

**STANDARD TWO:
STUDENT LEARNING PROGRAMS
AND SERVICES**



Standard Two

Accreditation Self Study Report

Student Learning Programs and Services



The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

Saddleback College offers students high-quality instructional programs in recognized and emerging fields of study that culminate in the achievement of identified student outcomes. These programs lead to degrees, certificates, occupational skills awards, employment, or transfer to other higher education institutions or programs consistent with the College's mission. Instructional programs are systematically assessed to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this standard are broadly applicable to all instructional activities offered by the institution.

DESCRIPTIVE SUMMARY

To meet community needs and comply with our stated mission, Saddleback College offers a comprehensive collection of programs that are approved by the California Community College Chancellor's Office (Chancellor's Office). These programs are subject to regular curriculum and Program Review and have been developed, implemented, and assessed in accordance with approved procedures, which include a New Program Approval Process developed by the Academic Senate [2.01], established curriculum procedures [2.02], systematic Program Review [2.03], and Student Learning Outcomes (SLOs) development and assessment [2.04]. Student learning outcomes are established at the institution, program, and course levels and are reviewed and assessed to ensure they reflect the mission of the College. The College offers 204 Associate in Arts and Associate in Science degree majors, 89 certificate programs, 26 occupational skills awards, plus 3 certificates of completion issued by individual departments [2.05, pp. 45-46]. The College also meets the needs of students who are pursuing their lower-division major requirements in preparation for transferring to a four-year college or university, upgrading job skills, and improving basic learning skills. The College prides itself on being responsive to industry needs and emerging fields such as rapid digital manufacturing and prototyping development, nursing, and related professional technologies [2.06]. The Career Technology Education (CTE) certificate and TechPrep programs were created by participating College divisions to promote student achievement in emerging careers. New CTE programs and changes are also reviewed and approved through the Los Angeles/Orange County Regional Consortium [2.07] and recommended for approval by the Chancellor's Office. Many courses offered by the divisions have articulation agreements with surrounding school districts and regional occupational programs (ROPs) so that students have clear guidance to achieve academic and career success. Similarly, the College provides lifelong learning opportunities through its general education, community education, and Emeritus Institute programs.

Student learning outcomes are a core component of the instructional programs. Beginning in 2004, with the establishment of the SLO Implementation Team, the College has worked to integrate SLOs throughout the instructional evaluation and planning process. Since 2008 all academic programs include SLOs at the course and program levels and have linked SLOs to institutional outcomes [2.08][2.09].

While the SLO implementation plan continues to progress and develop, these efforts are now institutionalized. The Educational Planning and Assessment (EPA) Committee, a standing committee of the Academic Senate, oversees the coordination of SLO development and assessment across the campus [2.10]. EPA also coordinates assessment of all administrative and student support offices by developing and assessing Administrative Unit Outcomes (AUOs) and writing Program Reviews and Administrative Unit Reviews. The Institutional Effectiveness Committee was established in 2004. The name of this committee was changed to Educational Planning and Assessment in 2008 to align with changes to the College's Strategic Planning Process [2.11].

The College created the Institute for Teaching and Learning (ITL) in 2009 [2.12]. This institute, organized by a joint venture of the EPA, the Basic Skills Initiative (BSI), and the Distance Education (DE) Committees, provides ongoing training for faculty in the areas of assessment techniques and methods for improving teaching and learning in course, program, and degree offerings.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

The College Mission Statement is 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 in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning [2.05] [2.13].

To support its mission, the College's academic programs are dedicated to maintaining high levels of excellence through curriculum development, articulation review, Program Review, and when appropriate, industry advisory group review. Each academic program and administrative unit on campus has developed its own mission statement that is linked to the College's mission. These are reported on program-level SLO and Administrative Unit Outcome (AUO) forms, as well as in Program and Administrative Unit Reviews. These documents are posted on the College Web site [2.14].

The College offers degree and certificate programs as defined by the Chancellor's Office. The College's degree and certificate programs adhere to the guidelines and mandates of the Chancellor's Office's Program and Course Approval Handbook and are consistent with requirements of the California Education Code.

Degree and certificate programs are created by faculty following guidelines established by the Academic Senate [2.01] and are continually evaluated and modified through curriculum review, Program Review, and SLO assessment [2.10]. All course offerings are created with an appropriate design that determines instructional hours, units, sequencing of courses, degree and transfer applicability, topics covered, learning objectives, Student Learning Outcomes, methods of evaluation, typical assignments, and required texts. Regardless of the method of instruction, all courses offered must conform to the same curriculum standards, and a separate review is required for courses offered through mediated instruction to ensure that regular effective contact is being maintained [2.15]. Consultation with industry partners and professionals often occurs when designing and/or revising CTE programs. Faculty and administrators review all courses and degree and certificate programs prior to approval by the Curriculum Committee. Once approved, the Academic Senate ratifies the committee's decision before forwarding the course information to the Board of Trustees (BOT) for final approval [2.02] [2.16].

A parallel path for all CTE degrees or certificates is followed through the review and recommended approval by the Los Angeles/Orange County Regional Consortium and the Los Angeles/Orange County Workforce Development Leaders (LOWDL), consisting of 28 regional colleges [2.07].

In 2008 the College adopted the CurricUNET curriculum management system that has facilitated the curriculum process for proposing, modifying, updating, and approving courses and programs, and all of our courses and programs were transferred into this system in 2009. With

this technology, it has become easier for faculty to initiate new courses and programs, modify existing programs and courses, and inactivate outdated courses. It also allows the College to include Student Learning Outcomes on the official course outlines and to store the assessment results [2.17].

A systematic Program Review process exists to ensure the quality and relevance of instruction and the effective and efficient use of resources. This process utilizes required data sets and any other necessary research, as well as the knowledge and expertise of faculty, administrators, current and former students, employers, and advisory committee members [2.03]. Program Reviews are completed on a two-year cycle for CTE programs and on a five-year cycle for all other instructional programs. Completed Program Reviews are posted on the College's Web site [2.10], and presentations are given in front of the College's Consultation Council so that leaders from all of the constituent groups on campus are aware of the status of each of the instructional programs on campus. All programs also submit an annual update of their Program Review to the Educational Planning and Assessment Committee. These are also posted on the College's EPA Web site.

Significant emphasis has been placed on the use of data in the continuous improvement of the College's course, program, and degree offerings. Data collection and use is at the center of the SLO and Program Review processes. Administrative Unit Reviews are also completed for all student support and administrative units on campus using guidelines similar to Program Review guidelines. In 2006 the College added a full-time research specialist to our Research and Planning Team, whose primary job is to work with the departments and units undergoing review to assist in the collection of data and ensure that the reports are based on the relevant data. The research specialist also works with faculty and staff in developing and implementing SLO and AUO assessment strategies. The College's Office of Planning, Research and Grants (OPRG) is staffed with a full-time director, research analyst, and research specialist. The OPRG works closely with District research personnel to ensure the data used are accurately and consistently obtained and analyzed. The College has also created and staffed the Director of Supplemental Funding and Support Services position to supplement the work performed by a grants analyst within the OPRG.

SLO assessment and Program Review allow all departments on campus to engage in self-examination so that changes can be made in the structure of our departments, programs, courses, and teaching methodologies in an effort to allow for greater student learning and success. Significant changes have been made across the campus as a result of this data collection and review, and these are reported in the results for course-level SLOs, program-level SLOs, and in Program Reviews.

In order to meet the diverse learning needs of the community, the College has made a significant effort to expand and improve the distance education programs offered. The College currently offers over 145 distance education courses and 245 distance education sections, serving more than 10,000 students. These distance education offerings equate to over 12 percent of the classes offered by the College [2.18]. The Distance Education (DE) Committee, which is a standing committee of the Academic Senate, coordinates the distance education program. The membership of the DE Committee includes faculty, management, and staff throughout the College and District. This Committee, along with the Curriculum Committee,

ensures that instructional offerings meet curriculum requirements of the College while addressing the learning and accessibility needs of the students. The Curriculum Committee and the DE Committee work together to ensure that the quality of courses offered via alternative delivery methods remains intact. Of particular importance are the efforts to ensure that regular effective contact, as mandated by Title 5, is maintained in all our online and distance education offerings. The DE Committee has devised best practices for the presentation of DE courses and presents ongoing training to new and experienced faculty. Regular effective contact is part of the continuing instructor training. All instructors who teach a mediated course for the first time must submit paperwork documenting how this contact will be maintained [2.15]. These forms are reviewed and approved by the Curriculum Committee. The District is currently revising the Board policy on distance education to ensure that regular effective contact is addressed.

Student feedback regarding online classes (both hybrid and fully online classes) is very important, especially in light of the substantial growth of online sections over the past six years. The number of online sections offered increased from 55 in Fall 2004 to 245 in Fall 2009, an increase of 345 percent. During the same time period the student headcount for these sections increased from 2,096 to 10,615, an increase of 406 percent [2.18]. The Distance Education Committee and the Office of Planning, Research and Grants annually survey students to obtain feedback on students' experiences at the College and to determine whether students' online course and service needs are being met [2.19]. The information from the survey is used to evaluate online courses and programs, as well as student services available for our distance education students, and is beneficial for instructors teaching in this format to ensure that the structure of their courses meets the learning needs of their students.

While traditional classroom instruction continues to be the primary method of instruction for the College, alternate instruction methods have continued to grow. Student demand for online courses has increased for several reasons, including conflicts with work schedules, conflicts with other class schedules, family obligations, distance from school, and transportation issues [2.19].

Student Headcount by Instruction Method

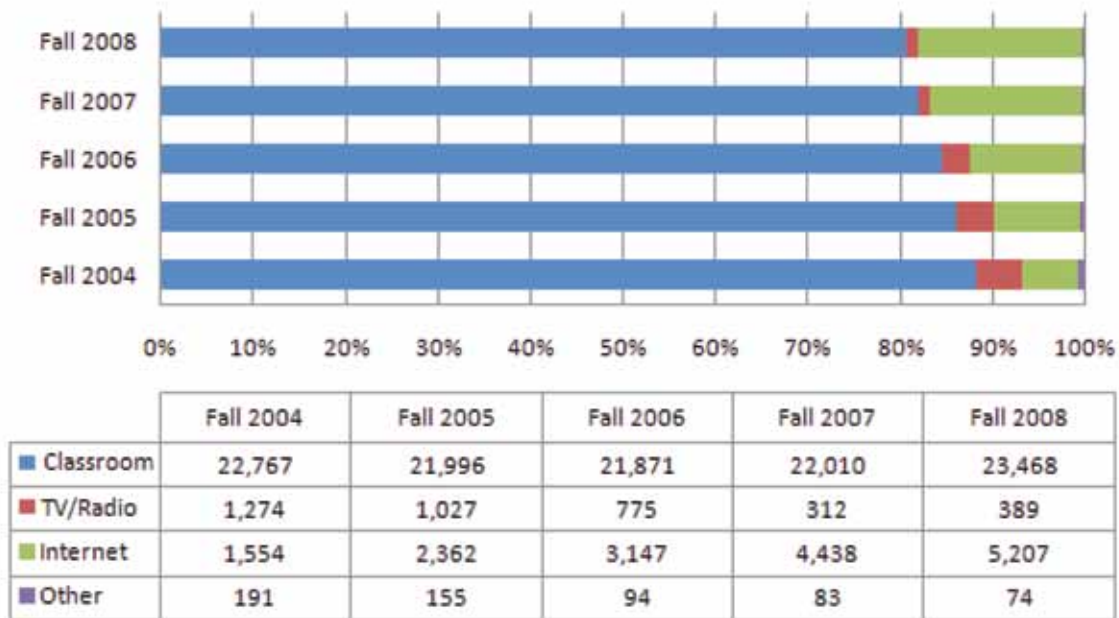


Figure 2.1. Student Headcount by Instruction Method [2.20].

The quality of the College’s online program is evident in the data. Retention rates in online classes are very close to the retention rates of traditional classroom classes, as shown in Figure 2.2. In Fall 2008 the retention rate in online classes was 88.84 percent, while the retention rate of traditional classroom classes was 90.74 percent, a difference of less than 2 percent.



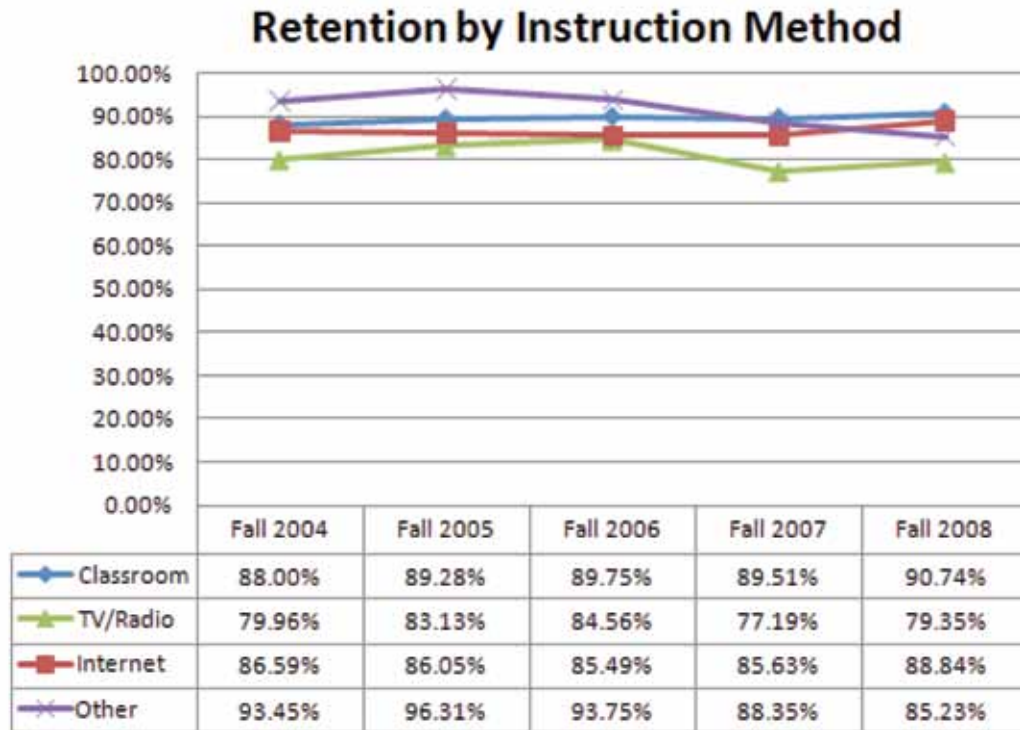


Figure 2.2. Retention by Instruction Method [2.20].

The success rates, that is, the number of students who receive a grade of A, B, C, or CR (credit), in online classes were slightly lower than in traditional classroom classes, as shown in Figure 2.3.

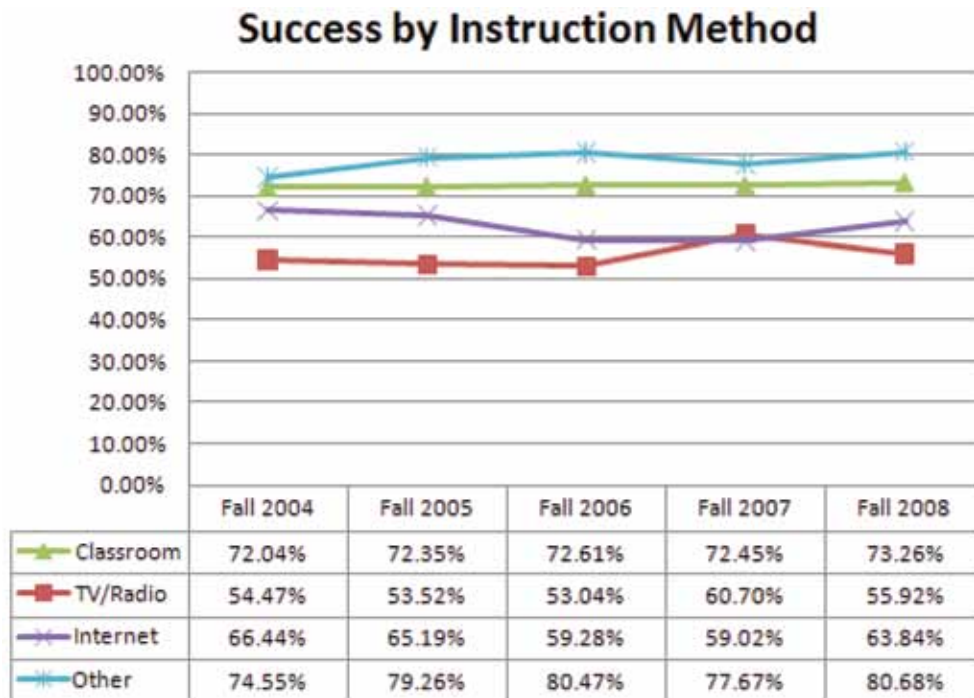


Figure 2.3. Success by Instruction Method [2.20].

Lifelong learning programs include community education and the College's Emeritus Institute, as well as courses offered through the regular college curriculum. While the College's Community Education program [2.21] is self-supporting, receives no College or State funding, and is separate from the academic offerings of the College, it does provide a vital service to the community. The Community Education program determines specific short-term classes and programs that will meet the needs that the College does not provide through its academic programs. Thus the Community Education program provides focused learning opportunities to the various communities the College serves.

The career technology education program [2.06], TechPrep, is an academic and community collaborative program whose mission is to bring the College, elementary schools, high schools, regional opportunity programs (ROPs), and local community business partners together in order to collaborate on career technology education. Its objective is to bridge educational programs between the College and the community in order to prepare the students for technical careers after their college experience [2.22].

The Saddleback College Emeritus Institute [2.23] was established as a unique educational opportunity for the pursuit and enhancement of lifelong learning for the adult population. As an integral part of the Saddleback College curriculum, the Emeritus Institute is a leader in providing challenging and rewarding programs specifically designed for older adults. Since its inception in 1976, this College department has increased its course offerings to over 185 classes in 30 separate disciplines held during the day at more than 25 convenient locations and successfully serves over 5,000 students each semester [2.24]. In an effort to address the possible decrease in funding in future years, the College has considered transferring Emeritus Institute classes to credit classes so that program and course offerings can be continued to the College community.

SELF EVALUATION

Saddleback College offers a large variety of courses focused on providing a comprehensive selection of instructional programs and courses within the community regardless of location or means of delivery. This commitment to high-quality courses and programs ensures students' success in the attainment of academic degrees, certificates, skills awards, transfer to four-year institutions, improvement of basic skills, and lifelong learning, all of which are at the core of the College's mission. The College has taken seriously the charge to uphold the integrity of instructional offerings while meeting the needs of students and the surrounding community. Regular assessments are performed to ensure continuous improvement through Student Learning Outcomes, and Program Review has become a key focus of the College.

The College has continued to meet the diverse learning needs of the community by offering courses using different modalities. Classes have been offered on the Saddleback campus, at off-campus locations, through television and radio, and online. While different delivery modalities will provide student access to successfully complete their learning objectives, the Curriculum and Distance Education Committees monitor and approve all offerings in order to ensure that program and course quality and rigor are consistently maintained. Full- and part-time faculty are actively involved in program and course development, and they are encouraged to participate in ongoing teaching skills and technology training in order to ensure that all programs meet the needs of students.

PLANNING AGENDA

The College has identified the need for leadership in developing its distance education programs and has created the Director of Online Education and Instructional Technology Training position responsible for developing, monitoring, and assessing distance education programs and courses and training in instructional technologies. The hiring process to fill this position is under way.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY

The College, working through the Academic Senate, has emphasized the importance of meeting the needs of students and the surrounding community. Recognizing the diverse composition of College stakeholders and the need to ensure that the College is, in fact, meeting their needs, the Academic Senate authorized and supported committees to oversee curriculum, Program Review, and student learning objectives. These three efforts were unified and coordinated under the title of Institutional Effectiveness (IE). In 2008 the IE committee was formalized and renamed Educational Planning and Assessment (EPA) [2.10].

The College maintains a comprehensive Program Review process: instructional programs and administrative units are reviewed on a scheduled cycle, in addition to an annual update. The CTE curriculum is reviewed on a two-year cycle, and all other programs are reviewed on a five-year cycle. The results of the instructional Program Reviews ensure that the programs provide a rigorous educational environment while meeting the needs of the students and the community. The Program Review Process includes a discussion of how Student Learning Outcomes are being utilized to improve all courses and programs at the College. All instructional programs have developed and assessed Student Learning Outcomes on the course and program levels, linked these to institutional SLOs, and have modified courses or programs to meet students' needs based on the results of this assessment. All Student Support and Administrative Service Units are also subject to a review process similar to the review process of instructional programs, including the assessment of AUOs, to ensure that student and community needs are met in these areas.

The Office of Planning, Research and Grants (OPRG), whose mission is to gather data from focused research, surveys, and other sources, supports the review and outcome assessment processes to ensure that they are based upon relevant data. The OPRG has a director and is staffed by a research analyst and a research specialist who are dedicated to working with faculty, staff, and management in the development of Program and Administrative Reviews and the assessment of SLOs and AUOs. For each instructional program undergoing review, the research specialist produces a data set of important information. Chairs and managers work with the specialist on the development of other data-based reports as needed. The research specialist also works with programs and administrative units in the assessment of their outcomes and the reporting of the results.

