way the Counseling Services Division has supported student development and success is through partnership with AVID for Higher Education. AVID is incorporated into freshman seminar courses (Counseling 140), and instructors for these courses collaborate with other faculty and support programs on campus to ensure student development and success. Since the inception of AVID at the College, AVID experts have trained counselors, tutors, and faculty across the campus in AVID's high-engagement teaching and learning strategies. AVID for Higher Education is a model for student support and demonstrates the Counseling Services Division's dedication to providing comprehensive, timely, useful, and accurate information. The AVID for Higher Education Site Level Student Survey explains that in fall 2014 and 2015, a research study conducted by Gibson Consulting Group (II.C.5-04) showed that those students who took courses taught using AVID strategies displayed higher percentages of retention of course content, skills and confidence, and connection to peers and the college when compared to those students who took non-AVID courses. Analogous results were found between fall 2014 and 2015 (II.C.5-05).

Simply stated, students in sections with higher degrees of student-centered pedagogy and skill-building activities/content were significantly more likely to feel that the course 1) improved their skills and 2) confidence that they will be successful in college. This information implies that instruction emphasizing research-based, student-centered pedagogy

matters and resonates with college freshmen (II.C.5-06). Furthermore, when AVID-based content and pedagogy are present and students' confidence levels are higher, students are more likely to make meaningful connections to other students in their classes; indicate a willingness to lead or participate in peer study groups; visit their professors during office hours; and make use of the campus tutoring centers—behaviors which all indicate higher attachment to the college or university.

Disabled Students Programs and Services

DSPS provides academic, career, personal, and disability management counseling to support student development and success. DSPS is committed to providing quality support services and specialized instruction which enable students with verified disabilities to access and participate in all programs at the College (II.C.1-42).

DSPS counselors conduct individual counseling appointments, drop-in appointments, and workshops (II.C-5-07). Special Services classes provide resources for strategies and success.

Newly hired DSPS counselors are trained intradepartmently in the process for verifying disabilities, providing appropriate education accommodations, and understanding Title 5 regulations (II.C.5-08). All DSPS counselors attend articulation meetings for critical academic updates and training regarding transfer policies, MAP, and on-going professional development opportunities. Additionally, all DSPS counselors and learning disability specialists attend weekly meetings to discuss student concerns as well as department updates.

DSPS students participate in the College's application and enrollment process and receive current and up-to-date information regarding transfer. All DSPS students can access DSPS counselors for academic planning as well as support for academic and disability-related challenges.

EOPS/CARE and CalWORKs

The EOPS/CARE and CalWORKs Program provides academic, career, and personal counseling to support student development and success. EOPs is committed to the success and retention of students at the College. The EOPS Program is designed to assist students from educationally and socioeconomically disadvantaged backgrounds: "The goals of the EOPS Program are to prepare students to transfer to four-year universities, complete an Associate Degree or achieve a vocational certificate" (II.C.1-51).

All EOPS students complete a Comprehensive Educational Plan during their initial semester of the program. This Comprehensive Educational Plan is important to the EOPS/CARE students and includes a long-term sequence of courses to be taken and a specific timeframe for course completion. This plan is not just a list of standard course requirements. The plan is approved and signed by both the counselors and the student. Furthermore, the EOPS/CARE

and CalWORKs Program requires that all counseling sessions be documented. This documentation is done through the new student information system (II.C.5-09).

EOPS counselors are highly trained in assisting students from educationally and socioeconomically disadvantaged backgrounds. In addition to the requirements of a general counselor, according to Educational Code 56264, EOPS counselors must have also completed a minimum of six semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social, or economic disadvantages (II.C-5-10).

All counselors attend a weekly articulation meeting for critical academic updates and training regarding transfer policies. All new, part-time counselors begin with one full week of shadowing other EOPS/CARE and CalWORKs part-time counselors to assure that they are trained in the College's EOPS/CARE and CalWORKs policies and procedures. Part-time counselors are also highly encouraged to attend Friday institute counseling training.

In addition, EOPS/CARE and CalWORKs counselors attend CSU, UC, and private university counselors' conferences to stay abreast of any changes that are occurring in universities' admissions policies or articulation agreements. Counselors also attend an annual EOPS conference to assure that they stay up-to-date with any changes that are occurring with EOPS/CARE across the state. All EOPS/CARE counselors are highly trained in the use of MAP. EOPS/CARE and CalWORKs students review their MAP regularly with their EOPS/CARE counselor.

Once admitted into the EOPS/CARE and CalWORKs Program students participate in mandatory EOPS/CARE and CalWORKs orientation (II.C.5-11). Students are familiarized with the EOPS/CARE Program policies and procedures; eligibility; the location and functions of the College and EOPS programs and services; the College Catalog; the application and registration process, with emphasis on academic and grading standards; college terminology; and course add and drop procedures and related rules.

Student Success and Support Programs

Under the direction of the dean of counseling services, counseling appointments increased from 30 minutes to 1 hour. This additional time allows counselors to use a more holistic approach to address the needs of students (II.C.5-12). In addition, four full-time counselors were hired effective fall 2015, and SSSP is proposing to hire an additional three full-time counselors with preference for the ability to provide counseling services in Farsi and Spanish (II.C.5-13).

To maximize the number of available hours for students, part-time counselors are scheduled to work at their maximum allowable hours. Also, in an effort to maximize office space, counselors will be assigned counseling appointments in instructional divisions and

departments throughout the campus. Online counseling, using Zoom software and e-SARS, is available to students and additional online modalities are being explored (II.C.5-14). Counselors are mobile and provide services in high traffic areas, such as the LRC and Library and the campus quad.

In an effort to help students make more informed decisions regarding withdrawal, the Talk Before You Drop counseling campaign has scheduled information booths across campus several weeks before the final class drop date (II.C.5-15). MAP Workshops are held each semester; students nearing the criteria for a Comprehensive Plan hold are sent a digital reminder to complete a MAP using Sherpa technology (II.C.5-16). High school seniors participating in Freshman Advantage Fridays receive targeted in-person advisement (II.C.5-17).

Categorical programs provide ongoing, targeted advisement for students participating in DSPS, EOPS, CalWORKs, and S.T.E.P.S. Veteran students also receive additional targeted counseling.

The steps being taken to increase the utilization of advisement include intrusive advising, where counselors and student-success mentors contact students in a variety of ways through Sherpa nudge emails, e-alerts through the student's college portal, text messages, and even phone calls. The new Student Success Dashboard, partially funded with SSSP funds, will be an improved student portal; each time a student logs in to their portal, they will see where they stand with regards to SSSP services completion, their units earned, their GPA, prerequisites, and how close they are to completing their intended educational goal (II.C.5-18; II.C.5-19).

Additional Counseling Services include:

- 60-minute counseling appointments
- Walk-in counseling appointments daily, 8:00 a.m. to 6:45 p.m.
- Online counseling appointments
- Weekly MAP Workshops
- Weekly small group, in-person advisement sessions (provided Saturdays, too)
- Spring semester Freshman Advantage Fridays (22 sessions)
- WOW in August and January for students seeking to enroll last minute for the upcoming semester
- Mobile counseling in divisions, departments, the cafeteria, library, and student quad College counseling appointments, scheduled after the Counseling 100 class, at local, feeder high schools in the spring semester

The probation process at the College consists of intrusive, direct counselor-student contact. In addition, a PB hold is placed on registration for students identified on first-time

probation. To remove the PB hold, students are required to attend a 90-minute Probation Workshop (II.C.5-20). The workshop helps students to identify strategies for improving their academic standing and to develop plans for getting off of probation.

The Probation Workshop objectives are as follows:

1. Define and clarify academic policy in regards to academic probation and progress probation.

2. Identify issues students experience that lead to a lack of academic success.

3. Create strategies that allow students to improve their academic standing.

4. Identify campus resources available to help students stay off probation.

A new proactive process to be implemented in the 2015-2016 academic year will send email messages to students with GPAs between 2.0 and 2.2 (II.C-5-21). These messages will inform students of the consequences of falling below a 2.0 GPA and provide information on various student success resources—for example, the LRC and other support centers—on campus.

District research monitors an ongoing probation report on College students (II.C.5-22). Using a student identification number, students' progress can be monitored as they work their way off of academic and progress probation.

Students are placed on dismissal after three consecutive semesters (not including summer) of probation (II.C.5-23). Students who are dismissed must take leave for a semester before they are able to submit an appeal for readmission. Once these students return, they are required to meet with a counselor and draft a plan for re-applying. The Academic Appeals Committee meets weekly to review these appeals. This committee is led by the dean of admissions, records and enrollment services and the dean of counseling, and is composed of both counseling faculty and instructional faculty.

Transfer Center

Counseling in the Transfer Center is conducted by the transfer center coordinator/counselor and by part-time counselors who are trained generally in counseling as well as trained specifically in (II.C.5-24):

1. Counseling related to transfer.

2. Counseling related to the Honors Program.

3. Grant-specific counseling for the Bridge to Engineering and TPP programs.

The information provided to students and the policies the Tutoring Center interprets are dynamic and dependent upon a given student's transfer goals and transfer campus. In many

cases, the College's students apply broadly to many campuses and systems, a method which increases their chances for admittance. For this reason, counselors in the Transfer Center must stay abreast of CSU, UC, out-of-state, and private institution admission, application, testing, GE, and major requirements. With the assistance of the AO, the counselors stay up-to-date on articulation agreements in order to appropriately advise students.

The coordinator/counselor meets weekly with the staff and counselors of the Transfer Center for training and updates (II.C.5-25). The coordinator/counselor also participates in monthly Region 8, Transfer Center, and Articulation meetings (II.C.5-26). These meetings provide updates from Region 8 universities, including CSU, Fullerton; CSU, Long Beach; Cal Poly Pomona; and UC Irvine. This information is distributed to the counselors in the Transfer Center via weekly meetings and to counselors across campus through a weekly e-newsletter, *TC Weekly News*. The coordinator/counselor also participates in annual meetings with USC, UCLA and UCI and disperses information through training sessions, meetings and newsletters (II.C.5-27).

Transfer Center counselors are encouraged to participate in, and have funding available to attend, the annual CSU Counselor Conference, the UC Counselor Conference, the UC Ensuring Transfer Success Conference as well as other campus-specific conferences, such as the CSULB Counselors' Conference and the annual USC Counselor Conference. Transfer Center counselors also take students on tours of local campuses which provide first-hand experiences to share with other students.

New counselors are mentored by one-on-one training with the coordinator/counselor; during this training the new counselors observe a more experienced counselor during appointments and are then shadowed by a more experienced counselor or the coordinator/counselor until they have a solid understanding of their role and functions. The coordinator/counselor also seeks out training opportunities— such as webinars, reading materials, and websites—for counselors to maintain their knowledge and keep current on transfer issues.

Counselors in the Transfer Center attend a weekly articulation meeting for academic updates critical to their roles. In addition, they participate in a monthly Counselor Forum with their peers in the Transfer Center to review any difficult counseling issues, to discuss these issues, and to provide resolution and share knowledge (II.C.5-28). Because all counselors cannot attend every professional development opportunity related to transfer, this time is also used for information sharing related to conference attendance, college tours, and webinar participation.

Students are oriented to the transfer process through participation in transfer workshops and through counseling appointments. Students are also invited to transfer fairs hosted on campus so they can meet with representatives from California, out-of-state, and international colleges (II.C.5-29; II.C.5-30; II.C.5-31). When students are ready to apply

for transfer, they are invited to one of several CSU/UC Open Labs offered in the fall semester. At the open labs, students sit at a computer and work on their applications while counselors assist them with any questions they have, review their applications, and give them resources for the next steps in the transfer process. These next steps include petitioning for degrees and certificates as well as planning for graduation and commencement ceremonies. After the filing period ends, the coordinator/counselor receives the names of students who applied for a CSU Associate Degree for Transfer, and these names are placed into a Sherpa Profile by the senior transfer center specialist. The coordinator also receives the names of students who applied to a UC campus and gave consent to their inclusion in a UC data sharing project. These students are also placed into a Sherpa Profile. The CSU-ADT students and the UC applicants are provided with timely and accurate information through Sherpa nudges for events and programs related to their transfer goals. They are also sent reminders about deadlines related to transfer, such as the deadlines to submit supplemental applications, apply for housing, and make their deposits.

VETS

The VETS Program provides support services and acts as a bridge to external support services for student veterans, active military personnel, and their loved ones. VETS Program services include, but are not limited to, new student guidance, veteran counseling, scholarship and financial aid assistance, a link to the Veterans Student Council, Veterans Outreach, and a venue for community-building (II.C.1-90). The VETS Program hosts events aimed at reintegration into civilian and college life. The program has also developed counseling and other support services in an online format based on individual student need. Adjustments and modifications are made often to ensure that student veterans receive timely and accurate online support wherever they may reside.

Analysis and Evaluation

The College provides comprehensive services at each step as students progress toward their academic goals. Counselors and advisors meet regularly to keep updated on academic requirements, graduation/transfer policies, and other training to ensure student success.

Evidence

II.C.5-01: Cranium Café Screenshot
II.C.5-02: Weekly Counseling/Articulation Meetings
II.C.5-03: MAP Data Since 2012
II.C.5-04: Site-Level Student Survey Results Fall 2014 and 2015
II.C.5-05: AVID FYE Program Results Fall 2014
II.C.5-06: AVID College Completion Project Evaluation Presentation, 02/19/16
II.C.5-07: Counseling Appointments Screenshots
II.C.5-08: DSPS New Counselor Training Outline
II.C.5-09: SIS Schedule Screenshot

II.C.5-10: Counselor Qualifications – Six Semester Units
II.C.5-11: Fall 2016 EOPS Orientation
II.C.5-12: Schedule a Counseling Appointment
II.C.5-13: Full-Time Faculty Hiring Request – 4 Positions
II.C.5-14: Zoom Screenshot
II.C.5-15: Talk Before You Drop – Flyer
II.C.5-16: MAP Workshops Schedule
II.C.5-17: Freshman Advantage Program Webpage
II.C.5-18: New Student Success Dashboard Screenshot
II.C.5-19: Academic Probation Webpage
II.C.5-20: Probation Workshops Webpage
II.C.5-21: Probation Email
II.C.5-22: Probation Review District Probation Report
II.C.5-23: Saddleback College Catalog, Rules and Regulations-Academic Regulations, pages 32-38
II.C.5-24: Transfer Center Staff Webpage
II.C.5-25: Transfer Weekly Meetings
II.C.5-26: Region 8, Transfer Center, and Articulation Monthly meetings
II.C.5-27: Annual Meetings, USC, UCLA and UCI
II.C.5-28: Counselor Forum, Monthly Meeting
II.C.5-29: Transfer Center Workshops Webpage
II.C.5-30: Spring 2017 Transfer College Fair Webpage
II.C.5-31: Transfer Center Events Calendar, November 2016

II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

The College follows practices that are consistent with the District admission policy BP 5604, Admissions, approved by the BOT, and consistent with the mission of the College (II.C.6-01; I.A.1-01) (ER 16-05). This policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the College. The College Catalog, available online, outlines admissions criteria (II.C.1-03; II.C.1-05; II.C.6-02; II.C.6-03; II.C.6-04; II.C.6-05) (ER 16-06; ER 16-07; ER 16-08; ER 16-09).

Special admissions criteria are available for high school students and international students. Also, the College website and Catalog outline specific admissions criteria for vocational programs requiring special preparation, such as health occupations. The Associate of Science in Nursing Degree is an example of a program with specific admissions criteria. Special

admissions criteria for this program can be found online and in the College Catalog ([II.C.6-06](#)) ([ER 16-10](#)).

Counseling Services

Counselors help students select clear pathways to complete degrees, certificates, and transfer goals through MAP. MAP enables students and counselors, as well as college evaluators, from all areas of the College—general counseling, DSPS, EOPS, VETS, and Transfer—to view the same academic plan. This ensures continuity of information. Students are able to access MAP online at any time; this allows DE students to stay as informed of their educational goals as traditional, in-person students. MAP provides a structure for all students, even those who are undecided about their majors, to begin working toward their academic goals. Undecided major workshops, career/personal counseling, and additional forms of support assist students who have not yet chosen a major ([II.C.6-07](#); [II.C-1-35](#)).

Disabled Students Programs and Services

DSPS counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals. These counselors utilize a variety of resources which include MAP, assessment and development of employment skills, and opportunities for disabled students with academic challenges to consider a variety of exit points that may include noncredit pathways ([II.C.6-08](#)).

EOPS/CARE and CalWORKs

Using MAP, EOPS/CARE and CalWORKs counselors help students select pathways to complete degrees, certificates, and transfer goals. All possible pathways are communicated to a given student during their counseling appointment and then transferred onto the student's MAP ([II.C.6-09](#)).

Transfer Center

Counselors in the Transfer Center help students to choose their transfer pathway using ASSIST, MAP, and four-year institution websites. Counselors encourage students to complete an AA, AS, AA-T or AS-T degree and CSU, GE or IGETC certification, as appropriate, prior to transfer and show students how they can best utilize the courses they have already taken to earn a degree. This counseling is done through appointments and walk-ins as well as advising tools such as MAP, Associate Degree for Transfer worksheets, and the UC Transfer Pathways website. The College currently offers 19 Associate Degrees for Transfer, and faculty are developing more ([II.C.6-10](#); [II.C.6-11](#); [II.C.6-12](#); [II.C.6-13](#); [II.C.6-14](#); [II.C.6-15](#)).

Additional Pathways

The College is actively involved in creating pathways for students whose goals include a degree, certificate, and/or transfer. The College works on and off campus with students to help them meet their goals. Students are provided information about each program in various ways including, print, online, and face-to-face communication.

CTE Pathways

The College provides disclosure information for each of its state-approved CTE certificates. The College offers 100 certificates of achievement in 34 program areas. Current and prospective students will find information about the careers for which each certificate provides training on program webpages and on the College website, a site which also includes Gainful Employment Disclosure statements and course requirements (II.C.6-16; II.C.6-17; II.C.6-18). In 2014, the California Department of Education awarded Orange County Career Pathways partnership (OCCPP) a $15 million California Career Pathways Trust grant. This grant will focus primarily on three industry sectors: advanced manufacturing/engineering, healthcare/biotechnology, and information/communication technology/digital media. OCCPP is led by the College and the Orange County Department of Education and is the first countywide consortium to include fifteen Orange County school districts, nine community colleges, UC Irvine, CSU Fullerton, regional occupational programs, workforce investment boards, Vital Link, and over 100 business and industry partners. In December 2015, the inaugural OC Pathways Showcase took place, bringing together high school students, college students, and industry to display the regional collaboration and progress in pathway alignment. The State of California is looking at OCCPP as a possible regional curriculum model for the rest of the state (II.C.6-19; II.C.6-20).

CTE Transition

CTE Transitions is a program designed to connect several educational organizations by means of formal articulation agreements**.** The Carl D. Perkins Career Technical Education Improvement Act (Perkins IV) funds CTE Transitions at the College. This program allows high school and regional occupation program students to take college-level courses that articulate with the College. Once students transfer to the College, they will not be required to repeat courses that have been articulated. Currently, there are 119 articulation agreements, which cover 18 different subject areas, in regional high schools. Starting in fall 2016, the Career and Technology Education Management Application (CATEMA) system will track students from high school to college or to the workforce. CATEMA provides a web-based program that can track enrollment, student completion, and employment outcomes. Initially, the funding for CATEMA will be made possible by the California State Chancellor's Office (II.C.6-21; II.C.6-22; II.C.6-23).

K-12 Outreach

The College has expanded outreach activities to all high schools in the area, and has created partnerships with Capistrano Unified School District (CUSD), Saddleback Valley Unified School District (SVUSD), and Laguna Beach Unified School District (LBUSD) (II.C.6-24). The focus on high school partnerships began in 2009 with the creation of the outreach and recruitment position. By 2011, the College had begun developing the High School Partnership Program (HSPP), and in 2013 the College signed a memorandum of understanding with the CUSD and SVUSD (II.C.6-25; II.C.6-26; II.C.6-27; II.C.6-28; II.C.6-29). The HSPP seeks to improve postsecondary performance and increase enrollments by establishing a 360-degree partnership between the College, students, parents/guardians, and high schools that will help students prepare for success after high school. In support of the HSPP, the College participates in the High School Partnership Counsel where all public high schools in south Orange County meet monthly to discuss current issues (II.C.6-30).

Adult Education

Adult Education provides educational opportunities and services to guide adults toward a better quality of life (II.C.6-31). After the passage of AB 86, and a year-long assessment, the College, in partnership with SVUSD, took on the administrative role of Adult Education courses in noncredit ESL, citizenship, and high school equivalency (HSE), and noncredit pathways to CTE (II.C.6-32; II.C.6-33). At that time, the District received $388,469 to help create the AB 86 South Orange County Regional Consortium, which includes the following colleges and school districts: Saddleback College, Irvine Valley College, Capistrano Unified School District, Saddleback Valley Unified School District, Laguna Beach Unified School District, Irvine Unified School District, and Tustin Unified School District. The consortium has developed working relationships with regional occupational programs/centers, local workforce investment boards, library literacy programs, Orange County Job Corps, and Orange County Department of Education. Many of the courses offered through the Adult Education program will lead students on their path to the College (II.C.6-34; II.C.6-35).

English Professional Learning Council

The English Professional Learning Council (PLC) began an intersegmental program in 2010 by reaching out to colleagues who teach English in area high schools, aligning curriculum, sharing teaching strategies, and working to better prepare high school students for a successful experience at the College. The 2015-2016 PLC project placed the College's English instructors in high school English classes, where they discussed the College's curriculum, matriculation process, and support services designed to assist students in their academic and career pathways (II.C.6-36; II.C.6-37; II.C.6-38; II.C.6-39; II.C.6-40).

Economic and Workforce Development

The Economic and Workforce Development and Business Science Division prepares it students for employment, career advancement, and continuing education opportunities in accounting, business, computer applications, computer information systems, and real estate (II.C.6-41).

As a result of the changes in EWD over the last decade, the College has made a concerted effort to evaluate its role in the region vis-à-vis technological advances, globalization of markets, and demographic changes. A taskforce comprised of faculty, staff, management, and community developed the College's *Economic and Workforce Development Plan 2015-2020* (II.C.6-42). The EWD Plan links CTE programs and other services throughout the College to the economic well-being of the community. To lead the EWD efforts in 2015, the College hired a new dean of economic and workforce development and business science, a dean of advanced technology and applied science, and a director of economic and workforce development.

The EWD Plan is organized around three themes: student success, community connection, and regional leadership. One of the guiding principles for this EWD Plan and the College's EWD program is for "Saddleback students and graduates [to] be desired by employers in the region." The EWD program helps students to identify career interests and goals, select a career pathway, and successfully complete a program of study leading to employment and/or higher degree (II.C.6-43).

Pathway to Law School 2+2+3

The College is one of 28 California Community Colleges selected to participate in a new initiative with the State Bar of California and the UC Regents. This initiative will provide students a pathway to six of California's most prestigious undergraduate universities and their affiliated law schools. The first group of students entered the program during fall 2016 (II.C.6-44).

The Community College Pathway to Law School 2+2+3 Initiative (CCPLSI) is an unprecedented program created to enhance opportunities and advancement in the legal profession for diverse populations, particularly those populations that have been traditionally underrepresented in the legal profession. All students are welcome to apply and first-generation college students, veterans, underrepresented student populations and other nontraditional students interested in learning more about careers in the legal field are encouraged to participate. Pathway to Law School Scholars will spend two years at the College while completing their GE requirements and the CCPTLS core curriculum. They will then receive special recognition for transfer to one of the participating undergraduate institutions to complete their bachelor's degree and again when they apply to a participating law school.

The following are participating undergraduate institutions and affiliated law schools: Loyola Marymount University and LMU School of Law, Santa Clara University and Santa Clara School of Law, UC Davis and King Hall (Davis) School of Law, UC Irvine and UCI School of Law, University of San Francisco and USF School of Law, and University of Southern California and USC Gould School of Law (II.C.6-45).

The program benefits include:

- Individual counseling and mentoring, including financial aid counseling
- Exposure to careers in law, service learning, job shadowing, internships and more
- Networking and learning opportunities, statewide conference attendance
- Saddleback College Pre-Law Society and related events
- Academic and LSAT prep support
- Support of the Law School Admissions Council and DiscoverLaw.org
- Special recognition admissions review at participating undergraduate institutions and affiliated law schools
- Law school application fee waivers

Teacher Preparation Pipeline

The TPP is a grant-funded program that identifies future teachers and gives them an opportunity to start their career pathway to teaching on the community college level. This program is designed to support students that are interested in K-12 education with a focus on STEM and CTE teaching. TPP students also have opportunities to participate in class observations, hear teaching-related speakers during the What's Up Wednesday program, volunteer in elementary school classrooms, participate in STEM-related internships, and attend teaching conferences off campus (II.C.6-46; II.C.6-47; II.C.6-48).
TPP students receive support in the following areas:

- Academic transfer counseling specifically for teaching pathways
- Assistance with volunteer or internship placement
- Transportation to teaching conferences, university campus tours, and science-related programs

Health Science and Human Services

The Division of Health Science and Human Services at the College is a model of CTE programming, student success, and EWD working together to provide students career opportunities. Faculty mentors advise students on pathways to certificates, degrees, or transfer. The division has created several pathways to ready students for high-demand jobs (II.C.6-49).

In 2013, the College was awarded a $2.75 million Trade Adjustment Assistance Community College and Career Training Program (TAACCCT) grant funded by the United States Department of Labor (II.C.6-50). The grant's primary goal is to enhance current allied health career training programs and develop new programs in response to the changing health care industry. Through this grant, the division has focused on creating pathways to high-skilled and high paying jobs in the following areas:

- Health Care Career Transitions – Fast Track to Success
- Health Information Technology
- Medical Assistant
- Medical Lab Technician
- Transition programs: RN to BSN, HIT

Health Information Technology

The HIT Program incorporates the disciplines of medicine, management, finance, information technology, and law into one curriculum. Due to this unique mixture, HIT graduates can choose from a variety of work settings across an array of healthcare environments. This program was developed to meet changing and growing demands in the health care industry (II.C.6-51).

In 2009, the Health Information Technology for Economic and Clinical Health Act (HITECH) was signed into law. The goal of this new law was to improve healthcare delivery and patient care through HIT, an online environment. This law caused rapid change in the field and created a void of qualified employees. As a result, in 2010, the College applied for, and received, a $378,000 American Recovery and Reinvestment Act of 2009, Health Information Technology Extension Program grant to create and offer an AS degree in HIT as an extension to the Medical Assistant (MA) Program (II.C.6-52). Initially the HIT Program was a part of the Medical Assistant Program and required 56 units to complete. However, in 2014, the HIT Program became a standalone program and reduced the total number of required units to 46 (II.C.6-53). The HIT program entered accreditation candidacy status with the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) in March 2013, and the program received its accreditation from CAHIIM in October 2015 (II.C.6-54).

Medical Assistant

The Medical Assistant Program prepares students for employment in a physician's office or clinic, insurance billing departments, hospitals or other health care facilities. The curriculum has four tracks or pathways. These pathways include the 15-unit Occupational Skills Award in Medical Insurance Billing, the 29-unit Clinical Medical Assistant Certificate Program, the 31.5-unit Administrative Medical Assistant Certificate Program and finally the 45-unit

Comprehensive Medical Assistant Certificate. The curriculum is designed to provide training in administrative (front office) and clinical (back office) medical assisting skills. Instruction is given in basic medical office procedures, including appointment scheduling, billing, and insurance; assisting with examinations; surgical and laboratory procedures, including venipuncture, pharmacology, and injections; electrocardiography; electronic health records; public relations; supervision; and practice-building techniques. A clinical externship provides students the opportunity to apply the skills necessary to enter this field (II.C.6-55).

Human Services (Division of Health Sciences and Human Services)

Human Services provides certificate of achievement awards in four career pathway areas and offers an Occupational Skills Award for Eating Disorders Studies. These programs are designed to educate and train students for careers in the treatment of substance use disorders, mental health, and the social services fields. All programs can lead to an associate degree and/or certificate of achievement (II.C.6-56).

The Alcohol and Drug Studies certificate program is accredited by the California Association for Alcohol/Drug Educators (CAADE). Students who complete the Alcohol and Drug Studies track are prepared and eligible to sit for the Certified Addictions Treatment Counselor (CATC) exam to become a certified alcohol and drug treatment counselor. This certification is required by the State of California for individuals who wish to practice in state-licensed alcohol and drug treatment facilities. The Human Services faculty are dedicated to supporting student academic and career success and providing guidance and support throughout the program. Information on the various pathways is available online and provided by the faculty (II.C.6-57).

The following are the five Human Services certificate program areas:

- Human Services Generalist (II.C.6-58)
- Alcohol and Drug Studies (II.C.6-59)
- Community-Based Corrections (II.C.6-60)
- Mental Health Worker (II.C.6-61)
- Occupational Skills Award for Eating Disorders Studies

The Human Services Department hosts several important annual events, including an active Human Services Advisory Meeting comprised of community partners who serve as advisory members, faculty, current students, and alumni. In addition, Human Services hosts an annual Human Services Panel Presentation comprised of faculty, alumni, and community partners who provide students with information on employment trends, training, internship and volunteer opportunities, with an emphasis on continuing education. The College's Human Services Department and the ASG sponsored the 26th Annual Red Ribbon Resource and Career Fair on October 26, 2016 (II.C.6-62).

Human Services was recently awarded the Health Resources and Services Administration (HRSA) FY 2016 Behavioral Health Workforce Education and Training for Paraprofessionals and Professionals Award. The Human Services Department was one of only 34 awardees across the country to be awarded this federal grant. Funds from this grant will help increase access to and awareness of Human Services' unique Mental Health Certificate and related Human Services programs and will provide financial assistance to students to help them meet their educational and training goals (II.C.6-63).

Nursing Program

The College's Nursing Program is highly successful and is respected both locally and nationally. The Nursing Program is consistently ranked in the top 10 percent of all nursing programs in the United States, and is often in the top five percent. The faculty are dedicated, competent, compassionate, and creative nurses committed to the scholarship of the discipline. The Nursing Program prepares students for entry-level practice in nursing (II.C.6-64; II.C.6-65).

The Nursing Program currently has articulation agreements with nine universities that result in a bachelor's degree in nursing. The College also has agreements with two universities where graduates can continue their education and obtain a master's degree in nursing (II.C.6-58). In addition, the College offers dual enrollment programs with CSU Fullerton (CSUF) and Vanguard University. Typically, 15 to 20 percent of nursing students are dually enrolled by the time they graduate from the College (II.C.6-66).

2+2+2 is a new program in development. This program provides seamless articulation from high school to the College to the CSUF Irvine Campus and provides students with the opportunity to obtain a bachelor's degree in nursing four years after high school graduation. The program will be cohort based and students will self-identify as early as their sophomore year in high school. In their junior and senior years, high school students will complete prerequisite classes for the associate degree in nursing. After completing the two-year nursing program at the College, participating students will transfer to the CSUF Irvine Campus and complete their BSN requirements in the last two years of the program (II.C.6-67).

Emergency Medical Technician

Due to changes in EMT training at the national level, the College's Emergency Medical Technician (EMT) program was modified in 2012 from a 6-unit program to a 12-unit program. An unforeseen consequence of the restructuring of the program was a decline in enrollment. This decline was due to the increase of required units from 6 to 12, which led to the loss of one section of the former 6-unit program. The ambulance companies who provide internships could not sustain the number of students for the increased number of hours of internship required by the new program. The EMT program is very successful and has a pass

rate of over 80 percent, which qualifies students for the National EMS Certification examination (II.C.6-68; II.C.6-69).

Analysis and Evaluation

The College has adopted and adheres to admission policies consistent with its mission. The College regularly evaluates admissions practices to ensure that the student population appropriately reflects the District service area; the depth and breadth of programs offered at the College supports the open access mission of the community college. The College defines and advises students on clear pathways to help facilitate completion of degree, certificate, and transfer requirements. Information on certificates, degrees, and transfer pathways is available to students on the College website and in Counseling Services.

Evidence

II.C.6-01: BP-5604, Eligibility for Admission (ER 16-05)
II.C.6-02: CCCApply - Saddleback College Screenshot (ER 16-06)
II.C.6-03: How to Register for Classes Webpage (ER 16-07)
II.C.6-04: Who's Who in Student Services Webpage (ER 16-08)
II.C.6-05: A & R Job Descriptions (ER 16-09)
II.C.6-06: College Catalog, Nursing 2016-2017, pages 141-143 (ER 16-10)
II.C.6-07: Academic Counseling Webpage
II.C.6-08: Academic Accommodations Plan
II.C.6-09: EOPS Counseling Webpage
II.C.6-10: Transfer Planning Webpage
II.C.6-11: Transfer Center TAG Checklist
II.C.6-12: Transferring to a UC in Fall 2017 Checklist
II.C.6-13: Transferring to a CSU in Fall 2017 Checklist
II.C.6-14: Articulation Webpage
II.C.6-15: Advisement Information for Transfer Majors Webpage
II.C.6-16: Career Technical Education (CTE) Webpage
II.C.6-17: CTE Programs Webpage
II.C.6-18: Gainful Employment Disclosure Architectural Drafting
II.C.6-19: OC Pathways
II.C.6-20: OC Pathways-Our Partners
II.C.6-21: CTE Transitions Webpage
II.C.6-22: Transitions Process for Students
II.C.6-23: Career And Technology Education Management Application (CATEMA)
II.C.6-24: Outreach Webpage
II.C.6-25: High School Partnership Program Webpage
II.C.6-26: High School Partnership Program – CUSD
II.C.6-27: High School Partnership Program - CUSD – MOU

II.C.6-28: High School Partnership Program – SVUSD
II.C.6-29: High School Partnership Program – SVUSD – MOU
II.C.6-30: High School Partnership Counsel Minutes
II.C.6-31: Adult Education Webpage
II.C.6-32: High School Equivalency (HSE) Webpage
II.C.6-33: Career Technical Education (CTE) Webpage
II.C.6-34: Regional Initiatives Webpage
II.C.6-35: South Orange County Regional Consortium
II.C.6-36: PLC Presentation: English at Saddleback College Spring 2016
II.C.6-37: PLC: Saddleback College High School Visits Spring 2016
II.C.6-38: PLC: Classroom Visits: An Orientation for Participating Faculty
II.C.6-39: PLC: Meeting Agendas
II.C.6-40: PLC Data
II.C.6-41: Economic and Workforce Development Webpage
II.C.6-42: Economic and Workforce Development Plan 2015-2020
II.C.6-43: EWDBS 2016 Administrative Unit Review
II.C.6-44: Community College Pathway to Law School Webpage
II.C.6-45: Pathway to Law School Fall 2016
II.C.6-46: Teacher Preparation Program (TPP) Webpage
II.C.6-47: What's Up Wednesday Workshop (It's a Good Time to be an Educator) Webpage
II.C.6-48: Road to Teaching Conference Registration
II.C.6-49: Health Sciences and Human Services Webpage
II.C.6-50: TAACCCT Grant Initiative - Fast Track to Success Webpage
II.C.6-51: Health Information Technology Webpage
II.C.6-52: Health Information Technology Extension Program Grant
II.C.6-53: Health Information Technology Program Road Map
II.C.6-54: CAHIIM Accreditation
II.C.6-55: Medical Assistant
II.C.6-56: Human Services Webpage
II.C.6-57: CATC Exam Application and Approval Procedure CAADE
II.C.6-58: Human Services Generalist Roadmap
II.C.6-59: Alcohol & Drug Studies Roadmap
II.C.6-60: Community-Based Corrections Roadmap
II.C.6-61: Mental Health Worker Roadmap
II.C.6-62: 26th Annual Red Ribbon Resource and Career Fair
II.C.6-63: Behavioral Health Workforce Education and Training for Paraprofessionals and Professionals Award 2016
II.C.6-64: Nursing Program Webpage
II.C.6-65: Nursing Program Rank 2014-2015
II.C.6-66: Saddleback College's Plan for Bridging the ADN to BSN

II.C.6-67: 2+2+2 High School to RN to BSN
II.C.6-68: Emergency Medical Technician Webpage
II.C.6-69: Emergency Medical Technician Program Information

II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As an open-access institution, the College does not utilize an instrument to determine student admission. The College admits students according to BP 5604 (II.C.7-01), Admissions, based on California Education Code 76000. All applicants who have a high school diploma or equivalent, or who are 18 years of age or older, and who can benefit from instruction are admitted. The only exceptions to this admission policy are for international and concurrent enrollment high school students who must meet additional admission criteria. Currently, the College does not offer a fully online degree program, so no separate measures are used in admissions for online students (II.C.1-02).

In March 2016, Matriculation began using the NCTA to administer assessment tests to students in remote areas beyond a 150-mile radius from the College; this process enables students to take assessment tests without coming to the College (II.C.7-02; II.C.7-03; II.C.7-04). As of fall 2016, approximately 40 students had used this service. Students can learn about this option by contacting the Matriculation Office by phone or email.

The majority of students apply to the College using the CCCApply. Paper applications are also available upon request from the Office of Admissions and Records. The application complies with legal and practical reporting requirements for the gathering of student demographic information. Since contracting with CCCApply, the application has been modified to capture relevant data, such as veteran information. Bilingual support is offered by phone, by email, or in person through the Office of Admissions, Records and Enrollment Services. The office lobby was recently remodeled to provide ten internet-based computer workstations and printers for students to use for the online admission and registration processes.

As a part of the enrollment process, new students are assessed for placement in English, mathematics, reading, and/or ESL. For students with previous math and English coursework from another accredited college or university, a request for alternative evidence evaluation may be submitted to the Matriculation Office for math and English placement. Resultant placement, be it via alternative evidence evaluation or assessment testing, satisfies completion of the initial basic skills assessment requirement of the matriculation process. Math and English assessment testing is offered year-round in the Matriculation Office on a walk-in basis or by appointment in an electronic format. Additionally, math and English

assessment testing is offered off-campus to all area high schools in a proctored paper-pencil format at least once a year. Assessment testing for ESL placement is administered in a proctored paper-pencil format and offered by appointment. The College uses MDTP for math placement (II.C.7-05), CELSA for ESL placement (II.C.7-06), and CTEP for English and reading placement (II.C.7-07). Beginning in 2014, in preparation for a computerized common assessment, the College's English Department and OPRA conducted an internal validation to begin using a computerized version of CTEP for English and reading course placement. The transition to CTEP was relatively seamless since it was already being used within the District as CTEP was the placement test IVC English faculty had previously validated. Third-party providers designed all of the College's test instruments (II.C.7-06).

The College uses only state-approved assessment tests (II.C.7-08). These tests are locally validated and have minimum cultural and linguistic biases. Validation studies are conducted by the subject matter department chairs and OPRA. All tests use multiple measures that are conducted through a student survey during the assessment sessions for English, reading, math, and ESL placement. Designated questions are weighted within the survey to emphasize assessment areas that have been identified as important to student success. The raw score plus the weighted scores are used to determine placement. These measures are incorporated electronically into all placements.

The College is a pilot school for the statewide Multiple Measures Assessment Project (MMAP) (II.C.7-09) and has begun the conversation to use high school transcripts for initial placement for incoming freshmen from local area feeder high schools. For this effort, student grades from sophomore year and junior year will be analyzed. Using the statewide multiple measures branching tree for placement will benefit first-time college students for whom Cal-Pass Plus data is available. The Common Assessment exam would then become the challenge option for this cohort of incoming freshmen. All research thus far suggests that moving in this direction will benefit all of the area high school students and, in particular, have a positive impact on disproportionately impacted students.

All math and English placements are accepted Districtwide as long as the placement courses are equivalent between the colleges. To be accepted, colleges outside of the District must proctor the same exams as the District; additionally, students must turn in a full score report showing exam types, exam levels, and raw scores for evaluation and placement. The College does not accept any assessment test results from adult education programs. The College community eagerly awaits the new Common Assessment.

Retest policies are explained verbally and provided in document format to every student upon completion of assessment testing for English, reading, mathematics, and/or ESL placement. Retest policies are also posted on the Matriculation website (II.C.7-10). Students may retest every three months. For math placement, if attempting a different level MDTP assessment test, students may retest after a 24-hour wait period. Senior Matriculation

Specialists meet regularly with English, Reading, Math and ESL department chairs to discuss retest policies.

A 10-question student survey is included in both the assessment exam for ESL placement and in the battery of assessment exams for English, reading, and math placement (II.C.7-11). Each area has two to four questions that add additional points to the student's raw test scores. As a MMAP pilot school for the statewide CAI, the College administered over 2,000 grit or self-efficacy surveys to fall 2015 students during the assessment process (II.C.7-12). A student's grit score is the number on a grit scale which indicates perseverance and passion for long-term goals. A comparison was made between a student's grit score and their actual class completion. Fall 2015 data was inconclusive; however, the College will further the explore grit score as a possible indicator for success (II.C.7-13). The hypothesis is that a student's grit score may be a predictor of success in the classroom. This type of student information combined with predictive analytics will help the College provide more intrusive counseling to at-risk students. The idea of helping students before they encounter academic trouble is exciting and will benefit a large number of students.

In spring 2014, the English Department and OPRA conducted a validation on the CTEP Assessment instrument (II.C.7-14). These reports are kept on file in the SSSP/Matriculation Office and the District Research and Planning Office. These reports were prepared by the English department chair and the district researcher.

The steps that are being taken to increase the availability of assessment testing in order to help meet the needs of students include offering more evening and Saturday testing sessions. For first-time college students who are out of state, off-campus NCTA proctored assessment testing is available. The most significant effort to provide greater access, however, will be the forthcoming opportunity to direct potential DE learners to a local California Community College in their region where they will be able to take the Common Assessment (II.C.7-15).

Undecided students are contacted throughout the semester and directed to attend Undecided Major Workshops. As of spring 2016, Undecided Major Fairs take place each semester for both daytime and evening students. The workgroup for the Undecided Major Fair effort will be spearheaded by faculty from the College Division of Counseling Services in collaboration with instructional faculty and staff from various departments (II.C.7-16).

English Composition Appeal Process

Students who receive a recommended placement for a basic-skills writing course from the initial assessment test, and wish to be considered for placement into college-level writing, may attempt the Writing Sample Appeal in place of waiting to retest. During the Writing Sample Appeal, students write an essay based on a prompt and passage provided by the English Department and administered by the Matriculation Office. An Appeals Committee meets and reviews the Writing Sample Appeal within five working days. If the appeal is

approved, the student is allowed to enroll in the higher-level course. If the appeal is denied, the student is not be eligible for the higher-level course and is dropped if prior enrollment was allowed. Appeal results are final and placement cannot be appealed again. Dates and times of the Writing Sample Appeal sessions are available in the Matriculation Office and online (II.C.7-17).

Mathematics Appeal Process

A student who seeks placement in a higher-level mathematics course than that assigned by the assessment test is referred by the Matriculation Office for an Appeal Petition in the Mathematics, Science, and Engineering Division Office (II.C.7-18).

The following documents must be attached to the Appeal Petition:

1. The student's high school transcript

2. College transcript and college catalog description of each mathematics courses on the transcript

3. The results of the appropriate College mathematics assessment test.

Students seeking enrollment in MATH 353 must complete either the level 1 or level 2 mathematics assessment test. Those seeking enrollment in MATH 205 or 253 must complete either the level 2 or level 3 mathematics assessment test. Students who wish to enroll in MATH 7, 8, 10, 11, 112 or 124 must complete the level 3 assessment test. Students must complete the level 4 mathematics assessment test for all higher-level math courses, MATH 2 and MATH 3A.

An Appeals Committee meets to review the Appeal Petition and supporting documents within five working days. If the appeal is approved, the student is allowed to enroll in the higher-level course. If the appeal is denied, the student is not eligible for the higher-level course and is dropped if prior enrollment was allowed.

Any student who feels they have experienced discrimination regarding the matriculation process has the right to file a grievance. Information may be obtained in the Office of the Vice President for Student Services (AGB 126).

Common Assessment Initiative

The College is currently a grant partner in year three of a five-year statewide grant for the CAI (II.C.7-19; II.C.7-20). This grant will total approximately four million dollars over those five years. With a primary focus on professional development for the CAI, the College's team has successfully completed project outcomes, maintained and exceeded required timelines, and implemented major steps in providing professional development to the 113 colleges in the state. Most of these outcomes have been achieved through a careful and inclusive

collaboration with College team members (including faculty, staff, researchers and administrators) and the College Grants Office. Furthermore, over the past three years, the College's team has remained responsive to the project plan and needs of the state's colleges while engaging with other grant partners from Butte College, Cal-Pass Plus, and Educational Results Partnership to update, assess and evaluate outcomes for the Common Assessment Initiative Grant. Part of this engagement has entailed extensive participation in statewide workgroups, regional meetings, and steering committees; the team has engaged with stakeholders both at the College and at the state level to ensure the success of this project. Participation as a grant partner has been transformative for the College, which aims to implement multiple measures and a more accurate assessment process for students. The discussions and professional development related to piloting and partnering on the CAI aim to reduce unnecessary remediation as well as to improve retention, persistence, and completion for students. Finally, the College's involvement in the MMAP has involved a multidisciplinary team from the College, including department chairs, matriculation and assessment staff, faculty, and administrators. The MMAP ties directly in to both the CAI and the basic skills grant, targeting placement, assessment, and focusing on transforming the College's current processes. MMAP and CAI engagement are examples of successful implementation by College team members. These examples highlight the College's ability to collaborate, transform current practices, and engage in a statewide dialogue with colleagues to understand and integrate best practices.

As a pilot college, Saddleback has participated in several rounds of item and field testing for the technology platform. The feedback and information gathered from students during this phase inform the entire Common Assessment mechanism during statewide implementation. College team members are able to see student outcomes based on the new test as well as comparisons for placement with the former test and multiple measures. These studies of student outcomes, conversations, and acts of collaboration led to many changes in support services for students, such as the introduction of the Refresh program, a revisiting of multiple measures in mathematics, and even a proposal for the Level Up Basic Skills and Student Outcomes Transformation Grant, for which Saddleback was awarded $1.5 million.

Analysis and Evaluation

The College admissions and placement policies and practices are tied to board policies and regulations and California Community College Chancellor's Office reviews. The College complies with the standards for admission required by California Education Code, Title 5. The admission application is free and may be submitted electronically using the online application system, in-person, or via postal mail using the paper application form. The College regularly establishes the effectiveness of placement instruments via rigorous validation studies, and ensures that issues of effectiveness, consistency, and potential for bias are addressed.

Evidence

II.C.7-01: BP 5604, Eligibility for Admission
II.C.7-02: Matriculation Process Webpage
II.C.7-03: NCTA Screenshot
II.C.7-04: Assessment Testing Webpage
II.C.7-05: MDTP – Math Placement & Assessment Chart
II.C.7-06: CELSA ESL Sample Questions
II.C.7-07: CTEP English Placement
II.C.7-08: Approved Assessments Instruments
II.C.7-09: Multiple Measures Assessment Project (MMAP)
II.C.7-10: Placement Appeals & Challenges Webpage
II.C.7-11: CELSA ESL Student Survey
II.C.7-12: Advancing Student Assessment GRIT Survey
II.C.7-13: GRIT Survey - Non-Cognitive Measure at SOCCCD
II.C.7-14: Validation on the CTEP Assessment instrument
II.C.7-15: Assessment Schedule October 2016
II.C.7-16: Undecided Major Workshops
II.C.7-17: English Writing Appeals Webpage
II.C.7-18: Mathematics Appeal Process
II.C.7-19: CAI Overview
II.C.7-20: CAI Partners

II.C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, and keeps secure backup of all files in accordance with BP 5615, Student Records, Compliance with Family Educational Rights and Privacy ACT (FERPA) (II.C.8-01). In the Admission and Records Office, student records (for example, residency reclassification and academic petitions) are maintained permanently and securely in fireproof filing cabinets. These documents are also scanned, and they are purged according to retention requirements for class three disposable records. In addition, electronic student records are secured via the ImageNow (II.C.8-02) and MySite systems (II.C.8-03). The District SIS database is the primary repository for electronic student information. District IT backs this system up nightly, and the backup is electronically and securely transferred to secure off-campus storage that is cloud hosted; backups are maintained for two months. Access to the files is limited and is based on employee's job classification.

