

STANDARD ONE: INSTITUTIONAL MISSION AND EFFECTIVENESS



Standard One

Accreditation Self Study Report

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution analyzes quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.



I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTIVE SUMMARY

Saddleback College clearly articulates a Mission Statement which, along with its vision and values, defines the educational purposes of the College, describes the student population it serves, and expresses a strong commitment to achieving student learning.

Our Vision

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

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 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 recognizes that the purpose of Saddleback College is to serve the varied educational goals of students as well as the needs of the community. Student educational goals, as well as community and workforce needs, are identified by examining data from internal and external scans, including admission data, student and community surveys, and student and

community reports. The current Mission Statement underwent significant change in 2009 and was strongly influenced by the analysis of data related to student and community needs in south Orange County.

The age, gender, ethnicity, educational goals, and enrollment status of students at Saddleback College are varied, as shown in Figures A.5 through A.9 (pp. 19-23). The majority of students (57 percent) at Saddleback are under 30 years old. There was a 3 percent increase in the 22- to 29-year-old age group for the 2008-2009 academic year. Approximately 60 percent of Saddleback students are female. The predominant ethnicities are White, Non-Hispanic (55.6 percent), declined to state/undefined (18.5 percent), Hispanic/Latino (11.5 percent), and Asian (9.2 percent). Fifty-one percent of students are enrolled in more than 12 units [1.2, pp. 11-15]. In 2007-2008 Saddleback had 1,151 transfers to UC/CSU and 552 to in-state and out-of-state private schools for a total of 1,703 transfers [1.2, pp. 46-48].

Saddleback 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 [1.3]. Fall 2009 unduplicated headcount was 28,145, which included over 5,000 students in the Emeritus institute [1.4]. Saddleback College is a south Orange County community tradition that provides world-class athletics and fine arts along with popular programs both for children (through the College's Community Education Program) and for seniors (through the Emeritus Institute) [1.5, p. 5] [1.6]. As the 2008-2009 SOCCCD Report to the Community states:

Each year, new and innovative education and training programs are offered at Saddleback College to help our students stay ahead in the job market. From environmental studies to rapid prototyping technology, our record of keeping ahead of changes in the workplace will enable our students to compete in a global economy focused on innovation and sustainability [1.5, p. 5].

Sixty-five percent of first-time college students come to Saddleback College from either the Capistrano Valley Unified School District (42%) or the Saddleback Valley Unified School District (23%). Saddleback College has enrolled an average of 55% of Capistrano Unified's and 40% of Saddleback Valley Unified's graduating classes in 2008, making Saddleback College the first choice for local high school graduates [1.2, p. 31]. Ninety percent of students enrolled at Saddleback College reside within the South Orange County Community College District service areas.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

As stated in our Mission Statement, Saddleback College enriches our students and our community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in attaining academic degrees and career technical certificates, transferring to four-year institutions, improving Basic Skills, and achieving lifelong learning. The College has continued to evolve and adapt its course offerings and services to meet the needs of

its students and community. To help students achieve their goals and in the interest of achieving the College's mission, since its last accreditation Self Study in 2004 the College has:

- Made revisions to 4,633 courses.
- Developed 222 new courses.
- Developed or revised 15 instructional programs:
 - Theatre Arts Entertainment and Theatre Technology (certificate, degree)
 - Fine and Applied Arts (degree)
 - General Studies: Social and Behavioral Sciences (degree)
 - General Studies: Natural Sciences (degree)
 - General Studies: Fine Arts and Humanities (degree)
 - Medical Lab Technician (certificate and degree)
 - Mental Health Worker (certificate and degree)
 - Liberal Studies (degree)
 - Physical Sciences (degree)
 - Rapid Digital Manufacturing (certificate and degree)
 - Persian (degree)
 - Child Development Master Teacher (certificate and degree)
 - Child Development Site Supervisor (certificate and degree)
 - Child Development Early Childhood (certificate and degree)
 - Aquarium and Aquaculture Technology (certificate and degree)
- Developed associate degrees in 23 programs, 50 percent or more of which offer curricula that can be earned online:
 - Accounting
 - Administrative Assistant
 - Business Administration
 - Business and Commerce
 - Business Leadership
 - Business Marketing
 - Early Childhood Teacher
 - Early Interventionist
 - Infant Toddler Teacher
 - Master Teacher
 - School age Care and Recreation
 - Applications Developer
 - E-Commerce Specialist

- Network Administrator
- Software Specialist
- Web Designer
- Webmaster
- History
- Psychology
- Real Estate Escrow
- Real Estate Sales/Broker
- Social Sciences
- Sociology
- Developed online certificates in 17 programs:
 - Administrative Assistant
 - Computerized Accounting Specialist
 - Business Leadership
 - Business Marketing
 - Early Childhood Associate Teacher Occupational Skills Award
 - Early Interventionist
 - Infant and Toddler Teacher
 - Master Teacher
 - School age Care and Recreation
 - Applications Developer
 - E-Commerce Specialist
 - Network Administrator
 - Software Specialist (CIM)
 - Web Designer (CIM)
 - Webmaster (CIM)
 - Real Estate Escrow
 - Real Estate Sales/Broker

Other new or expanded services available at Saddleback College to help students achieve their goals, and aligned with the College's mission, include:

- The new Veterans Education Transition Services (VETS) Center, which provides academic planning and counseling services to student veterans, military personnel, and their families [1.7]
- The Center for Instructional Design and Distance Education (CIDDE) [1.8]
- The Basic Skills Initiative and Freshman Academy [1.9]

- The Institute of Teaching and Learning [1.10]
- A Web site for Educational Planning and Assessment (EPA) [1.11] with modules for development of Student Learning Outcomes (SLOs), program outcomes, Administrative Unit Outcomes, (AUOs), instructional Program Reviews, and Administrative Unit Reviews for student support and administrative services
- Increased partnerships through Cooperative Work Experience [1.12]
- The Transfer Center Teacher Preparation Pipeline [1.13]
- The Saddleback College Advanced Technology Center (SCATC) [1.14]
- The Center for Career and Life Development
- The New Child Development Center
- Student Appointment Registration System (SARS)
- The Learning Assistance Program (LAP)
- The Student Book Loan Program
- The Office of Planning, Research and Grants (OPRG)
- Grants in Nursing, Health Sciences, and Business and General Sciences
- Partnerships created with Arizona State University, Chapman University, Kaplan University, and Western University of Health Sciences, to name a few

Saddleback College identifies its intended student population, their educational goals and objectives, and their levels of satisfaction by using data from the initial California Community College (CCC) application, internal and external scans, reports, and surveys. Saddleback College's commitment to its mission to foster student learning and success is evidenced by its development of additional courses, by its degree and certificate programs, by the increase in transfer success and career center services, and by expanded Associated Student Governments (ASG) opportunities. Other examples of the commitment that Saddleback College has made to its students and their success are the increase in university partnerships, the Basic Skills Initiative, the Emeritus Institute, and community education programs.

Prior to the 2009 revision of the College's mission, vision, and values, employees were surveyed on their knowledge and perception of the College's previous mission. The results showed that 61.9 percent of employees agreed that the mission was systematically evaluated; 47.6 percent agreed that the mission is central to College budget planning and resource allocation; and 50.4 percent agreed that all constituency groups work collegially toward achieving Saddleback College's mission [1.15, pp. 1 & 2].

Saddleback College then established our new mission, vision, and values in July 2009 following extensive dialogue among all the constituency groups on campus. The dialogue began at a December 2008 retreat attended by governance group representatives, with a facilitated and lengthy discussion on the development of the mission, vision, and values and how they would tie into and guide the Strategic Planning Process.

The Mission Statement is reviewed annually by all participatory governance groups. The mission, vision, and values form the first step in the Strategic Planning Process; they establish

course-, program-, and institutional-level Student Learning Outcomes (SLOs), as well as the Program Review and resource allocation processes [1.16, p. 9].

Saddleback College's purpose and commitment to student learning are explicitly stated in its mission and values as follows:

Saddleback College provides "a comprehensive array of high-quality courses and programs that foster student learning and success"

"We place our highest priority on student learning and delivering comprehensive support for student success" [1.1].

Student learning and success are the College's priority and are central to every course, program, administrative service unit, and student support unit on campus. Every course, program, administrative service unit, and student support service at Saddleback College measures and evaluates outcomes annually to ensure student learning and success. Once evaluated, changes are made to courses, programs, and support services throughout the institution to improve our ability to effectively carry out our mission. As of Fall 2008 course-level SLOs existed for every course on campus.

Course-level SLOs are maintained in CurricUNET, are accessible in the schedule of classes, and may also be found in course syllabi [1.17] [1.18]. A comprehensive list of completed program and administrative unit reviews and a list of course and program learning outcomes are available on the Educational Planning and Assessment (EPA) Web site [1.11]. See Table 1.1, Examples of SLO Assessment and Their Use in the Improvement of Student Success (pp. 99-100).

The creation of a Student Learning Outcomes (SLO) Implementation Team in 2005 has led to noticeable improvements in institutional effectiveness and the assessment of outcomes. In 2005, as part of the SLO Implementation Plan, the Institutional Effectiveness (IE) office and the IE Committee were created. The IE Committee has been renamed and is now known as the Educational Planning and Assessment (EPA) Committee. The EPA Committee:

Oversees efforts to engage in an ongoing quest for quality improvement, and to document how well we fulfill our 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. The three components of Educational Planning and Assessment (EPA) are curriculum, Program Review/administrative unit review, and Student Learning Outcomes/Administrative Unit Outcomes [1.11].

Saddleback College has made a commitment to student learning and supports its commitment by allocating a variety of resources, including:

- Reassigned time for the EPA Chair, the SLO Facilitators, and the Curriculum Chair
- A full-time Director of Planning, Research and Grants; a Research Specialist; and a Research and Planning Analyst dedicated to assessment and Program Review
- Purchase of software and hardware (Class Climate and ParScore) for outcomes assessment
- The reformulation of the Strategic Planning Steering Committee (SPSC), now called the Planning and Budget Steering Committee (PBSC) [1.19]

- Ongoing training for faculty to promote excellence in teaching and improve student learning and outcomes assessment through the creation of the Institute of Teaching and Learning [1.10]
- Online handbook to support development of Instructional Program Reviews [1.20]
- Online handbook to support development of Administrative Unit Reviews [1.21]
- Online handbook to support development of Course and Program Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) [1.22]
- Ongoing in-service and Flex Week presentations [1.23]
- Career Center online resources for students
- My Academic Plan (MAP), a computerized academic planning program that allows students to develop a complete semester-by-semester academic plan for their specific educational goals [1.24]
- MySite, a student Web portal with access to the College's online services. These services include registration, academic information, and resources [1.25]
- inFORM Data Warehouse, which provides faculty, department chairs, and administrators a variety of data sets, including demographics, educational status and goals, enrollment patterns, attrition, and retention [1.26]
- Increased funds for faculty development (see Table 1.4)

In addition to the above resource allocations, the SOCCCD Office of Technology and Learning Services, in collaboration with the EPA Committee, publishes the Institutional Effectiveness Annual Report (IEAR) for Saddleback College [1.2]. The IEAR describes the College's student and employee population, course offerings, enrollment patterns, and student performance.

The IEAR is divided into nine sections: Student Profile, Instructional Offerings, First-Time College Students, Student Progress, Developmental Education (Basic Skills), Workforce Development (CTE), Student Achievement, Transfers, and Employee Headcount [1.2, p. 3]. The IEAR report helps the College community to interpret and understand other data and reports and supports the College's need for data to support strategic planning, Program Review, enrollment management, and campuswide projects. Some examples of student success and institutional effectiveness noted in the 2008-2009 IEAR include an increase in Collegewide retention, an increase in retention by enrollment level, and an increase in Collegewide success [1.2, pp. 21-24].

SELF EVALUATION

The Mission Statement of Saddleback College underwent significant revision in 2009. The Saddleback College mission now describes its educational purpose as follows:

“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. It identifies its intended population as students who seek a dynamic, innovative, and student-centered postsecondary education, academic degrees, career technical certificates, transfer to four-year institutions, improvement of Basic Skills, and lifelong learning.”

Data related to enrollment patterns, student demographics, and educational goals have made it possible to develop courses, programs, and services to meet student needs and learning outcomes. The 2009 Employee Survey showed that:

- 87% agreed that the Saddleback College mission identifies the educational purpose of Saddleback College.
- 83% agreed that Saddleback College's programs and offerings fit the stated mission of the College.
- 81% agreed that the Saddleback College mission meets the needs of south Orange County [1.15].

The 2009 Student Survey showed that:

- 92% agreed that there is a good variety of courses offered at Saddleback College.
- 85% felt that the quality of instruction provided was excellent [1.41, p. 133].

The College's commitment to student learning is evidenced by the resources it provides to support student learning and by its ongoing efforts to evaluate outcomes at the course, program and institutional level to improve the effectiveness of the College in carrying out its mission.

PLANNING AGENDA

None.

I.A.2 The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The current Mission Statement was approved by the SOCCCD Board of Trustees (BOT) on August 31, 2009. The current Mission, Vision and Values Statement, as part of the 2010-2013 Strategic Plan, was fully implemented in July 2010. The process for ongoing review of the Mission, Vision, and Values Statement, the Strategic Directions, goals, and strategies are well described in the Strategic Planning Process document and in Standard 1.A.3 [1.16].