The District, in conjunction with the research offices at both Saddleback College and Irvine Valley College, has developed an important source of information: the inFORM Data Warehouse. All administrators, administrative assistants, and department chairs have been trained in the use of this data warehouse, and all are able to generate a wide variety of reports from its data. These reports are utilized in Program and Administrative Reviews across the campus.

As part of our Strategic Planning Process, the College also conducts an external environmental scan to identify changing demographic and economic needs [2.25]. The scan includes information provided by the College’s Marketing Department that is used to identify opportunities to better serve the College community. The Strategic Plan is developed every three years and updated annually to ensure the College is achieving its mission.

The College has also conducted comprehensive student surveys to identify students’ needs and interests [2.26]. According to the most recent survey results, the College has done very well. The data, along with other College demographics, are monitored to determine student interests and how well the College is meeting their needs. These internal scans are also conducted regularly and used in the College’s planning and monitoring processes.

Many Saddleback students attend the College with the intention of transferring to a public or private four-year university. The majority of Saddleback’s transfer students attend the three closest four-year universities: University of California, Irvine; California State University, Long Beach; and California State University, Fullerton. Figure 2.4 illustrates the College’s consistent successes in assisting student transfer to UC and CSU campuses.

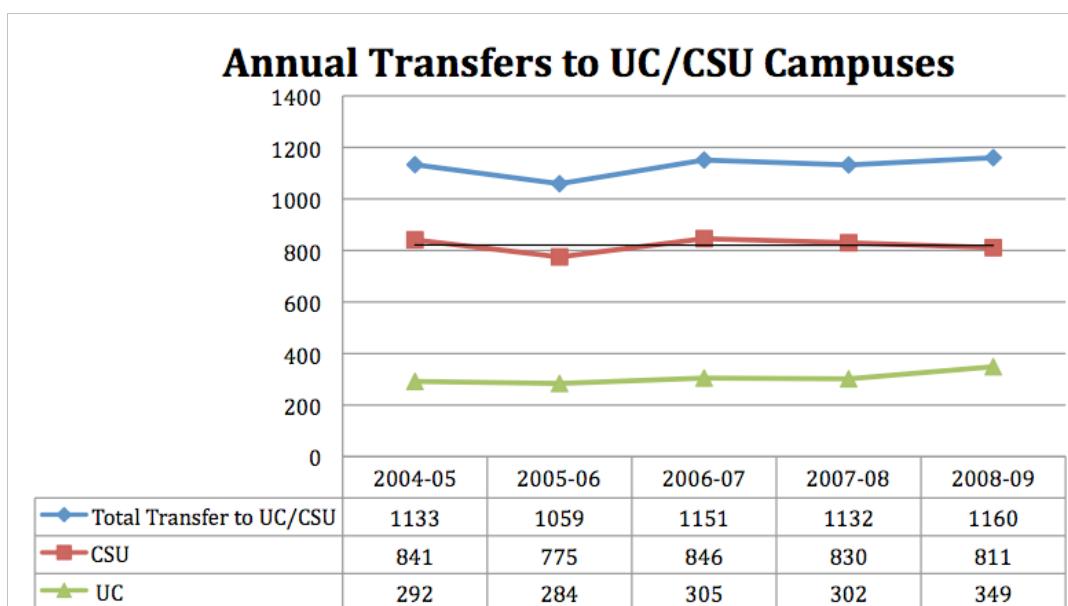


Figure 2.4. Annual Transfers to UC/CSU Campuses [2.20].

The College tracks student transfers to four-year public universities within California in order to determine whether the College meets its mission of assisting students to prepare for success in continued learning pursuits at the four-year university level. Table 2.1 shows that the top transfer institutions for Saddleback students are the University of California, Irvine; California State University, Long Beach; and California State University, Fullerton.

Table 2.1. Top Transfer Institutions for Saddleback College Students [2.20]

School Name	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
California State University, Fullerton	400	482	426	435	424	462
University of California, Irvine	115	119	130	118	113	121
California State University, Long Beach	122	130	133	174	119	100
University of California, Los Angeles	56	59	63	67	78	79
San Diego State University	45	48	72	79	84	58
San Francisco State University	44	27	26	27	19	52
University of California, San Diego	30	26	39	42	34	50
California State Polytechnic University, Pomona	23	26	24	26	33	32
University of California, Berkeley	33	32	22	30	23	32
University of California, Santa Barbara	24	32	10	21	32	31
California State University, San Marcos	23	24	16	24	32	24
Humboldt State University	13	12	7	8	9	15
California State University, Northridge	7	10	10	12	16	13
University of California, Riverside	4	6	9	10	4	13
University of California, Santa Cruz	8	11	8	13	12	13
University of California, Davis	7	7	2	4	4	9
California State University, Dominguez Hills	4	11	7	9	6	8
San José State University	6	11	3	3	10	8
California State University, Los Angeles	1	10	8	8	7	7
California State University, Chico	10	17	5	7	14	6
California State University, Sacramento	5	2	3	2	7	5

In addition, Saddleback College students also transfer to in-state and out-of-state private institutions. Figure 2.5 illustrates the consistent growth in the number of students transferring to private four-year institutions.

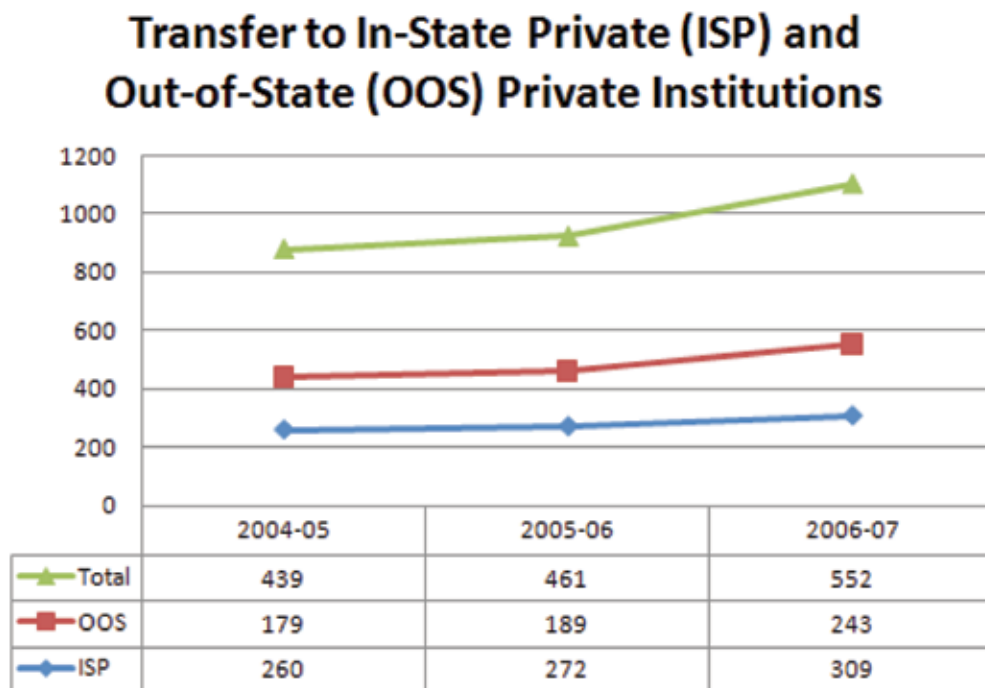


Figure 2.5. Transfer to In-State Private (ISP) and Out-of-State (OOS) Private Institutions [2.20].

The DE Committee, along with the OPRG, conducts an annual survey of students in online classes. Results from the most recent survey (Fall 2008) reveal that the majority of students are quite satisfied with the overall quality of our distance and online education program. Of the students surveyed, 76 percent said they will continue to take online classes at Saddleback College, and 91 percent said they would recommend our online courses to friends. The College also ranked between “excellent” and “very good” on questions asking students to evaluate the responsiveness of faculty, clear expectations of faculty, timely updating of course materials, timely grading of exams and assignments, the application process, counseling and advisement, disabled student services, library services, and technical support.

SELF EVALUATION

The College’s Program and Administrative Unit Review process has proven to be effective. The EPA coordinates the oversight of curriculum review, Program Review, and student learning objectives in a unified organizational structure focused on achieving effective gathering of data through research and analysis, evaluation of program effectiveness, and program improvement. All programs and units on campus produce reviews on a regular cycle, in addition to annual updates of these reviews. The reviews are linked to the Planning Process in order to ensure that improvements are continually being made.

The College’s Strategic Planning Process is a thorough planning and management tool that utilizes the input from the College community and external scan information related to the needs of the surrounding communities. In 2006 the College developed the 2007-2010 Strategic

Plan [2.27], a comprehensive roadmap that provides guidance in curriculum and program enhancement, College growth management, faculty development, and community service. The intent of the plan was to have it reviewed and updated on a regular basis so it would reflect the future needs of the College and the communities that the College serves. The College is developing a 2010-2013 Strategic Plan that will continue to reflect the feedback from all the constituent groups [2.11].

Student Services has also been effective in meeting the needs of students and the community. The results of the Student Satisfaction survey suggest that Student Services has been very effective and that it continues to improve its services. Students responded to the 2008 Student Survey favorably in the area of services that helped them achieve their academic goals. Services such as career guidance and placement, counseling, financial assistance, and learning assistance received high ratings. Figure 2.6 shows students' responses to questions on student services used by the respondents.

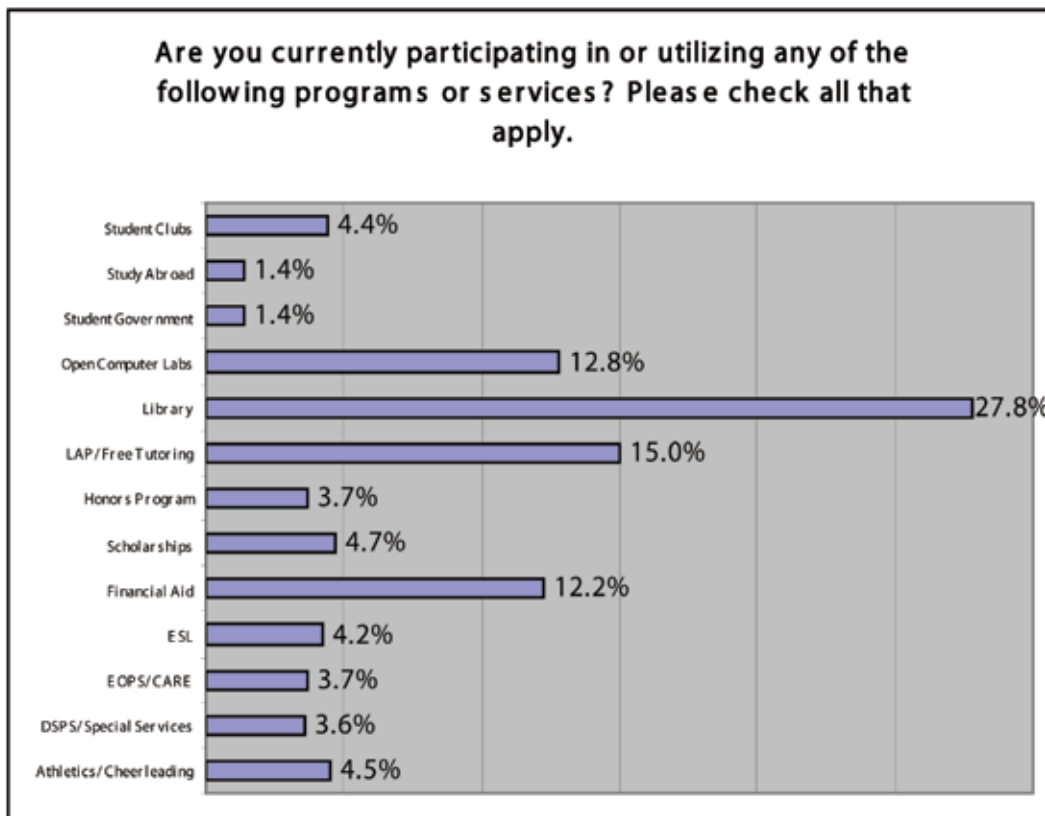


Figure 2.6. Students' Responses to Questions on Student Services. (Source: Saddleback College Spring 2008 Student Survey [2.24].)

PLANNING AGENDA

None.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

The College offers programs and courses (1) at a variety of times, including daytime, evening, and weekends; (2) in a variety of formats, including distance learning classes, primarily hybrid or online classes, but with a few video and audio courses as well; and (3) at multiple sites to accommodate students' needs. Programs and courses are offered year-round, including regular, late-start, and short-term classes. The delivery systems and modes of instruction are identified in the official course outline as "method of instruction." Faculty selects the most appropriate method of instruction for a course based on intended outcomes and student population. Some courses are offered by more than one method of instruction, based on student needs.

The College offers Fall and Spring terms, which are 16.6 weeks in duration and which include full-term courses, late-start 12-week courses, a first 8-week session, and a second 8-week session. The College also offers three Summer sessions, which include 12-week courses, 8-week courses, and 6-week courses. In all terms, courses are offered in a variety of modalities, including traditional classroom, hybrid, and fully online.

The College publishes the course schedule in a print format and online. Due to cost concerns, the College has reduced the number of print copies distributed to the community; once again, the identical online version of the course schedule is available on the College Web site. For those students and community members who are more comfortable with the traditional print document, the College makes the printed format available at the Counseling office, the Library, and the college bookstore. Courses offered in mediated form are indicated in the class schedule [2.28]. In addition, students can find information on distance education offerings on the Distance and Online Education Web page [2.29]. The College has been teaching distance education classes for many years via video delivery on the College television station, Channel 39. Online classes were added beginning in 1999. Now, the vast majority of our distance education offerings are online, along with a few video and audio courses. Growth in this area is significant, and as shown above, our offerings have increased over 345 percent in the past five years.

In order to ensure the quality of online instruction, the College has developed the Center for Instructional Design and Distance Education (CIDDE). This Center has three full-time application specialists who work with the faculty to create and improve their online or hybrid courses. Workshops are offered on Blackboard, Camtasia, PowerPoint, and other instructional technologies. The CIDDE staff often work one-on-one with the faculty in these areas. Additional workshops are also offered through the Institute for Teaching and Learning.

The DE Committee has also created a fully online occupational skills award for online educators. This 12-unit program offers classes in areas such as online teaching modalities, effective interaction, assessment techniques, and accessibility [2.05]. These courses were offered for the first time in Spring 2010.

SELF EVALUATION

By offering many of its courses in a number of different methods of instruction, the College meets the needs of a wide variety of students. Traditional courses are still predominant, but based upon student demand, as evidenced in enrollment patterns, the Distance Education Student Survey, and SLO assessment, more College courses are being offered in the online format. Currently, approximately 12 percent of the College's class offerings are via distance education.

Because of the emphasis placed on the growth and quality of distance education, the College needs to dedicate leadership to developing, monitoring, and assessing DE programs and courses. While the DE Committee performs some of these functions, a director is needed to ensure that the needs of students within the program are being met. This position is planned to be hired in 2010-2011.

PLANNING AGENDA

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

The College has embraced the assessment of Student Learning Outcomes throughout the institution. As part of the implementation of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs), the College created the Student Learning Outcomes Implementation Task Force and SLO Implementation Plan in 2005, requiring all instructional programs and Student Support and Administrative Service Units to identify and assess SLOs and AUOs. Understanding the importance of SLOs, the implementation plan linked the process to Program and Administrative Unit Reviews and curriculum revision. The College adopted the five-column Nichols model to monitor the progress of the implementation.

The Nichols model is a widely accepted process model used to facilitate the development, assessment, and revision of program and course offerings based on defined SLOs. Because the process provides a context for the assessment and improvement of student learning, it is also an important element of institutional strategic planning at the College. Within this context, program and course planning comprise clearly defined goals related to the improvement of student learning as well as the method to assess the accomplishment of the goals. Once assessment data is obtained, the process guides the organization to determine the steps required to improve program and course offerings. Understandably, the adoption of the model requires a thorough implementation plan and an ongoing commitment to the process.

The SLO Implementation Plan created a time line where SLOs were developed at the institution, program, and course levels. All of our instructional programs have established SLOs on the program and course levels, which are regularly assessed and utilized in order to continually improve curriculum. Course-level outcomes are also linked to institutional SLOs. Program-level SLOs and Program Reviews are maintained on the College Web site by department [2.30].

Course-level SLOs are put into the CurricUNET system and are a part of the official course outline [2.17]. These are linked to Institutional-level outcomes for students getting a degree or certificate from Saddleback College or transferring to a four-year institution. These SLOs are as follows:

Students completing a degree, certificate, or transfer program will be able to demonstrate [2.31]:

Effective Communication	Intellectual and Practical Skills	Community/Global Consciousness and Responsibility	Breadth of Subject Area Knowledge
<ul style="list-style-type: none"> • Reading Competency • Written Communication • Oral Communication 	<ul style="list-style-type: none"> • Computer Literacy • Scientific and Quantitative Reasoning • Information Competency • Critical and Creative Thinking • Teamwork and Problem-Solving • Skills for Lifelong Learning 	<ul style="list-style-type: none"> • Knowledge of Cultural Diversity • Interpersonal Skills • Civic Knowledge and Engagement • Ethical Reasoning and Action 	<ul style="list-style-type: none"> • Natural Sciences and Mathematics • Arts and Humanities • Social and Behavioral Sciences

Programs evaluate achievement using a variety of methods and instruments. For example, studio courses may utilize exams but also rely on portfolios and critiqued performance; physical education course assessment relies more on performance and/or journals rather than on written examinations; lab science courses use a combination of experiment, investigation, and tests of hypotheses; health care courses use a combination of examinations, development of treatment plans, and clinical performance standards. Some business courses are also performance-based. Other CTE programs, such as Nursing, Cosmetology, Emergency Medical Technician (EMT), and Paramedic, use state licensure as a measure of student success. Computer Maintenance Technology has A+ training, and ServSafe training is for Sanitation and Safety in Foods. Most other courses use exams, including pre- and post-testing, and/or papers to assess student achievement of learning outcomes. The College invested in the purchase of Class Climate and ParScore from Scantron for the collection and analysis of assessment data. Training on these programs is held throughout the year, and many departments are utilizing this software [2.32].

The OPRG has a research analyst and specialist who works with the departments in the creation of assessment methods, the formatting of reports, and the use of the resulting data. The SLOs, the assessment results, and the ways in which these results were utilized are reported annually for all courses and programs. Programs also document how SLOs were utilized to make improvements in their Program Reviews. Course-level assessment data is maintained within the CurricUNET system, and program-level assessment data is posted on the EPA Web site.

The EPA Committee oversees this outcome and assessment process, and the EPA chair monitors and documents compliance. Through the Institute for Teaching and Learning (ITL), coordinated by the EPA, faculty are provided with ongoing training on assessment techniques and skills for the improvement of teaching and learning.

SELF EVALUATION

The College has made the assessment and utilization of SLOs a top priority. Regular meetings during our in-service week each semester stress the importance of SLO assessment and utilization, and ongoing workshops, organized through the Institute for Teaching and Learning, take place throughout the academic year. These include workshops on assessment techniques, teaching pedagogies, and Basic Skills instruction [2.12] [2.33]. Two full-time employees, the EPA Chair (a faculty member given 100% reassigned time) and the research specialist, are dedicated to outcomes assessment and Program Review.

Assessments for program- and course-level SLOs have been ongoing since 2005. Program-level SLOs have been assessed and reported annually since that time. Efforts to increase and document course-level SLOs were undertaken in 2007; as a result, all courses offered at the College are now assessed annually, and the data is input into our CurricUNET system. These course-level SLOs are also linked to institutional SLOs. All programs discuss how they have implemented SLO assessment and utilized the results to improve their programs and course offerings.

PLANNING AGENDA

None.

- II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.**

DESCRIPTIVE SUMMARY

With the support of the administrators, staff, and Academic Senate, all courses and programs are designed, approved, and evaluated by the faculty. Ideas for instructional courses and programs originate from a variety of sources, including standing committees, ad hoc committees and task forces, advisory and community partners, and agencies with whom we maintain constant relationships. Ideas are forwarded to the appropriate department or division for review and implementation.

The Academic Senate, the Curriculum Committee, the Educational Planning and Assessment Committee, and the College administration and staff have established processes that guide the development and evaluation of courses and programs. The support from all constituent groups facilitates the development and evaluation of courses and programs. The Board approves the addition, deletion, or modification of any credit or noncredit course, as well as Collegewide

degree and certificate programs, prior to submission for State approval. While all constituent groups are part of the curriculum development process, it is the faculty members who are primarily responsible for the evaluation and development of academic courses and programs. The Curriculum Committee has clearly defined procedures to design and approve all courses. All courses and programs, whether credit or noncredit, on-campus or off-campus, or through mediated instruction, are carefully reviewed, evaluated, and approved or disapproved by the Curriculum Committee. Once curriculum is approved, the effectiveness of teaching and learning is assessed through the SLO and Program Review processes developed by the EPA Committee [2.10].

With the opening of the Advanced Technology & Education Park (ATEP), the College has participated in providing program and course content to students who enroll in this remote location. The Rapid Prototype Development program (RapidTech), initially established through a National Science Foundation grant [2.34] at Saddleback College, has been moved to the ATEP site to provide on-going program offering at the site.