The College continues to maintain hard copies of College student transcripts prior to 1981 in fire-protected vaults within secure mobile storage containers on campus property. Physical documents that are accepted by the Office of Admissions, Records and Enrollment Services (II.C.1-03) are imaged on site using ImageNow. Employees gain access through the use of a username and password. The various documents imaged are assigned a document type. The level of access has been predetermined based on the employee's job description, for which there must be a legitimate educational interest expected for a person with specific responsibilities. Electronic documents are stored on a secured server in the District IT data center, and this server is backed up on a nightly basis. During 2012-2014, the College converted all applications and enrollment data being preserved and retained on microfilm and microfiche to digital images.

Students are issued randomly generated student ID numbers to protect their privacy and the security of their Social Security numbers. A student may change his or her password by selecting "Forgot My Pin" (II.C.8-04) on the MySite landing page. The student then enters a username or student ID number. The student is then prompted to answer the "Secret Question" he or she created. If the answer is correct, the student may enter a new pin number. Students can access their College records via MySite, the College's secure Web portal, with their unique user ID and pin number. Students requesting their records or completing enrollment transactions in person are required to present authorized photo identification.

All student records are securely maintained in the Admissions and Records Office. The College adheres to strict confidentiality standards, Title 5 and FERPA. Furthermore, all student services offices follow state and District mandates. The College publishes information on the requirements for the release of student records in the College Catalog and in multiple places on the College website (II.C.8-05; II.C.8-06; II.C.8-07; II.C.8-08). The release of student records is in accordance with FERPA and District guidelines. Staff members participate is training on records systems and security as well as the protocols for confidentiality of records and for releasing information to students. Information regarding release of student records is part of the New Student Orientation.

Analysis and Evaluation

The College ensures a high standard for confidentiality, security, and maintenance of student records. The College publishes and follows established policies for release of student records and follows FERPA standards on confidentiality and release of records to parents, et al. Students can access their own records via MySite; using their unique ID and pin, students can gain access to the system for much of their information. All College staff members who work directly with student records are trained in record confidentiality and security. The College publishes and follows established policies for release of student records.

Evidence

II.C.8-01: BP 5615 Student Records, Compliance with Family Educational Rights and Privacy ACT (FERPA)
II.C.8-02: Image Now Screenshot
II.C.8-03: MySite Landing Page
II.C.8-04: MySite Forget My Pin
II.C.8-05: College Catalog, Access to Records and Release of Information, page 36
II.C.8-06: A & R, Transcripts Webpage
II.C.8-07: Information for Parents-FERPA
II.C.8-08: Student Consumer Information-FERPA

STANDARD III
Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A: Human Resources

III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Employment procedures at the College are administered by the South Orange County Community College District (SOCCCD) Office of Human Resources (OHR) consistent with law, Board Policies (BPs), and Administrative Regulations (ARs). BPs and ARs related to employment of personnel are developed by the Board Policy and Administrative Regulation Advisory Council (BPARAC), which is comprised of constituency representatives throughout the District. These BPs and ARs describe in detail the employment procedures used to ensure the recruitment and hiring of highly qualified personnel. Policies and regulations are in place to standardize the hiring of all full-time faculty (III.A.1-01), part-time faculty (III.A.1-02), classified staff (III.A.1-03), and administrators and managers (III.A.1-04). These BPs and ARs reflect hiring processes that are specific to each position's role in the operation of the College. All hiring for permanent positions is conducted by committees that ensure that those applicants being considered for employment meet the qualifications outlined in the job description and position announcement and that the most qualified applicant is offered the position. It is the responsibility of the college president to ensure the integrity of the recruitment and hiring processes at the College.

The qualifications for each job vacancy are linked to position requirements and responsibilities and to established standards. OHR establishes hiring criteria by matching position requirements and responsibilities to industry standards. For new classified and administrative positions, the job description content is drafted by the supervisor with assistance from OHR. The draft of the job description is reviewed by an outside consultant

and compared to the local labor market for comparable duties, salary, and minimum qualifications. After the draft has been formally reviewed and finalized, it is presented to the Board of Trustees (BOT) for approval. Job descriptions for classified staff, administrators, and classified management positions are posted on the job site. Job descriptions for faculty positions are developed by discipline experts within the field in accordance with AR 4011.1, Recruitment: Full-Time Faculty (III.A.1-05), and reflect the job duties outlined in BP 4309, Duties and Responsibilities of the Faculty (III.A.1-06).

OHR uses various means to advertise College and District Services job openings including internally (Districtwide) and on various external sites. All job announcements are posted under the "jobs" link on the SOCCCD website and on the College cable television station. OHR maintains a high profile at the California Community College Registry job fairs and participates in many regional job fairs. Job openings are listed in the California Community College Job Registry, the *Chronicle of Higher Education*, major daily newspapers (as deemed appropriate), discipline-specific periodicals, and association publications. Job announcements and brochures are posted electronically and in print and include the position description, representative duties, education and experience requirements, compensation and benefits information, conditions of employment, required materials, and a description of the application and selection process.

All faculty and administrator hiring is made in strict compliance with the minimum qualifications for faculty and administrators as mandated by the California Community Colleges Chancellor's Office (CCCCO) (III.A.1-07). Moreover, the job announcements for all positions requiring expertise in online education, such as faculty positions and the dean of online education and learning resources, include language describing the required and desired experience and training in online teaching or administration.

OHR recruits for diversity by utilizing up to 27 different avenues to ensure access to employment opportunities. In addition, positions are advertised in specialty publications or websites directed toward underrepresented and diverse populations (III.A.1-08). The District's Equal Employment Opportunity (EEO) Plan serves as a recruiting guide (III.A.1-09). To ensure fairness in the recruitment and hiring process, OHR assigns a nonvoting EEO representative to each committee. OHR has conducted EEO training for managers at the colleges to streamline the committee formation process (III.A.1-10).

The employment procedures used to recruit faculty, classified staff, administrators, and managers vary, as described in the following sections.

Recruitment and Hiring of Full-Time Faculty

AR 4011.1 clearly defines the recruitment and hiring policy for full-time faculty (III.A.1-01), and the College's process to develop faculty position prioritization recommendations is consistently applied. Each year the College develops a list of faculty positions to be filled

through a defined process established by the Academic Senate ([III.A.1-11](#)). First, a list of potential full-time positions is developed based upon analysis of identified program needs through the program review (PR) and Collegewide planning processes. Criteria include program accreditation considerations, student demand for classes, the ratio of full-time to part-time faculty in the discipline, and assessment of student learning. This list is subsequently prioritized by the Full-Time Hiring Prioritization Committee of the Academic Senate. The committee submits its recommendations regarding priorities for faculty positions to the college president, who determines the final list and forwards it the BOT for approval. Once a full-time faculty position has been approved, the appropriate division dean will submit a request to OHR in Workday, the District's enterprise resource planning (ERP) system, to announce the position. OHR then appoints a human resources specialist to administer the hiring process for that position.

Each department approved for a new faculty hire forms a search committee of five to seven members; this committee, generally includes the division dean, discipline faculty, and, occasionally, classified staff. No fewer than three members of the committee must be experts in the academic or student services discipline of the recruited position. The Academic Senate approves all faculty appointments to search committees.

Search committees review applications for full-time faculty positions and rank applicants in relation to the required knowledge, education, and experience for the positions for which they have applied. Evaluation includes a review of applications, cover letters, transcripts, curricula vitae, and letters of recommendation if required. Based on this ranking, applicants are then selected for an interview and, depending on the position, a teaching demonstration.

Practices for determining whether an applicant is well-qualified in the field of online teaching vary across departments at the College. For all positions requiring online teaching, there is an emphasis on evaluating proficiency in online education. Evidence may include recent online teaching experience, a teaching demonstration that showcases a candidate's abilities to teach online, responses to open-ended interview questions that ask about best practices in online teaching, references from other institutions, online teaching certifications (such as the @ONE or Quality Matters certificates), and prior mentorship from experienced online instructors. During the interview, hiring committees for full-time positions which include online assignments will also ask applicants about their background in online teaching, experience with various learning management systems (LMS), and their ability to leverage various technologies.

After the conclusion of the interviews, the committee forwards along the names of candidates who qualify for a second-level interview with the college president and one of the college vice presidents. Prior to the second-level interview, the chair conducts a check of professional references. The college president consults with the search committee chair and discipline experts after the second-level interviews and before any offer of employment is

made. The college president makes the final recommendation of the candidate for the job. Before a candidate's name is forwarded the BOT for approval, OHR reviews official transcripts and verifies employment history.

Recruitment and Hiring of Part-Time Faculty

AR 4225 defines the recruitment and hiring policy for part-time faculty. Applications for part-time faculty positions are accepted continuously and OHR maintains a candidate pool for each discipline of those applicants who meet the minimum qualifications for the position. When a part-time appointment is needed, division deans and department chairs can access the application materials for each candidate pool.

Due to the nature of part-time faculty hiring, the hiring process for part-time faculty varies among divisions. The department chair or the division dean (sometimes with other faculty members) interviews part-time faculty applicants. Part-time faculty must meet the same minimum qualifications required of full-time faculty and must submit official transcripts prior to board approval. Division deans make hiring decisions after appropriate reference checks have been conducted.

Recruitment and Hiring of Classified Employees

BP 4011.3 defines the recruitment and hiring process for classified employees, and a College process to develop the prioritized recommendations for classified positions is followed consistently (III.A.1-12; III.A.1-13). In October 2015, the District implemented a voluntary pilot project for recruitment and hiring of classified employees as the first step in evaluating the current BP for possible revisions (III.A.1-14). While funding for replacement positions remains with the department, funding requests for new positions follow a competitive process. Supervisors request new staff positions through the program and administrative review processes. These requests are consolidated by the appropriate vice president, who prioritizes and brings the requests to the College Resource Committee (CRC), which reviews them prior to forwarding them to Consultation Council (CC), the College's main governance group, for discussion and ranking of the new staff position requests. The CC creates one prioritized listing of classified staff. The president finalizes the list based on available funding, among other factors, and submits it to the chancellor.

Following the approval of the prioritized list of staff positions, the hiring process begins through the submission of a job requisition to OHR through Workday. Applications for classified positions undergo a rigorous review process. OHR screens applications for completeness and to ensure all applicants forwarded to the committee for review demonstrate the minimum knowledge, education, and experience specified in the job announcement. The search committee chair has the option to be involved in the minimum qualification screening process. If the need arises, OHR will consult with the chair on matters of interpretation regarding minimum qualifications. The pilot classified hiring process enables the committee

to confer regarding interpretation of minimum qualifications required for the position. Search committees are formed for each position and consist of three to seven members, which may include classified staff, managers, administrators, and faculty. In order to determine which applicants will be invited for an interview, committee members review and rank the application materials for all applicants meeting the minimum qualifications on the District's employment site.

A human resources specialist and the search committee chair determine the lowest score needed to qualify for an interview and the number of applicants to be interviewed. In the pilot classified hiring process, search committee discussion forms the basis of determining those candidates who will be interviewed.

Interview questions are asked to determine whether candidates can accomplish the tasks required of the positions for which they have applied. For example, for staff positions related to instructional technology in online education, candidates' applications are screened for experience and education related to online education and additional questions are asked about their abilities and training as part of the interview. At the conclusion of interviews and any subsequent discussions, each committee member determines a final interview score for each candidate. The pilot hiring process involves progressive ranking after the completion of each interview (i.e., no scores are tallied). Reference checks are made in accordance with AR guidelines, and second-level interviews are frequently conducted prior to submission of the recommended applicant to the president. This process ensures that the applicant who is offered the position is the individual most qualified to support the programs and services of the College**.**

Recruitment and Hiring of Administrators and Managers

There are two basic requirements for academic administrators: possession of a master's degree, as defined in "Minimum Qualifications for Faculty and Administrators in California Community Colleges" and in Title 5, Sections 53400-53430; and meeting the needs of the College in the position for which they are hired. This second requirement may include more specific degree requirements, degree majors, or additional educational or experiences requirements as defined by the needs of the College (III.A.1-07; III.A.1-15).

The needs of the District determine minimum qualifications for all classified, or nonacademic, managers. Education, experience, and job requirements are developed by OHR in collaboration with the hiring manager and are refined by an external consultant with information provided by periodic classification surveys with other community colleges. In general, classified managers must possess, at minimum, a bachelor's degree in a specialized area and also meet or exceed the experience criteria based upon the needs of the position.

The recruitment and hiring process for College administrators and managers is set forth in BP 4011, Employment Procedures for Administrators and Managers (III.A.1-04). When the need

for hiring a new administrator or manager is determined, the president makes a recommendation to the chancellor. Once approved by the chancellor, a job requisition is submitted to OHR through Workday. OHR advertises the open position and is responsible for maintaining the recruitment file and application materials for each position.

Search committees for administrator and manager positions consist of between five and twelve members. The majority of the committee must be administrators and managers, but the committee must also include one faculty representative appointed by the academic senate president, one faculty representative appointed by the SOCCCD Faculty Association, and one classified employee appointed by the California School Employees Association (CSEA). As with other positions, applications are screened for their meeting the job qualifications as specified in the description and ranked. Interviews are held with the most qualified applicants, and three finalists are forwarded to the president for a second-level interview. The president typically conducts the second-level interview with a vice president and/or the committee chair and makes the final selection for the position. The committee chair or designate conducts reference checks and OHR reviews transcripts and verifies the employment history of the top candidate before an offer is made.

Analysis and Evaluation

The College follows established procedures for the recruitment and hiring of all personnel. The determination of positions to be hired is based on the institutional needs of the College, and processes are followed to ensure that the College attracts and hires only the most qualified individuals for each position.

The College and District have policies and procedures in place to ensure that the College continues to recruit, develop, and retain the best-qualified personnel available to deliver and support quality programs and services. In the hiring and recruitment of personnel, OHR ensures adherence to the California Education Code, California Code of Regulations, Title 5, collective bargaining agreements, BPs, and ARs.

The amount of time it takes to fill an open position is a common concern at the College. The hiring process for classified staff is lengthy due, in part, to a backlog of open positions and OHR's ability to work through the backlog, and, in part, due to the many steps required by the process itself. In an attempt to reduce the time and to improve the recruitment process, OHR has reorganized and hired additional staff. OHR has also implemented several improvements in the process, such as the online screening of candidates by the committee members. In addition, College and District administrators have visited with human resources professionals at other community colleges to learn about their hiring processes, and the College is currently engaged in a classified staff hiring pilot process in an attempt to streamline and shorten the hiring process.

Evidence

III.A.1-01: BP 4011.1, Recruitment: Full-Time Faculty Hiring
III.A.1-02: AR 4225, Recruitment: Part-time Faculty
III.A.1-03: BP 4011.3, Hiring Policy for Classified Staff
III.A.1-04: BP 4011, Employee Procedures for Administrators and Managers
III.A.1-05: AR 4011.1, Recruitment: Full-Time Faculty
III.A.1-06: BP 4309, Duties and Responsibilities of Faculty
III.A.1-07: Discipline List of Minimum Qualifications Handbook for 2014
III.A.1-08: Advertising Procedures
III.A.1-09: EEO Plan 2016-2019
III.A.1-10: EEO Training Certification
III.A.1-11: Full-Time Faculty Hiring Prioritization Committee Procedures
III.A.1-12: Classified Hiring Process
III.A.1-13: Exceptions to the Hiring Policy for Classified Staff
III.A.1-14: Classified Staff Recruitment Pilot Project
III.A.1-15: Title 5, Sections 53400-53430

III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College seeks to hire the most qualified faculty in all disciplines. In order to be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement and established by state law (Title 5, Sections 53400-53430) (III.A.2-01). The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III.A.2-02). Applicants who do not meet the minimum qualifications for a faculty position as published in the position announcement may apply for equivalency in accordance with the California Code of Regulations, Title 5, Section 53430, and the California Education Code §87359 (III.A.2-03). Equivalency policies are detailed in BP 4011.1 (III.A.2-04).

Job descriptions for faculty positions are developed in accordance with AR 4011.1, Recruitment: Full-Time Faculty (III.A.2-05) and reflect the job duties outlined in BP 4309, Duties and Responsibilities of the Faculty (III.A.2-06) (ER14-01), which include curriculum development and the assessment of student learning, as well as the specific requirements for knowledge and expertise within their discipline. Beyond the minimum qualifications, each

job description includes the list of required experience and desired qualifications for the position, which are determined by faculty discipline experts.

The College currently utilizes an effective process for hiring that ensures content area expertise for hiring of full-time faculty positions. All hiring committees must include no fewer than three members who are experts in the academic discipline of the recruited position, and these members may be drawn from District faculty and staff or from external sources if necessary. The Academic Senate approves all faculty appointments. Instructors are hired for a broad range of skills, which may include expertise in online instruction, needed within their discipline. Search committees review applications for full-time faculty positions to ensure applicants have the appropriate knowledge, education, and experience for the position as it's outlined in the job description.

Analysis and Evaluation

The College has been successful in hiring and retaining highly qualified faculty, and the College meets Eligibility Requirement 14, Faculty. This success is due to the well-developed job descriptions that outline the qualifications necessary for employment and the rigorous processes in place for recruiting and selecting candidates. Many College faculty hold positions of leadership in statewide and national professional organizations and they shape and influence community college education beyond the College. The College has a long-standing preference for filling full-time faculty positions with individuals who exceed the minimum qualifications. In addition, many part-time faculty, particularly in Career and Technical Education (CTE), are practitioners who work in the community and bring their unique experiences to the classroom.

A good indicator of the quality and the expertise of the College's faculty is their length of service to the College and their educational preparation and training. The markedly long service record of faculty is an indication of the stability and consistency that the College has been able to maintain with regard to human capital. According to OHR:

- Nearly 60 percent of tenured faculty have been with the College more than 10 years. More than 35 percent have 20 years or more of service to the College, and 12 percent have more than 30 years of service.
- More than 10 percent of part-time faculty have been with the College more than 10 years and 9 percent have been with the College more than 15 years. Six part-time faculty have been with the College more than 30 years.
- Of tenured faculty, 61 (34 percent) have doctorates, and 20 (29 percent) of the College's probationary faculty have doctorates. It is important to note that none of the faculty positions require this advanced degree. However, as the data indicate, faculty in all categories exceed the minimum requirements for their positions (III.A.2-07).

Evidence

III.A.2-01: Title 5, Sections 53400-53430
III.A.2-02: Discipline List of Minimum Qualifications Handbook for 2014
III.A.2-03: California Education Code 87359
III.A.2-04: BP 4011.1, Recruitment: Full-Time Faculty Hiring
III.A.2-05: AR 4011.1, Recruitment: Full-Time Faculty
III.A.2-06: BP 4309, Duties and Responsibilities of the Faculty (ER 14-01)
III.A.2-07: Saddleback College Employment Data

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Academic Administrator's and Classified Managers Qualifications

The College seeks the most qualified managers and administrators. In order to be considered for an academic administrator position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement, defined by the California Code of Regulations, Title 5, Section 53420, and published by the Board of Governors of the California Community Colleges in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook (III.A.3-01). For each position, the College also establishes required experience and desired qualifications that are above the minimum qualifications. These are described in the job announcement for each position.

Minimum qualifications for classified managers are contained in job descriptions developed by OHR in collaboration with the hiring manager at the College. The College can also establish additional qualification in relations to education, experience, and job knowledge. These are described in the job announcement for each position. In general, classified managers must possess, at minimum, a bachelor's degree in a specialized area and also meet or exceed the experience criteria based upon the requirements of the position.

Classified Employees' Qualifications

The qualifications for each classified staff position are linked to the position requirements and responsibilities and to standards established by OHR. OHR establishes classified staff qualifications by matching the position requirements and responsibilities to industry standards. All classified position descriptions include minimum education and experience requirements, knowledge and abilities required by the position as well as information regarding the working conditions, physical demands, and potential hazards, if any, related to the position.

BP 4011.3 requires OHR to verify a prospective employee's educational or professional certification, experience, or any other prerequisites for employment (III.A.3-02).

Analysis and Evaluation

College administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The College develops job announcements that state all qualifications for positions, including desired qualifications, and adheres to established processes to ensure that only the most highly qualified individuals are hired.

Evidence

III.A.3-01: Discipline List of Minimum Qualifications Handbook for 2014
III.A.3-02: BP 4011.3, Hiring Policy for Classified Staff

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

The minimum qualifications for all positions describe both the required and desired educational credentials. All applicants for positions requiring higher education degrees are required to submit transcripts that indicate degree conferral. OHR reviews the validity of each transcript and verifies educational degrees through the National Association of Credential Evaluation Services (III.A.4-01).

Individuals who have completed college or university coursework or degrees at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts and degrees through a U.S. foreign transcript evaluation agency accredited by the California Commission for Teacher Credentialing, such as Educational Records Evaluation Service and the International Education Research Foundation. The applicant bears the responsibility of completing and submitting this evaluation. OHR then verifies these evaluations. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Analysis and Evaluation

The College follows appropriate procedures to ensure that all faculty, administrators, and other employees hold appropriate degrees. All transcripts and degrees listed on an individual's application are verified prior to hiring.

Evidence

III.A.4-01: Equivalency Statement for Faculty Applications

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

All personnel at the College are systematically and regularly evaluated through processes and procedures established by BPs, ARs, and employee contracts. The evaluation process is overseen by OHR and all managers and administrators are responsible for ensuring that their employees are evaluated in a timely fashion. All employee evaluation reports and determinations are kept in the employee's personnel file, which is maintained by OHR. Employees have the right to provide a written response to their evaluations and have these responses placed in their personnel files. The evaluation procedures used to evaluate faculty, classified staff, administrators, and managers vary, as described in the following sections.

Evaluation of Faculty

Faculty evaluations follow the negotiated procedure described in the collective bargaining agreement between the District and the SOCCCD Faculty Association (III.A.5-01). Evaluation procedures for probationary (tenure-track), tenured, and part-time faculty members are defined in the *Academic Employee Master Agreement 2015-2018* (III.A.5-02).

The evaluation of probationary faculty is designed to serve two purposes: to ensure that new faculty hires understand their responsibilities to students, the College, and their own PD; and to ensure that the College maintains high-quality instruction. Probationary faculty are evaluated annually throughout the four-year probationary period. The probationary faculty evaluation is a four-step process.

The first step is a self-evaluation in the form of a portfolio. This is a new part of the evaluation process and allows the faculty member to include information regarding their accomplishments, course materials such as syllabi, and goals.

The second step is the observation and report conducted by a Tenure Review Committee (TRC). Each tenure-track faculty member is assigned a TRC that follows the probationary faculty member through the probationary period. The probationary faculty member's division dean, in consultation with the department chair, appoints the TRC, which includes the dean and a minimum of two tenured faculty members from the department or from a related department (III.A.5-03). The TRC also includes a faculty mentor who has a non-evaluative role and is expected to serve as the advocate for the needs of the faculty member during the probationary period. The TRC conducts scheduled classroom/worksite/electronic visitation(s) as needed and submits written comments to the dean.

The third step in the process is student evaluations. The student evaluations are arranged through the appropriate vice president's office and are obtained in each class. The student evaluations are made available for the faculty member to review and may be utilized by the TRC as part of the evaluation process.

The fourth step is the completion of the Faculty Performance Evaluation Report by the TRC. This report is based on the observations of the faculty member made by the TRC as well as other items relevant to the instructional duties assigned to the probationary faculty member, including, but not limited to, participation in curriculum development and review as well as participation in the development and assessment of student learning outcomes (SLOs). Any information included in the probationary faculty member's evaluation regarding participation in the curriculum or the SLO processes is verified and documented. The TRC meets with the probationary faculty member to discuss the evaluation report. If the faculty member's performance is judged to be unsatisfactory or needs improvement, the TRC will develop a plan of action, which includes follow-up activities, dates of completion, and measurable outcomes. Following each evaluation, the TRC makes a recommendation of renewal or nonrenewal of the faculty member's contract. The dean submits this recommendation to the appropriate vice president, who then reviews the recommendation and forwards his or her recommendation to the president. The president reviews the recommendation and forwards his or her recommendation to the chancellor. The chancellor reviews the president's recommendation, and in turn, forwards his or her recommendation to the BOT.

The purpose of the tenured-faculty evaluation process is "to improve the teaching/ learning process and delivery of student services, to provide a basis for professional growth and development, and to comply with California State Community College laws and regulations" (III.A.5-04). Tenured faculty members are scheduled for evaluation at least once every three years. Evaluation is a four-part process that includes a self-evaluation portfolio, student evaluations, classroom/worksite observation, and a review report. The self-evaluation and student evaluations are conducted in the same manner as those for probationary faculty. The division dean or designee conducts the observation and then completes the Faculty Performance Evaluation Report.

The evaluator seeks to assess the faculty member's overall performance, including teaching ability, subject matter competence, participation in campus life, and whether the faculty member meets professional expectations. The evaluator holds a final evaluation conference with the faculty member during which all items in the evaluation process are reviewed. If the evaluator feels that a faculty member's overall rating is unsatisfactory and is not meeting the expected performance level, then a plan of action is presented to the faculty member which details the activity or activities for enhancement, the date of completion for each activity, and material that is acceptable as documentation of the action completed. The faculty member will be evaluated again.

The faculty member being evaluated may also elect to have a second evaluation by a tenured faculty member of his or her choice. The second evaluation is intended for the faculty member's improvement, and it may become a part of the personnel file.

The part-time faculty evaluation process is also designed to improve the teaching/ learning process and delivery of student services, and to provide the part-time faculty member a basis for professional growth and development. Part-time faculty are evaluated once in the first semester of employment and every three years thereafter. The process followed is exactly the same as for a tenured faculty members and includes a self-evaluation portfolio, student evaluations, a classroom/worksite visit by the dean or department chair, and an evaluation report (III.A.5-05).

The format for evaluating online courses is described in the Academic Employee Master Agreement, which requires faculty who teach online to meet for at least 50 minutes with their supervisors to go over their online course. Evaluators make recommendations for improvement of online courses during the evaluation process, and faculty typically implement suggestions from peers and evaluators or through informal feedback.

The use of mentors, portfolios, and meetings covers additional areas of growth and PD, which would not typically be covered in a shorter, single observation. Faculty are evaluated in all areas, including preparation, effective instructional practices, outcomes assessment, and college service. Mentorships and interactions between colleagues also help to determine the effectiveness of faculty in performing their duties.

Through both formal evaluation processes and informal means, the College provides faculty with opportunities to identify areas of improvement and participate in PD to improve their teaching in both face-to-face and online courses or other areas of job performance.

Beyond the evaluation process, there are opportunities for faculty to improve their teaching skills for both face-to face and online classes. These opportunities include one-on-one meetings with professionals in the Faculty Center for Student Success (FCSS), AVID workshops, Quality Matters sessions, and other PD workshops. Faculty can also participate in committees that address teaching and learning. The Online Education Initiative (OEI) also offers unique opportunities for faculty to improve their teaching methodologies in online education and to document evidence of their effectiveness. The College currently serves as a pilot site for the OEI, and there are six OEI-engaged faculty members participating in varying levels within the pilot. These OEI-engaged faculty are reviewed and re-reviewed for improvement and are provided with ample opportunities to learn new skills, meet with instructional designers, and participate in workshops and trainings to improve their online teaching skills. The evaluation instrument, the OEI's Course Design Rubric, has been widely utilized and adopted in state-level activities due to its promoting improvement and standards

for effective teaching in online education. In addition, the College is in the process of developing a new online teaching certificate based, in part, on this rubric.

Classified Staff Evaluation

Classified staff evaluations follow the procedures described in the collective bargaining agreement between CSEA, Chapter 586, and the District (III.A.5-06). The CSEA contract states that each permanent classified employee shall receive a written evaluation at least once every two years. New classified employees are placed on a 12-month probationary period. During this probationary period, employees are expected to be evaluated once during the initial six months of employment, and again prior to the end of the probationary period.

The OHR has developed a report in Workday, the College's ERP tool, which managers can use to determine when evaluations are due. OHR holds workshops on effective evaluation techniques. OHR receives all completed evaluations for inclusion in each employee's personnel file (III.A.5-07).

The evaluation process provides a method for measuring employee performance based on the employee's classification standards and requirements as stated in the employee's position description. Managers provide guidance to staff in support of their daily work activities. Evaluations for academic administrators and classified managers can now be conducted in Workday, which allows for input by the supervisor and the employee (III.A.5-08).

Once an evaluation is completed, the area administrator reviews the evaluation with the employee. When there is concern, the area administrator discusses strategies for improvement with the employee. Any negative evaluation includes specific recommendations for improvement, such as a remediation plan and provisions for assisting the employee in implementing any recommendations made.

Evaluation of Police Officers

Classified employees holding those positions described as campus security officer, police officer, and police officer lead are evaluated using the procedures described in the collective bargaining agreement between the District and the SOCCCD Police Officers' Association (POA) (III.A.5-09). All officers on campus receive an annual written performance evaluation. New employees serve a one-year probationary period. During this probationary period, the work performance of the employee is evaluated by his or her immediate supervisor at three months, five months, and eleven months of employment.

Evaluations address those areas that need improvement and identify those areas in which an employee meets or exceeds Police Department standards. If necessary, the evaluation may also set forth an improvement plan developed by both the supervisor and the employee. The plan outlines specific steps that the employee can take to improve in the identified areas.

Evaluation of Administrators and Classified Managers

BP and AR 4090 govern the evaluation of academic administrators and classified managers (III.A.5-10; III.A.5-11). Administrators and managers are evaluated semiannually during the first year of employment and annually thereafter. The immediate supervisor completes the evaluation in Workday (III.A.5-12). These formal evaluations are designed for leadership personnel to achieve and maintain high levels of work performance. The evaluation process begins with the establishment of mutually agreed-upon goals and objectives for the year which set the benchmarks against which the employee's accomplishments will be objectively reviewed. If necessary, a remediation plan is provided for "needs improvement" or "unsatisfactory" marks on the evaluation form.

The completed evaluation is shared with the employee, forwarded to the college president and the chancellor for review, and transmitted to OHR.

Analysis and Evaluation

College processes are in place to ensure evaluations are conducted by the employee's immediate supervisor on a regular basis as identified in the BP, AR, or employee contract. OHR has now developed a report for monitoring due dates for staff and faculty evaluations to assist managers and administrators to complete evaluations in a timely fashion. A majority of administrators and classified managers have been trained by OHR to use the FRISK (Facts Rules Impact Suggestions Knowledge) evaluation model for employee performance documentation (III.A.5-13), and evaluation training has been provided in numerous sessions at College Management Team meetings and at District administrators and managers meetings (III.A.5-14). The College is collaborating with OHR to refine and execute an improved process for tracking all evaluations to ensure they are conducted at stated intervals.

Evidence

III.A.5-01: Academic Employee Master Agreement (AEMA) 2015 - 2018
III.A.5-02: AEMA 2015-2018, Article XVII, pages 42-49
III.A.5-03: AEMA 2015-2018, Article XVII, page 43
III.A.5-04: AEMA 2015-2018, Article XVII, Section II, page. 47-49
III.A.5-05: AEMA 2015-2018, Article XVII, pages 49-51
III.A.5-06: CSEA Contract 2015-2018
III.A.5-07: New Evaluation Reports for Employees
III.A.5-08: Classified Staff Evaluation Form
III.A.5-09: POA Contract 2012-2015
III.A.5-10: BP 4090, Evaluation of Administrators/Classified Management Employees
III.A.5-11: Administrative Regulation 4090
III.A.5-12: FRISK Manual Cover
III.A.5-13: Human Resources Performance Evaluator Training
III.A.5-14: The Performance Management Process

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

The College is committed to student learning and success. As part of their regular responsibilities, and in accordance with BP4309, Duties and Responsibilities of the Faculty, College faculty are required to engage in the assessment of SLOs in all of their courses. Faculty, whether teaching face-to-face or online courses, are required to assess student learning. Counselors and librarians are also required to participate in SLO assessment as part of their responsibilities.

As part of the faculty evaluation process, faculty are evaluated, in part, on their compliance with the responsibility of assessing student learning (III.A.6-01). The evaluation article in the faculty contract specifies that evaluation reports include information regarding participation in curriculum development and review as well as development and assessment of SLOs, and the evaluation instrument also includes this as one of the key ranking measures.

Administrators, classified managers, and staff who are closely linked to instruction, such as instructional assistants, recognize the role they play in the student learning process and are involved in the development and assessment of either SLOs or administrative unit outcomes (AUOs). Administrators and managers work with staff and faculty in their areas to ensure that outcomes are being assessed and dialogue is taking place that will lead to greater attainment of those outcomes. Evaluators are also responsible for evaluating faculty and staff in relation to engaging in SLO or AUO assessment and for setting employee goals related to assessment of learning, where applicable.

SLO assessment is conducted at the department level and department chairs are required to lead faculty assessment and dialogue. When student learning does not meet the criteria set by the department, department chairs facilitate discussion about needed improvements. Discussions about how to improve learning outcomes have many forms and lead to a variety of plans. PRs and SLO assessment results—which include information on student success and retention rates, among other data—are gathered by departments. Dialogue also takes place outside of departments in various committees and workshops. For example, the Online Education Committee (OEC) regularly discusses online course outcomes, and members dialogue and disseminate information related to benchmarks, best practices, and the uses of assessment data to increase in student success measures in online classes. As a result of this dialogue and the analysis of assessment data, resources are developed to assist faculty throughout the College. These resources include the creation of documents, such as checklists and best practices manuals, and PD activities for faculty in collaboration with the staff at the FCSS. These discussions have led to the Online Educator Program, the Online Education Summit, and AVID online-focused workshops for faculty.

Analysis and Evaluation

The faculty evaluation process requires the participation of classroom faculty, counselors, and librarians in the assessment of SLOs. The faculty evaluation process as a whole is meant to assess how effective instructors are at facilitating teaching and learning, and the use of learning outcomes is seen as a key component of their effectiveness. The College has proactively addressed faculty members' participation in SLO development and assessment by making these activities a part of the evaluation for all faculty. During the evaluation process, the evaluator is asked to evaluate the faculty member's participation level in creating, assessing, and/or discussing SLOs. Most faculty members are now fully engaged in using the SLO assessment process to improve their instruction and student learning.

Methods of assessing SLOs and the discussion and analyses of results vary from department to department. Some departments and individual faculty members are more deeply engaged than others, and the Education Planning and Assessment (EPA) Committee strives continually to increase engagement levels. Nonetheless, all departments participate in discussions related to SLOs. Some of the most extensive discussion related to SLOs occurs in committees such as OEC, Curriculum Committee, and the EPA. Faculty members from various disciplines serve on these committees, sharing their experiences and insights and carrying these discussions back to their respective departments as well as Collegewide during PD activities.

As part of their annual self-examination, administrators are asked, to identify their accomplishments based on SLOs and AUOs in their division. The participation of classified managers and staff in activities related to SLO and AUO assessment is also considered as part of their evaluation.

Evidence

III.A.6-01: Academic Employee Master Agreement, 2015-2018, Article XVII, pages 42-49

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College maintains an appropriate number of full-time and part-time faculty to ensure the quality of its educational programs and services. Moreover, the College recognizes the importance of having as many full-time faculty as possible. The California Code of Regulations, Title 5, Section 51025, requires each community college district to employ a specified minimum number of full-time faculty. This requirement is expressed in terms of

full-time equivalent positions and is commonly referred to as the full-time faculty obligation number (FON). Title 5, Section 51025, also requires community college districts to increase the number of full-time faculty annually in proportion to the amount of growth in credit-funded full-time equivalent students (FTES). In fall 2015, the SOCCCD's total full-time equivalent faculty was 381.2 for both colleges in the District; this figure exceeds the full-time FON of 366.8 for SOCCCD (III.A.7-01).

It is generally recognized campus wide that a robust team of full-time faculty is needed to effectively carry out the work of the College, especially as faculty duties related to evaluating and improving SLOs, student equity, and student success have increased. As such, the college maintains a full-time faculty number for classroom and non-classroom faculty that is above the FON required by the CCCCO (III.A.7-01; III.A.7-02). College data show that from 2010 to spring 2016, full-time equivalent faculty increased 15.5 percent, classified staffing increased 3.2 percent, and administrative and management staffing increased 16 percent (III.A.7-03) (ER 14-02). In this same time period, student enrollment was relatively unchanged (III.A.7-04). While some of the new classified and management positions were categorically funded, the creation of these positions has enabled the College to meet new requirements related to initiatives such as matriculation, student success, and student equity.

Staffing for new full-time faculty positions is determined through a process that incorporates recommendations from the Faculty Hiring Prioritization Committee; this process includes consideration of indicators of the sufficiency of faculty staffing levels contained in the PRs, as well as analysis conducted by the college president that includes a broad view of the College's mission and goals as well as fiscal considerations. The College hires part-time faculty on an as-needed basis to ensure that sufficient classes are offered in order for students to complete their programs of study in a timely fashion. The College's class schedule shows the faculty responsible for each class (III.A.7-05) (ER 14-03).

Analysis and Evaluation

The College has a variety of practices in place to ensure that a sufficient number of full-time and part-time faculty are available to fulfill all the responsibilities essential to the quality of educational programs and services at the College. The faculty hiring prioritization process uses institutional and PR data to identify faculty needs and to ensure that those programs with the most demonstrated need are ranked highest. The actual number of full-time faculty hired is determined by the president based on demonstrated needs, on College priorities determined through planning efforts, on the requirements of maintaining staffing levels above the FON, and on the College budget. PRs increase the correlation between institutional planning and staffing decisions; this provides an improved methodology for maintaining the appropriate level of faculty required to uphold the depth, breadth, and responsiveness of the College's quality programs and services.

Full-time faculty have a vested interest in the College and its students and contribute significantly to the success of the College's programs. Because of these factors, hiring more full-time faculty where needed has enhanced the quality and diversity of program offerings.

In all programs and services at the College, part-time faculty are utilized when needed to fill classes and meet Counseling and Library needs. Each department maintains a pool of part-time faculty that can be hired when the need exceeds the current number of part-time faculty within the department. The College meets Eligibility Requirement 14, Faculty.

Evidence

III.A.7-01: Full Time Faculty Obligation Memo 2015
III.A.7-02: Full Time Faculty Obligation Data
III.A.7-03: Faculty Roster (ER 14-02)
III.A.7-04: Headcount and FTES (6 Years)
III.A.7-05: Class Schedule (ER 14-03)

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Part-time faculty at the College are seen as an essential component of student success and are, therefore, provided with all of the tools necessary for their full integration into the life of the institution.

All new part-time faculty at the College participate in two orientations. The first orientation is led by OHR prior to a new faculty member's start date and provides employment information on a number of important topics, including benefits, policies, and procedures. The list of topics covered during this orientation includes contact information, the designation of beneficiary, employment eligibility verification I-9, the Title VII questionnaire, workers compensation, the employee's withholding allowance certificate W-4, direct deposit, TB testing, parking permits, CalSTRS retirement, salary schedules, pay dates, verification of academic and occupational work experience, Workday, network access, MySite, employee benefits, optional benefits, the harassment policy and complaint procedure, HIPPA notice of privacy practices, safety, academic calendar, and the faculty employment agreement (III.A.8-01).

The second orientation occurs within the department or division in which the part-time faculty member will be working. These orientations are typically led by the department chair and include details regarding the actual assignment as well as College and division

procedures and policies. This orientation typically includes course syllabus design; handling registration emails; managing the faculty profile; downloading class rosters; Add Permit Codes; navigating MySite; ordering textbooks and other resources through the College bookstore; maintaining a voicemail box; audio/visual instructions; referral for student conduct violations; employee identification card; library services; tutoring services; copy center; FCSS offerings and other opportunities for professional development (PD); College committees, such as the Academic Senate; and Faculty Association membership.

The FCSS provides an optional third training. At the FCSS, part-time faculty are able to obtain one-on-one training on how to use Blackboard and how create an official class website. Faculty can also get help with processes related to the aforementioned topics (e.g., faculty profile, class rosters, etc.).

All PD opportunities on campus are open to part-time faculty, and part-time faculty are encouraged to participate. At times, a stipend is offered to part-time faculty for their participation. Each year, the College offers nine full days of PD activities during the Professional Development (PD) Week that precedes the start of each semester. During fall PD Week each year, the president hosts a part-time faculty dinner and resource fair, where part-time faculty are given information on how to effectively participate in the academic and professional life of the College. For the past two years, a stipend was provided for all part-time faculty who attended this dinner, and this has greatly increased participation in the event (III.A.8-02).

In addition, through the Academic Senate, part-time faculty can apply for up to $600 to participate in outside PD activities, such as discipline-specific or teaching and learning conferences (III.A.8-03). Part-time faculty are encouraged to participate in College initiatives that frequently include PD. These initiatives include AVID for Higher Education, grant-funded PD (for example, the STEM Guitar Workshop, Perkins-funded conference attendance, faculty externships), and categorically-funded PD (through the Student Support and Success Program, the Basic Skills Initiative, and the Student Equity Plan). On-campus conferences open to both full-time and part-time faculty include a regularly scheduled CTE conference, a student success conference, and an Online Education Summit. Additional PD resources available to part-time faculty include workshops and one-on-one technical and online teaching training in the FCSS. The FCSS also maintains a website with significant resources available to part-time faculty. These resources include the *Faculty Guide to Online Education*, an effective online teaching rubric, and tips to increase student retention.

Oversight of, and assistance for, part-time faculty is included in the job description of division deans and in the BP on the duties and responsibilities of department chairs (III.A.8-04). This oversight, which includes informal meetings, formal evaluations, and ongoing training and dialogue, ensures the highest quality of instruction and service by part-time faculty. As discussed in III.A.5 above, per the Academic Employee Master Agreement, all

part-time faculty are evaluated their first semester and every three years thereafter. The evaluation process is conducted through the division dean with assistance from the department chair. Part-time faculty are invited but not required to attend all division and departmental meetings and to become active in College committees. Moreover, the most recent faculty contract (2015-2018) incorporated payment for student consultation time or office hours into the part-time salary schedule.

Analysis and Evaluation

As part-time faculty teach a significant number of classes at the College and provide valuable services to students in counseling and the library, the College recognizes the need to fully-integrate part-time faculty into the life and culture of the institution. The College's employment practices provide a comprehensive orientation to the policies and practices of the College and District, PD opportunities, ongoing oversight and assistance, and regular evaluation for part-time faculty.

Evidence

III.A.8-01: Part Time Faculty New Hire Orientation
III.A.8-02: Part-Time Faculty Dinner Attendees Fall 2016
III.A.8-03: Faculty Development Funding
III.A.8-04: BP 4310, Duties and Responsibilities of the Department/Academic Chair

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College has processes in place to determine its human resources needs. As previously mentioned, the College follows a standardized hiring prioritization process for faculty and staff positions. These processes are designed so that information from program and administrative unit reviews (AURs), other institutional data, and College priorities are considered in the ranking decision. Needs for classified manager and administrator positions are also informed by AURs and other institutional data; these positions are fewer in number and are not formally ranked through the College's resource allocation process, but are vetted through the CC, which is comprised of constituency group representatives.

Each administrative and student support unit on campus primarily determines its staffing needs through the AUR process. Classified staff, manager, and administrator requests are made through the College's resource allocation process and submitted into TracDat. During this AUR process, the need for classified staff is reviewed by considering department or unit needs as well as larger institutional needs and priorities as identified in the strategic planning

process and the College budget. Needs are prioritized at the department/division level and then by the vice presidents of each area prior to their presentation to the CRC for review. This is an annual process with three possible results: funding for the position in the current year, deferral of funding to a future time, or no funding.

The qualifications for each job vacancy are linked to position requirements and responsibilities and to standards established by OHR. OHR establishes hiring criteria by matching position requirements and responsibilities to industry standards. SOCCCD has established comprehensive practices to assure that qualifications for each position are closely matched to specific program needs and serve to support the goals of students. Job descriptions for classified staff, administrators, and classified management positions are posted on the job site. Human resources technicians review all applications to ensure that all applicants meet the position qualifications related to education and experience.

The table below shows the number of years of service for each employee. A listing of all staff is also available (III.A.9-01) (ER 8-01); the personnel turnover rate at the College is low, and there have been very few terminations; this indicates a good match between new employees' qualifications and their job responsibilities.

Count by Employee	<1 Year	1-4 years	5-9 years	10-14 years	15-19 years	20 years or more	Grand Total
District Services	9	19	25	16	13	14	96
Academic Administrators			1	1	1		3
Classified Administrators and Managers	2	6	9	6	5	5	33
CSEA	7	13	15	9	7	9	60
Saddleback College	51	139	121	95	58	113	577
Academic Administrators	2	5	9	2	2		20
Classified Administrators and Managers	5	6	2	5		10	28

CSEA	29	60	64	44	25	51	273
Faculty CTA	15	66	44	43	31	50	249
POA		2	2	1		2	7
Grand Total	**60**	**158**	**146**	**111**	**71**	**127**	**673**

Analysis and Evaluation

The College has a sufficient staff to support the effective educational, technological, physical, and administrative operations of the institution and meets Eligibility Requirement 8, Administrative Capacity. Where staffing levels are too low, staff planning processes are in place to ensure that issues documented in AURs inform staff resource request approval processes. Hiring practices ensure that staff members have the qualifications requisite for their positions. While the classified staff hiring process appears slow, the College and OHR are collaborating to implement a pilot process to improve these processes.

Evidence

III.A.9-01: Active Employees List (ER 8-01)

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The College's senior management staff includes the college president, three vice presidents, and an assistant vice president for institutional effectiveness. In addition to the senior staff, the College employs 15 deans and other academic administrators and 35 classified managers. This complement of administrators and managers provides the leadership and expertise needed to ensure that the College fulfills its mission.

The administrative structure of the College is informed by AURs and the CRC process previously described. Administrative reorganizations, however, are subject to approval by the chancellor and the BOT. In the past year, the College created one new administrative position, the associate vice president of institutional effectiveness (AVPIE), in order to ensure leadership for several important College initiatives. The need for the position was identified in the appropriate AUR and was vetted through the College's shared governance

process. Classified staff, faculty, and all leadership personnel had an opportunity to review and provide input on the recommended reorganization before the recommendation was forwarded to the chancellor and the BOT. A statewide comparison of the number of students per administrator shows that the College is ranked 52 out of 113 California community colleges by college size (III.A.10-01). An organizational chart is also available (III.A.10-02) (ER 8-02).

The administrator recruitment and hiring processes outlined in sections III.A.1 and III.A.3 describe how the College ensures appropriate expertise among administrators. The College's Management Team has participated in an ongoing PD series, "From Group to Team" which has supported the development of a cohesive management team at the College. The College was recently selected as one of the nation's "Great Colleges to Work For" based on a survey administered by the *Chronicle of Higher Education*. These survey results are an indication that the administrative team at the College is effective (III.A.10-03).

Analysis and Evaluation

The College maintains a sufficient number of administrators with appropriate preparation and expertise to provide effective leadership in support of the institution's mission and purposes and meets Eligibility Requirement 8, Administrative Capacity. A statewide comparison of all districts indicates that the College has a median number of administrators relative to all colleges and districts in California. Administrators engage in ongoing PD to ensure effectiveness.

Evidence

III.A.10-01: Students per Administrator
III.A.10-02: Organizational Chart (ER 8-02)
III.A.10-03: Chronicle of Higher Education Article

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

SOCCCD and the College strive for fairness and equity in all employment practices, and various policies and regulations are developed towards this end. BPARAC, a Districtwide policy committee, represents all constituency groups and is charged with identifying and recommending all District policies, including those that are legally required by state and federal law and by the Accreditation Commission. BPARAC maintains a systematic and periodic review of all existing District policies to ensure that they are legally current and in accordance with the provisions of the California Code of Regulations, Title 5. Draft policies

and ARs developed by BPARAC are sent out for review from all constituent groups. When feedback is received, a final draft is developed by BPARAC, approved, and then forwarded to the chancellor for review and submission to the BOT for approval and adoption. This is an ongoing process that ensures that existing policies are reviewed regularly and new policies are developed when needed in order to maintain the District's commitment to unbiased and impartial treatment of its employees.