The approved Saddleback College Mission Statement is published in:

- The College catalog and in the online catalog [1.27]
- The College Web site [1.1]
- The Student Handbook [1.28]
- The Faculty Handbook [1.29]
- The Guide to Assessing Student Learning Outcomes at Saddleback College [1.22]
- The Saddleback College Program Review Handbook for Instructional Programs [1.20]
- The Administrative Unit Review Handbook for Student Support [1.22]
- The Strategic Planning Process Handbook [1.16]

In addition, the Mission Statement appears on all Consultation Council (CC) agendas to serve as a reminder that the College mission must be considered in the planning and decision-making

process. The Mission Statement is also displayed in all division offices, in the library, and in the Student Services Center, as well as in lecture halls, conference rooms, and selected classrooms.

SELF EVALUATION

The College Mission Statement is broadly disseminated in campus publications and in online resources and is visible throughout the campus. The Mission Statement is reviewed annually, and it is recommended to the College President by the Consultation Council (CC) [1.30]. After approval by the President, the Mission Statement was forwarded to the Board of Trustees for approval in its May 24, 2010 meeting [BOT 1.31]. At that May 24 meeting, the Mission Statement was tabled; its approval is anticipated in the July 2010 BOT meeting.

PLANNING AGENDA

None

I.A.3 Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

The process used at Saddleback College to develop its Mission, Vision, and Values Statements and its Strategic Directions and Goals is articulated in detail in the Saddleback College Strategic Planning Process [1.16]. The Mission Statement is reviewed annually by all constituent groups and revised if necessary. Beginning in January each year, members of the Consultation Council (formerly PBC) solicit input from their constituent groups. The four Strategic Planning Groups (Educational Development, Student Affairs, Operational Support and Resources and College Advancement) are charged with an annual review of the Mission Statement. The Consultation Council considers all suggestions, and a final version of the Mission Statement is recommended to the President in April and sent to the Board of Trustees for approval in May. Every third year, in conjunction with the Strategic Planning Process, the College revises the Vision and Values Statements.

In Fall 2006, at the recommendation of the Academic Senate Presidents of Saddleback College and Irvine Valley College, a District Planning Process Task Force was established to develop an approach to integrate the College and District planning processes. The Chancellor's Cabinet was designated as the governance group charged with drafting District wide goals for consideration by the Board of Trustees. In 2009 and 2010 Districtwide goal sessions were held annually on each campus. The faculty, staff, and administrators who attended reviewed, revised, and updated the District's Mission, Vision, and Goals. Districtwide goals are intended to be broad policy-level statements intended to provide direction and integration as appropriate for the strategic goals of each College [1.32].

Changes in administration and in the Strategic Planning Process prompted a change to the Saddleback College Mission Statement. In January 2009, under the new College President's leadership and aligned with an updated Strategic Planning Process, a Collegewide Mission and Vision Workshop was held. In the workshop, a consultant who had worked with the existing strategic planning groups and managers in a retreat in December led a group of approximately

50 faculty, staff, and administrators in a workshop on developing new Mission, and Vision, Statements [1.33]. The input from all constituents was tallied and distributed to all participatory governance groups. From this process the Mission Statement was refined. The refined suggestions were shared with the Planning and Budget Steering Committee (PBSC) and the Consultation Council (CC). After final revisions and input from all constituency groups, including managers, staff, and faculty, updated Mission, Vision and Values Statements were approved by the CC in July and accepted by the Board of Trustees (BOT) on August 31, 2009 [1.30] [1.31].

In April 2010 the Consultation Council reviewed the Saddleback College Vision and Mission as part of the draft 2010-2013 Strategic Plan. This document was widely distributed in a Collegewide forum in May 2010 to solicit feedback from the College community. The Consultation Council conducted a final review of the Vision and Mission in May 2010 and made a recommendation to the President, who approved the Vision and Mission and the rest of the 2010-2013 Strategic Plan. BOT acceptance of the Mission Statement is anticipated in the July 2010 BOT meeting.

Through the process of participatory governance, key constituents including, but not limited to, the Strategic Planning groups and participatory governance groups have had input into the development of the Mission Statement. Extensive dialogue about the Mission Statement, its relevance to student learning, and its role in Strategic Planning have taken place in open discussion, via e-mail, and in meetings of the Planning and Budget Steering Committee (PBSC), the Consultation Council (CC), the Educational Planning and Assessment Committee (EPA), the Academic Senate, the Classified Senate and Management Leadership Team, and the Deans' Cabinet [1.34].

Prior to the revision of the College's Mission, Vision, and Values Statements in 2009, employees were surveyed on their knowledge and perception of matters related to the College's previous mission. Some of the results from the Employee Survey are as follows [1.15, p. 1]:

- 82% agreed that the Saddleback College mission was clearly communicated.
- 72% agreed that the Saddleback College mission was systematically evaluated.
- 90% agreed that the Saddleback College mission supports student learning.
- 87% agreed that the Saddleback College mission identifies the educational purpose of Saddleback College.
- 65% agreed the Saddleback College mission identifies its intended population.
- 81% agreed that the Saddleback College mission meets the needs of south Orange County.
- 57% agreed that constituency groups work collegially toward achieving the Saddleback College mission (an increase from 43% in the 2007 survey and from 22% in the 2004 survey) [1.35, p. 12].
- 58% agreed that they have input into the Saddleback College mission.
- 83% agreed that Saddleback College's programs and offerings fit the stated mission of the College.
- 79% agree that support services are aligned with the Saddleback College mission.

- 79% agreed that the College President makes decisions that are consistent with the mission of the College—this represents a 13% increase from 2007 and a 22% increase from 2004 [1.35, p. 6].

See also Figure 1.1, Selected Results of the Employee Survey 2009.

SELF EVALUATION

The survey results indicate that the Mission Statement is well communicated. The Mission Statement is reviewed annually as part of the Strategic Planning Process and is integrated into the participatory governance structure on campus. Revisions are made to the Mission Statement in response to changes in College administration, changes to the strategic planning process, or in response to data from a variety of internal and external scans, including Employee Surveys and Student Surveys. Widespread involvement of all College constituencies and a process that ensures consistent, annual review and revision combine to ensure ongoing relevance of the Mission Statement.

PLANNING AGENDA

None.



Figure 1.1. Selected Results of the Employee Survey 2009.

I.A.4. The institution’s mission is central to institutional planning and decision making.

DESCRIPTIVE SUMMARY

The Mission Statement is central to planning and decision making at Saddleback College. The Mission Statement is the foundation for and the first step in the Strategic Planning Process for the College [1.16]. All Program and Administrative Unit Reviews are linked to the College’s Mission Statement.



Figure 1.2. Strategic Planning Process Flowchart.

Course-, program-, and institutional-level SLOs, as well as administrative outcomes and Program Reviews, are aligned with the College mission. Resource allocation decisions are determined by the Strategic Plan in conjunction with the needs of instructional programs and administrative units expressed in completed Program and Administrative Unit Reviews.

Critical decisions regarding budget, facilities, personnel, and program development result from the planning processes. The EPA Committee ensures that the Mission Statement is aligned with course-level SLOs, program-level SLOs, institutional-level SLOs, Program Reviews, Administrative Unit Reviews, and Student Support Unit Reviews. The Planning and Budget Steering Committee (PBSC), a participatory governance committee, ensures that the Strategic Planning Process is adhered to, and resource allocation is linked to the finalized strategic plan prior to consideration by the Consultation Council (CC). The CC, a participatory governance group with broad representation, is responsible for making final recommendations to the College President for Collegewide decisions.

Guided by recommendations from the 2004 Self Study Evaluation Report, in 2005 the College developed the Planning and Budget Council (PBC) and the Institutional Effectiveness Office to fully develop, implement, and coordinate an integrated College planning and evaluation structure. In 2006 the Strategic Planning Steering Committee (SPSC) and the four strategic planning groups (Enrollment Management, Student Success, Campus Environment, and Institutional Effectiveness) were established. Through the participatory governance process these groups developed the interim 2006-2007 strategic plan as well as the 2007-2010 Strategic Plan. In 2009 these groups were restructured and evolved into the current strategic planning groups, which are Educational Development, Student Affairs, Operational Support and Resources, and College Advancement, The structure and function of these groups are described on the Strategic planning Web site and in the 2010-2013 strategic planning process. Over the

past five years the College has made the mission a central and integral part of planning and decision-making on campus.

Detailed examples of how the mission is central to planning and decision-making are evident in the Saddleback College Summary Strategic Plan for 2007-2010 and the Saddleback College Strategic Plan for 2007-2010 Annual Update [1.37] [1.38]. In alignment with the 2007-2010 mission and strategic plan, the College built laboratories to improve instruction in Culinary Arts, Business Science, and Health Sciences. The 2007-2010 strategic plan and Mission Statement also supported the expansion of the Health Sciences programs. Nursing realized a 36 percent increase in admissions, American Sign Language courses increased by 50 percent, and two new programs were developed in 2008-2009, the Mental Health Worker program and a Medical Laboratory Technician program.

Since 2007-2008 recommendations for funding from the Equipment, Technology, and Faculty Hiring Committees were made using the Strategic Plan and Program Review as a guideline. By 2008-2009, prioritizations for funding from the Equipment and Technology Committees were based on having identified the need in the completed Program Review and having a request based on the Strategic Plan or tied to the mission. In 2009-2010, in order for programs to receive funding, completed Program Reviews were required that were linked to the Strategic Plan, directions, goals, or strategies [1.39] [1.40].

The Employee Survey 2009 showed the following:

- 63% agreed that the Saddleback College mission is central to budget planning and resource allocation.
- 77% agreed that the Saddleback College mission is central to planning and decision-making.

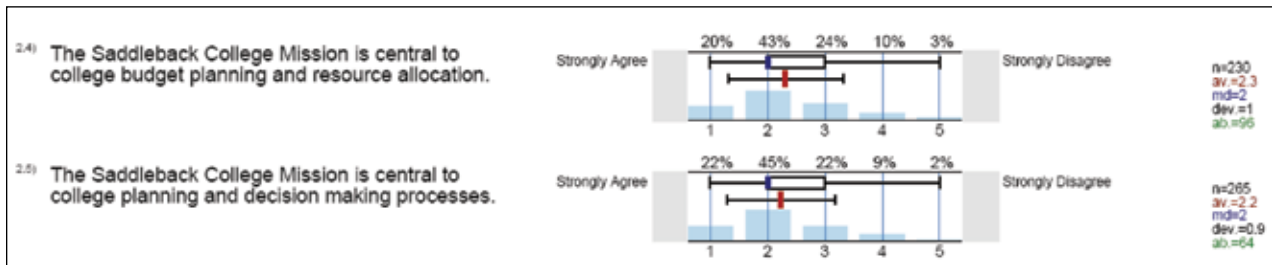


Figure 1.3. Selected Results of the Employee Survey 2009.

SELF EVALUATION

The College mission is the core of the Strategic Planning Process. As the core of the Strategic Planning Process, the mission is central to the College’s decisions, especially in regard to resource allocation and institutional effectiveness. The employee responses to the survey indicate that there is widespread understanding of the role that the Mission Statement plays in planning and decision-making on campus.

PLANNING AGENDA

None.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Measures of Saddleback College's institutional effectiveness and the assessment of outcomes have increased over the past five years. Student learning is now measured in every course and every program on campus. Outcomes for administrative services and student support are also measured annually. Institutional-level outcomes have been developed and are linked to course-level outcomes for students getting a degree from Saddleback College or transferring to a four-year institution. These institutional SLOs include:

- Effective Communication, including reading competency, written communication, and oral communication
- Intellectual and Practical Skills, including computer literacy, scientific and quantitative reasoning, information competency, critical and creative thinking, teamwork and problem solving, and skills for lifelong learning
- Community/Global Consciousness and Responsibility, including knowledge of cultural diversity, interpersonal skills, civic knowledge and engagement, and ethical reasoning and action
- Breadth of Subject Area Knowledge, including Natural Sciences and Mathematics, Arts and Humanities, and Social and Behavioral Sciences

Annually, based on the assessed outcomes, changes are made to courses and programs institutionwide to improve Saddleback College's ability to effectively carry out its mission. See Table 1.1, Examples of SLO Assessment and Their Use in the Improvement of Student Success, and the Standard II.A.1.c discussion.

In addition to the above measures used to evaluate outcomes, the SOCCCD researcher, in collaboration with the EPA Committee, publishes an annual Institutional Effectiveness Annual Report (IEAR) for Saddleback College. The report shows specific examples of success in institutional effectiveness and describes student learning and achievement, matriculation and persistence, progression from Basic Skills, successful course completions, degrees and certificates awarded, transfer rates, career technical education, and workforce development.