While ATEP's mission [2.35] is to foster workforce development and career-focused opportunities for emerging technologies, it also launched a special pilot program, the Academic Foundation Summer Institute, with courses from Saddleback College and Irvine Valley College that focused on writing, reading, and math to help students prepare for college or improve their basic skills. Students from the Orange County Rescue Mission's Village of Hope, a state-of-the-art homeless facility in Tustin, were the first group to participate in this program. The Academic Foundation Summer Institute was formed to help further the educational goals of Orange County's homeless, impoverished, and disadvantaged.

The College recognizes the importance of providing programs and courses to the adult community surrounding the College. Established in 1976, the College's Emeritus Institute [2.23] has provided focused non-credit courses for the adult population with the mission of promoting lifelong learning through challenging and rewarding programs designed specifically for older adults. Courses are given at both on-campus and off-campus locations in order to make attendance more convenient. EI programs are an important part of the College curriculum, serving more than 5,000 emeritus students per semester.

Saddleback College has established a successful Community Education (CE) program [2.21]. Serving the surrounding communities, the CE program establishes, promotes, and administers short-term not-for-college-credit courses that are designed to meet the needs of community members who are preparing for college (College for Kids) or who are seeking general knowledge and self-improvement or continuing lifelong learning. The program is self-supporting, receives no funds from the College or the State of California, and is separate from the academic offerings of the College. The courses offered by CE vary throughout the year to reflect the program and course needs of the community. The CE program consults with the College on programs that will be offered so that they do not overlap with the College's academic offerings.

The Curriculum and Distance Education committees monitor and provide assurance that the quality of programs being offered in the name of the College are of high quality and rigor regardless of the method or modality of instruction. The College had become aware that students in certain programs could complete more than 50 percent of existing programs from alternative modalities other than from the College's on-campus offerings. In accordance to

ACCJC guidelines, the College submitted a written substantive change proposal to ACCJC for approval for the increased offerings of course titles [2.18] [2.36]. The ACCJC Committee on Substantive Change has accepted the submitted proposals by the College.

The College is committed to continually improving its high-quality instructional programs. One example is that the College’s commitment to curriculum development integrates the mission and goals of the California Basic Skills Initiative [2.37]. This commitment has resulted in a five-year action plan for faculty training and professional development in Basic Skills and course development across the disciplines. Assessments related to the Basic Skills Initiative (BSI) are being conducted to analyze student needs for Basic Skills instruction through various pilot projects on campus (e.g., Physiology, Anatomy, Counseling, and ESL).

The Basic Skills Initiative Committee has been coordinating a multidivisional effort to meet the needs of all students so that they will possess the “college skills” needed to succeed in their college endeavors. The mission of Saddleback’s Basic Skills Initiative is to establish a comprehensive and interactive Collegewide approach to building students’ basic skills to prepare them for success in college-level course work while supporting them to reach their educational goals. The Committee, composed of faculty throughout the College, integrated identified Basic Skills across the curriculum based upon input from the entire college community. The Basic Skills Initiative required that all students demonstrate written and oral communication skills. Additionally, the Academic Senate, with support from the BSI Committee, has taken the initiative to emphasize a reading competency requirement for students seeking an AA degree. In order to ease the transition of underprepared students from high school to college, the committee has inaugurated an Intersegmental council with Basic Skills faculty from the College and from local high schools.

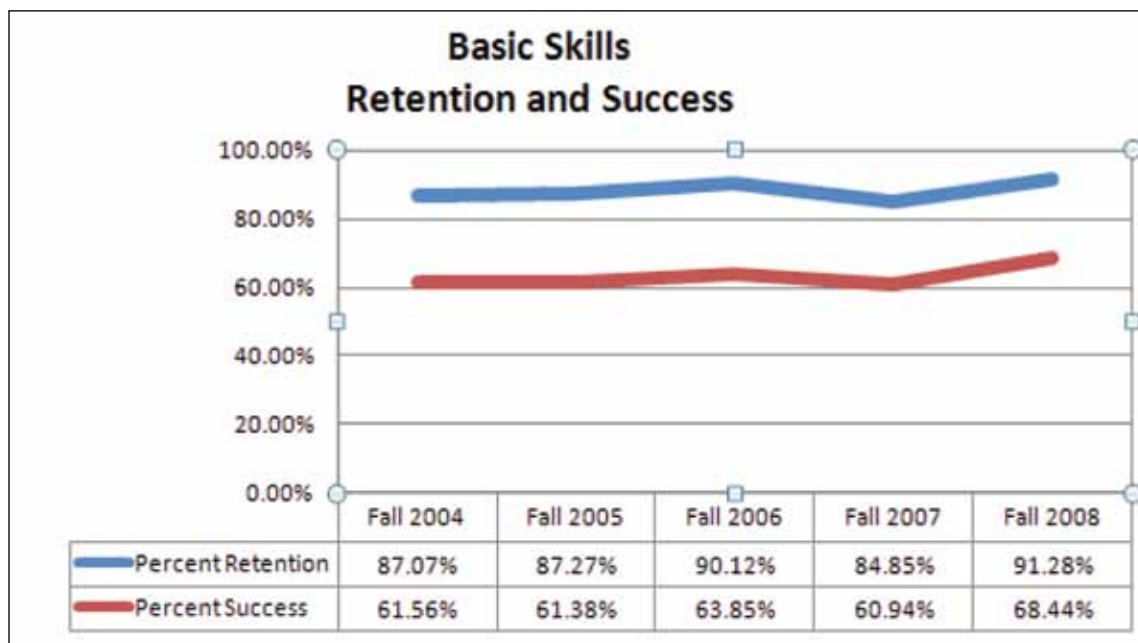


Figure 2.7. Basic Skills Retention and Success [2.20].

Some of the benefits achieved by the Basic Skills Initiative include the highly recognized Algebra2Go series [2.38], which provides an innovative method of teaching students the basic math skills they need in order to succeed in their future academic and career pursuits.

Algebra2go is a free Internet-based resource, supported by the College, established to provide supplemental mathematics learning materials. This student-driven project continues to evolve in an organic development process. The mission is to create a learning culture that promotes success by using the Internet to create a path lined with unrestricted resources that direct foundational math students toward their educational goals.

SELF EVALUATION

All academic programs are regularly reviewed as part of the Program Review process. The College encourages all faculty to participate in developing Program Reviews and course curriculum. Prior to a review, the program faculty are provided with a report template and a standardized data set by the research specialist. Data include enrollment trends, grade distributions, success and retention rates, staffing and budget information, and when appropriate, Student Surveys [2.39]. Using the data, the faculty members write a self-study document analyzing the reports, answering prescribed questions, and formulating departmental priorities and recommendations [2.03]. These reports are linked to our Strategic Planning Process and all decision-making at the College, including budget allocations.

In order to ensure that classes provide quality teaching, courses are reviewed every two years for CTE programs and every five years for all other programs [2.02] [2.03]. Departments review their courses, make any needed changes, and send them through the curriculum-approval process. Other reviews and changes may be prompted by technological or other content developments inherent in the field or by notice from the Articulation Office that a transfer institution recommends course revisions in order to maintain transferability.

Another method by which the College ensures quality is through the institutionalized faculty hiring and evaluation processes [2.40] [2.41]. These processes begin with rigorous application and screening. All faculty teaching credit courses are required to hold minimum qualifications for their disciplines, as determined by the State Academic Senate. The College employs a four-year tenure-review process followed by a formal evaluation every two years for those who succeed in becoming faculty members. Adjunct faculty are also evaluated every two years, in accordance with the faculty contract. The District's Office of Human Resources and the division deans maintain the evaluation schedule for faculty. Evaluations for nontenured faculty are conducted by division deans and department chairs; evaluations for tenured faculty are conducted by division deans; and evaluations for adjunct faculty are conducted by either the department chair or the division dean [2.42].

The Community Education program complements the academic curriculum by offering not-for-credit, short-term, fee-based seminars and workshops. The Academic Senate and a subcommittee of the Curriculum Committee review the Community Education schedule of classes, which is published and mailed to district residents three times per year. Community Education classes are developed and offered in response to community needs as identified by feedback from participants, past enrollment data, popularity of similar programs offered elsewhere, and current trends. During the 2008-2009 academic year, student enrollment reached 1,976 in Fall 2008; 2,043 in Spring 2009; and 7,419 in Summer 2009 [2.43].

PLANNING AGENDA

None.

- II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central roles of its faculty for establishing quality and improving instructional courses and programs.**

DESCRIPTIVE SUMMARY

In accordance with District Board Policy 6100, courses and programs are conceptualized, created, and evaluated in accordance with the College's Mission Statement and student and/or community needs or interests [2.44]. As required by the California Education Code, faculty plays a central role in the conceptualization and design of course and program offerings. Following established course-development procedures, course proposal and outlines are discussed with appropriate academic administrators, the Curriculum Committee, and other department members prior to formal writing and submission to the Curriculum Committee. The Curriculum Committee, the Academic Senate, the Vice President for Instruction, the President, and the BOT are involved in the development, review, and approval process of all academic courses, programs, certificates, occupational skills awards, and degrees. In the final approval step, the BOT relies primarily upon the recommendation of the faculty in academic and professional matters, as required by Education Code.

Quality review and the approval process begin with instructional faculty and department chairs, who are the content experts. All courses, regardless of the type of credit awarded, undergo a technical and quality review after the initial faculty review, to assure that the objectives, outcomes, and methods of evaluation are clearly stated and that assignments are appropriate for the course. All prerequisites, co-requisites, recommended preparation courses, and course limitations are reviewed and validated. Following the technical review, course additions, changes, and deletions are presented to the Curriculum Committee for consideration. The Curriculum Committee consists of faculty and deans from all College divisions. Once approved by the Academic Senate, curriculum is sent to the College President for informational purposes and to the BOT for approval. Additionally, catalog and schedule descriptive summaries, hours and units, transferability and GE applicability, and course content are included in the review. Following Board approval, course additions and revisions appear in the College's Fall catalog each year. The Curriculum Procedures and Resources [2.02] contain detailed descriptive summaries of the curriculum-approval process.

All courses and programs also engage in SLOs assessment and Program Review. A full-time faculty member with 100 percent reassigned time chairs the EPA Committee. One of the assigned responsibilities of the EPA Chair is to develop procedures for assessment and review. Handbooks on these procedures are updated annually and posted on the EPA Web site [2.03] [2.10]. Completion dates for each of these processes are distributed to the department chairs and communicated to division offices. The EPA Chair monitors the completion of SLO assessment and Program Review and is responsible for notifying all of the department chairs of their deadlines. While not a part of the curriculum-approval process, all courses and programs

are monitored to ensure that SLOs have been developed and that SLO assessment is ongoing. The SLOs also become part of the official course outline once they are input into CurricUNET and approved by the EPA Chair.

SELF EVALUATION

The College has an effective process for establishing quality courses. This process includes faculty and administrative involvement. The Educational Planning and Assessment EPA Committee (formerly the Institutional Effectiveness Committee), which oversees curriculum, Program Review, and Student Learning Outcomes, has been established to provide uniform oversight of the quality of the College's instructional programs. The EPA has provided leadership, guidance, and training throughout the College by providing implementation standards and milestones in order to meet the SLO and Program Review implementation requirements of ACCJC. The EPA keeps the College administration, Academic Senate, faculty, and staff focused on the importance of SLOs, AUOs, Program Reviews, and Administrative Unit Reviews and on their successful implementation. Further, since 2005 the EPA Committee has provided training to faculty and staff on the creation, implementation, assessment, and use of assessment data to improve instructional offerings on the institution, program, and course levels. The EPA continues to present SLO, AUO, Program Review, and Administrative Unit Review training during College Flex Week in-service week prior to the start of the Fall and Spring semesters.

The EPA also partnered with the Distance Education Committee and the Basic Skills Initiative Committee to establish the Institute for Teaching and Learning (ITL). Throughout the year the Institute offers a wide variety of workshops and courses on instructional and course design, teaching and learning strategies, class assessment practices, teaching basic skills across the curriculum, and best practices in online instruction [2.12].

PLANNING AGENDA

None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY

Through the SLO and Program Review processes, faculty are engaged in SLO assessment across the campus. Academic departments meet to discuss the creation of SLOs, the methods of assessments to be utilized and the criteria for success, and the use of assessment results. The College's philosophy on the primary purpose of SLO assessment is to open dialogue among faculty within a particular discipline and across disciplines (where appropriate) so that the College continually improves its teaching and learning strategies and pedagogies. Changes made as a result of SLO assessment are documented in CurricUNET for course-level SLOs and on the program-level SLO forms, and changes are discussed in Program Review.

Many instructional and student services programs, and all CTE programs, have advisory committees that assist in developing new programs and/or in revising existing curriculum. These committees are composed of students, faculty, staff, and private industry, and they meet annually. Based on the input of various advisory groups, the faculty work to bridge the needs of the community workforce with the courses offered by the College. Specific examples of such advisory committees are evidenced in Business Science, Advanced Technology and Applied Science, Health Sciences, Honors, Journalism, Counseling, the Emeritus Institute, Child Development Center, Extended Opportunity Program & Services (EOPS), Disabled Students Programs and Services (DSPS), the Transfer Center, and Matriculation, as well as High School Advisory Committees. The Technology Preparatory (TechPrep) Committee also determines equivalencies between high school and college courses and establishes articulation agreements granting high school students college credit for selected courses. The CTE Planning Team, which includes members from all appropriate disciplines, reviews the annual Perkins IV requests.

Grades play a major role in determining student competency. Course-level grading is established by faculty and published in course syllabi. Colleagues who teach the same course establish grading consistency. While grades are an important element in determining student achievement and competency, the College also assesses SLOs to determine how students are achieving success in specific areas of a course or program so that improvements can be made. Institutional SLOs are also assessed to ensure that courses and programs continue to focus on meeting the College's mission.

Program advisory committees have been established throughout the College to consult with academic departments to ensure that programs meet the needs of the College community. All committees meet at least annually. Depending on the program, meetings are conducted more frequently. For example, the Emeritus Institute Advisory Committee meets at least once every semester. The director and department chairs present an overview of programs, facilities, and curriculum, and advisory committee members discuss community and student needs. This process helps to ensure that community and student needs are addressed and met whenever possible.

SELF EVALUATION

The College relies on faculty expertise with the assistance of advisory committees, when applicable, to identify competency levels and SLOs for courses, programs, certificates, and degrees. As with most other higher education institutions, faculty members rely on grades and satisfactory completion of courses to assess how well students are doing within a class or program. In addition to grades, since 2005 the College has added SLOs to our assessment techniques so that faculty can pinpoint the specific areas that require improvement on a course, a program, or an institutional level. In addition, the career and technical education programs, with input from their advisory committees, ensure that students progress toward achieving their educational goals and industry requirements.

PLANNING AGENDA

None.

II.A.2.c. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

The Curriculum Committee is responsible for maintaining high-quality, broad-based, rigorous programs that meet the needs of the College community. Working with the faculty, the content experts, the Curriculum Committee oversees the development, evaluation, and revision of instructional programs and courses. The faculty place courses within programs in order to ensure student success. Courses within programs are sequenced to assess student achievement of learning outcomes and to ensure that learning expectations of courses within programs are consistent. Effective sequencing of course work occurs within all occupational certificates and degrees.

Coursework leading to a degree, an occupational skills award, or an occupational certificate is offered during the Fall, Spring, and Summer semesters and is sequenced to enable students to complete requirements in a timely fashion.

Quality of instruction is maintained by the College's formalized Program Review process. All programs are subject to review on either a two- or a five-year cycle, with annual updates provided to the Curriculum Committee. Part of the Program Review process includes determining whether programs and courses are relevant to the College mission. As part of the process, courses are reviewed to determine their relevance and those that are determined to be outdated or unnecessary are eliminated. Generally, the identification of courses that may be eliminated is based upon how frequently the course has been offered. Most courses that are eliminated from the catalog have not been offered in three years. The Academic Senate approved a policy and process for program discontinuance in 2005 [2.45]. In the event a program has been identified for discontinuance, the Division determines a program completion plan for students who are already advancing through the program. Students are informed of the discontinuance decision and provided information to complete the program through courses that are phased out, independent study with subject area faculty, or transfer to nearby colleges who have similar programs.

High-quality instruction is also ensured through the hiring process for both full- and part-time faculty. All faculty must meet minimum teaching standards. Through the Office of Articulation, courses used for lower-division transfer are reviewed by Saddleback College faculty and by instructors from the college or university to which the course will transfer. Articulation agreements are developed to ensure the College's curriculum is equal in depth and rigor to the courses offered by the institutions to which Saddleback College students transfer.

District administration and the Faculty Association have established the faculty evaluation process in accordance with the Education Code. The process is regularly reviewed and updated by the Academic Senate, Faculty Association, and administration and is implemented by the faculty and administration to ensure that both untenured and tenured instructional and noninstructional faculty are evaluated by other faculty and administrators with regard to their expertise, organization, communication skills, variety of teaching methods, and the quality of their assessments. Adjunct faculty members are evaluated using a process established in their

contract that includes evaluations by either the division dean and/or the department chair. The formal evaluation is approved by the division dean [2.40] [2.42].

SELF EVALUATION

Faculty, as the College’s content experts, are primarily responsible for all matters concerning breadth, depth, rigor, sequencing, time to completion, and criteria for evaluation of courses and programs. Multiple methods to assess the breadth, depth, rigor, sequencing, time to completion and synthesis of learning for its programs include assessing student learning using surveys, tests, labs, evaluations, and critiques of created and performed work. Further, the Office of Planning, Research and Grants provides department chairs with data sets relative to retention and success rates of students by course and semester. Student surveys provide instructors feedback regarding student satisfaction with the overall instructional program [2.26]. Surveys are completed regularly on a Collegewide basis; surveys are also completed within particular programs during their Program Review Process. Departments utilize the data gathered through the data sets, student surveys, and SLO assessments to analyze their performance and make improvements. These processes ensure a very high rate of acceptance of courses for transfer to four-year institutions.

PLANNING AGENDA

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

The faculty determine delivery modes and teaching methodologies based upon both student needs and the most effective methods for teaching particular disciplines. The DE program has expanded its offerings so that in Fall 2009, 245 sections were offered by mediated modes of instruction, an increase of 106 percent from Fall 2005. Similarly, enrollment figures for the DE program were 4,701 in Fall 2005 and 10,615 in Fall 2009, an increase of 126 percent [2.18].

Table 2.2. Distance and Online Education [2.18]

	Fall 2005	Fall 2009	% Change
Courses	87	145	67%
Sections	119	245	106%
Enrollment	4,701	10,615	126%
FTES	469	1,059	128%

Census Enrollment by Instruction Method



Figure 2.8. Census Enrollment by Instruction Method [2.20].

As evidenced by the growth of DE course offerings and the use of alternative locations throughout the community, the College identified a substantive change in the modality of instruction. While the College continues to embrace traditional instructional models, it now offers students the opportunity to earn more than 50 percent of their units towards certain degrees and certificates online or at an alternative instructional location, such as ATEP. Accordingly, the College has identified this change and has notified the Committee on Substantive Change at ACCJC. The Curriculum and DE Committees maintain their oversight of programs and courses affected to ensure that the quality and rigor of the offerings are maintained. Each of the programs in which 50 percent or more of a degree or certificate can be earned online or at an alternative instructional location must undergo Program Review on a regular basis under the same guidelines of traditional instructional offerings [2.18, p. 30] [2.36, p. 18].

The Curriculum Committee reviews and approves new distance education courses and ensures that the proposed method of instruction for each new course is appropriate for the curriculum. Furthermore, the Curriculum Committee ensures that all DE courses meet State regulations for regular effective contact and are ADA-compliant [2.15].

The DE Committee, through the Institute for Teaching and Learning (ITL), offers continuous training to faculty to ensure the quality of the distance and online education program. The DE Committee is represented by faculty, staff, and administrators from many divisions and units on campus.

The College, working in conjunction with the DE Committee, established the Center for Instructional Design and Distance Education (CIDDE) to support faculty and staff in effectively using instructional technology, both inside the classroom and in online courses. CIDDE regularly

provides training to faculty and staff during in-service and Flex Week, as well as continuing education and technical support throughout the year.

The Emeritus Institute (EI) offers curriculum for a diverse population by offering off-campus credit and noncredit courses for older adult learners. Courses are offered in convenient locations such as senior centers and retirement communities. EI offers over 360 sections each academic year, covering all disciplines. All EI courses are reviewed and approved by the Curriculum Committee.

The College's divisions use various delivery modes and teaching methodologies in an effort to reflect the needs and learning styles of students. An example of the College's successes can be observed in the Liberal Arts and Learning Resources Division, which encourage students to contribute to several award-winning student publications in order to showcase students' achievements, as shown in Table 2.3.

Table 2.3. Saddleback College Award-Winning Student Publications

Publication	Type of Deliverable	Student Involvement
<i>The Lariat</i>	College Newspaper (online and print)	Journalism 120 students
<i>International Voice</i>	Annual Publication	ESL Department students
<i>Orange Appeal</i>	College Magazine	Journalism 125 students
<i>The Wall</i>	Juried Annual Publication	Collegewide contributions created by English 160 students

SELF EVALUATION

The Distance Education Committee has been active for many years in helping to improve and develop the College's distance and online education program and offerings. The Committee has addressed and resolved numerous technical, transfer, and technology issues and has provided training to faculty and staff in methods to take advantage of available tools to meet the needs of the community. The establishment of the Center for Instructional Design and Distance Education (CIDDE) to support faculty and staff in using technology in instructional curriculum has effectively supported the College's effort to increase technology in the classroom as well as online and in hybrid methodologies. The ITL also offers classes on online pedagogies to assist faculty in the creation and ongoing development of their online courses.

