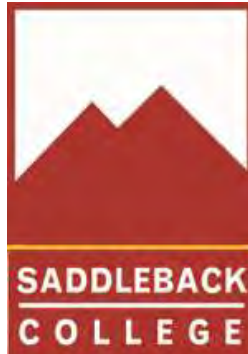# SADDLEBACK COLLEGE
2021 ACCREDITATION MIDTERM
REPORT

Saddleback College
2021 Accreditation Midterm Report
Submitted on March 1, 2021

Submitted by:

Saddleback College
28000 Marguerite Parkway
Mission Viejo, California 92692
South Orange County Community College District
www.saddleback.edu

Submitted to:

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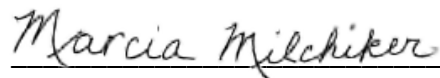Western Association of Schools and Colleges

Certification of the Midterm Report

Date: March 1, 2021

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

From: Saddleback College 28000 Marguerite Parkway Mission Viejo, California 92692

This 2021 Accreditation Midterm Report is submitted in fulfillment of the requirements of the Accrediting Commission for Community and Junior Colleges.

We certify that there was broad participation in the production of the 2021 Accreditation Midterm Report by the college community, that the report accurately reflects actions taken by the college and the district to address the recommendations, and that the report was presented to the board for review prior to submission.

Signatures:

Marcia Milchiker _____   2-22-2021
Marcia Milchiker   President, Board of Trustees, SOCCCD   Date

_____   2-22-2021
Dr. Kathleen Burke   Chancellor, SOCCCD   Date

_____   2-22-2021
Dr. Elliot Stern   President, Saddleback College   Date

_____   2-22-2021
Tram Vo-Kumamoto   Vice President for Instruction/ALO   Date

Blake Stephens   2-22-2021
_____
Blake Stephens   President, Academic Senate   Date

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Report Preparation

The completion of the Saddleback College 2021 Accreditation Midterm Report was overseen by the college's Accreditation Steering Committee, consisting of the following members:

Tram Vo-Kumamoto	Vice President for Instruction/ALO/Committee Tri-Chair
Claire Cesareo	Faculty/EPA Coordinator/Committee Tri-Chair
Craig Connor	Classified Staff/Committee Tri-Chair
Marina Aminy	Dean, Online Education and Learning Resources/QFE Action Project Two Coordinator
Darren England	Classified Staff/Classified Senate President
Denice Inciong	District Director of Research, Planning, and Data Management
Jennie McCue	Director of Marketing and Communications
Roxanne Metz	Director of Fiscal and Contract Services
Patti Nutting	Senior Administrative Assistant to the Vice President for Instruction
Blake Stephens	Faculty/Academic Senate President
Shouka Torabi	Interim Director of Planning, Research, and Accreditation/QFE Action Project One Coordinator

The Accreditation Steering Committee is chaired by Tram Vo-Kumamoto, vice president for instruction, Claire Cesareo, faculty member, and Craig Connor, classified staff member (RP.01). The committee met periodically from February 2019 through January 2021 to guide the preparation and writing of the report (RP.02).

The first draft of the report was presented to the Academic Senate on October 7, 2020, the Classified Senate on September 30, 2020, and the Associated Student Government on October 8, 2020 (RP.03). Feedback from these presentations was incorporated into a second draft, which was presented to Consultation Council on November 3, 2020, where it was recommended for acceptance. Following this meeting, the second draft of the report was distributed by Dr. Elliot Stern via email to all college employees and student leaders (RP.04) on November 13, 2020. Suggestions from individuals and the various constituent groups were incorporated into the third and final draft of the report.

Dr. Stern accepted the finalized report and forwarded it for review and study by the Board of Trustees at its January 2021 meeting (RP.05) and acceptance at its February 2021 meeting (RP.06).

EVIDENCE

RP.01: Accreditation Steering Committee One-Sheet

RP.02: Accreditation Steering Committee Minutes, February 7, 2019

RP.03: Accreditation Midterm Report 2021 Calendar

RP.04: Email from Dr. Elliot Stern to College Employees and Student Leaders, November 13, 2020

RP.05: Board of Trustees Agenda, January 2021

RP.06: Board of Trustees Agenda, February 2021

Plans Arising from the 2016 Self-Evaluation Process

Accreditation Action Items – Standard I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

SELF-IDENTIFIED ITEMS FROM THE 2016 INSTITUTIONAL SELF-EVALUATION REPORT		
Item	**Standard**	**Progress**
I.1 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.	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.	As defined in the Quality Focused Essay (QFE) – Action Project One from the 2016 self-evaluation, the college has embarked on a project to increase data literacy and data use at all levels of the institution. With an extremely robust data warehouse, the college has been data-rich for quite some time. However, it was recognized that many were unaware of the types of data available to them and did not fully understand how to utilize the data.

One of the goals of this QFE was to increase access to relevant data by creating accessible and clear dashboards with data visualizations on student success. In the 2020-2021 academic year, the college plans to unveil four of these dashboards: 1) a student dashboard on student demographics at the college level ; 2) a program review dashboard that provides demographic and student success metrics at the program level; 3) a faculty dashboard that provides demographics and student success metrics at the course level; and 4) a key performance indicator (KPI) dashboard that will track attainment of metrics related to strategic planning, much of which revolves around student |

Item	Standard	Progress
		success. Training on these dashboards will take place throughout spring 2021.
		Professional development on all aspects of data usage was also implemented in fall 2020. One particular project was run by the district Office of Research, Planning, and Data Management (RPDM) in conjunction with a two-year plan to revamp the district's data warehouse. The first step was to complete a user survey with faculty followed by a smaller focus group to look specifically at the usage and understanding of current data warehouse canned reports. Data acquired through this project will be used by the district in structuring the new data warehouse.
I.2 There is a gap in formalizing student success metrics and setting institutional goals for student learning and achievement.	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.	This gap has been addressed in two ways. The first is by the formal inclusion of institution-set standards (ISS) in the program review process at the program- level. The second is through the incorporation of student success metrics at the college-level as part of goal setting for both the district's and college's current strategic plan. These metrics are the basis of the KPI dashboard that was developed on a districtwide basis by district RPDM, along with the research and planning offices at both colleges.
I.**3 Evidence of dialogue [on outcomes, student equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement] from**	I.B.1 The institution demonstrates a sustained substantive and collegial dialogue about student outcomes, student equity,	While dialogue and the sharing of information has long been a part of the culture at the college, evidence of this dialogue at all levels of the college was not always available. Outside of the key college committees, much of the richest exchange and collaboration takes place at the department and program levels.