Table 1.1. Examples of SLO Assessment and Their Use in the Improvement of Student Success

Level of Assessment	Outcome	Assessment Method and Criteria	Assessment Results	Use of Results
Course	Anthropology 1: Students in the core course in Biological Anthropology (Anth 1) will be able to explain the four forces (or processes) of evolutionary change.	On an essay question embedded in the midterms of all Anth 1 sections each Spring, 75% of the students will be able to accurately distinguish between mutation, gene flow, genetic drift, and natural selection by scoring at least 8 out of a possible 10.	On an essay question embedded in the midterms of all Anth 1 sections in the Spring, 78% of students scored 8 out of a possible 10.	In the previous year, this SLO was not met. Instructors in all sections reinforced the concepts throughout the semester, leading to a 7% increase in scores.
Course	English 180: Students completing English 180 will show an increase in reading rate.	Each student's reading rate will be assessed during the first week of the semester using a standardized reading test, the Nelson Denny form C. During the last week of the semester, students will take the posttest, Nelson Denny form D. 80% of the students completing the course will show an increase in their reading rate (in words per minute) from the pretest to the posttest.	At the end of the semester, 94.6% of the students who completed the Nelson Denny form D posttest showed an increase in reading rate when compared with the pretest Nelson Denny form C results.	English 180 instructors will continue instruction in Rapid Reading Strategies to increase students' reading rates.
Course	Sociology 20: Students will be able to correctly define race and ethnicity as fluid social and historical constructs.	Students will be able to correctly define race and ethnicity as fluid social and historical constructs using multiple-choice questions as an assessment tool. 70% of students will score 70% or higher on the SLO assessment questions.	58% of students answered the questions correctly.	The SLO will need to be re-assessed this next year as the goal of 70% of students answering the questions correctly was not met. This issue was discussed at the department meeting, and instructors in all sections will provide more instruction on these key concepts.
Program	Adapted Kinesiology: Students in the Adapted Water Exercise and Swimming Classes will demonstrate and perform a practiced skill correctly or (because of limitations due to disability) a modified version of the skill.	70% of students will demonstrate normal or modified mobility skills or swimming techniques that are based on their individual ability levels, using an instructor evaluation.	98% of the disabled students in the Water Exercise and Swimming Class demonstrated improvement in either mobility skills or adapted swimming techniques.	98% of the students performed better than anticipated in the areas tested. More individual assistance and skill development concentration improved student results from the Fall Semester to the Spring Semester. Many of the DD population competed in the Special Olympics this year after learning in our program. We will continue to target this population and expand it next year with evening and weekend classes.

**Table 1.1. Examples of SLO Assessment and Their Use in the Improvement of Student Success
(continued)**

Level of Assessment	Outcome	Assessment Method and Criteria	Assessment Results	Use of Results
Program	Pre-Health program in Biological Sciences: Students completing the Pre-Health Program in the Biological Sciences will be able to comprehend and evaluate content relating to human body structure, function, and disease.	The Pre-Health program consists of three courses: Biology 11 (Human Anatomy), Biology 12 (Human Physiology), and Biology 15 (Microbiology). 70% of the students in these courses will successfully respond to three to five written questions (or question sets) embedded in the final exams.	In Biology 11 (Human Anatomy) three question sets were imbedded into the final examination. 213 students completed these courses in this semester. Question Set One dealt with kidney structure and function, cell structure, and basic respiratory structure. The average score on this question set was 52.4%.	The questions in Biology 11 (Human Anatomy), Question Set One, did not have student responses that met the criteria agreed upon by faculty. These questions dealt with the respiratory and renal systems; two of the more difficult systems. It was decided that a homework problem set on these systems would be generated and shared with the faculty of anatomy. Additionally, a teaching workshop on these systems will be offered where faculty can share ideas on how to better teach these systems.
Program	Photography: Students enrolled in intermediate photography classes will demonstrate an understanding of new photographic techniques and processes.	At least 80% of the students will be successful in identifying photographic techniques and processes covered in class based on oral responses to a visual exam.	70% of the students who completed the course in Fall 2006 were able to successfully demonstrate their understanding of photographic techniques and processes on an oral-visual exam.	We were surprised that students didn't reach the expected outcome. Next semester, more emphasis in instruction will be placed on the wide-angle-lens assignment. Since classes and results may vary from year to year, a study of greater duration is necessary to determine the scope of the class.
Institutional	Information Competency: Students enrolled in General Education Information Competency courses will be able to locate appropriate references for their assignments.	Based upon an established rubric, at least 85% of students who complete a GE Information Competency course will meet or exceed the standard.	In Fall 2009, 87.6% of students in selected classes met or exceeded the standard based on a variety of assignments, including research papers.	Students performed very well on this SLO. In the Fall, we used only a test sample to assess this SLO. In Spring 2010 we will include all Information Competency courses in the assessment before making a further determination on the use of results. In the interim, we will gather the assignments of courses in which students performed exceptionally well and develop a best-practices document on the instruction of locating appropriate references for assignments.
Institutional	Information Competency: Students enrolled in General Education Information Competency courses will be able interpret and incorporate into their assignment sources that they have located.	Based upon an established rubric, at least 85% of students who complete a GE Information Competency course will meet or exceed the standard.	In Fall 2009, 89.1% of students in selected classes met or exceeded the standard based on a variety of assignments, including research papers.	Students performed very well on this SLO. In the Fall, we used only a test sample to assess this SLO. In Spring 2010 we will include all Information Competency courses in the assessment before making a further determination on the use of results. In the interim, we will gather the assignments of courses in which students performed exceptionally well and develop a best-practices document on the instruction of interpreting and incorporating appropriate resources into assignments.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

Since the inception of California Assembly Bill 1725, participatory governance and ongoing dialogue about student learning has occurred at Saddleback College. Saddleback provides a variety of opportunities for faculty, staff, students, and administration to engage in ongoing dialogue about the continuous improvement of student learning and institutional processes. This includes but is not limited to dialogue that occurs in:

- Division and department meetings
- Department retreats
- Program Review Teams
- Administrative Unit Teams
- Service Unit Teams
- Technology Committee meetings
- Equipment Committee meetings
- Flex Week and in-service presentations
- Annual Great Teachers Seminars
- Grant and Advisory Board meetings
- Teacher Preparation Pipeline
- Basic Skills Committee meetings and Basic Skills initiative offerings
- Institute of Teaching and Learning workshops and seminars
- Center for Instructional Design and Distance Education
- Distance and Online Education Committee meetings
- Academic Senate meetings
- Classified Senate meetings
- Associated Student Government meetings
- Planning and Budget Steering Committee meetings
- Consultation Council meetings
- Management Leadership Team meetings
- Deans' Cabinet
- Strategic Planning Groups
- Educational Planning and Assessment Committee meetings
- Curriculum Committee meetings
- Student Service Leaders Team meetings

Broad opportunities to engage in dialogue about institutional processes and student learning and encourage continuous improvement in institutional processes and student learning are supported by institutional research and data.

In department and division meetings, faculty members engage in dialogue on how to improve courses and curricula and devise strategies to improve Student Learning Outcomes. The agendas, discussions, and decisions made in major College committee meetings, including the meetings of the Academic Senate, the Classified Senate, the Consultation Council, the Management Leadership Team, the Deans' Cabinet, the Strategic Planning Committee, the Educational Planning and Assessment Committee, the Curriculum Committee, the Student Service Leaders, and the Technology and Equipment Committee, are discussed when the committee representatives report back to the divisions in the division meetings. Minutes from the major committee meetings are posted on the College Web site to allow for retrieval and further discussion.

Within departments and programs, department chairs and faculty form Program Review teams. At Saddleback College, Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum and is utilized to make recommendations to improve student learning and program effectiveness. Program Reviews are a means of ensuring that the College's programs are effective and responsive to the local College community within the limitations of available resources. Through review of Student Learning Outcomes, key program indicators, and program objectives, Saddleback College is able to evaluate its educational effectiveness and continue to offer high-quality programs. In addition to instructional Program Reviews, faculty, staff, administration, and students also engage in dialogue in Administrative Service Unit and Student Support Unit Reviews.

The Employee Survey found that 63 percent of all employees, including 88 percent of full-time faculty, reported that they participated in Program, Administrative, or Student Support Unit Reviews [1.15, p. 3]. These reviews evaluate the relevance and effectiveness of instruction and the impact that the administrative unit or student support unit has on student learning and success. These reviews incorporate data from the inFORM Data Warehouse and information from other internal and external scans and Student Learning Outcomes that describe program strengths, weaknesses, goals, and needs. As a result of these reviews, Saddleback College is able to assess instructional programs, administrative units, and student support services and to make recommendations and implement changes to continuously improve [1.36].

Annual updates to Instructional Program Reviews and Administrative Unit Reviews, including needs assessments, encourage ongoing dialogue among review team members to continuously improve student learning and to solicit resources to support student learning and success. The results of program reviews and needs assessments are presented to the Consultation Council (CC) for consideration.

As a result of ongoing dialogue and as described in Collegewide Program Reviews, the Equipment and Technology Committees support allocation of funds to address the identified needs on campus [1.40]. As a result of these funds, students benefit from resources to support learning; in the 2008 Student Survey students reported a very high level of satisfaction with the technology available to them on campus, including MySite, the open computer labs, and the College Web site [1.41, pp. 125, 126].

Ongoing dialogue on teaching and learning occurs each semester in Flex Week. Experts in teaching and learning, including the College's faculty, staff, and administrators, share their knowledge, skills, and expertise on topics such as new strategies to improve instruction, the use of technology in the classroom, responding to changing student demographics, improving computer skills, and utilizing campus resources to improve instruction, student outcomes, and success [1.42]. In Spring 2009 Pam Cox Otto, Ph.D., was a keynote speaker during Flex Week. She shared her insight, experiences, and research with two-year Colleges on generational marketing, national trends, and working with multigenerational students. As a follow-up to her presentation, Dr. Cox Otto was commissioned to do a student and community survey (the GAP survey) and reported the outcomes to the College community [1.43]. As a result of the GAP survey, the scheduling of classes and the online schedule were reviewed and modified to meet students' needs for more evening and asynchronous classes. The Great Teachers Seminar is another example of a program offered during Flex Week that allows faculty to share best practices and improve instruction and student learning in a collegial, supportive environment.

Grants and community partnerships promote ongoing collegial dialogue about student learning to meet targeted needs. For example, a recently completed nursing grant identified students at risk and utilized early intervention strategies to improve retention and decrease attrition in the nursing program. When the grant started in 2005, attrition was 28 percent; in 2008-2009 the attrition improved, dropping to approximately 18 percent. With the support of the OPRG, a data analysis was completed that identified factors associated with student success. As a result of the grant and the research findings, and in order to improve retention, several grant activities were institutionalized and shared with the College community.

Ongoing dialogue around best practices in teaching and learning has resulted in the development of the Institute of Teaching and Learning (ITL) and the Center for Instructional Design and Distance Education (CIDDE). The ITL was established by the Educational Planning and Assessment (EPA) Committee in order to offer faculty workshops and training to promote excellence in teaching and ensure the highest level of student learning both inside and outside the classroom [1.10]. Workshops and course topics include Instructional and Course Design, Teaching and Learning Strategies, Class Assessment Practices, Basic Skills Across the Curriculum, and Best Practices in Online Instruction.

Course-levels SLOs are now available in the course detail of the online schedule, thus allowing students to critically evaluate courses prior to enrolling in them. Through ITL, courses on using the inFORM Data Warehouse have been offered to faculty, department chairs, and administrators. Through the inFORM Data Warehouse, data sets can be generated that provide detailed information about the class's demographics, including educational status and goals, fill rates, and success. With this kind of information it is possible for faculty to accurately interpret Student Learning Outcomes and to strategize for future improvement. Data from the inFORM Data Warehouse is invaluable for faculty and administrators responsible for scheduling classes and evaluating course and program outcomes [1.26].

In response to an identified need across the State of California to improve Basic Skills, the Basic Skills Initiative was established at Saddleback College in 2008. Basic Skills are defined as "those foundational skills in reading, writing, and mathematics, learning skills, study skills and English as a Second Language which are necessary for students to succeed in College level work." At Saddleback the goal of the Basic Skills Initiative (BSI) is "to provide a comprehensive

and interactive Collegewide approach to building students’ Basic Skills to prepare them for success with college-level course work while supporting them to reach their educational goals. Faculty and staff across disciplines are provided support in using best practices in Basic Skills education (i.e., reading, writing, math, and ESL)” [1.9]. Preliminary data show that Basic Skills retention and success overall has improved. In Fall 2008, retention improved to 91 percent (from 87 percent in Fall 2004), and success improved to 68 percent (from 62 percent in Fall 2004). More detail on BSI success and retention is available in the 2008-2009 IEAR. As shown in the 2008 ARRC report data, Saddleback College has the highest rate within its peer group for the improvement rate of credit Basic Skills courses [1.44].

Through the Center for Instructional Design and Distance Education (CIDDE), one-on-one, small-group, and online education and dialogue related to instruction and technology are available for faculty and staff with the goal of improving instructional delivery and student learning. Through CIDDE, as well as with Saddleback College and South Orange County Community College District (SOCCCD) support, the use of technology and Internet (online) instruction has grown at Saddleback College. The growth of our distance education program over the past five years is documented in Table 1.2.

	Fall 2005	Fall 2009	% Change
Courses	87	145	67%
Sections	119	245	106%
Enrollment	4,701	10,615	126%
FTES	469	1059	128%

**Table 1.2. Distance Education Growth at Saddleback College
(Source: inFORM Distance Education Report)**

Additionally, the Distance Education Committee and the Education Department are offering an “Online Teaching Certificate.” This is a 16-unit credit certificate program comprising a series of short-term online courses housed in the Education Department of Social and Behavioral Sciences [1.45].

The impact on student learning has been significant, with retention in online (Internet) classes statistically equal to retention in classes offered face-to-face [1.2]. See Figure 1.4. Student success in Internet-based classes lags behind student success in traditional face-to-face classes by 9.4%. See Figure 1.5.