The Emeritus Institute is a vital component of the College mission and has a consistent enrollment of more than 5,000 students each semester. In the Fall 2009 semester, EI's enrollment was 5,376 [2.24]. This program is designed, administrated, reviewed, and evaluated periodically under established institutional procedures.

PLANNING AGENDA

None.

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

All programs and courses regularly undergo review and reapproval by College faculty. Program Review assesses the relevance, appropriateness, currency, and predicted future needs of instructional offerings of the College and the effectiveness of College programs and courses through SLOs. Departments analyze data sets provided by the Office of Planning, Research and Grants, which include degrees and certificates awarded, numbers of new courses and courses updated, number of sections offered and format offered, average class size, FTES generated, cost per FTES, rates of success and retention, resources invested, number of full-time faculty, number of adjunct faculty, and supply and equipment costs. Departments are also provided a listing of courses that require revision and updating, including course content and SLOs from the Curriculum and EPA Committees. Input from advisory committees is used to evaluate program needs and relevance to assess currency and to plan for future needs.

Departments are required to evaluate their programs, degree offerings, and courses through regular Program Reviews and annual updates. These reviews utilize data from various sources, including SLO assessment, in their evaluation. For planning purposes, Program Reviews are the starting point of the College's Strategic Planning Process. The Strategic Planning process is discussed further in Standard I, Institutional Mission and Effectiveness, and Standard IV, Leadership and Governance.

SELF EVALUATION

The College's systematic review is used to assess course and program relevance, appropriateness, program and course currency, future needs and plans, and achievement of SLOs. The reviews determine the needs for staffing, budget, facilities, and equipment. The results of the Program Reviews are used as a basis for departmental input in the Strategic Planning Process for the College. Program Reviews and needs assessments are linked to all budgeting allocation requests and have led to the hiring of additional faculty, the addition of new facilities and/or buildings, and the purchasing of new equipment. As the instructional programs evolve, they are reviewed for relevance and appropriateness.

The College's systematic review of its curriculum and instructional programs, as well as the review of all student support and administrative units on campus, is serving students well, and improvements have been made across the campus as a result of these ongoing processes (see Standard I.B.1).

PLANNING AGENDA

None.

- II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure activity of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.**

DESCRIPTIVE SUMMARY

The College systematically engages in ongoing evaluation and integrated planning for courses and programs through the SLO and Program Review processes. SLOs are assessed and the results utilized for program and course improvement on an annual basis. All programs also undergo regular Program Review, which address how SLOs are being assessed and utilized. Moreover, Program Reviews are linked to the College's Strategic Planning Process.

The Office of Planning, Research and Grants was created in 1999 and has supported institutional research and facilitated institutional planning. The Office is headed by a Director, and two full-time researchers are dedicated to SLO/AUO assessment and Program/ Administrative Unit Reviews.

The assessment of SLOs/AUOs and Program/Administrative Unit Reviews is an integral part of the College's Strategic Planning Process [2.09]. As the Strategic Planning Process document states:

Saddleback College's strategic planning process is a comprehensive and collaborative tool for enabling the college to effectively achieve its mission and move towards its desired vision of the future Saddleback College uses a bottom-up approach to strategic planning, which both begins and ends with all instructional programs and student support and administrative service units on campus and with input from all campus constituent groups Once the Strategic Plan is finalized, budgeting and other resource allocation decisions will be largely informed by the Strategic Plan, in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed Program and Administrative Unit Reviews.

The College values ongoing planning and systematic evaluation and has created the Educational Planning and Assessment Committee to coordinate the curriculum, Program/Administrative Unit Review, and SLO/AUO planning and coordination process. All instructional programs and student support and administrative service units on campus assess outcomes on an annual basis and complete reviews of their programs/units on a regular cycle. They also produce an annual update to their review, and these are utilized in decision-making at the College.

SELF EVALUATION

The information developed through the Program Review and SLO review processes provides faculty valuable information for evaluation and planning of College programs and courses. The information provided is a result of the College's successful efforts to provide ongoing systematic evaluations that share both common and unique evaluation criteria. Several sections in Standard I include extensive details regarding the College's planning processes, including how evaluations and budget requests are integrated into the Strategic Plan. This systematic and consistent approach allows academic planning to be integrated into overall College and District

planning efforts. The College engages in ongoing systematic and planning of its programs and services through student surveys, staff surveys, and reports.

PLANNING AGENDA

None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

As part of ongoing outside accreditation standards and the assessment of Student Learning Outcomes (SLOs), some programs utilize standardized testing. For example, the Nursing program uses two tests: Critical Thinking and the Test of Essential Academic Skills (TEAS) for placement and/or remediation and to define students' learning styles prior to acceptance into the program. Written standardized examinations at the completion of this program are yet another measure of student achievement. The National League for Nursing requires validity testing as part of its accreditation review. All tests are assessed for inter-rater reliability and content and construct validity.

SELF EVALUATION

The College has taken steps to validate the effectiveness and validity of standardized testing utilized in some of our programs:

- The Matriculation Office [2.46] administers standardized bias-minimal assessment tests for mathematics, English, reading, and English as a Second Language (ESL). These are state-approved proficiency exams that provide information for student placement in math and English. A study of disproportionate impact for each test is completed every six years for validation of the instruments.
- The Nursing Program uses the Test of Essential Academic Skills (TEAS) for placement and/or remediation prior to entrance into the Nursing program. Nationally normed, reliable and valid, nursing content mastery exams are given to students each semester in the program. These exams guide student remediation and preparation for their licensing exam. Prior to completing the program, students take a comprehensive predictor exam that provides them with a “predictability of success” score on the National Counsel Licensing Exam (NCLEX). In addition to using standardized tests, the Nursing program uses ParScore and ParTest to monitor the reliability and validity of the faculty-generated tests administered to students in the program.
- The developers of these examinations are being reviewed to assure the effectiveness of their instruments for measuring student learning and for minimizing test biases.
- Other academic departments are evaluating the appropriateness of common examinations for their areas.

PLANNING AGENDA

None.

- II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.**

DESCRIPTIVE SUMMARY

Each course outline of record states both the SLOs and other methods of assessment used for grading and awarding credit. In compliance with the California Code of Regulations, Title 5, the Curriculum Committee requires these elements. Credits and grades are awarded based upon student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabi and in the College's online course schedule. The College catalog outlines the grading system in use, academic standards, qualifications for honors, policies on prerequisites, and how to question those policies. Board Policy 5300 [2.47] covers grades and is consistent with Title 5 regulations. Articulation with four-year colleges and universities ensures that credits are awarded consistent with accepted norms in higher education. Units of credit are awarded based on the generally accepted Carnegie Unit, in which 18 hours of standard lecture equal 1 unit of credit.

To ensure integrity in online education, it is essential that the identity of online students is verified so that credit is correctly awarded. Saddleback College uses the Blackboard course management system, which requires student authentication through the use of unique user IDs and passwords. After the Blackboard upgrade scheduled for August 2010, Acxion identity verification software will be used to verify identities. This software uses random verification during online assessments through the use of challenge questions based on student-supplied data.

SELF EVALUATION

Institutional processes to award credit based on student achievement are working well. The College meets the standard.

PLANNING AGENDA

None.

- II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.**

DESCRIPTIVE SUMMARY

The College ensures that current and prospective students receive clear and accurate information about educational courses and programs. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. The EPA Committee reviews and approves each course outline to ensure that SLOs are currently being implemented and assessed. Degrees or certificates

awarded are based on completion of requirements of course work and experiential training as published in the annual course catalog. In every course, students receive a course syllabus that specifies learning outcomes consistent with those in the officially approved course outline. The College’s curriculum process provides an avenue for consistent learning outcome statements and measures. Departments or programs requiring licensure or certification track learning outcomes in terms of student success on pre-licensure/pre-certification examinations. Students completing CTE and occupational certificates, occupational skill awards, and degrees demonstrate technical and professional competencies that meet employment and other applicable standards. These students are prepared to sit for, petition, or apply for external licensure and certification.

An example of the quality of the College’s programs to prepare our students for external licensure and certification is our nationally recognized Nursing program. The program, accredited by the National League for Nursing (NLN) and the Board of Registered Nursing (BRN), provides the education and training necessary to develop competent nursing practitioners with the intention of sitting and passing the State of California’s National Counsel Licensing Exam (NCLEX). As evidenced by published NCLEX Nursing Pass Rates, the program has established itself as a national leader in the development of professional nurses who serve our extended community.

Table 2.4. National Council Licensing Exam (NCLEX) – Nursing Pass Rate

National Avg	2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
86% – 87%	91.67%	96.88%	99.05%	94.40%	95.58%

Another example is our child development program, which prepares students for certification by the Department of Social Services and the Department of Education. All of the courses offered in the program meet the criteria established by the National Association for the Education of Young Children (NAEYC) and enable students to transfer to four-year colleges to obtain their bachelor’s degree as required by Title 5 programs in California and Head Start Programs nationally. The college currently has child development articulation agreements with California State University at Fullerton and University of La Verne.

All course-level SLOs are also linked to an institutional SLO which lists the competencies that students will attain if they complete a degree or certificate at Saddleback College or transfer to a four-year institution. These institutional SLOs were developed by the EPA Committee and approved by the Academic Senate. They are published on the College Web site, in the College catalog, and in the Student Handbook [2.05] [2.31] [2.48].

SELF EVALUATION

Institutional processes to award degrees and certificates based on student achievement of learning outcomes are working effectively.

PLANNING AGENDA

None.

- II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

DESCRIPTIVE SUMMARY

The general education component for each degree program is defined in the Saddleback College Catalog [2.05]. For A.A. and A.S. degrees, general education core requirements include language and rationality, mathematics competency, reading competency, and information competency. Breadth requirements include humanities, fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, cultural diversity, and physical education.

The College catalog includes Saddleback College goals and clearly states that the rationale for general education is to provide an opportunity for students to learn principles and concepts “unique to and shared among various disciplines” [2.05, pp. 7, 40]. Effective reading, writing, speaking, and critical thinking skills are curriculum elements of every general education course.

The process of establishing and reviewing the general education (GE) requirements is evaluated through participatory governance. Department faculty, the department chair, and the respective dean review proposed courses. College goals, the GE Committee, the Curriculum Committee, and the Academic Senate determine the review criteria. The GE Committee and the Articulation Officer review each course for subject matter, rigor and depth, scope and level of material to be covered, and use of communication, critical thinking, and information competency skills. Criteria for judging the appropriateness of general education courses are available in the Saddleback College Curriculum Procedures and Resources, Appendix X [2.02].

Board Policy 5600 lists general education requirements for A.A. and A.S. degrees. This policy includes a philosophy statement based on Title 5 regulations. Board Policy 5600 was last revised in May 2009 [2.49].

In 2009 the EPA Committee developed Institutional SLOs based upon the College’s degree and transfer programs, and the Academic Senate approved these SLOs. All course-level SLOs are now linked to Institutional SLOs so that the College can ensure that all students completing a degree or transfer program at Saddleback have attained all the learning outcomes. The Institutional SLOs are published on the College Web site, the College catalog, and the Student Handbook [2.05] [2.31] [2.48].

SELF EVALUATION

In accordance with stated BOT policy, the College reviews each course to determine the appropriateness of each course for inclusion in the general education curriculum. As defined in the College Catalog, general education course offerings satisfy the core requirements of language and rationality, mathematics competency, reading competency, and information competency. Breadth requirements include fine arts, humanities, natural sciences, social and behavioral sciences, life skills/critical thinking, cultural diversity and physical education. Departmental faculty, serving as subject experts, GE Committee, the Curriculum Committee,

and the Articulation Officer review courses and programs in order to ensure that each offered general education course meets the criteria specified.

The College has linked course-level SLOs to institutional SLOs so that all students who complete a degree or transfer program at the College will have attained all of the institutional learning outcomes.

PLANNING AGENDA

None.

II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following:

An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY

All Saddleback College degree programs require students to complete a series of general education courses. Students who fulfill these general education requirements will have successfully completed broad introductory courses in fine arts, humanities, natural sciences, and social and behavioral sciences as part of these breadth requirements. The General Education Committee reviews course criteria for inclusion in general education, and the Curriculum Committee reviews the course for content and methodology. Competence in and understanding of basic content and methodology are demonstrated by students in all academic areas through successful course completion and are judged by individual instructors through classroom performance evaluation methods, such as written reports, tests, projects, and oral presentations.

The Curriculum Committee requires faculty to update and propose all new courses utilizing a rigorous process. All new and newly modified courses are reviewed by faculty and administrators on the Committee to ensure that courses meet the requirements and articulation standards for general education.

Graduation requirements for an associate's degree require minimum competency levels in reading, writing, and mathematics, as well as minimum competency levels in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking. The College Catalog details the minimum requirements for the associate's degree and establishes that students must maintain a 2.0 cumulative grade point average in order to graduate and remain in good academic standing.

The EPA developed (and the Academic Senate approved) institutional SLOs, which include an understanding of the basic content and methodology of the major areas of knowledge, including the fine arts, humanities, natural sciences, and social and behavioral sciences. The institutional SLOs are linked to the general education and transfer requirements and include breadth of area subject knowledge in natural sciences and mathematics, arts and humanities, and social and behavioral sciences. These institutional SLOs are linked to course-level SLOs, so

that all students will take courses at some point that demonstrates their competency in these areas.

SELF EVALUATION

The General Education and Curriculum Committees are responsible for the evaluation, selection, and review of courses that constitute the general education component. The Committees review and follow the standards set forth in Title 5, Section 55806. The standards are provided to all members of the Committees as part of the Curriculum Procedures and Resources Manual [2.02].

PLANNING AGENDA

None.

II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following:

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

DESCRIPTIVE SUMMARY

Language and rationality, reading competency, mathematics competency, and information competency are essential components of the core requirements in the degree programs at Saddleback College. In addition to writing in English classes, the College encourages writing across the curriculum. The College general education breadth requirements include natural sciences, social and behavioral sciences, life skills/critical thinking, physical fitness assessment, and cultural diversity in its degree programs.

Institutional SLOs in this area include effective communication in written and oral communication, and 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. In addition, the College is working on developing learning outcomes for some of these core competencies that can be used by disciplines across the campus. In 2009, for example, the EPA Committee developed general SLOs for information competency. These were utilized by instructors who teach the curriculum-approved information competency courses on campus.

In line with the College's mission, the College participated in the California Basic Skills Initiative (BSI). The College's BSI Task Force [2.37] developed a plan that addressed a strategic process to improve student access and success during their academic and lifetime endeavors. Disciplines from across the College addressed the student learning needs in the areas of reading, writing, ESL, math, and information competency. As a result of their efforts, on-going faculty and staff training is being conducted throughout the academic year in structured classes and presentations discussing trends, techniques, and issues related to Basic Skills. Informal

gatherings, named “Café BSI,” are also regularly hosted by the BSI Committee to provide an opportunity for faculty to get together to share ideas.

Course and section offerings have continued to grow as student needs are assessed and included in the College’s Strategic Plan. The BSI Committee and the Divisions involved with Basic Skills-related course work meet regularly throughout the semester in order to coordinate and improve the BSI program. The following table summarizes the College’s Basic Skills offerings:

Table 2.5. Saddleback College’s Basic Skills Offerings [2.37]

Basic Skills Sections Offered by	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Counseling and Special Programs	7	6	8	6	8
Liberal Arts	136	139	158	159	156
Math, Science, and Engineering	15	15	15	15	15
Total	158	160	181	180	179

As a result of these offerings, students are beginning to benefit from the BSI Committee effort. A few examples of current programs that were developed include:

- Algebra2Go – This offering is a free resource Web page supported by Saddleback College for educators and students of all ages who want supplemental materials to support both the learning and the teaching of mathematics. The mission of the project is to create a learning culture that evokes success. This is to be accomplished using the Internet to create a path lined with unrestricted resources that directs foundational math students toward their educational goals. Its entry point lies somewhere within the high school framework and its exit within the College’s mission and vision [2.38].
- Freshman Academy – This BSI effort included addressing students’ success as they make the transition from high school to college. The goal is to engage the new college student with an exciting learning experience. The Freshman Academy focused on those students whose matriculation scores indicated an unpreparedness for the academic rigor of college reading, writing, math, and study skills. The first-year program included recommended academic course work in smaller class sizes using the same instructors and student peers. Students in the program receive focused academic and career counseling as well as tutoring and faculty mentoring [2.50] [2.51].

SELF EVALUATION

The College has taken an active approach to developing students to be productive lifelong learners. The College offers classes that challenge students at all levels: (1) articulated transfer-level classes to assist students to progress in their future academic pursuits, (2) CTE courses to meet the needs of students looking for vocational training, and (3) Community Education and Emeritus Institute courses to meet the needs of those in community looking to improve their lifelong learning skills.

The curriculum requirements of students looking to achieve degrees, certificates, and skills awards include general education requirements that will provide the student with skills that will benefit them for their lifetime.

Through the efforts of the Basic Skills Task Force and participating divisions and departments the College particularly focuses on including at all student learning levels basic skills such as skills in oral and written communication, mathematics, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking, as well as the ability to acquire knowledge through a variety of means. Census enrollment for Basic Skills classes has been consistently increasing, and students are benefiting from the focus placed on Basic Skills for learners at all levels.

PLANNING AGENDA

None.

II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following:

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTIVE SUMMARY

Saddleback College breadth requirements include humanities, fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, physical assessment, and cultural diversity. Within these areas of study, as well as throughout its academic offerings, the curriculum provides students with guidance toward becoming ethical human beings and effective citizens. Our institutional SLOs in this area include knowledge of cultural diversity, interpersonal skills, civic knowledge and engagement, and ethical reasoning and action.

In 1994 the College established the Cross-Cultural Studies Program to address the needs of its diverse student body and to create a climate more hospitable to members of underrepresented groups. In addition to its courses, the program organizes events to broaden the College community's exposure to a wide range of diversity topics. The program's chair and an advisory committee of ten faculty members oversee the academic curriculum, organize events to raise awareness of diversity on campus, and work diligently with Associated Student Government (ASG) and other campus supporters to secure funding for cultural programming.

In order to meet the College's general education diversity requirement, all students who graduate are required to enroll in one course from a list compiled by the General Education Committee [2.05]. In Fall 2010 this requirement will be changed to focus specifically on cultures within the United States. The number of courses to meet the requirement will therefore be more focused and more specific to the cultural diversity that students encounter in their daily lives.

SELF EVALUATION

Through the College's general education program, the College helps students to recognize and apply the attributes to be an ethical and effective citizen and human being. Understanding the diverse cultures in our community will help students be aware of their place in the global community. Faculty are encouraged to refine learning outcomes by considering diversity and background. Faculty are challenged to help students develop an appreciation for the arts, a sensitivity to diverse viewpoints, and a sense of civic responsibility.

PLANNING AGENDA

None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

Degree programs require completion of general education requirements or IGETC or CSU General Education and a minimum of 18 units in a major or area of emphasis for a total minimum of 60 units [2.05].

SELF EVALUATION

All College programs focus on one or more disciplines or areas of study.

PLANNING AGENDA

None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

Saddleback College offers 89 occupational programs that lead to a degree or certificate and 5 Career Technical "certificate-only" programs. Through input from members of the Career Technical Education (CTE) Committee, the curricula for these programs are developed, kept technically and professionally current, and meet employment expectations. Advisory committees meet annually, and minutes from those meetings are kept in the respective division office.

Four programs prepare students for state licensing exams: Cosmetology, Emergency Medical Technician (EMT), Nursing, and Paramedic. The curricula for these programs are based on state and accrediting body guidelines. The Nursing program is accredited by the Board of Registered Nursing in the State of California and by the National League for Nursing. The EMT Program and Paramedic Program have received accreditation by the National Registry of Emergency Medical Technicians/Paramedic Committee on Accreditation of Emergency Medical Programs.

The Department of Consumer Affairs approves the Cosmetology program through the Board of Barbering and Cosmetology.

SELF EVALUATION

While state licensing exams provide competency assessment in the four programs mentioned above, there is little evidence of technical and professional competency in other programs that require exams from nonstate agencies. Interior design, computer technology A+ certification, real estate, landscape design, and marine science technology have association exams. Individual departments track success, but the College does not track the success of these students.

PLANNING AGENDA

None.

- II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

DESCRIPTIVE SUMMARY

Information about programs and courses is clearly written and updated annually in the College Catalog. The Catalog addresses all academic programs offered and includes information on the purpose of the program, enrollment procedures, and courses required for program completion. The College Catalog (available both in print and through the College Web site) and the class schedule provide course descriptions, required pre- and co-requisites, recommended preparation for enrollment, and course limitations.

Course descriptions, hours, units, assignments, content, objectives, and methods of evaluation must be stated for every course before the Curriculum Committee can approve it. Student learning outcomes, which are also included on the official course outline, are not currently part of the curriculum-approval process but are added separately and coordinated by the EPA chair. This information is provided to all faculty teaching a course and is available online to all students through our online course schedule.