Item	Standard	Progress
committees outside of these key bodies [programs, department, and units, participatory governance groups, and planning groups] 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.**	academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	Programs are now required to write about their dialogue and the resulting improvements in both the student learning outcomes (SLO) assessment and program review processes. The Educational Planning and Assessment (EPA) Committee also produces an annual continuous quality improvement report that highlights some of the actions taken within specific programs and units. Through the improved committee structure and the mandatory use of SharePoint, minutes of meetings in which extensive dialogue and recommendations/actions take place are now easily accessible to all members of the college community (see additional information in I.8 below).
I.4 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.	I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	The college disaggregates SLO data by instructional modality in order to compare SLO attainment rates for online and face-to-face instruction. Currently, outside of modality, all data is discussed and reported on an aggregated basis at the course level. Some individual programs do collect SLO data by student, providing for the opportunity for disaggregation along various lines such as gender, age, and ethnicity. However, this is not currently a requirement of the college. In part, this is due to system limitations, but it is also in part a philosophical stance on the purpose of course SLO data. Presently, SLO data is used primarily to facilitate broad dialogue about teaching and learning within departments and programs, so aggregated data is sufficient.

Item	Standard	Progress
		Two changes, however, may alter this decision in the future. The first relates to the ability to easily disaggregate SLO data. The college is moving to an upgraded SLO platform that is potentially integrated with Canvas. EPA is currently investigating what this might mean for the ability to collect SLO data by student and then using that data to disaggregate along various student characteristics. The second change relates to equity-related conversations and activities currently taking place at the college and the possible usefulness of disaggregated SLO data for the purpose of increasing success for various disproportionately-impacted groups of students at the college. As the college moves forward with disaggregated student success metrics at the program and even faculty-level, such as success, retention, and persistence rates, EPA will need to revisit this issue.
I.5 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 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	In 2018, program-level ISS data was integrated into the program review process. Every three years, each program is required to analyze their five-year average success rate in course completions and compare them with the college's established standard. If the program's average falls below the ISS, the program must describe actions they are taking to increase the rates in their courses.
I.6 Although data is widely available at the College, and dialogue related to student success and achievement relative to goal setting is evident, state	I.B.4 The institution uses assessment data and organizes its institutional processes to	See response to I.1 above.

Item	Standard	Progress
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.	support student learning and student achievement.	
I.7 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	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.	See response to I.1 above.

Item	Standard	Progress
institutional level emerged from the self-evaluation for accreditation.		
I.8 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 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.	This was also an ACCJC improvement recommendation. See page 26 below.
I.9 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	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	See response to I.1 above.

Item	Standard	Progress
structures and functions; this is all done to improve outcomes at the course, program, and institutional level to ensure accomplishment of the mission.	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)	
I.10 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.	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)	In 2018, the college embarked on a staged redesign of its website to ensure that information on division, department, and programs were presented in a consistent way. This project is being overseen by the director of marketing and communications. The first stage included a redesign of a central Career Education (CE) web page, which is now complete. Each CE program is linked to this central hub through the college's learning pathways, and the information for each program is consistently presented. The next stage includes redesigning the remainder of the college's website, and the college is currently working on the request for proposal, or RFP, for this redesign. A goal of this redesign is to have the same consistency that is presented on the new CE website (while it may not be identical, the CE website presents a good example of what consistency achieves in terms of design and the presentation of information). When the RFP is complete and a vendor selected, the marketing department will work with faculty and deans to find the best way compile division, department, and

Item	Standard	Progress
		program information that will then be formatted in the standardized template.
I.11 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.	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)	The Marketing and Communications Office has identified all the publications that are produced each year and created a publication timeline. This timeline is posted on the Marketing and Communications Office web page and will help to ensure that all publications are completed in a timely manner. Moreover, with the consolidation of publications under the Marketing and Communications Office, information presented will be cross-checked for accuracy and consistency.
I.12 To ensure ongoing integrity and inclusion of the most current policies, procedures, programs, and services in publications, a publication timeline is being developed.	I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	See response to I.11 above.

Accreditation Action Items – Standard II:
Student Learning Programs and Support Services

SELF-IDENTIFIED ITEMS FROM THE 2016 INSTITUTIONAL SELF-EVALUATION REPORT

Item	Standard	Progress
II.1 The College is working diligently on finding ways to more directly assess PSLOs and ISLOs, including the promising use of ePortfolios.	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.	The college has piloted several projects for capturing PSLO and ISLO data, including the CLA+ standardized test and ePortfolios. While both of these initially seemed promising, neither turned out to be effective due to complications in both implementation and participation levels. Currently, the college, through the EPA Committee, is developing a Graduate Exit Survey to be given to students when they apply for an AA or AS degree. The survey instrument, which measures students' confidence in each of the college's ISLOs and what they consider to be Saddleback's role in their confidence levels, will be devised by the EPA Committee in the 2020-2021 academic year, with the intention of piloting in fall 2021. After the pilot is completed and evaluated, the goal is to expand it to include PSLOs linked to the student's degree program.
II.2 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	II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has	One of the problems identified during the accreditation process was that since SLOs were housed in two different systems (Nuventive Improve and Curricunet), they did not sync and the correct SLOs were difficult for faculty to find. With the implementation of a new curriculum system, META, in fall 2020, the college now has the ability to sync the data in these systems

Item	Standard	Progress
a mandate that all course syllabi must include the approved SLOs. The College now evaluates faculty's adherence to this mandate. The College is working on integrating SLOs into official course outlines.	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.	and faculty will always be able to determine the current SLOs as maintained in META and on the course outline. Faculty have also been made more aware of the need to include SLOs on their syllabi and they are evaluated, in part, by adhering to these policies. Beginning in spring 2021, faculty will be uploading their syllabi into MySite each semester and they will be available to enrolled students through the MySite portal. These syllabi are spot-checked each semester by division staff to ensure that they contain the SLOs for the course. See page 25 for additional information.
II.3 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.	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.	SLO results are now disaggregated by instructional modality and a comparison of success rates by modality is made and addressed during department dialogue, documented with the collection of SLO assessment data, and discussed in program reviews. See the response to I.4 above for a fuller discussion of this item.

Item	Standard	Progress
II.4 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.	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.	Due to the implementation of AB 705, the college was mandated to create a one-year path to transferrable math and English courses for students. As such, as of fall 2018, Saddleback College has offered self-placement options for students using high school transcript information instead of placement tests.

The implementation of AB 705 placement procedures has significantly increased success rates of students who move to and through collegiate level courses. The Saddleback College AB 705 workgroup, consisting of discipline experts in English, reading, ESL and math, along with the college's Matriculation Advisory Committee, consisting of members from student services, research, and district technology services, have met for three years to implement Guided Self-Placement (GSP), updating curriculum, providing professional development, and modifying pedagogy.

Beginning in fall 2018, high school transcripts were used to place students directly into English and math, moving away from standardized placement tests (CTEP and MDTP). In fall 2019, students with three years of high school were placed directly into college composition (English 1A) and baseline math (Math 103, 14, or 124 with and without support). Since transitioning from traditional English and math placement tests to GSP, the fully matriculated freshman throughput has increased significantly. English first year completion rates increased from 34% in 2017 to |

Item	Standard	Progress
		45% in 2019, and math first year completion rates increased from 15% in 2017 to 23% in 2019.