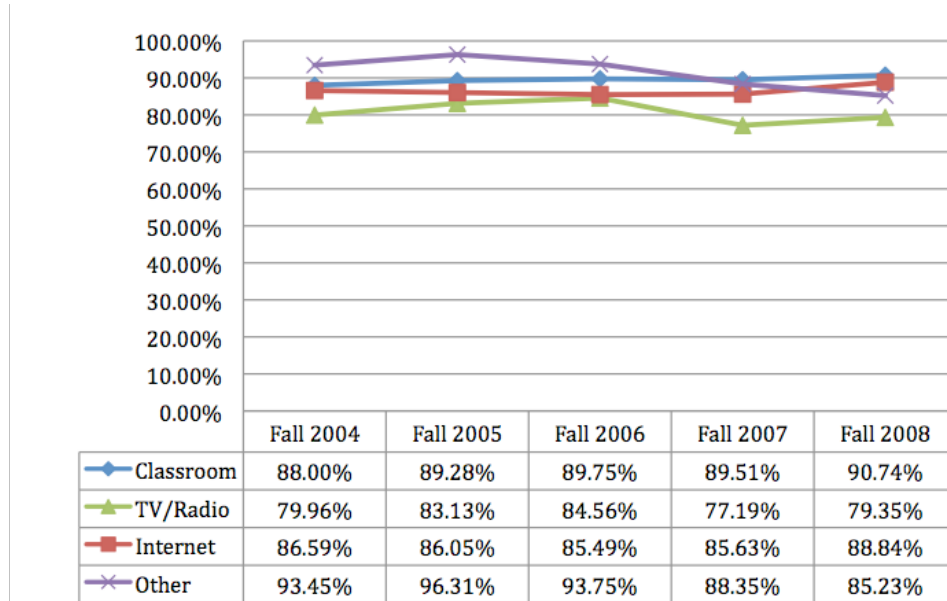


Figure 1.4. Retention by Instruction Method.

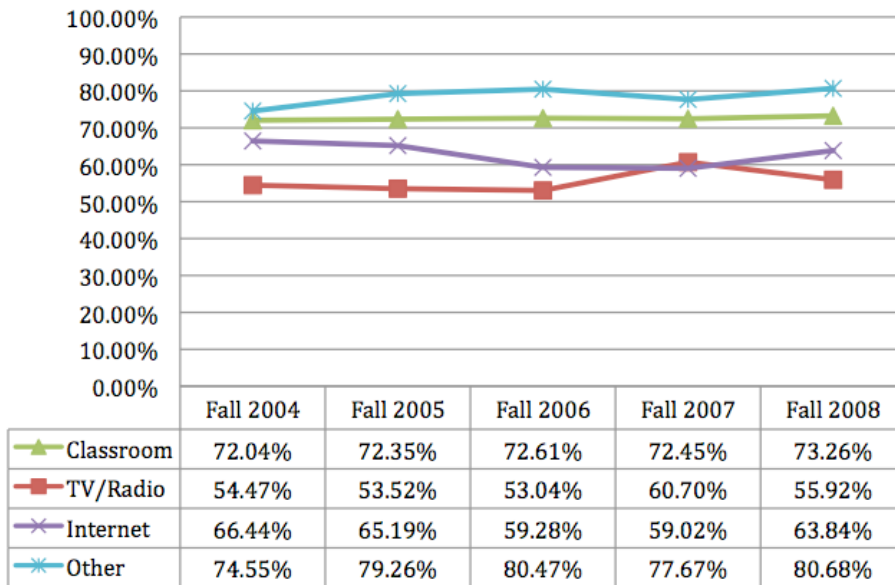


Figure 1.5. Success by Instruction Method.

Growth and fill rates for online classes outpace traditional class offerings across disciplines and support the recommendations from the 2009 GAP survey [1.43, p. 6].

The Strategic Planning Process structures dialogue specific to improving student learning and institutional processes. The four Strategic Planning groups at Saddleback College are Educational Development, Student Affairs, Operational Support, and Resources and College

Advancement. The Strategic Planning groups provide an opportunity for interested constituents from administration, faculty, classified management, staff, and students to participate in formal dialogue related to planning, goal setting, prioritization, implementation, and evaluation of the College’s Strategic Plan in order to effectively achieve its mission and reach its vision. Each group is a standing College committee and is composed of representatives from all College constituent groups [1.46].

Faculty, staff, students, and management who choose not to participate in a Strategic Planning group may still participate in dialogue regarding continuous improvement of student learning and institutional processes through their participatory governance groups or in Program Reviews, Student Support Unit Reviews, or Administrative Unit Reviews. (See Figure 1.7, the Strategic Planning Organizational Chart.)

Saddleback College’s effort to assess, measure, support, and improve student learning is apparent to employees, as noted by the following responses obtained in the Spring 2009 Employee Survey:

- 90% agreed that Saddleback College supports student learning.
- 85% agreed that Saddleback College assesses student learning.
- 81% agreed that Saddleback College makes changes to improve student learning.
- 77% agreed that Saddleback College allocates resources to support student learning [1.15, p. 3].

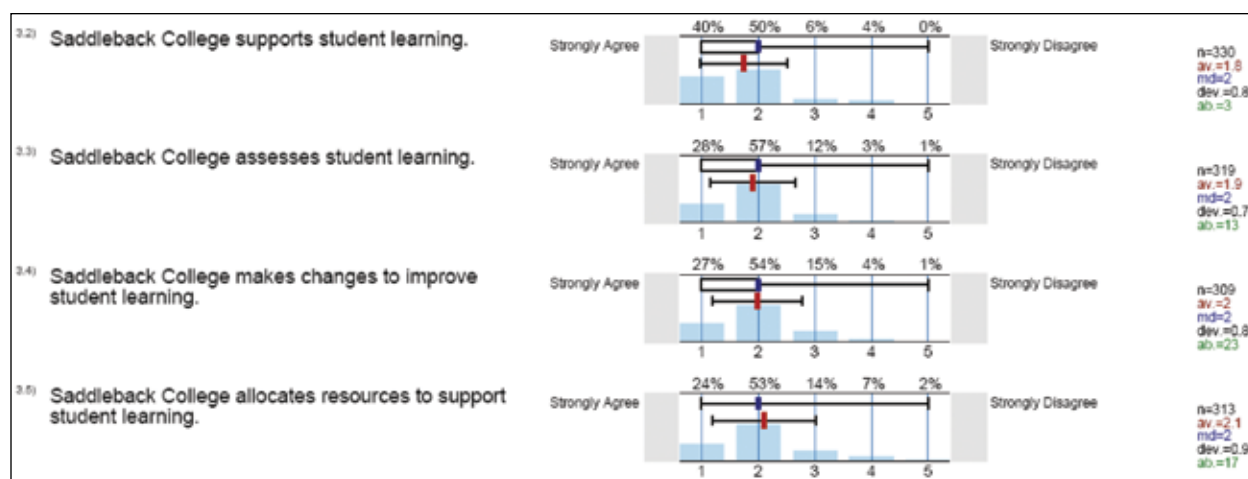


Figure 1.6. Selected Results of the Employee Survey 2009.

Saddleback College’s Educational Planning and Assessment (EPA) Committee oversees ongoing efforts to improve student learning, institutional processes, and quality. The EPA Committee is also responsible for documentation of 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. The three components of Educational Planning and Assessment (EPA) are (1) curriculum, (2) Program Review and Administrative Unit Review, and (3) student-level, program-level, and institutional-level outcomes. EPA also directs the Institute for Teaching and Learning, which coordinates faculty training on campus.

Ongoing dialogue is supported by a rich collection of data and research, which is available to interested constituents in the College community. Course-level Student Learning Outcomes (SLOs) are developed and evaluated each year, and changes are made as needed to improve student learning. Currently all courses have SLOs [1.47]. Course-level SLOs are posted online in CurricUNET, and instructors are encouraged to include course-level SLOs in their syllabi [1.17]. Program-level student outcomes are posted annually on the EPA Web site. Instructional Program Reviews, Administrative Service Unit Reviews, and Student Support Unit Reviews are supported by standardized data sets through the inFORM Data Warehouse and are available online. Research and data pertaining to student learning and improving institutional processes and effectiveness are presented to the College community in a variety of forums, including Flex and in-service presentations, and to key decision-making committees such as the Academic Senate, the Consultation Council, the Planning and Budget Steering Committee, the Strategic Planning Committees, and the Educational Planning and Assessment Committee.

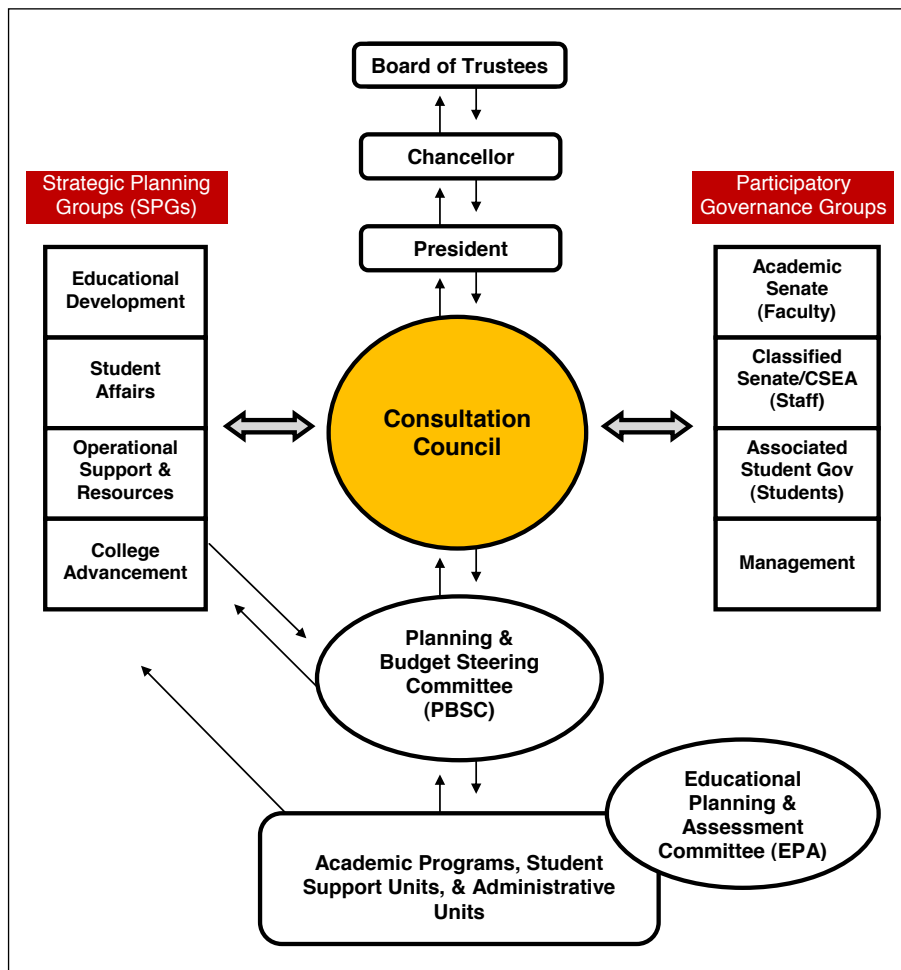


Figure 1.7. Strategic Planning Organizational Chart.

Data pertaining to the College community is represented in internal scan documents. These include raw data from the 2009 Employee Survey, the 2009 Employee Survey with Crosstabs, the 2008 Student Survey, and the 2008 Student Gap Survey, which are available on the Saddleback College Strategic Planning Web site [1.46]. The Saddleback College Office of Planning, Research and Grants (OPRG) also provides an executive summary of the internal scan documents; the summary is posted online. Research and data from a variety of external scan documents, including the 2008-2009 Orange County Workforce Indicators Report, the 2008 Integrated Postsecondary Education Data Systems (IPEDS) Report, the 2009 Community Awareness Benchmark Survey, and State and National Labor Market information, are also available online. In addition, they are summarized by the College OPRG and are available as an executive summary [1.46].

Evidence of institution and program performance is also available in the annual Institutional Effectiveness Annual Report [1.2]. Saddleback's ratings for four of the seven performance indicators in the Accountability Report for the Community Colleges (ARCC) exceed the average ratings of corresponding peer groups [1.44, p. 12]. This report also describes student outreach and responsiveness to the community: "the data indicates that Saddleback has established itself as the College of choice for many of its local high school graduates and has been successful in maintaining a student body that is reflective of the ethnic diversity of the College's service area" [1.5, p. 3].

SELF EVALUATION

There are numerous opportunities to participate in collegial dialogue about the continuous improvement of student learning and institutional processes at Saddleback College. Dialogue is broad-based and occurs both informally and formally through the Strategic Planning groups and participatory governance groups on campus. Dialogue addresses Strategic Planning and assessment of outcomes at the course, program, and institutional level as well as instruction pertaining to teaching and learning strategies to improve student learning, student success, and Basic Skills. Data and research studies are available to interested constituents and are widely utilized to make decisions that impact student learning and institutional effectiveness.

PLANNING AGENDA

None.

- I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.**

DESCRIPTIVE SUMMARY

Institutional goals at Saddleback College are set through the Strategic Planning Process and are based on the Mission, Vision, and Values and the strategic directions of the College. The goals are articulated through the Strategic Plan, which provides the direction of the College for the next three years. The Strategic Plan is:

... a comprehensive and collaborative tool for enabling the College to effectively achieve its mission and move toward its desired vision of the future. The purpose of this document is to outline Saddleback College's continuous and integrated strategic planning process whereby the College collectively identifies and prioritizes College wide goals and strategies, implements these goals and strategies and measures and evaluates the outcomes [1.16].