Reporting to the vice chancellor for business services, BPARAC is the consultative body for policies and regulations. The council is composed of the three district vice chancellors, the vice presidents for instruction, and vice presidents for student services from both Saddleback College and Irvine Valley College; a classified leadership representative; an academic dean from both colleges; the Academic Senate presidents from both colleges; the Classified Senate presidents from both colleges; the SOCCCD Faculty Association president, the CSEA president, and Associated Student Government (ASG) representatives from both colleges (III.A.11-01). BPARAC meets approximately every two weeks. Support for BPARAC's work is provided by the California Community College League's Board Policy and Administrative Procedure Service and by a consultant hired to oversee the process of BP and AR revision and development. The league's policy and procedure service provides the District with regular updates on any legal or regulatory changes as well as legal opinions that may impact District policy.

BPs and ARs are divided into seven series: bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. They are available to all employees on the District's website and through the documents link in MySite, the District's information portal (III.A.11-02). BPs, ARs, and collective bargaining agreements govern the personnel practices at the College and District. All personnel BPs and ARs are located in the 4000 series on human resources. They are widely disseminated to ensure the fair and consistent application of District policies and procedures regarding areas such as hiring procedures, EEO, harassment and discrimination prevention, evaluation of employees, and resolution of employee complaints. The review and revision of BPs and ARs for all human resource-related items is conducted by BPARAC in collaboration with OHR as well as various employee organizations.

All hiring committees have an EEO representative to ensure that selection procedures are applied fairly and consistently. EEO representatives are required to attend training prior to serving in this capacity on the committee. All employees who participate on a hiring committee are required to receive EEO training and to complete confidentiality and conflict of interest statements prior to the screening and selection process. The EEO training outlines the laws regarding discrimination and the roles of EEO representative, the committee, and the committee chair. A majority of the College's administrators and managers and many faculty have completed EEO training and are able to serve as EEO representatives on hiring committees (III.A.11-03).

In addition to BPs and ARs, many personnel items are contained within the negotiated collective bargaining agreements relating to specific categories of personnel. The following collective bargaining agreements are in effect:

- Faculty – Academic Employee Master Agreement, 2015-2018 (III.A.11-04)

- Classified Staff – CSEA Contract, July 1, 2012 – June 30, 2015 (III.A.11-05)

- Police Officers – Police Officers Association Master Agreement,

  July 1, 2012 – June 30, 2015 (III.A.11-06)

Grievance procedures which deal with contract violations are defined under the individual employee agreements. Procedures governing grievance procedures and appropriate forms can be accessed on the Human Resources page of the District's SharePoint site. OHR is responsible for ensuring that grievance procedures are consistently and fairly administered.

The SOCCCD Harassment Policy and Complaint Procedure Handbook, which outlines the various types of harassment that can exist and the procedures to follow if a student, employee, or third party believes that he or she has been harassed, is available to all on the District's website (III.A.11-07). An Unlawful Discrimination Complaint Form is also available on the website.

Questions about existing policies and regulations can be referred to the appropriate administrator for clarification or directly to OHR. With the goal of consistency in application and administration, OHR staff routinely address a range of questions regarding policy application.

Changes in policies and procedures that are pertinent to specific employee groups are communicated to relevant employee organizations and administrators, who, in turn, communicate information about the updated policies to employees.

Policies concerning discrimination, sexual harassment, and EEO and reporting procedures, exist in BP and AR 4000.4 (III.A.11-08), 4000.5 (III.A.11-09; III.A.11-10), and 4000.6 (III.A.11-11). Training in prevention of discrimination and harassment is required of all administrators and managers, and is held regularly during the College's PD Week. EEO training is available to all employees, and is required for EEO representatives serving on hiring committees.

Analysis and Evaluation

Personnel-related BPs and ARs are systematically developed and updated on an ongoing basis through a consultative process that includes all constituency groups to ensure that the policies are fair and in accordance with law and collective bargaining agreements. All personnel policies are currently either up-to-date or are in the revision process.

BPs and ARs are posted on the District website and are also available to all employees through MySite. The District is quick to follow up on any known or reported policy violation and investigates if necessary.

Evidence

III.A.11-01: BPARC Charge and Purpose
III.A.11-02: MySite
III.A.11-03: Classified Staff EEO Representative Guidelines
III.A.11-04: Academic Employee Master Agreement 2015-2018
III.A.11-05: CSEA Contract 2015-2018
III.A.11-06: POA Contract 2012-2015
III.A.11-07: Harassment Policy and Complaint Procedure Booklet
III.A.11-08: BP 4000.4, Equal Employment Opportunity
III.A.11-09: BP 4000.5, Harassment and Discrimination Prevention and Complaint Procedures
III.A.11-10: AR 4000.5, Harassment and Discrimination Prevention and Complaint Procedures
III.A.11-11: BP 4000.6, Complaints - Harassment & Discrimination

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College demonstrates its commitment to equity and diversity through its BPs and ARs; its hiring practices; its grievance, complaint, and problem solving practices; as well as its campus initiatives and activities for employees and students.

Moreover, the College's values statement, the Student Equity Plan (SEP), the Staff Development Plan, and the Associate Student Government program, among others, reflect the equity and diversity tenets addressed in BPs and ARs. The District's updated EEO Plan is instrumental in supporting staff diversity.

BP 4010, Commitment to Diversity, sets the tone of the entire District in relation to this commitment. It reads:

> The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and professional development processes that support

the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates (III.A.12-01).

These ideals are contained within many of the BPs that deal with fair employment practices, harassment and discrimination prevention, conflict of interest prohibitions, academic freedom, speech and advocacy, and student equity.

In addition, the *SOCCCD Equal Employment Opportunity Plan 2016-2019*, reflects the District's commitment to these principles in its hiring practices (III.A.12-02). SOCCCD does not discriminate in employment on the basis of race, color, ancestry, national origin, religious creed, sex, physical handicap, medical condition, age, sexual orientation, or marital status and is subject to Title IX of the Education Amendments of 1972; Title VII of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act (ADA) of 1990; and California Labor Code 1102.1 (III.A.12-03). It is the District's policy to ensure that all qualified job applicants have full and equal access to employment opportunities and are not subjected to discrimination in any District program or activity. The District has an EEO officer, who is also the assistant director of human resources. The EEO officer is responsible for ensuring that hiring committees comply with BPs and with established hiring procedures so that applicants receive fair and equitable treatment. The District's EEO officer compiles and analyzes data related to applicant pool and workforce composition in order to monitor plan effectiveness and inform plan revisions (III.A.12-04; III.A.12-05).

Moreover, all permanent positions require that applicants show "Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." This statement is contained on all job announcements.

The College's commitment to recognizing and addressing the importance of equity and diversity is demonstrated by the College's values, which guide the implementation of the College Mission Statement. One of the values listed in the statement is "inclusiveness," which holds that, "We cultivate equity and diversity by embracing all cultures, ideas, and perspectives" (III.A.12-06).

College initiatives, such as the development of the SEP, engage students, faculty, and staff from across the College in discussions about diversity issues and the development of action plans to reach underrepresented populations and serve students from various backgrounds. These discussions have referred to the need to support diverse personnel as part of a student engagement strategy. Other practices that support the College's diverse personnel include the participatory governance structure, grievance procedures, and a new problem-solving workgroup that provides support for addressing issues that may arise in a diverse workplace.

ASG also financially supports campus activities, group projects, and a variety of events each year that support cultural diversity. Additionally, faculty and staff are invited to apply for grant funding for their own projects (III.A.12-07). The student clubs that have fostered appreciation of different cultural experiences include Appreciation of Pilipino American Culture, the Black Student Union, the Campus Crusade for Christ, the Christian Students at Saddleback Club, the Gay Straight Alliance Club, the German Club, the Latin American Film Club, Latter-Day Saint Students, and the Muslim Student Union (III.A.12-08). Through the efforts of the International Student Program Office, the College makes every effort to integrate the international student population into campus life (III.A.12-09).

The Academic Senate also has an Equity and Diversity Committee that addresses diversity programing, teaching about diversity, recognizing different needs within the classroom, and hiring for diversity. This committee has been inactive for the past several years, but is in the process of being reformulated and revitalized.

Analysis and Evaluation

The College and SOCCCD support diversity on an ongoing basis. The District and College have established policies to address equity and diversity issues for all employees and students of the College. These policies are applied consistently and fairly (III.A.12-10).

The District is committed to administering hiring and staff development processes that support both equal opportunity and diversity and that, as required in federal and state law, provide equal consideration for all candidates.

College faculty, staff, administrators, and managers recognize and celebrate diversity through various programs and within classes. Departments and the Equity and Diversity Committee hold a variety of activities that relate to diversity issues, such as the Teach-In on Islam and Día de los Muertos events, among others.

Evidence

III.A.12-01: BP 4010, Commitment to Diversity
III.A.12-02: SOCCCD-HR-EEO-MANUAL-2016-2019
III.A.12-03: SOCCCD Equal Employment Opportunity Statement
III.A.12-04: Workforce Analysis 2014-2015
III.A.12-05: Applicant Pool 2014-2015
III.A.12-06: Statement of Mutual Respect and Collegial Behavior
III.A.12-07: Grants and Contracts Web Page
III.A.12-08: ASG Clubs
III.A.12-09: International Student Program
III.A.12-10: Student Equity Plan 2014

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The District and the College have written policies that provide standards for ethical conduct for personnel to encourage them to conform to those standards stated in federal and state laws and by professional educational organizations. These policies also delineate processes for resolving internal disputes in a collegial and ethical manner.

The BOT sets standards for the conduct of its own members through BP 110, Code of Ethics – Standards of Practice, for Members of the Board of Trustees (III.A.13-01). Additionally, the board's prohibitions against divided loyalties (e.g., financial interest in contracts and holding incompatible offices) and the requirements of disclosure of certain economic interests are addressed in BP 154 and AR 154, Conflict of Interest (III.A.13-02). All designated employees must abide by AR 4000.9, Conflict of Interest Code (III.A.13-03), which stipulates that employees must not make decisions based on their own financial interest or of their relatives or business associates. Together, these policies and procedures embody the institutional Conflict of Interest Code required by California law.

Each College employee group has a code of ethics:

- Administrators and Managers are expected to abide by the SOCCCD Administrator and Manager Statement of Ethics (III.A.13-04)

- Faculty are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards (III.A.13-05)

- Classified staff are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics (III.A.13-06)

- Police officers are expected to abide by the Law Enforcement Code of Ethics Statement (III.A.13-07)

- Students are expected to abide by the Student Code of Conduct as printed in the Student Handbook, and the ASG Code of Ethics (III.A.13-08)

Any unethical behavior is addressed through management and administration, through the evaluation process, or through specific procedures outlined in BPs and ARs.

In addition, all constituents of the College, including students, staff, faculty, and management, worked together on a joint "Statement of Mutual Respect and Collegial Behavior," as described in I.C.8 above, and, in January 2016, CC approved the "Interpersonal Conflict Resolution Recommendations" that encourage all employees to participate in PD and training on topics that include interpersonal conflict resolution, abusive conduct, effective communication, and pertinent state and federal legislation, BPs, and ARs.

The goal is for the recommendations to act a living document that fosters an environment of PD, communication, and collegiality.

Analysis and Evaluation

While the College does not maintain a single Collegewide code of ethics pertaining to all employees, each constituent group maintains its own code of conduct (III.A.13-09; III.A.13-10; III.A.13-11). In addition, the College has reinforced the expectation of ethical behavior through dialogue resulting in the joint "Statement of Mutual Respect and Collegial Behavior" and the "Interpersonal Conflict Resolution Recommendations" (III.A.13-12).

Evidence

III.A.13-01: BP 110, Code of Ethics – Standards of Practice
III.A.13-02: BP 154, Conflict of Interest
III.A.13-03: AR 154, Conflict of Interest
III.A.13-04: Administrator and Manager Code of Ethics
III.A.13-05: Faculty Code of Ethics and Professional Standards
III.A.13-06: CSEA Ethics Statement
III.A.13-07: POA Statement of Ethics
III.A.13-08: ASG Bylaws 2015-2016
III.A.13-09: BP 112, Duties and Responsibilities of the Board of Trustees
III.A.13-10: BP 2100.1, Delegation of Authority to the Academic Senate
III.A.13-11: BP 2100.2, Role and Scope of Authority of the Academic Senates
III.A.13-12: Interpersonal Conflict Resolution Recommendations

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Both the College and the SOCCCD recognizes the importance of PD for all employees, as evidenced in the fact that one of the primary objectives in the integrated Strategic Plan 2014-2020 is to "increase professional development opportunities that potentiates employees' talents and interests" (Objective 1.4).

In order to meet this objective, numerous PD opportunities are available for employees of all classifications. These include opportunities made available within the District and at the College, as well as the provision of funding for external PD opportunities. Wherever possible, PD offerings and activities are linked to the College's Mission, Vision, and Values (III.A.14-01; III.A.14-02).

Each year, the College holds a PD Week, sometimes referred to as "Flex Week," prior to the start of the fall and spring semesters. As part of the state's flexible calendar plan for the promotion of PD, the District's academic calendar is able to devote nine of the required 175 annual teaching days to PD. The Faculty Development / Flex Activities Committee of the Academic Senate oversees the planning and implementation of PD Week activities (III.A.14-03). Ideas for activities are solicited from the College community through an employee survey, results from surveys taken during previous PD activities, and discussions during the Academic Senate and other College committee meetings. Although organized through the Academic Senate, PD Week also includes a variety of activities for classified staff, managers, and administrators.

Per the faculty contract, all full-time faculty are required to participate in PD activities for a minimum of 38 hours during each academic year (III.A.14-04; III.A.14-05). Faculty may elect to earn these hours through participation in the College's PD Week , through other opportunities that are offered throughout the year, or through attendance at an external conference related to their assigned duties. Faculty can also apply to undertake and complete an individual project related to staff, student, or instructional improvement. To receive credit for outside conferences or individual projects, the faculty member must complete an evaluation form demonstrating how this activity benefited the individual and/or the College. The Faculty Development / Flex Activities Committee reviews and approves this form before credit is granted (III.A.14-06).

The College Academic Senate, the Faculty Association, and OHR jointly present an orientation program for new full-time faculty during PD Week and notify new full-time faculty of this obligation. Additionally, all probationary faculty are expected to provide documentation to their TRC which shows that that they are actively maintaining currency in their discipline through professional literature, professional memberships, workshops, conferences, or other activities.

In addition to PD Week, various PD activities are held at the College throughout the year. These activities have included Institute for Teaching and Learning workshops that focus on teaching and learning strategies, workshops or one-on-one sessions in the FCSS focusing on online teaching, AVID workshops, a CTE conference, a Student Success Conference, and an Online Education Summit, among many others.

The College supports various PD opportunities related to online education. In the past, faculty received reimbursement for completing a six-course online educator sequence, which was an in-house program for instructors interested in building their skills as related to online instruction. This program was eliminated after the state developed a similar program through @ONE. The College now encourages faculty to complete this sequence of courses. However, the lack of an in-house training program has become evident, and the OEC is currently developing a 10-week certificate program in online instruction to be offered beginning in

spring 2017. Most faculty who teach online continue to be trained on a one-on-one basis with the staff of the FCSS. The center has three instructional technologists on staff to assist faculty in all stages of online course development and refinement. FCSS also offers numerous workshops on online instruction tools and technologies, in addition to other instructional technologies, throughout the year. PD Week offers a host of skills-based workshops and opportunities for faculty to learn about best practices in online education, including new technologies; Canvas; and online teaching pedagogies. AVID offered online education-focused workshops for faculty during the 2015 year, and Quality Matters offered free on-campus training sessions and certification as well. In addition, many faculty have used their PD funding monies to attend online-education-related events and activities such as the Online Teaching Conference, the Quality Matters National Conference, and the Course Design Workshop for @ONE. Annually, the College has begun to host an Online Education Summit that includes dialogue about best practices for faculty and administration.

Faculty can also apply for funds to attend outside conferences relating to their discipline or to teaching and learning. The Faculty Development /Funding Committee of the Academic Senate is responsible for the distribution of funds available for faculty PD (III.A.14-07). Currently, funding supports up to $1,200 for full-time faculty and $600 for part-time faculty (III.A.14-08). Each year hundreds of funding awards are made so both full-time and part-time faculty can attend conferences or work on independent projects. PD funding also provides incentive for faculty to participate in conference planning, to join a professional organization, to serve on a panel, to present academic papers, and to conduct workshops.

Full-time faculty members are eligible to apply for sabbatical leave and PD leave as part of their collective bargaining agreement (III.A.14-09). The faculty sabbatical is intended for the professional enhancement which shall benefit the faculty member, his or her College, students, and/or the District. The value of what the faculty member may contribute following his or/her return includes, but is not limited to, the areas of pedagogy, curriculum development, and the culture of the College and the community. Per the Academic Employee Master Agreement (III.A.14-05), the number of semesters available for faculty sabbaticals is calculated as 4.63 percent of the full-time faculty semester/year obligation as reported by the State Chancellor's Office to the District in the fall of that academic year. Upon completion of sabbaticals, recipients are required to submit a report of activities to the Sabbatical Leave Committee demonstrating their accomplishment of sabbatical goals. Sabbatical recipients also share their experiences with their colleagues through presentations during PD Week.

In addition, at the discretion of the BOT, the District may grant a faculty member a paid or unpaid leave of absence of up to two (2) years for PD which may include, but is not to be limited to, additional schooling and/or training, participation in faculty exchange programs, a project/activity that would benefit the College and/or District, involvement in research efforts, and acceptance of long-term assignments to other higher education institutions, agencies, corporations, foundations, or the government.

PD is available throughout the year for classified staff, managers, and administrators. District services has provided face-to-face training in Workday, the new financial system. The OHR hosts training activities specifically for administrators and managers. Using the results from an annual survey of the District Leadership Team, OHR designs PD activities around the top priorities. For a number of years, the legal firm of Liebert Cassidy Whitmore has provided training on topics such as absenteeism prevention, performance management, the Education Code and Title 5, EEO, and current developments in workers' compensation. The OHR coordinates and documents the state-mandated harassment prevention training for all employees, which is conducted annually during PD Week and is also available online. The OHR also facilitates numerous performance evaluation trainings including the FRISK program for all administrators and managers (III.A.14-10).

Classified staff are encouraged to participate in various PD seminars and workshops. Classified staff are permitted and encouraged, with management approval, to attend PD Week activities, many of which are geared towards staff (III.A.14-11), and other activities that take place throughout the year. During spring break, one day is set aside for Districtwide classified-staff PD.

PD funds are available for classified staff, and academic administrators have a modest budget for PD within their areas as well. A Staff Development Committee of the Classified Senate manages a PD fund and allocates funding on a proposal basis (III.A.14-12). Classified staff members are required to assess how PD activities have benefited them and to report what they have learned by completing an accountability form required by the Classified Senate and the Staff Development Committee (III.A.14-13).

Many of the classified staff attend formal classes with the goals of obtaining a degree or an advanced degree. Therefore, in addition to enhancing their work at the College, these classes also provide employees assistance in personal growth and advancement in their respective career goals. All permanent full and part-time classified staff are eligible to receive funding for appropriate classes, books, tuition, and conference fees. Classified staff are encouraged to participate in different activities throughout the state to broaden their horizons and to create new learning opportunities for themselves and their colleagues. Classified staff members have attended the Community College League of California Convention and the Classified Leadership Institute, a yearly event sponsored by the California Community Colleges Classified Senate.

The College and the District provide additional PD training through their websites. The trainings include a series of safety videos (III.A.14-14), technology training via Lynda.com, and online training videos, job aids, and instruction manuals (III.A.14-15; III.A.14-16). The Office of Planning, Research and Accreditation (OPRA) provides support for in-house computer information technology systems, such as TracDat; the outcomes assessment and

PR/AUR system; inFORM, the District's data warehouse; and the Chancellor's Office Data Mart, among others.

AR 4111, Administrative/Classified Leadership Leave (Without Loss of Pay), provides up to 60 calendar days of leave for all administrators and classified managers (III.A.14-17). As it is often difficult for an administrator or manager to participate in PD activities that require an extended period of time, such as a university course or a certification program, this policy is available for such purposes. Administrators are not required to complete a written evaluation of their PD activities. Instead, they provide oral reports to their colleagues and to their division or unit employees on relevant information (III.A.14-18).

The College solicits evaluation surveys to identify areas of strength and areas that need improvement. The comments from these surveys are incorporated into the planning of future PD programs and funding opportunities. Through constant reevaluation of programs, the College ensures access to meaningful PD activities to all members of the College community (III.A.14-19; III.A.14-20; III.A.14-21).

Analysis and Evaluation

The College's commitment to PD for all employees is evident in the number of PD activities and amount of funding the College makes available each year. The total Collegewide expenditure for all PD was $632,393 in 2015-2016 (III.A.14-22). The District and the College provide a wide variety of PD opportunities to College faculty, staff, administrators, and managers during both PD Week and throughout the year. The College evaluates PD activities to identify areas of strength and areas that need improvement in order to ensure meaningful PD activities are available to all members of the College community.

In addition to evaluating the quality of PD events, faculty are evaluated on their participation in PD activities. Full-time faculty are held accountable for their minimum 38 hours of PD each year (III.A.14-04).

Evidence

III.A.14-01: Statement of Mutual Respect and Collegial Behavior
III.A.14-02: Saddleback College Mission Vision and Values Statement
III.A.14-03: Academic Senate's Faculty Development Flex Committee
III.A.14-04: Full-Time Faculty PD Hours
III.A.14-05: Academic Employee Master Agreement, 2015-2018, Article XIV, pages 23-25
III.A.14-06: Individual Activity Flex Report Form
III.A.14-07: Academic Senate Faculty Development Funding Committee
III.A.14-08: Faculty Development Funding
III.A.14-09: Academic Master Agreement 2010-2014, Article XXVI, page 57
III.A.14-10: FRISK Manual Cover
III.A.14-11: Spring 2016 Flex Program
III.A.14-12: Classified Senate Staff Development Fund Request

III.A.14-13: PD Survey Results for Classified Staff
III.A.14-14: Safety Videos and Information
III.A.14-15: Evidence Workday Training Site
III.A.14-16: College Administrative Services (CAS) Guide for Saddleback College
III.A.14-17: BP/AR 4111 Leaves for Administrators and Classified Management
III.A.14-18: Classified Staff PD Evaluation Form
III.A.14-19: PD Survey Results for Administrators & Managers
III.A.14-20: PD Survey Results, Classified Staff
III.A.14-21: PD Survey Results for Full-Time Faculty
III.A.14-22: Workday Account Summary

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Extensive individual employee data are maintained in electronic form by OHR. Employee data are managed with strict security and access is limited to Human Resources and supervisory personnel. Hardcopy personnel files, including evaluations for all employees, are maintained in secure fireproof cabinets in the OHR.

Medical records are maintained in secure cabinets separate from the personnel files. The District protects all medical information regarding an individual according to the Confidentiality of Medical Information Act (CMIA), Calif. Civil Code, Section 56 et seq; and the Health Insurance Portability and Accountability Act (HIPAA), Public Law 104-196 (III.A.15-01).

Employee fingerprint information is received and stored on a secure network computer in an internal, secure location. A Districtwide Records Retention Committee reviews all record-retention systems and makes changes to ensure uniform access and storage.

Consistent with state law, BP, and collective bargaining agreement provisions, the College honors each employee's right to inspect materials in his or her personnel file. An OHR employee is present when the records are reviewed and will make photocopies of any documents requested by the employee. The District does not charge a fee for employees to make copies of their personnel files.

Offices and file cabinets in the OHR that contain confidential documents are locked when unattended and at the end of each business day.

BP 3310 (III.A.15-02) and AR 3310 (III.A.15-03) explain the process for retaining and destroying records, as described in the Records Retention Manual (III.A.15-04). OHR evaluates public records requests and subpoenas served on the College in order to ensure that

any release of documents containing personal information conforms to BP and to state and federal regulations.

Analysis and Evaluation

The need for confidentiality of personnel records is continually stressed to all OHR personnel. There has never been an incident of inappropriate release of personnel information by OHR staff, and no staff member has ever been disciplined for inappropriate handling of personnel materials.

All District and College personnel are made aware of all BPs and ARs that must be followed related to the release of personal, confidential, and privileged information.

Personnel files are maintained in fireproof filing cabinets in the OHR, and only OHR and supervisory personnel have access to these files. Employees may also view their own personnel files. There is a sign-out card for each file that records who has reviewed the files. When a file is being reviewed, an OHR staff member is present to ensure items placed in the files remain in the files and that no materials are added.

The District is implementing electronic personnel records using two complementary technologies: For historical information in a personnel file that is currently on paper, this information will be scanned and stored in a secure database (Perceptive Software's Image Now application) that is indexed by employee ID, SSN and name. For all new personnel information that would normally be placed in the personnel file, this information will be entered into the Districts' ERP, Workday. Portions of these technologies are currently in production and additional features are being implemented.

Evidence

III.A.15-01: AR 2210, HIPAA/CMIA Privacy Policy
III.A.15-02: BP 3310, Records Retention and Destruction
III.A.15-03: AR 3310, Records Retention and Destruction
III.A.15-04: Records Retention Manual

III.B: Physical Resources

III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses programs and learning support services. They are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

Evidence of Meeting the Standard

The College engages in activities to ensure safe and sufficient facilities in all locations where it offers courses, programs, and student support services. This includes regular assessment and evaluation of facilities and the allocation of resources when needed. The processes used by the College and District services to evaluate the sufficiency and safety of facilities for renovations, relocations, and the building of new facilities are based upon established criteria and include extensive research, consultation, and dialogue within the appropriate committees. Moreover, the College integrates Collegewide facility needs and safety concerns into its planning processes including the College Strategic Plan (III.B.1-01) and the Education and Facilities Master Plan (EFMP) (III.B.1-02), and the Five-Year Construction Plan (III.B.1-03).

The EFMP, which was last completed in 2011 and is scheduled to be updated starting in 2017, provides a blueprint for the College and District through 2031 and serves as the basis for facility expansion and modification decisions and the implementation of expenditures provided to improve facilities. The EFMP includes five, ten, and 20-year time horizons. Each year, a Five-Year Construction Plan, derived from the EFMP, is updated and submitted to the CCCCO. This prioritized list of projects for the entire District is developed by the District Facilities Planning Department with input from the presidents of both colleges. The 20-Year Facility, Renovation, and Scheduled Maintenance Plan identifies the College's scheduled maintenance, renovations, and capital projects. These plans are discussed more fully in III.B.2.

Facilities planning is integrated into the Districtwide and College strategic planning processes. The College participates in the District-wide Planning Council whose purpose is to coordinate all Districtwide planning (III.B.1-04). The College's six-year Strategic Plan process was informed by various data sources, (III.B.1-01) including the Facilities, Maintenance and Operations Department AURs (III.B.1-05) and safety inspection reports as commissioned by the Facilities, Maintenance and Operations (FMO) management team (III.B.1-06).

The Facilities Condition Assessment (FCA) report of 2015 (III.B.1-07) was the result of an integrated planning process to identify building and infrastructure needs and to ensure appropriate funding is allocated to address those needs.

The FMO at the College regularly reviews these plans and other documents to determine the sufficiency of the College's classrooms, lecture halls, labs, and other facilities. The plans provide direction to guide development of physical resources to accommodate student enrollment and student use of facilities for of all the College's educational programs. For example, in 2014 the College created 613 temporary parking spaces to address the need for additional student parking.

Since the last accreditation self-evaluation, the District and College have invested significant resources into campus buildings. A new $68 million state-of-the-art Sciences building opened in fall 2016; an extensive renovation of a temporary classroom cluster known as "The Village," was completed; and a new Automotive Technology/Transportation building opened in 2016. Since 2010, $134 million has been allocated to the College for facilities upgrades through the Basic Aid Allocation Process (III.B.1-08).

The FMO Department is also responsible for the maintenance of all campus facilities to ensure compliance with District and College plans; to ensure a safe, secure, clean, and accessible environment that is compliant with all state and federal regulations; and to provide adequate maintenance of campus grounds. FMO implements scheduled maintenance and inspection checks of College facilities and equipment, including security checks. The senior director of facilities is responsible for overseeing the work of the FMO Department, and staff are scheduled to work both day and night shifts, and, as needed, based on issues that may arise. The College has an evening and weekend administrator program (III.B.1-09) through which administrators and deans alternate serving as the point person during these times in order to address potential problems, perform safety checks, and document and report facility concerns.

The College meets its facilities needs by assessing usage data and conducting evaluations and surveys to ensure the maintenance and safety of all campus buildings. Critical to this success are the monthly reports generated by the Advanced Maintenance Management System (AMMS) (III.B.1-10). The AMMS program allows users to track safety issues and emergency repair work. The user can track work that is performed in each building, the party who performed the work, and the duration of the project. The AMMS system helps determine the speed by which work requests are completed and electronically maintains all records of past work orders. This information is useful in planning work schedules and evaluating staffing requirements.

The senior director of facilities reviews the monthly reports generated from the AMMS work order system and uses them as a management tool to monitor, supervise, and evaluate the workload and services provided at the College. Complaints received are reviewed and changes are proposed, approved, and implemented based on budget feasibility. The College prioritizes the needs identified from statements gathered in this evaluation process, shares accolades

with FMO staff as appropriate, and consults on ways to improve services based on relevant factors, such as enrollment growth and time constraints.

The equipment that FMO maintains undergoes regularly scheduled preventative maintenance that is tracked in the annual inventory reports. In addition, through the PR and AUR processes, each instructional program and student support and administrative unit selects and prioritizes new needs to be supported through the resource allocation process. This includes funding for new facilities, equipment, and technology. In addition, the FMO Department receives an automatic annual allocation for equipment replacement.

Regular assessment and evaluation of College facilities is done through the FMO Department AUR (III.B.1-05), safety inspection reports as commissioned by the FMO management team (III.B.1-06), and the FCA report of 2016 (III.B.1-07), which serves to identify building and infrastructure needs and ensure appropriate funding is allocated to address these needs.

In May 2016, the College received the FCA report (III.B.1-07). Contracted by SOCCCD in 2012, the final assessment focuses on six main facilities systems that make up the campus's physical resources: mechanical; electrical; plumbing; roofs and interior finishes: ceilings, walls, floor coverings and a total evaluation of the campus infrastructure (includes partial mapping); and the underground storm drain system. All systems assessments for each building are accompanied by a statement of current condition, estimated time of next repair/replacement, and estimated expense. This third-party evaluation of the campus's grounds and facilities conditions provides an invaluable forecasting and planning tool to ensure issues are prioritized in accordance with the campus community's concerns and to address accessibility, health, and safety concerns in a timely manner. In addition to the benefits experience by the campus community, the report provides a reliable third-party assessment for state-scheduled maintenance reporting. The FCA report can be updated by the College as needed and has been integrated and incorporated into a SchoolDude planning module which houses a 20-Year Facility, Renovation and Scheduled Maintenance Plan (III.B.1-11).

The Office of Instruction selects off-site facilities with input from division deans and is responsible for ensuring that these facilities are adequate and that they are in compliance with relevant safety and security requirements. College administration visits each proposed off-site location to verify that it is suitable, meets student and instructor needs, and is safe.

During the semester, administration staff visit classes to evaluate the instructors and locations, and they work closely with the site owners to ensure the safety of students and College equipment. Faculty provide feedback if any problems arise during the semester, and the responsible dean or the vice president for instruction resolves any issues. The College does not reuse sites that prove to be unsatisfactory. The College supports the use of off-site classes

only when the location chosen meets student needs and on-campus classes are not adversely affected.

Safety

Annually, the Risk Management Department with input from Keenan & Associates, the District's property and liability carrier, reviews and updates the District's Injury and Illness Prevention Plan (III.B.1-12). The College's FMO staff also participate in monthly on-the-job safety training (III.B.1-13). The college participates in an annual property and liability inspection as part of its membership in the Statewide Association of Community Colleges (SWACC) (III.B.1-14). The College is committed to maintaining a safe campus and addresses all recommendations in the Keenan & Associates report. Keenan & Associates then completes a follow-up audit report to ensure all safety risks have been addressed. Consultation with Disabled Students Programs and Services (DSPS), and the campus Police Department ensures that the College provides safe egress and regress travel access to all facilities.

Recently, the BOT approved basic aid funding of $630,000 to engage ADA Transition Plan consultation services and approved these services at the February 2016 board meeting. The ADA Transition Plan consultant, Cordoba Corporation, began surveying all campus buildings and exterior pedestrian pathways in March 2016 to identify barriers to accessibility. All surveys were complete by August 2016. The results of the surveys were entered into a database for analysis and tracking purposes, and a districtwide ADA plan (III.B.1-15) was developed from this data. The cost to implement this ADA plan was estimated and a phased approach to implementation developed with safety concerns taking top priority. The means of correcting the identified issues vary between adjustments and repairs that can be completed by campus maintenance staff, repairs and reconstruction that require work by contractors, and work that will be included in future building renovations. Status of all items can be tracked in the database as the College addresses all items identified in the twelve-year plan. Funding sources vary, and items of large cost will be funded via the annual Capital Improvement Committee (CIC) process. The Transition Plan will continue to be a tool for analyzing, prioritizing, scheduling, and monitoring ADA compliance in the future.

Facilities plans such as the EFMP and the Five-Year Construction Plan are reviewed annually and implemented as appropriate to meet all relevant building, fire, seismic, and environmental health laws and requirements. Facility deficiencies and safety concerns are addressed by developing a prioritized list of project needs and managing approved projects in the weekly facilities management meetings. The Facilities and Safety Committee, a participatory governance committee composed of classified staff, faculty, administrators, and students ensures that the College complies with established safety standards. The College also has a silent witness program to enable members of the campus community to report concerns; this helps to ensure and maintain safety campus wide (III.B.1-16).

Be Safe

The College's Police Department has researched, purchased, and implemented a proactive emergency response system. This new program, Be Safe, is a powerful data-driven tool that will increase the College's ability to maintain a safe campus and effectively respond to emergencies.

Be Safe provides police, fire, SWAT, and other emergency teams with accurate and detailed information on floor plans, building demographics, and many other unique features of the campus. This program provides emergency teams and administrators with up-to-date information about any facility on the College campus. In the event of an emergency, this information is instantly accessible, allowing critical decision makers to implement strategies to protect life and property to be made quickly and effectively.

Be Safe is a proactive system, and it facilitates clear communication among College resources and emergency first responders by providing critical information about the entire campus. This system engages and integrates students, administrators, and emergency response teams and supports emergency services and FMO space inventory (III.B.1-17).

Blackboard Connect™

Blackboard Connect™ is a mass notification system that can be used to inform the College or the District community about time-sensitive situations as well as day-to-day events when safety, reliability, efficiency, and speed are needed. The Blackboard Connect™ service provides the College and the District with the capability to reach students, faculty, and staff via voice, text, and email (III.B.1-18).

CISCO AlertMe System on VOIP

The Cisco InformaCast system is a mass broadcast and notification system that can be used by the College Police Department personnel to push immediate voice and text messages to every telephone on campus. The voice-alert messages automatically sound on telephones' external speakers, and the accompanying text message appears on telephones' LCD displays, so the devices receivers do not have to be picked up to receive these messages. In 2007, the CISCO InformaCast system proved very useful and helpful in facilitating the real-time evacuation of the campus when smoke from wildfires caused unhealthy air quality campus wide. InformaCast has also been used to conduct building evacuations during fire drills and in other scenarios conducted by the College Police Department and local law enforcement agencies when exercising mutual aid protocols and emergency response procedures (III.B.1-19).

College Police Department Equipment Upgrade

The College Police Department has completely upgraded its officers' uniforms and equipment, including less-than-lethal force options, tactical firearms, and lightweight ceramic vests to provide protection against large caliber rounds and helmets. All officers have been equipped and trained on the M4 rifles for active-shooter incidents. New digital radios will replace the existing analog handheld radios. This upgrade will enable better communication between FMO, the IT department and local law enforcement. Four emergency gas-powered generators were also purchased and added to the inventory. These generators are equipped with lights and are capable of providing 110V and 220V ports.

In 2015, three new SUV patrol vehicles were purchased and are now in service by the College Police Department. The vehicles can carry more emergency equipment and can provide a platform for an in-field command center until a formal base can be established.

All officers have successfully completed the state-mandated standard certification program, the Peace Officers Standards and Training, on the upgraded equipment and the techniques of rapid deployment in response to immediate threats and in critical-incident management.

New Mobile Emergency Operations Center

When the College's Communication Arts Department no longer needed an old recreational vehicle (RV) that was used for Channel 39 and KSBR broadcasts, the Police Department refurbished the RV and transformed it into an emergency mobile command post for the College. Today, the RV serves as a flexible and effective tool for emergency management.

Safety Videos

Ten short safety videos have been developed specific to the campus. The videos are intended to provide information during a variety of possible emergency situations, including earthquakes, fires, power or utility outages, active-shooter incidents, and disruptive students. Each video provides resource and contact information for specific services provided by the College and information on what to do in emergency situations. The safety videos are available to employees, students, and the public on the Police Department webpage. They are also included during the onboarding process for new District employees (III.B.1-20).

Video Camera System with Access Control Integration

Integrated digital video cameras and access controls have been installed and utilized in the new Sciences building, which was the first building to utilize this integrated College standard. The College spent considerable time and energy researching the best and most innovative standard to ensure future success and adaptability. All new and renovated College buildings will now include this technology as a building requirement. Video cameras have been installed in strategic locations, but full deployment has not yet occurred. The use of this technology is a force-multiplier for the Police Department. Public hallways and roadways

can be quickly checked from the dispatch center and can quickly be used to review incidents that have just happened. As new buildings are being completed, the addition of the video system has been included.

The College is currently in the process of obtaining bids to expand access control and integrated video cameras to all permanent campus buildings not currently scheduled for renovation. This will make it possible to remotely lock and unlock building doors during emergency situations. If unlawful breaches are attempted, the video cameras can provide suspect information quickly and assist in directing officers to the proper location. All new buildings, including the recently constructed Sciences building, will have video systems and access control incorporated; the long-term goal is to have all buildings with video coverage and integrated access control.

Training

The College has developed an emergency planning and training matrix and timetable. This training includes training of faculty, staff, managers, and administrators for emergency situations via table top exercises that include a review of plans and practice scenarios. PET has completed a tabletop exercise for active-shooter incidents and another is planned for delivery to College management personnel that will cover EOC and Policy Team roles and responsibilities. Presentations have been given at the College's Management Team meetings and the 2015 management retreat. Individual departments and divisions have requested, and have been given, safety training in their staff meetings. The Administrative Services Team meets monthly to address emergency planning and business continuity issues, and to reflect on and consider future improvements based on the College's response to previous incidents. The College currently has an emergency management consultant on board who is in the process of analyzing the College's emergency preparedness condition and who will develop and emergency response improvement plan based on the results. In late 2016, the College developed and funded a new management position, emergency and business continuity manager.

The College Police Department has been working closely with the Orange County Sheriff's Department (OCSD) on emergency preparedness. In 2014 and 2015, the College participated in live active-shooter training scenarios both on the College campus and at a nearby mall, and in 2016 an officer trained with the local SWAT in classroom tactics. The College's police chief has attended various OCSD patrol briefings to distribute campus maps and explain locations and routes for active-shooter responses. The College Police Department has also trained with OCSD for mobile field force, which is the county standard training for deployment of personnel during riots or mutual aid incidents. In June 2016, the College's lieutenant led an in-house training on tactics and multiple-shooter scenarios.

The College has a robust Community Emergency Response Team (CERT), with regular training and continuing expansion of membership. There are currently 56 fully trained CERT staff members who assist with emergency situations.

Evaluation of Facilities Utilization

Effective use of facilities is determined in a variety of ways. The College utilizes a custom MySite tool to reserve rooms. The Office of Instruction reserves classrooms via the College's Information Management System tool as well as MySite. The MySite tool is also used to reserve rooms for the Master Calendar. The EFMP, Five-Year Construction Plan and the six-year Strategic Plan drive decisions and serve as a mechanism for evaluation. Student and employee surveys and ongoing inspections by administration, District Risk Management, Keenan & Associates, and FMO are conducted. In addition, external entities conduct fire and safety inspections, and the results of these inspections are used as a basis for improvement. The results of the most recent employee survey are summarized below (III.B.1-21). Issues that arise unexpectedly are reported on the AMMS maintenance work order system and are addressed in a timely manner.

The FMO Department reviews College plans and other pertinent documents to determine the sufficiency of classrooms, lecture halls, labs, and other facilities. The EFMP, which is updated every five years, comprehensively addresses the College's programs, including those in distance education (DE). Other plans and documents include the FMO AUO.

According to the 2013 Employee Survey (n=334):

- Roughly 54 percent of the employees who completed the survey have worked at the College for less than 10 years.
- Most employees felt that campus traffic congestion is a problem. Congestion is most evident during the first few weeks of each semester when the College normally has an influx of new students.
- Most employees felt that there is adequate parking during the workday; however, the majority of employees felt that parking lots are not located favorably with regard to the layout of campus buildings.
- The majority of the respondents felt that the campus has adequate lighting.
- The majority of employees were very satisfied with the ease of travel on the campus's walkways and pathways.
- Roughly half of the employees who completed the survey felt that campus police officers are highly visible on campus, and over 70 percent of respondents also felt safe while on campus.
- About 40 percent of employees perceived that people with disabilities have reasonable access to all campus buildings.

- The majority of the employees felt that their actual physical work environment is adequate.
- More than half of the employees felt that the campus facilities support student learning.
- Most respondents agreed that FMO Department responds to work orders accurately, courteously and in a timely manner.

Analysis and Evaluation

The College has various plans and procedures in place to effectively manage physical resources and to ensure access, safety, security, and a healthful learning and working environment. The College planning processes are integrated and are used to identify facilities needs and strategies for accomplishing those needs.

The AMMS is a powerful recordkeeping and management tool. This system provides management with accurate and useful data for decision-making. Management must and will provide additional trainings so staff will be able to fully generate and utilize AMMS reports. FMO purchased an $11,000 AMMS upgrade in the 2015-2016 fiscal year in order to increase the effectiveness and efficiency of the system and to better meet the needs of the College. The upgrade includes enhanced log in and approval options, an improved scheduler function, the ability to attach files, and new reporting options, among other features.

Obtaining funding for new buildings and upgrading existing facilities and land is a major challenge faced by the College. The BOT has not pursued a local bond for new facilities and facilities improvement, and instead relies primarily on excess property tax revenue, referred to as basic aid funding, described in III.D.1, above apportionment to fund facilities. Obtaining state funding and acquiring sufficient basic aid funds to meet all identified College needs has proven to be a challenge. The continued development of the CIC has been a positive step in the planning process. This participatory governance group makes recommendations on major Districtwide facilities and other related matters (III.B.1-22). CIC is now able to utilize the FCA report to inform its recommendations for facilities funding for the College (III.B.1-07).

Evidence

III.B.1-01: Saddleback College Strategic Plan 2014-2020 Goals, Objectives and Steps
III.B.1-02: Saddleback College Education and Facilities Plan (EMFP)
III.B.1-03: 2017-2021 Five-Year Capital Outlay Plan
III.B.1-04: District-wide Planning Council
III.B.1-05: Administrative Unit Review (AUR) for Facilities Maintenance Operations
III.B.1-06: Example Safety Inspection Report, Sidewalk Trip Hazard Repair Proposal
III.B.1-07: 2016 Facility Condition Assessment (FCA) Report
III.B.1-08: Basic Aid Projects Expenditure History
III.B.1-09: Night and Weekend Administrator Responsibilities

III.B.1-10: Sample AMMS System Report
III.B.1-11: SchoolDude 20-Year Facilities Requirements-Summary
III.B.1-12: Injury and Illness Prevention Plan 2015
III.B.1-13: Monthly-on-the-Job Safety Training Sign-in Sheets
III.B.1-14: 2016 SWACC Report Summary Risk Management
III.B.1-15: ADA Transition Plan
III.B.1-16: Silent Witness Form
III.B.1-17: "Be Safe" Program Log-in Screen
III.B.1-18: Blackboard Connect Log-in Screen
III.B.1-19: Cisco AlertMe (InformaCast) System Log-in Screen
III.B.1-20: Safety Videos and Information
III.B.1-21: Saddleback College Employee Survey
III.B.1-22: CIC Committee Composition and Purpose

III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services to achieve its mission.

Evidence of Meeting the Standard

The planning documents that drive the building of new facilities and the major renovation of existing facilities and infrastructure are the EFMP and the FCA report. The District, using data and information largely provided by the College and the services of a consulting firm, oversaw the development of the EFMP. The plan evaluated current space inventory broken down by category such as lab, classroom, and office space. An enrollment projection by discipline was established, and then a long-term capital plan was developed to meet student needs by discipline. This plan projects building needs to 2031 and breaks down implementation into three phases. The District and the College are scheduled to update the plan within the next year.

The FCA report was a multistage, comprehensive report that took several years to produce. The FCA describes a physical evaluation of the existing condition of facilities and their systems. The report includes building systems (such as roof exteriors, plumbing, and HVAC), building components (such as chillers, electrical panels, and pumps), equipment inventory (including photos and data), preventative maintenance schedules, and infrastructure. The findings are used with predictive cost models to estimate current and future funding requirements. The FCA report has been integrated and incorporated into a SchoolDude planning module, which identifies priorities for all identified projects and can be updated by the College as needed (III.B.2-01).

It is the responsibility of the College and District facilities departments to provide direction and oversight for facilities planning and construction. When planning building renovations

and construction projects, the facilities departments review the EFMP as well as the FCA report. These items are prioritized and referenced during the annual cycle for funding requests.

Project proposals for projects included in either of these plans are submitted and evaluated for funding recommendation through participatory governance groups, such as the CIC and the Basic Aid Allocation and Recommendation Committee (BAARC). If funding is approved, consultation begins with the department heads and end-users to consider the needs of programs and define the project components that will meet those needs. Needs assessment, a campus space review, and a review of the appropriate planning documents to integrate with the College's Strategic Plan, are the driving forces in building a campus structure. The College and the FMO Department have been engaging in results-oriented planning processes on an on-going basis.

The College's Safety and Facilities Committee plans for scheduled maintenance upgrades. The committee first reviews the College's Strategic Plan, including its mission and vision, to ensure that the physical needs of all of the College's programs and services are being met. Budget planning for physical resources is accomplished through integrated planning; needs identified through PRs and AURs that are in alignment with the College's Strategic Plan support budget requests for physical resources.

The Safety and Facilities Committee determines and prioritizes service and equipment replacement and maintenance needs. Documentation of meeting agendas and project status reports are recorded.

Through the CRC process, the Safety and Facilities Committee evaluates the effectiveness of the College's facilities and equipment in meeting the needs of programs and services. The FMO Department, with input from the professional trades and crafts experts on staff, also incorporates College physical resource needs into its own AUR.

An FMO project list (III.B.2-02) documents current and completed projects as well as status reports from 2003 to the present. These reports are reviewed in weekly FMO meetings (III.B.2-03). The College effectively uses its facilities by maintaining classrooms that support the recommended capacity-load ratio based on FTES. FMO maintains the physical condition of College facilities used by students, community education (CE) programs, and the surrounding community. FMO's mission is to create an environment conducive to an effective learning experience.

Analysis and Evaluation

The College's processes ensure effective utilization and the continuing quality necessary to support programs and services to achieve the College mission. The combined efforts of College planning and implementation by the FMO are effective and adequately meet the

needs of students, faculty, and staff.

The EFMP has been followed within reasonable limits. Funding availability has led to the adjustment of project prioritization. For example, when matching funds from the state were made available, the remodeling of the Library moved to the top of the prioritized list. The Gateway project, scheduled for matching state funds in 2007, is still in the queue as a final project proposal with the state. The Gateway delay provided an opening for the College to reprioritize the stadium improvement project with a projected construction start date in October 2017 and a scheduled completion date in January 2019, a timeline which is much sooner than was originally planned.