Courses are reviewed on a regular basis to ensure that they are current and appropriate. All CTE courses are reviewed on a two-year cycle and all other courses on a five-year cycle [2.03].

All credit classes have syllabi that reflect the purpose, content, objectives, outcomes, and requirements of courses. Syllabi are updated and submitted to the division dean every semester.

SELF EVALUATION

College faculty take an active role in developing, assessing, and revising programs and courses so that the learning objectives are consistent with the officially approved course outline. This process includes providing proper descriptions of purpose, course content, course

requirements, and Student Learning Objectives. Course syllabi are made available to all students online or in hard copy. Division offices collect course syllabi for all classes and keep these documents in either an electronic file or a paper file.

Approval by the Curriculum Committee and annual evaluation combine to ensure that learning objectives are a stated goal of all college courses and are accurately represented in the College Catalog.

PLANNING AGENDA

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

The College has articulation policies in place to ensure that students are given credit for classes taken at other institutions. Approval for giving credit for such classes is given by the department chairman or subject area expert to ensure that those courses are comparable to or acceptable in lieu of courses offered at Saddleback College. Full reciprocity exists for courses completed at Irvine Valley College that have comparable courses at Saddleback College.

The College may grant credit for college units earned at regionally accredited institutions of higher education. Generally, the Counseling Department determines equivalency of courses; specifically, the College's Articulation Officer, in consultation with the appropriate faculty member, determines any questionable course credit application. The College registrar ensures that the transcript is official and that the institution is regionally accredited. Comparability for courses taken at other California public colleges and universities can be determined by the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), the online statewide database of articulation, and by the College Catalog. Whenever it may not be readily apparent if a course from another institution is comparable, the student is asked to obtain an official course outline. If the counselor and/or the college Articulation Officer cannot make a determination on comparability, the course outline is submitted to the chair of the discipline or the appropriate dean. The faculty or the dean makes the final determination on course comparability.

SELF EVALUATION

Saddleback College regularly reviews the articulation policies of the University of California (UC) system, the California State University (CSU) system, and of private colleges and universities to determine the College's articulation compliance for each institution. Often, private universities in California and out-of-state colleges present special articulation questions. In such cases,

the Counseling Department and the Articulation Officer coordinate inquiries and will request information and clarification from division and departmental discipline experts as needed.

Students can access Saddleback College's articulation agreements with UC and CSU universities, and for institutions with which Saddleback has no articulation agreement, students can consult the ASSIST database. Links to the ASSIST Web site have been provided on the Transfer Center site and Saddleback College homepage. Accurate course articulation also requires the collaboration of the partnering institution, which is often difficult to achieve with other colleges with limited resources.

The College counsels students in the Transfer Center and in general Counseling to provide information and guidance to interested students on transfer requirements and strategies for universities and colleges in and out of the state. Students may arrange for appointments with counselors, or they may walk in on a next-available basis. The Transfer Center assists students who are participating in the UC Transfer Success Project by providing online information and encouraging students to meet with counselors to ensure their success in the program.

PLANNING AGENDA

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

Few programs have been slated for elimination, but in such cases policies are currently in place to allow students to complete such programs. Once the decision is made to close a program, new students are no longer accepted; however, all continuing students will have the opportunity to complete the program. When program changes are made, students are given written notice about the changes. All incoming students must follow the new program curriculum, but students who began the program before it was changed may either continue under the old curriculum or elect to change to the new curriculum [2.05, p. 27]. The Academic Senate has provided guidance in developing the policy and the process for program discontinuance [2.45], thus providing the College with direction to ensure that students have the opportunity to complete their education in a timely manner with a minimum of disruption.

When programs are slated for elimination, students are notified, and a plan is developed to assist them in successfully completing the program in a timely manner. Initially, the College develops a plan to phase out offered classes within a reasonable period. However, if it is impractical to continue traditional instruction, arrangements can be made between students and the program faculty to complete the program under an independent-study arrangement. On rare occasions when such efforts did not provide students with enough assistance, the College has arranged for students to complete the program through a nearby local college that offers a similar program.

SELF EVALUATION

In 2005, in accordance with Title 5, Section 51022, and Education Code 78016, the Academic Senate approved the Saddleback College Policy and Process for Program Discontinuance. This policy addresses the process to ensure that students have the opportunity to complete their education. Adequate notice regarding the elimination of the program or a change in the program is provided to the College community in the form of study and deliberations by the Program Discontinuance Committee, approvals by the Academic Senate for recommendation to the Board of Trustees for ratification. This Academic Senate policy was reviewed and updated in 2005. The District does not have a specific Board Policy addressing program discontinuance or substantive change.

When program requirements experience substantial change, the College is required to provide adequate notice to the College community and to receive approval by the Chancellor's Office and ACCJC. In such cases, the College has submitted the required substantive change notifications as directed by ACCJC [2.18] [2.36].

PLANNING AGENDA

The District Board of Trustees will develop a board policy that addresses program discontinuance and substantive program change.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

The College ensures that students and prospective students receive clear and accurate information about courses, programs, and transfer policies. The appropriate information is available in the College Catalog, which is published annually. The catalog is available in print and online (through the College Web site). In addition, the Student Handbook, which is also available in print and online, provides the campus community with valuable information regarding College policies, procedures, services, and other information.

The College community regularly reviews the policies and practices regarding publications to ensure their integrity. The Vice President for Instruction, the Vice President for Student Services, the Curriculum Office, the Curriculum Committee, divisions, departments, and faculty review the College Catalog annually. All department chairs and their associated faculty also review the accuracy of their degrees, certificates, occupational skills awards, and courses as listed in the catalog annually. Counseling Services, Special Programs, and division representatives annually review the Student Handbook. While the College provides these documents both in print and online, the College made the decision that the most accurate and up-to-date information would be in the online versions of the College Catalog and Student Handbook. Due to the cost of print publication and improved student access to online services, the College has decided to provide

limited print versions and to focus on providing accurate and timely online information through the College Web site.

The College Public Information Office manages information policies and ensures the accuracy of College publications. The College Webmaster ensures the accuracy of the Saddleback College Web site with the assistance of the College Web-Site Committee.

SELF EVALUATION

Various College offices and constituencies review and revise College publications. Policies and practices are developed and monitored by the Academic Senate, College management, faculty, and staff. In order to ensure that College publications comply with established policies and practices and support the mission of the College, the College has a Director of Public Information and Marketing and a Public Information Officer who manage policies and ensure the accuracy of the College's publications.

PLANNING AGENDA

None.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a Faculty distinguish between conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

The District Academic Freedom Statement, Board Policy 6120, revised in October 2005, was created by District personnel and adopted by the BOT. It is available on the District Web site [2.52]. This policy encourages and protects academic freedom and responsibility, as suggested by ACCJC. The College's Academic Senate details the importance of maintaining academic freedom in its Faculty Code of Ethics and Professional Standards [2.40].

SELF EVALUATION

The College and the District promote the continued emphasis of academic freedom. College and Board policies detail the importance of academic freedom in the educational process and commitment to the maintenance of the integrity of the teaching-learning process. The entire College community bears the obligation to protect, preserve, and promote academic freedom within the institution.

PLANNING AGENDA

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY

The Academic Honor Code and Dishonesty policy is clearly defined in the Student Handbook [2.48, pp. 39-40] and the Saddleback College Catalog [2.05, pp. 22-23], along with recommended sanctions and disciplinary action for violations of the Code. The bases for the policy are found in SOCCCD Board Policy 5401 and 5404 [2.53] and are modeled after the California Education Code 66300, 72282, 72292, and 76033.

SELF EVALUATION

This policy is clear and consistent. It reflects established codes of conduct with defined penalties for abuse. Enforcement of the policy is provided by the Office of the Vice President of Student Services.

PLANNING AGENDA

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY

As a public institution, all of Saddleback’s policies and codes of conduct reflect the College’s Mission, Vision, and Values statements. Students are made aware of the existing Student Conduct Code through publication of the Code in the College Catalog, in the schedules of classes, and in the Student Handbook. Faculty incorporate select provisions of the Code in their course syllabi. As a standard practice, the Vice President for Student Services provides a copy of the Student Conduct Code to any student alleged to have violated the Code. Board Policy 5401 reinforces the District’s commitment to the Code [2.53].

The Academic Senate established a Faculty Code of Ethics, which is available in the Faculty Handbook and online on the College Web site [2.40] [2.54]. The Code of Conduct for faculty and staff are addressed in published Board of Trustees’ policies, as noted below [2.55]:

Board Policy	Title
BP 1400	Code of Ethics for Board of Trustees
BP 3003	Fiduciary Responsibilities and Ethics (of District Employees)
BP 4000 series	Personnel

All District employees are subject to the requirements of the California Education Code. Other conduct-related issues are addressed in the respective collective bargaining contracts.

As part of the College's offerings of in-service workshops, regular presentations regarding code of conduct, discipline, and other standards are present to faculty and staff.

As a public institution, the College does not seek to instill specific beliefs or world views in our students, nor does it require specific beliefs or world views of faculty and staff.

SELF EVALUATION

The College has institutionalized specific Codes of Conduct of staff, faculty, administrators, and students by providing clear prior notice of such policies, including statements in the College Catalog, the Faculty Handbook, and the Student Handbook.

PLANNING AGENDA

None.

II.A.8. Institutions offering curricula in foreign location to students other than U.S. Nationals operate in conformity with standards and applicable Commission policies.

DESCRIPTIVE SUMMARY

Saddleback College does not offer curricula in foreign locations to students other than U.S. Nationals.

PLANNING AGENDA

None.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Consistent with the mission of Saddleback College, Student Services offers support mechanisms that benefit enrolled students. Most of the College's support services are centrally located, are easily accessible, and are staffed by well-trained and qualified staff. Saddleback College provides a comprehensive array of support services that address students' diverse needs and that focus on student success. The Student Handbook [2.48] and the Saddleback College Catalog [2.05] contain descriptions of all support services, including locations, phone numbers, e-mail contacts, and hours of operation.

The Saddleback College Web site (<http://www.saddleback.edu>) also provides information about College programs, policies, and services. Students may access individual College records and personal information through their accounts on the MySite, the College's portal.

One way of ensuring student success is for students to take advantage of the academic student services on campus. The College has an extensive cadre of student support services to meet the needs of our student population, including the following:

Admissions, Records and Enrollment Services

The Office of Admissions, Records and Enrollment Services assists with applications for enrollment and all enrollment-related services; with registration and transcript requests; and with degrees, certificates, and occupational certificates. All Admissions and Records policies and regulations adhere to State, Federal, and local rules and regulations.

Associated Student Government and Clubs

The Associated Student Government (ASG) plans, organizes, promotes, sponsors, and finances a comprehensive program of activities and services for all Saddleback College students. ASG's objective is to complement Saddleback College's academic programs of studies and enhance the overall educational experience of students by participation in social, cultural, intellectual,

recreational, health, and governance programs. ASG, along with numerous campus clubs, participate in the planning and execution of special events on and off campus.

The College Bookstore

The Saddleback College Bookstore offers a wide variety of texts and general books, supplies, software, gifts, and Saddleback clothing. The College Bookstore is operated by Follett College Stores under contract with the District and with Saddleback College.

California Work Opportunities & Responsibility for Kids (CalWORKs)

The CalWORKs program provides counseling and support services such as referrals for childcare, as well as work-experience and work-study opportunities for students currently receiving benefits from Temporary Aid to Needy Families (TANF) and/or from CalWORKs. This program assists students preparing for immediate and successful employment.

Campus Safety and Security

The Saddleback College Campus Police is a service-oriented police agency. The Campus Police Department is staffed by fully sworn police officers, trained and regulated by standards established by the California Peace Officer Standards and Training (P.O.S.T.) Commission. Campus police officers are responsible for patrolling campus grounds, taking crime and incident reports, conducting investigations, enforcing all applicable laws and traffic regulations, and providing a safe environment for students, faculty, staff, and guests.

Center for Career and Life Development (CCLD)

The CCLD is a comprehensive center and computer career lab, offering a multitude of resources and services to assist individuals with career and life development. The CCLD offers the following services and programs:

Career Guidance Services are available to community members and students. The services include career books and resources; information regarding majors; educational and training information; financial aid, grants, and scholarship information; College Catalogs and other resources; interest, values, skills, and personality assessments; and standardized testing (for a nominal fee).

Job/Career Search Services are available to students and recent graduates. Services include job and career planning; a Web-based job/internship posting board (Gaucho Jobs); tips on resumé writing, interviewing techniques, and career searches; career-related books and videos; and on-campus employer recruitment.

Reentry Services are available to current Saddleback students and to applicants planning to reenter college. Services include needs assessments; advisement; resources; referrals to appropriate contacts; education and career direction; personal, educational, and career-related workshops; support groups; annual conferences; and scholarship information.

Child Development Center

The Saddleback College Child Development Center offers services for preschool-age children at least two years of age. Children may remain in the program until they enter kindergarten.

Priority is given to children of Saddleback students carrying six or more units; however, children from the general community are also invited to attend.

Cooperative Agencies Resources for Education (CARE)

As a supplement program of EOPS, CARE provides educational support services for EOPS-eligible students who are single heads of households receiving benefits from CalWORKs (California Work Opportunity & Responsibility to Kids).

Counseling Services

Saddleback College provides complete counseling and career development services. Services include individual and/or group counseling for personal concerns and career decision-making; assistance with educational program planning and course selection; preparation for transfer, a degree, or a specific job; and assistance with beginning school or returning to school. Students are encouraged to avail themselves of these services.

A major function of counseling is to provide students with information about themselves that will assist them to succeed in their studies. Accurate information is essential to effective planning. Counselors serve as valuable resources in this process. Counselors are available day and evening, either by appointment or on a drop-in basis. Online advising may not be used for such tasks as evaluating transcripts or personal counseling, but can be very useful for obtaining answers to a wide variety of counseling-related questions.

An example of how the College strives to meet the counseling needs of all student constituencies is how the Counseling Department works with student-athletes. The College has approximately 400 student-athletes competing in Fall and Spring sports. The Counseling Department provides personal, career, and academic counseling to help student athletes stay eligible for competition, complete requirements for an associate degree, and transfer to the university of their choice. In addition to individual counseling appointments, services include a course in Career Planning (Applied Psychology 160) for student-athletes and workshops such as “How to Pick a Major,” “Help with the UC/CSU Application,” and “Requirements to Transfer to an NCAA Institution.” In addition, walk-in counseling sessions are provided in the PE area for students with limited time for appointments due to their athletic schedules. A counselor specializing in student-athletes maintains a Web site dedicated to student-athlete success. The site highlights links to tutoring services in the LAP, scholarships opportunities, the Honors program, and information on eligibility, transfer, and career resources [2.56].

Extended Opportunity Program & Services (EOPS)

EOPS is a State-funded program that serves students who are educationally and financially disadvantaged. A main objective of EOPS is to ensure participants equal access to success while achieving a certificate, an associate of arts (AA) or associate of science (AS) degree, and/or meeting four-year-university transfer requirements. This special program provides services that assist qualified students in overcoming obstacles to college education. These services may include academic, career, and personal counseling; book service; priority registration; tutoring; college application and financial aid application assistance; and assistance in transferring to four-year colleges and universities.

Financial Assistance & Scholarship Opportunities

Saddleback College offers a full array of financial aid programs in the form of grants, employment, loans, and scholarships. These funds are intended to assist students with the cost of their education, including fees, books, supplies, food, housing, transportation, and personal expenses.

The Financial Assistance & Scholarship Office is committed to helping students who might not otherwise be able to attend college. Although the primary responsibility for financing an education lies first with the student and his or her family, the College recognizes that many families have limited resources and are unable to meet the cost of a college education. Our programs are designed to help students meet these needs.

In determining a student's need and resources, Financial Assistance considers three things: family's income and family's assets; student's assets and earnings; and all other resources available to the student.

The Financial Assistance Programs offered at Saddleback College include the following:

- Federal Pell Grant
- Board of Governors Fee Waiver Program (BOGFW)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Extended Opportunity Program and Services Grant (EOPG)
- California Grant Program
- Bureau of Indian Affairs Grant (BIA)
- Saddleback College Scholarship Program
- Federal Work Study (FWS)
- Federal Perkins National Direct Student Loans (Formerly NDSL)
- Federal Stafford Loan (both subsidized and unsubsidized)
- Saddleback College Emergency Loan Program
- Academic Competitiveness Grant (ACG)
- California Chafee Grant Program
- Child Development Grant Program

International Student Office

The International Student Office provides services to international students who hold F-1 visas (student visas) by assisting them in the admissions, assessment, and orientation processes and with home-stay and visa applications, as well as with preparing documents required by the United States Citizenship and Immigration Services. The International Student Office also coordinates events on campus to promote global awareness and cooperates with community organizations in international friendship programs.

Matriculation / Assessment & Orientation

Saddleback College acknowledges the importance of maximizing students' abilities to make individual choices based on accurate, relevant information and is committed to developing, implementing, and refining policies and procedures that are in the best interest of students. Matriculation is a process designed to assist students in achieving their educational goals at Saddleback College. The matriculation process consists of three steps: (1) orientation, (2) assessment in math, English and reading, and (3) group advisement. The Matriculation Office also evaluates math and English prerequisite courses taken at other schools and provides follow-up services, including probation intervention services. These services include workshops and individual counseling sessions to address obstacles to student success.

Saddleback College Cafeteria / Food Court

The Saddleback College Cafeteria / Food Court offer students a full range of food services. Vending machines, coffee carts, and food carts are located throughout the campus. Students' suggestions for food service may be submitted through participation on the Food and Beverage Committee, the Student Development Office, or directly to the cafeteria manager. The cafeteria also offers catering for special events.

Disabled Students Programs and Services (DSPS)

The Special Services Program at Saddleback College provides the following support services for eligible students at Saddleback College: academic, personal, and career counseling; priority registration; accommodated testing; mobility orientations and campus-accessibility maps; note-taking, reader, and transcription services; printed enlargement; alternative media production; adapted computer labs; sign-language interpreter services; and liaison with faculty and community agencies. In addition, Special Services offers specialized courses in strategy training, Basic Skills, lip-reading, and adapted computer and adapted kinesiology (formerly physical education).

Student Health Center

The Student Health Center provides health care and personal counseling to all students enrolled in on-campus classes during the current semester in order to facilitate the physical, emotional, and social well-being of students in ways that will increase their potential for educational success. A team of health professionals comprising physicians, registered nurses, psychologists, and counseling interns provides care. Services include limited medical intervention and treatment, personal and crisis counseling, general health assessment and education, vision and hearing screenings, emergency first aid, insurance for college-related injuries, limited immunizations, and HIV, STD, and TB testing. Special programs and activities conducted throughout the year address issues related to substance abuse and other high-risk health behaviors.

Student Payment Office

The Student Payment Office (1) disburses financial aid checks, (2) processes refund requests, and (3) collects fees, fines, deferral payments, and returned-check fees.

Student Outreach Office

The primary goal of the Student Outreach Office is to attract new students to Saddleback College. This goal is accomplished through various activities, such as high school visits, school presentations, participation in college fairs, campus tours, community outreach, and coordinated campus events. On-campus events include Welcome Day, Family Night, and Senior Day. Services include providing potential students with specific information about admissions, orientation, assessment, advisement, and registration.

The Learning Assistance Program (LAP)

The Learning Assistance Program provides free tutoring for Saddleback College students. Varied tutoring services are available to satisfy student needs: one-to-one, small group, drop-in, and study-skill workshops. The Interdisciplinary Computer Center (ICC), a component of the LAP, offers students assistance with Microsoft Office programs, the Internet, and student e-mail.

The Saddleback College Library

The Saddleback College Library provides a representative collection of electronic books, periodicals, audiovisual materials, and an extensive textbook reserve collection to assist students and faculty with their research and personal information needs. Librarians assist students with research and teach a series of Information Competency workshops and credit courses.

Transfer Center

The Transfer Center provides information and services, and it sponsors special events for students who are preparing to transfer to four-year colleges and universities. The Center provides information about transfer programs and general education requirements, arranges appointments with representatives from four-year colleges and universities, and offers assistance with online applications for admission to California State University (CSU) and University of California (UC). The Transfer Center sponsors mini-fairs each semester and a Transfer Day in the Fall semester with representatives from colleges and universities throughout California and out-of-state universities, and it conducts workshops on the transfer process. The College also participates in an SB70 grant entitled Preparing for a Career in Teaching (PACT). This grant provides counseling and resources for future teachers. The Teacher Preparation Pipeline Grant (TPP) offers field experience and a transferable teaching methodology class in the Career Technical Education (CTE) area. Resources available for student reference are college catalogs, articulation agreements, online computer resources, and transfer counseling.

Veterans Affairs and Services

The Veterans Office assists students in completing paperwork required for VA education benefits. The College encourages students who qualify for VA education benefits to take advantage of their entitlement. In addition to providing education benefits to veterans, the Veterans Office provides education benefits to dependent children and spouses of veterans who died or are permanently and totally disabled due to a service-connected disability.

Veterans Education and Transaction Services (VETS)

The VETS program mission is to provide current or prospective Saddleback College students who are United States military veterans, active military, and their families with access to educational opportunities and the necessary support services to reach academic success, achieve their career goals, and transition back to civilian life.