The AB 705 work group continues to meet monthly to review quantitative and qualitative data and to make modifications as needed. For example, adjustments to the GSP placement grid have been made and the GSP tool has been made available to all students, regardless of matriculation status. The college has also expanded its professional development opportunities for faculty to be able to effectively respond to changing student needs. Finally, AB 705 efforts are also starting to be assessed in relation to their impact on student equity in order to help close the achievement gap for disproportionately impacted student groups. |

Accreditation Action Items – Standard III: Resources

SELF-IDENTIFIED ITEMS FROM THE 2016 INSTITUTIONAL SELF-EVALUATION REPORT		
Item	**Standard**	**Progress**
III.1 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.	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.	This item lead to a compliance recommendation, which was addressed in the college's 2018 follow-report. The SOCCCD Human Resources Office met with college representatives to track and monitor employee evaluations and initiated a thorough process analysis. The following actions were undertaken by Human Resources to address the recommendation: 1) all personnel files were audited and review dates were updated in the Workday Human Capital Management (HCM) system; 2) reports were created for managers to monitor upcoming review due dates; and, 3) performance evaluation management was implemented in Workday HCM for each employee classification group. In addition, the director of recruitment and employee services position was filled on June 1, 2018. This position is the primary district manager responsible for overseeing and tracking performance evaluation compliance districtwide.
III.2 While the classified staff hiring process appears slow, the College and OHR are collaborating to implement a	III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational,	In summer 2017, a new classified staff recruitment and hiring process was approved by the Board of Trustees (BP/AR 7120.3). This pilot process significantly reduced the time it takes to hire

Item	Standard	Progress
pilot process to improve these processes.	technological, physical, and administrative operations of the institution. (ER 8)	classified staff and is currently being evaluated as a possible model for other categories of employees.
III.4 Management must and will provide additional trainings so staff will be able to fully generate and utilize AMMS reports.	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.	Key staff received an advanced two-day Advanced Maintenance Management System (AMMS) training course at MicroWest's facility in San Diego and subsequently trained additional staff in-house. As a result, the AMMS system is now being utilized more effectively. Facilities staff are currently evaluating a proposal to upgrade the AMMS software and receive additional online training.
III.5 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.	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.	In an effort to expedite much needed scheduled maintenance and facility upgrades, the district updated the board policy and administrative regulation overseeing the use of basic aid funds to allow parking lot upgrades and removing the required college match for scheduled maintenance projects. These changes have reduced the burden on the college operating budget and have allowed the college to plan and start more projects. The process for scheduled maintenance funding has also been better defined and an annual assessment process is improving the identification of projects needed to address the scheduled maintenance needs of the college. The district's recently updated Facilities Master Plan will be utilized within the existing Capital

Item	Standard	Progress
		Improvement Committee (CIC) process to ensure that the college's facilities needs are adequately addressed.
III.6 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.	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.	The district reorganized the leadership positions under the vice chancellor of business services and hired an executive director of procurement, central services, and risk management and an executive director of facilities planning. Under this new leadership, requests for information, proposals, and bids clearly identify the college's needs, and contracts include appropriate language to protect the college and district against substandard performance.

The district implemented the California Uniform Construction Cost Accounting Commission (CUPCCAA) guidelines in an effort to streamline bidding and reduce the amount of time it takes to get bids awarded. This process has led to an increase in the number of bids received for each project, thus providing the district with the opportunity to select better qualified bidders. The district has also contracted with project managers/construction managers to help oversee all projects while under construction, ensuring that projects are built to the plans and within the appropriate standards.

Due to changes in legislation for the design-build delivery method, the district is no longer utilizing this method unless it is related to an energy savings contract. |

Accreditation Action Items – Standard IV: Leadership and Governance

Item	Standard	Progress
IV.1 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.	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.	The college is committed to ensuring all constituent groups are included in the decision-making processes. A direct reflection of that commitment is the tri-chair model the college has adopted for the council charged with oversight of the accreditation efforts as we continue the work outlined in the Institutional Self Evaluation Report.

Aside from the 10% release time to attend participatory governance meetings that is allowed per CSEA contract section 3.1.12, Classified Senate officers and members do not currently receive additional reassigned time to perform their senate duties or attend senate meetings. Steps taken toward this end goal include securing representative seats for Classified Senate on all district committees in compliance with Article 3 of the CSEA contract, as well as ensuring the classified representatives on those committees report back in a timely manner to ensure college processes are not delayed awaiting a response from the senate. At this time, the Classified Senate is required to perform senate business during the employee's duty-free lunch hour, which has hindered participation in shared and participatory governance. Moving forward, Classified Senate is continuing discussions with the CSEA chapter leadership and college administration to include reassigned time for senate |

Item	Standard	Progress
		operations, ideally equivalent to that given to the CSEA and Academic Senate elected leadership.
IV.2 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.	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.	The Office of Planning, Research, and Accreditation (OPRA) supports the institutional effectiveness efforts at the college. OPRA's planning responsibilities include leading the development of the College's Strategic Plan, overseeing its implementation, monitoring progress toward achieving goals and objectives, evaluating the planning process, and assessing the achievement of plan outcomes. OPRA's research responsibilities include working closely with college constituencies, instructional units, and administrative units, to develop and implement a research agenda that addresses college strategic planning goals and objectives. As well, research staff members support college data collection and reporting needs as these activities relate to required state and federal accountability initiatives and compliance with state and federal laws and regulations. Research staff members also provide data analysis in the areas of outcomes assessment, program operations, and program impact. OPRA's accreditation responsibilities include providing support for the self-evaluation that is conducted every seven years and the midterm report, which is completed in the fourth year of the seven-year accreditation cycle. Additionally, OPRA monitors the

Item	Standard	Progress
		implementation of planning agendas and recommendations, and plays a lead role in developing the ACCJC annual report.

Staffing of ORPA is an on-going concern, especially as research and planning needs grow. Current staffing includes a director, a senior research and planning analyst, a senior research analyst, with a focus on student equity, and a research analyst, with a focus on assessment. The needs of the office are continually monitored, and recommendations are made as needed. |
| **IV.3 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.** | IV.D.5 District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. | With the adoption of a new district and college strategic plan in 2020, the district research office collaborated with the research offices at both college in the development of a KPI dashboard to track attainment of the shared objectives in the new plan. Specific KPIs were agreed upon for each objective by the District Institutional Research and Technology Committee (DIRT), the District-wide Integrated Planning Committee (DWIPC), and the District-wide Planning Council (DWPC), and include the relevant student success metrics, among other indicators. This dashboard was developed in fall 2020 and will be available for the colleges beginning in spring 2021. |

Institutional Reporting on Quality Improvements
A. Response to Recommendations for Improvement

College Recommendation 1 (Improvement)

"In order to improve, when the constituent groups approve the Mission, a record of the discussion of data should be reflected in the meeting minutes and the extent to which the Mission is being met." (Standard I.A.2)

The college mission statement is reviewed annually by Consultation Council, a participatory governance committee, and revised as needed in accordance with Board Policy 1200 (CR1.01) and the Saddleback College Planning and Decision-Making Manual (CR1.02).