The institutional goals and strategies as a part of the 2007-2010 Strategic Plan were developed through the Consultation Council (formerly the Planning and Budget Council) and the four Strategic Planning Groups. The four Strategic Planning Groups for the 2007-2010 Strategic Plan were Student Success, Enrollment Management, Campus Environment, and Institutional Effectiveness. These groups were restructured in 2009 and evolved into the current strategic planning groups which are Educational Development, Student Affairs, Operational Support and Resources, and College Advancement. The structure and the function of these groups are described in the Strategic Planning Process [1.16]. The 2007-2010 Summary Strategic Plan is available on the Strategic Planning Web site and identified 9 strategic directions and 56 goals [1.37]. The Strategic Directions identified for the 2007-2010 Strategic Plan were as follows:

- To select career technical programs for viability, enhancement, and development.
- To promote and enhance Health Sciences programs.
- To increase overall Saddleback College FTES growth.
- To enhance distance education offerings.
- To increase and sustain professional development for faculty and staff.
- To increase and sustain efficient use of technology campuswide.
- To provide and maintain state-of-the-art facilities.
- To enhance Basic Skills.
- To increase our transfer-ready rate [1.37].

Table 1.3 shows a sample of goals and outcomes that were developed from each of the Strategic Planning Groups in the 2007-2010 Strategic Plan (from 2007-2010 Strategic Plan Annual Update) [1.38].

Table 1.3. Strategic Plan 2007-2010

Strategic Planning Group	Goal	Outcomes Spring 2010
Enrollment Management	Achieve 7,943 FTES semester by 2010.	Fall 2009 enrollment reached 7,947, FTES. Enrollment data for Spring 2010 is above target (as of March 13, 2010).
Campus Environment	Establish standard operating procedures for major facilities improvements and renovations.	In process. Phase I completed July 2009.
Student Success	Improve retention of students in the Nursing Program.	Improved retention 10%.
	Reduce the number of students on academic probation and/or progress probation.	A BSI-funded grant for \$16,000 along with a Foundation grant will be used for an intervention program that will include 55 workshops to be held in the Spring 2010 semester for students on academic probation, shirts, and other materials. In progress and ongoing.
Institutional Effectiveness	Increase faculty, staff, and administrative involvement in the development and utilization of outcomes assessment through increased communication of expectations.	Excellent attendance at Flex Week presentations. 100% Completion of course-level SLOs. 100% Completion of Program Reviews.

The College is committed to achieving the goals identified in the Strategic Plan and addressed each one annually in a comprehensive update (124 pages) that is posted on the Strategic Planning Web site. The 2007-2010 Strategic Plan was extremely ambitious; it was the College's first attempt at a multiyear comprehensive Strategic Plan. As the Plan was written, measuring goal achievement was not always easy. As a result, only 18 percent of the goals and outcomes from the 2007-2010 Strategic Plan were met, 80 percent were ongoing, and 2 percent of the goals were deleted after further review and evaluation. Many of the goals were identified as ongoing because they lacked target dates for completion. In Spring 2010 the PBSC, with the assistance of the Chairs of the Strategic Planning Groups and the OPRG, coordinated an evaluation and update of the 2007-2010 Strategic Plan's strategies and outcomes. Widespread dialogue in the Strategic Planning Groups addressing the institutional goals is evident in the online comprehensive updated Strategic Plan for 2007-2010.

Commitment to achieving goals is evidenced by the resources allocated to accomplish the goals. Some examples of goals that have been met include:

- Completion of the annual Distance Education Survey
- Creation of the CIDDE
- 10% increase in transfer-ready students by 2010

- Achievement of 85% retention in Nursing
- State-of-the-art athletic Web site
- Completion of Admissions and Records' space redesign, which includes ADA accessibility and a safe environment for students and staff
- Summer counseling in the Transfer Center

The comprehensive 2007-2010 Strategic Plan and the 2010-2013 Strategic Plan are available on the Strategic Planning Web site. Resources have been allocated to make it possible to address the goals and strategies in the plan, including 100 percent reassigned time for the EPA Chair and the hiring of a Director of Planning, Research and Grants.

According to the Employee Survey 2009, 62 percent of all employees, including 94 percent of administrators and 65 percent of full-time faculty, felt they have an opportunity to participate in the planning and goal-setting process at Saddleback College.

What is your employee status? * I have the opportunity to participate in the planning and goal setting process at Saddleback College.			I have the opportunity to participate in the planning and goal setting process at Saddleback College.					Total	
			.00	Strongly Agree	Agree	Neutral	Disagree		Strongly Disagree
What is your employee status?	Administrator/Classified Leadership	Count	1	19	14	0	1	0	35
		% within What is your employee status?	2.9%	54.3%	40.0%	.0%	2.9%	.0%	100.0%
	Probationary/Permanent Classified Staff	Count	6	6	22	24	11	5	74
		% within What is your employee status?	8.1%	8.1%	29.7%	32.4%	14.9%	6.8%	100.0%
	Short-term/Temporary Classified Staff	Count	1	0	2	1	1	3	8
		% within What is your employee status?	12.5%	.0%	25.0%	12.5%	12.5%	37.5%	100.0%
	Full-time Faculty	Count	2	21	44	15	6	0	88
		% within What is your employee status?	2.3%	23.9%	50.0%	17.0%	6.8%	.0%	100.0%
	Part-time Faculty	Count	11	22	40	24	20	4	121
		% within What is your employee status?	9.1%	18.2%	33.1%	19.8%	16.5%	3.3%	100.0%
Total		Count	21	68	122	64	39	12	326
		% within What is your employee status?	6.4%	20.9%	37.4%	19.6%	12.0%	3.7%	100.0%

Figure 1.8. Selected Responses from the Employee Survey 2009 [1.48, p. 11].

The 2007-2010 Strategic Plan served as an excellent platform from which the current 2010-2013 Strategic Plan was developed. The 2010-2013 Strategic Plan will be implemented starting

in July 2010. The Strategic Directions and Goals identified for the 2010-2013 Strategic Plan, as approved by the Consultation Council, are to:

<p>Improve Student Preparedness Saddleback College will ensure that students gain the foundational skills necessary to complete college -level work and achieve career goals.</p>
<p>1. 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed, and complete a professional educational plan.</p>
<p>2. Increase by 5% the number of individuals with an unidentified career goal who receive career assessments and job acquisition skill development services.</p>
<p>3. Improve the progression rate of students in Math, English, and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.</p>
<p>Excel in College Transfers Saddleback College will increase student transfers to four-year Colleges and universities.</p>
<p>1. Improve by 5% student transfers to four-year institutions.</p>
<p>2. Improve by 15% the number of students classified as transfer-ready.</p>
<p>3. Increase by 20% the number of students in the Honors Program.</p>
<p>Enhance Resources Saddleback College will improve its ability to expand and develop alternative sources of revenue to support College priorities</p>
<p>1. Increase external foundation contributions to \$1 million annually.</p>
<p>2. Realize a minimum of \$1 million in savings per year through the implementation of College efficiencies.</p>
<p>3. Meet funding requirements to fulfill the “20-year Facilities and Scheduled Maintenance Plan.”</p>
<p>Foster Innovation Saddleback College will employ innovative teaching and technology to enhance instruction and student services.</p>
<p>1. Double the training services offered to faculty in the areas of teaching innovation and best-teaching practices.</p>
<p>2. Improve by 20% the efficiency of Collegewide communications and marketing strategies through a centralized system.</p>

Legend:

Strategic Direction

Goals

SELF EVALUATION

Through the Strategic Planning Process and guided by its Mission, Vision, and Values, Saddleback College sets goals, directions, and strategies. The Strategic Planning Process has set institutional goals since the development of the Interim Strategic Plan in 2006. Course, Program, and Administrative Unit Outcomes, as well as Program and Administrative Unit Reviews, contribute to the Strategic Planning and goal-setting process on campus. Widespread participation in goal-setting through the Strategic Planning Process, Program and Administrative Reviews, and involvement in the SLO and AUO process on campus is evident.

An evaluation of the 2007-2010 Strategic Planning Process and Strategic Plan has resulted in changes to improve the 2010 -2013 Strategic Plan and the Strategic Planning Process. As a result:

The 2010-2013 Strategic Plan:

- Standardizes the resource allocation process and more closely links it to the mission, vision, strategic directions, goals, strategies, and Program or Administrative Unit Reviews.
- Increases participation by limiting membership of employees to only one Strategic Planning Committee
- Limits the Strategic Directions to four, as opposed to nine, to keep the Strategic Plan more focused.
- Limits the Goals to 9, as opposed to 56, which has proven difficult to manage and track effectively.
- Utilizes an improved goal-setting strategy to ensure goals are “SMART”: *specific, measurable, attainable, realistic, and timely* [1.49].

PLANNING AGENDA

None.

I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

Saddleback College embraces continuous and integrated evaluation, planning, and resource allocation processes. Through the Strategic Planning Process Saddleback College has integrated a systematic cycle of evaluation, planning, resource allocation, implementation, and reevaluation based on multiple data points and sources of evidence. The Education Resource Plan 2006, the Student Equity Plan, the Saddleback College Campus Master Plan, the Technology Plan, the Equipment Plan and the Faculty Hiring Prioritization Plan are integrated into the planning process on campus through the strategic plan. The current Strategic Planning Process has evolved dramatically since the Interim Strategic Plan of 2006-2007. The roles, focus and composition of the planning bodies and Strategic Planning Groups have been revised and clarified to be more efficient and better integrated into the strategic plan. Each strategic planning group maintains a website with appropriate planning documents, resources and data. The Strategic Planning Organizational Chart and time line have been updated to reflect the flow of input and information through the Strategic Planning Process [1.16, p. 14].

In response to the increased need for data-driven planning and decision-making, a research specialist was hired in 2006, and a Director of Planning, Research and Grants was hired in 2009. In addition to the Director, the Office of Planning, Research and Grants (OPRG) includes

a Research Analyst and a Research Specialist. Responsibilities of the OPRG include ensuring that the College has reliable research and appropriately interpreted data to use in planning and decision-making. The OPRG also develops annual reports and disseminates data and reports to the College community. These reports are based on input received from the Strategic Planning Groups, the Consultation Council, and the internal and external environmental scans. Data are continuously generated and integrated in course, program, and institutional evaluations.

Planning and resource allocation and has become part of the systematic processes in place to improve student learning and the institution's effectiveness. The College's planning process is integrated, cyclical, and ongoing and is based on the following time line.

Yearly

Each year, the faculty evaluate Student Learning Outcomes (SLOs) at the course, program, and institutional level by using both quantitative and qualitative data. To obtain data on SLOs, faculty use information obtained from a variety of sources, including inFORM Data Warehouse, ParScore results, Class Climate surveys, embedded test questions, performance evaluations, grading rubrics, portfolio development, and critiqued performance. Career Technical Programs have annual discipline-specific advisory committee meetings to review and evaluate their programs and plan for program improvements. Annually students evaluate distance education courses in a Distance Education Survey. The data obtained are analyzed to improve the quality of courses and student outcomes.

Data are reviewed annually as part of the needs assessment in the Program Review process and address the human resource, research, technological, equipment, facilities, marketing, and outreach needs of each program or administrative unit [1.20, 1.21]. These program needs are aligned with the mission, strategic directions, and goals of the College. The Strategic Planning Steering Committee (SPSC), the Technology Committee, the Equipment Committee, the Faculty Hiring Prioritization Committee, and participatory governance committees also provide input into resource allocation decisions. These committee members engage in ongoing dialogue and make recommendations to the Consultation Council (CC) for resource allocations based on identified needs that are supported in Program Reviews and are aligned with the College's mission, strategic directions, and goals [1.50] [1.40]. The CC makes recommendations to the president regarding resource allocations based on the strategic plan.

To inform decision making, the OPRG analyzes a variety of documents and data available annually from the Orange County Business Council (OCBC), the Annual Workforce Indicators Report, the Economic Modeling Specialists Inc. (EMSI) Reports, the ARCC Report, the Integrated Postsecondary Education Data Systems (IPEDS) Report, and VTEA Core Indicators Reports, as well as SLOs and Program Reviews. The SOCCCD researcher collaborates with the OPRG to develop an Institutional Effectiveness Annual Report (IEAR). (See discussion 1.B.1.)

The Strategic Plan is evaluated and updated each Spring semester. Annually (usually in the Fall semester), the College community engages in strategy sessions during in-service week as part of the budget and resource allocation process [1.51]. These sessions are meant to give the College community an opportunity to review the previous year's progress toward achieving the three-year strategic goals and lay out the strategy for the coming year.

Every Two Years

Vocational programs are evaluated through instructional Program Review. Data used in the instructional Program Review process include demographic information on students, educational goals, the number of degrees and certificates awarded, the number of sections, the retention rate and success rate by course, and a summary of retention and success rates for the program. Program Review is a key piece in the planning process, as it helps determine the viability of courses and programs and identifies needs and resources required for these programs to be successful. In this process, faculty and administrators use institutional data to evaluate their strengths and weaknesses and to make changes to improve their programs and student outcomes. Every two years, campuswide student surveys are conducted to serve as assessment tools in Strategic Planning, in developing Program and Administrative Unit Reviews, and in developing Student Learning Outcomes.

Every Three Years

The OPRG reviews a variety of documents and data and at least every three years produces an executive summary from external environmental scans. The executive summary includes an economic and demographic snapshot of the present and a forecast for the next three years. The OPRG also produces an executive summary from internal scans and surveys administered to students and employees. Both of these executive summaries are shared with the College community through the Consultation Council, the participatory governance groups, and the Strategic Planning Groups, and they are posted on the Strategic Planning Web site and presented to the Board of Trustees. Every three years the College also reviews, evaluates, and updates its strategic plan to ensure the College is making progress toward achieving its goals.