To ensure quality of service, many support services have mandated Program Reviews by third-party agencies. The Student Financial Assistance Office, the Student Health Center, the Child Development Center, and categorically funded programs such as EOPS, DSPS, CalWORKs, CARE, Admissions and Records, and Matriculation are reviewed by the State Chancellor's Office or a designated agency. Other student services areas have completed their own self study with the assistance of the Office of Planning, Research and Grants, as well as the Program Review Committee. These Program Reviews are available on the EPA Web site [2.10]. To further ensure the quality of services provided, several departments are required to file annual program plans with the State Chancellor's Office. These departments include DSPS, CalWORKs, EOPS, CARE, Matriculation, and the Transfer Center.

Most of the College's student support services are also now offered online in an effort to better serve both distance education students and traditional students. These services include:

- Fully online application and registration process
- Comprehensive College Web site
- Online orientation for new students (<https://www.saddleback.edu/matriculation/orientation.html>)
- Online advisement (<https://www.saddleback.edu/matriculation/advisement.html>)
- Online financial aid assistance and application (<https://www.saddleback.edu/fao/>)
- Virtual office hours by the College's online faculty
- Online technical support center (<http://d2.parature.com/ics/support/default.asp?deptID=8154>)
- Online library resources, including:
 - o Online catalog (http://sirsi.socccd.cc.ca.us/uhtbin/cgiisirsi.exe/P671BFaIV3/0/0/57/49?user_id=WEBSERV-S)
 - o Online databases (<https://www.saddleback.edu/library/journals.html>)
 - o E-reserves (<http://socccd.docutek.com/eres/default.aspx>)
 - o Extensive e-book collection

SELF EVALUATION

One of the most important ways in which the College determines the quality of Student Services is to ask for feedback from the service recipients. During the Spring 2008 semester Saddleback College conducted a Student Satisfaction Survey [2.26].

More than 76 percent of students surveyed indicated that they were satisfied with Student Services offered. When asked about Admissions and Records, more than 90 percent of students indicated that they were satisfied with the application process for admission, the registration

process, the handling of transcript requests, and the application process for graduation and for certificates. More than 62 percent of students indicated that they were satisfied with campus parking services such as the online parking permit process, the availability of parking, and in-person parking assistance.

Another important way in which the College determines the quality of Student Support Services is by asking employees for their feedback. Based on the 2009 Saddleback College Employee Survey [2.57], 82 percent of employees indicated that they agreed that Saddleback College provides its students with high-quality support services. Moreover, when asked whether persons with disabilities were able to access all campus buildings, more than 64 percent of employees indicated that they agreed.

Various studies demonstrate that 60 to 80 percent of students who received Matriculation services persisted Fall to Spring as compared to the 40 to 60 percent persistence rate of those students who did not receive Matriculation services [2.58].

Recipients of Matriculation services have also demonstrated higher GPAs, a higher completion rate of degrees and certificates, a higher number of transfers to four-year institutions, and more successful entry into the job market. Proposed budget cuts will certainly impact the College's ability to serve all students and support their success.

While it may appear to be logical and even superficially desirable to relax many regulatory requirements in the face of such drastic budget cuts, it is hard to support broad sweeping "relief" from compliance that would undermine the very foundation of equity and access upon which the community college system is built. A 60 percent cut in funding will impact the College's ability to serve all students and support their success. Specifically, no evening and weekend testing sessions will be offered, the number of placement test sessions during the year will be limited, all in-person follow-up advisement sessions will be exhausted, and summer counseling in May and June will be significantly diminished.

PLANNING AGENDA

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

II.B.2.a. General Information

The College's official name, addresses, phone numbers, Web sites, and other contact information are published in the College Catalog. The Catalog may be purchased in the bookstore or can be accessed through the College Web site (<http://www.saddleback.edu>). The Catalog includes the College's Mission Statement, the academic calendar, a statement on student rights, a code of conduct, academic grievance procedures, information regarding certificates and associate degrees, general education transfer patterns, major requirements, and descriptions of all approved courses. Student financial aid information and other support services are also included.

II.B.2.b. Requirements

Admission requirements and student fees are listed in the College Catalog. Both the printed and online versions offer a transfer curriculum, and both list the requirements to complete the CTE or occupational certificates, occupational skills awards, and associate degrees.

II.B.2.c. Major Policies Affecting Students

All major policies that affect students are described in the College Catalog, including policies concerning the academic honor code, student nondiscrimination, transfer regulations, student grievance procedures, sexual harassment, ADA compliance, refund of fees, and academic deadlines.

II.B.2.d. Location of Publications Where Other Policies May Be Found

The current Board Policy Manual can be found in the College library or online (<http://www.socccd.cc.ca.us>). The Student Handbook [2.48] is provided to students during orientation/ advisement sessions as well as other Matriculation and Counseling activities. The Schedule of Classes [2.28] is available both in print form and online on the College Web site. All College publications are available for reference in the library.

DESCRIPTIVE SUMMARY

The College Catalog [2.05] is published every year and is made available to students, faculty, and staff. The Catalog is also available for purchase in the College bookstore; reference copies are available in the Counseling Center; the Center for Career and Life Development; the Office of Admissions, Records and Enrollment Services (during registration periods); and through the College Web site (www.saddleback.edu). All faculty, offices, and departments on campus are provided with copies of the Catalog on a yearly basis. To ensure the accuracy of the College Catalog, page proofs are sent to each division and department responsible for material in the Catalog.

SELF EVALUATION

The 2008-2009 Saddleback College Student Handbook received the Silver Medallion of Achievement from the National Council for Marketing & Public Relations. Major policies and information are included in both the Course Catalog and the Student Handbook. The College Web site contains the most recent information pertaining to the Schedule of Classes. The Saddleback College Student Handbook and the Catalog are reviewed annually for accuracy by appropriate departments.

PLANNING AGENDA

None.

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTIVE SUMMARY

The College researches and identifies the learning support needs of its student population on three levels: institutional, program, and support services. To ensure quality of service, many support services have mandated Program Reviews by third-party agencies. The State Chancellor's Office or a designated agency reviews the Student Financial Assistance & Scholarship Office, the Student Health Center, and categorically funded programs such as the Office of Admissions, Records and Enrollment Services; DSPS; EOPS; CalWORKs; CARE; and Matriculation. Other student services areas have completed their own self-study with the assistance of the Office of Planning, Research and Grants, as well as the EPA Committee. These Program Reviews are available on the EPA Web site [2.10]. To further ensure the quality of services provided, several departments are required to file annual program plans with the State Chancellor's Office. These departments include DSPS, CalWORKs, EOPS, CARE, Matriculation, the Child Development Center, and the Transfer Center.

The institutional-level programs designed to identify student learning needs include the matriculation process of admissions, assessment/test, orientation, advisement, and follow-up counseling sessions [2.59]. The Probation Intervention Program provides students on academic probation services such as mentoring, workshops, counseling, monitoring of academic progress, and dedicated tutoring. The Office of Special Services for Students with Disabilities [2.60] also offers alternate media resources, counseling, and testing services to accommodate the needs of students with disabilities and also to determine if outside personal factors may have led to academic difficulties. Once student needs are assessed, the institution provides academic support services through the Reading Lab, the Writing Center, and the Learning Assistance Program (LAP).

The SARS Early Alert Referral System is an institutional-level program designed to offer faculty the opportunity to provide timely feedback to students who are experiencing academic difficulties in full-term credit courses and to recommend ways to improve their performance. Although the program was purchased, it was never implemented due to a shortage of ITC resources.

The InForm Data Warehouse [2.61], the SOCCCD's official source for historical information about students, is indispensable for Program Review, enrollment management, and research studies identifying student learning needs. The SARS Early Alert Referral System improved the College's ability to use data more effectively by studying student activity and frequency of service use. The Office of Planning, Research and Grants supported the College's specialized research studies

on and surveys of student needs, evaluated the College's effectiveness in serving students, and provided support for Program Reviews. The Educational Development Committee addresses retention and enrollment management with ties to marketing, student services, and instruction to make effective decisions about student learning needs and institutional effectiveness.

The Academic Senate's and the College administration's commitment to Program Review has focused on improving the review process for both academic and administrative programs. The review process gives each department a better understanding of student learning needs through comparisons, surveys, data, and analysis. Student Services and instructors work together to identify student support needs and ensure that students' needs are effectively addressed.

SELF EVALUATION

The College does an excellent job of addressing student needs. This is ensured through consistent monitoring and evaluation of Administrative Unit Outcomes (AUOs), Program Reviews, faculty and student satisfaction surveys, committee and advisory group input, and the support of the Office of Planning, Research and Grants. Student Services programs and departments collaborate to collect, analyze, and interpret data concerning the College's various services and programs and make recommendations to improve the effectiveness of and the overall impact on student learning.

The College has conducted various surveys and shared pertinent results with Student Services staff to use for planning and implementing program improvements. Student Services staff members participate in the planning process by serving on participatory governance committees.

PLANNING AGENDA

None.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY

Reliable College program information and services can be obtained in person, on the telephone, and on the Internet. Most services are provided between the hours of 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 8:00 a.m. to 12:00 p.m. on Fridays. In addition, the Office of Admissions, Records and Enrollment Services, Counseling Services, and the Center for Career and Life Development offer evening hours. The College Information Center also provides additional services for students. The Center is located in the lobby of the Student Services Building and is open from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. through 5:00 p.m. on Friday.

The focus of Student Services has been to develop self-directed, information-based resources to assist students with their service needs, in-person as well as online. Students are able to apply for admissions through CCCApply, the statewide application system. This service increases the

access to distance education students as well as to students who may have difficulty coming on campus during traditional business hours. This service allows students to enroll in classes, drop classes, check grades, and pay enrollment fees on the Internet. MySite allows many part-time, evening, and weekend students to access services at their convenience. Textbooks can be purchased online, in-person, or by mail.

Various departments within Student Services have developed online services to assure equitable access, such as e-Advise, My Academic Plan (MAP), online appointment scheduling (e-SARS), and a streamlined financial aid application process for FAFSA and scholarships.

The Office of Matriculation has made significant advances in its online services, including assessment appointment scheduling, online orientation, and an online advisement program to maximize access to all students.

The Office of Admissions, Records and Enrollment Services, the Financial Assistance & Scholarship Office, the Office of Matriculation, the Counseling Division, EOPS, CARE, CalWORKs, the Transfer Center, the Center for Career and Life Development, and many other Student Services departments have faculty and staff that are bilingual in English, Spanish, Farsi, Mandarin, Vietnamese, Swahili, Zulu, Arabic, and American Sign Language.

Through the Office of Special Services, Disabled Students Programs and Services (DSPS) provides special assessment services and instruction for students with physical limitations, psychological disabilities, or chronic health impairment. The Special Services and Adapted Kinesiology faculty and staff coordinate with all other departments on campus either programmatically or on a case-by-case basis. The College's ability to meet students' needs is based largely on the cooperation of all academic divisions, administrative offices, and other support services throughout the College. The College continues to address physical-access issues as it addresses ongoing building-renovation projects and relocation of classroom space.

Student Services has also developed a strong interdepartmental team of professionals who work together to address the needs of students who have psychological disabilities and/or who need in-depth personal counseling. The team includes Counselors and Learning Disability Specialists in Special Services, selected counselors in the Generalist Counseling Department, a licensed clinical psychologist in the Student Health Center who supervises psychology interns, and a Director the Student Health Center with a strong background in psychiatric nursing. In addition, the College also has a Psychological Disabilities Team and a Crisis Intervention Team on campus.

In Spring 2009 Saddleback College implemented the Book Loan Program for students on campus who did not have the resources to purchase textbooks. The Associated Student Government donated \$5,000, which was matched by the Foundation Board, to purchase books to place in the reserve section of the library for students to access as an alternative to purchasing books for their classes.

SELF EVALUATION

According to the Office of Admissions, Records and Enrollment Services, 2007-2008 SLO online applications increased to 87 percent in 2008 compared to 62 percent in 2005 [2.14]. Furthermore, online registration for Emeritus students increased to 33 percent in 2008 compared to 25 percent in 2005. Admissions and Records staff members visit Laguna Woods

Village at the start of each semester to conduct in-person registration for the senior population who are unable to utilize online registration. Online application and registration services are growing in popularity among other students. According to the Spring 2008 Student Survey, more than 85 percent of students indicated that they were satisfied with online services.

Categorically funded Student Services programs are reevaluating hours of operation and services in response to State budget cuts. The College has managed to backfill all but 16 percent of the deficits for the 2009-2010 fiscal year. As the State struggles monetarily, so will State-funded categorical programs. The College will be challenged to address the allocations deficits for the next several years to maintain equitable access to services.

PLANNING AGENDA

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

DESCRIPTIVE SUMMARY

In keeping with the College's Mission, Vision, and Values, the administration, faculty, and staff work together to provide programs and opportunities to students to participate in a vast array of College policy-making committees and extracurricular activities. The College supports the belief that a student who participates in college life will perform exceedingly better during his or her academic tenure at Saddleback than those who do not.

Student Services places high priority on student learning and on delivering comprehensive support for student success. The Student Development Office provides a comprehensive leadership program for a diverse set of students. Students have the opportunity to participate in Associated Student Government (ASG) and in more than 35 student-driven clubs that cover a large spectrum of interests and many co-curricular groups, honors societies, and leadership training workshops.

The ASG plans, organizes, promotes, sponsors, and finances a comprehensive array of activities and services for students. All persons enrolled at Saddleback College are members of the Associated Students of Saddleback College (ASSC). Participation in ASG offers students a unique opportunity to explore and develop leadership potential while providing services and a comprehensive activities program for Saddleback students.

The ASG itself offers three distinctly different branches. The first branch is the Student Senate, which focuses on bringing information about academic programs and student services to its peers. Student Senate oversees three standing committees: the Judiciary Committee, the Diversity Student Council, and the Budget Committee. The Judiciary Committee provides oversight and encouragement for all students who participate in the ASG. The Diversity Student Council is available for all Saddleback College students and focuses on promoting the importance of Collegewide diversity. The Budget Committee is responsible for receiving and evaluating allocation requests for ASG funds.

The Events Cabinet, the second branch of the ASG, focuses on campuswide activities such as Awareness Week, Earth Week, and Homecoming. The Events Cabinet holds many ad hoc committees during the year to meet the needs of event and program planning. Ad hoc committees serve the community through food and toy drives and also provide events to bring the community together, such as working with the Alumni Association to plan the annual Homecoming Festival.

The third branch, Inter-Club Council, is a constituency of campus club representatives who are included in College policy decisions from the ASG and who decide how to spend the Inter-Club Council midyear allocation funds.

All ASG members are encouraged to participate in at least one Collegewide committee per semester.

Academic departments sponsor speakers and offer performances to enhance classroom instruction. The Humanities Hour, cosponsored by the Liberal Arts and Learning Resources Division and the Social and Behavioral Sciences Division, invites speakers to the campus to discuss prominent issues. The Fine Arts & Media Technology Division showcases artists in a variety of media; exhibits and performances are available to faculty, students, staff, and community members throughout the year.

SELF EVALUATION

Students are encouraged through many offices throughout the campus, but specifically through the Student Development Office, to participate in on-campus and community activities. Events sponsored by the Diversity Student Council, the Inter-Club Council, the Student Senate, and the Events Cabinet promote students' understanding of personal and civic responsibility. Each year the Diversity Student Council continues to provide culturally diverse events planning. Participants on the Student Senate are responsible for upholding the standards of a fiscally conscientious budget. The Events Cabinet provides events on-campus that support the community, such as food and toy drives. The Events Cabinet also plans events that bring the community together, for example, by working with the Alumni Association to put together the annual Homecoming Festival.

Leadership workshops, participation in student government, and campus clubs encourage personal, aesthetic, and intellectual development. Leadership workshops require student participants to think logically and abstractly about leading in a school environment and outside the school environment to develop students' social abilities. Leadership opportunities are available in many forms across the Saddleback campus. Any student is able to participate in the leadership workshop series, start a new club, and join the Associated Student Government of Saddleback College. Participating in student government offers opportunities for students to participate in many different types of leadership situations. A student who joins and leads a campus club is afforded the opportunity to find a specific discipline he or she enjoys and to make it his or her own.

PLANNING AGENDA

None.

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

Saddleback College has maintained a counseling program since its establishment in 1968. The mission of the Saddleback College Counseling Division is to “provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career and personal goals” [2.59]. The Office of Counseling Services evaluates its counseling services to support student development and success through Program Review, annual student satisfaction surveys, and high school advisory groups.

The Counseling Division consists of 13 full-time generalist counseling faculty members who are highly trained in providing personal, academic, and career counseling to students. Counselors also provide crisis intervention, when needed, in the Counseling Office. If a student’s crisis requires extensive, in-depth counseling services, that student is referred to the Student Health Center, as well as to local community agencies specific to the particular need. All Counseling faculty have master’s degrees in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling from an accredited college or university. Three members of the generalist counseling faculty hold doctorates.

In addition to the 13 full-time generalist counselors in the Counseling Division, there are 3 counselors in the Disabled Student and Special Services, 2 Learning Disability Specialists, 2 counselors in EOPS, CARE, and CalWORKs, and 6 hourly counselors in the Transfer Center, of which 2 concentrate on the Teacher Preparation Pipeline Grant. The Counseling Division also hired an additional 31 hourly counselors to address the increasing demands for counseling services.

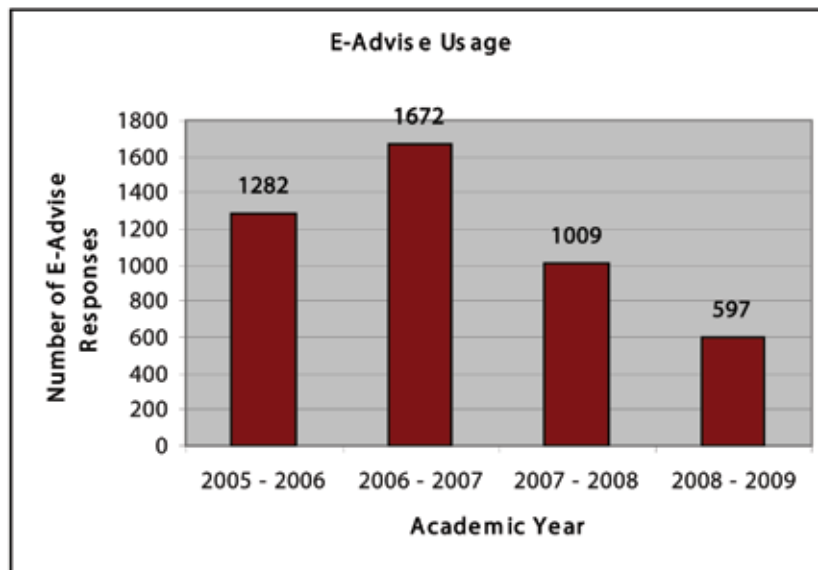


Figure 2.9. E-Advice Usage, 2005 to 2009.

The Division also utilizes technology in its support of student success. In 2001 E-Advise was launched. This service allows students to get quick questions answered via e-mail. Once implemented, this service grew quickly. However, due to lack of funding for staffing, the service suffered over subsequent years, as detailed in the chart to the left. The District Information Technology staff and Counseling faculty developed a unique online advisement tool called My Academic Plan (MAP). This online program allows students to select courses to enroll in depending on their academic goal. The system covers AA degree planning and transferring to the CSU and/or the UC system. The program introduces students to the concept of academic program planning, including general education and lower-division major preparation. As part of their decision-making process, students can compare major requirements offered at different schools. MAP is in its infancy stages. As more and more counselors are trained in using the program within their counseling appointments, utilization of E-Advice will increase. Since MAP went online April 27, 2007, Saddleback College students created a total of 35,145 MAP plans.

The Division has conducted online orientation services for the past year. The Matriculation Office introduced online advisement in November 2009. It will be interesting to see how the online advisement offered through the Matriculation process dovetails into the student use of MAP. Technology brings a variety of new advisement techniques, limited only by the developer's imagination.

Counseling faculty are an integral part of the College community and serve on numerous committees, including the Academic Senate; the Curriculum Committee; the EPA Committee; the Basic Skills Initiative Task Force; the Technology Committee; the Scholarship Committee; the Commencement Committee; and the Tenure Committee. Counselor training and staff development activities are ongoing. Flex activities such as Blackboard training, technology training, CurricUNET training, and other various best practice presentations are offered before each semester begins, and counselors are required to fulfill 38 hours of Flex activities. Attendance at the CSU and UC counselor conferences is strongly encouraged. In addition, during departmental meetings, presentations from university representatives and instructional division updates are given. Counselors attend weekly articulation meetings, and professional development opportunities are offered throughout the semester.

Counselors are trained to interpret a variety of career assessments, such as COPSsystem, Self-Directed Search, Strong Interest Inventory, Campbell Interest and Skills Survey, and the Myers-Briggs Type Indicator. During career counseling appointments, printed interpretive results are given to students. Students are referred to the Center for Career and Life Development to research results of the assessment instruments for potential careers, majors, and employment opportunities. Students needing further assistance will be referred back to the counselor for further clarification.

Counselors also teach Educational, Vocational, and Career Planning courses to help students with career exploration and college search to reach their personal and academic goals.

SELF EVALUATION

Counseling services are evaluated regularly through questions on the annual counseling student survey, statistical reports from the counseling scheduling system (SARS), institutional research,

the Program Review process, and the development and assessment of SLOs and AUOs [2.14] [2.62].