A major review and revision of the mission statement, along with the college's vision and values, is undertaken every five years as part of the districtwide strategic planning cycle. This revision starts with an environmental scan assessing current conditions and trends, including community and student demographics, economics, social conditions, and other factors that are likely to impact the future of the district and college. This information is also used to help the college determine how well it is doing in fulfilling its current mission. Based upon this data, the college's Planning and Budget Steering Committee (PBSC) reviews the current mission and proposes a new or revised mission statement, which is then forwarded to all constituent groups on campus, including the Academic Senate, the Classified Senate, and the Associated Student Government.

The constituent groups review the proposed statement and provide feedback to PBSC. The statement is then revised as needed and a finalized version submitted to Consultation Council for approval. Evidence of the data used and the dialogue that ensued in PBSC, the constituent groups, and Consultation Council are recorded in the meeting minutes of these bodies.

The visiting team noted a lack of evidence of these discussions. In order to rectify this, all college committees are now required to maintain a SharePoint site in which all agendas, minutes, and meeting handouts are maintained. This is discussed in more detail on page 26 below. In addition, the Accreditation Steering Committee notified the committees of the importance of ensuring that their minutes are thorough and adequately reflect these discussions.

EVIDENCE

CR1.01: Board Policy 1200

CR1.02: Saddleback College Planning and Decision-Making Manual, 2020-2021

College Recommendation 4 (Improvement)

"In order to improve the Standard, the College should establish a centralized mechanism to verify that all students receive a course syllabus for each course section in which they are enrolled." (Standard II.A.3).

Syllabi are distributed in all classes and, in most, posted within the course's Canvas site. The use of syllabi has long been recognized by the Academic Senate as an important tool for communicating information to students and the faculty handbook states that:

> ***All faculty members are required to prepare a syllabus for each specific class section.*** *Though no official template for syllabi exists, syllabi should describe how the individual instructor will carry out the terms of the official course outline by giving dates, grading standards, and other rules of conduct as required by the instructor. A syllabus allows the instructor to include methods and topics which may go beyond the course outline and gives the instructor the opportunity to bring out his or her individual talents and strengths.* (CR4.01)

Historically, syllabi have been collected each semester by the division offices to ensure compliance with this requirement, although there was no centralized mechanism or location through which students could access the syllabus for the course. Therefore, in response to this recommendation for improvement, the college worked with district technology to include syllabi as part of a larger project to upgrade the college's student and employee portal known as MySite (CR4.02). The first stage of this larger upgrade is the creation of a Faculty Syllabus Builder (CR4.03). Once the initial phase of this segment of the project is completed, expected for spring 2021, faculty will begin to upload their syllabi directly into MySite rather than sending to their division offices. This will immediately connect the syllabus with the course ticket number and be available for download by students enrolled in the course through the current schedule link in the Mysite student portal.

A future enhancement to MySite will be a syllabus template so that faculty, if they choose, can develop their syllabus directly in MySite. The builder will be entirely customizable and will include fields for key elements of a syllabus such as course description, student learning outcomes, grading criteria, and a course schedule, among others.

EVIDENCE

CR4.01: Faculty Handbook, 2020-21

CR4.02: SOCCCD Project Charter – Faculty Services Upgrade

CR4.03: Faculty Services – Syllabus Builder Proposed Timelines

College Recommendation 5 (Improvement)

"In order to meet the standard, based on limited evidence of annual council and committee review, the team recommends that the Office of Institutional Effectiveness implement a process to ensure that all councils and committees are evaluated annually." (IV.A.7)

The college regularly evaluates its committee structure and review process. However, the 2017 visiting team noted a lack of evidence that committees were conducting and reporting on annual reviews. Based on this recommendation, the college immediately began a process of assessing the committee review processes in order to make the necessary improvements.

The Planning and Budget Steering Committee (PBSC) oversees these efforts, supported by the Office of Planning, Research, and Accreditation (OPRA). All active college committees are required to have a standardized one-sheet that outlines their purpose, meeting times, membership, and decision-making structure. These sheets are maintained by OPRA and are part of the college's governance and organization manual, which is updated regularly (CR5.01). Each committee is also required to maintain a SharePoint site that houses their agendas, minutes, and other pertinent documents. These are checked annually by OPRA for compliance.

All college committees undergo an annual evaluation process. OPRA sends out a standardized survey to members of all college committees at the end of each academic year (CR5.02). The results are then sent to committee chairs in early fall for analysis and dialogue within committees, and changes are made accordingly. Recommended changes to a committee's purpose and/or membership are sent to PBSC for action and approval.

Committees that report directly to the Academic Senate or the Classified Senate are monitored by these bodies rather than OPRA. However, these committees follow the same procedures in relation to standardized one-sheets, updated SharePoint sites, and annual evaluations.

In 2020, PBSC also began a process to annually evaluate the entire college committee structure to ensure that all committees have a clear purpose, that they are fulfilling their purposes, and that there is no redundancy in efforts. This will take place each fall following the evaluation and analysis of the committees themselves. Recommended changes to the college committee structure are forward to Consultation Council for action and approval. Changes are then published in an updated governance manual and on the SharePoint site. Through this evaluation, a new diagram of the college committee structure was created by PBSC and is included in the college's planning and decision-making manual (CR5.03).

EVIDENCE

CR5.01: Saddleback College Planning and Decision-Making Manual, 2020-2021

CR5.02: Committee Evaluation Instrument

CR5.03: Saddleback College Committee Structure

B. Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)

"The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

STRENGTHS OF THE ASSESSMENT PROCESS

All assessment activities at the college are overseen by the Educational Planning and Assessment (EPA) Committee, which supports the college's ongoing quest for quality improvement through a comprehensive system of outcomes assessment and planning in all programs, student support units, and administrative service units. EPA guides the development, documentation, and assessment of student learning outcomes (SLOs) and administrative unit outcomes (AUOs); facilitates the design, preparation, and submission of program reviews (PRs) and administrative unit reviews (AURs); and monitors and reports on their status. EPA provides professional development in these areas and assists in their integration with strategic planning, resource allocations, and other decision-making processes at the college. The committee also works to ensure that the college adheres to all accreditation standards and requirements in relation to outcomes assessment and program/administrative unit review.

The college has a process in place that ensures that all courses have course-level SLOs that are linked to both program-level (PSLOs) and institutional-level (ISLOs) outcomes. At least one SLO for each course is assessed annually (or as often as the course is taught), the results are discussed within the department, and steps are taken to improve teaching and learning based on the results of this assessment. Assessment results, as well as the use of the results, are reported annually in Nuventive Improve, the college's SLO tracking system ([SLO.01](#)). Results for the previous three years are also analyzed and discussed in program review, which is completed on a three-year cycle ([SLO.02](#)). During the review process, programs are required to review the results of the previous three years, report on how SLO results have been used to make changes to the program, and reflect on the impact of those changes for the program ([SLO.03](#)). This same process is mirrored with the AUOs for services and administrative units.

The college was an early adopter of student learning outcomes, starting the process of creating and assessing SLOs campus-wide in 2005. Since that time, the college has continually refined its processes related to SLO/AUO assessment and increased the usefulness of assessment as one of the key strategies used by the college to increase student success.