Every Five Years

All nonvocational non-Career Technical Education (CTE) instructional programs as well as administrative service and student support units complete a Program Review every five years. The Educational Resource Plan and the Campus Master Plan are updated every five years; they are intended to determine the amount of space, the facilities, and the resources required to accommodate the academic programs of instruction and support services through the year 2020. The next review will be completed in 2011 [1.52] [1.53].

Every Six Years

On a six-year cycle, Saddleback College evaluates itself according to a formal Self Study as part of the re-accreditation requirements established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

As the Strategic Planning process evolved on campus, the College recognized the importance of research to its institutional evaluation and allocated resources to strengthen the OPRG and enhance its ability to support educational effectiveness. In 2006 the College purchased (1) Scantron hardware and software to provide a campuswide systematic tool for data collection and analysis, (2) ParScore testing software to use with the assessment systems, and (3) Class Climate survey creation and data collection software, all of which facilitated data collection and outcomes assessment on campus. There has been a significant increase in the amount of data used to facilitate evaluation, planning, and decision-making at Saddleback College, especially

through the Program Review and outcomes assessment processes. In the 2009 Employee Survey, employees responded as follows to statements pertaining to data reliability:

- Sixty percent agreed that data were used for evaluation, 54 percent agreed that data were used for planning, and 51 percent agreed that data were used for decision-making [1.15, p. 3].

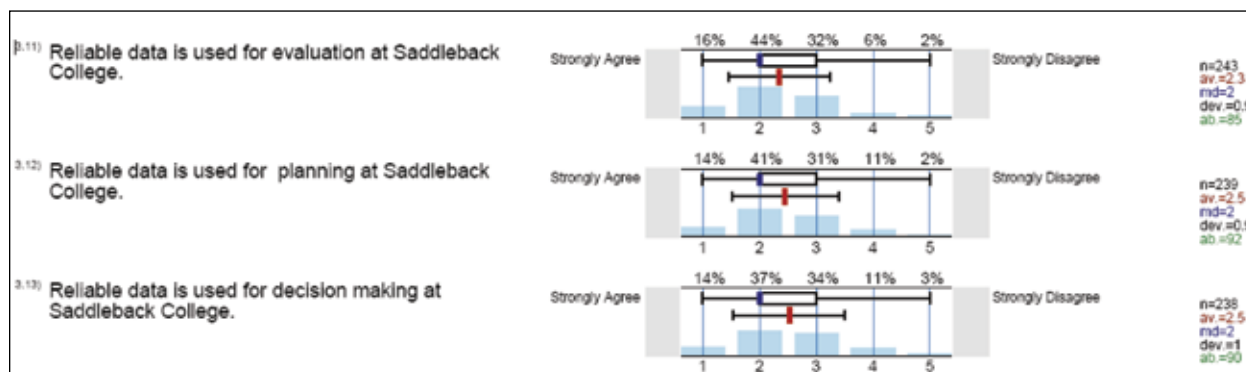


Figure 1.9. Selected Results of the Employee Survey 2009.

The College has taken measures to improve and refine the Strategic Planning Process. A planning cycle and time line have fully integrated the planning process [1.16, pp. 12-15]. A new Resource Allocation Request form has been developed as part of the Strategic Planning Process for 2010-2013. The new form requires that the request be tied to the Program, Administrative Unit or Student Support Unit Annual Review, and the College’s Strategic Plan, and it asks the requestor to describe how the resource allocation will serve the College to achieve its mission or move toward its vision. Since the outcome evaluation on this document is completed one year after the resource has been allocated, the effectiveness of this tool remains to be seen.

SELF EVALUATION

Notable progress in this area has resulted in a fully integrated, systematic plan of evaluation, planning, implementation, and reevaluation of student learning and institutional effectiveness based on reliable data. Institutional data are frequently used for planning, as evident in SLOs, Administrative Unit Outcomes (AUOs,) Program Reviews, and Administrative Unit Reviews. Current data are available to faculty and administrators through the inFORM Data Warehouse. Data sets can be generated that provide detailed information about a class, program, division, or the College’s demographics, including educational status and goals, fill rates, success, and enrollments. The College considers analysis and interpretation of institutional data as essential, as evidenced by the resources allocated for this purpose. In the Employee Survey 2009, fewer than 60 percent of respondents indicated that reliable data were used for evaluation, planning, and decision-making. Classes for faculty, staff, and administrators on the retrieval and use of data through the inFORM Data Warehouse have been offered across campus in an effort to change this perception.

As the planning process is refined, the College has discovered that it needs to be simplified and more realistic. The final Strategic Plan for 2007-2010 was 124 pages long with 9 strategic directions and 56 goals. The current 2010-2013 Strategic Plan has 4 strategic directions and

11 goals. Once updated in 2011, the Saddleback College Campus Master Plan, as well as the technology plan, the equipment plan, and faculty hiring prioritization plans, will be integrated into the 2010-2013 Strategic Plan. The intention of having fewer goals and strategies is to keep planning and decision-making more focused. Since the current Strategic Plan has just been implemented, many components are untested in terms of their viability or effectiveness.

As the 2010-2013 Strategic Plan is being developed, activities such as in-service presentations during Flex Week and presentations through the Institute for Teaching and Learning (ITL) will continue to be utilized to communicate information regarding the Strategic Plan. Ongoing measures to disseminate information regarding planning include (1) e-mailing planning documents to constituents, (2) posting documents on the Web sites of the Planning and Budget Steering Committee, the Strategic Planning Groups, and the EPA, and (3) supporting continued dialogue regarding planning, budget, and resource allocation in campuswide committees.

Given the importance of the College community's input to the Strategic Plan, ongoing efforts to communicate information about the Strategic Plan to the campus community should continue.

PLANNING AGENDA

None.

I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

The planning process at Saddleback College is broad-based and invites input from all interested campus constituencies through their participatory governance groups, Strategic Planning Groups, Academic Programs, Student Support Units, or Administrative Units (see Strategic Planning Organizational Chart and discussion in 1.B.1) [1.16]. Evidence of the broad involvement in planning is apparent in the 2007-2010 Strategic Plan, which received input on all 56 goals from a variety of committees, faculty, staff, and administrators across the campus. Over 200 stakeholders were involved in the Strategic Planning Process [1.16].

The Strategic Planning Groups currently developing the 2010-2013 plan are once again enjoying broad involvement of faculty, staff, administrators, and students engaged in the planning process. Broad involvement in planning is guaranteed by membership requirements in the Strategic Planning Groups. Participation in College planning also occurs through participatory governance groups and is available to any interested constituent on campus. In addition to the Strategic Planning Process, the Educational Resource Plan, the Campus Master plan, the Student Equity Plan, and the Equipment and Technology Master Plan all provide opportunities for input by appropriate constituencies [1.52] [1.53] [1.54] [1.55] [1.56].

Broad involvement in planning is also enhanced by the dissemination of Strategic Planning information through in-service and Flex Week activities and in department and division meetings when representatives from the Strategic Planning Groups bring information back to their divisions and departments. Posting the minutes and the planning documents of the Strategic Planning Steering Committee and the Strategic Planning Groups on the Strategic

Planning Web site further communicates planning information throughout the College. Planning also occurs at the course, program, department, and division level. Planning is apparent in Instructional Program Reviews and Administrative Unit Reviews, which are posted on the EPA Web site.

The College allocates resources to fulfill its plans when the need is aligned with the College Strategic Plan and identified by the Program or Administrative Unit Review and when funding is available. Budget allocations approved by the Planning and Budget Committee and the College President for the 2006-2007 Interim Strategic Plan and the 2007-2010 Strategic Plan are maintained by the Director of Fiscal Services [1.57] [1.58].

For example, in 2006 a research specialist was hired in response to a recommendation from the 2004 Accreditation report that the College “refine the focus of institutional research so that research and information are used systematically in planning, decision making and Program Review structures for ongoing institutional improvement” (see discussion I.B.3) [1.59 p. 6]. Reassigned time for the EPA Chair, Curriculum Chair, and SLO Coordinators was also increased to enable these faculty members to dedicate more time to evaluate outcomes, review data, and plan to support changes across campus to improve student learning and the effectiveness of the institution. In 2009 a Director of Planning, Research and Grants was hired to further support, coordinate, and expand the research planning and grant processes on campus.

Table 1.4 identifies several other examples of how planning is aligned with Saddleback’s strategic directions, goals, and resource allocation. For the complete review, see the Spring 2009 Annual Update of the 2007-2010 Saddleback College Strategic Plan [1.38].

When resources are not available from the College’s general fund, several means are used to secure funding and resources, including requesting Basic Aid funds from the District, securing grant funds, seeking funds through partnerships and advisory committees, and requesting funds from the College Foundation and the Associated Student Government. (See examples in Table 1.4.)

Basic Aid funds have been allocated by the District for equipment expenditures in a competitive process that requires a completed Program Review to justify the allocation. These allocations make it possible to offer high-quality programs and services. As an example, Basic Aid Funds requested by the Equipment Committee were allocated to the Automotive Technology Program, and the result is a state-of-the-art program with cutting-edge equipment. A spreadsheet with detailed allocations to the Equipment Committee is available on the Equipment Committee Web site [1.56].

Since 2004-2005, Basic Aid funding has covered all of the College technology expenditures and has made it possible to engage in a three-year technology refresh and update plan. Approximately \$8.6 million has been allocated through the Technology Committee in the past five years. As a result, the total number of computers on campus has increased 22 percent, with additional computers in the student labs in Communication Arts, Health Sciences, and the Career Center, as well as laptop mobile carts in the Library, in Science, Math and Engineering, and in Health Sciences. When Basic Aid funding for technology started in 2004-2005, the College focused primarily on computer refresh with the goal of updating all computers on campus every three years. After desktop computers were updated, funds were available to apply to specific projects on campus, such as additional student labs, data storage, and wireless access [1.60, pp. 23 - 25].

Table 1.4. Examples of Planning, Strategic Directions, Resource Allocation, and Improved Outcomes

STRATEGIC DIRECTIONS	RESOURCE ALLOCATIONS / OUTCOMES																					
To select career technical programs for viability, enhancement, and development.	Growth in 2007-2010 Automotive Technology program. 25% increase in sections; 41% increase in enrollment. Funded by Equipment Committee (Basic Aid) and partnership with Tuttle-Click Ford.																					
To promote and enhance Health Sciences programs.	Nursing admission grew 36% (from 44 to 60 per semester). Retention increased from 72% in 2005 to 82% in 2008 (grant- and partnership-funded) New Mental Health Worker and Medical Lab Technician programs (grant- and partnership-funded).																					
To increase overall Saddleback College FTES growth.	Fall 2007: 23,880 unduplicated headcount. FTES 6228 [1.2, p. 10]. Fall 2008: 25,655 unduplicated headcount. FTES 6718 [1.2, p. 10]. Fall 2009: 28,145 unduplicated headcount. FTES 7947 (Source: inFORM Data Warehouse 2/16/10).																					
To enhance distance education offerings.	Fall 2007: 8,000 unduplicated headcount. Fall 2008: 9,236 unduplicated headcount. Fall 2009: 10,615 unduplicated headcount. (See discussion 1.B.1.)																					
To increase and sustain professional development for faculty and staff.	<table border="1"> <thead> <tr> <th>Year</th> <th>Full-Time Funding/ Presenter or Organizer</th> <th>Part-Time Funding/ Presenter or Organizer</th> </tr> </thead> <tbody> <tr> <td>2004–2005</td> <td>\$350</td> <td>\$0</td> </tr> <tr> <td>2005–2006</td> <td>\$650 / \$700</td> <td>\$0</td> </tr> <tr> <td>2006–2007</td> <td>\$650 / \$700</td> <td>\$250</td> </tr> <tr> <td>2007–2008</td> <td>\$750 / \$800</td> <td>\$300</td> </tr> <tr> <td>2008–2009</td> <td>\$1,000 / \$1150</td> <td>\$450 / \$550</td> </tr> <tr> <td>2009–2010</td> <td>\$1,100 / \$1200</td> <td>\$600 / \$700</td> </tr> </tbody> </table>	Year	Full-Time Funding/ Presenter or Organizer	Part-Time Funding/ Presenter or Organizer	2004–2005	\$350	\$0	2005–2006	\$650 / \$700	\$0	2006–2007	\$650 / \$700	\$250	2007–2008	\$750 / \$800	\$300	2008–2009	\$1,000 / \$1150	\$450 / \$550	2009–2010	\$1,100 / \$1200	\$600 / \$700
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2008–2009	\$1,000 / \$1150	\$450 / \$550																				
2009–2010	\$1,100 / \$1200	\$600 / \$700																				
To increase and sustain efficient use of technology campuswide.	Since 2004 (1) the average computer is 3 years old, (2) computers on campus have increased 22%, and (3) 4 new computer labs have opened. MySite, My Academic Plan (MAP), and the inFORM Data Warehouse have been developed to improved access to and use of data and improve student learning and services.																					
To provide and maintain state-of-the-art facilities.	2005: BGS mold-abatement and renovation funded by Basic Aid. 2005: New Health Sciences/District Office Building funded by General Fund, Capitol Campaign. 2008/2009: Fine Arts and Media Technology renovation funded by Basic Aid.																					
To enhance Basic Skills.	From Fall 2004 to Fall 2008, retention increased to 91% (up from 87%); success increased to 68% (up from 62%) [1.54].																					
To increase Saddleback College’s transfer-ready rate.	48.3% CCCO Transfer Rate, 2001-2002 to 2006-2007 50.36% CCCO Transfer Rate 2002-2003 to 2007-2008 [1.2, p. 49]																					

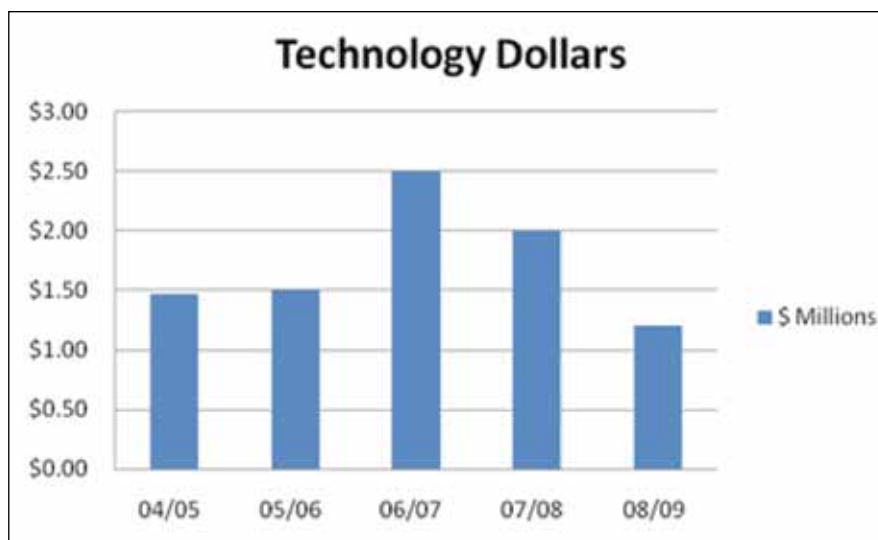


Figure 1.10. Basic Aid Technology Expenditures, 2004-2009.