Funding new buildings, scheduled maintenance, and facility and site upgrades continue to be a significant challenge. Facility needs are well researched and documented in reports, such as the RCA report, but the unfunded scheduled maintenance needs of the College remains high. The College will continue to work through the CIC process to develop a comprehensive funding plan to address these needs.

Equipment and technology have been well funded. Funds for technology have been allocated to the College through the Basic Aid Funds Allocation Process, and regular annual allocations have allowed the College to aggressively fund technology on campus. Specific discussion of funding for DE technology is discussed further in III.C.

The table below shows total equipment funds expended Collegewide (III.B.2-04).

College Equipment Expenditures, FY 2009-2010 to FY 2014-2015

Year	Total Expenditures
2009-2010	$ 1,255,233.25
2010-2011	$ 3,167,646.13
2011-2012	$ 1,307,195.44
2012-2013	$ 1,803,468.36
2013-2014	$ 1,868,165.18
2014-2015	$ 4,900,695.17

Evidence

III.B.2-01: School Dude 20-Year Facilities Requirements-Summary
III.B.2-02: FMO Project List
III.B.2-03: FMO Department Meeting Examples
III.B.2-04: 08-09 to 14-15 Collegewide Equipment Purchases

III.B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

The College primarily assesses the effectiveness of its facilities in supporting the College's program and services through the PR and AUR processes (III.B.3-01). Every two years, each program and student support and administrative unit must assess its physical resources and complete a needs assessment. On an annual basis, the resource allocation process, led by the CRC, prioritizes facilities, technology, and equipment needs identified through PR and AUR (III.B.3-02). Long-term needs for facilities, including type and size, are assessed at the program level, and are utilized in the development of future EFMPs.

The Safety and Facilities Committee and the Technology Committee also evaluate requests from the PRs and AURs, and each committee establishes a prioritized list of projects for their area. The CRC integrates the prioritized lists for each type of request (for example, facilities, equipment, staffing, technology, and other) into a consolidated list.

Evaluation of facilities also takes place within areas and divisions. For example, on a regular basis Student Services, with input from each of the ten managers reporting to the vice president for student services, assesses the usage of the Student Services building and other buildings and spaces on campus used to deliver student services. Each assessment is shared first with the Student Services team and then with PET. This evaluation has led to improvements, such as the mutual usage of space by compatible programs, the moving of programs to more adequate space, the moving of programs due to necessity during a remodeling process, and better usage of space to improve service to students. While many of these improvements are short term, the identification of facility needs for delivering student services is integrated into long-term plans, such as the construction of the Gateway Building, which is identified on the EFMP.

The Technology Committee develops and maintains a six-year plan. The Technology Committee plans for and funds both hardware and software needs. The first priority of the plan is to maintain currency of technology in the classroom setting and to fund technology replacement needs. The committee meets annually to review and revise the Technology Plan based, in part, on needs requested through the PR and AUR processes.

A facilities update is submitted as part of the board agenda every month to ensure the BOT has current knowledge of facilities projects.

Analysis and Evaluation

The College has multiple ways to evaluate and plan for physical resource needs. The first step is to identify the needs of each instructional program and student support and administrative units through the PR and AUR processes. The Safety and Facilities Committee, the Technology Committee, and the CRC, are participatory governance bodies at the College. These committees effectively prioritize identified needs to best support all programs and services. For facilities projects of a larger scope, an annual recommendation is provided to CIC identifying the projects that the College would like to see funded. This participatory governance committee, composed of representatives from both colleges and the District, then advances recommendations for capital outlay projects Districtwide and includes them in the District's annual budget. This process is considered successful, and the committee effectively utilizes continuous improvement principles.

Evidence

III.B.3-01: Program Review Handbook
III.B.3-02: CRC Committee Process and Model

III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The EFMP is the document that drives the building and major renovation of facilities at the College. This long-range plan is the result of an extensive, collaborative process that includes significant participation of College faculty, staff, administration, and students.

This plan identifies in detail all existing facilities by building and also addresses circulatory and infrastructure needs. Full-time equivalent student (FTES) student capacity needs are curriculum driven, and a plan to accommodate those needs is developed. The FTES projections and programmatic needs are developed by the vice presidents for instruction and student services and are supported by OPRA. This plan includes projected need for classrooms, laboratory space, athletic fields, student service space, office space, parking, and roads. These needs are prioritized and a phased plan is developed. This plan is used to supply the State Chancellor's Office with updates to the Five-Year Plan regarding District priorities for facilities funding.

Implementation of the plan depends on funding sources. As funding becomes available, the College follows the designated order of priority to implement projects. However, a

lower-priority project may be advanced to take advantage of available funding. A recent example can be found in the Library renovation project. This project had a lower priority than the Advanced Technology and Applied Science Building renovation; however, it was implemented first due to the receipt of matching state funds.

The College has significant documented scheduled maintenance needs and struggles to meet those needs both from a funding and a human resources perspective. The 20-Year Facility, Renovation, and Scheduled Maintenance Plan, available through the College's SchoolDude planning module, serves as an effective tool for documenting the scheduled maintenance needs of the College. This plan is referenced during the review for annual recommendations to the CIC in accordance with the identified priorities.

The College uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. District Services facilities planning professionals utilize a formula for new building construction that assumes the initial building cost is only a percentage of the total cost of ownership, which includes maintenance and renovation needs. The college president, the senior director of facilities, and the vice president for college administrative services evaluate proposed projects and major equipment requests and analyze the anticipated return on investment and the effect the decision will have on the facilities and maintenance budgets both now and in the future. They also balance equipment needs that may have higher costs with educational and facilities components.

The planning process is an integral part of ensuring that capital projects support College goals. The budget is driven by the long-range planning process. This process has proven to be effective as measured by the College's ability to adequately maintain its facilities and project a budget for scheduled maintenance projects.

Over the years, the College has taken a proactive approach to utility savings retrofits and sustainability measures. In 2003, the College installed a 1.5 megawatt cogeneration plant that produces over 8.5 million kilowatt hours per year. The heat generated by this process is then utilized to supply thermal energy to the College's swimming pool and its buildings. This process results in an annual savings of approximately 350,000 therms of natural gas. Furthermore, in January 2009, the installation of an absorption chiller was completed. The chiller generates chilled water for air conditioning by utilizing heat generated from the electrical generators. This improvement provides over 400 tons of cooling capacity and will save an estimated 1.4 million kilowatt hours and $200,000 per year. This cooling system will provide all of the College's cooling needs during the winter and half of the cooling needs during the summer. The cost for these improvements, $1.49 million, qualified for a public utility company rebate of $408,000. Additional energy efficiencies were gained with Proposition 39 state funding, which enabled the College to install energy efficient LED devices in the parking lot. Other areas of sustainability that should be noted are the

College's recycling program and the use of reclaimed water for irrigation. Each year since 2003, the recycling rate for the College's waste was over 50 percent of the total amount of waste generated by the campus. Since 1995 the College has utilized reclaimed water for the irrigation of landscaped areas, a process which results in an annual savings of over $75,000 and reduced annual consumption of 68 million gallons of domestic water.

Analysis and Evaluation

The College continually addresses its scheduled maintenance needs. The College has spent $38 million in scheduled maintenance over the past ten years (III.B.4-01). Realizing maintenance needs is a priority, and in 2009-2010 the District made realizing these needs a Districtwide goal (III.B.4-02). This goal led to the development of the FCA report and a 20-Year Facility, Renovation and Scheduled Maintenance Plan to address facilities needs at the College.

The College has completed many successful building construction projects and renovation projects. However, the College has experienced problems with the "low-bid process," which, unfortunately, does not ensure the best-qualified and most-competent contractors. Therefore, on major building construction and renovation projects, management has the burden and expense of guarding against subpar quality workmanship, project delays, and contractor errors and misjudgments, which could lead to unnecessary litigation. A design-build delivery method is employed, when it makes sense to do so, which allows for greater collaboration; using this method, a single entity contracts design and construction services. This design-build process is anticipated to yield better results, such as a lower overall cost; shorter project duration; and superior project quality, contract features, and warranties.

Leadership in Energy and Environmental Design (LEED) is a nationally accepted standard that promotes healthier indoor air and efficiency in energy and water usage. In alignment with the Mission, Vision, and Values of the College related to sustainability, the College has required LEED building certification for the new Sciences Building. The College is committed to sustainability and intends to continue to explore sustainable alternatives, including the feasibility of LEED building certification. The new Sciences Building is a gold-rated LEED certified building, and the College will continue to implement sustainable design and building principles throughout the campus.

The College's investment in utility savings projects has been significant. Before implementation of utility savings projects, the criteria for viability, the long-range financial impact, and the College mission of sustainability are considered. Sustainability measures implemented at the College have resulted in an annual savings of 2.4 million kilowatt-hours, the removal of 8.5 million kilowatt-hours, a savings of 350,000 therms of natural gas, a reduction in the consumption of domestic water by 68 million gallons, and a cost savings of $905,000. Presently, there are several projects in process that will address additional

sustainability issues. These projects include the installation of an upgraded energy-management system, a new cool-roof system for the Student Services building, and an evaluation of campus irrigation systems by the Moulton Niguel Water District.

Evidence

III.B.4-01: Ten-Year Project History
III.B.4-02: Board of Trustees 2009-2010 Districtwide Goal

III.C: Technology Resources

III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

The College is a large and complex institution that utilizes an array of technologies to meet its institutional goals and objectives. Technology permeates every division and department throughout the College. The roles of the College Technology Services department and District IT department are closely linked, with each group providing critical services needed to support the College. College Technology Services provides technical support in an array of technologies. Specific categories of technology support at the College are as follows:

Data Network Administration

- Routers
- Firewalls
- Network Switches
- Wired Infrastructure
- Wireless Access Points
- Network Access Control

Desktop Computers
- Faculty, Staff, and Administrative Computers
- Student Computer Labs and Classrooms
- Open Access/General Use Computers

Telephones
- Adds, Moves, and Changes
- Call Handlers/Phone Trees
- Voicemail
- Fax Lines

Software and Database Support
- End-User Support and Training
- District Application Support

Data Storage
- College Data Storage
- Storage Area Network Management
- Data Backup

Server Administration
- Instructional Servers

- Administrative Servers

Web Administration
- Manage College Web Servers
- Design and Update SharePoint
- Web Applications

College SharePoint Services
- Manage College SharePoint Servers
- SC Cloud Services

Audio Visual Services
- Boardroom Equipment Operation and Support
- Classroom Media Support
- Equipment Maintenance
- Equipment Installation
- Troubleshooting
- Outdoor Media Systems
- System Maintenance
- System Operation
- Media Services
- Video Duplication

PoE IP-Based Camera
- Configure, Maintain, and Support Cameras and Servers
- Integrate Cameras with Alarm and Video Analytics

Learning Management System
- Support and Train

Applications Development
- Develop and Maintain In-House Applications
- College Specific Software and Database Installation and Support

Printing Management
- Maintain and Support All Printers
- Support All Printing Management Services

Electronic Medical Records
  Support and Maintain System

PoE Access Control System
- Maintain all the Servers and AD Integration
- Support all Door POE Access Control System
- Support Integration into Camera System

Instructional Computer Labs
- Collaborate with Instructors to Develop Images

- Troubleshoot
- Software Installation and Configuration

College Technology Services provides technical support for faculty, staff, managers, and administrators. Their hours of operation are from 7:30 a.m. to 8:00 p.m. Monday through Thursday, and 7:30 a.m. to 5:00 p.m. on Friday. There are 13 full-time technical staff, two 60-percent technical staff, an administrative assistant, an assistant director, and a director (III.C.1-01). The staff are qualified to provide support in all of the areas listed. The College's television and radio educational programs use extensive technology. They have dedicated video production specialist staff that assist in supporting these successful and technically adroit programs. Technology Services managers receive text messages via monitoring systems and respond to email after normal Help Desk hours and on weekends.

District IT manages many core services used by Saddleback, Irvine Valley College, and ATEP. These services include the student information system, the email system, CENIC internet lines, the ERP system, Workday, mobile applications, and many other systems that are vital to the operation of the College.

Support—Student Technical Support Hours of Operation and Services Provided

To serve all College students, the Division of Online Education and Learning Resources, under the director of learning assistance, manages two student Help Desks and computer labs on the second and third floors of the Learning Resource Center (LRC). The computer lab on the second floor is a shared space with Liberal Arts and contains 30 computers for the Language Lab and 48 computers for Skills Lab and Open Lab use. The computer lab on the third floor has 46 Open Lab computers utilized for research and homework purposes. The student Help Desks offer students in both online and face-to-face classes direct technical support via telephone, email, or in person. In spring 2015, the student Help Desks added a live online technical support chat to assist online students. Hours of operation are Monday through Thursday, 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 2:00 p.m., and 10:00 a.m. to 3:00 p.m. Saturday.

Support—Faculty Center for Student Success Hours of Operation

The FCSS provides faculty with instructional technology training, workshops, and continued support that promotes excellence in teaching and ensures the highest level of student learning for on-campus, blended, flipped, or fully online classes (III.C.1-02). There are three specialists and one office assistant who are available to assist faculty (III.C.1-03). Each semester, the FCSS offers various instructional technology training options, including specific department/discipline sessions, one-to-one assistance, and new faculty orientations as well as the following:

- Use of the campus LMS in both online and face-to-face classes

- Instructional design support for online classes

- Ways to incorporate instructional technology into classes, including the latest technologies

- Teaching and learning best practices specific to all learning modalities

- Managing, training, and implementing captioning strategies

- Training on third-party apps such as VoiceThread, eduCanon, Google, etc.

- Other topics related to instructional technology

The FCSS is open Monday through Thursday from 7:00 a.m. to 7:00 p.m. and from 7:00 a.m. to 5:00 p.m. Friday. FCSS staff offer workshops on a wide variety of topics throughout the semester. Session topics range from the basics of using the LMS to how to create instructional videos in five minutes or less. In order to accommodate varied faculty schedules, sessions are usually between one to two hours and are available at varying times while the FCSS is open. Surveys from both the start and end of the semester determine the best times for these workshops and which classes should be offered in the future.

The FCSS and the online education coordinator collaborate with Irvine Valley College to organize yearly joint college events, such as the Online Education Summit. FCSS also presents several sessions during PD Week each semester. FCSS also offers fully online or hybrid sessions, on topics such as how to get started online and getting started with Camtasia. In addition to the weeklong online sessions, FCSS also provides webinars for desktop learning loops and one-to-one assistance. Finally, the FCSS has a YouTube Channel and participates in various social media platforms to keep faculty up-to-date with the latest trends in instructional technology and online teaching strategies.

The College's personnel work effectively to support online instruction. There are three full-time staff members dedicated to instructional technology support for faculty (two application specialist II positions, and one instructional technologist). At the College, there are also two full-time positions and one half-time position for student technical support located in the LRC. Furthermore, the Division of Online Education and Learning Resources (OELR) supports activities at the College that engage students, faculty, and staff with online education. These activities have included the Collegewide Online Education Summit in November 2015, Week of Workshop (WOW) sessions for students new to online education, and ongoing workshops for instructional technology through the FCSS. FCSS surveys help the center to remain responsive to the needs of faculty and help the center gauge whether it is meeting the needs of faculty. The president's professional development survey included feedback about the support available for online education, learning needs, and future interests. Ongoing feedback from the online education coordinator, dean of OELR, and FCSS supports the DE programs and services on campus. The online education coordinator also

solicits feedback from faculty on services and programs, and then shares this information with the FCSS and the dean of OELR. Finally, there are onboarding opportunities that introduce new faculty to technology skills and best practices in online education. Workshops and one-on-one training at the FCSS help existing faculty to maintain skills. Mentors also help to determine needs for future PD. Furthermore, the OEC, District Online Education Committee (DOEC), the Division of OELR, and FCSS make recommendations for additional needs.

Support—District IT Hours of Operation

District IT technical staff answer Help Desk calls Monday through Friday from 7:00 a.m. to 6:00 p.m. Additionally, the department has a 24/7 emergency hotline; when users call and leave a message on this line, District IT personnel are notified. District IT management also monitors and responds to email after normal Help Desk hours.

Facilities—Computer Labs on Campus

The College has 50 instructional computer labs located throughout the campus. With the exception of the FCSS, which is dedicated to faculty use, all of these labs are available to students on campus. There is a totally of 1,553 computers in these labs. The vast majority of these computers are Windows-based machines with 372 devices operating an Apple operating system. The FCSS operates Mac computers, which have the dual capability of running Windows or Apple operating systems. The Technology Services department maintains and supports all of these systems. There is a continued demand for additional instructional computer labs; each year, different divisions request new computer lab setups. The technology committee created a new computer lab process to review requests and recommend options to the CRC (III.C.1-04).

Instructional Computer Labs

Description & Location	Number of Systems
Matriculation/Student Success Lab Vil 8	36
MAP Lab SSC 166	17
Matriculation Laptops	30
Comm Arts Audio (Mac) Vil 507	27

Comm Arts Editing Lab (Mac) Vil 517	9
Comm Arts Video Lab (Mac) Vil 508	26
Digital Photography (Mac) LRC 102	33
Digital Photography (Mac) LRC 103	28
Faculty Center for Student Success (Mac) BGS 249	37
High Tech Prod Lab (Mac) Vil 23-1	6
Journalism (Mac) LRC 116	20
Auto Tech (Win) (10 laptops) TAS 123-127	16
BGS Fashion BGS 104,110,119	3
BGS Interior Design BGS 130-132	9
BGS 233 Lab (Windows)	31
BGS 234 Lab (Windows)	31
IMC Lab (Windows) BGS 248	80
IMC Laptops	47
Career Center (Windows) SSC	38
Fine Arts iPads	12
Graphics Lab (Mac) TAS 115	17
Graphics Lab (Mac) TAS 226	29

Graphics Lab (Mac) TAS 227	36
Health Science iPads	90
MSE Lab (Windows) SM 348	53
Radio Lab Audio Auditing	4
Liberal Arts Lab (Windows) LRC 117**	27
CAD Lab (Windows) TAS 218	33
CAD Lab (Windows) Vil 24-2	31
General Lab (Windows) Vil 32-1 (CAD Lab)	33
Rapid Prototyping (Win) Vil 33-2	18
Reading Lab (Windows) LRC 215,216,221,230	104
High Tech Lab (Win) Vil 29-1	19
KSBR	15
Biology Lab (Laptops -- Z books)	11
Chemistry Lab (Windows) SM 207	29
Chemistry Lab (Laptops -- Z books)	60
Chemistry Lab (Windows & 2 Macs included in the 29)	29
Counseling Laptops (Windows) SSC	30
Library Workshop Laptops (Win) LRC 314	30

Physics laptops (Windows) SM 101-102 old (New Science 125-127)	53
LRC Tutoring (Win) * LRC & LRC 208	10
Health Sci Lab (Windows) (2018) HS 103	33
Health Sci Laptops HS 102 & 112	12
Language Lab (Windows) LRC 258	40
Student Government	6
Writing Lab (Win) LRC 209-210	55
Library Open Lab Zero Clients (Tutoring) (2nd-50 & 3rd-40) LRC 258	90
SSC Lobby (Zero Clients)	10
A&R Lobby (Zero Clients)	10
TOTAL:	**1553**

Facilities—Faculty Center for Student Success

The facilities for the FCSS offer both a workspace and lounge area for any full-time and part-time faculty members who wish to work or relax. This faculty area includes the following features:

- 20 Mac computers with 26" large screens which are Mac/PC compatible with five additional individual workstations available outside of the lab
- Capability on all computers to operate Windows and IOS
- Microsoft Office suites, as well as Mac Office suites, Adobe Creative Suite, which includes Photoshop and Illustrator, Camtasia video editing tools, as well as others

- Two sound booths equipped with multimedia Mac/PCs, studio-quality microphones and other video creation tools, including Camtasia and Adobe Premiere editing software

- Connected and wireless printers

- Copy machine, scanning capabilities

- Scattered electronic charging stations

- Extra supplies for last-minute needs, such as flash drives, dry markers, erasers, and laser pointers

Facilities—Data Center Funds Allocated

The College has grown through the years, and the demand for technology has skyrocketed. This demand required the deployment and installation of technology that included additional hardware. The College has a main distribution frame (MDF) located on the first floor of the LRC and Library building. The MDF houses all the crucial servers, storage area network (SAN), core switches, and all other technology the College relies on to continue its operations. The MDF has grown organically over the years and now necessitates upgrades to continue properly housing these crucial systems.

A 2015-2016 funding request for $2.9 million was submitted in spring 2015 via the District Technology Committee (DTC) to address the needs of the MDF. The request was validated and funded in June 2015; however, due to the funding amount (over $1 million) this project is designated as a District Services facility project to be managed by District Services. The project currently remains in the project analysis phase, but the College is hopeful, due to the demonstrated need, that the project will be accelerated soon. This funding will ensure all College systems are housed in a data center that contains all the necessary facility requirements to secure this vital infrastructure.

The District developed the 20-year EFMP to address the needs of the College. This plan is updated every five years and includes DE needs as well as the technology needs for new buildings.

Hardware—Computers

All full-time employees receive a computer and monitor. Based on employee request and approval from an immediate supervisor, a second monitor is set up to aid in efficiency. The majority of employees receive a Voice over IP (VoIP) phone. There are numerous printers and multifunction devices where employees can print. Divisions and departments have networked copiers that they use for printing, copying, and scanning. Additionally, the College has a reprographics department which accommodates larger and more complex print jobs.

Student printing is available in instructional labs. Additionally, students can print in any of the multiple locations on campus that have student print stations. Student print stations are located in the LRC, Business/General Studies, Health Science, and science and math buildings. The College is in the process of migrating to a web-based student print system that will allow students to send print jobs from mobile devices, laptops, or through the internet and then release the print at any of the print locations at Saddleback College or Irvine Valley College (III.C.1-05).

Hardware—Audio Visual

All instructional classrooms include a projector, screen, computer, monitor, small speaker, and a teacher desk. Technology Services computer/audiovisual technicians support classroom equipment and provide quick training to faculty and staff on the use of this equipment. Additionally, Technology Services has specialized equipment to assist in outdoor activities that require audiovisual equipment. This specialized equipment typically involves large outdoor speakers, large projection screens, projectors, and cellular hotspots for internet access.

Computer-audiovisual technicians typically attend multiple events during the week to help support various functions throughout campus and provide dedicated audiovisual support. The College submitted funding requests in 2015-2016 and 2016-2017 to refresh the technology in classrooms. The current equipment is showing signs of wear, and given the fast-pace of technology, the majority of the rooms cannot accommodate digital connections, such as HDMI or mobile phone connections. The College Technology Committee developed a standard outlining the minimum level of technology needed in the classroom to assist faculty in the delivery of their lectures and this College standard was integrated into the College Technology Plan and is a requirement for all new buildings.

Technology Plan

The College has made substantial investments in its technology infrastructure. The College has created an air-blown fiber infrastructure with two tubes going to each intermediate distribution frame connecting to the MDF in a star topology. Twelve strands of fiber run between the MDF and each individual intermediate distribution frame (IDF). Additionally, the College upgraded all of its Cisco switches from the edge to the core. Each IDF Cisco switch stack is connected with two 10 Gbps modules creating a 20 Gbps bandwidth path between each IDF and MDF. Two core switches with fiber modules connect each IDF switch stack in a redundant manner.

The College is embarking on a wireless network upgrade. The goal is to have ubiquitous wireless coverage throughout the College, including coverage of athletic fields, parking lots, and roads. Based on the radio frequency survey conducted, an additional 600 access points will be required to achieve the goal. Funding requests were submitted for 2014-2015, and a

subsequent funding request for 2016-2017 was submitted to complete the second phase of the project. A third funding request is being submitted for 2017-2018 to complete the project.

The College's Technology Committee developed a replacement schedule for all computers on campus (III.C.1-06). All employee desktop and laptop computers are replaced every four years. Equivalently, all classroom (non-computer lab) computers are replaced every four years. The replacement cycles are balanced between even and odd years to ease the burden on the budgets and technical staff. Instructional computer labs have a different replacement schedule based on the instructional program housed in the lab. For example, computer-aided design (CAD) lab computers are replaced every two years. Meanwhile, the Language Lab computers are replaced every four years. The trickle down of the CAD lab computers moves to other labs that do not require a two-year replacement cycle.

All other technical equipment has a replacement cycle based on its lifespan. For example, projectors are replaced every seven years, while the storage area network (SAN) is replaced every five years.

Software

The College uses a multitude of software to assist in the efficient running of its operation. From instructional program specific software, to the student information system, the College relies heavily on software for its program and departmental operations. The faculty drive all classroom instructional software acquisitions, and program need determines renewals. The assigned technician works closely with faculty members to understand the needs of the program and assist in researching, implementing, and maintaining software to keep the program relevant and meeting the needs of students. Technology Services is responsible for the renewal of instructional classroom software and is allocated a budget to successfully renew the software. The software used in instructional programs is extensive. Technology Services has a budget to renew the majority of non-instructional software with the exception of grant-funded programs.

District IT provides online software systems that enable students and employees access to vital services. Key software tools provided to students include MySite and My Academic Plan (MAP).

MySite

MySite is the enterprise Web portal that provides personalized online services to faculty, staff, and students at Saddleback College and Irvine Valley College (III.C.1-07). It provides students the ability to add and drop classes, view semester grades, review transcripts, track the statuses of classes during registration, access email, view college announcements,

change their mailing addresses, forward college email, review appointment dates, order textbooks, store personal links, set automatic reminder emails, and more.

Faculty can use MySite to view their class schedules, download rosters, generate waitlists and late Add Permit Codes, submit grades, order books, and manage their class websites. Employees can use MySite to perform all of the functions of the student information system.

The District continuously updates MySite software to ensure that it meets the needs of students, faculty, staff, and management. In Fall 2016, a new version, MySite 3.0, will be released. This updated version will feature a student success dashboard that will provide students a unified place to see the progress they are making toward achieving their academic goal(s). MySite 3.0 will be fully mobile responsive and will include advanced search capabilities to assist students in finding the information they need. Additionally, each page will include tutorial videos produced by the student design team—a group of students who assist the College in the design of all of its systems.

SmartSchedule

The District deployed the SmartSchedule program in 2004 to provide students an intuitive way to find the most appropriate classes that meet their requirements. The District is currently leading a Districtwide work group to update the SmartSchedule to make it mobile friendly and to add additional helpful features. The current program has many rich features, which:

- Allow students to easily browse or search the class schedule including textbook information.

- Provide links to faculty profile information.

- Show the location of classes on a campus map and provide a regional map with driving directions.

- Include a details page with Course Catalog descriptions, topics covered, learning objectives, methods of evaluation, and waitlist counts. In addition, the details page also includes all of the important deadline dates for a given class including the first meeting, drop date, refund date, and the last day to add with instructor permission. Students can also request an email reminder for any date listed.

- Allow students to add classes to their personal shopping cart; this feature can detect registration restrictions prior to their registration appointment. Furthermore, classes are displayed in a day/time grid that automatically expands to their schedule and displays the classes in an intuitive calendar-style format.

- Allow students to request a daily email with the status of the classes in their cart, or students can subscribe to a personalized RSS feed that is updated every five minutes.

- Include advanced search capabilities which allow students to find classes matching a wide range of criteria, including keywords in description fields, instructor, location, class length, transferability, subject area and the day/time the class meets.

MAP

MAP is a program which guides students through the process of creating their own academic plan (III.C.1-08). It serves as a self-service tracking system for students and counselors to monitor student academic goals. This planning tool provides the student with a complete list of courses broken out by various categories (e.g. general education, major preparation, electives, etc.) The program is fully integrated with the District student information system. This integration allows MAP to evaluate a given student's transcript every time the plan is accessed. This feature provides a continuous progress report on how the student is accomplishing his/her goal.

Workday

A key software tool provided to employees is the enterprise software Workday. Workday provides access to employee's vacation information, benefits information, organizational charts, payroll, and, in addition, is the financial system used to develop requisition and purchase orders. The software offers many intuitive videos and job aides that assist employee effectiveness and efficiency. Additionally, financial reports, budgets, and organizational charts are a sample of the various reports found within the system.

LMS and Building Blocks

Currently, the College is evaluating the LMS and considering both Canvas and Blackboard in this discussion. This is an inclusive process that calls for faculty, staff, and management to consider all aspects of a new LMS, including its instructional capacities, costs, support services, and other software/hardware needed to support it. The vendor supports the College's current LMS, Blackboard. The vendor maintains servers externally and provides student and technical support. Contractual service agreements with Blackboard ensure reliability, disaster recovery, privacy, and security.

The College's instructional technologists continuously investigate, pilot, and coordinate licensing for emerging instructional technology that can be easily integrated into the campus LMS. Some of these tools include applications, such as VoiceThread, eduCanon, Turnitin, Google Tools, etc. These plugins are tested then presented to the Online Committee to determine use and/or subscriptions. Some applications may not plug directly into the LMS. Some are free or inexpensive tools faculty can use in their classrooms and/or to create content. A good example of this is Monosnap and other video creation tools that faculty can use from their homes.

There is a long list of instructional software installed on computer labs throughout campus. The table below provides an example of the software available.

Examples of Classroom Software Available to Students

Adobe Suite	Autodesk AutoCAD	Avid
Camtasia Studio	Citrix Tools for Virtual Machines	Dev-PHP
Eureka	Grammar Fitness	Geographical Information Systems
IronPython	Kurzweil 3000	LinQ
Maternity Mania	MathPlayer	Microsoft Office Suite
Microsoft SQL	Microsoft Visual Studio Professional	MODELA
Movie Magic	Packet Tracer	Persian Tutor
Psych Mania	Python	Pro Tools
QuickBooks	Reading Shape-Up	SOLIDWORKS
Soloist	SPSS—Statistical Analysis	TUKAcad
Vectorworks	Windows Operating System	Write It Right
ZoomText	ZXP Series Toolbox	Wireshark

Analysis and Evaluation

The College has made significant investments in technology to provide up-to-date technological tools for all areas of the College.

The College uses various mechanisms to evaluate how effectively equipment and facilities meet the needs of programs and services for both classroom and online instruction. The EFMP includes information on online education and a 20-year plan, which is updated every five years (III.C.1-09). The District Technology and College Technology plans serve as additional means for evaluating the effectiveness of equipment and facilities related to online education. The FCSS is supported with staff and resources. Equipment in the FCSS is determined through needs assessments, surveys, resource allocation requests and committees, such as the Technology Committee, DOEC, the OEC and the DTC. These committees evaluate the effectiveness of equipment and facilities dedicated to online education. BAARC funding requests reflect the need for additional infrastructure to support online education. The FCSS computer lab and the student computer labs in the Library and LRC Tutoring Center are maintained and updated regularly per the equipment replacement schedule. Wi-Fi services allow students to use mobile devices for their online courses. Additional requests to update Wi-Fi coverage are considered through the DTC's allocation process.

The College has an equipment replacement schedule for labs, equipment, and other needs. Every four years, the College refreshes the technology in offices, labs, and classrooms (III.C.1-10; III.C.1-11). Resource allocation requests allow for off-cycle needs. The LMS is a

key feature that supports online education, and is maintained at high levels in a collaboration between the District and the College. The District ensures that the LMS has sufficient storage to meet the needs of faculty and students. As the use of the LMS has increased (due to increasing populations and offerings), so has additional support for the LMS through the District and College. Blackboard updates take place during times that will least impact students. Finally, the District has service-level agreements with the vendor Blackboard to ensure reliability, disaster recovery, privacy, and security.

The College's Technology Committee created technology replacement schedules to ensure all hardware is refreshed and meets the needs of the institution. The Help Desk software allows end-users to provide feedback on the support they receive. The majority of this feedback is positive with end- users complimenting the support and expertise provided (III.C.1-12). Discussion regarding technology needs take place at Technology Committee, and the committee can make recommendations for funding (III.C.1-13).

The College provides adequate professional support to ensure that the College meets its institutional goals and objectives. There is a firm commitment to providing up-to-date technology to all areas of the campus. The College follows the replacement schedules outlined in the Technology Plan and allocates sufficient funds to continue the refresh cycles.

The facilities provided, 50 computer instructional labs and 1553 computers, are adequate. Upgrades to the College's infrastructure have left the College ready to handle current and future bandwidth demands. Furthermore, the upgrade and expansion of the wireless network will ensure the College continues to meet the needs of a mobile student body and workforce.

Evidence

III.C.01-01: Technology Services Division Organizational Chart
III.C.01-02: Website Outlining Instructional Technology Support and Training
III.C.01-03: Organizational Chart for Faculty Center for Student Success
III.C.01-04: New Computer Lab Process
III.C.01-05: Scope of Work for Student Print Project
III.C.01-06: Agenda and Minutes of Technology Committee Discussion on Computer Replacement Plans
III.C.01-07: Website for MySite
III.C.01-08: Website for My Academic Plan
III.C.01-09: 20-Year Educational Facilities Plan
III.C.01-10: Computer Replacement Plan
III.C.01-11: Instructional Lab Computer Replacement Plan
III.C.01-12: Help Desk Satisfaction Survey Results
III.C.01-13: Agenda and Minutes of Technology Committee on Wireless Project

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Technology Plan

The College recognizes the importance of technology and has a Technology Committee whose purpose is:

> To engage in collaborative discussions regarding college technology, disseminate information to the campus community, empower students, faculty, and staff through the deployment and availability of technology resources, consider the concepts of universal access and design, and provide direction for technology that advances and supports our strategic plans.

The Technology Committee has broad representation from College constituent groups, including students, faculty, classified staff, classified managers, and academic administrators. The committee is responsible for creating the Technology Plan, reviewing it every year during the spring semester, and updating it accordingly.

An OEC with heavy representation from faculty across the College engages in collaborative discussions regarding online education. The District has a centralized LMS that is the primary tool for online education. Saddleback and Irvine Valley College have representation in DOEC. DOEC meets monthly and discusses all items related to online education, such as building blocks for the LMS, migration to Canvas, and other topics affecting online instruction ([III.C.2-01](#)). The DTC has representation from Saddleback College, Irvine Valley College, and District Services. DTC discusses all items related to technology and creates the District Technology Plan. The District Technology Plan is updated annually. DTC has broad representation from all three entities.

During 2015, the College's Technology Committee worked on creating the *2015-2020 Saddleback College Technology Plan* ([III.C.2-02](#)). Various governance committees, such as CC and Management Team, discussed a draft of the plan. The College's Technology Committee approved the final version of the plan in spring 2016 ([III.C.2-03](#)). The plan has eight goals and 34 objectives. The technology goals align with the College's strategic goals and with the District Technology Plan goals.

Members of the Technology Committee, with input and feedback from faculty, students, staff, and management, developed the Technology Plan. The objectives were submitted from various areas of the College, reviewed, discussed at length in the Technology Committee,

and finally approved and added to the plan. This discussion included engaging in discourse with the responsible parties of the objectives and agreeing on target completion dates.

The College's Technology Committee used four data gathering methods to guide the development of the Technology Plan. First, the committee conducted a successful technology survey in fall 2014 that resulted in 1,528 student responses, 65 faculty responses, and 41 staff/management responses (III.C.2-04). Second, the committee had two open forums that were attended by students, faculty, and staff/management (III.C.2-05). To provide the College community with multiple options for attendance, one forum took place midday, while the second took place in the evening. An internet blog was the third method of data collection. The fourth method was discussion through various College governance groups. These methods led to the collection of rich data that helped guide the development of the plan. The outcome was data-driven technology goals and objectives that will aid the College in achieving its mission, vision, and strategic goals.

The College strives to meet community, industry, and labor demands. As such, the College is in a constant state of flux. The College has a long-term 20-year construction plan. The Technology Committee developed a set of standards to better assist in classroom-technology construction planning (III.C.2-06). The committee developed these standards to ensure a minimum level of technology in classrooms and to aid architects when designing buildings (III.C.2-07). The standardization of equipment assists in system integration, support, and the maintenance of equipment. Classroom technology standards were embedded into the Technology Plan and are updated, with the rest of the plan, every spring semester.

Administrative Unit Reviews

All divisions and departments submit an AUR that outlines unit objectives and needs (III.C.2-08). The AUR documents the need for the technology funding requests submitted by each area. The College uses a centralized planning process to determine the College's technological needs. The College's resource allocation process is the main process used for technology funding requests. Based on their needs, all divisions and departments submit their technology funding requests every year through TracDat. The wing and division/department compile funding requests and submit them to the CRC, the main governance body that reviews such requests. CRC sends all technology funding requests to the Technology Committee for initial review, feedback, and a ranking of high, medium, or low.

Resource Allocation Process

The College engages yearly in resource allocation. During the spring semester, all divisions and departments submit their resource allocation requests, which include technology funding requests. All requests approved are used for budget planning. Additionally, major technology investments of $150,000 or above qualify for basic aid funding. Basic aid technology

requests are submitted annually beginning in December with a deadline of January. All divisions and departments can submit technology funding requests through the college resource allocation process and/or through the basic aid technology funding process.

The College uses two primary forms of funding for technology projects:

1. General Fund
   a. Unrestricted: 010
   b. Restricted: 011

2. Basic Aid or Capital Outlay Fund: Fund 40

The annual planning prioritization and resource allocation process is the College's process for requesting the funding of new technology (III.C.2-09). This process primarily uses general funds for approved technology requests.

All technology funding requests for basic aid or fund 40 initiate at the College or District Services. Each entity follows its own process for the creation and prioritization of requests. The College receives all basic aid funding requests from all divisions/departments, and the Technology Services department compiles them. These requests are presented to the Management Team, CC, and Technology Committee. These governance groups provide their input regarding priorities. A list of priorities is created and presented again to these governance groups before voting takes place at the District-wide Technology Committee.

All entities' technology requests for basic aid funding are discussed and prioritized at the District-wide Technology Committee. BAARC makes the final recommendation to the Chancellor (III.C.2-10).

The College and the District recognize the need to support the LMS and related programs (such as Turnitin and LMS building blocks) for the success of online courses; the District and colleges work together to allocate resources to support these needs. In addition, the District has an innovation fund to support new ideas and needs. The College includes discussions, research, and analysis as part of the resource allocation process, during which each department and division selects and prioritizes its needs. This information goes to the respective unit vice president for prioritization and then up to the CRC for allocation decisions. Resources are utilized in a variety of ways; for example, new instructional technologies are typically piloted for a year, evaluated by the OEC, and if they are effective, recommendations are then made to institutionalize those resources. The process is similar for needed equipment or hardware. Requests are made through divisions, and then routed to the appropriate channels during the CRC process as well as the Technology Committee for ranking and consideration.

Technology Replacement

There are two primary replacement schedules. There is a replacement schedule for computer instructional labs. These schedules illustrate each lab and its replacement cycle. There is also a replacement plan for all other computers and operational systems. The computer instructional labs have unique replacement needs due to the various educational programs served by the labs. The College replaces computers based on approved computer-replacement schedules. The figure below demonstrates the number of computers replaced in the last three years.

Number of Computers Replaced by Year
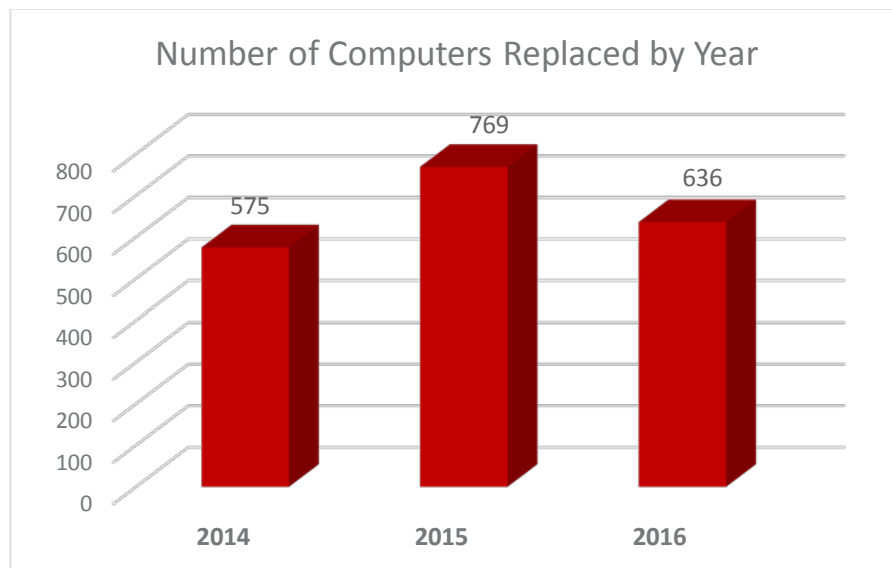
The College retains service maintenance agreements in all instructional software that entitles the programs to the latest software versions (III.C.2-11). This subscription enables instructional programs to stay current with technology and have access to the latest versions of the software. Technology Services technicians, in consultation with individual faculty members, upgrade the software every semester. Furthermore, based on faculty requests, additional licenses are purchased to the meet the demands of growing enrollments.

The College is currently assessing the possibility of migrating to Canvas, a new LMS. A number of discussions and presentations have been conducted to offer faculty various opportunities for feedback and discourse (III.C.2-12; III.C.2-13). Discussion takes place in the OEC as well as at the DOEC. Information has also been provided to the Academic Senate. The discussion is ongoing with plans to make a final determination in spring 2017.

There has been a multitude of infrastructure replacements over the past years. The College has installed an air-blown fiber (ABF) infrastructure that connects every IDF to the MDF with two ABF tubes (III.C.2-14). Twelve strands of fiber are in one tube, leaving the second tube available for future growth and demand. The College replaced all end and core Cisco

switches after the ABF upgrade, allowing gigabit bandwidth to the desktops. In 2015, the College purchased a new NetApp SAN and upgraded the controller in the existing NetApp SAN. The SANs are now setup in high availability mode. Additionally, the College replaced a number of servers to keep up with College demands.

Technology Services plans to expand the deployment of virtual desktop infrastructure (VDI) over the coming years. The department has purchased a Nutanix block as a foundational block to the expansion of VDI. The plan is to virtualize 100 desktops over the 2016-2017 fiscal year. Based on technology survey results, the top two technology items for students and College employees is wireless and classroom technology. Technology Services is embarking on a phased wireless network upgrade. The first phase will cover high-demand areas, such as the LRC, Business/General Studies and Student Services buildings including the quad external area. Cisco Wave 2 wireless technology will be deployed to expand the wireless network. Phase two of the wireless expansion project will cover all the inside of the remaining buildings. The third phase will cover all athletic fields, open areas, parking lots, and roads. Simultaneously, Technology Services secured phase one funding for the refresh of all classroom technology. The plan is to follow the Technology Committee approved classroom technology standards and deploy these standards in every College classroom.

The College is migrating from SharePoint 2010 to SharePoint 2013 to take advantage of the integration with Office 2013 and mobile technology. SharePoint is the main intranet portal utilized by all committees for data storage and collaboration. Furthermore, Technology Services replaced the multiple outdated backup solutions currently in place with a cloud-integrated data protection Barracuda backup solution. The Barracuda backup solution protects the College's physical and virtual systems and all institutional data.

Analysis and Evaluation

The College has made substantial investments in its technical infrastructure. The College set up an ABF infrastructure that provides two tubes to each IDF homerun back to the MDF. One of the tubes has 12 strands of fiber. The second tube is available for future growth. The College upgraded its entire Cisco switch infrastructure. The upgrade included the core switches and the edge switches. Each switch stack in the IDF has two 10 Gbps modules connected with fiber back to the core switches. One of the 10 Gbps modules connects to one core switch, while the other 10 Gbps module connects to the other core switch. This setup provides maximum infrastructure reliability.

The College hired Veritas to conduct a radio frequency analysis and PlanNet to create a plan for wireless coverage of the entire College (III.C.2-15; III.C.2-16; III.C.2-17). This wireless expansion and upgrade project will take into consideration the realities of the number of wireless devices students use. The first phase of the project will cover the highest-used sites, including the LRC, the Business/General Studies, and student services buildings. The first phase will also cover the quad area, an external location. The second phase will cover the

inside of the buildings. The third phase will to cover all other areas, including athletic fields and open spaces.

The Technology Plan and AURs integrate technology needs into the College's strategic planning process. Various surveys, open forums, and blogs informed the Technology Plan. This centralized planning process allows student, faculty, staff, and management input into the type and quality of campus technology, and this input is considered during purchasing and upgrades.

The annual resource allocation and BAARC processes allocate technology needs and funding requests. The respective divisions or departments first rank all technology requests before submitting them to the Resource Committee. The Technology Committee, CRC, CC, District-wide Technology Committee, and BAARC review their respective requests. These governance groups have ample representation from all constituents.

The technology needs and funding requests processes, in combination with the established equipment replacement schedules, ensure that technology is adequate to support the College's programs and services. The process and replacement schedules effectively meet the needs of the College. The College has committed significant monetary resources to enhancing and refreshing its technology (III.C.2-18; III.C.2-19; III.C.2-20).

Evidence

III.C.02-01: Agenda and Minutes of District Online Education Committee Discussion of Building Blocks and Canvas
III.C.02-02: Agenda and Minutes of Technology Committee (TC) Discussion on Technology Plan
III.C.02-03: Technology Plan 2015-2020
III.C.02-04: Agenda and Minutes of TC Discussion on Surveys to Students Faculty Staff
III.C.02-05: Agenda and Minutes of TC Discussion on Open Forums Blog
III.C.02-06: Agenda and Minutes of TC Discussion on Creation of AV Standards
III.C.02-07: AV Standards
III.C.02-08: Technology Services Administrative Unit Review
III.C.02-09: College Resource Allocation Process
III.C.02-10: BAARC Technology Request Process
III.C.02-11: Service Maintenance Agreement Budgets
III.C.02-12: Online Education Committee Agenda Discussing Canvas Review
III.C.02-13: Agenda and Minutes of TC Discussion on Canvas
III.C.02-14: Map of Air Blown Fiber
III.C.02-15: Wireless Expansion Project with Timelines
III.C.02-16: Wireless Study Indoor
III.C.02-17: Wireless Study Outdoor
III.C.02-18: BAARC Technology Funding 2013-2014
III.C.02-19: BAARC Technology Funding 2015-2016
III.C.02-20: BAARC Technology Funding 2016-2017

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The majority of the College's courses, programs, and services are onsite. The College has a 1 Gbps internet connection through CENIC managed by AT&T. District Services provides the main internet connection. CENIC also configured a private Cox WAN to sister college Irvine Valley as a backup internet link. Until recently, that bandwidth had a CENIC hardware limitation of 100 Mbps. Once the CENIC hardware refresh is complete, this backup link should have a maximum capacity of 1.8 Gbps.

There is a 100 Mbps internet connection as a backup via District Services. District Services is looking to configure another 1 Gbps connection with a carrier to serve as a backup so as to not rely on the 100 Mbps connection. The College houses District Services on part of the second floor of the Health Sciences Building and on the entirety of the third floor. However, the College and the District Services have two separate networks.

The College has a satellite office located in Laguna Woods that houses five computers. This remote site connects through two Cisco virtual private network devices that create a site-to-site virtual private network (III.C.3-01). The College contracts with Cox for a 100 Mbps internet-access business line. Technology Services provides full computer and network support for this site. The Laguna Woods office has access to the same services provided to on-campus staff.

The College has three levels of security. The College has two firewalls configured active/passive. The firewalls are the first line of defense guarding the institutional network. These firewalls are configured to protect computer systems. The next level of system protection is Symantec, which is used at the local workstations and servers as anti-virus protection. The College has also deployed a network access-control system that assists in providing network-level protection to the network. All staff must log in with a unique username and password per BP. The College uses Active Directory to provide granular user permissions to systems and all technical resources. The use and access of the College's intranet portal, SharePoint, is protected through Active Directory authentication and requires a username and password. User rights and permissions control SharePoint access.