The leadership team of EPA includes the EPA coordinator, SLO coordinator, PR coordinator, and AUR/AUO coordinator. The team maintains currency in best practices for assessment by attending and presenting at statewide and national trainings and conferences, participating in

assessment-related discussion groups and listservs, and following the work of organizations such as the National Institute for Learning Outcomes Assessment (NILOA). The information obtained through these measures is vital to ensuring that we have an effective assessment plan.

As changes to the college's processes are implemented, information is communicated to deans and department chairs, handbooks and other instructional materials are updated, and training sessions are offered, especially during the professional development week held each semester. The EPA coordinator is a member of the Academic Senate's executive committee and thus regularly reports on the activities of the committee to this body. EPA also makes monthly updates to the department chairs at meetings held by the vice president for instruction and produces a semesterly newsletter that is sent to all faculty and administrators.

The strength of the college's assessment process is the focus on what is both doable and useful for programs and units for the purpose of continuous self-improvement. The EPA team primarily works one-on-one with all department chairs on a regular basis to help resolve assessment concerns and to discuss the best ways to use the data collected. Although there are specific deadlines and requirements related to SLOs, the culture of assessment at the college revolves around the effectiveness of the processes for the benefit of students and the sharing of ideas among colleagues. EPA does offer regular workshops on assessment practices but has found that the individualized approach to training and assistance helps to meet programs where they are and collegially move them to the next step. The SLO and PR coordinators are given adequate reassigned time to meet with department chairs on best practices in assessment and on the use of results. Moreover, department chairs all have access to a research analyst whose emphasis is on assessment and program review. The analyst assists the department chairs in the analysis of their data and to provide additional research as needed for their programs.

EPA also produces an annual continuous quality improvement report that discusses the assessment practices at the college, reviews metrics from the ACCJC annual report, and highlights some of the actions taken within specific programs and units (SLO.04). This is distributed to the college in March and a collegewide presentation is given in April, Regular presentations are also made during both fall and spring professional development weeks, including a program review showcase each spring, during which departments are invited to discuss improvements that have been made within their programs as the result of SLO assessment.

The assessment process is reviewed annually by the EPA Committee and changes are made as warranted. For example, significant changes have been made in how the SLOs themselves are updated and how these then get reflected in the new curriculum system (META) and on course syllabi. The Nuventive platform is now used as the master for all course SLOs and these are automatically transferred into META twice a year (in October for spring syllabi and in February for summer and fall syllabi), where they are accessible by all faculty. This has eliminated the

previous confusion about which list of SLOs faculty should include on syllabi.

GROWTH OPPORTUNITIES

There are several growth areas that have been identified in respect to refining and expanding the culture of assessment at the college. The top four priorities include:

1. Increased professional development to reduce the fear and uncertainty about the use of data in course and program improvement.
2. Increased diversification of assessment methods through dialogue and sharing between departments.
3. Development of learning pathways outcomes as faculty begin to work across the various departments and divisions within a pathway.
4. Creation of a graduate survey to monitor ISLO attainment and make improvements to our general education program.

EXAMPLES OF IMPROVEMENTS DUE TO ASSESSMENT

There are many examples of improvements that have been made to courses, programs, and services as a result of SLO assessment. Below is a sample list of these improvements as reported in program reviews:

1. **English as a Second Language (ESL)** – Based on SLO assessment, the ESL department made it a point to focus class lessons and activities more directly on real world situations to make them more useful for students outside of the classroom. For example, after the 2015-2016 SLO assessment on resume writing, it was determined by the department through dialogue among the faculty that more time should be spent assessing actual online job postings in order to give students a more complete understanding of the specific language used by employers as a means to increase the effectiveness of student resumes. After implementing this change of increased exposure to job ads, the success of this SLO jumped from 85.7% in 2015-2016 to 100% in 2018-2019.

2. **Interior Design** – Faculty members within the Interior Design department have been using SLOs to monitor student success and improve the effectiveness of instruction. The SLO assessment results are discussed within the department and then shared with their industry advisors to ensure that students are trained to the level expected by future employers. As a specific example, the industry advisors wanted to see an increase in the ability of students to identify industry codes in the ID 132 course. Through dialogue, faculty decided they would flip the classroom in order to allow students to do more

experiential learning in teams where they would apply the codes and not just memorize them. After implementation of this practice, the SLO results increased from 79% in 2013-2014 to 100% in 2018-2019, and, more importantly, the course success rates increased concomitantly.

3. **Mathematics** – In response to SLO assessment results and other factors, faculty in the Mathematics department decided to meet regularly in professional development gatherings to share pedagogical strategies with respect to specific SLO outcomes such as problem-solving and graphing techniques. This began with an informal meeting called "Excursions of the Mind," but then, due to the recognition of its usefulness, evolved into a more formal "communities of practice" structure, with regular gatherings over the course of the semester. These professional development opportunities, open to all faculty within the department, ensure that there is a greater sense of community within the department and create a spirit of collaboration as faculty work together to address the needs of students as indicated, in part, by SLO assessment.

COMPLIANCE

The compliance rate for SLO assessment and the use of assessment data in program/unit improvements is very high, with 100% of programs assessing their courses on a regular basis. EPA is able to monitor the status of all programs/units primarily through program and administrative unit review.

During this process, which occurs on a three-year cycle for all instructional programs, the SLO coordinator contacts each department chair to discuss their SLOs and issues related to SLO assessment. The SLO coordinator works one-on-one with the chairs on improving the quality of the SLOs and the effectiveness of the assessment methods utilized. She also helps them analyze their results if they are encountering problems and assists them in determining the kinds of programmatic or curricular changes that might be necessary based on the results.

A discussion of SLO assessment and improvements made as a result is considered a compliance issue for program review. When the EPA team reviews a PR, it will not be forwarded for approval by the Academic Senate until this part of the review is completed to the satisfaction of the team.

Presently, all of the college's programs have completed a PR within the past three years and, therefore, have been checked for compliance to the SLO standards established by EPA.

EVIDENCE

SLO.01: Saddleback College Student Learning Outcomes Handbook, 2020

SLO.02: Program Review Cycle Report

SLO.03: Program Review Template

SLO.04: Annual Continuous Improvement Report, 2021

Institution-Set Standards (Standard I.B.3)

"The institution established institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes the information."

TREND DATA FOR THE COLLEGE'S INSTITUTION-SET STANDARDS

Saddleback College has established institutional-set standards (ISS) and aspirational goals for the following four metrics related to student achievement: course completion, certificate completion, degree completion, and transfer rates. To establish these standards, on both a floor and aspirational level, OPRA, in collaboration with the Academic Senate, has adopted a generic formula. For the standards, or floor goals, the generic formula subtracts the standard deviation of the prior three years from the most current year. For the stretch or aspirational goals, the formula adds the standard deviation of the prior three years to the most current year.

Over the past three years, the college has met its floor goals in all four of the student achievement metrics. The college has also largely met its aspirational goals (ISS.01). For course completion, the college is very close to meeting its current aspirational goal. In 2017-18, the gap between our actual rate and aspirational goal was about 1%, but in 2018-19 we minimized that gap to only half a percent. For certificate and degree completions, the college surpassed the stretch goal in 2018-19 by about 1,100 certificates. For transfers, the college met its aspirational goal in 2017-18 and was extremely close to meeting it in 2018-19, falling short by only 10 transfers.