Grant funds are sought as an alternative way to fund projects and to improve the quality of services and programs at the College. With the assistance of the OPRG, since 2006 over \$10 million of grant funding has been secured for projects, including Tech Prep, Perkins II and IV, Foster and Kinship Care, Nursing Success and Enrollment Growth, Medical Lab Technology development, Rapid Technology, the Teacher Preparation Pipeline, the Basic Skills Initiative, and the Community College Collaborative.

Partnerships and advisory committees also support programs on campus, especially in Business Science, Advanced Technology and Applied Science, Honors, Journalism, Counseling, the Emeritus Institute, Child Development, Fine Arts, and the Health Sciences programs. These partnerships provide equipment, onsite training, and funds to make it possible to develop new programs, to support the growth of existing programs, and to improve the quality of instruction and services provided to students. Funds obtained through partnerships and grants in Nursing have made it possible to increase admissions to the Nursing program by 36 percent and to improve retention by 10 percent. The Medical Lab Technician certificate and degree program and the Mental Health Worker certificate program are examples of programs that have started through partnerships and grants.

Community-based partnerships support many Fine Arts programs. One example is the “Angels for the Arts” program, which comprises community volunteers who fund special projects for students and bring workshops to campus. Additionally, the cities of Laguna Niguel and Mission Viejo provide annual grants for the Performing Arts program, and the National Charity League provides volunteer ushers for Performing Arts events. Saddleback College’s radio station, KSBR, also partners with the city of Mission Viejo by promoting events and in return is allowed access to use Mission Viejo parks and the Mission Viejo Community Center for events.

Each semester, the Emeritus Institute prides itself in serving over 5,000 older adult students by offering classes through partnerships within the South Orange County Community College District. Approximately 185 classes are hosted in senior centers, community centers, libraries, churches, and other community-based facilities. A listing of currently used facilities is available in the Emeritus Institute section of the Spring 2010 Schedule of Classes [1.4, p. 12].

SELF EVALUATION

The Strategic Planning Process is broad-based and offers opportunities for input from constituencies through the Strategic Planning Groups, via Program Review, or through participatory governance groups. Over 200 individuals had a formal role in the 2007-2010 Strategic Plan. The current 2010-2013 Strategic Plan is structured to provide opportunity for even greater participation.

Through the Program Review process and aligned with the Strategic Plan, needs are identified and resources are allocated. Budget allocation records for the 2006-2007 Interim Strategic Plan and for the 2007-2010 Strategic Plan are maintained by the Director of Fiscal Services [1.57] [1.58]. Budget allocations in the 2007-2010 Strategic Plan are described in the annual update to the Strategic Plan and are posted [1.46]. A new Resource Allocation Request form has been developed as part of the Strategic Planning Process for 2010-2013. The new form requires that the request be tied to the Program, Administrative Unit, or Service Unit Annual Review and to the College's Strategic Plan, and it asks the requestor to describe how the resource allocation will serve the College to achieve its mission or move toward its vision. The Equipment and Technology Committees also maintain request/allocation spreadsheets that describe resource allocations through their committees that are identified in the Program Review Process. Funds from Basic Aid, Grants, Advisory Committees and partnerships, as well as the College Foundation and Associated Student Government (ASG) have led to course, program, and institutional improvement.

PLANNING AGENDA

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY

The College collects a wide variety of assessment data, including (but not limited to) SLOs, AUOs, Program and Administrative Unit Reviews, student success, certificates, degrees, occupational skills awards, and retention and transfer rates. The Strategic Planning and Educational Planning and Assessment (EPA) Web sites contain assessment results, reports, and data that demonstrate quality assurance to interested constituencies. The Strategic Planning Web site contains data from Student and Employee Surveys, as well as local, state, and national information on workforce development related to the College's programs and services. The former and current Strategic Plans and summaries are also posted on this site. Links to the Strategic Planning Groups (Educational Development, Student Affairs, Operational Support, and Resources and College Advancement) and other planning documents are also found on the Strategic Planning Web site. Listed below is the link to the Web site and examples of the reports provided.

Strategic Planning Web Site [1.60]

INTERNAL SCAN DOCUMENTS

- *2009 Employee Survey Results
- *2008 Student Survey Results
- *2008 Student Gap Survey Results

EXTERNAL SCAN DOCUMENTS

- *2008-2009 Orange County Workforce Indicators Report
- *2008 IPEDS Report
- *2009 Community Awareness Benchmark Survey
- *State Labor Market Information
- *National Labor Market Information

The EPA Web site contains information that focuses on three areas: Curriculum, Program Review, and Student Learning/Administrative Outcomes. A summary report of all Program, Administrative, and Student Service Unit Reviews is also posted on the EPA Web site. The EPA Web site [1.11], maintains links to completed Program and Administrative Unit Reviews [1.36], and completed Program/Administrative Unit Outcomes [1.47].

In addition to communicating information about institutional quality to the public through College, division, and program-based Web site postings, institutional quality is also disseminated through presentations to College constituencies in meetings, through presentations to the Board of Trustees, in accreditation and grant reports, and in marketing publications. The District's researcher, in collaboration with the OPRG and the EPA, publishes the Institutional Effectiveness Annual Report, which is presented to the Board of Trustees and major College committees and is posted on the SOCCCD Web site (see I.B). In addition, the SOCCCD Report to the Community describes basic facts, demographics, and accomplishments of the College to interested constituencies and is posted on the SOCCCD Web site [1.5].

Many of the College programs that require accreditation, external evaluation, or certification assess results of student performance by using licensing and certification exams. For example, nursing, paramedic, Emergency Medical Technician (EMT), and Medical Assistant programs submit annual reports about student success on certification and/or licensing exams, as well as attrition and retention data. Programs with grants are required to report about matters of quality to the grantor. Career Technical Programs have advisory committees and partnerships who track progress and report on the quality of the students' performance in annual advisory meetings. (See discussion 1.B.4.) Categorical programs, including DSPS, EOPS, CARE/CalWORKS Matriculation, the Child Development Center and the Transfer Center are required to submit annual program plans and reports that describe the quality of the programs offered.

Assessment results that describe the quality of services, the outcomes obtained, and the effectiveness of the institution are communicated through marketing efforts at Saddleback College. The Public Information Officer (PIO) provides press releases to the local newspapers and publishes "The Gaucho Gazette," the campuswide newsletter. The PIO frequently circulates e-mails to the College community about accomplishments and successes of courses, programs, students, faculty, staff, and administration. Brochures describing the quality of programs and student services are widely available across the campus. The Dean and Department Chairs of the Advanced Technology and Applied Sciences Division publish a bimonthly report titled "Good

Stuff,” which includes updates, accomplishments, and success stories about their students, programs, and faculty. At monthly Board of Trustees meetings the College President shares “The President’s Report,” which frequently describes recent accomplishments and information on the quality of programs and services.

A key indicator of the quality of Saddleback College is reflected in its continued growth and the “take rate” among local high school students. Sixty-five percent of students enrolled at Saddleback College are from either the Saddleback Valley School District or the Capistrano Unified School District [1.2, p. 30]. Fifty-five percent of Capistrano Unified students choose Saddleback College and 40 percent of Saddleback Valley students choose Saddleback College, making Saddleback the first-choice college for students in these feeder Districts [1.2, p. 31]. The public’s impression of the College’s quality is also reflected in the results of regularly conducted student and community surveys. In November 2008 Saddleback College hired Interact Communications to research community perceptions via a telephone survey of 400 randomly selected individuals from the community. According to the survey results:

- 77% agree “Saddleback provides high quality education” [1.61, p. 33].
- 80% agree “Saddleback College is responsive to community needs” [1.61, p. 33].
- 85.4% of respondents perceive Saddleback College as a high quality institution [1.61, p. 34].

The March 2009 GAP Survey of students found that the “second most common reason students attend Saddleback is because of its reputation” [1.43].

Impacted programs and programs with lengthy wait lists indicate that the public has a positive impression of the quality of programs at Saddleback. For example, the Nursing program admits 60 students per semester but, unfortunately, turns away over 400 students; the Paramedic and Emergency Medical Technician programs also turn away hundreds of qualified applicants each year.

SELF EVALUATION

Through regularly conducted internal and external scans, the College produces data and reports that reflect the quality of its programs and services. Information about quality is communicated via e-mail to the College community and then posted on Web sites, primarily on the Strategic Planning and the Educational Planning and Assessment Web sites. The quality of programs and services is also communicated to committees, advisory groups, grantors, College administration, and the Board of Trustees. The quality of programs and services is provided to interested constituents via informational and marketing brochures and in postings on a variety of College Web sites. Ongoing accreditations, long-standing partnerships, and student and community survey results reflect the quality of programs and services offered at Saddleback College.

PLANNING AGENDA

None.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY

The Planning and Budget Steering Committee (PBSC) and the Educational Planning and Assessment (EPA) Committee, with the support of the OPRG, regularly review the ongoing research, planning, and resource allocation processes. The Strategic Planning Process describes in detail the process for planning and resource allocation on campus [1.16].

Since the Planning and Budget Council was developed in March 2005, planning, outcomes assessment, research, and resource allocation to improve student learning and institutional effectiveness have become a central focus on campus. Since the inception of the SLO Implementation Plan in 2005 and the Strategic Plan in 2006-2007, both have been revised to include course-, program-, and institutional-level outcomes; Program, Administrative, and Student Service Unit Reviews; and an integrated resource allocation process. (See Table 1.5, Time Line—Evolution of Research, Planning, and Resource Allocation Processes at Saddleback)

Although the PBSC is the primary group on campus responsible for evaluating and recommending changes to the planning process for future planning cycles, focused discussions related to planning and resource allocation have occurred in:

- Collegewide forums
- Weekly meetings of the College and Academic Senate Presidents
- Deans' Cabinet meetings
- Consultation Council meetings
- Management Leadership Team meetings
- Student Service Leaders Team
- Strategic Planning Groups
- The Educational Planning and Assessment Committee

Saddleback is continuously developing a more-systematic approach to assessing the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and reevaluation. As the College continues to evaluate every stage of the plan, there is ongoing improvement and refinement of the planning process. Dialogue related to improving the planning process has centered on the time line, the nature of involvement of stakeholders, the integration among all planning-related units, and the decision-making processes.

Other College committees and groups consistently look for ways to improve practices. This is reflected in the work of the Faculty Hiring Prioritization Committee, the Equipment and Technology Committee, and the Program Review teams across campus. Dedication to improvement is evident in the efforts of the deans who use enrollment-management data to carry out objective assessment of trends, gaps in scheduling practices, and student demands, and the Student Service Leaders Council who utilize Student Surveys and statistics from categorical service programs to improve programs and services. (See Table 1.5)

SELF EVALUATION

Saddleback has dedicated itself to instituting a continuous improvement model of research, planning, implementation, resource allocation, and reevaluation. The PBSC, the EPA Committee, and the OPRG are continually reviewing the cycle of evaluation, planning, resource allocation and reevaluation. As noted in the Time Line-Evolution of Research, Planning and Resource Allocation Processes at Saddleback, significant changes to the cycle have been made to improve outcomes and effectiveness at the College.

The College recognized the need to make data available on an ongoing basis to assess the College's effectiveness as well as the effectiveness of planning and resource allocation decisions. As a result, a variety of measures have been taken to increase the use of research and the availability of data for planning and decision-making (see discussion 1.B.3).