The Counseling Department recently developed a counseling survey that was administered to students in Spring 2007. The Counseling Department decided to administer the same survey again two years later when the counseling appointment length went from 30 minutes in 2007 to 60 minutes in 2009 to see if student satisfaction of counseling appointments increased or decreased.

The only notable difference between the 2007 survey and the 2009 survey was on the last five questions pertaining to counseling satisfaction. On all five counseling satisfaction questions there was a higher 'strongly agree' response on the 2009 survey in comparison to the 2007 survey. Data from the 2009 counseling survey indicates that students are extremely satisfied with the counseling they are receiving when there is a sufficient amount of time.

Counseling also tracks service data through the SARS Early Alert Referral System. The statistical data from this system reveal significant increases in student contact and in counseling services, as outlined Table 2.6.

Table 2.6. Student Contacts per Counseling Activity, Fall 2005 - Spring 2009

Counseling Activity	2005-2006	2006-2007	2007- 2008	2008-2009
Individual Appointments	12,777	13,824	9,790*	7,759*
Walk-in Appointments	7,603	8,220	11,916	13,506
E-Advise Usage	1,282	1,672	1,009	597
Waiting-List Growth	52	124	569	1,435
* Fewer individual appointments in 2007-2008 and in 2008-2009 due to increased appointment time from ½ hour to 1 hour beginning Fall 2007.				

As outlined in Table 2.6 above, individual student appointments decreased because of the increase in appointment duration. Walk-in appointments and the student waiting list have progressively increased over the last four academic years, resulting in a higher demand for counseling services.

As with most California community colleges, there are not enough counseling resources to meet student demand, given the increase in student growth. Consequently, the Counseling Division recently began scheduling half-hour appointments versus one-hour appointments, resulting in lower student satisfaction and students feeling rushed. Furthermore, there are not enough full-time faculty to provide continuity and the breadth of services in the counseling program and still have time available to dedicate faculty time to conducting Program Review. Counselors also need more time and resources to develop technology solutions for the growing student demand on campus and by distance education. There is a great demand for more distance education resources and for identifying processes to meet the needs of distance education students. However, this will require more faculty training to access and to utilize the resources, and this will require more technical support from the District's and the College's Information Technology (IT) Services.

With current and potential budget cuts, valuable counseling hours will be greatly reduced, resulting in many students not receiving counseling services. This reduction in State resources contributes to the student population in Orange County becoming more transient (i.e., attending multiple campuses within Orange County), resulting in multiple transcripts that must be evaluated and requiring more counseling time and greater training to ensure accuracy in the advising process. Cuts in DSPS, EOPS, CARE, and CalWORKs have increased demand for general counseling to cover their counseling-hour deficits. The central challenge for counselors is to design better service delivery methods, given the reduction in faculty, resources, and funding.

PLANNING AGENDA

The Counseling Division will work with the District and College IT services to improve online resources.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

The College offers a wide variety of programs that support student understanding and appreciation of diversity. The Cross Cultural Studies (CCS) Advisory Committee maintains a center with a resource collection of books and DVDs for faculty to use in their classes or for extracurricular events. The CCS committee also holds events on issues of diversity throughout the year.

The Associated Student Government also supports the appreciation of diversity through the following group activities:

Diversity Student Council

The Diversity Student Council of Saddleback College will promote and encourage cultural learning by creating opportunities for students to exchange ideas about values and life in an open-minded environment. The Diversity Student Council encourages interaction between different cultures and respect for varying viewpoints. The Diversity Student Council plans events such as Cambodian New Year, Black History Month, and Women's History Month.

Inter-Club Council

The Inter-Club Council (ICC) oversees 30 to 40 clubs each semester whose interests run from religion and culture to politics and human studies. Each year the ICC, along with other campus clubs, plans the Multi-Cultural Fair, which celebrates diversity across the campus and across the globe.

Appreciation of Pilipino American Culture

The mission of the Appreciation of Pilipino American Culture (APAC) Club is to promote awareness of Filipino cultural and heritage, to help accomplish educational goals, and to aid the Filipino community through fundraising opportunities.

Black Student Union

The main focus of the Black Student Union (BSU) is to promote a sense of unity among African-American students in the community. The mission of the BSU is to stimulate the intellectual, political, cultural, and social growth of all students through numerous activities, programs, and fundraisers.

Free Thinkers

The purpose of the Free Thinkers Club is to establish a positive social environment for Saddleback College students who are skeptics, atheists, agnostics, freethinkers, secularists, and critical thinkers. The Club also counters the growth of irrationality and disdain for science and critical thinking and provides a campus voice on the importance of church and state. In addition, the Club seeks to establish an environment of free discourse and discussion on controversial issues of science, religion, and government and to enrich Saddleback College campus life by sponsoring educational events and fostering student dialogue on matters of reason, science, and belief.

Model, Value and Creation of Peace

Model, Value and Creation of Peace encourages students to become involved in the community through College-sponsored activities such as environmental awareness, cultural diversity, victory over violence, and Buddhism.

Latin American Film & International Film

This twice-monthly event is one of the culturally diverse programs provided by academic departments. This particular event, sponsored by faculty in the International Languages Department, provides students with the opportunity to view films on campus such as “Che,” the story of Ernesto “Che” Guevara, an Argentinean Marxist revolutionary.

Dia De Los Muertos

Faculty in the International Languages and Social and Behavioral Sciences Departments annually host a celebration to honor this Mexican holiday.

The clubs and events listed above represent only a small number of the diverse clubs, events, and programs the College offers.

SELF EVALUATION

The College designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Through the efforts of the College’s ASG and the faculty Multicultural Committee, programs are provided to students and the community that promote an understanding and an appreciation of the variety of backgrounds inside and outside the College community. Academic departments also strive to provide ethnic and culturally diverse programs and events that will encourage growth and acceptance of all cultures in the community.

As part of its commitment to diversity, the College developed a 21-unit associate degree program entitled Cross-Cultural Studies, which emphasizes course work in multicultural

experience and includes electives in social and behavioral sciences, humanities, and arts. The General Education Committee also established a cultural diversity graduation requirement that enhances student understanding and appreciation of diversity.

In Fall 2009 the Diversity Student Council encouraged students to submit photos, paintings, or collages that represented how the students thought of themselves in a diverse world. From the photos and paintings submitted, the Diversity Student Council then assembled a photo mural showing how students across the campus envisioned themselves.

The Appreciation of Pilipino American Culture (APAC) Club hosts a fashion show each year to raise money for various charities throughout the Philippines. In 2008 APAC raised over \$2000 to donate to Gawad Kalinga, a charity that provides food and clothes to residents of the Philippines.

PLANNING AGENDA

None.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

The College utilizes the Statewide CCCApply Application for admission purposes. The Office of Civil Rights has certified this application. Bilingual support is offered by phone, by e-mail, or in person through the Office of Admissions, Records and Enrollment Services. The office lobby was recently remodeled to provide ten Internet-based computer workstations and printers for students to use for the online admission and registration processes.

Saddleback College uses only State-approved assessment placement tests. These tests are locally validated and have minimum cultural and linguistic biases. Validation studies are conducted by the subject matter department and the Office of Planning, Research and Grants. All tests use multiple measures that are conducted through a student survey during the assessment session for ESL, English, reading, and math. Designated questions are weighted within the survey to emphasize assessment areas that have been identified as important to student success. The raw score plus the weighted scores are used to determine placement. These measures are incorporated into all placements electronically. The College has validated all multiple measures. All validation studies for these assessment instruments are up-to-date. The current test instruments used for placement are:

- Reading: Nelson-Denny Form H (valid until March 1, 2014)
- Math: Mathematics Diagnostic Testing Project (MDTP): Algebra Readiness Test, Elementary Algebra Test, Intermediate Algebra Test, and Pre-Calculus Test (valid until March 1, 2012)
- ESL: Combined English Language Skills Assessment (CELSA) (valid until July 1, 2011)
- English: Accuplacer Sentence Skills (valid until March 1, 2012)

- English Writing Sample (valid until March 1, 2012)
- California Chemistry Diagnostic Test (administered by Chemistry Department; implemented summer 2009) (valid until March 1, 2012)

SELF EVALUATION

According to the Office of Admissions, Records and Enrollment Services (2007/2008 SLO), online applications increased to 87 percent in 2008 compared to 62 percent in 2005. According to the 2008 Student Survey Form 1 [2.26], when asked about Admissions and Records, more than 90 percent of students who responded indicated that they were either “satisfied” or “very satisfied” with the application process for admission.

Although the College utilizes State-approved matriculation assessment tests, it must ensure regular evaluation of the effectiveness and utility of these assessment tests. Each placement test administered at Saddleback (for reading, writing, math, and ESL) has been monitored through an in-house validation study that confirms the validity and reliability of our tests. The discipline specialists play a major role in the selection and validation of an assessment test. Assessment tests are offered on campus both during the week and on weekends. College orientation and advisement sessions can be completed on campus or online.

PLANNING AGENDA

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY

Board Policy 5615 [2.63] addresses the issue of confidentiality of records. Permanently retained student records include applications, student enrollment data, transcripts, and grade information. The primary location for student records for Irvine Valley College and Saddleback College is the District SIS database. District IT backs this system up nightly and performs a separate backup each Sunday. This Sunday backup is electronically and securely transferred to a storage facility on the East Coast. These backups are retained for two months. Access to the system is based on an employee’s job classification, which is designed based on the responsibilities of that position.

Hard-copy transcripts prior to 1981 are stored in fire-protected vaults within secure mobile storage containers on campus property. Access to these documents is protected by a twin-lock system that requires two keys for access (one key from Admissions and Records and another key from the Maintenance Department). The transcripts, prior to 1981, have been digitized on optical media for ease of retrieval and are kept locked in the Admissions and Records office. Some older applications and enrollment data are preserved and retained on microfilm and microfiche and are stored in the Admissions and Records office. Paper applications that have not been imaged are kept in the Saddleback College library building in a locked storage location.

Physical documents accepted by the Office of Admissions, Records and Enrollment Services are imaged on site. Admissions and Records grants employees access by first assigning a user name and password. The various documents imaged are assigned a document type. The level of access (i.e., document types) has been predetermined based upon the employee's job classification and responsibilities. This system is completely backed up monthly by campus IT. Differential backups are made nightly. The backups are stored in another building on campus. While offsite storage has been discussed, the documents are not currently backed up offsite.

New and existing staff members undergo training on records systems and security as well as the protocols for confidentiality of records and for releasing information to students.

Students have access to their Saddleback College records via MySite, the College's secure Web portal, with their unique user ID and PIN. Students requesting their records or completing enrollment transactions in-person are required to present authorized photo identification.

Board Policy 5615 addresses the issue of confidentiality of records. With the exception of State, local, or Federal government officials, the College does not release personally identifiable student data without the student's prior written permission.

Information concerning whether a student is currently enrolled and/or has received degrees and awards from the college is regarded as directory information. A student may request that no student information be released by submitting a written authorization to the Director of Admissions and Records.

Grades and positive attendance issued by faculty are maintained on the computer system. Faculty enter grades and positive attendance online and access the online system via their unique IDs and passwords.

Information regarding Access to Records and Release of Information is published annually in the College Catalog.

SELF EVALUATION

The College and the appropriate departments have carefully guarded student records and have followed all Federal and State requirements for maintenance of confidentiality as well as release of information. Records are stored in the form of hard copy, optical images, compact disks, and microfilm. The College is developing a long-term strategy to digitize information by working with College IT and outside companies that specialize in electronic archival systems.

PLANNING AGENDA

None.

- II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

DESCRIPTIVE SUMMARY

The mission, philosophy, functions, and goals of the South Orange County Community College District require that a systematic review of all programs be conducted to ensure quality and relevance of instruction and effective and efficient use of resources. This systematic process is Program Review, a cooperative effort utilizing the knowledge and expertise of faculty, administrators, current and former students, employers, and advisory committee members.

Student Services undergoes Program Review at least once every five years and performs Administrative Unit Outcomes every year. The Counseling Division, the Center for Career and Life Development, the Transfer Center, Admissions and Records, the Health Center, the Reentry/Women's Center, and the College bookstore are all part of the review cycle.

As previously stated, many support services have mandated Program Reviews by third-party agencies. The Student Financial Assistance & Scholarship Office, the Student Health Center, the Child Development Center, and categorically funded programs such as EOPS, DSPS, CalWORKs, CARE, Admissions and Records, and Matriculation are reviewed by the State Chancellor's Office. Other student services areas have completed their own self-study with the assistance of the Office or Research Planning and Grants, as well as the Program Review Committee. To further ensure the quality of services provided, several departments are required to file annual update. DSPS, CalWORKs, EOPS, CARE, Matriculation, and the Transfer Center also submit Needs Assessments for review.

SELF EVALUATION

The planning and evaluation completed in Student Services has improved service to students and has confirmed that the programs are effective and appropriate to meet student demand. Results from the Spring 2008 Student Survey indicated that the majority of students are very satisfied with Student Services. Moreover, more than 96 percent of students who responded indicated that they were satisfied with MySite, the online College portal.

PLANNING AGENDA

None.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Saddleback Library's collection consists of more than 90,000 printed books and e-books, 130 print periodical subscriptions, and in excess of 10,000 full-text periodicals accessed via 16 subscription databases covering magazines, journals, newspapers, and government documents. Seventy-seven Internet workstations provide access to the online catalog and library databases, Microsoft software, and student e-mail. Two Internet workstations comply with ADA guidelines and are available to students with special needs. In addition, four workstations are dedicated exclusively to the online catalog and two more workstations are dedicated to use with CDs that accompany textbooks.

In 2007-2008 the librarians undertook a comprehensive review of the Library collections in preparation for the Library's renovation. Approximately 40 percent of print and nonprint materials were discarded because they were outdated, not being used, or in the case of audiovisual materials, lacked close-captioning. The print periodicals collection was also reviewed against usage statistics and full-text holdings of the periodical databases. In Fall 2008 the Library subscribed to 272 hard-copy periodicals, and by Spring 2009 the print periodicals holdings and subscriptions were reduced to 130 print titles.

The Library's Web site (<http://www.saddleback.edu/library/>) permits students and faculty to access almost everything required to support academic and personal research needs. Students and faculty can consult the online catalog to search the print and eBook collection, watch short videos that explain how to search the journal and magazine databases, and get research

assistance through e-mail and chat reference. The databases provide a variety of useful research features that include many full-text and full-image sources. Indexing for current and older material is available along with printing and e-mail capabilities.

Access to these resources and services is available from any computer with Internet access, 24-hours a day, seven days a week. Off-campus access authentication to the online databases and eBooks is provided via EZproxy.

The Library has provided e-mail reference service to students, faculty, and the community at large since 2002. This service is staffed by a Saddleback College librarian during the regular workweek, and patrons receive replies within 24 hours. Starting in January 2009, the Library joined QuestionPoint (QP), a live-chat reference service available 24 hours a day, 7 days a week, and sponsored by the Community College Library Consortium. The QP librarians are able to provide assistance in most cases to Saddleback College patrons because QP has access to information about local resources and services.

Since Fall 2008 the holdings of the Library's reserve collection have increased significantly. In response to the greater need for textbook support, the Associated Student Government, the College Bookstore, and the Library have collaborated in this effort. In Fall 2009 a new e-reserves system was launched, initially with materials produced by instructors. Eventually the e-reserves collection will contain a full range of materials, including copyrighted resources and e-textbooks.

Library faculty members select and maintain traditional, electronic, and Web-based learning and information resources. Librarians actively solicit recommendations from faculty, students, staff, and community members. Gift materials are welcome and added when appropriate to support the College curriculum. Librarians use selection tools such as professional library journals, publishers' catalogs, online sources, instructor bibliographies, and faculty recommendations to select new materials and review existing collections. Librarians act as liaisons to instructional divisions to further refine the acquisition of Library materials to support College-wide instruction [2.64].

The Library receives technical support for instructional technology from the Innovation and Technology Center (ITC) staff. The ITC is responsible for supporting all College instructional technology needs. The ITC installs hardware and software and maintains computers and media-related equipment throughout the College. The ITC also ensures that selected software and equipment are compatible with those already present in the College system, meet minimum College standards, and can be maintained by ITC technicians.

SELF EVALUATION

Since the 2004 Self Study, the Library has undertaken several initiatives to modernize its collections and enhance access to resources and services. The effect of these assessments helped to build a more-focused collection that supports the current College curriculum. To expand and improve access to resources, the librarians have been building the Library's electronic resources, though print resources continue to be acquired as necessary. The updated collections and services position the Library well to enhance access to resources and services while Library services are provided from The Village (an area in the lower campus) during and beyond the two-year Library Building renovation.

Every year librarians consult database-use statistics as part of the annual renewal cycle. The same evaluation of database-use statistics applies to the print periodicals and reserves collection. Faculty and students are utilizing the electronic resources, as evidenced by increased usage statistics [2.65].

Input from faculty helps ensure that the equipment acquired and maintained by the ITC meets minimum standards developed to support the instructional program.

In the 2009 Employee Survey [2.56], 60 percent of the full-time faculty and 53 percent of the part-time faculty agreed with this statement: "The Library holdings are sufficient in quality to meet the needs of the college's educational programs." Similarly, 55 percent of the full-time faculty and 50 percent of the part-time faculty agreed to this statement: "The Library holdings are sufficient in quantity to meet the needs of the college's educational programs."

The learning resources materials budget has been augmented since the 2004 Self Study, which has allowed it to support the changing needs of its users. Library expenditures in 2004-2005 were approximately \$132,000. In 2008-2009 the Library spent over \$185,000 in library materials.

The results of a Collegewide Spring 2008 Student Survey were gratifying: Almost 28 percent of respondents replied that the Library is the campus service or program they use most often [2.26].

PLANNING AGENDA

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

The Library promotes its resources to students, staff, and faculty through instruction, orientations, in-service presentations, information competency (IC) workshops, *The Lariat* (the student newspaper), College publications, the Library Web page, and printed materials.

The Instruction Librarian coordinates the Library's information competency program. Three information competency credit courses and six information competency workshops are available to students throughout the year. Credit courses and IC workshops can be found on the Library's Web site [2.66].

The IC program reaches over 2,000 students per year with more than 1,300 students attending the instructor-requested orientations. The Instruction Librarian works closely with faculty to encourage student attendance in the IC workshops. The Library's instruction policy is to encourage faculty whenever possible to send their students to the IC workshops. The policy is flexible enough to accommodate faculty requests for tailored library orientations, particularly when it concerns the needs of Basic Skills students.

In Fall 2006 the Instruction Librarian recommended (and the librarians approved) the acquisition of new software to record student attendance at the workshops. This software has facilitated

record keeping greatly. It also encourages more faculty to participate in the IC program through their recommendations or requirements that students attend the workshops. The software supports generating reports upon instructor request. Statistics collected by the Instruction Librarian demonstrate that an increasing number of students are receiving instruction to strengthen their IC skills.

The Instruction Librarian and the Library Department Chair have been working to create new curriculum for the IC workshop series in order to encourage even more students to take advantage of the IC program by offering students a credit option. Though past efforts have not been successful, the librarians are exploring new options with the support of the Curriculum Committee chair.

The Instruction Librarian has been involved in several IC assessment efforts whose purpose has been to identify students' level of information competency in Basic Skills and transfer courses. The IC workshop series is assessed during the Fall semester, but the workshops, each lasting one hour, are designed to stand alone in support of assignments that are being evaluated by classroom instructors, so the data collected has not yielded useful results that have been used to make concrete improvements. Revisions to the workshop series have been made, however, as a result of her work with English Department faculty. The documenting sources workshop was redesigned to focus on teaching students how to avoid plagiarism in response to professors' concerns about the prevalence of student cheating.

In 2008-2009 the Instruction Librarian began to work with a task force of the Educational Planning and Assessment Committee to assess the IC graduation requirement that has been in place since Fall 2002. The task force created a definition of IC, a rubric that will be used to assess IC assignments for various disciplines, and an implementation schedule for Fall 2009. This is the first assessment of an institutional-level outcome. An article that describes the project appeared in the first ITL newsletter [2.12].

The Instruction Librarian is actively involved in the Basic Skills Initiative. She applied for and received funding for research projects to determine the IC skills of Basic Skills and transfer students and a focus group. The data from this research will be applied in Spring 2010 when the Instruction Librarian will be teaching in a learning community with a Reading/English instructor that is part of the Freshman Academy (see II.A.3.b).

The librarians teach three library research credit courses. Although it is sometimes difficult to fill the classes, the students who take them value the course and wish they had taken the course earlier in their academic careers. All the library credit courses are now offered online, and the College has tried scheduling the classes as 8- and 12-week classes with some success. Effective Fall 2007 the College received approval of UC transferability for the Advance Information Competency course (now LIB 2; formerly LIB 102).

Since 2006 the librarians have tried to assess the credit courses, but due to the relatively small number of students, this has been challenging. In 2008 the three librarians who teach the courses dropped the pre- and posttest they were using and designed a rubric to score the final project. Using the rubric has been successful and has allowed improvements to the final project.