ACTIONS BEING TAKEN TO IMPROVE ISS OUTCOMES

The following actions are currently being undertaken to improve the outcomes for these metrics. In addition to taking steps to increase completion and transfer rates overall, the college is also embarking on a concerted student equity plan to reduce and eliminate achievement gaps for populations that have been disproportionately impacted. Throughout the 2020-2021 academic year, the college will be developing and implementing specific measures towards this end that will be incorporated into the new strategic plan for 2020-2025.

Course Completion
Saddleback College's program review process requires that all instructional programs review their ISS data for course completion to ensure that they are working toward meeting the minimum standard. Program review chairs are asked to discuss the data with their department and to address all discrepancies and strategies for improvement. By asking chairs to review and discuss their ISS data within the program review, we have been able to slightly move the needle at the college level.

The college's new strategic plan contains two objectives that address increasing the course completion rate in transfer-level math and English courses:

- Goal 1.2: Reduce and eliminate the achievement gap for completion rates in transfer-level math and English.

- Goal 2.3: Increase completion rates in transfer-level math and English

Certificate and Degree Completions

In 2018-19, the college implemented auto awards. All student transcripts were reviewed for certificate/degree completion. In our previous award process, students petitioned to receive an award and were not aware if they had met their unit threshold for completing an award. By granting auto awards, we were able to meet our aspirational goals.

The college's new strategic plan contains two objectives that address increasing the number of students who complete a degree or certificate:

- Goal 1.1: Reduce and eliminate the achievement gap among underrepresented students

  - Indicator: Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation

- Goal 2.1: Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job.

Transfers

The College's new strategic plan contains an objective that addresses increasing the number of transfers:

- Goal 1.1: Reduce and eliminate the achievement gap among underrepresented students

  - Indicator: Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation.

The college will monitor the action steps related to the objectives listed above throughout the timeline of the strategic plan to determine their success in impacting completion and transfer rates and in closing the identified achievement gaps.

In addition, during the 2020-2021 academic year, the Learning Pathways Workgroup will be establishing completion teams for each of the seven identified pathways at the college. These completion teams will work together collaboratively to provide support for students to ensure that they enter and stay on a path to completion and transfer. As teams engage in this work,

they may identify barriers or bottlenecks to completion and design interventions for students such as increased counseling, proactive case management, targeted tutoring, and engagement in co-curricular learning activities.

INFORMATION DISSEMINATION

The college informs its constituents of this information in several ways. First, each program at the college undergoes program review every three years. In the program review report, the programs are required to compare their five-year average success rates on course completion to the college's ISS success rates, and to address what is being done to increase their rates if they fall below the ISS, as well as how to attain the stretch goal. Program review reports are viewed and approved by the Academic Senate, with a copy posted on the college's EPA SharePoint site and a summary report posted on the EPA web page.

To complete the ACCJC annual report, OPRA presents the student success data and the proposed ISS floor and stretch goals to EPA and the Academic Senate. These bodies review the document and provide feedback to OPRA. The report, along with the recommended goals, are then forwarded to PBSC for approval prior to submission. The ALO then makes a presentation on the annual report to Consultation Council.

In addition, EPA produces an annual continuous improvement report that addresses both ISS attainment and student learning outcomes assessment. This report is published on the EPA web page each spring and presented to the Academic Senate. It is also presented to the college community during an open forum.

EVIDENCE

ISS.01: ACCJC Annual Report, 2020

C. Report on the Outcomes of the Quality Focus Projects

Action Project One: Student Success Metrics for Institutional Effectiveness

The Quality Focused Essay – Action Project One from the 2016 self-evaluation sought to address five major outcomes related to the use of student success metrics in planning and the creation of dashboards on these metrics for the purpose of transparency and access; these outcomes and updates are addressed below:

OUTCOME #1: REFLECTION AND ASSESSMENT OF PROGRAM STANDARDS

In addition to compiling collegewide data on the ISS and stretch goals for the ACCJC annual report on course completion, certificate completion, degree completion, and transfer rates, in 2017 OPRA began disaggregating the ISS data for course completion by program and sending it to department chairs for an assessment of the data as it relates to their program and a reflection on how their program averages compared with collegewide averages. This information was collected through a survey and maintained by OPRA.

In 2018, the ISS data on course completion was incorporated into the program review process (QFE1.01). Every three years when an instructional program undergoes program review, they are required to review and analyze the ISS data for course completion to ensure that they are working toward meeting and exceeding the set standards (QFE1.02). Department chairs are asked to discuss the data with their faculty, addressing areas where they fell below the standards and developing strategies for improvement in order to attain the stretch goals. By asking chairs to review and discuss their ISS data within the program review, we have been able to slightly move the needle at the college level.

The collegewide ISS data is discussed in the annual continuous improvement report produced by EPA and in a college forum each spring, in conjunction with a presentation on the annual ACCJC report data (QFE1.03).

OUTCOME #2: TOOL CREATION

The college was in the process of developing a student success dashboard when the state chancellor's office unveiled their Student Success Scorecard in 2018. Since the chancellor's office scorecard contains data at the college level, it was decided to abandon the development of a local version and to focus on the creation of other needed dashboards to help improve enrollments, increase overall student success rates, and eliminate equity gaps.

There are currently four new dashboards, in various stages of completion, that will be unveiled by OPRA in 2020-2021:

1. **Student Dashboard** – Providing college-level student information by term such as demographics, educational goal, and enrollment status, and can be disaggregated by credit status and modality. This dashboard is available to the public on the college's website. An internal version of this dashboard offers additional filters by department and divisions and is available to administrators and others upon request.

2. **Faculty Dashboard** – Providing faculty-level information on student demographics and success rates to be used for the improvement of teaching and learning. This dashboard is still in development.

3. **Program Review Dashboard** – Providing program-level information on student demographics and success rates to be used in the improvement of courses and programs. This dashboard is incorporated into the program review process.

4. **KPI Dashboard** – Providing college-level information on the attainment of KPIs as determined by the college's strategic plan and the Foundation for California Community College's Vision for Success, among others, and can be disaggregated by ethnicity, financial aid status, credit status, modality, department, and division. This dashboard is available internally to administrators and others upon request.

OUTCOME #3: EXTERNAL AND INTERNAL SUPPORT AND FEEDBACK

After a careful review of the available resources, it was determined that an outside consultant was not necessary. The college has a rich and dynamic data warehouse, access to the necessary data visualization tools, and skilled research analysts and data scientists. Identified dashboards are being developed internally by OPRA and, when necessary, in conjunction with the district office of research, planning, and data management.

OUTCOME #4: PROFESSIONAL DEVELOPMENT

As each of the aforementioned dashboards become finalized and ready for use, online training materials will be made available. ORPA will also provide direct instruction for any committee or organizational unit desiring additional assistance. The first dashboard to be finalized was the Student Dashboard. An instruction sheet for this dashboard was developed by OPRA and posted to their website (QFE1.04).