The expansion of the "Internet of Things," whereby more systems are connecting on the network, requires segmentation to ensure data security. Logical segmentation of the network using virtual local area networks (VLANs) provides data protections. For example, the irrigation system is in its own VLAN, the HVAC system is in its own

VLAN, the lighting system is in its own VLAN, among many other segmented systems (III.C.3-02).

The College is implementing electronic access control for all doors (III.C.3-03). This will give the Police Department the ability to lock all doors in case of an emergency. Additionally, this will enhance security. The College has also implemented Internet Protocol (IP) cameras. These cameras reside on their own VLAN, and only the Police Department can view the content of the cameras.

There is redundancy in every IDF with two 10 Gbps fiber modules connected to each switch stack (III.C.3-04). Each 10 Gbps fiber module has a homerun connection to either core switch A or B. This type of network redundancy provides a high level of network reliability. The College uses server virtualization technology and hardware redundancy to host these virtual servers. To ensure reliability, server clusters with RAID 5 are applied to all hardware.

The College disaster recovery strategy makes use of replication between two identical SANs. Irvine Valley College houses one of the SANs, while the College houses the primary SAN. These two SANs replicate constantly, securing institutional data (III.C.3-05). The systems are also backed up daily, and the College purchased a more robust backup system, Barracuda, to further enhance its disaster recovery strategy (III.C.3-06).

The College uses three primary technologies for emergency notification: Blackboard Connect, InformaCast, and our Dark Site (wherein the College website turns completely dark). Blackboard Connect deploys mass emails and text message notifications. Additionally, InformaCast sends an emergency notification through the College's VoIP Cisco phones. The third method makes the College website appear dark, providing only emergency information. Every October, each of these systems is tested during the Great California ShakeOut.

The District has two governance committees that focus on business continuity and the proper use and destruction of records. The Business Continuity Planning Committee meets quarterly and has broad representation from Saddleback, IVC, and District Services (III.C.3-07). The committee's purpose is to integrate the District and college plans into a comprehensive, integrated business continuity plan and to coordinate business continuity needs Districtwide (III.C.3-08). In 2014, the Business Continuity Planning Committee provided all of its members and District executives with priority calling cards. These cards can be used in case of an emergency and provide the user/caller with priority access to the phones lines.

The Custodian of Records Committee—which meets bi-annually, or as needed—is responsible for outlining a clear process flowchart with defined roles and responsibilities for proper response to all requests on records (III.C.3-09; III.C.3-10). The committee

discusses how records need to be handled and stored from inception to deletion (III.C.3-11).

Per direction from the District's bank, the District contracts Trustwave as the PCI-DSS QSA (qualified security assessor). They provide monthly external vulnerability scans of the PCI network as well as the self-assessment questionnaire. Additionally, the District is currently working with Trustwave to finalize a statement of work for a Districtwide PCI gap analysis (III.C.3-12).

The College uses Blackboard as the LMS (III.C.3-13). Students use their Active Directory ID and password to access the system. Blackboard is accessible at all times from any system that has internet access. Blackboard's managed hosting has an uptime service-level agreement of 99.9 percent. Additionally, the hosted solution provides 24/7/365 operations and support, a Tier 4 data center, Tier 1 redundant internet connections, and redundant data backups.

Analysis and Evaluation

The Technology Services department has a professional technical team of 13 full-time and two part-time employees, an administrative assistant, an assistant director, and a director. This professional team manages and maintains the College's technological infrastructure and equipment. The District IT team also plays a crucial role in supporting the infrastructure, and both departments work closely with each other.

Technology Services has deployed various technologies to aid in the maintenance and support of the infrastructure. Systems such as WhatsUp Gold monitor the network and send email and text messages when systems malfunction. Fusion software to monitor projectors and report anomalies is deployed. Additionally, LogMeIn is a tool utilized by the Help Desk to provide remote technical support; this feature lessens the time a technician spends in the field.

The College has redundancy throughout the network infrastructure. There are two core switches, and each IDF switch stack has two 10 Gbps modules. One 10 Gbps module connects to one core switch while the other 10 Gbps module connects to the other core switch. This provides reliability and redundancy throughout the College network. Additionally, there is a 1 Gbps Internet connection and a 100 Mbps backup. The College will soon upgrade the backup to 1.8 Gbps.

Technology Services has two identical SANs replicating all data. Irvine Valley College houses one SAN, while the College's MDF houses the primary SAN. This is the current disaster recovery strategy. Additionally, the College is looking to consolidate its multiple backup systems into an enterprise backup technology solution from Barracuda. The

Barracuda solution will use both on-premises and cloud software. The College has appropriate systems to ensure reliability and safety.

Evidence

III.C.03-01: Laguna Woods Network Connectivity
III.C.03-02: Logical Network Map VLANs for Irrigation
III.C.03-03: Agenda for Access Control Training
III.C.03-04: Logical Network Map for 10Gbps modules in each IDF
III.C.03-05: Logical Network Map VLANs for Storage Area Network
III.C.03-06: Barracuda PO
III.C.03-07: Business Continuity Committee Charge
III.C.03-08: Business Continuity Committee Agenda
III.C.03-09: Custodian of Records Committee Charge
III.C.03-10: Custodian of Records Guideline Confidentiality of Employee and Student Records
III.C.03-11: Custodian of Records Agenda
III.C.03-12: Trustwave PO for PCI Compliance Assessment
III.C.03-13: Blackboard Board of Trustees Approval

III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

The College offers technology training and support opportunities throughout the year to enhance the knowledge of students, faculty, staff, and managers. One-on-one training—the preferred method of faculty, staff, and management—takes place throughout the year through the FCSS and Technology Services offices. PD Week, which occurs twice each academic year, is an additional way faculty receive appropriate instruction on the effective use of technology. A Help Desk for students, faculty, staff, and management is available to provide support on technology systems. Knowledgeable technicians, staff, and faculty support 50 instructional computer labs available for students to ensure access. In addition, specialized technology systems and software are available for students with accessibility needs, and these systems come with proper technical support.

Professional Development Week

At the beginning of every semester, the College offers one week (five days in the fall, and four days in the spring) of PD (III.C.4-01). A wide range of workshops offered during this week make faculty, and other attendees, aware of institutional operations and provide training in the effective use of technology systems. Here is a sample of the workshops offered in spring 2016:

- Video Creation
- Common Assessment Initiative
- Our Favorite Apps
- Voice Thread
- Online Education Initiative
- Geek Report—the Internet of Things and Analytics

Throughout the year, the College supports other PD opportunities related to technology and online education.

Classified staff have an all-day staff development event which provides a multitude of training activities (III.C.4-02). The technical staff of Technology Services have an online subscription to technical training videos, which include an extensive video library of technologies. The College also provides Lynda.com—an online training website with a comprehensive library of training videos—to all employees. College employees can set their own online learning pace and plan through Lynda.com (III.C.4-03).

The College uses surveys to determine faculty, staff, and management's favored methods of training and PD. In fall 2014, the Technology Committee conducted a survey to determine the preferred training method of faculty. The findings showed that faculty preferred one-on-one training. Training videos were the second preferred method, and group training was the least preferred. These findings provided information to the staff who conduct one-on-one trainings with faculty. The FCSS is a dedicated resource for faculty to receive training on the effective use of technology. The center has a dedicated computer lab with dual boot computer operating systems that faculty, while assisted by professional staff, can use to hone their skills.

Technology Services established a formal Help Desk that provides support to all faculty, staff, and management. Knowledgeable and friendly technicians staff the Help Desk, and assist College employees. The majority of technical calls are resolved over the phone; staff either walk the caller through the steps on how to resolve the issue, or resolve the issue by taking remote control of the caller's system. The Help Desk is available Monday through Thursday from 7:30 a.m. to 8 p.m. and 7:30 a.m. to 5 p.m. Friday. Employees can call the Help Desk, walk-in to the Technology Services department, email to create a work order, or submit a work order online. Additionally, an application specialist within Technology Services provides one-on-one training to staff and management. Training is requested by calling the Help Desk, creating a work order, or by speaking with the application specialist.

The College offers various forms of support for students. There is a dedicated student technical-support team that focuses on helping students in all areas related to technology, including accessing the LMS, password resets, and email problems. The Library houses the student Help Desk team for ease of access and assistance. This team provides assistance both

on the phone and in person. In addition to technical support, the College offers various financial workshops for students (III.C.4-04). Financial Aid offers free weekly workshops to help students complete state and federal financial aid applications. At these workshops, students receive hands-on assistance with applications.

Students have access to 50 instructional computer labs located throughout the campus, while the FCSS is dedicated to faculty use. There is a total of 1,553 computers in these labs. The LRC houses close to 200 computer systems for student use, and it is the most heavily used student computer lab on campus.

Learning Resource Center Computer Lab

DSPS offers a wide variety of support services and specialized instruction. This department's High Tech Center uses the latest hardware technologies and provides a wide variety of software, such as Dragon NaturallySpeaking, JAWS, ZoomText Extra, and Kurzweil 3000. The College follows web accessibility guidelines in its services to people with disabilities.

As of 2014, all LRC tutors are paid to attend mandatory PD trainings. These professional development sessions cover a wide variety of topics, including, but not limited to, the Socratic tutoring method, time management, subject-specific best practices, and more. The LRC, in collaboration with DSPS and the College's alternative media specialist, trained tutors on a variety of software and hardware systems in order to support all levels and types of learners. Additional training and support for Kurzweil, a cloud-based reading software, and smartpen recording hardware is provided to tutors on a regular basis. Moreover, 10 smartpens and three Kurzweil scanning devices are available to tutors and students in the center. In addition, this semester, tutors are going through training to identify students who are struggling with reading as these students are often unaware that they are dealing with a possible issue like dyslexia or mild ADD/ADHD which may be the cause of their struggles.

Workshops for Students in Online Education

During PD Week in both fall and spring, the College hosts the WOW for all students (III.C.4-05). These faculty and student-led workshops are designed to help students prepare for their courses and to create a connection with faculty outside of the classroom. This Collegewide effort has increased in size and scope, and has scaled up successful workshops, including those that address how to succeed in online courses. Last year, 10 workshops focused on the topic of how to succeed in an online course. WOW week participants took surveys before and after each workshop. Beforehand, 66 percent of WOW participants said they felt "not ready" or "somewhat ready" for their courses in the upcoming semester. However, after the WOW workshop over 82 percent of the respondents responded that they felt "very ready" or "ready" for their courses.

Analysis and Evaluation

The College provides effective and ongoing instruction and support in the use of technology for students, faculty, staff, and managers.

The College has numerous training workshops for students throughout the academic year. These workshops survey participants to understand their needs. This feedback drives future topics for workshops. The successful student technology survey from fall 2014 has also guided the training provided for students. The volume and type of questions the Help Desk fields also guide student trainings.

The College sends a PD survey to all employees. The survey asks respondents a series of questions that help guide the type and modality of trainings offered for employees. During PD Week, surveys ascertain the value and effectiveness of the workshops. This feedback helps guide workshops offered at the following PD Week. Employees originate much of the technology training by calling the Help Desk and making an appointment with an application specialist II who conducts one-on-one training with employees. The employee is then asked to provide feedback through the work order in the Help Desk system.

The College conducts the Week of Workshops sessions meant to prepare students for success in online classes. Faculty and students lead these workshops, contact which provides student participants with an opportunity to connect with faculty outside of the classroom.

FCSS is dedicated to faculty support and focuses primarily on training faculty in all technology manners related to instruction and, especially, online education. Instructional training options range from specific department/discipline sessions to one-to-one sessions, to new faculty orientations, to myriad workshops focusing on ways to incorporate the latest instructional technology into classes.

Evidence

III.C.04-01: List of Fall 2016 Schedule of Events for Professional Development Week
III.C.04-02: President Email Discussing Classified Professional Development Week
III.C.04-03: Purchase Order for Lynda.com
III.C.04-04: Contract Document with Cash Course titled The Financial Literacy Course
III.C.04-05: Promotional Document for Face to Face Workshops Offered Throughout the Semester

III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The SOCCCD has BPs and ARs that guide the appropriate use of technology at the College. There are primarily five BPs guiding the appropriate use of technology (III.C.5-01; III.C.5-02; III.C.5-03; III.C.5-04; III.C.5-05). These are BP 3310, Records Retention and Destruction; BP 3508, Public Safety Camera System; BP 3530, Compliance with Payment Card Industry Data Security Standards PCI-DSS; BP 4000.2, Electronic Communication; and BP 5615, Student Records, Compliance with Family Educational Rights and Privacy Act (FERPA). The BPs are more broad and strategic, while ARs provide more operational detail.

There are nine ARs that cover appropriate use of technology (III.C.5-06; III.C.5-07; III.C.5-08; III.C.5-09; III.C.5-10; III.C.5-11; III.C.5-12; III.C.5-13; III.C.5-14). AR 4000.2 is intended to inform all users (employees, students, and guests) of the rules regarding use of the District's digital information network. This regulation has five main sections focusing on the permitted uses of the network, user responsibilities, prohibited uses, incidental personal use, and the enforcement of the regulation.

There are two ARs that focus on records, including student records. AR 3310 defines records as "records, maps, books, papers, data processing outputs, and documents of the District required by Title 5 to be retained, including, but not limited to, records created originally by computer and 'electronically stored information.'" This AR focuses on records retention and destruction. AR 5615 focuses on student records, and this regulation implements the federal Family Education Rights and Privacy Act of 1974 (FERPA) and state law.

ARs 3726 to 3730 focus on information technology; they cover data classification, access control, physical security, logging and monitoring, and remote access. AR 3726 classifies data into three categories: public, internal, and restricted. This AR assists understanding of the importance of securely handling information and ensuring data protection. AR 3727 focuses on access control, and its objective is to provide internal controls for access to District sites, information, and applications. The purpose of AR 3728 is to protect the confidentiality, integrity, and availability of the data contained within the District's information systems from

potential physical and environmental threats. AR 3729 ensures proper logging and monitoring so that potential security incidents can be detected early and dealt with effectively. Finally, AR 3730's objective is to control access to District information systems when connections are made to those systems from a remote location.

AR 3508 delineates the purpose and scope of the public safety camera system. It states that the District operates a camera system to ensure a safe environment for those who live, work, and visit the District. Additionally, video from the cameras will be recorded on a 24-hour basis, seven days a week. The video is to be kept for an entire year and thereafter erased with the written consent of the campus chief of police.

The Saddleback Student Handbook provides a wealth of information for students by outlining available services, success tools, programs, and important College policies (III.C.5-15).

Processes and procedures regarding technology at both the College and District-level are collaborative and ensure that the appropriate constituent groups are included in discussions and decision-making. A good example of this is the evaluation taking place of Canvas as a possible replacement for the current LMS, Blackboard. The evaluation process began by first procuring agreement from faculty to participate in the OEI, which is a statewide initiative aimed at centralizing some of the online education services within the California Community College system and transitioning all colleges to a common LMS, Canvas. The College has primarily been participating in the OEI as a pilot college for tutoring services. However, there are also currently six faculty piloting the Canvas LMS. The process of making a decision whether or not to replace Blackboard with Canvas has been very thorough and inclusive. There have been opportunities for participation by faculty, staff, and management to consider all aspects of Canvas, including its instructional capacities, costs, and support services as well as the other software/hardware needed to support it. Additionally, there has been discussion at the OEC and the DOEC as well as presentations to the Academic Senate.

Analysis and Evaluation

The College has several BPs guiding the appropriate use of technology. These policies cover a broad spectrum from FERPA to record retention and destruction. Complementing these BPs are ARs, which provide more operational detail. The importance of information security is highlighted by the five ARs guiding it. The combination of BPs and ARs guides the College's students and personnel on the appropriate use of technology.

Additionally, the Student Handbook is an excellent source for students of all College procedures and institutional policies.

The College established procedures to follow when entertaining different technologies in classrooms. The College is following these procedures as it evaluates Canvas as a potential replacement for the existing LMS, Blackboard.

Evidence

III.C.05-01: BP 3310, Records Retention and Destruction
III.C.05-02: BP 3508, Public Safety Camera System
III.C.05-03: BP 3530, Compliance with Payment Card Industry Data Security Standards
III.C.05-04: BP 4000.2, Electronic Communication
III.C.05-05: BP 5615, Student Records Compliance with Family Educational Rights and Privacy Act
III.C.05-06: AR 3310, Records Retention and Destruction
III.C.05-07: AR 5615, Student Records Compliance with Family Educational Rights and Privacy Act
III.C.05-08: AR 3508, Public Safety Camera System
III.C.05-09: AR 3726, Information Security Data Classification
III.C.05-10: AR 3727, Information Security Access Control
III.C.05-11: AR 3728, Information Security Physical Security
III.C.05-12: AR 3729, Information Security Logging and Monitoring
III.C.05-13: AR 3730, Information Security Remote Access
III.C.05-14: AR 4000.2, Electronic Communications
III.C.05-15: Saddleback Student Handbook

III.D: Financial Resources

III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

The College is part of the SOCCCD, which is a basic aid district. This means that the District receives money from local property taxes to fund its general operations rather than receiving money from the state. The BOT has adopted budget development principles and practices that are designed to maintain the financial integrity of the District and the colleges. These principles and practices were developed jointly by the colleges and District and are codified as BP/AR 3100, Budget Preparation; BP/AR 3101, Budget Management/Budget Management-Transfer of Budget Appropriations; BP/AR 3101.5, Fiscal Management; and BP/AR 3110, Basic Aid Funds Allocation Process/Basic Aid Allocation Process (III.D.1-01, III.D.1-02, III.D.1-03, III.D.1-04, III.D.1-05). BP 3100 establishes the Budget Development Guidelines found within each year's adopted budget as the guiding principles used in budget development within the District (III.D.1-06) (ER 18-01). The guidelines were developed by the District Resources Allocation Council (DRAC) and are based on the board's philosophy of supporting and following fiscal policies that:

1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students in accordance with the District's mission statement.

DRAC is a participatory governance council charged with making recommendations for the income allocation model on which the District's budget is based (III.D.1-07). The model developed by DRAC and contained within the guidelines stipulates that the colleges and the District be allocated revenue using the state SB 361 funding formula for all ongoing operating expenditures. Property tax revenue anticipated over and above the state funding formula is designated as basic aid funding and is used primarily for one-time expenditures.

The process for the allocation of basic aid funding is delineated in BP/AR 3110. This process ensures that basic aid funding is allocated for purposes related to capital construction, major renovation, infrastructure projects, and site development; the retirees benefit trust fund and other long-term obligations; trustee elections; legislative advocacy, major legal fees and judgments; major technology initiatives; and support for scheduled maintenance and smaller renovation projects.

BAARC, a Districtwide committee which has College and participatory governance representation (III.D.1-08), is responsible for making recommendations for the allocation of basic aid funds to the chancellor and for ensuring that recommendations consider the other principles contained within the Budget Development Guidelines, including the maintenance of at least a 7.5 percent general fund reserve.

A District budget allocation model (III.D.1-09) (ER 18-02) is the computational tool used to allocate general fund unrestricted resources to the colleges. The College and the District work together closely to determine FTES calculations and income projections, and the College and District meet prior to submission of FS320 reports to ensure FTES are reflected accurately.

The College has efficiently and prudently managed its financial resources. During College budget planning, the relationship between ongoing revenue and ongoing expenditure has always been considered, and the College has been careful not to obligate short-term revenue to long-term expenditures. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans.

This planning strategy has served the College well and, during periods of reduced budgets (as experienced in the 2009-2010 fiscal year), has enabled the College to continue to support instructional services and student services without the need for sudden and dramatic budget cuts. Additionally, the College has been in a fiscal position to move forward and continue to apply funds to institutional plans. The College has consistently ended the fiscal year with a healthy ending balance (III.D.1-10).

The College complies with California's 50 percent law, which requires that a calculation (by state formula) of 50 percent or more of the institution's resources be expended for direct instruction. The College computes the 50 percent law calculation based on College expenditures only. This enables the College to track its effect on the overall District calculation as well as to ensure maintenance of effort. The College has never fallen below the 50 percent benchmark and frequently far exceeds it (III.D.1-11).

In addition to the College's unrestricted general fund, the College receives restricted funds for state-funded categorical programs, local income (such as material fees, parking and Health Center revenue), grants and agreements, CE, ASG, and Foundation revenue, In recent years the College has placed increased focus on revenue generation from successful grants, a method which has increased available resources. The College's restricted and unrestricted general fund budget for the 2015-2016 fiscal year totaled $131,616,423. The District budget for all funds totaled $711,000,000 (III.D.1-12). The district's funding base is outlined in the adopted budget (III.D.1-06), and foundation funding is delineated in the Saddleback College

Foundation Annual Report (III.D.1-13) (ER 18-03) and Annual Audit (III.D.1-14) (ER 18-04).

In compliance with the Budget Development Guidelines, the District has established an unrestricted general fund contingency of 7.5 percent, and the College maintains an additional contingency within its operating budget, which is $7 million for 2016-2017 (III.D.1-06). The SOCCCD has prepared well for long-term financial obligations, such as retiree health benefits, and the College and the District have fully paid off all prior-year debt obligations.

Analysis and Evaluation

The SOCCCD operates within a resource allocation model determined by the SB 361 funding formula. By developing an operating budget in accordance with this resource allocation model, College operations are protected from the volatility of property tax revenue, thereby eliminating the possibility of devastating cuts to programs and services were the District's basic aid status to ever change. Furthermore, property tax revenue collected over and above the SB 361 calculation is allocated and expended as received, and the District has not obligated future anticipated property tax revenue by incurring debt.

Both the District and the College allocate resources in a fiscally prudent and responsible manner. One of the College's strengths is the manner in which it approaches financial planning. College finances are managed conservatively to ensure students' needs are met on both a short and a long-term basis. In recent years, College financial planning anticipated declines in operational revenue combined with inflationary increases in expenditures. This short-range and long-range planning has enabled the College to maintain fiscal integrity; during the nationwide economic recession and state budget crisis, no general-fund layoffs took place at the College, and the general fund offset a portion of the state reductions to categorical programs. Due to the College's conservative long-range fiscal planning, the College is able to develop a balanced budget with a sufficient contingency each year, and District reserves remain healthy. Benchmarks for fiscal stability are always met and are often exceeded.

College funds are sufficient to support educational improvement and innovation. The District's resource allocation process (AR 3110) ensures that funding recommendations are driven by the SOCCCD EFMP (III.D.1-15); the Five-Year Construction Plan (III.D.1-16); the 20-Year Facility, Renovation and Scheduled Maintenance Plan (III.D.1-17); the Districtwide Technology Plan (III.D.1-18); Saddleback College Technology Plan (III.D.1-19); the 2014-2020 District Strategic Plan (III.D.1-20) and Saddleback College Strategic Plan (III.D.1-21); and other College and Districtwide plans. The College's budget development process ensures that funding is set aside for resource needs in support of Collegewide plans—such as Strategic Plan action steps, the SEP, and the Basic Skills Initiative—and in response to departmental plans developed through the assessment and PR processes. The

CRC ranks requests for funding, and over $1.4 million in requests were funded for the 2016-2017 fiscal year in support of needs expressed through the PR and AUR processes and the strategic plan; these funds supported facilities, technology, equipment, and other institutional needs (III.D.1-22).

The District's Audit Report confirms the financial stability of the District and College (III.D.1-23) (ER 18-05). The College has a sufficient funding base and financially supports plans to support programs and services and improve institutional effectiveness; as such, the college meets Eligibility Requirement 18, Financial Resources.

Evidence

III.D.1-01: BP and AR 3100, Budget Preparation
III.D.1-02: BP 3101 and AR 3101.1, Budget Management
III.D.1-03: AR 3101, Budget Management – Transfer of Budget Appropriations
III.D.1-04: BP and AR 3101.5, Fiscal Management
III.D.1-05: BP and AR 3110, Basic Aid Funds Allocation Process
III.D.1-06: 2016-17 Adopted Budget Book (ER 18-01)
III.D.1-07: DRAC Committee Composition and Purpose
III.D.1-08: BAARC Committee Composition and Purpose
III.D.1-09: DRAC Model 2016-2017 (ER 18-02)
III.D.1-10: Ending Balance Fiscal Year 2011 to 2015
III.D.1-11: Fifty Percent Law Comparison Chart 2016-2017
III.D.1-12: Restricted and Unrestricted General Fund Budget
III.D.1-13: SC Foundation Annual Report (ER 18-03)
III.D.1-14: SC Foundation Audit Report (ER 18-04)
III.D.1-15: Saddleback College Educational and Facilities Master Plan
III.D.1-16: Five-Year Construction Plan
III.D.1-17: 20-Year Facility, Renovation and Scheduled Maintenance Plan
III.D.1-18: Districtwide Technology Plan 2015-2020
III.D.1-19: Saddleback College Technology Plan 2015-2020
III.D.1-20: 2014-2020 District Strategic Plan
III.D.1-21: Saddleback College 2014-2020 Strategic Plan
III.D.1-22: Approved CRC Requests for 2016-2017
III.D.1-23: SOCCCD Audit Report 2014-15 (ER 18-05)

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The mission and vision are the basis for all financial planning and decision-making at the College. The College's strategic planning process begins with the review and revision of the Mission and Vision Statements (III.D.2-01), and these statements form the foundation from which all strategic goals, objectives, and action steps are developed (III.D.2-02). All planning on the level of academic programs and administrative units also begins with the College mission. Each department and unit develops a mission statement in alignment with the College mission and during the PR and AUR processes creates objectives to attain this mission.

The budget development and planning processes of the College ensure that financial resources are used to address College plans. The process of institutional planning and the integration of those plans are institutionalized within the College culture. The Planning and Budget Steering Committee (PBSC) and CRC processes ensure that requests for funding are supported by assessment results and other data, and that funded requests are in alignment with the College's mission and the 2014-2020 strategic planning goals (III.D.2-03; III.D.2-04).

PBSC oversees the implementation of strategic planning goals, objectives, and action steps and measures and evaluates progress. PBSC has co-chairs—the director of planning, research and accreditation, and the director of fiscal and contract services. These co-chairs create a working relationship between the two offices that strengthens the integration of planning and budget. All financial decisions go through this body to ensure that all requests for expenditure are in alignment with the College's Strategic Plan before they are forwarded to the CC, which, in turn, makes recommendations to the college president.

Both PBSC and CC include representatives of all College constituent groups, and both groups are primarily recommending bodies. Final decisions and accountability rest with the college president. Based on input from the recommending bodies, PET—which includes the vice president for instruction, the vice president for student services, and the vice president for administrative services—meets with the president to set spending priorities and to ensure that these priorities can be accomplished within a balanced budget.

Strategic planning is designed to lay the foundation for all resource decisions. The College's Strategic Plan reflects a strategic assessment of what will best support student needs, now and in the future, and how existing programs need to be adjusted to better address changing needs. PRs and AURs are conducted every two years by all instructional programs and student support and administrative service units of the College. These reviews are central for both short and long-term planning. Additionally, PRs and AURs are the baseline documents for programs and units to outline resource needs. On an annual basis, through the needs assessment process, resources are requested via the Resource Allocation Request form.

Resource allocation decisions are informed by the Strategic Plan in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR (III.D.2-05).

All resource allocation requests are submitted via TracDat and reference the relevant sections of a PR or AUR as well as the College's Strategic Plan. After being extracted from TracDat by OPRA, each College branch (Instruction, Student Services, and Administrative Services) prioritizes the list. After the prioritized list is reviewed by the CRC, the list is parsed out to the Technology Committee and the Safety and Facilities Committee for review and analysis. After input from the functional committees, the consolidated list is unified by CRC. PBSC will review CRC recommendations to ensure accuracy and adherence to the process and will forward the recommendations to the CC, which, in turn, makes priority recommendations to the college president. Annual budgets are developed as an outcome of the planning process and are reviewed and discussed in CC, PBSC, Management Team, and other College venues (III.D.2-06; III.D.2-07; III.D.2-08).

Based upon all of the College's planning decisions, a budget is developed each year. Due to insufficient information from the state prior to adoption of the annual budget and the uncertainty of the state making revisions to the budget during the funding cycle, the College's financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to the mission, the current strategic planning goals and objectives, and the EFMP.

Faculty have the most direct impact on students. Thus, requests for new faculty must demonstrate alignment with the College mission and the strategic goals that relate to student learning and success. The Academic Senate oversees a faculty hiring prioritization process in which alignment with the College's Strategic Plan is one of the key determining factors. The resulting prioritized list is then forwarded to the college president for further action. PBSC oversees the process for hiring new classified staff and managers, and this process also requires alignment with the Strategic Plan as well as PRs and AURs. Final approval of all positions rests with the college president, who determines hiring priorities in conjunction with the budget and the most critical needs to meet College goals.

On an annual basis PBSC:
- Reviews resources and make recommendations for the College budget based on the calculations and assumptions outlined in the DRAC model and the District's adopted budget.
- Monitors budget and resources to ensure success of the strategic planning process.

- Completes an annual review of the Strategic Plan in the spring of each year, and makes suggestions to CC for reprioritizing goals and strategies.

- Conducts an annual review of the CRC resource allocation process.

Each spring, CC may reprioritize strategies based upon the annual review and an evaluation of the accomplishments during the year. The strategic directions and goals, however, remain constant for the entire six-year period of the plan. This annual review allows for revision of the College mission, and every sixth year the College revises its values and vision along with the mission. This review also ensures that the College and District mission are in alignment as prescribed in BP 101, Missions, which requires an annual evaluation and, if necessary, revision (III.D.2-09).

There are a variety of financial control mechanisms in the form of policies and procedures to insure the District operates within its budget and remains financially sound. BPs and accompanying regulations related to budgeting are in the 3000 (Business) series. These policies provide direction for budget development. Another mechanism to insure control and prevent overspending is the District's financial software system, Workday, an ERP program, which prevents the submittal and authorization of requisitions when funds in the specified account are insufficient. The District consistently ends the fiscal year with a positive ending balance. SOCCCD standard practice is to use one year's ending balance as the following year's beginning balance. The Annual Budget and Financial Report (CCFS-311) on the CCCCO webpage demonstrates sound financial practices and financial stability.

Analysis and Evaluation

The College has a reputation for excellence in academics and service to students. As a result of the College's strong commitment to its mission as well as continuous improvement and innovation, its financial resources are necessarily in great demand by all groups on campus; this demand increases the importance of linking financial planning to institutional planning in order to make decisions that best utilize College resources.

Financial planning at the College is integrated with all institutional planning. The College's financial planning processes are structured to reflect and support the College's mission and institutional plans. Adequate policies and procedures are in place to ensure sound financial practices and financial stability. Leaders in the participatory governance process are integral to the College's planning and budget process, and through the participatory governance processes appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence

III.D.2-01: Saddleback College Mission and Vision Statement
III.D.2-02: College Strategic Plan 2014-2020

III.D.2-03: Planning and Budget Steering Committee Charge and Membership
III.D.2-04: College Resource Committee Process and Model
III.D.2-05: CRC Resource Allocation Template
III.D.2-06: Consultation Council Agenda and Minutes
III.D.2-07: PBSC Agenda and Minutes
III.D.2-08: Management Team Agendas
III.D.2-09: BP 101, Mission
III.D.2-10: Budget Development Calendar

III.D.3 The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets

Evidence of Meeting the Standard

Both the District and College follow clearly defined policies, guidelines, and processes for financial planning and budget development. The District's budget is driven by the DRAC model and basic aid allocation.

DRAC is the Districtwide participatory governance council charged with making recommendations to the chancellor for the income allocation model upon which the budget is based as well as developing and overseeing the allocation process for unrestricted general funds. As described in III.D.1, the DRAC model is an allocation model for the District which distributes available general fund unrestricted resources in accordance with the state's funding formula (III.D.3-01). DRAC ensures a fair and equitable distribution of unrestricted general funds to Saddleback College, Irvine Valley College, District Services, contingency reserve, and general expenditures. In essence, the DRAC model allocates funding to the colleges in accordance with the SB 361 funding formula, and after DRAC model allocation, the remaining funds are allocated by the Basic Aid Allocation Process outlined in BP 3110 (III.D.3-02).

This Basic Aid Allocation Process is implemented by the BAARC, which is chaired by the vice chancellor of business services (III.D.3-03). BAARC ensures that basic aid funding is allocated for purposes related to capital construction, major renovation, infrastructure projects, and site development; the retirees benefit trust fund and other long term obligations; trustee elections; legislative advocacy, major legal fees and judgments; major technology initiatives; and support for scheduled maintenance and smaller renovation projects. BAARC projects available funding based upon a conservative estimate for property tax and student fee income, which makes up the total amount available for allocation. After funding is allocated for long-term obligations and fixed expenses, this amount is subtracted from the total amount available to yield the net amount available for allocation. As outlined in BP/AR 3110, the net amount is allocated by BAARC based on recommendations by the CIC and the DTC; these recommendations are based on Districtwide plans, such as the EFMP, the Five-

Year Construction Plan, the 20-Year Facility, Renovation and Scheduled Maintenance Plan, and the Districtwide Technology Plan as well as the Districtwide Strategic Plan, college strategic plans, and college technology plans. BAARC recommendations for the 2015-2016 fiscal year totaled approximately $57 million (III.D.3-04).

PBSC reviews and monitors resources and makes recommendations to CC for the College budget in accordance with the calculations and assumptions outlined in the DRAC model and the District's adopted budget. PBSC and CRC processes ensure that requests for funding are supported by assessment results and other data and that funded requests are in alignment with the College's mission and the 2014-2020 strategic planning goals.

Analysis and Evaluation

The College's processes for financial planning and budget development are clearly defined and widely communicated through BPs and ARs, the District's DRAC and BAARC committees charge and the models developed by these committees, and by the College's budget development and resource allocation processes as outlined by PBSC and CRC. Each of the District and College committees and processes identified include constituency group representation. Committee information, including notes and handouts, are available on the College and District SharePoint sites (III.D.3-05; III.D.3-06).

For College planning purposes the DRAC formula works very well. Because the formula is clearly understood and the fundamental principles of the model do not change, the College can clearly plan to allocate its resources with an understanding of the effect on income the following year. Because the rules surrounding income generation for the College will not change unless a recommendation is submitted by DRAC and is approved by the chancellor, the College is provided the tools to plan strategically. Additionally, the method used to calculate revenue for distribution through the model is reliable and consistent.

Evidence

III.D.3-01: DRAC Model 2016-2017
III.D.3-02: BP and AR 3110, Basic Aid Funds Allocation Process
III.D.3-03: BAARC Committee Composition and Purpose
III.D.3-04: BAARC Recommendations 2015-2016
III.D.3-05: Committees Page on Saddleback SharePoint
III.D.3-06: District Committees Page on SOCCCD SharePoint

III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Assessment of available resources is an ongoing, year-round, multiyear process at the College. Funding for College programs and services is realized through multiple funding sources. The primary funding source is the general fund unrestricted allocation, which is calculated using a revenue-based District resources allocation model. The allocation of these resources is guided by the DRAC model and the Basic Aid Funds Allocation Process (III.D.4-01; III.D.4-02). BAARC projects available basic aid funding based upon a conservative estimate for property tax and student fee income minus the College's operating revenues, which makes up the total amount available for allocation (III.D.4-03). Property tax estimates are provided to the District by the County of Orange, and the SOCCCD uses the most conservative estimates provided in its calculations.

Unrestricted general fund operating revenues allocated to the College are calculated using a revenue-based formula. While the College is part of a basic aid district, the District uses the state's SB 361 funding formula to calculate and allocate revenue to the colleges. In essence, the income projection used to fund the FTES is taken directly from the state apportionment calculation for the prior year, and adjustments in the final state budget, positive or negative, such as cost-of-living adjustments and growth, are factored into the revenue calculation. The implementation of this model is overseen by DRAC. The DRAC model distributes available general fund unrestricted resources in accordance with the state's funding formula. Remaining funds are allocated in accordance with the basic aid allocation procedure and process outlined in BP 3110 and AR 3110. The College allocation is then assessed for District Services, such as payroll, accounting, and purchasing, and is assessed for contingency and Districtwide general expenditure items, such as legal fees, that cannot be attributed to one particular College.

In addition to local funding through property taxes, the College also receives funds from additional sources, such as state categorical programs; local revenue; grant revenue from federal, state and local sources; CE; ASG; and Foundation revenue. Nonresident tuition FTES income, based on prior-year actual receipts, is added to the income formula. Prior-year ending balances for the District are added to the overall income, and a budget allocation is set for the College. The ending balance for the College, whether positive or negative, is added or subtracted to the College income allocation. Local income, such as parking revenue or health fee income, is budgeted at prior-year actual income levels. Student fee income is budgeted at prior-year income levels and is adjusted in the spring after spring enrollment revenues are known. Budgets are established for grant activities when formal grant award or partnership agreements are received and board approved. CE revenues are budgeted slightly below prior-year actual income levels. Student Government revenue is calculated using the minimum guaranteed income derived from vending contracts as well as an estimate of revenue to be earned through sales of the ASB Stamp.

The College's planning process, which ultimately results in budget allocation, is a transparent process and is open to all who choose to participate. The following are planning and budget committees:

- Consultation Council
- Planning and Budget Steering Committee
- Educational Planning and Assessment Committee
- Technology Committee
- Safety and Facilities Committee
- College Resource Committee
- Strategic Planning Goal Groups

The budget development and planning processes of the College ensure that financial resources are used to address College plans. PBSC and CRC processes ensure that requests for funding are supported by assessment results and other data and that funded requests are in alignment with the College mission and the strategic planning goals. Resource allocation decisions at the College are informed by the Strategic Plan in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed PRs and AURs. For example, all funding requests and allocation recommendations must include a justification that demonstrates an alignment between the Strategic Plan and a specific PR or AUR.

PBSC reviews and studies budget materials for all funds, programs, grants, and projects. This committee makes recommendations to CC regarding the allocation of funds. After the review, CC makes a recommendation to the college president, who makes the final decision as to the allocation of resources to address College plans (III.D.4-04). The College's conservative long-range fiscal planning ensures that fiscal commitments are anticipated and that funds are allocated appropriately. Therefore, the College is able to develop a balanced budget with a sufficient contingency each year, and District reserves remain healthy. Benchmarks for fiscal stability are always met and are often exceeded.

Analysis and Evaluation

The planning and budgeting process is robust and transparent. Information about available funds is provided to planners and decision makers throughout the process, and this access results in planning that reflects realistic assessments of financial resource availability. The Basic Aid Funds Allocation Process ensures that institutional priorities are addressed with the District's overall budget, and the College's resource allocation process ensures that institutional plans in support of the College mission are funded appropriately. Institutional planning is conducted in accordance with a realistic assessment of available funds.

Evidence

III.D.4-01: DRAC Model 2016-2017
III.D.4-02: BP and AR 3110, Basic Aid Funds Allocation Process
III.D.4-03: BAARC Recommendations 2015-2016
III.D.4-04: Approved CRC Requests for 2016-2017

III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College uses an accounting software program, Workday, to establish budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those fiducially responsible for the accounts related to those specific transactions. Purchase orders are created online and go through an automated approval process, and those approval requirements are built into the system based on account code structure. Control mechanisms are in place to ensure that requisitions cannot be submitted unless sufficient resources are available. Approvals are in place for all requisitions depending upon the classification of the expenditure; expenditure classifications and account code structures are used to route budget amendments, journal entries, expenses, invoices, and requisitions. For example, all requisitions using restricted funding sources, such as instructional fee-based supplies, are routed to a funding source manager to ensure they are appropriate. All departments have access to the Workday online system, and any College employee can request access to the system. Users have access to all College accounts in the Workday system and can develop real-time reports if needed. If departments or employees request or require reports that are more complex than the reports that Workday provides, the College's Fiscal Office is available to assist.

Both the District and the College have controls in place that assure effective oversight of all financial matters. Acceptance of grant funds requires board approval. Once the grant has been authorized, the Fiscal Office prepares a budget amendment, which is submitted to the board. Once the budget is authorized, fund balances are entered into the accounting system, a method which prevents approval of purchase orders in excess of budgeted funds. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as the College Fiscal Office. In conjunction with a representative from the Grants Office, the grant project staff monitor fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standards. Regular reporting is completed in accordance with grant specifications.

The District accounting staff reviews project reports to verify that they are accurate before they are certified by the vice chancellor of business services, or a designee. Similar processes are in place to ensure the appropriate oversight and management of externally funded programs, such as Perkins appropriations and state-funded categorical programs.

All contracts are approved and executed by the Office of the Vice Chancellor of Business Services. Per BP 2100, Delegation of Authority to the Chancellor, and BP 3200, Purchasing and Contracts, the vice chancellor of business services is given the authority to approve contracts that do not exceed $100,000 (III.D.5-01). The vice chancellor submits a report to the board on a monthly basis listing all contracts that have been approved for board ratification. Contracts that do not fall within the parameters set for the vice chancellor are submitted to the board for approval before signature. Contract expenditures and payments are managed through the Workday accounting system, which monitors purchase orders and payments.

The College Foundation Board of Governors and the foundation director are responsible for overseeing funds deposited with the Foundation, which includes funds generated by auxiliary organizations (III.D.5-02). Investment reports as well as income and expenditure documentation are submitted to the Foundation Board of Governors at their regularly scheduled meetings and are presented annually to the SOCCCD BOT (III.D.5-03).

The Office of the Vice Chancellor of Business Services manages institutional investments and asset management. Funds are invested in compliance with the law through the County Treasurer's Office. Monthly informational reports are submitted to the BOT (III.D.5-04).

An independent certified public accounting firm annually conducts a financial and compliance audit of the District Business Services Office in accordance with California Education Code 8848. The Student Financial Assistance and Scholarship Office, which accounts for financial aid in a separate fund, is also audited to ensure federal guidelines are followed. The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. Reviewing internal controls is the mechanism that provides feedback on processes that require improvement or adjustments. The audit assesses the accounting principles used and ensures that management's estimates provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole.

As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures in an effort to establish any variance. The College is required to explain variances of any significance to the auditors to determine if funds were expended on educational programs and activities as originally planned and intended.

Similarly, the Saddleback College Foundation Finance Committee annually prepares and adopts a budget of operations income and expenses (III.D.5-05). At each of their meetings, the committee reviews actual versus budgeted expenditures and income and makes adjustments when necessary.

The BOT's Audit Committee is charged with monitoring the audit process and reviewing the final audits. To ensure that expenditures are compatible with College plans, multiple signoffs are required on any type of College expenditure.

Analysis and Evaluation

The internal control structures in place at the College and the District demonstrate effective control mechanisms and ensure information for sound financial decision-making is dependable and timely. Financial management practices are aligned with generally accepted accounting principles, auditing guidelines, and federal guidelines. Ongoing business process analysis and related process improvements support continuous improvement of internal control systems.

Evidence

III.D.5-01: BP 2100, Delegation of Authority to the Chancellor, and BP 3200, Purchasing and Contracts
III.D.5-02: BP and AR 3610, Auxiliary Organizations
III.D.5-03: Saddleback Quarterly Report
III.D.5-04: SOCCCD: Quarterly Investment Report
III.D.5-05: Foundation Annual Report 2015-2016

III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

An audit of the District's financial statements and supplementary information, including reports on compliance, is conducted in the fall of every year. An independent certified public accounting firm performs this audit. The audit is designed to provide reasonable assurance as to whether the financial statements are free of material misstatement. The audit considers the District's internal controls over financial reporting, a consideration which includes examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit assesses the accounting principles used and significant estimates made by management as well as evaluates the overall basic financial statement presentation (III.D.6-01).

An independent certified public accounting firm conducts a financial and compliance audit annually, in accordance with California Education Code 8848. The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. Reviewing internal controls is the mechanism that provides feedback on processes that require improvement or adjustment.

As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures in an effort to establish any variance. The College is required to explain variances of any significance to the auditors to determine if funds were expended on the educational programs and activities as originally planned and intended. The BOT's Audit Committee is charged with monitoring the audit process and reviewing the final audits.

The College's budget sufficiently supports all instructional programs; this is verified through assessment of student learning. When assessment of student learning indicates that additional budget allocations are necessary to support improvement, the CRC process is utilized for the request, prioritization, and funding of programmatic needs. In the past year over $1.4 million in requests were funded for the 2016-2017 fiscal year in support of needs expressed through the PR and AUR processes and the Strategic Plan; these funds supported facilities, technology, equipment, and other institutional needs (III.D.6-02).

Analysis and Evaluation

The College's financial management system and processes have a high degree of credibility as demonstrated in its resource allocation model, budget, and audit reports.

Evidence

III.D.6-01: SOCCCD Audit Report 2014-15
III.D.6-02: Approved CRC Requests for 2016-17

III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As described in III.D.6 above, an audit of the District's financial statements and supplementary information, including reports on compliance, is conducted annually by an independent certified public accounting firm (III.D.7-01). The board regularly receives reports regarding the District and Colleges' budget, fiscal conditions, financial planning, and audit results (III.D.7-02). The BOT Audit Committee is charged with monitoring the audit

process and reviewing the final audits. All board agendas, attachments, and minutes are publicly available on the District website.

The District's audit findings over the past six years have been minimal, and all audits have resulted in unqualified reviews. Those minor questions that have been identified were resolved in a timely manner (III.D.7-03). The results of these audits and the resolution of findings are made part of subsequent audit reports and are available on the District SharePoint site.

Analysis and Evaluation

The District resolves all audit findings in a timely fashion. Information about the College and District budget, fiscal conditions affecting the College budget and financial planning, including audit results, are provided Collegewide and Districtwide on a regular basis.

Evidence

III.D.7-01: SOCCCD Audit Report 2014-2015
III.D.7-02: Board of Trustees Presentation Schedule
III.D.7-03: SOCCCD Audit Findings 2009-2015

III.D.8 The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and includes examining and testing supporting documentation as well as examining internal controls. Reviewing internal controls is the mechanism that provides feedback on processes that require improvement or adjustment. The audit evaluates any variances between the adopted budget and actual expenditures to determine if funds were expended on the educational programs and activities as originally planned and intended.

The College's accounting officer assists departments with categorical program accounting, and the senior accounting specialist in the College's Grants Office assists grant staff with grant accounting. The District's senior accounting specialist reviews expenditure reports on all categorical programs and grants to ensure reported expenditures are necessary, reasonable, allowable, and allocable. An independent certified public accounting firm conducts examinations and tests in accordance with state and federal audit guidelines, and government agencies conduct their own audits. External and governmental audits have not identified any spending irregularities requiring correction (III.D.8-01).

College and District Services staff participated in business process analysis and the design of the Workday ERP (III.D.8-02; III.D.8-03); implementation is ongoing, and College and District staff are continuing to evaluate and improve upon this new system as evidenced by a comprehensive health check report prepared by OneSource Virtual as well as the work of the Workday Fiscal Project Team (III.D.8-04; III.D.8-05).

Staff responsible for categorical and grant-funded programs regularly attend state, regional, and nationwide conferences and participate in webinars that provide guidelines and interpretations of regulations to ensure compliance. Examples of improvements resulting from staff PD include federal procurement guidelines as well as time and effort reporting improvements (III.D.8-06).

Analysis and Evaluation

The College's financial and internal control systems are regularly evaluated and assessed. While repeated audits have found the College's financial and internal control systems to be sound, College and District staff regularly assess and refine processes.

Evidence

III.D.8-01: SOCCCD Audit Report 2014-2015
III.D.8-02: BPA Sessions and Related Plans
III.D.8-03: Example Workday Fiscal Design
III.D.8-04: Workday Health Check Findings
III.D.8-05: Workday Fiscal Project Team SharePoint Site
III.D.8-06: TAACCCT Grant Manual

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District is a locally funded basic aid district, as described in III.D.A, and the revenue received from property taxes exceeds the funds the College would receive through SB 361, the state's funding model for community colleges. Revenue is received monthly with the largest tax payments made in December and April. BP 3100, Budget Preparation, states, "Unrestricted general reserves shall be no less than 7.5 %" (III.D.9-01), In addition to this reserve required by policy, each college maintains its own reserve. The College is fiscally conservative, does not use its reserves, and typically maintains a healthy ending balance (III.D.9-02).