In Fall 2008 the College hired a Distance Learning (DL) Librarian to support the needs of distance learning students and faculty. During her first year, she created article database videos for distance learning students to learn to use library databases [2.67]. As a liaison to the distance

learning faculty, the DL librarian markets new library services such as online reference services and new databases. She also serves on two College committees to redesign the Distance and Online Education Web site [2.29] and to create curriculum for the Online Teaching Certificate [2.12].

The DL Librarian works with staff in the Center for Instructional Design and Distance Education to create a “Library presence” in Blackboard that will enable the delivery of library instruction using Blackboard features like CCC Confer [2.68] and the discussion board. Additionally, the DL and Instruction Librarian are collaborating to develop three online IC workshops. The Distance Learning and Systems Librarians worked closely to design and implement a Library Services page [2.69] for faculty and students as well as streamline some services in the online environment to make the Web site more user-friendly for all.

In the 2009 Saddleback College Employee Survey, 65 percent of the full-time faculty replied that they agreed with the statement, “The library’s reference and instructional services meet the needs of the college’s educational program” [2.57].

SELF EVALUATION

The Library has strong IC workshops and credit courses. Since 2002 the College has had an IC graduation requirement. The librarians are active participants in department, program, and institutional assessment efforts. While efforts to assess the effectiveness of the library credit course and the IC program have been challenging, the IC Librarian continues to search for meaningful ways to work with faculty and to reach more students. The recently hired Distance Learning Librarian is actively working to support the needs of distance learning students and faculty.

PLANNING AGENDA

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

Since the 2004 Self Study, Library hours have been restored to 66 hours a week. During the summer, the Library is open 60 hours a week. Reference librarians are on duty to assist students, faculty, staff, and community members with their research and personal information needs whenever the Library is open. To assist students attending classes at alternate locations or distance education, e-mail reference and 24/7 chat reference services are provided. A full-time technical support staff member and student assistants staff the Help Desk in the Library, where students can get dedicated assistance with their technical needs. Statistics are maintained to track services.

The 77 library computer workstations provide public access to the resources of both the Saddleback College and the Irvine Valley College libraries. A basic suite of software (e-mail, word processing, presentation, spreadsheets) is also available. Since Fall 2003 wireless technology

allows students and faculty to connect campuswide to the District network. The District's electronic resources access policy is enforced by requiring all users to accept the policy during the log-in process in all campus computer labs. Off-campus access to the online catalog and authentication to all other electronic learning resources is provided to students, faculty, and staff via EZProxy.

The Library has created a guest log-in for community users (nonstudents) that requires users to sign up and to provide a photo ID. The username and password are created overnight. With their usernames and passwords, guests can log into the District network and use computers and library resources on site.

The Learning Assistance Program (LAP) provides students with peer tutoring in all academic subjects, tutor training, and various workshops. Services include one-on-one, small-group, drop-in, and in-class tutoring sessions. A pilot program for online tutoring has expanded tutoring services for online English students. The Interdisciplinary Computer Center (ICC) provides 42 computer workstations and software for use across the curriculum. Instructional assistants provide supervision and training to peer tutors and to students, and they act as liaisons between faculty and the LAP. The LAP/ICC is open 54 hours per week (12 hours each day on Mondays to Thursdays, and 6 hours on Fridays). The services of the LAP/ICC are made possible by more than 100 tutors; over half of the tutors volunteer their time. The resources of the LAP/ICC are promoted to student clubs, at campus events, in student orientations, and in faculty in-service programs. The resources are also promoted through Web pages; College print materials; The Lariat; flyers, posters, and bookmarks; spots on the College radio station, KSBR; electronic marquees on the campus; and on Channel 39 (Saddleback TV). Approximately 2000 students use the LAP each semester. Over 50,000 tutoring hours are tracked each year.

The College also has several additional well-established learning support services for students. The Reading Lab and Language Lab are open 53 and 56 hours a week, respectively. The Writing Center, managed by the English Department, is open 29 hours a week (including Fridays). All these labs have workstations with Internet connections and basic software, and they are staffed by instructional assistants with faculty oversight to provide students with additional instructional support. All the learning support labs track student attendance using SARS Early Alert Referral System software. The data are analyzed and used to verify that students who use these labs and are enrolled in related courses have completed required reading or writing lab work, have achieved benchmarks in defined skill areas, and have demonstrated holistic improvement as critical readers and/or writers.

The ITC focuses on three primary areas of instructional support: computer and network management, user support and training, and audiovisual support. This past year the College opened two new facilities to help support technology needs on campus. The Center for Instructional Design and Distance Education (CIDDE), which opened in Fall 2008, focuses on computer application support and training and works closely with our distance education faculty. The ITC moved into its new facilities in Spring 2009 and added the Audio Visual Department as part of its support group. The ITC along with the Audio Visual Department is open and available for campus support 57 hours a week. The Center for Instructional Design and Distance Education is staffed 58 hours per week and also offers online assistance through Presidium help desk services 24 hours a day, 7 days a week.

SELF EVALUATION

The results of a Collegewide Spring 2008 Student Survey were gratifying. Almost 28 percent of respondents replied that the Library is the campus service or program they use most often [2.26, p. 12]. In the 2009 Employee Survey, 66 percent of the respondents agree with this statement: "The Library provides access to library resources." A breakdown showed that 78 percent of full-time faculty and 66 percent of part-time faculty agree with this statement [2.57].

PLANNING AGENDA

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

All library materials have electronic security strips that prevent items from leaving the library if they are not properly checked out. Library building security is problematic, and this problem will be addressed when the building is renovated. The Library will be moved to a temporary location (the Village) while the renovation is in process. Security and maintenance is in place. The 3M security gates and all other security systems will continue to be used in the temporary location. The renovated building will have state-of-the-art security.

Equipment maintenance will not require any changes in the temporary location. In fact, it is possible that service might improve due to its proximity to the ITC in the Village. The ITC ensures that the computer systems and the information it processes is secure from unauthorized access or use and is safe from destruction, theft, and damage [2.70, p. 12].

Student and staff network access has been in place since 2003. The campus wireless network has been operational campuswide since 2006. For community users (nonstudents and nonstaff), the Library provides a guest log-in that requires users to sign up and to provide a photo ID. Guest usernames and passwords are created overnight. With their usernames and passwords, guests can log into the District network and use onsite computers and library resources. This guest log-in does not permit offsite access to Library resources.

SELF EVALUATION

The College's Technology Plan is comprehensive and is reviewed each year. Although the Library and other computer labs are serviced by ITC technicians, the number of technicians available is insufficient to address the needs of all College instructional computer labs. The Library renovation plans address the security of the Library building.

According to the 2009 Employee Survey, 68.5 percent of all respondents agreed to this statement: "I have the opportunity to provide input on prioritizing technology needs that affect my area." A breakdown showed that 80 percent of the full-time faculty and 54 percent of the full-time classified staff agreed with this statement.

In response to the statement "The College allocates technology resources and services in a manner that supports and enhances the institution," 54 percent of all respondents agreed. A

breakdown showed that 68 percent of the full-time faculty agreed and 46.5 percent of the full-time classified staff agreed.

PLANNING AGENDA

None.

- II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

DESCRIPTIVE SUMMARY

The Saddleback College and the Irvine Valley College libraries have an informal agreement to serve each other's students. This agreement is facilitated by a Districtwide online catalog that highlights local campus resources while also displaying the resources of the sister campus. Saddleback College students are informed through classes and campus media that all resources in the database are available to them either by going directly to the IVC Library or by submitting interlibrary loan requests at the Reference Desk. Requested items are delivered to the requesting library for student use within 48 hours. Interlibrary access to periodicals and audiovisual resources within the District is currently limited to faculty and staff.

In Spring 2009 the staff of both the Saddleback and the Irvine Valley College libraries initiated a once-a-semester meeting to enhance communication between the libraries' staffs.

Saddleback College and California State University, Fullerton have formal reciprocal agreements to serve each other's students and faculty. All Saddleback College students have full library privileges at the CSUF Library in Fullerton through its open-access policy. Saddleback College faculty may secure library privileges at the University of California Irvine (UCI) Library by presenting a College business card. The Saddleback College Honors Program students enjoy additional library privileges with UCI and UCLA libraries.

These formal agreements are evaluated periodically.

SELF EVALUATION

The Library meets the standard.

PLANNING AGENDA

None.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The Library Department conducted Program Review in 2005 and will prepare its next Program Review in Spring 2010. The Library's mission was reaffirmed and forms the foundation of all assessment activities. In addition, Library services are assessed annually through Administrative Unit Outcomes.

Librarians regularly and systematically evaluate library and learning resources in the collection. During the 2008-2009 academic year, librarians conducted a comprehensive evaluation of all library resources in preparation for moving to a temporary location while the Library Building undergoes renovation. The print collection was reduced from more than 100,000 to approximately 56,000 volumes. Print materials were discarded primarily due to their age or nonuse, and in some cases because academic programs (e.g. paralegal studies) had been eliminated,

In order to enhance access to the Library collection during the renovation and because of the limited space available in the Library's temporary location, electronic resources are being considered as often as possible, although print resources are acquired as needs dictate.

Electronic resources are evaluated several times during the year to determine effectiveness and value to student research and information needs. Librarian liaisons to campus divisions and disciplines consult with faculty when weeding the book collection and when acquiring new resources.

Reference statistics are used to determine reference and instruction schedules of librarians. Reference activity and Help Desk statistics are collected every semester and are reported in the Library Department's Annual Report to the State Chancellor's Office and other State and national reports.

Librarians and College faculty work closely to ensure that the Library is able to serve students' needs. The College faculty is asked to assess subject-specific Library instruction sessions and the new Information Competency workshops.

Library faculty meets bimonthly with the dean and the LAP director to discuss local issues and new College developments that impact its programs. The meetings provide a forum to improving support and to access to learning resources materials.

The LAP regularly seeks student feedback and faculty input about the success and impact of LAP services to students. The Spring 2008 Student Survey asked respondents about the programs or services they used, and the LAP was rated the second-highest program just under the Library with a 92 percent satisfaction rate. In terms of the LAP's services, information about the program, and its location, students rated their satisfaction between 87 percent and 90 percent [2.26, questions 3.10, 11.1, 11.2, and 11.3].

SARS Early Alert Referral System is used to track all students and tutoring in the LAP. To evaluate the learning support provided to students by the LAP, the College research and planning analyst compared the retention, persistence, and success of students who use the LAP with the general student population. The data provide evidence that students who use the LAP achieve significantly higher Student Learning Outcomes in the areas of retention, persistence, and success than the overall student population [2.71].

The results of these evaluations are used to improve and expand tutoring services to Saddleback students in new and innovative ways. For example, online tutoring was established to reach students enrolled in online classes. In addition, tutoring was added as a required component of the new Freshman Academy launched in the Fall 2009 semester.

The ITC, with the help of the college's Technology Committee, has centralized technology requests and purchases and has developed a set of standard specifications for computer hardware and software. With District funds for technology, the College has been able to replace classroom equipment and update computers in computer labs, the Library, and in offices using a three-year replacement schedule [2.70].

SELF EVALUATION

The Library evaluates its information and learning resources in a variety of ways that result in overall program improvement. As a result of the 2004 Self Study and the requirements for systematic and ongoing evaluation, the Library Department participates actively in the College's efforts to assess student learning and improve its programs through the evidence collected. One recent example of these efforts is that in Spring 2010, the Library is piloting a service-tracking software that will facilitate recordkeeping and possibly result in adjustment of service schedules.

The ITC evaluates itself against the California Community Colleges Telecommunications and Technology Infrastructure Program (TTIP) state guidelines in the areas of staffing, numbers of computers, printers and software. For the past four years the college has been fortunate to receive additional technology funding (Basic Aid) from the District, which has allowed for the replacement and upgrading of almost all computing equipment on campus. This technology refresh along with the purchase of new technologies such as wireless Internet for the entire campus, centralized, secure data storage and the deployment of new, more cost effective virtual technologies has helped maintain and advance the state of technology for our students.

To assess the effectiveness of its programs, the LAP relied on research support from the Office of Planning, Research and Grants (OPRG), and the research analyst will continue to provide ongoing research support. The SARS Early Alert Referral System helps the Reading, Writing, and Language Labs to ensure they are meeting student needs. The data collected have helped the labs to increase service hours. The results of the Reading Department Program Review will help to improve the effectiveness of the program.

PLANNING AGENDA

None.

Standard Two

Instructional Programs and Student Services

References, Works Cited, and Links

- 2.01 Saddleback College Policy and Process for New Program Approval:
http://www.saddleback.edu/asenate/documents_resources_links.html
- 2.02 Saddleback College Curriculum Procedures and Resources Manual
- 2.03 Saddleback College Program Review Handbook:
http://www.saddleback.edu/asenate/documents_resources_links.html.
- 2.04 SLO/AUO Handbook:
<http://www.saddleback.edu/asenate/epa/documents/SLO-AUOHandbook1-08-10.pdf>
- 2.05 Saddleback College Course Catalog: <http://www.saddleback.edu/cc/>
- 2.06 Saddleback College Career Technical Education and Workforce Development:
<http://www.saddleback.edu/cte/index.html>
- 2.07 Los Angeles/Orange County Regional Consortium: <http://www.laocrc.com>
- 2.08 Saddleback College Final Course Level SLO Listing: http://www.saddleback.edu/asenate/epa/documents/FINAL_COURSE_LEVEL_SLO_asof9-10-08_ForIWebsite.xls
- 2.09 Modifying and Creating Course Level SLOs in CurricUNET:
<http://www.saddleback.edu/asenate/epa/documents/SLOs-Curricunet.pdf>
- 2.10 Educational Planning Assessment Web site: <http://www.saddleback.edu/asenate/epa>
- 2.11 Saddleback College 2010-2013 Strategic Planning Process:
<http://saddleback.edu/gov/sp/documents/FinalStratPlanningProcess.pdf>
- 2.12 Saddleback College Institute of Teaching and Learning:
<http://www.saddleback.edu/asenate/ITL.html>
- 2.13 Saddleback College Mission, Vision, and Values: <http://www.saddleback.edu/alo/>
- 2.14 Saddleback College Completed Student Learning Outcomes Forms:
<http://www.saddleback.edu/asenate/epa/SLOassessmentforms.html>
- 2.15 Saddleback College Course Approval Form (Form C-2 DE):
<http://www.saddleback.edu/asenate/epa/C2FormApproved5-7-09.doc>
- 2.16 South Orange County Community College District Board Policy 6100—Curriculum:
<http://www1.socccd.cc.ca.us/docs/board/policies/BP-6100-Curriculum.pdf>
- 2.17 Saddleback College CurricUNET: <http://www.curricunet.com/saddleback/index.cfm>
- 2.18 Substantive Change Proposal: Distance and Online Education:
<http://www.saddleback.edu/asenate/accreditation/documents/FinaltoSendSubstantiveChangeProposal-DE-2-14-10.pdf>
- 2.19 Saddleback College 2009 Distance Education Student Survey: https://www.saddleback.edu/asenate/documents/DE_Survey2009_Results.pdf

- 2.20 Saddleback College Institutional Effectiveness Annual Report, 2008-2009
- 2.21 Saddleback College Community Education Web site: <http://www.saddleback.edu/ce/>
- 2.22 Saddleback College TechPrep Web site: <http://www.saddleback.edu/ap/tp/>
- 2.23 Saddleback College Emeritus Institute Web site: <http://www.saddleback.edu/emeritus/>
- 2.24 Saddleback College Emeritus Institute 2009 Program Review: <http://www.saddleback.edu/asenate/epa/documents/EmeritusInstituteReview-2009.doc>
- 2.25 Saddleback College Strategic Planning Web site:
<http://saddleback.edu/gov/sp/index.html>
- 2.26 Saddleback College Student Survey Spring 2008: <http://www.saddleback.edu/gov/sp/documents/2008studentsurveywithcomments.pdf>
- 2.27 Saddleback College 2007-2010 Strategic Plan (updated 2009):
<http://www.saddleback.edu/gov/sp/documents/StrategicPlan2007-2010Update.doc>.
- 2.28 Saddleback College Schedule of Classes Spring 2010:
<http://www.saddleback.edu/media/pdf/Spring2010.pdf>.
- 2.29 Saddleback College Distance Education Web site: <http://www.saddleback.edu/de>
- 2.30 Saddleback College Programs, Student Support Units, and Administrative Service Units:
<http://saddleback.edu/asenate/epa/programsandunits.html>
- 2.31 Saddleback College Institutional Learning Outcomes
- 2.32 Scantron Corporation's ParScore/Class Climate Write Up on Saddleback College:
http://www.scantron.com/downloads/CC_Par_SS_Saddleback.pdf
- 2.33 Saddleback College Flex Development:
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- 2.34 RapidTech: National Center for Rapid Technologies: <http://www.rapidtech.org/>
- 2.35 Advanced Technology Education Park Web site: <http://www.atep.us>
- 2.36 Substantive Change Proposal: A Location Geographically Separated from the Main Campus at Which Saddleback College Offers at Least Fifty Percent of Educational Programs: <http://www.saddleback.edu/asenate/accreditation/documents/FinaltosendSCSubstantiveChangeProposal50PercentatATEPr2.pdf>
- 2.37 Saddleback College Basic Skills Initiative Web Site:
<http://www.saddleback.edu/services/bsi>
- 2.38 Saddleback College Algebra2Go:
<http://www.saddleback.edu/faculty/lperez/algebra2go/index.html>
- 2.39 Saddleback College Sample Program Review Data Set
- 2.40 Saddleback College Faculty Handbook:
http://www.saddleback.edu/asenate/documents_resources_links.html
- 2.41 Academic Employee Master Agreement 2007-2010: <http://doctrinary.socccd.edu:2656/Documents/Human%20Resouces/Employer-Employee%20Relations/AcademicEmployeeMasterAgreement-Final.pdf>

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<http://doclibrary.socccd.edu:2656/Documents/Human%20Resouces/Operations/FacultyPerformanceEvaluationInstrument-2006-12-11.doc>
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- 2.45 Saddleback College Policy and Process for Program Discontinuance:
http://www.saddleback.edu/asenate/documents_resources_links.html
- 2.46 Saddleback College Matriculation Department Web site:
<http://www.saddleback.edu/matriculation/>
- 2.47 South Orange County Community College District Board of Trustees Policy on Grading Policy BP 5300:
<http://www1.socccd.cc.ca.us/docs/board/policies/BP-5300GradingPolicy.pdf>
- 2.48 Saddleback College Student Handbook: <http://saddleback.edu/media/pdf/handbook.pdf>
- 2.49 South Orange County Community College Board of Trustees Policy on Associate Degree Requirements BP 5600: <http://www1.socccd.cc.ca.us/docs/board/policies/BP-5600AssociateDegreeRequirements-2.pdf>
- 2.50 “New Program to Target Freshmen,” The Lariat, Vol. 42, Issue 16, p. 1, February 10, 2010:
<http://www.lariatnews.com/new-program-to-target-freshmen-1.2147544>
- 2.51 “Introducing the Freshman Academy,” Saddleback Institute for Teaching and Learning, Vol. 1, Issue 1, p. 5, Fall 2009: <http://www.saddleback.edu/asenate/ITLNewsletter1-1.pdf>
- 2.52 South Orange County Community College Board of Trustees Policy on Academic Freedom BP 6120: <http://www1.socccd.cc.ca.us/docs/board/policies/BP-6120AcademicFreedom.pdf>
- 2.53 South Orange County Community College Board of Trustees Policies on Student Code of Conduct BP 5401 and BP 5404: <http://www1.socccd.cc.ca.us/docs/board/policies/BP-5401.pdf> and <http://www1.socccd.cc.ca.us/docs/board/policies/BP-5404-SexualandOtherAssaultsonCampus.pdf>
- 2.54 Saddleback College Faculty Code of Ethics:
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- 2.55 South Orange County Community College Board of Trustees, Board Policies:
http://www.socccd.edu/about/about_boardpolicy.asp
- 2.56 Saddleback College Athletic Counseling Web site:
<http://www.saddleback.edu/faculty/mlong/>
- 2.57 Saddleback College 2009 Employee Survey: http://www.saddleback.edu/asenate/ACCREDITATION/documents/Employee_Survey_Results_2009_withComments.pdf
- 2.58 California Community Colleges Matriculation Professional Association – 2009 Talking Points – Positions on Proposed Categorical Budget Cuts: <http://www.saddleback.edu/asenate/ACCREDITATION/documents/2009CCCMPTalkingPoints.doc>

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<http://www.saddleback.edu/counseling/>
- 2.60 Saddleback College Disabled Students Programs and Services Web site:
<http://www.saddleback.edu/dsps/>
- 2.61 SOCCCD inForm Data Warehouse:
<http://sharepoint.socccd.org/sites/dw/Saddleback/default.aspx>
- 2.62 Saddleback College Annual Counseling Student Survey
- 2.63 South Orange County Community College District Board of Trustees Policy on Student Records and Directory Information BP 5615: <http://www1.socccd.cc.ca.us/docs/board/policies/BP-5615-StudentRecordsandDirectoryInformation.pdf>
- 2.64 Saddleback College Library List of Subject Responsibilities
- 2.65 Saddleback College Library Database Use Statistics
- 2.66 Saddleback College Library Credit Courses:
<http://www.saddleback.edu/library/instruction/courses.html>
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<http://www.saddleback.edu/asenate/ACCREDITATION/documents/TechnologyPlan.doc>
- 2.71 Saddleback College Learning Assistance Program (LAP) Program Review:
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