The college is also in the process of developing a significant professional development program on the understanding and use of institutional data by all stakeholders. The purpose of this

program is to expand upon the culture of data at the college by empowering individuals with the skills to both access and effectively interpret data.

Specific elements of this professional development program include, but are not limited to:

1. **District Data Warehouse Upgrade Project** – This project is discussed in more detail below and includes an assessment of how people use and understand the data that is currently available as a first step in revising the structure of the district's current data warehouse.
2. **Institute for Teaching and Learning (ITL) Workshops** – This involves an expansion of the professional development opportunities that already exist around assessment data and continuous improvement strategies for instructional programs and administrative units at the college. These workshops are intended to create spaces of dialogue on the relevance of the new dashboard data for making significant institutional changes in relation to areas such as equity and inclusion, to give just one example. ITL will be working with other college entities such as OPRA, EPA, the Learning Pathways Workgroup, and the newly established Equity and Inclusion Council (EIC), among others, to develop these professional development opportunities.
3. **Learning Pathways Completion Teams** – As part of the learning pathways structure, the college is in the process of creating completion teams within each of the pathways to assist students in entering and staying on a path in order to reach their educational goals. Central to these teams with be the use of data, revolving specifically around progress momentum metrics, in order to identify barriers or bottlenecks to completion and design interventions such as intrusive counseling, proactive case management, targeted tutoring, and engagement in co-curricular learning activities. A data coach will be assigned to each of the teams, and their primary role will be to support other members of the team to interpret, discuss, and disseminate cohort data. They will assist teams in framing and answering questions with accurate and relevant data; find and interpret data or act as a liaison between research and the coaching team; and coordinate data reports for completion teams and aid other coaches in the creation of reports. This program will be supported by a recently awarded Hispanic-Serving Institutions Education Grant (HIS).

OUTCOME #5: DATA-INFORMED PLANNING

Although planning at the college has long been data-informed, through the accreditation self-evaluation it was determined that the data available was not always easily accessible or well-understood by all stakeholders. Moreover, while the district has an extensive data warehouse, the ability to search the warehouse was limited to only certain employee groups and the "canned" reports, developed over a decade ago, were not necessarily relevant to the current focus of the college or the state.

Fortunately, the district is currently in the process of a two-year project to upgrade and overhaul the district's data warehouse. The first step in this project is to work with user groups at the colleges to determine their data needs, focusing specifically on the types of questions they need answered which can be informed by data. The district director of research, planning, and data management will be working with faculty in fall 2020, followed by other employee groups in spring 2021. The information gained will be instrumental in structuring the new data warehouse.

In the meantime, the college will be relying strongly on the dashboards discussed above for data-informed planning at all levels of the college, including program review, enrollment management, strategic planning, and resource allocations.

EVIDENCE

QFE1.01: Program Review Template

QFE1.02: Sample Program ISS Report

QFE1.03: Annual Continuous Improvement Report, 2021

QFE1.04: Student Dashboard Instruction Sheet

Action Project Two: Online Education

The Quality Focused Essay – Action Project Two from the 2016 self-evaluation sought to address three major outcomes in an online education plan; these outcomes and updates are addressed below:

OUTCOME #1: SYSTEMATIZE PROFESSIONAL DEVELOPMENT FOR ONLINE EDUCATION

An assessment of the current professional development available at the college for online education led to an understanding that existing opportunities were not varied enough, were not numerous enough, and did not address the needs of different learners. As a result, as of summer 2020, the offerings were increased to include both synchronous and asynchronous modes, additional sessions were added to meet specific needs, and multiple levels and types of sessions were provided (QFE2.01).

Most of these opportunities are coordinated through the Faculty Center, which is the college's professional development center staffed by three instructional technologists who provide both group and one-on-one trainings. There is also a significant peer-to-peer training and support program. The available professional development opportunities include:

- 12-Hour Online Educator Certificate: Level 1 (Basic Competency)
- 4-week Online Educator Certificate: Level 2 (*10:10:10, Communication that Matters*)
- Certificate: Level 2 (Online Equity and Culturally Responsive Teaching)
- 10-Week Online Educator Certificate (Intermediate and Advanced Competency)
- Peer Online Course Review (POCR)
- Ongoing Faculty Center Workshops
- Ongoing Faculty Center One-on-One Support
- Ongoing Faculty Center Self-Help Tutorials

OUTCOME #2: COORDINATE STUDENT SUPPORT

An assessment of current support for online students led to the conclusion that access and ease of use were major concerns for students taking online courses. As such, the division of learning resources and online education, along with the Online Education Committee, worked with the CVC-OEI to establish and launch a Student Support Hub. The hub is a culmination of a year-long collaboration between multiple departments to seek their input, consolidate their services into actionable items, and design the hub. The administration also supported sending a small team to work on the hub for a Leading from the Middle Academy, and the team presented during professional development week in January 2020 to a college audience about the process.

In fall 2020, the college launched a significant redesign of the hub that included additional departments and services. Each "tile" on the hub leads to another set of services for that area when students click on it.

The tiles link students to resources for the following areas:

- Student Technical Support
- Tutoring
- Counseling
- Library Services
- Career and Re-Entry
- Financial Aid
- Career Placement Services
- CalWorks

The hub is both available externally to students (meaning they do not need to log in for most services) and is also a part of the global navigation menu in each student's Canvas dashboard.

OUTCOME #3: ALIGN INSTITUTIONAL PRACTICES

Data gathering for online education related information has become more systematic. For example, the following practices have been implemented:

1. OPRA provides annual updates to the college about the percentage of online courses offered at the college, in addition to sharing data on Zero Textbook Costs (which are directly related to online courses).
2. A team from the college also shared its online education equity data at the Online Teaching Conference in June 2019 and showed the positive relationship between online education and Zero Textbook Cost courses.
3. The Faculty Center continues to collect data on usage, although there is no perfect method for doing so. During the months of the pandemic (March 2020 until present), over 1500 hours of faculty support were logged and tracked.
4. The college now has the ability to track SLOs by modality (online versus on-campus).
5. More than ever, discussions around job descriptions include desired qualifications for new faculty to have experience with or knowledge of teaching online.