The capital outlay fund has a substantial cash balance committed to specific future capital projects (III.D.9-03). This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the California Community Colleges Budget and Accounting Manual (III.D.9-04).

The District is not self-insured but participates in several joint powers agreements—such as SWACC for property and liability, Self-Insured Schools of California for medical, and the Protected Insurance Program for Schools for workers' compensation—thus lessening risk factors and reducing costs. The District reviews its coverage annually in the spring and carries an excess liability policy. The District maintains an irrevocable trust for its Other Postemployment Benefits (OPEB) obligation, such as retiree health benefits, which remains fully funded (III.D.9-05).

The College and the District have taken numerous additional steps in recent years to reduce financial risk to the District. These steps include numerous PD presentations on how to identify and reduce risk (III.D.9-06), the development and implementation of contract templates (III.D.9-07) and contract signing processes (III.D.9-08), and the hiring of a new district risk manager, a new district contracts specialist, and a new district contract manager.

Analysis and Evaluation

The College maintains healthy ending balances, and the District's unrestricted fiscal reserves have not dipped below 7.5 percent in accordance with District policy. The District has appropriately planned for both anticipated and unforeseen circumstances.

Evidence

III.D.9-01: BP and AR 3100, Budget Preparation
III.D.9-02: Fiscal Year Ending Balance 2010-2015
III.D.9-03: Capital Outlay for Basic Aid Funds
III.D.9-04: State Budget and Accounting Manual
III.D.9-05: SOCCCD Audit Report 2014-2015
III.D.9-06: District Risk Management Presentation
III.D.9-07: District Services Contracts and Guidelines SharePoint Site
III.D.9-08: Contract Cover Sheet

III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

As described in III.D.3, the College's accounting software program, Workday, is used to establish budgets and expend resources. This system assists the College in providing effective oversight of its finances as all expenditures are input, tracked, and approved through this system.

The Student Financial Assistance and Scholarship Office determines eligibility and enters the awards into the PowerFAIDS system. The District Business Services Office draws down the funds from the U.S. Department of Education's Grant Management System, G5, three days prior to the disbursement date as federal guidelines require the funds must be spent within three days of receipt. After each check disbursement, the Student Financial Assistance and Scholarship Office and the District Accounting Office compare revenues and expenditures. The College complies with the *Blue Book: Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs*. An independent certified public accounting firm audits the Student Financial Assistance and Scholarship Office and the District Business Services Office as part of the annual audit. In the District's financial statements, financial aid is accounted for in a separate fund (III.D.10-01).

Every College group or outside donor raising funds for College programs and scholarships is required to sign an account agreement with the Saddleback College Foundation Office. This agreement states that the group will follow established guidelines and procedures of the foundation and the SOCCCD. A group representative signs the document as the account administrator, the dean or supervisor cosigns, and the foundation director cosigns. This document then authorizes deposits and expenses from the account. The account is assigned a name and given a code designation so it can be tracked in the Escape accounting system (III.D.10-02).

New account administrators are given a copy of the College Foundation's policy guidelines, procedures, and accepted nonprofit standards for fund expenditures (III.D.10-03). Money raised from fundraising activity is recorded on a Deposit Advice form (III.D.10-04). The money and the Deposit Advice form are given to a campus safety officer, who signs a receipt for the funds and hand-delivers them to the District Business Services Office. The District Business Services Office matches the amount of the deposit indicated on the form, prepares a bank deposit, and inputs the deposit into the accounting system. A second copy of the Deposit Advice form is sent to the Foundation Office, which checks to ensure that funds are coded correctly so they are deposited into the correct account. The donation information is then recorded as a permanent record into a donor database, and tax ID letters are generated and sent. The computerized accounting record for each project can be accessed at any time for review by the Foundation, the District, and the account administrators.

All funds expended from Foundation accounts must be requisitioned by account administrators. The expense request goes through an approval process in the following order: cost center manager, dean, vice president, and then the foundation director. After approval by all parties, requisitions are sent to the District Business Services Office to be processed and have checks cut. If the item or service is ordered, a purchase order and an invoice are required for payment. Before any expenses over $10,000 can be approved by the foundation director, the requisitions are ratified by the Foundation's Board of Governors Finance Committee at its regular meeting.

As discussed in III.D.5, the District and the College also have various controls in place that assure effective oversight of all financial matters for grants, externally funded programs, and contracts.

Analysis and Evaluation

The College and the District exercise effective oversight and control over all financial and business activities of the College and the District. Systems are in place to provide checks and balances. Internal control is assessed by the District Business Office, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. The District received unqualified reports from the auditors on compliance for the past six years and has had no findings related to federal Title IV regulation compliance. The recommendations on all findings have been implemented.

Evidence

III.D.10-01: SOCCCD Audit Report 2014-2015
III.D.10-02: Foundation Conditions and Criteria Application
III.D.10-03: Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards
III.D.10-04: Deposit Advice Form

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College has efficiently and prudently managed its financial resources. During College budget planning, the relationship between ongoing revenue and ongoing expenditure has always been considered, and the College has been careful not to obligate short-term revenue to long-term expenditures (III.D.11-01). As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans.

The District has established an unrestricted general fund contingency of 7.5 percent, and the College maintains an additional contingency within its operating budget, which was $2.75 million in 2015-2016. The SOCCCD has prepared well for most long-term financial obligations, such as retiree health benefits, and the College and the District have fully paid off all prior-year debt obligations. All other post-employment benefits are fully funded, and the District conducts an actuarial study on at least a biannual basis to ensure it remains fully funded.

Analysis and Evaluation

The SOCCCD operates within a resource allocation formula by which College operations are protected from the volatility of property tax revenue, thereby eliminating the possibility of devastating cuts to programs and services were the District's basic aid status ever to change. Furthermore, property tax revenue collected over and above the SB 361 calculation is allocated and expended as received, and the District has not obligated future anticipated property tax revenue by incurring debt.

Both the District and the College manage finances conservatively and allocate resources in a fiscally prudent and responsible manner to ensure needs are met on both a short-term and long-term basis. Due to the College's conservative long-range fiscal planning, the College is able to develop a balanced budget with a sufficient contingency each year, and District reserves remain healthy. Benchmarks for fiscal stability are always met and are often exceeded.

Evidence

III.D.11-01: SOCCCD Audit Report 2014-2015

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The SOCCCD has prepared well for long-term financial obligations, such as retiree health benefits, and the College and the District have fully paid off all prior-year debt obligations.

Governmental Accounting Standards Board (GASB) Statements 43 and 45 require annual reporting of post-employment benefit liability. These statements establish standards for the measurement, recognition, and display of OPEB expenses, expenditures, and related liabilities in the financial reports of state and local governmental employers. When these

GASB provisions were enacted, the District hired a consultant to assist the District in the navigation of this process and a Retirement Board of Authority (III.D.12-01) was established to guide and oversee the implementation of the GASB standards. The Futuris program, administered by Keenan & Associates, is a comprehensive GASB compliant retiree health and welfare benefit program. The District implemented an irrevocable trust for its OPEB obligation in spring 2008, and the District conducts an actuarial study on at least a biannual basis to ensure it remains fully funded.

The District has also been impacted by the state pension liabilities that resulted in increases to the California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) employer rates. The District has covered these increases for all unrestricted general fund employees through the 2020-2021 fiscal year by placing adequate funds in a trust account (III.D.12-02).

Analysis and Evaluation

The SOCCCD'S annual OPEB obligation is fully funded, as are all compensated absences and other employee-related obligations. The District has also pre-funded the CalPERS and CalSTRS employee contributions through 2020-2021 and placed the funds into a trust account.

Evidence

III.D.12-01: GASB 43 & 45 Compliance Plan
III.D.12-02: SOCCCD CalSTRS and CalPERS Pension Rate Increase

III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The District has not issued any certificates of participation (COPS) since 1999 and all COPS were paid in full by June 2008. The District has not issued any bonds. All long-term debt has been paid off, and the District has not entered into any additional debt agreements (III.D.13-01).

Analysis and Evaluation

The College does not have difficulty meeting current obligations and does not have any long-term debt.

Evidence

III.D.13-01: SOCCCD Audit Report 2014-2015

III.D.14 All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The District and College carry no long-term debt, such as bonds or COPS, and have fully funded all other retiree post-employment liabilities. The College is not engaged in any lease purchase agreements, and all capital, including facilities, technology, and equipment are purchased outright on an annual basis as funding permits. The DRAC model ensures that the SB 361 calculation funds all ongoing operations and that the remaining funds are utilized for one-time needs and projects, such as capital outlay.

As discussed above in III.D.5 and III.D.10, the College and District use grant and foundation funds with integrity. College procedures ensure that grant funding receives appropriate authorization from the BOT, that grant budgets and expenditures are aligned with grant funding, and that grant expenses are approved by appropriate persons to ensure that expenses charged to grants are reasonable, necessary, allowable, and allocable. Fiscal reporting for grants is certified by District accounting staff to ensure proper oversight.

The College Foundation employs foundation fundraising guidelines to ensure that funds are raised and expended appropriately and with oversight by account administrators, cost center managers, and the Foundation's Board of Governors Finance Committee.

The College Foundation Finance Committee annually prepares and adopts a budget of operations income and expenses (III.D.14-01). At each of its monthly meetings, the Finance Committee reviews actual versus budgeted expenditures and income and makes adjustments when necessary. An annual report is presented to the SOCCCD BOT.

Analysis and Evaluation

The financial resources of the District and College are used with integrity and in a manner consistent with their goals. Funding from external sources such as the College Foundation, grants, and state categorical monies are all used according to their intended purpose. Grant and foundation fundraising efforts are aligned with the College Strategic Plan and serve the needs of College programs.

The District and the College excel in the area of planning for future liabilities and reducing or eliminating long-term debt commitments. Moreover, they are careful not to obligate future budget years with automatic debt payment, and, when it has been fiscally prudent to do so, future debts have been retired ahead of schedule.

Evidence

III.D.14-01: Foundation Budget of Operations Income and Expenses

III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

The District is subject to an annual OMB A-133 audit which allows the auditor to express opinion on the District's compliance with major federal programs, including Title IV programs. For the years ending June 30, 2014 and June 30, 2015, the College did not receive any audit findings (III.D.15-01).

The 2012 three-year cohort default rate recorded in the Federal Student Aid database is 11.1 percent with 34 defaulters out of 306 borrowers in repayment, and the 2013 three-year cohort default rate is 10.8 percent (III.D.15-02). This rate is critical as the Department of Education uses this as a measure to sanction schools; institutions with cohort default rates of 25 percent or greater for three years are subject to sanctions.

The College Financial Assistance and Scholarship Office monitors the cohort default rate annually and actively works to educate students on the responsibilities and consequences of borrowing. For example, the College provides financial literacy counseling to all students wanting to borrow. Students are also required to log into the National Student Loan Database System and provide a copy of their loan debt summary; if a student has student loan debt incurred, he or she must also provide a copy of the calculator page showing the estimated repayment amount based on career objective.

Analysis and Evaluation

The College's financial aid default rate for the last three years has been less than half the sanctionable rate according to federal government regulations. Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with Federal Regulations.

Evidence

III.D.15-01: SOCCCD Audit Findings 2009-2015
III.D.15-02: Cohort Default Rate Report

III.D.16 Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual agreements with outside entities are governed by BPs and ARs, which are established to ensure that they are consistent with the mission and strategic goals of the College. This includes BP/AR 3101.5, Fiscal Management, which states that the District must maintain sound fiscal management that ensures all activities comport with the educational objectives of the District (III.D.16-01). The vice chancellor of business services manages all contracts and has the authority to approve all contracts that do not exceed $100,000 (III.D.16-02). Contracts over that amount must be approved by the board. Ultimately, it is the responsibility of the BOT to oversee all contracts and to ensure that they maintain the integrity of the programs, services, and operations of the District and College.

The District provides numerous resources, available on the District's SharePoint site, to assist individuals at the College in the successful implementation of contract processes (III.D.16-03). These resources include competitive bidding and public contracting guidelines, contract process guidelines, and a contract cover and routing sheet that is utilized to document the purpose of the contract and ensure that appropriate College managers and administrators are aware of, and approve of, the contract. The District's SharePoint site also provides contract templates for numerous contract types, including educational services agreements, field trips and educational tours, and independent contractor agreements.

The District has recently purchased a contract management tool, Total Contract Manager, and will soon implement this product to serve as a document repository to ensure that contracts are appropriately executed and to notify the appropriate individuals when contracts need to be renewed or rebid.

Analysis and Evaluation

Contractual agreements established with external entities are consistent with the mission and goals of the College. Through their oversight, the BOT has ultimate responsibility to ensure that these contracts maintain the integrity of the College's programs, services, and operations. Managers who develop College contracts for approval by the vice chancellor of business services confirm adherence to BPs and are responsible for ensuring the contracts are consistent with the College's mission and goals. District administrators ensure that contracts are administered in adherence with all state and federal guidelines (III.D.16-04; III.D.16-05).

Evidence

III.D.16-01: BP and AR 3101.5, Fiscal Management
III.D.16-02: BP 2100, Delegation of Authority to the Chancellor; BP 3200, Purchasing and Contracts
III.D.16-03: District Services Contracts and Guidelines SharePoint Site
III.D.16-04: BP 3200.1, Contracts
III.D.16-05: BP 3200, Purchasing

STANDARD IV
Leadership & Governance

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A: Decision-Making Roles and Processes

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

In the 2016 Annual State of the College report, the college president noted:

> Last year, the theme of my State of the College was 'A Culture of Excellence,' where I stated that the remarkable leadership of our students, faculty, staff, and management has truly transformed Saddleback's culture. Together we embrace positive change, creating cross-departmental collaborations that lead to enhanced student success. Our faculty continue to develop innovative programs that ignite the minds and passions of our students and bolster Saddleback's reputation for academic excellence.

The culture and leadership at the College have promoted and fostered both innovation and excellence. The College and its faculty, staff, students, and units have won awards and recognition for efforts promoting student success, academic quality, integrity, and continuous improvement of the institution. For example, the College was named a "Great College to Work For" by *The Chronicle of Higher Education* in July 2016. College employees surveyed gave the College strong marks in job satisfaction; teaching environment; college pride; professional development; respect and appreciation; compensation, benefits and work/life balance; shared governance; and supervisor relationships (IV.A.1-01). The Annual State of

the College reports highlight the impressive achievements the College has made through teamwork and dedication to helping its students succeed (IV.A.1-02).

The College and the South Orange County Community College District (SOCCCD) support a participatory governance model that encourages leadership at all levels of the organization in order to enhance institutional effectiveness in relation to student performance and student outcomes, academic quality, academic and institutional integrity, fiscal stability, and federal and state compliance.

Board Policies (2000 and 3000 series), Administrative Regulations (2000 and 3000 series), committee compositions and bylaws, and the appropriate negotiated collective bargaining agreements, outline the rights and responsibilities granted to faculty, students, staff, managers, and administrators to engage in college governance processes.

The administrative roles within the District are defined in the following Board Policies (BPs):

- BP 2001, Administration Organization (IV.A.1-03)
- BP 2100, Delegation of Authority to the Chancellor (IV.A.1-04)
- BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.1-05)
- BP 2100.2, Role and Scope of Authority of the Academic Senates (IV.A.1-06)
- BP 2101, Delegation of Authority to the College President (IV.A.1-07)
- BP/AR 2120, Institutional Planning (IV.A.1-08)

These BPs are designed to ensure that the roles of the Board of Trustees (BOT), the District, and the colleges are clearly defined and understood in relation to organizational structure, operations, planning, and decision-making. They also outline the primary role of the faculty in academic and professional matters through the Academic Senates, as required by California Code of Regulations, Title 5, Sections 53200-53205.

To ensure adequate financial support for its colleges, the board adopted a variety of BPs and Administrative Regulations (ARs) that outline the fiscal practices of the District. These are included in the BP/AR 3000 series and include:

- BP and AR 3001, Delegation of Authority (IV.A.1-09)
- BP and AR 3100, Budget Preparation (IV.A.1-10)
- BP 3101 and AR 3101.1, Budget Management (IV.A.1-11)
- AR 3101, Budget Management-Transfer of Budget Appropriations (IV.A.1-12)
- BP and AR 3101.5, Fiscal Management (IV.A.1-13)

These policies and procedures ensure that the District engages in sound fiscal management to support the educational mission of the District and its colleges. In addition, the District has

created Budget Development Guidelines that are used Districtwide to create aligned annual budgets. The District Resources Allocation Council (DRAC) is the governance body that oversees the allocation of funds to ensure that both college and District services are supported and sustained. The College then develops an annual budget incorporating all funds available, including the prior-year ending balance, to meet institutional needs (IV.A.1-14).

According to its stated purpose, DRAC is:

> A district-wide participatory governance council […] charged with recommendations for the income allocation model on which the budget is based. It is charged with development and oversight of the allocation process for Unrestricted General Funds and it makes recommendations to the chancellor. [The] DRAC Model is an allocation model for the district. It distributes available general fund unrestricted resources (according to the state funding formula) and other funding such as enrollment fees, non-resident fees, local income, miscellaneous income, and ending balances. [The monies] are distributed to five areas: 1) Saddleback College, 2) Irvine Valley College, 3) contingency Reserve, 4) General Expenditures, 5) District Services. The intention of the model is to guarantee the colleges a predictable, fair, and equitable distribution of revenues.

The participatory governance structure and process for the District is delineated in the Districtwide Planning Manual and the SOCCCD Function Map (IV.A.1-15). The College's governance structure is delineated in the College's Planning and Governance Manual (IV.A.1-16). This governance structure endorses individual involvement and responsibility for promoting best practices that enhance programs and services regardless of an individual's title, constituent group, or level in the organization. Constituency representatives are encouraged to voice concerns and ideas and to communicate information and decisions back to the group they represent. In addition to the formal governance structure, dialogue and information sharing occur through the formation of workgroups and less formal gatherings, such as topical forums, Trustee Listening Sessions, and the President's Chats. Topical sessions related to planning and budget are also held on various issues during Professional Development (PD) Week and throughout the semester (IV.A.1-17).

College quality improvement dialogues occur within the following committees, all of which include representation from all constituent groups: Consultation Council (CC), Education Planning and Assessment Committee (EPA), Planning and Budget Steering Committee (PBSC), and the Student Success Coordinating Committee. In addition, all constituent groups have their own representative body that provides an avenue for their concerns to be voiced and debated. These groups include the Academic Senate, the Associated Student Government (ASG), California School Employees Association (CSEA), Classified Senate, and

Management Team (MT). The Planning and Governance Manual summarizes the governance and committee structure (IV.A.1-16).

CC is the primary recommending body to the college president for planning, resources, and policy matters. Chaired by the president, this committee meets biweekly throughout the year. Broad participation is evident based on the scope and nature of the committee structure and required membership composition.

EPA works collegially with the faculty, staff, and administration on program reviews (PRs), administrative unit reviews (AURs), student learning outcomes (SLOs), institutional outcomes, and the resource allocation process.

PBSC assists with institutional effectiveness, the resource allocation process, the Strategic Plan, the Planning and Governance Manual, integrity, and student success initiatives.

The Academic Senate is a partner for decisions involving curriculum, academic quality, online education, integrity, faculty hiring, faculty PD, student success initiatives, the Strategic Plan, the resource allocation process, and fiscal stability. CSEA represents classified employees on any contract-related issues. The Classified Senate works collaboratively with the administration on classified staff PD, integrity, student success initiatives, resource allocation, fiscal stability, and the Strategic Plan. ASG participates in dialogue involving student clubs, student life, student welfare, scholarships, student success initiatives, and some resource allocation. Each constituency group is represented in larger issues facing the College that are brought to the governance committees. Decisions made by governance committees are most often made by consensus.

Analysis and Evaluation

The leadership of both the College and SOCCCD encourage broad participation in planning and decision-making processes that include all stakeholders: faculty, staff, managers, administrators, and students. The formal and informal participatory governance and review structures provide the framework for faculty, staff, managers and administrators, and students to share ideas openly through their committee and representatives.

As part of quality improvement, the governance committees self-appraise annually and make modifications to committee charters, bylaws, and compositions. Through this review process, committees are formed, reorganized, or disbanded in effort to improve institutional efficiency, to enhance effective communication, or to resolve pressing issues.

In an effort to realign various College committees in terms of strategic initiatives and external mandates, the College compiled an inventory of all committees in 2016. The College also created an electronic committee request system that was designed to improve the process of data collection about committee interest. These efforts were intended to provide data on

committee interest and to then synthesize various committees into a more robust structure that corresponded with the strategic mission and goals of the College.

Evidence

IV.A.1-01: Saddleback College Great Colleges to Work for Top Line Results
IV.A.1-02: Saddleback State of the College Report
IV.A.1-03: BP 2001, Administration Organization
IV.A.1-04: BP 2100, Delegation of Authority to the Chancellor
IV.A.1-05: BP 2100.1, Delegation of Authority to the Academic Senate
IV.A.1-06: BP 2100.2, Role and Scope of Authority of the Academic Senates
IV.A.1-07: BP 2101, Delegation of Authority to the College President
IV.A.1-08: BP/AR 2120, Institutional Planning
IV.A.1-09: BP/AR 3001.1, Delegation of Authority
IV.A.1-10: BP 3100, Budget Preparation
IV.A.1-11: BP 3100, Budget Management
IV.A.1-12: AR 3100, Budget Management -Transfer of Budget Appropriations
IV.A.1-13: BP/AR 3101.5, Fiscal Management
IV.A.1-14: DRAC Purpose and Charge
IV.A.1-15: SOCCCD Function Map
IV.A.1-16: Planning and Governance Manual
IV.A.1-17: Understanding the Budget

IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

The College relies on BPs, ARs, and College governance procedures to establish broad participation from constituent groups in the decision-making process. Faculty, students, staff, managers, and administrators have clearly defined voices and avenues for participation in the governance and resource allocation processes.

BP 107, Board Policy and Administrative Regulation, outlines the process whereby Districtwide policies and regulations are developed and approved. This policy states that recommendations for new or revised policies and regulations may be made by the Academic Senate, Classified Senate, ASG, bargaining units, and administration (IV.A.2-01).

The participation of faculty in the decision-making process is authorized by BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.2-02), and BP 2100.2, Role and Scope of Authority of the Academic Senates (IV.A.2-03). These policies acknowledge the

right of faculty to participate in District and College governance and recognize the College Academic Senate as the official governing body, and the official faculty voice, for faculty participation in developing policies related to academic and professional matters as mandated by Title 5, Sections 53200-53205 (IV.A2-04).

In accordance with the Higher Education Employer-Employee Relations Act, SOCCCD recognizes the Faculty Association as the exclusive representative of full-time and part-time faculty of the SOCCCD for the purposes of collective bargaining on issues related to wages, evaluations, working conditions, and other matters in the scope of negotiations. In doing so, the District complies with Chapter 10 of the Meyers-Milias-Brown Act, which promotes full communication between public employers and their employees by providing a reasonable method of resolving disputes regarding wages, hours, and other terms and conditions of employment between public employers and public employee organizations.

BP 4056, Classified Employees Participation in Decision Making (IV.A.2-05), directs that the SOCCCD provide an opportunity for classified staff input on all matters that affect staff. There are three organizations within the SOCCCD that assume this role: Saddleback College Classified Senate, CSEA, and the Police Officers' Association.

The CSEA and the Police Officers Association are the exclusive collective bargaining representatives on issues related to wages, evaluations, and working conditions for the classified groups that they represent. All nonexempt classified employees other than police officers are represented by the CSEA in accordance with Title 5 regulations. CSEA has the right to appoint the first representative to any committee and the Student Success Coordinating Committee has the right to appoint the second representative. As a practical matter, most governance committees offer seats to each exclusive representative and a representative from each Classified Senate.

Title 5, Section 51023.7 (IV.A.2-06) and BP 5627, Student Participation in Governance (IV.A.2-07), authorize student participation in the decision-making processes that significantly affect them and recognize the ASG at each college in the SOCCCD. In addition, BP 104, Student Member of the Board of Trustees(IV.A.2-08), authorizes the election of one advisory student member of the board to be rotated between Saddleback College and Irvine Valley College. The student trustee is recognized as a full member of the board at public meetings, and is required to confer with the leaders of the ASG from both colleges prior to each meeting of the board in order to effectively represent student interests.

The College Planning and Governance Manual and the *SOCCCD District-wide Decision Making Manual 2015-2020* (IV.A.2-09) outline the roles and responsibilities of the major stakeholder groups. Representatives from each group sit on planning bodies including Chancellor's Council and the District-wide Planning Council (DWPC) at the District, and PBSC, and CC at the College. In each case, it is the responsibility of these representatives to

carry input from the groups they represent to the decision-making bodies where the Mission, Vision, and Values of the College are determined so that all voices are heard.

While these committees are organized through the formalized representation structure, anyone is welcome to attend all governance meetings. BP 128, Board Agendas (IV.A.2-10), describes how individuals may request items be placed on the BOT meeting agenda through a written summary to the chancellor, provided that deadlines are met. For other committees, individuals may contact the committee chair or president to add items to the agenda. Meeting times, agendas, and minutes of meetings are posted to the websites of all committees and representative bodies so that individuals can effectively participate. The agendas of open meetings of the board and the Academic Senates provide for public comments on both items that are on the agenda and items that are not.

Analysis and Evaluation

The District and College have established BPs, ARs, and operational guidelines to ensure the broad participation of all constituent groups in the decision-making and planning processes. All decision-making bodies require membership from each of the representative groups, and other committees and task forces allow for the appointment of members as the representative groups deem appropriate.

College leadership has supported the ability of faculty to serve in key leadership roles by increasing the amount of reassigned time and/or stipends available to faculty for participation. The college president and the SOCCCD chancellor work closely with the College Academic Senate when making decisions on academic and professional matters. Similarly, the Classified Senate has indicated that their role in governance would be strengthened if, like faculty, they were provided with release time from their respective positions. CSEA contract section 3.1.12 allows up to 10 percent release time for governance activities.

Evidence

IV.A.2-01: BP 107, Board Policy and Administrative Regulation
IV.A.2-02: BP 2100.1, Delegation of Authority to the Academic Senate
IV.A.2-03: BP 2100.2, Role and Scope of Authority of the Academic Senates
IV.A.2-04: California Code of Regulations, Title 5, Sections 53200-53205
IV.A.2-05: BP 4056, Classified Employees Participation in Decision Making
IV.A.2-06: California Code of Regulations, Title 5, Section 51023.7
IV.A.2-07: BP 5627, Student Participation in Governance
IV.A.2-08: BP 104, Student Member of the Board of Trustees
IV.A.2-09: SOCCCD District-wide Decision Making Manual 2015-2020, pages 11-14
IV.A.2-10: BP 128, Board Agendas

IV.A.3 Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

The College and SOCCCD derive their roles and responsibilities through the Code of Federal Regulations, the California Education Code, and Title 5 of the California Code of Regulations. As such, both administration and faculty have substantive and clearly defined roles in the institutional governance of the District and College, and both exercise an important voice in the institutional policies, planning, and budget decision-making that relate to their areas of responsibility and expertise. These roles and responsibilities are clearly delineated in BPs and ARs.

Administration

The authority of the chancellor, as chief executive officer (CEO) of the District, and the college president, as CEO of the College, is codified by California Education Code, Section 70902 and SOCCCD BPs (IV.A.3-01). BP 2100, Delegation of Authority to the Chancellor (IV.A.3-02), gives the chancellor of the SOCCCD ultimate responsibility for the establishment and implementation of policies, planning efforts, and education leadership in the District.

BP 2101, Delegation of Authority to the College President (IV.A.3-03), gives the college president ultimate responsibility for the implementation of District policies at the College and the establishment and implementation of policies, planning efforts, and educational leadership at the College level.

As the CEO, the president effectively oversees and actively leads the President's Executive Team (PET), which is composed of the president and vice presidents at the College; the president's MT, a committee composed of all administrators and managers; and CC, a participatory governance committee and the primary planning and decision-making body at the College. Additionally, the vice president of instruction leads the Vice President for Instruction (VPI) Council. This council does not function as a core decision-making body but as a collaborative communication venue for the VPI. This council is comprised of all instructional deans; the director of research, planning and accreditation; and the assistant dean of emeritus institute. In addition, the VPI hosts a dean and department chairs meeting, which consists of department chairs, the chair of the Curriculum Committee, and certain staff from the Office of Instruction; this latter group functions more as an avenue by which the top administration can share information with department representatives, and remains an important forum for deans and department chairs across campus to exchange ideas, problem-solve, and develop professionally.

Faculty

BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.3-04), in accordance with California Code of Regulations, Sections 53200-53205 (IV.A.3-05), gives the College Academic Senates ultimate responsibility for and authority over academic and professional matters at the District and College.

Through this policy, the SOCCCD BOT recognizes the Academic Senates as the representatives of the faculties at both colleges and relies primarily upon the advice and judgment of the Academic Senates in accordance with processes of collegial consultation as defined in BP 2100.1. In addition, BP 2100.2, Role and Scope of Authority of the Academic Senates (IV.A.3-06), acknowledges the right of faculty to participate in District and College governance, to express their opinions at the College and District level and to ensure that these opinions are given reasonable consideration, to assume primary responsibility for making recommendations in the areas of curriculum and academic standards, and to jointly develop and approve hiring criteria, policies, and procedures in conjunction with District administration. Academic Senate representatives are included in the membership of all councils, committees, and task forces that deal with academic and professional matters.

Moreover, the SOCCCD Faculty Association is recognized by the District as the exclusive representative of faculty on issues related to wages, evaluations, and working conditions, and, thus, is included in the membership of all councils, committees, and task forces dealing with these issues.

Analysis and Evaluation

Administrators and faculty have clearly defined and substantive roles in District and College governance and actively participate in the development of policies, planning, and budget development. These roles are defined in BPs and implemented through the participatory governance committee structure of the District and College.

Evidence

IV.A.3-01: California Education Code, Section 70902
IV.A.3-02: BP 2100, Delegation of Authority to the Chancellor
IV.A.3-03: BP 2101, Delegation of Authority to the President
IV.A.3-04: BP 2100.1, Delegation of Authority to the Academic Senate
IV.A.3-05: California Code of Regulations, Title 5, Sections 53200-53205
IV.A.3-06: BP 2100.2, Role and Scope of Authority of the Academic Senate

IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Through the creation, adoption, and implementation of BPs and ARs, the SOCCCD ensures that faculty and administrators have responsibility regarding recommendations about curriculum and student learning programs as well as student learning services (IV.A.4-01; IV.A.4-02). BP 2100.1, Delegation of Authority to the Academic Senate (IV.A.4-03), delineates the scope of the College Academic Senate in response to Title 5, Sections 53200-53205 (IV.A.4-04). Consistent with Accreditation Standards, the BOT relies primarily upon the advice, counsel, and recommendations of the College Academic Senate on all and any academic and professional matters, including (IV.A.4-05):

- Curriculum, including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and College governance structures relating to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty PD activities
- Processes for program review
- Processes for institutional planning and budget development
- Other matters as mutually agreed upon between the SOCCCD BOT and the Academic Senate, or as otherwise provided by statute or regulation

BP 2100.1 also specifies that policies and procedures addressing academic and professional matters are subject to creation or modification only through the processes of collegial consultation. The College Academic Senate honors requests from the SOCCCD BOT and/or its agents to review relevant policies, regulations, procedures, and guidelines at least every five years, or more frequently should the BOT and/or its agents believe that modifications are necessary or appropriate.

Multiple BPs have been developed to articulate how responsibility for recommendations about curricula and student learning programs and services are executed. The Academic Senate created a College Curriculum Committee pursuant to BP 6100, Curriculum (IV.A.4-06), which harmonizes with the scope of BP 2100 (IV.A.4-07). All established courses of instruction and educational programs at the College are prepared in compliance with guidelines from the California Community Colleges Chancellor's Office's (CCCCO) Program and Course Approval Handbook (PCAH) (IV.A.4-08).

The College uses Governet software, CurricUNET, for preparing and maintaining course outlines of record. Each new and revised course, both credit and noncredit, is scrutinized by faculty, including members of the curriculum leadership team, deans, and curriculum specialists before it is submitted for approval to the Curriculum Committee, a standing committee of the Academic Senate. Courses are then submitted for approval by the Academic Senate and the BOT before submission to the CCCCO for approval. The Academic Senate requires that all Career and Technical Education (CTE) courses be reviewed and revised every two years and that all other courses be reviewed at least every five years.

The Academic Senate has a New Program Approval Policy and Process that faculty use in the creation of new programs. Again, following guidelines in the PCAH, programs are proposed using developed courses to meet requirements for certificates and degrees. CTE programs require labor market data to demonstrate need for a proposed program, and, as required by the CCCCO, are additionally reviewed and endorsed by a regional CTE consortium. New and substantively changed programs are reviewed and approved by the Curriculum Committee, the Academic Senate, and the BOT on recommendation of the college president before being submitted to the CCCCO for final approval. In addition, in compliance with California Education Code, Section 78016, CTE programs are submitted for review by the BOT for documented labor market demand and evidence that they do not represent unnecessary duplication of other manpower training programs in the area (IV.A.4-09).

The college president is the designated College administrator charged with forwarding curriculum to the SOCCCD chancellor and BOT. On this matter, BP 6100 sets forth the following clear and concise roles and responsibilities:

1. All programs and courses approved by a college's Academic Senate are forwarded to the college president for his or her review. Once approved by the college president, the college president forwards the approved programs, courses, and recommendations for program additions or deletions to the chancellor for his or her review and to the BOT for its review and final approval.

2. No SOCCCD colleges may offer programs or courses that fail to meet the curriculum standards in the PCAH, relevant state laws and regulations, and Accreditation Standards. If such a failure occurs, the college president shall direct the appropriate faculty immediately to conduct and complete curriculum review in order to bring the programs and courses into compliance.

The College also relies on its faculty and administration for recommendations about student learning programs and services. As such, the College, through policies and procedures, has well-defined structures to ensure that this reliance is both protected and maintained. New

student learning program and service ideas may originate at any level of the institution. If there is faculty interest in championing a new initiative, grant proposals may be submitted to secure funds to pilot a program or service. Requests can be made through the resource allocation process for resources needed to pilot a new initiative. Programs and services are evaluated for effectiveness, and recommendations are made by the faculty and administrators involved in institutionalizing successful new programs and services to a governance committee, such as the PBSC or CC. Approval by the CC results in a recommendation to the president regarding new programs and services.

For example, a grant opportunity was provided by the Dell Foundation to implement an Advancement Via Individual Determination (AVID) for Higher Education program in fall 2013 with a cohort of financially needy students. Faculty involved in establishing the Student Success Coordinating Committee championed the proposal, which was funded for three years. Resource requests to support the program were submitted and approved, and the program is currently undergoing analysis to determine if it should continue as it exists and become a national demonstration program for AVID for Higher Education (IV.A.4-10).

Analysis and Evaluation

The SOCCCD and the College meet the Standard.

Evidence

IV.A.4-01: BP 6100, Curriculum
IV.A.4-02: Curriculum Committee
IV.A.4-03: BP 2100.1, Delegation of Authority to the Academic Senate
IV.A.4-04: California Code of Regulations, Title 5, Sections 53200-53205
IV.A.4-05: BP 2100.2, Role and Scope of Authority of the Academic Senate
IV.A.4-06: Curriculum
IV.A.4-07: BP 2100, Delegation of Authority to the Chancellor
IV.A.4-08: Program and Course Approval Handbook (PCAH)
IV.A.4-09: California Code of Regulations, Sections 66700, 70901, 78016, 70902
IV.A.4-10: AVID for Higher Education

IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The District and College maintain a governance structure that recognizes the need for all constituents to have a voice in all decision-making processes. Therefore, all decision-making councils and committees include membership from all constituent groups to ensure the

participation of individuals with the background, expertise, and responsibility necessary for sound decision-making. On the District level, these bodies include the DWPC (IV.A.5-01), the Districtwide Integrated Planning Committee (IV.A.5-02), the Board Policy and Administrative Regulation Advisory Council (BPARAC) (IV.A.5-03), and the Chancellor's Executive Council (IV.A.5-04), among others. On the College level, these bodies include the PBSC and CC, among others. All of these bodies meet regularly, at set times, in established locations, and the respective meeting agendas are prepared and disseminated to committee members in advance and made available to other interested parties. The meeting minutes of each of these governance bodies are prepared in a timely manner and distributed to members. Minutes are also posted on the website and/or SharePoint site of the respective council, committee, or task force.

The BOT includes seven elected officials and one student trustee. This trustee is elected each year on an alternate basis from the student bodies of Irvine Valley College or Saddleback College (IV.A.5-05). BOT meetings are held regularly each month at roughly the same time and in the same location. The specific start times are posted, along with the agenda, on the District website and in front of the board room at least 72 hours prior to the start of the meeting. Meeting dates for the following year are determined each December and posted to the District website (IV.A.5-06). Special meetings are convened as needed and follow the appropriate notification required by the Brown Act. Representatives from administration and each constituent group, including students, are given a seat at the table directly facing the board at each meeting and are provided a microphone so that they can be recognized by the board president as they speak on agenda items during the meeting. Administration and each constituent group also provide brief reports at each meeting to keep the board apprised of their activities and concerns.

At the College level, each constituent group has a representative body through which their concerns and perspectives are discussed and formulated. In addition, various committees and task forces with broad membership exist to ensure careful consideration of all relevant perspectives. Each constituent group approves its own representatives to serve on committees and task forces. These bodies provide input and recommendations, especially relating to areas in which specialized knowledge is required, to the decision-making bodies on campus. A complete list of committees, along with some task forces, can be found in the Saddleback College Planning and Governance Manual and on the College website (IV.A.5-07).

Recommendation also occur as a result of biennial program and administrative review processes, from which resource allocations requests and needs for curricular changes are identified. Annually, resource allocations requests go through the College review process during which time all requests are prioritized according to specific criteria at four levels of analysis and discussion—a process which is discussed more fully in the Planning and Governance Manual (IV.A.5-07). Curricular changes go through a technical review process

by the Curriculum Committee, a subcommittee of the Academic Senate. This process is discussed in detail in Standard II.

Additionally, both the College and the District leadership understand the importance of a decision-making process reliant on accurate and timely data and metrics. To this end, the District and the College leadership have embraced an ongoing conversation that promotes the addressing of barriers that have gotten in the way of effectively making decisions utilizing data and metrics (IV.A.5-08). A Districtwide barriers committee was established to provide recommendations to improve the decision-making process. These recommendations included:

- Improving the usability of the data used in decision-making
- Evaluating products that allow for self-service data mining and analysis
- Increasing the Districtwide commitment to data-based decision-making
- Improving transparency in the decision-making process
- Providing instructions and training related to accessing data

Since these recommendations were put forward, the District's research and data management team have provided a Collegewide tool, inFORM (IV.A.5-09), which is used for data retrieval and reporting. In addition, the District and the College have begun discussions on data clarity and data governance in an informal data taskforce committee run by District researchers.

Analysis and Evaluation

District and College governance processes ensure the consideration of all relevant perspectives. All constituent groups are represented on every decision-making body. Councils, committees, and task forces meet on a regular basis at set times and locations in order to ensure maximum opportunity for participation.

Data-supported decision-making has been supported at the College and District level. Financial decisions are based on information provided by College or District data warehouses that are made available through data management systems, such as inForm, and research provided by District and College research departments.

Evidence

IV.A.5-01: District-wide Planning Council Purpose and Charge
IV.A.5-02: Districtwide Integrated Planning Purpose and Charge
IV.A.5-03: BPARAC Purpose and Charge
IV.A.5-04: Chancellor's Executive Council Purpose and Charge
IV.A.5-05: BP 2001, Administration Organization
IV.A.5-06: View of Board of Trustees Minutes and Agenda Website
IV.A.5-07: Planning and Governance Manual

IV.A.5-08: BARRIER #2, Final Recommendation Summary, July 2014
IV.A.5-09: inFORM Data Warehouse

IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

All BPs and ARs that describe decision-making processes are posted on the District website, where they are available to all employees and the general public. Changes to BPs and ARs go through a participatory governance process and are distributed through each of the representative group bodies. BP changes must be approved by the BOT, and are distributed via the BOT meeting agendas, which are posted on the District's website.

The Planning and Governance Manual documents the College's governance and decision-making processes (IV.A.6-01). The processes and procedures outlined in the manual are developed by PBSC and approved by the CC, two bodies which have representation from all representative groups on campus. The director of planning, research and accreditation is responsible for maintaining, updating, and posting the manual, which is available for employees and the public on the Planning and Decision-Making microsite of the Office of Planning, Research and Accreditation (OPRA) website (IV.A.6-02).

The governance and decision-making processes of Districtwide planning and committees are documented in the *SOCCCD District-wide Decision Making Manual 2015-2020* (IV.A.6-03). The processes and procedures outlined in the manual are developed by DWPC, a shared governance body. As indicated in the District's manual, to ensure continuous quality improvement, the DWPC undertakes a comprehensive revision of the manual every five years and makes minor updates annually. This evaluation process is overseen by the district director of research and data management, who is responsible for maintaining, updating, and posting the manual, which is available for employees and the public on the District's planning webpage. The manual is also available internally on SharePoint.

The BOT and the College Academic Senate adhere to the open meeting laws for public agencies as mandated by Section 54952 of the California Government Code (IV.A.6-04). Therefore, agendas and minutes are posted openly and all meetings include the opportunity for public comments. Decisions made by the BOT are posted as minutes on the District website (IV.A.6-05). The district director of public affairs also publishes meeting highlights the day after each board meeting and emails these highlights to all employees of the District. The meeting highlights are also posted on the District website. Decisions made by the Academic Senate are posted as minutes on the Senate website (IV.A.6-06).

At both the District and College levels, decisions made by all councils and committees not covered by the Brown Act are included in the minutes of meetings and posted on the

SharePoint sites for each committee. In addition, representative group members of these councils and committees are tasked with bringing information back to their constituency. This information is delivered via reports shared at representative group meetings and/or delivered via email.

Analysis and Evaluation

The District and College decision-making processes are well documented in BPs, ARs, and governance manuals. These processes are made available to employees through the District and College websites and SharePoint sites.

The District and College comply with Brown Act requirements regarding the posting of agendas and minutes for the BOT and the Academic Senate. Information regarding decisions made in Districtwide and College councils and committees not covered by the Brown Act is also distributed though posted minutes and through reports made by representative group members of decision-making bodies. All constituent groups have representation on every decision-making body at the institution.

Evidence

IV.A.6-01: Planning and Governance Manual
IV.A.6-02: View of Planning and Decision-Making Microsite
IV.A.6-03: SOCCCD District-wide Decision Making Manual 2015-2020
IV.A.6-04: Meyers-Milias-Brown Act Employment Relations
IV.A.6-05: View of Minutes Posted to BOT Website
IV.A.6-06: View of Minutes Posted to Academic Senate Website

IV.A.7 Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College regularly reviews and re-evaluates its leadership roles and its governance and decision-making policies, procedures, and processes in order to ensure their integrity as well as their effectiveness. Additionally, the College widely communicates the results of these reviews and evaluations and uses these results as a basis for continuous quality improvement both in its governance and decision-making processes as well as in the ever-evolving roles and responsibilities of its leadership.

Through BPARAC, BPs and ARs are regularly reviewed and revised as needed. All councils and committees annually review their purpose and membership, including the designated

chair, and revise as needed. Moreover, all committees perform annual surveys of their membership to ensure that they are functioning properly and make changes when needed.

Institutional Effectiveness

In 2016, the College created the Office of Institutional Effectiveness (IV.A.7-01). The purpose and focus of the Office of Institutional Effectiveness is to coordinate the leadership and decision-making policies, procedures, and processes in areas that play a significant role in student success. The College established the position of assistant vice president of institutional effectiveness (AVPIE) to lead the Office of Institutional Effectiveness (IV.A.7-02).

The Office of Institutional Effectiveness oversees the following critical areas:

- Program and Administrative Reviews
- Federal and State Compliance
- Student Outcomes
- Student Success
- Research
- Accreditation
- Curriculum
- Online Education

Within these focal areas, the AVPIE'S role is

1. to ensure institutional effectiveness, quality instruction, student learning, and instructional services at the College.
2. to ensure that all constituent groups have an opportunity in the governance of these leadership and decision-making areas and that all constituent groups are properly represented.
3. to provide leadership, coordination, and support for online education and for PD Collegewide.
4. to perform assigned duties in compliance with applicable state and federal regulations and guidelines, SOCCCD policies and procedures, and the College's educational goals and objectives.

And additionally, the AVPIE's charge includes

1. fostering a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the SOCCCD.
2. participating actively in and supporting Districtwide participatory governance components and activities and other collaborative processes.
3. encouraging professional excellence among staff.

4.   promoting an organizational culture of customer service, innovation, and quality services.

Analysis and Evaluation

By building out human capital within the realm of institutional effectiveness, the College plans to expand its functions in planning, assessment and the results of Collegewide planning evaluation.

Evidence

IV.A.7-01: Institutional Effectiveness Org Chart Change Proposal
IV.A.7-02: Job Description, Assistant Vice President of Institutional Effectiveness

IV.B: Chief Executive Officer

IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The college president reports to, assists, and supports the SOCCCD chancellor in the performance of the duties delegated by BP 2100, Delegation of Authority to the Chancellor (IV.B.1-01). Under this arrangement, the college president is granted broad authority for developing and implementing the College's integrated planning efforts and resource allocation processes and for implementing BPs. As such, the college president, with the delegated authority that comes with his or her appointment by the chancellor with the approval of the SOCCCD BOT, provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, as well as assessing institutional effectiveness through the shared governance process. The president's administrative organization is the established authority on campus and the college president is the final authority at the College level.

As the CEO, the president enhances administrative teamwork through principles of leadership, decision-making, and empowerment. The president effectively oversees and actively leads PET, which is composed of the president and vice presidents at the College; the MT, a committee composed of all administrators and managers; and CC, a participatory governance committee and the primary planning and decision-making body at the College.

The duties and responsibilities of the president as stipulated by BP 2101 (IV.B.1-02) include the following:

- Provide leadership for the College's educational programs, ensuring the effective operation of curriculum development, the PR and academic planning processes, and instructional support services
- Provide necessary leadership for student support services to ensure student access to College programs
- Direct all aspects of College personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, PD activities, contract administration, and to perform disciplinary actions when necessary
- Direct the development and management of annual College budgets in accordance with accepted governance and accountability standards

- Oversee and provide leadership for the development of the College's long-range and short-range planning efforts, including the Educational and Facilities Master Plan, Strategic Plan, and all integrated plans
- Ensure that all plans consider Accreditation Standards and student success issues and that they drive the budget and resource allocation decision-making
- Maintain an effective administrative organization and delegate appropriate responsibilities to the College administrative staff
- Implement a College governance program which is participative, accountable, and effective
- Promote effective communication within the College, with the District, and with the BOT
- Represent the College to the community, schools, four-year colleges and universities, state and national agencies, local businesses, professional organizations, and other public entities

Analysis and Evaluation

As the CEO, the college president effectively fulfills his primary responsibility of ensuring the overall quality of the institution and provides effective leadership in planning, in organizing, in budgeting, in selecting and developing personnel, and in assessing institutional effectiveness.