Table 1.5. Time Line-Evolution of Research, Planning, and Resource Allocation Processes at Saddleback

Year	Research/ Planning / Resource Allocation	Comments/Accomplishment
2004	Self Study Planning Agenda Task Force	To prioritize the 139 Planning Agendas and identify three or four major College initiatives that would serve as the basis for planning in 2004-2005
2004	Institutional Effectiveness Office	Developed by Academic Senate as part of the SLO Implementation Plan, which establishes direct links between assessment, Program Review, and curriculum
2004	Technology /Equipment Requests	Resource allocation prioritized by division and committee
2005	Research Analyst	To support data-driven decision-making on campus
March 2005	Planning and Budget Council	Created to involve College shared governance groups in College budget and decision-making
2005	New Program Review Process	Saddleback College Program Review Handbook for Instructional Programs, Student Support, and Administrative Services Units (2005-2006)
June 2005	Enrollment Management Committee	A shared-governance group was reactivated.
Fall 2005	SLO implementation plan	A Guide for Developing SLOs 2005-2006 was published.
2005	Four Strategic Planning Groups established	(1) Enrollment Management, (2) Student Success, (3) Campus Environment, and (4) Institutional Effectiveness
2006	The Educational Campus Master Plan	Use data to drive the Strategic Plan
2006	Interim Strategic plan	To coordinate outcomes assessment, planning, and resource allocation on campus
2006	Research Specialist hired	To support SLO and AUO assessment
2006	Evaluation hardware and software	ParScore Class Climate to facilitate outcomes assessment
2006	2007-2010 Strategic Plan	First three-year Strategic Plan (See discussion 1.B.2.)
2007-2008	Technology and Equipment requests	Justification linked to Program Review
2008-2009	Technology and Equipment requests	Allocation prioritized by Program Review
2008	A Guide to Course-Level SLOs	To assist faculty in writing course- and program-level SLOs
2008	Basic Skills Initiative (BSI)	To improve students skills and promote success in college-level work
2008	Institute of Teaching and Learning (ITL)	To promote excellence in teaching and improved student learning
2008	Center for Instructional Design and Distance Education (CIDDE)	To assist faculty to create and maintain online courses and use technology for instruction
2009	IEAR 2007-2008	To present and aid interpretation of data to the College
2009	Strategic Plan 2010-2013	Modified (See improved process discussion 1.B.2.)
2009 8/26	New Program and Administrative Review Handbooks	Improved systematic process utilized to evaluate instructional programs, administrative units and student support services
2009	Restructure four Strategic Planning Groups	(1) Educational Development, (2) Student Affairs, (3) Operational Support and Resources, and (4) College Advancement
2009-2010	Technology and Equipment requests	Allocation required by Program Review
2010	IEAR 2008-2009	To present and aid interpretation of data to the College to inform decisions and improve outcomes and processes

The planning and resource allocation processes have resulted in a number of benefits, including significant improvements to facilities (classrooms, labs, student centers); additional technology for instructional and student services; the hiring of new classified, faculty, and administrative staff; improvements to curriculum; and the cultivation of support from major national, state, and local partners [1.38]. Further, these processes have had an impact on student learning through increased assessment, dialogue, and institutional changes.

PLANNING AGENDA

None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY

The goals of the Program and Administrative Unit Reviews and the SLO and AUO assessment process are to ensure the effectiveness of the College's educational programs, student support services, and administrative services, as well as to ensure the effective and efficient use of resources. All programs and units on campus engage in these review and assessment processes [1.20].

The body responsible for ensuring that these processes are effective and adhered to is the Educational Planning and Assessment Committee (EPA). The Committee produces handbooks for the Program and Administrative Unit Review processes and the SLO and AUO assessment processes. These handbooks are updated regularly as the processes themselves are assessed and refined. (See the EPA Web site for a listing of current handbooks.)

Vocational programs complete full Program Reviews every two years; nonvocational programs and Administrative and Student Service Units complete reviews every five years. Programs that complete an external review for outside accreditation purposes need only submit the Annual Needs Assessment portion of the review.

All programs also complete an annual update of needs. Each of the resulting documents requires the faculty, staff, and Program Review team to review internal and external data and reports as they evaluate their programs and units and set their upcoming goals. In addition, each instructional program completes program-level SLOs, and each Administrative Unit and Student Support Unit completes AUOs annually. These annual reviews are part of the Program Review process and are utilized to improve instruction, support, and student services. Both qualitative and quantitative data support the SLO and AUO assessment process on campus.

Completed instructional Program and Administrative Unit Reviews, SLOs, and AUOs are received by the EPA committee and posted on the EPA Web site [1.11]. The EPA Chair reviews each Program and Administrative Unit Review for completeness. Instructional Program Reviews are then accepted by the Academic Senate and forwarded to the Vice President of Instruction and to the President. Administrative Unit Reviews are accepted by the appropriate Vice President and then forwarded to the President. The EPA Chair then schedules Program and Administrative Unit Review presentations to the Consultation Council.

Through the instructional Program and Administrative Unit Review process, needs based on data and aligned with the mission and vision of Saddleback College are identified. Once identified, requests for resources are made to the appropriate committees that are aligned with Saddleback College’s Strategic Plan, directions, goals, and strategies, and allocations are made with the goal of improving student learning and institutional effectiveness [1.39]. The quality, accuracy, and consistency of Program Reviews has been discussed in EPA Committee and PBSC meetings. The EPA Committee and PBSC have recognized that an improved process was required to track needs, resource allocations, and outcomes based on Program Reviews, and changes have been made to the Resource Allocation Request form in order to monitor allocations and outcomes more efficiently.

SELF EVALUATION

As indicated previously, the College engages in extensive planning at the institutional, the instructional program, and the Administrative and Student Service Unit levels. As a result of the Program Review process and SLO and AUO processes, significant improvements have been made throughout the College.

After the Program Review is completed, the results, needs, and changes since the last review are presented to Consultation Council. Completed Program Reviews are placed on the EPA Web site and are readily available to College staff, faculty, and administrators [1.36]. Some examples of achievements in instructional, Administrative Service Units, and Student Support Units are noted below.

Table 1.6. Examples of Achievements in Instructional Programs, Administrative Units, and Student Support Units

Instructional Program	Achievement
English as a Second Language	As part of their Program Review, ESL conducted focus groups with students who were not succeeding in their ESL courses. It became clear that students from different countries lacked a clear understanding of how to be a student in the U.S. As a result of this Program Review, the program faculty met and devised workbooks for use in all their ESL classes [1.66].
Administrative Unit	
Social and Behavioral Sciences	Through a student survey conducted for their Administrative Unit Review, the SBS Division learned that students were having difficulty getting into classes offered during traditional College hours. Based on this information, the Division added more online and nontraditional blocks to its schedule. Currently, around 40 percent of the course offerings include nontraditional time frames and time blocks. This has led to an increase in enrollment throughout the Division and has enabled students to access the courses they need to complete.
Student Support Unit	
Library Services	As part of its Program Review, Library Services recognized the need to address the issue of establishing an electronic reserves collection, because of the growth of the College’s online course offerings and because more and more students desire electronic access to library resources. Library Services recommended hiring a Distance Education Librarian, which occurred in 2008.

It is evident that by using the current program, administrative and student service unit review process, as well as SLO AUO assessment, that changes are made to improve student learning, courses, programs and services on campus.

PLANNING AGENDA

None.



Standard One

Institutional Mission and Effectiveness

References, Works Cited, and Links

- 1.1 Mission, Vision, and Values: <http://www.saddleback.edu/alo/>
- 1.2 Institutional Effectiveness Annual Report (IEAR) 2008-2009
- 1.3 Saddleback College Catalog 2009 - 10 Degrees Certificates and Awards:
<http://www.saddleback.edu/cc/documents/SaddlebackCertifIndexpages44-46.pdf>
- 1.4 Emeritus Institute <http://www.saddleback.edu/emeritus/>
- 1.5 SOCCCD Report to the Community, 2008-2009:
http://www.socccd.org/publicaffairs/documents/AnnualReport08_09Final.pdf
- 1.6 Community Education: <http://www.saddleback.edu/ce>
- 1.7 Veterans Education Transition Services (VETS): <http://www.saddleback.edu/vets/>
- 1.8 Center for Instructional Design and Distance Education (CIDDE):
<http://www.saddleback.edu/ITC/cidde/>
- 1.9 Basic Skills Initiative: <http://www.saddleback.edu/bsi/>
- 1.10 Institute of Teaching and Learning: <http://www.saddleback.edu/asenate/ITL.html>
- 1.11 Educational Planning and Assessment: <http://www.saddleback.edu/asenate/epa>
- 1.12 Cooperative Work Experience: http://www.saddleback.edu/cwe/general_info.html
- 1.13 Transfer Center Teacher Preparation Pipeline:
<http://www.saddleback.edu/transfer/tpp.html>
- 1.14 Saddleback College Advanced Technology Center (SCATC)
- 1.15 Employee Survey: http://www.saddleback.edu/asenate/ACCREDITATION/documents/Employee_Survey_Results_2009_withComments.pdf
- 1.16 Saddleback College Strategic Planning Process: <http://www.saddleback.edu/gov/sp/documents/SCStrategicPlanningProcess051410corrected.pdf>
- 1.17 CurricUNET: <http://www.curricunet.com/saddleback/index.cfm>
- 1.18 Class Schedules and Course Catalog: <http://www.saddleback.edu/cs/>
- 1.19 Planning and Budget Steering Committee (PBSC):
<http://www.saddleback.edu/gov/sp/PBSC.html>
- 1.20 Program Review Handbook for Instructional Programs:
<http://www.saddleback.edu/asenate/epa/documents/PRHandbook-8-26-09.pdf>
- 1.21 Administrative Unit Review Handbook for Student Support and Administrative Services:
<http://www.saddleback.edu/asenate/epa/documents/AURHandbook-8-26-09.pdf>
- 1.22 SLO/AUO Handbook:
<http://www.saddleback.edu/asenate/epa/documents/SLO-AUOHandbook1-08-10.pdf>

- 1.23 2009 Fall Faculty Inservice Professional Development Programs:
<http://www.saddleback.edu/asenate/documents/FlexFall09.pdf>
- 1.24 My Academic Plan (MAP): www.saddleback.edu (guest log in available on site)
- 1.25 MySite: <https://www1.socccd.cc.ca.us/portal> (guest log in available on site)
- 1.26 InFORM Data Warehouse (guest log in available on site)
- 1.27 Course catalogs: <http://www.saddleback.edu/cc/>
- 1.28 Saddleback College Student Handbook:
<http://www.saddleback.edu/media/pdf/handbook.pdf>
- 1.29 Faculty Handbook 2009-2010: <http://www.saddleback.edu/asenate/>
- 1.30 Minutes of Consultation Council Meeting, July 21, 2009:
http://www.saddleback.edu/gov/pbc/DOCUMENTS/July_21_2009.pdf
- 1.31 Minutes of Board of Trustees Meeting, May 24, 2010:
http://socccd.granicus.com/AgendaViewer.php?view_id=2&clip_id=196
- 1.32 Minutes of District Goals Workshops, 2009 and 2010
- 1.33 Minutes of Mission Vision Workshop January 28, 2009
- 1.34 Strategic Planning 2010 - 2013 Presentation
- 1.35 Employee Voice Survey: Comparison of 2003 Data with 2007 Data:
http://www.saddleback.edu/gov/pbc/PDF/Employee_Voice_Survey_Comparison.pdf
- 1.36 Completed Program and Administrative Unit Reviews: (from EPA website)
<http://www.saddleback.edu/asenate/epa>
- 1.37 Saddleback College Summary Strategic Plan for 2007-2010:
<http://www.saddleback.edu/gov/sp/documents/SCSP2007-2010Summary.doc>
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<http://www.saddleback.edu/gov/sp/PBSC.html>
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<http://www.saddleback.edu/gov/sp/documents/2009StudentGAPReport.pdf>
- 1.44 Accountability Reporting for the Community Colleges, 2008:
http://www.saddleback.edu/rpg/documents/arcc_2008_finalcomplete.pdf
- 1.45 Online Educator Program: <http://www.saddleback.edu/sbs/OnlineEducatorProgram.html>
- 1.46 Strategic Planning Web site: <http://www.saddleback.edu/gov/sp/>

- 1.47 Completed SLO Assessments: (from EPA website)
<http://www.saddleback.edu/asenate/epa>
- 1.48 Saddleback College Employee Survey 2009 Results:
<http://www.saddleback.edu/gov/sp/documents/2009employeesurveycrosstabs.pdf>
- 1.49 SMART Goals Training from the Strategic Planning Web site:
<http://www.saddleback.edu/gov/sp/>
- 1.50 Technology Requests Worksheets:
- 1.51 In Service Strategic Planning Kick-Off (8/19/09) from the Strategic Planning Web site:
<http://www.saddleback.edu/gov/sp/>
- 1.52 Educational Resource Plan 2006:
http://www.socccd.org/PDF/masterplan/0316_Saddleback_2006.pdf
- 1.53 Saddleback College Campus Master Plan:
http://www.socccd.org/PDF/masterplan/05_116_SOCCCDMPREV.pdf
- 1.54 Saddleback College Student Equity Plan: <http://www.saddleback.edu/vpss/documents/StudentEquityPlan05.03.05final.pdf>
- 1.55 Saddleback College Technology Master Plan: <http://www.saddleback.edu/gov/sp/osr/documents/TechnologyMasterPlan.pdf>
- 1.56 Equipment Committee: <http://www.saddleback.edu/gov/senate/Equipment.html>
- 1.57 Budget Allocations Approved by the Planning and Budget Committee and the College President for 2006-2007
- 1.58 Strategic Planning 2007-2010 Funding Requests/Allocations
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<http://www.saddleback.edu/services/bsi/esl.html>

UPS	Uninterruptible Power Supply
VETS	Veterans Education and Transaction Services
VOIP	Voice Over IP
VPI	Vice President for Instruction
VPSS	Vice President for Student Service