EVIDENCE

QFE2.01: Online Education Professional Development for Fall 2020

D. Fiscal Reporting

Annual Fiscal Report
Reporting Year: 2018-2019
Final Submission
04/29/2020

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

General Information

#	Question	Answer
1.	Confirm the correct college's report	**Confirmed**
2.	District Name:	**South Orange County Community College District**
3.	a. Name of College Chief Business Officer (CBO) b. Title of College CBO c. Phone number of College CBO d. E-mail of College CBO e. Name of District CBO f. Title of District CBO g. Phone number of District CBO h. E-mail of District CBO	**Cory Wathen Vice President for College Administrative Services 949-582-4872 cwathen@saddleback.edu Ann-Marie Gabel, CPA Vice Chancellor, Business Services 949-582-4664 agabel@socccd.edu**

DISTRICT DATA (including single college organizations) Revenue

		FY 16/17	FY 17/18	FY 18/19
4.	*(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)*			
	a. Total Unrestricted General Fund Revenues	$ 247,386,136	$ 264,707,731	$ 284,299,584
	b. Other Unrestricted Financing Sources (Account 8900)	$ 4,835,415	$ 3,953,307	$ 6,348,762
5.	*(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)*			
	a. Net (Adjusted) Unrestricted General Fund Beginning Balance	$ 50,616,800	$ 55,889,977	$ 61,168,571
	b. Net Unrestricted General Fund Ending Balance, including transfers in/out	$ 55,889,977	$ 61,168,571	$ 77,459,498

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

		FY 16/17	FY 17/18	FY 18/19
6.	*(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)*			
	a. Total Unrestricted General Fund Expenditures(including account 7000)	$ 246,948,374	$ 263,382,444	$ 274,357,419
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	$ 169,991,003	$ 176,578,286	$ 180,562,585
	c. Other Unrestricted General Fund Outgo (6a - 6b)	$ 76,957,371	$ 86,804,158	$ 93,794,834
	d. Unrestricted General Fund Ending Balance	$ 55,889,977	$ 61,168,571	$ 77,459,498

Liabilities

7.	Did the district borrow funds for cash flow purposes?	FY 16/17	FY 17/18	FY 18/19
		No	No	No

8.	Total Borrowing	FY 16/17	FY 17/18	FY 18/19
	a. Short-Term Borrowing (TRANS, etc)	$ 0	$ 0	$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	$ 0	$ 0	$ 0

9.		FY 16/17	FY 17/18	FY 18/19
	a. Did the district issue long-term debt instruments or other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
	b. What type(s)	n/a	n/a	n/a
	c. Total amount	$ 0	$ 0	$ 0

10.		FY 16/17	FY 17/18	FY 18/19
	Debt Service Payments (Unrestricted General Fund)	$ 0	$ 0	$ 0

Other Post Employment Benefits

11.	(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)	FY 18/19
	a. Total OPEB Liability (TOL) for OPEB	$ 114,382,855
	b. Net OPEB Liability (NOL) for OPEB	$ -8,774,625
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	108 %
	d. NOL as Percentage of OPEB Payroll	-9 %
	e. Service Cost (SC)	$ 4,753,578
	f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability	$ 6,745,882

12.	Date of most recent GASB 74/75 OPEB Actuarial Report - use valuation date (mm/dd/yyyy)	01/01/2020

13.	a. Has an irrevocable trust been established for OPEB liabilities?	Yes		
		FY 16/17	FY 17/18	FY 18/19
	b. Amount deposited into Irrevocable OPEB Reserve/Trust	$ 110,063,884	$ 116,227,289	$ 123,157,480
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	$ 0	$ 0	$ 0
	d. OPEB Irrevocable Trust Balance as of fiscal year end	$ 110,063,884	$ 116,227,289	$ 123,157,480

Cash Position

14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined Balance Sheet Total accounts 9100 through 9115)	FY 16/17	FY 17/18	FY 18/19
		$ 66,029,220	$ 76,714,953	$ 67,687,135

15.	Does the district prepare cash flow projections during the year?	Yes

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	11/05/2019

NOTE: Audited financial statements are due to the ACCJC no later than 4/3/2020. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.

17. Summarize Material Weaknesses and Significant Deficiencies from the annual audit report (enter n/a if not applicable):

FY 16/17 | **N/A**

FY 17/18 | **Significant deficiency in internal control to ensure reconciliation of Federal Direct Student loans; Significant deficiency in internal control to ensure Title IV funds are returned in a timely manner.**

FY 18/19 | **Significant deficiency in internal control changes in a student's status are reported to NSLDS within 30 days for Saddleback College.**

Other District Information

18.		FY 16/17	FY 17/18	FY 18/19
	a. Final Adopted Budget � budgeted Full Time Equivalent Students (FTES) (Annual Target)	28,276	28,276	28,276
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	27,365	26,976	26,535

19.		FY 16/17	FY 17/18	FY 18/19
	Number of FTES shifted into the fiscal year, or out of the fiscal year	18	16	0

20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes
	b. Did any negotiations remain open?	Yes

c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues

CTA settled for FYs 18-19, 19-20, and 20-21. This triggered an equity clause for CSEA and POA for FYs 19-20 and 20-21. CTA also has a reopener for 19-20 since COLA came in higher than anticipated, which will again trigger the equity clause.

College Data

		FY 16/17	FY 17/18	FY 18/19
	NOTE: For a single college district the information is the same that was entered into the District section of the report.			
21.	a. Final Adopted Budget ♦ budgeted Full Time Equivalent Students (FTES) (Annual Target)	18,564	18,516	18,467
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	16,869	16,883	16,648

		FY 16/17	FY 17/18	FY 18/19
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	$ 103,938,454	$ 100,753,094	$ 104,853,422

		FY 16/17	FY 17/18	FY 18/19
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	$ 101,293,294	$ 104,082,015	$ 103,351,441

		FY 16/17	FY 17/18	FY 18/19
24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	$ 13,013,543	$ 11,041,409	$ 12,551,485

		FY 16/17	FY 17/18	FY 18/19
25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	100 %	100 %	100 %

		Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	12 %	13 %	12 %

27.	Were there any executive or senior administration leadership changes at the College during the fiscal year, including June 30? List for the College or for Single College District	Yes
	Please describe the leadership change(s)	
	Dr. Elliot Stern became College President in January 2019. Cory Wathen became Vice President for College Administrative Services in February 2019.	

The data included in this report are certified as a complete and accurate representation of the reporting college.

Appendices
Evidence Links

RP.01: Accreditation Steering Committee One-Sheet

RP.02: Accreditation Steering Committee Minutes, February 7, 2019

RP.03: Accreditation Midterm Report 2021 Calendar

RP.04: Email from Dr. Elliot Stern to College Employees and Student Leaders

RP.05: Board of Trustees Agenda, January 2021

RP.06: Board of Trustees Agenda, February 2021

CR1.01: Board Policy 1200

CR1.02: Saddleback College Planning and Decision-Making Manual, 2020-2021

CR4.01: Faculty Handbook, 2020-21

CR4.02: SOCCCD Project Charter – Faculty Services Upgrade

CR4.03: Faculty Services – Syllabus Builder Proposed Timelines

CR5.01: Saddleback College Planning and Decision-Making Manual, 2020-2021

CR5.02: Committee Evaluation Instrument

CR5.03: Saddleback College Committee Structure

SLO.01: Saddleback College Student Learning Outcomes Handbook, 2020

SLO.02: Program Review Cycle Report

SLO.03: Program Review Template

SLO.04: Annual Continuous Improvement Report, 2021

ISS.01: ACCJC Annual Report, 2020

QFE1.01: Program Review Template

QFE1.02: Sample Program ISS Report

QFE1.03: Annual Continuous Improvement Report, 2021

QFE1.04: Student Dashboard Instruction Sheet

QFE2.01: Online Education Professional Development for Fall 2020