Evidence

IV.B.1-01: BP 2100, Delegation of Authority to the Chancellor
IV.B.1-02: BP 2101, Delegation of Authority to the College President

IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The president is responsible for devising, overseeing, and evaluating the administrative structure of the College. The current administrative configuration includes administrative services, instruction, and student services. Prior to this, the College was only divided into instruction and student services. The addition of this third area also necessitated the creation and hiring of a third vice president to oversee College administrative services. Thus, the upper administration of the College includes:
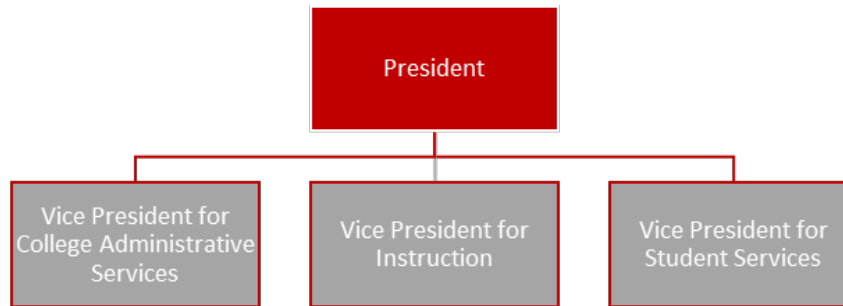
The President's Executive Team (PET)

The current president also instituted two additional bodies to extend participatory governance and empower leadership at the College. These are MT and CC. MT, which is composed of all College managers and administrators, meets biweekly and is chaired by the president. The purpose of MT is to provide an opportunity for leadership to discuss issues—including accreditation, strategic planning, budget, and governance—pertinent to College decision-makers and supervisors. CC is composed of representatives from all College constituent groups. It meets biweekly and is chaired by the president, who serves as a nonvoting member of the committee. CC serves as the College's main strategic planning and recommending body, and all other committee decisions are discussed and considered by CC before final recommendations are presented to the president (IV.B.2-01).

The president regularly evaluates the administrative structure at the College and makes recommendations for changes when necessary. These recommendations are vetted through the College participatory governance bodies, including CC, before a final recommendation is reached by the president in consultation with PET. Since the College's last accreditation study, the president has created and promoted the following leadership positions:

- director of student life
- director of learning assistance
- vice president for college administrative services (VPCAS)
- AVPIE
- dean of online education and learning resources
- dean of community education, emeritus institute, and K-12 partnerships
- director of economic and workforce development (EWD)
- manager, student payment and veterans offices
- supervisor, facilities operations
- assistant director facilities, capital outlay projects

In order to achieve the mission of the College and to improve institutional effectiveness, the president delegates responsibility and authority to all managers and administrators consistent with their responsibilities as listed in their job descriptions.

Analysis and Evaluation

As the CEO, the college president effectively plans, oversees, and evaluates administrative structure, and consistently organizes and staffs this administrative structure in such a way as to reflect the institution's purposes, size, and complexity. Additionally, the College's CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence

IV.B.2-01: Planning and Governance Manual

IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Through established policies and procedures, the college president guides institutional improvement of the teaching and learning environment by maintaining collegial processes that set values, goals, and institutional priorities. First, the president ensures collegiality by directing his MT, which consists of all administrators and managers, to train staff on, to review, and to publicize clear mechanisms for resolving interpersonal conflict in ethical ways that act in accordance with mutual respect (IV.B.3-01; IV.B.3-02). The college president exemplifies collegiality by having a high level of engagement in the College shared governance processes and by providing leadership and guidance to support major campus planning initiatives. The president ensures that College decision-making is inclusive and follows the proper channels. In turn, the president filters through myriad information, leadership channels, and external priorities to distill a short list of initiatives for the College to focus on—a so-called "top 10" list of priorities that are published in the president's State of the College report (IV.B.3-03). The president then widely communicates these priorities via

annual recap presentations, through in-person public sessions (IV.B.3-04), and through published mechanisms, such as online and print media (IV.B.3-05). The State of the College includes key statistics and performance indicators that the College can reflect upon and that guide executive level decision-making processes going forward.

Through his direction and oversight, the college president has created and maintained a well-developed, detailed, and collaborative integrative strategic process that is used to set the values, goals, and priorities of the College in order to support present and future student learning and student achievement. This process includes:

1. The strategic planning process, as discussed in Standard I, with focus on it being a collaborative process that begins with the setting of the mission and values, and then the setting of goals.
2. How the College is currently using institution-set standards to document student learning and achievement.
3. The use of research in planning and evaluation.
4. The ways in which PRs and AURs are integrated into planning.
5. The resource allocation process and how it stems initially from PRs and AURs.
6. Annual evaluation of the plan and process to ensure continuous quality improvement.

The college president has made institutional effectiveness, educational planning, outcomes assessment, and continuous improvement priorities for setting and maintaining institutional performance standards for student achievement. A recent example of this is the president's strong support for the Collegewide Student Success Metrics Summit (IV.B.3-06). The president has also created an environment in which constant improvement and institutional effectiveness has promoted student achievement and student success.

Through several mechanisms, the college president ensures that educational planning and distribution of resources is directly linked to student success and SLOs. The college president fosters the development and adoption of the revised strategic planning processes by directly incorporating PRs, AURs, SLOs, and Administrative Unit Outcomes (AUOs) into ongoing evaluation and planning.

The president also relies on the processes implemented by the VPI. The VPI, in collaboration with the College deans, gathers data from the inFORM Data Warehouse for the purpose of ensuring that the College's evaluation and planning rely on high-quality research and analysis. The data gathered are used to monitor enrollment trends and to manage course offerings to ensure students meet their academic plans in a timely manner.

The president works to ensure that planning and evaluation rely on high-quality research and data through several processes. As part of this ongoing process, the president approves recommended procedures to evaluate overall institutional planning and implementation

efforts, and has fostered the reconstitution of the PBSC to ensure that research and data are being used in resource allocation. The recommendations of PBSC feed into CC for deliberation and for a recommendation to the president for action (IV.B.3-07).

Using the consultative process, the president accepted the recommendation of the governance group leadership and CC to expand the College's research office by hiring a new director of research, planning and accreditation after a period of vacancy in the position. This position reports directly to the new AVPIE through the Office of the Vice President of Instruction. OPRA provides institutional data collection and analysis on internal and external conditions that is used to support College planning and enhance institutional effectiveness and decision-making. The director of OPRA also co-chairs PBSC and serves on CC. The input provided by the director of OPRA serves to reinforce the requirement that decisions are guided by institutional research, adhere to the College Strategic Plan, and are consistent with the College's Mission, Vision, and Values.

As part of the consultation process, the president, after analyzing the roles and responsibilities of the Office of Instruction, determined the need for the creation of the AVPIE role. This new upper-management position reports to the Office of the Vice President of Instruction and oversees Collegewide research and curriculum.

Collaborating with the Academic Senate, the president supports and advocates for the appointment of a full-time faculty member to establish and to lead the EPA and another to lead the PR process. These two positions work together to assist faculty, staff, and management in the assessment of SLOs and AUOs and create data-based reports for use in PR and AURs. The structure of EPA ensures that faculty who take on leadership roles are authentic peer examples of the proper use of learning assessment in and out of the classroom.

Analysis and Evaluation

As CEO, the president clearly establishes collegiality expectations and expects his leadership team to act on statements of mutual respect and ethical behavior. The college president has made institutional effectiveness, educational planning, outcomes assessment, and continuous improvement priorities and has expanded human capital for this purpose. The president has also created an environment in which constant improvement and institutional effectiveness is intended to promote student achievement and student success. The president is a leader of constant and consistent collaboration between key constituent groups, such as Academic Senate, MT, CC, and PET.

Evidence

IV.B.3-01: Interpersonal Conflict Resolution Recommendations
IV.B.3-02: Statement of Mutual Respect and Collegial Behavior
IV.B.3-03: State of the College Report

IV.B.3-04: State of the College
IV.B.3-05: State of the College – View of Website
IV.B.3.06: Student Success Metrics Summit Announcement
IV.B.3 07: Planning and Governance Manual

IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Per BP 2101 (IV.B.4-01), the president has the primary leadership role for accreditation and for ensuring that the College meets or exceeds all Eligibility Requirements, Accreditation Standards, and Commission Policies at all times and on all levels. As such, under the guidance and leadership of the president, all faculty, staff, managers, and administrators work to ensure that the College complies with the accreditation process and meets the standards and criteria established by the Commission.

Accreditation is no longer seen as something that is done only for the purposes of completing the self-evaluation report, but, rather, is embedded in the institutional structure. Moreover, in order to ensure board participation in the accreditation process, the president created an Accreditation Steering Committee and appointed representatives from all three areas—faculty, staff, and administration—to serve as tri-chairs of the committee. The administration tri-chair is the vice president for student services, who also serves as the college accreditation liaison officer. Under the direction of the president, the Accreditation Steering Committee works to lead the accreditation self-evaluation process, a process that requires a thorough examination of College policies and practices with regard to the Accreditation Standards.

The Accreditation Steering Committee meets twice monthly throughout the self-evaluation process. At these meetings, the chairs of each of the Standards report on the work being done. The president regularly attends these meetings and provides input on the Standards as needed.

Both the board and chancellor openly support the president's role with regard to accreditation, and provide support to the president and College as needed. For example, administrators from District Services sit on the Accreditation Steering Committee and assist with addressing the Standards, particularly as related to the role of the board, the chancellor, and District Services in supporting College processes.

Analysis and Evaluation

The president actively supports and leads the College's efforts in meeting and exceeding the ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies at all times. The president has adjusted the administrative structure at the College to ensure that the Standards are continuously addressed and has created a committee structure which includes faculty, staff, administration, and students that encourages broad participation in this process. Moreover, as part of the president's role to oversee and lead the College's accreditation effort, the president, among other tasks, attends the regularly scheduled Accreditation Steering Committee meetings and participate in the development of the self-study report.

Evidence

IV.B.4 01: BP 2101, Delegation of Authority to the College President

IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The president is responsible for the implementation of all statutes, regulations, and BPs at the College and works closely with the board and the chancellor to ensure that institutional practices are consistent both with the College mission and policies as well as with the effective control of the College budget and expenditures.

Per BP 2101, Delegation of Authority to the College President (IV.B.5-01), it is the responsibility of the president to administer the policies adopted by the board, to execute all decisions of the board requiring administrative action, and to ensure compliance with all relevant laws and regulations. The president attends all BOT meetings and presents a monthly report on the activities of the College. The president also sits on Chancellor's Council, which sets the agenda for upcoming board meetings, discusses issues of importance to both colleges, such as regulatory changes, and reviews all proposed changes to BPs and ARs. The president also meets regularly with the chancellor and works closely with the district director of public affairs and government relations to discuss changes to laws and regulations at the local, state, and federal levels.

When new, revised, and deleted BPs and ARs are proposed by BPARAC, the president provides input and coordinates their review at the College through PET, MT, and CC and ensures that input is collected from all constituent groups on campus through representation at CC and on BPARAC. Copies of these proposals are distributed to all constituent groups and input is received through their representative on these committees.

Similarly, the college president effectively controls the College budget and expenditures by utilizing data and information provided by the VPCAS and committees responsible for the allocation of resources. The VPCAS reports directly to the president and presents monthly expenditure simulations during PET meetings. The VPCAS ensures that the allocation of funds is made through the proper College processes and that each resource allocation decision is linked to the Strategic Plan and/or the PR and AUR. Moreover, the College has established sound fiscal practices and processes that have consistently produced balanced budgets. These practices have resulted in healthy ending balances that have exceeded eight percent of the total budget for the past eight years and have allowed for College contingency and enrollment growth.

Although the president assumes primary responsibility for the above mentioned matters, he also delegates authority to College managers and administrators for compliance appropriate to their areas of supervision, as discussed in IV.B.2 above.

Analysis and Evaluation

The president is responsible for ensuring the implementation of statutes, regulations, and BPs and for ensuring that institutional practices are consistent with the College's mission and policies. PET and leadership committees are consistently involved with monitoring compliance with all statutes, regulations, and BPs. In addition, the president has established procedures to ensure the effective management of District and College resources. The president has delegated the primary responsibility of fiscally managing these resources to the VPCAS and addressing them through the PBSC. In turn, the College budget is monitored through internal controls, monthly and quarterly reports, and external audits.

Evidence

IV.B.5-01: BP 2101, Delegation of Authority to the College President

IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president works and communicates effectively with the communities served by the institution on a number of levels and in a variety of ways, including student-focused outreach (IV.B.6-01), community-focused outreach (IV.B.6-02; IV.B.6-03), the College Foundation (IV.B.6-04), community outreach (IV.B.6-05), EWD (IV.B.6-06), and public information and marketing (IV.B.6-07).

Student-Focused Outreach

To help raise the profile of the College in the neighboring communities, the college president annually invites all senior administration and trustees from the surrounding school districts to meet with College personnel, who then showcase the College's programs, certificates, and degrees.

The president also regularly hosts events for high school counselors, graduating seniors, and incoming students. For the 2015-2016 academic year alone, the College sent a letter to over 7,000 graduating high school seniors welcoming them to the College and inviting them to attend the College's annual Senior Day and to participate in Freshman Advantage Program and the Transfer Agreement Guarantee Program (IV.B.6-08). As a welcoming gesture, the president also sends new incoming seniors an official Saddleback College letter of acceptance.

While the College Senior Day is the largest planned student-focused outreach effort performed by the College, the president is also actively involved in the following student-focused outreach programs hosted by the College:

- Welcome Week
- Family Night
- High School Counselor Day
- Tech-Prep Day
- State of the College
- PD Week
- Senior's Day
- South Orange County Economic Report

Community-Focused Outreach

In partnership with the surrounding business community, the president continues to be one of the primary advocates for community economic development. Similarly, the College has been a leading advocate of the findings in the 2016 South Orange County Economic Report (IV.B.6-06), a report which provides detailed and accurate information regarding the current and future economic trends of cities that partner with the College. South Orange County cities and their prominent business members have overwhelmingly accepted the findings and the proposals.

The Saddleback College Foundation and Community Outreach

Another method by which the president effectively engages the communities served by the College is through the Saddleback College Foundation Office. The Foundation solicits and coordinates donations to the College, and it is organized exclusively for charitable and

educational purposes as a 501(c)(3) of the Internal Revenue Code (IV.B.6-09). The College Foundation is recognized as an auxiliary organization and operates under the guidelines established by BP 3610, Auxiliary Organizations (IV.B.6-10).

The College Foundation accepts contributions from the public, initiates and coordinates college fundraising, ensures the appropriate distribution of funds and gifts, and provides fiduciary oversight of contributions. The Foundation also serves as an important vehicle for engaging the College community through service on the Board of Governors and through its support of special events that have lasting public relations value.

The president is seeking to elevate the College presence within the surrounding community through the ever-increasing visibility of the Saddleback College Foundation. This goal has led the president to oversee the alignment of the College Foundation with the College's strategic directions with emphasis on increasing student scholarships, developing capital campaigns, and increasing the alumnai organization. Similarly, and under the aegis of the College Foundation, the president has established the President's Club. The President's Club comprises individual and corporate members who join with the College in fulfilling its commitment to improve the south Orange County communities and to provide expanded educational opportunities to all stakeholders within these same communities.

Economic and Workforce Development

In order to meet the needs of surrounding communities, the president created the EWD Office headed by the director of EWD. Under the guise of the College, the primary task of the director of EWD is to establish relationships with the community in order to organize and to provide contract training and continuing education for business employees so that community business employees may more readily meet the needs and requirements of local employers.

Public Information and Marketing

The president works closely with the director of marketing and communications to disseminate information through the President's Gaucho Gazette (IV.B.6-11), the annual State of the College Report, and an ongoing series of press releases to local, regional, and national media.

For the 2015-2016 academic year, the College website was revised to focus on students in a way that marketed the College and made it easier for the community to access information. The College also reaches out to students and the community through active social media pages on platforms such as Facebook and Twitter.

Analysis and Evaluation

The president works and communicates effectively with the communities served by the College in a variety of ways, including student outreach, the College Foundation, EWD, and public information and marketing.

Evidence

IV.B.6-01: President Outreach Letter to Veteran and Active Duty Students
IV.B.6-02: High School Principal's Breakfast Presentation
IV.B.6-03: Apprenticeship Initiative and Pre-apprenticeship Initiative
IV.B.6-04: Saddleback College Foundation Annual Report
IV.B.6-05: CEO Community Outreach
IV.B.6-06: South Orange County Economic Report
IV.B.6-07: Saddleback College KSBR Chat with President
IV.B.6-08: Letter to High School Graduating Seniors
IV.B.6-09: Internal Revenue Service, Section 501 c (3) Economic Report
IV.B.6-10: BP 3601, Auxiliary Organizations
IV.B.6-11: President's Gaucho Gazette

IV.C: Governing Board

IV.C.1 The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The College exists under the auspices of the SOCCCD. As the governing board for the College, the SOCCCD BOT, with the assistance of the district chancellor, has both the responsibility and the authority to establish policies to assure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the District and its colleges. BP 112, Duties and Responsibilities of the Board of Trustees (IV.C.1-01) (ER 7-01), outlines these responsibilities in accordance with the authority granted the board by California Education Code. These responsibilities include establishing the District mission, establishing policies that implement the District mission, assuring the development and implementation of short-term and long-term educational and facilities plans, assuring the fiscal health and stability of the District, delegating power to the chancellor, working respectfully with all employees of the District, hiring and evaluating the chancellor, advocating for and protecting the District, and representing the public interest.

BPARAC (IV.C.1-02), which includes representatives from all constituent groups in the District, is responsible for regularly evaluating BPs and drafting recommended changes to the policies and their associated ARs. BP recommendations are then forwarded to the chancellor and the board for review and approval. ARs are approved at the chancellor level.

The district director of public affairs and government relations maintains the District's website, which includes all approved BPs, ARs, and other pertinent information (IV.C.1-03). Thus, BPs and ARs are accessible to all employees and the public. The BPs and their aligned ARs are organized in numbered series by the following categories (IV.C.1-04):

- 100 Series   –   Bylaws
- 1000 Series   –   Community Relations
- 2000 Series   –   Administration
- 3000 Series   –   Business
- 4000 Series   –   Human Resources
- 5000 Series   –   Students
- 6000 Series   –   Instruction
- 8000 Series   –   Speech and Advocacy

Analysis and Evaluation

As established in policy and law—especially as it pertains to financial stability and the

academic quality, integrity, and effectiveness of student learning programs—the SOCCCD board has authority over and responsibility for all aspects of the District and its colleges. BPs are regularly evaluated and revised by a Districtwide participatory governance committee and reviewed by the chancellor and board prior to approval. Revised policies are provided in meeting agendas, presented at meetings by the vice chancellor of business services, and openly discussed by the board members before approval.

Evidence

IV.C.1-01: BP 112, Duties and Responsibilities of the Board of Trustees (ER 7-01)
IV.C.1-02: BPARAC Purpose and Charge
IV.C.1-03: View of Public Affairs Role on SOCCCD Website
IV.C.1-04: Listing of BPs and ARs Available on SOCCCD Website

IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The SOCCCD BOT is committed to high standards of ethical conduct for its members, as delineated in BP 110, Code of Ethics – Standards of Practices (IV.C.2-01). One of the basic principles contained within this policy is the recognition that the board acts as a whole and that authority rests only with the board in a legally constituted meeting, not with individual members (BP 110). Thus, while members of the board, at times, have differing opinions on items that come before them, once the board has reached a decision—either via consent or by vote—on an item, the board acts as a collective entity and all board members act in unison in support of the collective decision.

Additionally, all board members perform their duties and interact within the SOCCCD community with the intent of fostering a Districtwide culture of mutual respect, courteous interaction, open cooperation, and common civility with all stakeholders in the SOCCCD community as defined in BP 180, Respectful Interactions and Collaboration (I.V.C.2-02). Thus, SOCCCD board members are respectful and inclusive of all input and viewpoints when discussing topics in board meetings and prior to any voting. As evidence of their professional decorum, all board meetings are videotaped live and subsequently posted on the SOCCCD website for public viewing (IV.C.2-03).

Analysis and Evaluation

SOCCCD has developed and approved BPs that outline the ethical conduct for all elected board members; this specified conduct includes the requirement that the board act in unison once a decision is reached by the body. In addition, when disagreements arise, they are discussed openly and respectfully prior to the board reaching a collective decision.

Videotapes of board meetings and minutes detailing board actions from recent years, both of which are available on the District's website, substantiate behavior in accordance with these policies.

Evidence

IV.C.2-01: BP 110, Code of Ethics – Standards of Practice
IV.C.2-02: BP 180, Respectful Interactions and Collaboration
IV.C.2-03: South Orange County Community College Board of Trustees Meetings

IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The board adheres to clearly defined policies for selecting and evaluating the chancellor of the SOCCCD. Three of these policies include BP 146, Chancellor Succession (IV.C.3-01); BP 148, Evaluation of the Chancellor (IV.C.3-02); and BP 4011.6, Employment Procedures for Chancellor (IV.C.3-03). When taken in total, these three BPs clearly delineate the rules and requirements for hiring and evaluating the SOCCCD CEO. BP 146 delegates authority to the current chancellor to appoint an acting chancellor to serve in his or her absence for short periods not to exceed 60 calendar days at a time. The board appoints an acting chancellor for periods exceeding 60 calendar days. When a new chancellor is to be hired, the board adheres to the procedures outlined in BP 4011.6, which ensure that input from administration, faculty, and staff is obtained in order to select the most highly qualified individual to fill the vacancy. Once hired, the board conducts an annual evaluation of the chancellor as required by BP 148. The criteria for evaluation are based on BPs related to the duties and responsibilities of the chancellor (BP 2100, Delegation of Authority to the Chancellor) (IV.C.3-04), the chancellor job description, and established performance goals and objectives.

Per BP 2100, Delegation of Authority to the Chancellor, the chancellor is responsible for "hiring and evaluating the college presidents. The Chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges."

Thus, in accordance with BP 2100, the board delegates full authority to the chancellor in the hiring, supervising, and evaluating of the college president.

Analysis and Evaluation

As established by BP, the board is responsible for selecting and evaluating the chancellor of the District. In compliance with the provisions of California Education Code, the board

delegates full responsibility and authority to the chancellor to implement and administer BPs and conduct the business of the District and educational programs without interference, and holds the Chancellor accountable for the operation of the District. In turn, the chancellor is responsible for selecting and evaluating the college presidents. The chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges.

Evidence

IV.C.3-01: BP 146, Chancellor Succession
IV.C.3-02: BP 148, Evaluation of the Chancellor
IV.C.3-03: BP 4011.6, Employment Procedures for Chancellor
IV.C.3-04: BP 2100, Delegation of Authority to the Chancellor

IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The BOT is an autonomous policy-making body that attempts to reflect the public interest in the educational quality of the District. In so doing, the board advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

The BOT is comprised of seven members, each of whom resides in the geographical area he or she represents. Board members are publicly elected at large to four-year terms by the voters in south Orange County. For the dual purposes of continuity and self-preservation, the terms of the seven board members are staggered, with elections being held every two years in connection with the state of California general election through BP 106 (IV.C.4-01). A student trustee is elected to a one-year term by the students of Saddleback and Irvine Valley colleges and has an advisory vote on all actions taken in open session through BP 104 (IV.C.4-02). This membership composition and election process ensures that the board is of a sufficient size to achieve its board member responsibilities and duties (IV.C.4-03) (ER 7-02).

In accordance with law and BP 110, Code of Ethics – Standards of Practices (IV.C.4-04) (ER 7-03), board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. They must also hold the educational welfare and equality of opportunity of the students of the District as their primary concern. BP 112, Duties and Responsibilities of the Board of Trustees (I.V.C.4-05) (ER 7-04), also lists advocating for and protecting the District and representing the public interest as two of the board's primary responsibilities. Board members consistently advocate for the interests of both the public and District through their interaction with the community,

legislators, local organizations, and students. Furthermore, as discussed in BP 130, Public Participation at Board Meetings (IVC.4.-06), the board encourages public participation at their meetings. There is time allotted to public comments at each meeting, or written comments may be submitted. Members of the public may also place items on the prepared agenda in accordance with BP 128, Board Agendas (IV.C.4-07). To validate and support transparency in all its decision-making, the board conducts all District business in open public meetings, with the exception of legally-permitted closed sessions related to legal concerns, personnel, and collective bargaining. The board also consistently provides all of its business and other information to the public on the District's website. This information includes BPs, board self-evaluations, meeting agendas and minutes, and other relevant information.

Analysis and Evaluation

The District's processes and procedures as well as BPs and ARs ensure that the governing board follows the public interest in the educational quality of the District. The board is a publicly elected body of individuals whose size is sufficient for its duties and responsibilities. Through adherence to its own policies in regards to ethics, the board advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

Evidence

IV.C.4-01: BP-106, Board Elections
IV.C.4-02: BP-104, Student Member of the Board of Trustees
IV.C.4-03: BP-103, Board Membership (ER 7-02)
IV.C.4-04: BP 110, Code of Ethics – Standards of Practices (ER 7-03)
IV.C.4-05: BP 112, Duties and Responsibilities of the Board of Trustees (ER 7-04)
IV.C.4-06: BP 130, Public Participation at Board Meetings
IV.C.4-07: BP 128, Board Agendas

IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The board adheres to strict budget planning guidelines and fiscally conservative values. It maintains authority over all legal matters and decisions. The board ensures educational quality through BPs governing students and instruction in the BP 5000 series (IV.C.5-01). The board is updated annually with research and reports on institutional effectiveness,

student success, and completion. These annual presentations are made in public board meetings to review and discuss the Student Success Scorecard (IV.C.5-02) and other metrics. The board routinely invites presentations on student success initiatives. The board has invested additional support toward the development of highly innovative technology tools which support educational quality and student success (IV.C.5-03). BP 101 ensures that the board reviews the College mission annually, with input from the College and various constituencies (IV.C.5-04).

The first four pages of the District's adopted budget provide an overview of budget planning efforts, major capital projects, technology initiatives, budget resources, priorities, and the board's governing values regarding resource allocation (IV.C.5-05).

Throughout the academic year, the board receives presentations on Student Success: ESL and Basic Skills, Student Equity, Financial Aid, the Learning Resource Center Tutoring Programs, College Scorecards, Enrollment Management plans, and CTE Certificate programs (IV.C.5-06, IV.C.5-07).

DRAC; the Basic Aid Allocation Recommendation Committee (BAARC); and BP 3110, Basic Aid Funds Allocation Process (IV.C.5-08), govern the responsible allocation of all operating and capital outlay expenses to ensure educational quality and financial stability. Both committees are participatory governance committees representing all constituencies.

Analysis and Evaluation

The board has established consistent policies to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. The board enacts and has adopted a policy to ensure that the College's mission is reviewed annually with input from constituencies Districtwide to ensure that it continues to support the quality, integrity, and improvement of student learning programs.

Evidence

IV.C.5-01: Board Policy Series 5000 (Students)
IV.C.5-02: Student Success Scorecard Presentation to BOT
IV.C.5-03: Student Success Tools, District IT Website
IV.C.5-04: BP 101, Missions
IV.C.5-05: Adopted Budget
IV.C.5-06: Student Equity Plan Presentation to BOT
IV.C.5-07: Overview of Financial Aid to BOT
IV.C.5-08: BP 3110, Basic Aid Funds Allocation Process

IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

As referenced in numerous standards throughout this self-evaluation, the SOCCCD and its BOT, in their efforts to validate and to support transparency in all decision-making and business, publish the District's bylaws and policies specifying the size, duties, responsibilities, structure, and operating procedures of the board. These policies are published on the District's website, where there are links to the District's BPs both from the homepage as well as from the SOCCCD Board pages.

The BPs which delineate the structural and operational matters pertaining to the board are contained within the 100 series – Bylaws. These BPs include:

- BP 103, Board Membership, which specifies board membership and size (IV.C.6-01)
- BP 104, Student Member of the Board of Trustees, which specifies qualifications, requirements for office, term of office, and election (IV.C.6-02)
- BP 105, Organization of the Governing Board, which specifies election of officers and the establishment of a set time and place for regular meetings (IV.C.6-03)
- BP 106, Board Elections, which specifies the term of office for board members and the trustee geographical areas (IV.C.6-04)
- BP 108, Vacancies on the Board, which specifies how and when vacancies outside of the normal election cycle can be filled (IV.C.6-05)
- BP 109, Board Education, which demonstrates the board's commitment to ongoing development as a board and outlines the guidelines for conference participation (IV.C.6-06)
- BP 110, Code of Ethics – Standards of Practice, which outlines the basic ethical principles of the board (IV.C.6-07)
- BP 112, Duties and Responsibilities of the Board of Trustees, which lists the basic responsibilities of all board members (IV.C.6-08)
- BP 118, Committees of the Board, which indicates the ability of the board to establish committees (IV.C.6-09)
- BP 120, Regular Meetings of the Board, which specifies the location of regular board meetings (IV.C.6-10)
- BP 122, Closed Sessions, which specifies the items that can be considered in closed sessions (IV.C.6-11)
- BP 124, Special and Emergency Meetings, which describes the ability of the board to call special and emergency meetings (IV.C.6-12)
- BP 126, Quorum and Voting, which specifies the parliamentary rules to be used during board meetings (IV.C.6-13)

- BP 128, Board Agendas, which outlines the mandatory practices related to board meeting agenda development and publicizing (IV.C.6-14)
- BP 136, Minutes of the Board of Trustee Meetings, which specifies how minutes will be taken and made available (IV.C.6-15)
- BP 154, Conflict of Interest, which specifies board members' obligations in relation to conflicts of interest (IV.C.6-16)
- BP 158, Political Activity, which outlines rules related to the political activities of board members (IV.C.6-17)
- BP 172, Board Self Evaluation, which states the board's commitment to regular self-evaluation and self-improvement (IV.C.6-18)
- BP 180, Respectful Interactions and Collaboration, which states the board's commitment to fostering a climate of mutual respect, cooperation, and civility (IV.C.6-19)

Analysis and Evaluation

The BPs on bylaws related to structure and operating procedures are comprehensive and publicly available on the District website. These policies are regularly reviewed and revised by the board with assistance from the chancellor.

Evidence

IV.C.6-01: BP 103, Board Membership, which specifies board membership and size
IV.C.6-02: BP 104, Student Member of the Board of Trustees
IV.C.6-03: BP 105, Organization of the Governing Board
IV.C.6-04: BP 106, Board Elections
IV.C.6-05: BP 108, Vacancies on the Board
IV.C.6-06: BP 109, Board Education
IV.C.6-07: BP 110, Code of Ethics – Standards of Practice
IV.C.6-08: BP 112, Duties and Responsibilities of the Board of Trustees
IV.C.6-09: BP 118, Committees of the Board
IV.C.6-10: BP 120, Regular Meetings of the Board
IV.C.6-11: BP 122, Closed Sessions
IV.C.6-12: BP 124, Special and Emergency Meetings
IV.C.6-13: BP 126, Quorum and Voting
IV.C.6-14: BP 128, Board Agendas
IV.C.6-15: BP 136, Minutes of the Board of Trustee Meetings
IV.C.6-16: BP 154, Conflict of Interest
IV.C.6-17: BP 158, Political Activity
IV.C.6-18: BP 172, Board Self Evaluation
IV.C.6-19: BP 180, Respectful Interactions and Collaboration

IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The BOT performs its duties and fulfills its responsibilities in a manner consistent with its BPs and its bylaws, and abides by BP 112, Duties and Responsibilities of the Board of Trustees (IV.C.7-01), as discussed in IV.C.6 above. Additionally, through procedures established by BP 107, Board Policy and Administrative Regulation (IV.C.7-02), and its associated AR, the board regularly assesses and revises its BPs and bylaws to ensure their effectiveness in fulfilling the missions and visions of the District and its colleges.

New policies and revisions to existing policies may originate from board members, the chancellor, employees of the District, or members of the public (BP 107). The primary body for reviewing BPs is BPARAC, as directed by AR 107 (IV.C.7-03). BPARAC is a Districtwide participatory governance committee tasked with systematically reviewing and updating BPs and ARs. When reviewing BPs, BPARAC considers recommendations by the Community College League of California (CCLC) and changes to state and federal law. Whenever BPARAC members approve revisions, updates, or deletions from a BP or AR, the changes are then submitted to Chancellor's Council for review and input. Chancellor's Council also has authority to approve ARs, as they simply outline the means by which policy is implemented. Once assessed by Chancellor's Council, all BPs are presented as a monthly agenda item for board review and discussion. Per BP 107, the new and revised policies receive at least two readings by the board and are agendized the first time as "acceptance for review and study" and the final time as "approval." Once approved, revised, and updated, policies and/or ARs are posted on the District website for public view. The agendas and minutes of board meetings documenting these revisions are also posted on the District website. Additionally, agendas, minutes, and evidential documents from BPARAC and Chancellor's Council meetings are made available to all employees through the District's SharePoint site under Districtwide Committees.

Analysis and Evaluation

As is clearly evident in the posted agendas, minutes, and videotapes of their board meetings, the SOCCCD BOT acts in accordance with established policies and bylaws. BPs are also reviewed regularly and revised as needed by all participatory governance groups through BPARAC and Chancellor's Council and by the BOT.

Evidence

IV.C.7-01: BP 112, Duties and Responsibilities of the Board of Trustees
IV.C.7-02: BP 107, Board Policy and Administrative Regulation

IV.C.7-03: AR 107, Development of Board Policy and Administrative Regulation

IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The board is updated annually with research and reports on institutional effectiveness, student success, and completion rates. Presentations are made annually in public board meetings to review and discuss the Student Success Scorecard and other metrics (IV.C.8-01). The Scorecard provides indicators of the colleges' performance regarding remedial instruction, job training programs, retention of students, and graduation and completion rates. The board also invites presentations on ESL and Basic Skills, Student Equity, Financial Aid, the Learning Resource Center Tutoring Programs, College Scorecards, Enrollment Management plans, and CTE Certificate programs, as indicated in IV.C.5 above.

Analysis and Evaluation

SOCCCD and the College have regular presentations to discuss key indicators on the Student Success Scorecard. These discussion includes a review of learning and achievement outcomes as well as dialogue about plans to improve outcomes through mechanisms that address academic quality.

Evidence

IV.C.8-01: Student Success Scorecard Presentation to BOT

IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The BOT has access to an ongoing training program for the development of its members. This training program includes orientation for new members of the board. Additionally, the SOCCCD has mechanisms in place to provide continuity of board membership that, among other points, includes staggered terms of office.

As discussed in BP 109, Board Education (IV.C.9-01), the board is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and Accreditation Standards and expectations. The board has a comprehensive new board

member orientation program that includes attendance at the CCLC's Effective Trusteeship Workshop. Locally, new trustees are given an orientation by the chancellor and the manager of the office of the chancellor and trustee services. They also meet with the vice chancellor of business services, the vice chancellor of human resources and employer/employee relations, and the vice chancellor of technology and learning services, as well as several other department managers.

The board prides itself on its professional demeanor and on its dynamic evolution both as an autonomous body as well as a body of professional individuals. As such, each member is encouraged to attend one conference per year that provides PD on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop, which is held annually in January, as well as various conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees. This commitment to PD is evidenced by budget allocations allowing each trustee to participate in regional meetings and workshops and up to two District conferences each year. Following attendance at conferences, workshops, and meetings, trustees regularly share a written and oral report to the other trustees and the public at open board meetings (IV.C.9-02).

As outlined in BPs 103 (IV.C.9-03), 104 (IV.C.9-04), and 106 (IV.C.9-05), and discussed in detail in IV.C.4, the board is comprised of seven members, each of whom resides in the geographical area he or she represents, and an advisory student member. Each board member is elected at large to an individual four-year term by the voters in south Orange County. For the dual purposes of continuity and self-preservation, the terms of the seven board members are staggered with elections being held every two years in connection with the state of California general election. The student trustee is elected annually by the students of Saddleback College and Irvine Valley College, with the election alternating each year between the two colleges.

In the event of an unexpected vacancy, the board has adopted procedures to fill the vacancy either by election or provisional appointment (BP 108) in accordance with Education Code 5090 and Government Code 1770 (IV.C.9-06). The decision to order an election or appointment must be made within 60 days, and the election, if ordered, must be held at the next regular election date or within 130 days of the vacancy, whichever comes first. Provisional appointments are made only until the next regularly scheduled election.

Analysis and Evaluation

The board is committed to the continued education of its members. New board members are given a comprehensive and robust orientation, and all board members are encouraged to continue their PD through attendance at trustee-related meetings, workshops, and conferences. The board has enacted election practices ensuring the continuity of board

membership through the staggering of seat terms, and has adopted procedures in the event of a vacancy.

Evidence

IV.C.9-01: BP 109, Board Education
IV.C.9-02: BOT Minutes with Report Back Example from Conferences
IV.C.9-03: BP 103, Board Membership
IV.C.9-04: BP 104, Student Member of the Board of Trustees
IV.C.9-05: BP 106, Board Elections
IV.C.9-06: BP 108, Vacancies on the Board

IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Each year the SOCCCD BOT conducts an evaluation of its performance in order to continually assess its effectiveness (IV.C.10-01, IV.C.10-02). This process includes surveys of board members and employees, discussion of the surveys, and a workshop to review outcomes and set goals. All employees are invited to participate in providing feedback through a survey. A special meeting of the board is publicized and conducted by a third-party facilitator. Information is posted on the District website for public transparency. The board fully reviews the surveys and board goals in an effort toward continual improvement and effectiveness.

The Board also holds periodic trustee listening sessions for classified staff and faculty to hear issues. These sessions are publicized Districtwide. The board may subsequently ask the chancellor to follow up on any concerns or provide a public presentation or board report on a specific issue. The listening sessions help the board clarify and underscore its role at the policy level. The trustee listening sessions improve board performance by connecting the board members to the colleges and District. The chancellor, managers, and administrators are asked not to attend these sessions in order to facilitate a more open dialogue with board members.

Analysis and Evaluation

The Board has policies and procedures to ensure clear processes for evaluation. The process includes a focus on gathering data and participating in listening sessions with a variety of

constituent groups. The board publicly shares the results of its assessment processes, and welcomes discussions in settings that promote openness.

Evidence

IV.C.10-01: BP 172, Board Self Evaluation
IV.C.10-02: Board of Directors Self Evaluation Results

IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The SOCCCD BOT holds itself, and all employees, to a high code of ethics and to a clear conflict of interest policy. The behavior of board members is governed by BP 110, Code of Ethics – Standards of Practice (IV.C.11-01) (ER 7-05), which includes both detailed standards of practice all board members must adhere to as well as clear and thorough guidelines for enforcing these standards of practice. The policy mandates standards of practice related to conflict of interest in financial dealings and nepotism, board decision-making, confidentiality, the protection of public funds, nondiscrimination, the primacy of the educational welfare and equality of opportunity for students, meeting participation and preparation, professional development, the promotion and maintenance of good relations with fellow board members, and the promotion of an effective working relationship with the chancellor and District staff. Violations of this policy can result in censure by the board.

Per California AB1234, Chapter 700, Statutes of 2005 (through the California Fair Political Practices Commission), and as part of the board's effort to support the BP governing ethical behavior, every board member is required to complete Chapter 700 ethics training (IV.C.11-02) (ER 7-06). This training is free of charge and provided online. Upon completion of the training, a certificate of completion is given and these certificates are kept on file in the Office of the Chancellor and Trustee Services.

As outlined in BP and AR 154, Conflict of Interest (IV.C 11-03) (ER 7-07) (IV.C 11-04) (ER 7-08), every board member is also required to be both discerning and meticulous in disclosing any connections to personal or financial interests that may conflict with his or her responsibilities as a public steward, and in such instances he or she must abstain from any debate or decision-making related to such interests and have the disclosure noted in the

official minutes of the meeting. A board member must also not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to his or her duties as an officer of the District.

Within 30 days of assuming office, and annually thereafter, each board member must file a Statement of Economic Interests Form (Form 700) with the filing officer in the Office of the Vice Chancellor of Business Services (IV.C.11-05) (ER 7-09). This form is then forwarded to the Orange County Board of Supervisors. Failure to comply in a timely manner with this policy can result in criminal and civil penalties including, but not limited to, late fines. Finally, as a way of bearing witness to these processes, all SOCCCD board meetings are taped to provide further public transparency. These tapings are made available to the public on the District's website the day after a board meeting.

Analysis and Evaluation

The board has clear code of ethics and clear conflict of interest policies. These policies establish the expected standards of practice for all members of the board, as well as processes for sanctioning behavior that violates these policies. Board members are fully aware of these standards and, to date, there have been no reported instances of violation by any board member or any sanctions discussed or imposed. Board members are required to file an annual Statement of Economic Interests Form with the Orange County Board of Supervisors.

Evidence

IV.C.11-01: BP 110, Code of Ethics – Standards of Practice (ER 7-05)
IV.C.11-02: AB 1234, Chapter 700, Stats. of 2005 (ER 7-06)
IV.C.11-03: BP 154, Conflict of Interest (ER 7-07)
IV.C.11-04: AR 154, Conflict of Interest (ER 7-08)
IV.C.11-05: AR 154, SOCCCD BOT Member Conflict of Interest Form (ER 7-09)

IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Per BP, the major foci of the SOCCCD BOT is to ensure the quality of the educational offerings the District proffers to its community and to guarantee the fiscal viability of this educational product. As delineated in SOCCCD BP 112, Duties and Responsibilities of the Board of Trustees (IV.C.12-01), the SOCCCD BOT oversees an organizational structure whose sole purpose is to safeguard the SOCCCD BOT's mission. To this end, the SOCCCD BOT delegates full responsibility and authority both to the SOCCCD CEO and to the

Saddleback College CEO to implement and to administer BPs and ARs and holds both CEOs accountable for the operation of the SOCCCD and Saddleback College respectively.

Per BP 2100, Delegation of Authority to the Chancellor (IV.C.12-02), the SOCCCD chancellor is "the Chief Executive Officer of the District and supervises the college presidents, vice chancellors, associate vice chancellor, and the staff and operation of District Services." To this end, the Chancellor "is responsible for the implementation of […] Board Policies and [Administrative] Regulations, and provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges." As such, the SOCCCD BOT, while having the ultimate responsibility for the self-preservation of the District, delegates full responsibility and authority to the district chancellor to administer the District without interference (i.e., to implement and to administer BPs and ARs without board interference), yet at the same time holds the SOCCCD chancellor accountable for the operation of the SOCCCD.

Per BP 2101, Delegation of Authority to the College President (IV.C.12-03), the SOCCCD chancellor is responsible for "hiring and evaluating the college presidents." BP-2101 further explains that the District Chancellor "delegates full responsibility and authority to the presidents [of each college] to administer the colleges without interference, and holds the presidents accountable for the operation of the colleges." Thus the Saddleback college president is the CEO of Saddleback College and as such the Saddleback college president's administrative organization is the established authority on campus, and the Saddleback college president is the final authority at the college level. While the Saddleback college president reports to, assists, supports, and is accountable to the SOCCCD chancellor, the Saddleback college president has full authority and responsibility to implement and to administer BPs and ARs without board interference.

Analysis and Evaluation

The SOCCCD and its BOT and chancellor as well as Saddleback College and its president meet the standard.

Evidence

IV.C.12-01: Board Policies and Administrative Regulations 2000 Series, Administration
IV.C.12-02: BP 2100, Delegation of Authority to the Chancellor
IV.C.12-03: BP 2101, Delegation of Authority to the College President

IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve

and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

A major ingredient included in any successful organization is an open avenue of communication among all the organization's components. Such is the case with the SOCCCD and its umbrella colleges, Saddleback College and Irvine Valley College. With regard to Saddleback College, the SOCCCD BOT is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status on a number of levels and in a variety of ways. Collaboratively, the SOCCCD BOT supports Saddleback College's efforts to improve and to excel through policy. And finally, the SOCCCD BOT participates in the evaluation of governing board roles and actively participates in the accreditation process—again, on a number of levels and in a variety of ways.

The BOT is kept apprised of the expectations and process through regular updates by College and District administration in public meetings. District Services administrators participate on the College Accreditation Steering Committee and keep the chancellor updated on progress.

The BOT maintains a consistent focus on accreditation. Board members are made aware of ACCJC standards, Commission policies, and Eligibility Requirements through various means of communication, trainings, and presentations. When the College communicates with the Commission regarding the College's accreditation status, the BOT is informed. The college educates the board throughout the year on its accreditation processes. Before, during, and after its preparation of the self-study report, the College maintains communication with the board about accreditation-related matters. By providing various drafts of its self-study for review and feedback, the College keeps the board well informed of the College's accreditation processes.

Analysis and Evaluation

The BOT is actively involved with accreditation and remains informed about ACCJC's Eligibility Requirements, Accreditation Standards, Commission policies and processes. The BOT supports the efforts of both colleges to improve and excel through engagement in processes related to the college's accreditation efforts.

IV.D: Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The SOCCCD is a multi-college district and the chancellor is the CEO of the District. As such, the chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the system for effective operation of the District colleges: Irvine Valley College and Saddleback College. The SOCCCD BOT has approved BPs in order to ensure that the chancellor is able to establish clearly defined roles, authorities, and responsibilities among the colleges and the District. The two most pertinent policies are BP 2100, Delegation of Authority to the Chancellor (IV.D.1-01), and BP 2101, Delegation of Authority to the College President (IV.D.1-02). Furthermore, the chancellor has overseen the development of additional documents to clarify roles and responsibilities in the District. These documents include the District-wide Planning and Decision Making Manual (IV.D.1-03) and the District-wide Function Map (IV.D.1-04)—both of which were developed through the DWPC, a participatory governance council with membership from all constituent groups within the District.

Moreover, the chancellor meets weekly with the Chancellor's Executive Team, which includes all of the vice chancellors and the two college presidents. The chancellor also meets monthly with all District leadership at Chancellor's Council, a participatory governance council charged with facilitating information exchange and dialogue on Districtwide issues and decisions, including governance.

Expectations of educational excellence and integrity are communicated through various means, such as the Chancellor's Opening Session during PD Week each year. The chancellor also meets with all new full-time faculty hires during their orientation session.

The chancellor also communicates regularly through the *Chancellor's Perspective* newsletter, which is mailed out each semester to all employees, and is sometimes used to help clarify District functions. For example, in the *Chancellor's Perspective* from June 18, 2015, entitled "Roles and Responsibilities," the chancellor reviews the roles of the board, chancellor, and college presidents (IV.D.1-05). In it, he delineates the roles and responsibilities of each party as follows:

The Board

As elected officials, the board represents the interests of the public. They establish the mission of the district and set policies and standards to support the district's mission and goals. They bear primary responsibility for the district's fiscal health and stability. They monitor institutional effectiveness and quality and implementation of short and long term educational and facilities plans. The board manages one employee - the chancellor. They delegate full responsibility and authority to the chancellor to lead the district without interference. The board relies on the chancellor to act as the liaison between the colleges and the governing board, including evaluation of executive leadership.

The Chancellor

The chancellor is the CEO of the district and supervises the college presidents, vice chancellors and staff and operations of district services. The chancellor is responsible for implementation of the district's strategic plan, master plans, BPs and regulations and expectations for educational excellence and integrity. The chancellor provides for a fair distribution of resources, control of expenditures, accreditation and long term financial stability to ensure effective operation of the colleges. The chancellor is responsible for hiring and evaluating the college presidents and vice chancellors. The chancellor delegates authority to the presidents for instruction and college operations. More information can be found in BP 2100, Delegation of Authority to the Chancellor (IV.D.1-01).

The College Presidents

The president is the CEO of the college and is the established authority on campus. The president is responsible for implementing a participatory governance process and supporting learning, teaching and student success. The president provides leadership for developing and implementing strategic partnerships and educational programs and services that meet the needs of the community. The president has the decision-making responsibility and authority for all college hiring, discipline and termination, fiscal budgeting and authorizations, planning, and maintenance or improvement of facilities. More information can be found in BP 2101, Delegation of Authority to College President (IV.D.1-02).

Saddleback College, Irvine Valley College, and District leadership have engaged in ongoing work to address situations in which roles, authority, and responsibilities between the colleges and the District have been unclear. This Districtwide effort identified specific barriers that needed to be addressed by District and the colleges in order to develop a more effective operational relationship. For example, to address Barrier #1, which was related to unhealthy competition, a task force made recommendations in 2013 to coordinate strategic planning

through the adoption of Districtwide strategic goals and through additional work to improve collegiality (IV.D.1-06). The colleges and the District addressed these recommendations by agreeing to adopt Districtwide goals in the 2014-2020 Strategic Plan, and both colleges adopted these same goals at the college level (IV.D.1-07; IV.D.1-08). Work to improve collegiality has included the development and implementation of conflict resolution processes (IV.D.1-09).

In addition to the barriers work described above, the colleges and the District have engaged in ongoing collaborative dialogue to improve understanding of key issues. Issues were identified in key areas (e.g., human resources, technology resources) and Higher Understanding Gatherings were formed to address each of these key areas (IV.D.1-10). The colleges and the District have also engaged in work to clarify issues related to the geographical areas to be served by each college (IV.D.1-11). In an effort to encourage continued dialogue and satisfactory resolution, the Academic Senate passed a resolution in April 2016 (IV.D.1-12) that recommended that the service area boundaries be reviewed for the benefit of both colleges.

Analysis and Evaluation

In accordance with BP 2100, Delineation of Authority of the Chancellor (IV.D.1-01), Chancellor Poertner and now Interim Chancellor Fitzsimons have provided leadership and have encouraged employees from the colleges and District Services to work together towards educational excellence and integrity. Numerous steps have been taken to better delineate roles and responsibilities between the District and the colleges, and work to address barriers in communication is ongoing.

Evidence

IV.D.1-01: BP 2100, Delegation of Authority to the Chancellor
IV.D.1-02: BP 2101, Delegation of Authority to the College President
IV.D.1-03: District-Wide Planning and Decision-Making Manual
IV.D.1-04: District-Wide Function Map
IV.D.1-05: Chancellor's Perspective
IV.D.1-06: Barrier #1 – Unhealthy Competition Within and Between IVC, Saddleback, and the District
IV.D.1-07: Districtwide Strategic Planning Goals
IV.D.1-08: Saddleback College Strategic Plan
IV.D.1-09: Conflict Resolution Process
IV.D.1-10: Higher Understanding Gathering for Information Technology
IV.D.1-11: Board Presentation Regarding Service Areas
IV.D.1-12: Saddleback College Academic Senate Minutes - April 27, 2016

IV.D.2 The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the

colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

As established in a number of BPs, there is a clear delineation between the functions and responsibilities of District Services and those of the colleges. These policies include:

- BP 112, Duties and Responsibilities of the Board of Trustees (IV.D.2-01)
- BP 2100, Delegation of Authority to the Chancellor (IV.D.2-02)
- BP 2100.1, Delegation of Authority to the Academic Senate (IV.D.2-03)
- BP 2100.2, Role and Scope of Authority of the Academic Senates (IV.D.2-04)
- BP 2101, Delegation of Authority to the College President (IV.D.2-05)
- BP 3001, Delegation of Authority (IV.D.2-06)
- BP 4309, Duties and Responsibilities of the Faculty (IV.D.2-07)
- BP 4056, Classified Employees Participation in Decision Making (IV.D.2-08)
- BP 5627, Student Participation in Governance (IV.D.2-09)

These policies are communicated by the chancellor in a variety of ways, including through the posting of BPs to the District website.

The colleges and the District have engaged in substantive and ongoing work to provide a clear delineation of functional responsibilities. The District formed the DWPC, which created a Function Map in 2012. This Function Map was recently updated in 2016 along with an agreement to develop a new Function Map organized by function rather than by Accreditation Standard (IV.D.2-10; IV.D.2-11).

District Services also recognized the need to assess the effectiveness of each District Services department. As such, each District Services department now conducts AURs with goals, action steps, and documented outcomes (IV.D.2-12).

Through ongoing collaboration, the College leadership began having joint leadership meetings with District human resources, facilities, and, less frequently, with IT. A joint agenda is developed and the District unit leadership collaborates with PET to work through issues. These meetings have led to greater understanding of the constraints of both teams and more successful outcomes.

In the June 18, 2015 *Chancellor's Perspective*, the chancellor outlined the distinction between the colleges and District Services, a distinction that is often misunderstood by District personnel (IV.D-13). He wrote:

> We are all part of the same organization – South Orange County Community College District. There are clear lines of authority established between the board and chancellor and the chancellor and presidents. Organizationally, neither the colleges nor district services reign over each other. Any assumptions that one entity is superior over another sets unreasonable expectations and fuels tensions. We are all part of the same family with differing roles and functions. Like musicians in an orchestra, each of us plays a part to bring this district to life.

> The colleges serve our students by providing instruction and many, many operations and services needed to support students – curriculum, campus safety, facilities, and student services to name just a few. The chancellor delegates authority to the presidents to make decisions for the colleges. Decisions related to hiring, evaluation, discipline, promotion, termination, maintenance and budget priorities, and governance are all managed by the college presidents.

> District Services provides centralized functions, enabling the district to operate more economically and efficiently. Accounting, payroll, purchasing, contracts, job recruitment, and IT systems security are examples of services performed for all departments, divisions and employees district-wide. Some people may not realize that District Services is also responsible for areas related to legal, compliance, policy, legislative, reporting, development, systems, employee complaints, research and planning. Sometimes District Services has to provide parameters, oversight or guidance to college or district services departments in these areas. Sometimes changes or limitations are needed and this can cause disappointment or conflict.

> We are considered to be one of the most decentralized community college districts in the state.

Additionally, governance, fiscal, and operational responsibilities are often clarified and refined in the Districtwide participatory governance committees and councils, including:

- Basic Aid Allocation Recommendation Committee
- Board Policy and Administrative Regulation Advisory Council
- Business Continuity Planning Committee
- Capital Improvement Committee (CIC)
- Chancellor's Council
- District Online Education Committee
- District Resource Allocation Committee

- District-wide Planning Council
- District-wide Technology Committee
- Learning Services Coordinating Committee

There are several functions that are centralized in District Services. These functions include human resources, technology and learning services, business services, and trustee services.

The Office of the Vice Chancellor for Human Resources and Employee/Employer Relations is responsible for facilitating the recruitment, selection, and orientation of new employees; mandated training and professional development; collective bargaining; compliance with state and federal laws and regulations; management of the performance evaluation process; and human resources information systems.

The Office of the Vice Chancellor of Technology and Learning Services coordinates educational programs, technology services, and Districtwide research. The vice chancellor also provides leadership in enrollment management; distance education; workforce development programs; online services, products, and programs; security, reliability, and continuity of all Districtwide network infrastructure, computer operations, and telecommunications; the maintenance of MIS data and reporting tools; and the maintenance of the student information system, My Academic Plan, MySite, the learning management systems (Blackboard and Canvas), and Workday.

The Office of the Vice Chancellor for Business Services provides oversight of all business departments, including Fiscal Services; Facilities Planning and Purchasing; Accounting; Payroll; and Risk Management. The vice chancellor collaborates with both colleges to prepare the tentative and final District budgets, and to provide support and expertise to DRAC. The vice chancellor's office also provides oversight for the annual audit, new construction and facilities renovation, master plan development, and warehouse/mailroom services.

The Office of the Chancellor and Trustee Services is responsible for the coordination of all regular and special board meetings. This coordination includes notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information Districtwide; coordination of Districtwide events, such as the Chancellor's Opening Session during PD Week each semester; and coordination of Districtwide committee meetings, including the Chancellor's Executive Team and the Chancellor's Council. Public Affairs, a division within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations.

The services provided to the colleges by District Services are evaluated through discussions in, and surveys for, the participatory governance committees. For example, the District's resource allocation process is evaluated by several committees, including CIC, BAARC, and DRAC. Evaluation of services is also done through a biannual Districtwide climate survey.

To address Barrier #4, related to mutual understanding and acceptance of college and District Services roles (IV.D.2-14), District Services conducted a series of "road shows" to present information to employees about the role and function of various key District Services functions (IV.D.2-15) The survey is used to provide opportunities for employee feedback and identify future goals. Lastly, evaluation of services is also done by each District Services department through the use of AURs with goals, action steps, and documented outcomes.

Analysis and Evaluation

The overall operational responsibilities and functions of the District and colleges are broadly understood, and according to the 2014 Climate Survey, a majority of respondents indicated they were satisfied with Saddleback College's working environment and with the environment Districtwide. The survey found that respondents agreed that administrators needed to have a better understanding of the roles of the colleges and District Services. Furthermore, the colleges and District need to honor the defined policies, procedures and protocols Districtwide. The colleges and the District are engaged in ongoing work to further clarify the delineation of responsibilities.

Evidence

IV.D.2-01: BP 112, Duties and Responsibilities of the Board of Trustees
IV.D.2-02: BP 2100, Delegation of Authority to the Chancellor
IV.D.2-03: BP 2100.1, Delegation of Authority to the Academic Senate
IV.D.2-04: BP 2100.2, Role and Scope of Authority of the Academic Senates
IV.D.2-05: BP 2101, Delegation of Authority to the College President
IV.D.2-06: BP 3001, Delegation of Authority
IV.D.2-07: BP 4309, Duties and Responsibilities of the Faculty
IV.D.2-08: BP 4056, Classified Employees Participation in Decision Making
IV.D.2-09: BP 5627, Student Participation in Governance
IV.D.2-10: DWPC Composition and Charge
IV.D.2-11: District Function Map
IV.D.2-12: District AURs
IV.D.2-13: Chancellor's Perspective
IV.D.2-14: Barrier #4
IV.D.2-15: District Services "Road Tour" SharePoint Site

IV.D.3 The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditure.

Evidence of Meeting the Standard

The District has established resource allocation policies and procedures that support the effective operations and sustainability of the colleges and District Services. Under the

leadership of the chancellor, college and District Services personnel work together to ensure effective control of expenditures and the financial stability of the District.

The allocation of District general fund resources to the colleges occurs in accordance with BP 3100, Budget Preparation (IV.D.3-01); BP 3101, Budget Management (IV.D.3-02); BP 3101.5, Fiscal Management (IV.D.3-03); and the Budget Development Guidelines (IV.D.3-04) contained within each proposed annual budget. The Budget Development Guidelines were developed DRAC, a participatory governance committee. They were developed in alignment with the board philosophy of ensuring wide and prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District's Mission Statement.

The guidelines related to College allocations include:

- A general fund reserve for economic uncertainties of no less than 7.5 percent of the projected unrestricted revenue shall be maintained.
- Expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability.

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to, and reviewed by, the board; these reports include the presentation of monthly financial status reports, monthly basic aid reports, and adopted annual budgets (IV.D.3-04). The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the District's participatory governance committees and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the District's CCFS-320 filings and full-time faculty obligation number.

Analysis and Evaluation

The District has a long history of financial conservatism. District Services and the colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of annual budgets, and the reporting of financial statuses. Through the effective

control of expenditures, District Services and the College have consistently had positive ending balances and a healthy reserve each year.

The District's Fiscal Services Department processes and facilitates the distribution of resources to the colleges in accordance with the DRAC model, state and federal categorical fund allocation guidelines, and BPs. Resources allocated to the colleges are based on both state-mandated guidelines and board-approved budget guidelines.

The College has been concerned about the perception that decisions made by the District have lacked transparency and adherence to established policies, procedures, and protocols. This concern has been expressed to District leadership (IV.D.3-05). In an effort to improve the relationship between the College and District, two workgroups were established to address the concerns and their effect on maintaining effective relationships between Saddleback College, Irvine Valley College, and the District. The recommendations from these two workgroups promoted collegial interaction, defined roles and responsibilities, and improved communication. The recommendations from the workgroups are still being reviewed and implemented by the colleges and District (IV.D.3-06).

Evidence

IV.D.3-01: BP 3100, Budget Preparation
IV.D.3-02: BP 3101, Budget Management
IV.D.3-03: BP 3101.5, Fiscal Management
IV.D.3-04: Budget Development Guidelines
IV.D.3-05: Barrier #3, Circumvention and Lack of Established Policies, Procedures, and Protocols
IV.D.3-06: Barrier #4, Lack of Districtwide Perspective and Mutual Understanding and Acceptance of the Roles of Each College and District Services

IV.D.4 The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

As discussed in IV.D.2 above, the board has adopted policies that ensure that the chancellor designates full responsibility and authority to the college president. As detailed and defined in BP 2100, Delegation of Authority to the Chancellor, the board gives the power for hiring and evaluating the college presidents to the chancellor and maintains that the chancellor must delegate full responsibility and authority to the presidents to administer the colleges without interference (IV.D.4-01).

BP 2100 states, "The Chancellor is responsible for hiring and evaluating the college presidents. The Chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges."

Additionally, BP 2101, Delegation of Authority to the College President, clearly outlines the roles and responsibilities of the college president. This policy establishes the college president as the final authority on the college level (IV.D.4-02). In this role, the college president is expected to:

- "Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan."
- "Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services."
- "Provide leadership in the development and implementation of career technical education to meet the needs in the community."
- "Provide leadership in the development and implementation of a comprehensive enrollment management plan."
- "Develop and monitor the college budget and assume fiscal responsibility."
- "Propose strategies for selecting and retaining diverse high quality full-time faculty, staff and administrators."
- "Provide leadership and empower the administrative team."
- "Provide leadership focusing on accountability and professional conduct."
- "Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations."

This authority is recognized by the District as evidenced in the adopted District-wide Function Map, which delineates the distinction between the authority of the chancellor and that of the president. Through the evaluation process, the chancellor holds the college presidents accountable for the colleges' performance; however, the college presidents have the ability to direct the colleges and implement BPs without interference.

Analysis and Evaluation

The chancellor delegates full responsibility and authority to the college presidents to implement BPs and ARs without interference. The college presidents serve as the CEOs of the respective colleges. As such, they are responsible for the quality and integrity of programs and services, accreditation, and the fiscal stability of each college.

Evidence

IV.D.4-01: BP 2100, Delegation of Authority to the Chancellor
IV.D.4-02: BP 2101, Delegation of Authority to the College President

IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The Chancellor chairs the DWPC, which includes representatives from both colleges and District Services. The purpose of the council is to coordinate all Districtwide planning (IV.D.5-01).
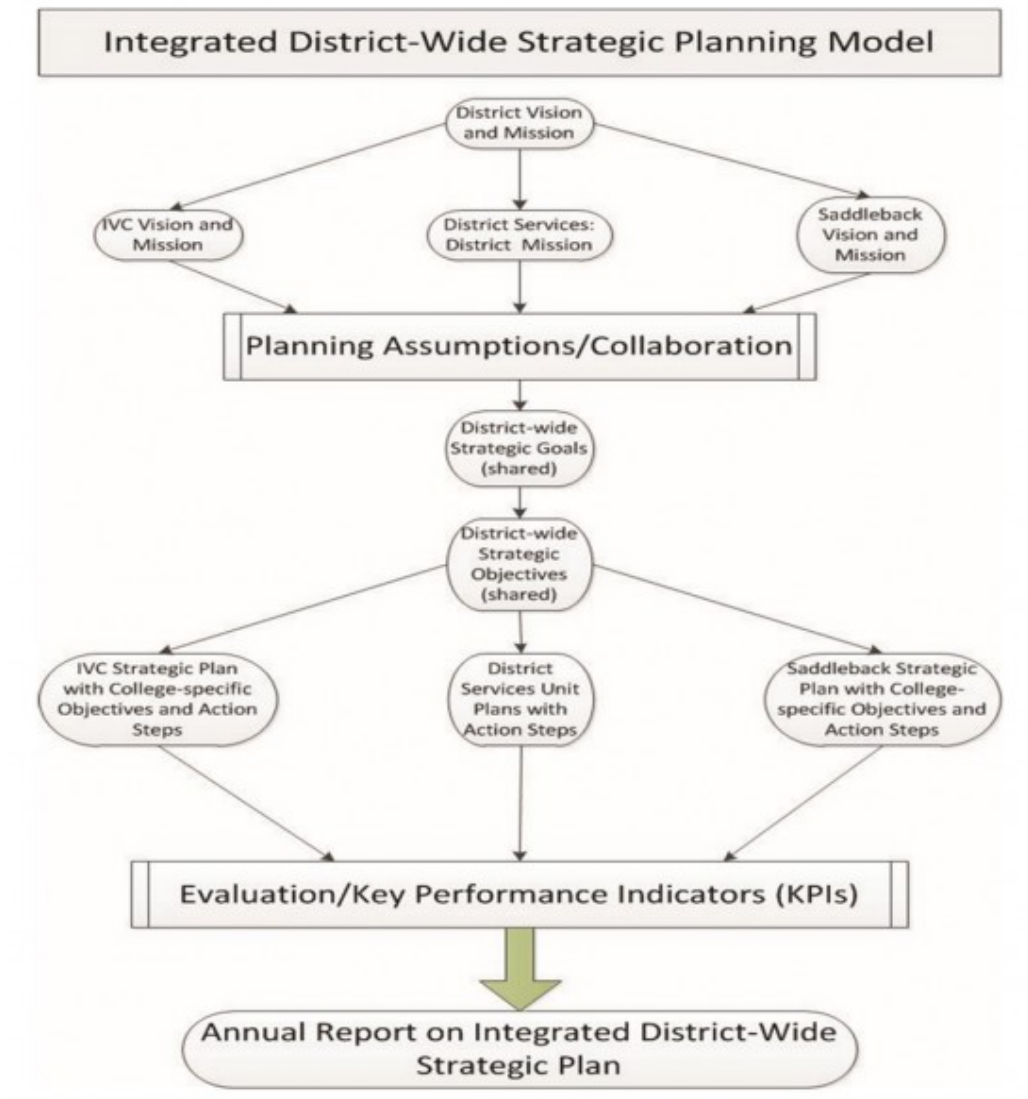
The DWPC is the primary body that led the creation of the *SOCCCD District-wide Strategic Plan 2014-2020*. The plan included shared goals, objectives, and key performance indicators (KPIs)—all of which were developed over a two-year period that included over 100 hours of meetings, review, and discussion on priorities from both colleges and District Services. The DWPC meets twice a semester and holds an annual retreat to monitor and evaluate progress on the Strategic Plan and planning processes. During the evaluation of KPIs on the Districtwide Strategic Plan, the colleges and District recognized a need to formalize a committee called the District-wide Integrated Planning Committee (IV.D.5-02). This committee focuses on assessing KPIs and having consensus about integrating KPIs as well as eventually converging tools of measurement where indicators have not yet been established. In addition, this committee served as a forum to discuss approaches to the Districtwide key objectives in terms of the construction of measurements that may occur independently at both colleges and to come to a consensus about a single method of measurement. Since then, the DWPC held its annual retreat (IV.D.5-03) and the College presented its update to the District on its Strategic Plan (IV.D.5-03). OPRA used these presentations to discuss outcomes and measurements to indicate achievement of goals and how outcomes, particularly around student success and institutional effectiveness, might be elevated to a higher level of quality.

The College participates in an integrated planning model as part of SOCCCD's Districtwide integrated planning. There are four cornerstones of the integrated strategic planning effort Districtwide: common planning cycles; coordinated terminology, goals, objectives, and key performance indicators; flexibility; and collective and collaborative dialogue.

The College has adopted the Districtwide planning framework presented below and has integrated and aligned its College planning and decision-making processes with the collective effort of the District.

At SOCCCD, Districtwide integrated planning has achieved the following planning outcomes: shared goals, objectives and KPIs for strategic planning; Districtwide budget priorities; and major planning coordination efforts (EFMP, the Districtwide Technology Plan).

The flow chart below illustrates the integrated Districtwide strategic planning model.

Integrated District-Wide Strategic Planning Model

District Vision and Mission

IVC Vision and Mission | District Services: District Mission | Saddleback Vision and Mission

Planning Assumptions/Collaboration

District-wide Strategic Goals (shared)

District-wide Strategic Objectives (shared)

IVC Strategic Plan with College-specific Objectives and Action Steps | District Services Unit Plans with Action Steps | Saddleback Strategic Plan with College-specific Objectives and Action Steps

Evaluation/Key Performance Indicators (KPIs)

Annual Report on Integrated District-Wide Strategic Plan

The College's annual report provided a temperature check on the College's progress and success with its Strategic Plan (IV.D.5-04). It also served as a way for the College to broadly communicate the results of its assessment and evaluation activities. These processes and activities are reflected on the Integrated Planning microsite of the OPRA website (IV.D.5-05).

Analysis and Evaluation

The College participates in a Districtwide process that supports integrated planning that is aimed toward student achievement outcomes and institutional effectiveness. Both colleges and the District are working toward the elevation of measurements, fulfillment of indicators, and convergence of measurement tools to promote and better understand student success.

Ample processes and structures are well documented and in place to support Districtwide integrated planning.

Evidence

IV.D.5-01: DWPC Composition and Charge
IV.D.5-02: DWIPC Composition and Charge
IV.D.5-03: Districtwide Planning Strategic Plan Retreat Update (District SharePoint)
IV.D.5-04: Saddleback Strategic Plan Update to DWPC PPT (OPRA site)
IV.D.5-05: Snapshot of Saddleback OPRA Integrated Planning Microsite

IV.D.6 Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The chancellor meets weekly with the college presidents to discuss executive issues and to maintain a high level of communication in order to ensure seamless operation of the colleges.

The district director of public affairs and government relations in the Chancellor's Office reports outcomes from board meetings via Board Highlights, a summary sent out via email Districtwide following each regular board meeting (IV.D.6-01). These outcomes are also posted on the District website. The College's director of marketing and communications sends the College's weekly newsletters and announcements to all District Services and College employees. There is a high level of communication and coordination between District Services and the College.

The Chancellor's Council meets monthly to discuss Districtwide topics, and all constituency groups are represented. Council members provide updates and are responsible for communicating information back to their constituencies in a timely manner (IV.D.6-02).

The director of public affairs and government relations sends out announcements from District Services departments via Districtwide email to ensure a high level of effective operations and constant communication with employees (IV.D.6-02).

Analysis and Evaluation

Processes and structures are in place to address communication between colleges and the District regarding effective operations of the colleges.

Evidence

IV.D.6-01: Board Meeting Highlights
IV.D.6-02: District-wide Planning and Decision Making Manual 2015-2020

IV.D.7 The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The chancellor meets regularly with his executive team for advisory discussions on Districtwide items that may need recommendations or decisions by the chancellor and the BOT.

Additionally, the chancellor co-chairs the DWPC, which reviews priorities in College and District Services planning agenda items and utilizes the Districtwide Planning and Decision Making Manual, a document which outlines the philosophy of decision-making; provides guiding principles; defines participation; and explains the development of integrated planning between the colleges and District Services. The manual also outlines budget priorities for planning.

The chancellor communicates the results of major decision in the Board Highlights, *Chancellor's Perspective* newsletters (IV.D.7-01), and District Updates sent out in Districtwide emails.

The *District-wide Planning and Decision Making Manual 2015-2020* outlines the timeline for major updates and revisions to major planning documents. Additionally, the District conducts a Districtwide climate survey every two years and annual Districtwide committee self-assessments (IV.D.7-02).

The SOCCCD District-wide Function Map was recently updated with the new ACCJC Standards and the assignment of responsibilities. The last Function Map was created with the previous standards from 2010.

In addition to the timeline outlined in the District-wide Planning and Decision Making Manual, the chancellor coordinates and evaluates the following activities as part of District Services annual assessment process, and Districtwide communications are sent out in these evaluations:

- Annual SOCCCD BOT's Self-Evaluation and Workshop (IV.D.7-03)
- District Services Administrative Unit Review (IV.D.7-04)

Analysis and Evaluation

The District/system participates in discussions of college role delineations, governance and decision-making processes. The district/system broadly communicates the results of these evaluations.

Evidence

IV.D.7-01: Chancellor's Office, Chancellor's Perspective Newsletters
IV.D.7-02: District-wide Planning and Decision Making Manual 2015-2020
IV.D.7-03: Annual SOCCCD Board of Trustees' Self-Evaluation and Workshop
IV.D.7-04: District Services Administrative Unit Reviews

QUALITY FOCUS ESSAY

Quality Focus Essay

During the process of compiling its Accreditation Report, the College assessed the extent to which it evaluated the accomplishment of its mission and the ways in which it incorporates institutional processes that support, assess, and monitor academic quality, institutional effectiveness, and student achievement outcomes. The Accreditation Steering Committee convened on a bimonthly basis to review its progress on the Accreditation Report and to discuss topics that were relevant for the Quality Focus Essay (QFE). In summer 2016, the Accreditation Steering Committee, informed by discussions with stakeholders across the College, agreed that the QFE would focus on two areas: student success metrics for institutional effectiveness and online education.

Action projects were developed for each of these topics. The table below identifies the relationship of these action projects to the Accreditation Standards:

Action Project	Standards Related to Action Project		
Student success metrics for institutional effectiveness	I.A.2	I.B.4	I.B.9
	I.A.3	I.B.5	I.C.2
	I.B.1	I.B.6	IV.A.1
	I.B.3	I.B.8	
Online education	I.A.1	II.A.4	III.A.2
	I.A.3	II.A.5	III.A.3
	I.A.4	II.A.7	III.A.5
	I.B.1	II.A.9	III.A.6
	I.B.2	II.A.10	III.A.7
	I.B.3	II.A.12	III.A.14
	I.B.5	II.A.16	III.B.1
	I.B.7	II.B.1	III.B.2
	I.B.9	II.B.2	III.B.3
	I.C.1	II.B.3	III.B.4
	I.C.2	II.C.1	III.C.1
	I.C.4	II.C.2	III.C.2
	I.C.7	II.C.3	III.C.4
	I.C.8	II.C.5	III.C.5
	II.A.1	II.C.7	III.D.1
	II.A.2	III.A.1	IV.A.4

This QFE will identify the problem and outline the desired goals and outcomes as well as the action steps, timeline, involved parties, resources, and methods of assessment for each action project.

Action Project One: Student Success Metrics for Institutional Effectiveness

Introduction: Student Success Metrics for Institutional Effectiveness

Institutional effectiveness relates to the extent to which an institution can cultivate and sustain a culture of evidence to support the effectiveness of programs, services, and the institution at large. At the forefront of institutional effectiveness is continued leadership to support the examination of achievement outcomes relative to College goals, and to set new priorities, policies, procedures, and/or practices for the College. Statewide initiatives, such as the Institutional Effectiveness Partnership Initiative (IEPI), mandate that colleges begin the process of discussing broad student outcomes and creating both short and long-term goals for a set of broad student success metrics. The ACCJC has enforced adoption of federally mandated institution-set standards (ISS), which are minimum thresholds by which the College determines appropriate outcomes. Within these parameters, the College is expected to be fully engaged with the process of understanding its broad-based indicators, such as its goals and minimum thresholds for performance. An important factor for the successful launch of IEPI and ISS is planning to grow a culture of evidence-based decision-making through the process of embedding meaningful and scalable approaches to data-driven dialogue. Moreover, this dialogue should continuously link back to goals for state or federal mandates as well as align with the mission, vision and strategic plan of the College. That is, data conversations about key student success metrics should affect the strategic planning process, so that the goals of the College are on par with expected trends in student success metrics, such as those displayed in the CCCCO Scorecard or by ISS.

A critical aspect of measuring institutional effectiveness resides within the process of focused goal-setting for the College. When goals appear arbitrary, the College's members may not understand the rationale for a predetermined target. With meaningful goal setting at the course, program, department, or administrative unit or student service level, faculty, staff and administrators will be motivated to not only meet federal mandates, but to make changes to improve student achievement and outcomes on a daily basis. Guided by these goals, incremental Collegewide changes are enacted and align with appropriate success and achievement metrics. When these goals are richly documented in terms of their rationale, context, and history, the institution makes progress with respect to its own aspirations in addition to what might be required for external accountability, including accreditation. The College, in turn, has greater visibility in allocating resources and creating action steps that affect changes at the institution. In other words, priorities for funding physical, technological,

or human resources are adequately connected to goals because the goals are fully understood and, in turn, guide activities.

Identification of the Problem and Action Project

At present, the College has a variety of platforms upon which data and broad goals are displayed. These platforms include Districtwide strategic planning, Collegewide strategic planning, and planning that occurs within programs, student support, and administrative units. Apart from goal-setting, the College also has the inFORM Data Warehouse with which virtually every employee of the campus can access data. The current problem is not access to data, but instead a lack of tools to guide deeper inquiry about data as well as a lack of meaningful goal-setting for accreditation-based or state-required mandates. Data resources are myriad and accessible, but the College has lacked a formalized structure, process, and communication plan to tie the Scorecard metrics and ISS to goals, findings, objectives and action steps. One possible reason for this is that the Office of Research, Planning and Accreditation (OPRA) did not have the charter or leadership to data-mine various trends in order to uncover the real "data story" behind patterns. OPRA has now undergone a leadership transition and has had significant professional development on mining data specifically for the purposes of uncovering these "data stories" from just a few pieces of the initial student success metrics.

The process of presenting goals relative to student success metrics first began by inviting the College into a discussion of metrics and goals at the College's first annual Student Success Metrics Summit in spring 2016. At this event, OPRA educated the College community about various metrics and also enhanced awareness among faculty, staff, management, and students regarding student success metrics on the Scorecard and the ACCJC Annual Report. It was also discovered that the College had inappropriately determined its ISS; instead of using a minimum threshold for setting expectations, the College was actually calculating aspirational goals. As the College's stakeholders were largely unengaged in goal-setting for the last three years, it appeared that goal-setting was an exercise of compliance reporting rather than a meaningful activity that used data for evidence-based decision-making.

As it was the first of its kind, the Student Success Metrics Summit had a clear educational role. Faculty, staff, management, and students were provided with information about the IEPI and were also given multiple on-the-spot quiz questions, with live response data, about specific student success metrics in the Scorecard. From the live responses on the quizzes, it was determined that many individuals did not know what these metrics were. Participant comments at the summit also reflected a lack of understanding about how these metrics tied into the College's Strategic Plan. Individuals most wanted to know how these student success metrics influenced the College's Strategic Plan and how they informed the resource allocation and prioritization process. Based upon these findings, the College prioritized the need for data integration into planning to the level of requiring a QFE.

Desired Goals/Outcomes: Student Success Scorecard and Institution-Set Dashboards for Goal-Setting

OPRA has been trained in data dashboard visualization and deployment through a well-respected business intelligence software company, Tableau. For this action project, the goal includes five broad areas:

1. Reflection and Assessment of Program Standards: OPRA will create a first-pass for calculating program-level ISS for review and input from division deans and department chairs using the calculation adopted for institution-wide set-standards. Feedback will be gathered and incorporated into program review.

2. Tool Creation: OPRA will create innovative data visualizations that can profile cohorts of students across a broad array of indicators on the Scorecard and ISS. The dashboards will allow for drill-down capabilities by department or program so that faculty and key stakeholders can understand the relative impact that their department or program will have on the eventual goals for the student success metrics outcomes. The project will begin with a developed or piloted data dashboard that will illustrate how Scorecard metrics and ISS can be viewed at a department or program level that is relevant to the viewer.

3. External and Internal Support and Feedback: In addition to soliciting feedback from shared governance groups on campus (including management, Consultation Council, the Classified and Academic Senates, and the Associated Student Government), the College will seek out consulting resources to ensure that dashboard utilization is integrated with the current culture of decision-making at the College.

4. Professional Development: Professional development will be provided for faculty, administrators, and staff so that these dashboards can be utilized effectively with OPRA to support planning, decision-making, and to continually improve outcomes.

5. Date-Informed Planning: Management, faculty, and staff will be encouraged and supported to use the dashboards and to reference the dashboards in relationship to their activities that support a goal or objective of the Strategic Plan, or any other plans utilized on campus, such as the Distance Education Plan or the Technology Plan.

Timeline and Plan for Action Project One

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
Distribute a first-pass approach to creating program-level standards for review among deans and department chairs.	October 2016	January 2017	OPRA, EPA, Deans, Department Chairs	TracDat, SIS	Feedback on standards from division deans and department chairs
Integrate program-level standards into program review template/process	February 2017	August 2017	OPRA, EPA, Deans, Department Chairs	TracDat, Survey data, SIS	Proof of integrated program-level standards in program reviews
Hire a consultant for vetting the design and content of dashboards to promote meaningful goal-setting.	February 2017	December 2017	OPRA, Consultant	Tableau consultant, potential IEPI leadership funding, consultants	Completion of feedback from focus groups and selection of content
Create a professional development plan to train faculty, staff and administrators on the use of dashboards for goal-setting.	April 2017	April 2017	OPRA, Consultant, OHR	OHR, consultant, feedback from shared governance groups	Completion of professional development templates
Collect feedback on pilot rollout of using the success metrics' dashboards to set goals.	December 2017	January 2018	OPRA, Consultant	OPRA, consultant, planning committees	Feedback report from consultant on utilization of dashboards for setting meaningful goals
Connect strategic planning goals or	January 2018	March 2018	OPRA, Planning and Budget	Participation from PBSC	Document dialogue connections

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
objectives to IEPI goals and ISS.			Steering Committee (PBSC)		between the College Strategic Plan, Scorecard metrics, and ISS
Integrate student success metric into Strategic Plan activities.	April 2018	October 2018	PBSC	Coordination of PBSC team members	Success metrics integrated into College Strategic Plan action steps
Confirm approval of integrated metrics.	November 2018	November 2018	Consultation Council, President	Consultation Council and president approval	Success metrics integrated into College Strategic Plan
Reflect on existing success metrics from dashboards and dialogue about process for setting new goals.	December 2018	March 2019	OPRA, Division Deans, Department Chairs, Management	Consultant	Discussion and ideas for setting new goals at the College using dashboards and dialogue; design and structure are discussed
Create a process and standard for setting new goals and new standards each year.	March 2019	May 2019	Division Deans, OPRA	Participation from PBSC, College constituent groups	New goal creation in a standard template that aligns with strategic planning process
Add student success metrics	June 2019	July 2019	PBSC, Consultation Council,	TracDat system for resource	Success metrics integrated

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
into resource allocation process.			College Resource Committee, President	allocation process	into resource allocation prioritization process

Action Project Two: Online Education

Introduction: Online Education

Given the recent initiatives connected to online education, referred to as distance education (DE) in the Accreditation Standards, at the state level, increased attention to learning management systems and support services, and changes in Accreditation Standards relating to online education, online education has become a major area for Collegewide reassessment and reconsideration. Moreover, the changes in enrollment patterns at the College, including the growth in online education and the constraints on physical classroom space, have created a need to rethink current practices at the College.

Leaders at the College have long recognized the importance of online education to the mission of the College, especially in terms of providing increased access and support to students. However, the growth of online education at the state level through well-funded initiatives, such as the Online Education Initiative, combined with College-level events, such as the evaluation of the learning management system, has brought renewed attention to online education as an essential element in need of analysis and assessment. This action project examines the current state of online education at the College and provides a roadmap for addressing three major areas: professional development, student support, and institutional practices.

Identification of the Problem and Action Project: A Need for Systematicity

The institution does not currently have an Online Education Plan, and this is due in part to changes in leadership. In 2011, the Division of Online Education and Learning Resources (OELR) was formed as a breakaway from an existing division; therefore, a new dean was introduced to lead this new division. Subsequently, this dean retired in spring 2015, and an interim dean was hired; a permanent dean was selected in August 2016. Therefore, within the last five years, there have been at least three administrators assigned to online education. Furthermore, the faculty coordinator for online education (appointed by the Academic Senate) has changed at least three times in the past five years; this led to two years of inactivity for the related Online Education Committee. As a result of this turnover in leadership, an Online Education Plan has not been developed, but there is a strong recognition among all stakeholders of the need for one. Development of the Online

Education Plan would be a critical step toward reaching several objectives outlined in the Accreditation Standards.

The Online Education Plan would also address the need for a more systematic and Collegewide approach to online education that includes professional development, student support, and institutional practices. The College recognizes the need for more systematic approaches in all three areas. Currently, there are approaches that work individually in all of these areas, but they are not always systematically applied across the College. This has to do, in part, with the fact that the current model has grown organically with online education at the College. Despite the many positive elements of the current model, there are potential areas of improvement in terms of consistency with standards and messaging across the College. There is some concern that the decentralized nature of decision-making may diminish the College's ability to implement standards effectively as online education continues to grow.

The action project is part of the more general goal to help the College realize its vision and ensure student success. This project broadly addresses the need for improving:

- Student success, including improved retention, completion, and persistence.
- Professional development for faculty, staff, and administrators as envisioned through the College's Strategic Plan.
- Effective use of data and metrics in decision-making processes.

Desired Goals/Outcomes

The key outcomes in this action project are folded into the broader need for an Online Education Plan at the College. Therefore, the outcomes are described below as part of the larger effort to develop an Online Education Plan that encompasses these three key areas:

Outcome #1: Systematize Professional Development for Online Education

- Standardize and implement a training and professional development program for faculty.
- Coordinate professional development for the staff members who support those faculty members teaching online courses.
- Standardize and increase professional development for administrators.
- Create a training program on compliance for accessibility in online courses.

Outcome #2: Coordinate Student Support

- Increase student readiness for students entering online courses.
- Improve the communication about online education to students.
- Improve the availability of support services for students enrolled in online courses.

Outcome #3: Align Institutional Practices

- Revisit the approval process for online courses.
- Standardize practices to ensure consistent hiring for online teaching positions.
- Collect and analyze data related to online classes, including SLOs, more systematically and utilize this information to make improvements in online courses and programs.
- Systematize data gathering related services for online education, including services provided in the Faculty Center for Student Success (FCSS), the use of online tools such as the Paper Center, and other resources.

Actions Steps

A key first step is to solicit membership for a multidisciplinary work group that includes faculty, staff, students, and administrators who will outline, draft the plan, and solicit and incorporate feedback from all stakeholders. Once the membership of this work group has been confirmed, its members will develop, outline, and draft an implementation process for the Online Education Plan that will address these key areas:

1. Systematize Professional Development for Online Education

- Complete an assessment of current professional development available at the College for staff, faculty, and administrators, and conduct a needs assessment.
- Establish a plan to address needs for professional development for faculty, administrators, and staff who support online education.
- Establish a plan to systematize training and professional development for faculty, administrators, and staff who support online education.
- Establish a plan to systematize compliance and training for accessibility in online courses.
- Share recommendations with stakeholders, solicit feedback, and make revisions as needed.

2. Coordinate Student Support

- Complete an assessment of current support for students in terms of readiness (before entering online courses and while taking the courses).
- Establish a plan for addressing the need for additional or more effective student support, including the need for clearer communication in the Course Catalog and schedule of classes.
- Share recommendations with stakeholders, solicit feedback, and make revisions as needed.

3. Align Institutional Practices

- Complete an assessment of current practices related to online course approvals, make recommendations for changes, solicit feedback from stakeholders, and make revisions as needed.
- Systematize data-gathering related to online education support services, including the use of the FCSS.
- Implement the disaggregation of SLO data by teaching modality.
- Create an annual report on student success in online classes across the College as the basis for dialogue on continuous improvement, including increased student support, in the area of distance education.

Timeline and Plan for Action Project Two

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
Solicit membership for an interdisciplinary online education (OE) work group to draft the Online Education Plan.	August 2016	September 2016	Dean of OELR, Faculty Coordinator for Online Education	Invitations at constituent group meetings, email announcements, service hour credit for faculty	A complete list of work group members was shared with Accreditation Steering Committee in September 2016.
Complete an outline for the plan.	September 2016	October 2016	OE Work Group Members, Dean of OELR, Faculty Coordinator for Online Education	Work group members' expertise and feedback from the groups they represent; staff and administrative support from Division of OELR	An outline will be shared in October 2016 at the OE Committee meeting.
OE Committee reviews the outline and provides feedback.	October 2016	October 2016	Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	The minutes for the OE Committee will reflect approval of the outline.

Quality Focus Essay

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
Draft is completed	October 2016	December 2016	OE Work Group Members, Dean of OELR, Faculty Coordinator for Online Education	OE work group members' expertise and feedback from the groups they represent; staff and administrative support from Division of OELR	A completed draft will be shared with the Steering Committee members for feedback.
Draft is shared with OE committee	January 2017	January 2017	Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	The agenda for the OE Committee will reflect this item.
Draft is shared with governance groups	February 2017	March 2017	Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	Minutes for meetings will reflect this item.
Additional Revisions are made	March 2017	April 2017	OE Work Group Members, Dean of OELR, Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	Draft will reflect feedback from governance groups.
New draft is shared with OE Committee	April 2017	April 2017	Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	The minutes for the OE Committee will reflect approval of the draft.

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
New draft is shared with governance groups	April 2017	May 2017	OE Work Group Members, Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	Minutes for meetings will reflect discussion, recommendation to Consultation Council.
Implementation dates/timeline are set	May 2017	May 2017	OE Work Group Members, Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	A timeline will be shared with the Accreditation Steering Committee for feedback
Implementation begins for all major areas	August 2017	May 2017	OE Work Group Members, Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	Additional details TBD for 2017-2018

CHANGES AND PLANS ARISING FROM THE SELF-STUDY

Changes and Plans Arising from the Self-Evaluation Process

Changes and Plans Arising from the Self-Evaluation Process				
Change, Improvement, Innovation	**Standard**	**College Leads**	**Timeline**	**Anticipated Outcome**
The addition of a Dean of Online Education and Learning Resources	I.A.I, QFE	Dean OELR	Fall 2016	Increased focus on online education outcomes in relation to College mission
Development of a formal plan for online education	I.A.I, QFE	Dean OELR	Spring 2017	Formalized planning and integration with resource allocation process
New cycle of Districtwide strategic planning process	I.A.I	OPRA, District Research	Fall 2018	Updated and expanded environmental scan to ensure mission alignment
Linkage of more success metrics into College Strategic Plan	I.A.2 , I.A.3, I.B.1, I.B.3, I.B.4,I.B.5, I.B.6, I.B.8,I.B.9,I.C.2,IV.A.1, QFE	PBSC, OPRA	Summer 2019	Increased quantitative indicators for college planning
Addition of Collegewide goal setting into College planning	I.A.2 , I.A.3,I.B.1,I.B.3, I.B.4,I.B.5, I.B.6, I.B.8,I.B.9,I.C.2,IV.A.1, QFE	PBSC, OPRA	Summer 2019	Use of goals or targets for program-level and institutional planning
Formalization of Collegewide metrics and goals into strategic planning	I.A.2 , I.A.3,I.B.1,I.B.3, I.B.4,I.B.5, I.B.6, I.B.8,I.B.9,I.C.2,IV.A.1, QFE	PBSC, OPRA	Summer 2019	Formalization of KPIs and goals for strategic objectives
Disaggregation of SLOs in TracDat-Ethnicity	I.B.2, QFE	EPA, OPRA	Summer 2019	Increased visibility in academic achievement by diverse student populations
Disaggregation of SLOs in TracDat-Instructional Method	I.B.2, QFE	EPA, OPRA	Fall 2019	Summary report documenting comparison of SLO's by instructional method
Expansion and formalization of ISS by academic program	I.B.3, QFE	EPA, OPRA	Fall 2017	Integrated ISS by program into program review and Collegewide planning

Changes and Plans Arising from the Self-Evaluation Process				
Change, Improvement, Innovation	**Standard**	**College Leads**	**Timeline**	**Anticipated Outcome**
Establish policies and procedures related to online learning and student success	I.B.6, QFE	OEC, OLER, Curriculum Committee	Spring 2017	Policies for online curriculum and processes
Establish standard practice of reviewing committee purpose and charge	I.B.7	PBSC, AS	Winter 2016	Implement annual review system of formal committees
Establish standard practice of reviewing committee purpose and charge	I.B.7	PBSC, AS, OPRA	Winter 2016	Develop a standard survey to examine perceptions of effectiveness of the committee by its members
Procedures and guidelines for presenting information on division, department, and program websites consistently	I.C.1	Marketing, Public Affairs, Deans, PET	Fall 2018	Consistent formatting and content of programs and departments on website
College publication timeline, especially related to recurring or annual publication	I.C.1	Marketing, Public Affairs, Deans, PET	Fall 2018	Ensure clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations
Protocols for authentication of students taking online courses	I.C.8, QFE	OLER, OEC	Spring 2017	Evolving authentication of students in online courses for academic integrity
Generate an RFP and review of potential vendors for ePortfolios to address ISLOs	II.A.1, II.A.11	EPA, OPRA	Winter 2017	Collegewide platform to house data and assessment artifacts for ISLO's
Professional training in online standards for faculty	II.A.2, QFE	Professional Development Committee, ITC, OEC, OLER	Spring 2017	Expansion of professional development related to best practices for online teaching and learning

Changes and Plans Arising from the Self-Evaluation Process

Change, Improvement, Innovation	Standard	College Leads	Timeline	Anticipated Outcome
Roll-out plan to institutionalize ePortfolios	II.A.3, QFE	EPA, OPRA	Spring 2017	Systematized tools to assess PSLO's for programs that utilize portfolio assessment
Contextualized learning, accelerated learning models, reconfigured placement testing/assessment	II.A.4	BSI, OPRA, SSSP, Deans	Spring 2016	Improve outcomes in college progression for students starting a pre-college levels
Implementation of a reminder system for annual review of administrators, faculty, and classified staff	III.A.5	District HR, College Administration, Management, Deans	Winter 2017	Regular evaluation of managers, administrators and staff
Address barriers to communication in regards to planning, processes, and procedures	IV.D.1, IV.D.2, IV.D.3	District Chancellor, College President	Fall 2019	Improved communication, training, and planning related to Districtwide processes and resource allocation
Additional tools to measure Districtwide KPI's, consensus on methods of measurement	IV.D.5	DWIPC, OPRA	Fall 2019	Improvement and refinement of KPI's, consensus on measurement for KPI's where there are currently gaps or lack of data

GLOSSARY

Glossary of Acronyms and Abbreviations

AB	Assembly Bill
AMMS	Advanced Maintenance Management System
AR	Administrative Regulation
ASG	Associated Student Government
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
AUOs	Administrative Unit Outcomes
AUR	Administrative Unit Review
AVID	Advancement via Individual Determination
AVIPIE	Assistant Vice President of Institutional Effectiveness
BAARC	Basic Aid Allocation Recommendation Committee
BOT	Board of Trustees
BP	Board Policy
BPARAC	Board Policy and Administrative Regulation Advisory Council
BRN	Board of Registered Nursing
BSI	Basic Skills Initiative
CAI	Common Assessment Initiative
CalWORKs	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CC	Consultation Council
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CIC	Capital Improvement Committee
COPS	Certificates of Participation
COR	Course Outline of Record
CRC	College Resource Committee
CSEA	California School Employees Association
CTE	Career Technical Education
DE	Distance Education
DRAC	District Resource Allocation Council
DSPS	Disabled Students Programs and Services
DWPC	District-wide Planning Council
EEO	Equal Employment Opportunity
EFMP	Education and Facilities Master Plan
EI	Emeritus Institute
EOPS	Extended Opportunity Programs and Services
EPA	Educational Planning and Assessment Committee
ERP	Enterprise Resource Planning
EWD	Economic and Workforce Development

FCSS	Faculty Center for Student Success
FMO	Facilities, Maintenance and Operations
FTES	Full-Time Equivalent Students
GASB	Government and Accounting Standards Board
GTS	Great Teachers Seminar
HEERA	Higher Education Employment Relations Act
HIT	Health Information Technology
IEAR	Institutional Effectiveness Annual Report
IEPI	Institutional Effectiveness Partnership Initiative
ISS	Institution-set Standards
ITL	Institute for Teaching and Learning
LAOCRC	Los Angeles and Orange County Regional Consortium
LMS	Learning Management System
LRC	Learning Resource Center
MAP	My Academic Plan
MDF	Main Distribution Frame
MIS	Management Information Systems
MOE	Methods of Evaluation
MT	Management Team
OEC	Online Education Committee
OEI	Online Education Initiative
OPEB	Other Post-Employment Benefits
OPRA	Office of Planning, Research and Accreditation
PBSC	Planning and Budget Steering Committee
PCAH	Program and Course Approval Handbook
PET	President's Executive Team
POA	Police Officers' Association
PR	Program Review
SARS	Student Appointment Registration System
SEP	Student Equity Plan
SIS	Student Information System
SLOs	Student Learning Outcomes
SSCC	Student Success Coordinating Committee
SSSP	Student Success and Support Program
TAG	Transfer Admission Guarantee
TPP	Teacher Preparation Pipeline
TRC	Tenure Review Committee

VETS   Veterans Education and Transitions Services
VLAN   Virtual Local Area Network
VOIP   Voice over IP
VPCAS   Vice President for College Administrative Services
VPI   Vice President for Instruction
VPSS   Vice President of Student Services