

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

Standard	Discussion from 2004 Self Study	Comment from Review Team	Discussions from Progress and Midterm Reports	Comment from Review Team
<p>IIA – Instructional Programs</p> <p>The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order 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 in the name of the institution.</p>		<p>(1) Institution’s degree and general education requirements have a sound, explicit philosophical statement that is endorsed by faculty. Team found requirements to be well balanced.</p> <p>(2) Team noted that there is a concern regarding Dean’s workload may be too much.</p> <p>(3) Team visited classrooms as evidence to instructional programs.</p> <p>(4) Research office was performed by District due to College personnel loss.</p> <p>(5) Extensive data through research but no clear vision towards research and planning agenda.</p>	<p>PR2006:</p> <p>(1) In 2005-2006, the College adopted a plan to enhance planning and evaluation process by creating an SLO Implementation Plan that created direct links between assessment, program review, and curriculum. The Institutional Effectiveness Office was approved by the PBC.</p> <p>(2) A full time Research Specialist was hired Summer 2006.</p> <p>(3) The College committed funds to purchase software and hardware for research/assessment across the campus in 2006.</p> <p>(4) By 2006, the College had developed a strategic planning process where all constituent groups to address enrollment management, campus environment, student success, and institutional effectiveness.</p> <p>MR2007:</p> <p>(1) During 2006-2007, the College administered a comprehensive student survey which was presented to the College community during flex week in August 2007. This information will allow planning groups to complete column 4 and 5 of the SLO/AUO worksheet and enable the College to better plan for the future. The survey will be conducted in 2008 and every two years thereafter.</p> <p>(2) As part of the 2004 Self Study, the Employee Voice survey was administered to measure faculty, administrator, and staff satisfaction. The survey was repeated in 2007.</p> <p>(3) In order to better manage research data and validate the information, the College hired a research specialist (2007) and purchased assessment software and hardware. The research specialist focuses on the statistical data necessary to prepare accurate and informative program reviews and to develop effective SLOs/AUOs. This new position is in addition to the Research Analyst already on staff.</p>	<p>PR2006:</p> <p>(1) Team noted that the college is making progress in implementing the SLO/AUO process.</p> <p>(2) Team noted the creation of IE Office and IE Committee in Spring 2006 and the SLO process is being accepted across the college.</p>
<p>IIA.1</p> <p>The institution demonstrates that all</p>			<p>PR2006:</p> <p>(1) The College’s strategic planning model relies on</p>	<p>PR2006:</p> <p>(1) Team recognized the establishment of the</p>

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

<p>instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p>			<p>data from external and internal scans, completed program reviews, and other planning documents. Constituent groups under the charge of maintaining the College's mission develop the Plan. PBC approves the Plan and monitors its adoption.</p> <p>(2) Strategic plan is based on data that has been validated by research and analysis from affected groups.</p> <p>(3) The College began its SLO Implementation Plan in 2005 requiring all instructional programs identify and SLO. Every administrative service unit needed to complete Administrative Unit Outcomes (AUO). The program review assessment is the basis of institutional evaluation and planning.</p> <p>MR2007:</p> <p>(1) SLO Implementation Plan was launched in 2005 requiring all instructional programs and student support and administrative service units identify and assess SLOs and AUOs, respectively.</p> <p>(2) SLOs and AUOs are required to meet the College Mission Statement and are reviewed as part of the College' program review process.</p> <p>(3) The IE office created a schedule for all programs and administrative units for SLO and AUO assessment on a yearly basis, program review on a two or five year cycle, and curriculum on a two or five year cycle.</p>	<p>Strategic Planning Task Force which developed the 2006-2007 Interim Strategic Plan.</p> <p>(2) Four strategic directions of the Interim Plan were develop strategies for increasing enrollment, safe/clean/well maintained facilities, increase student retention and persistence, and create a culture of instructional effectiveness based upon assessment of outcomes.</p> <p>(3) College completed 5 year Educational and Facilities Master Plan in March 2006 which is influential to the development of the 2007-2010 Strategic Plan.</p> <p>(4) Team recognized the efforts of the SLO Implementation Team. The team was able to confirm evidence that the SLOs are linked to the college mission statement, intended outcomes, and assessment. Team noted that the assessment is not complete yet.</p> <p>(5) Team noted the new program review process that was implemented in August and September 2005 for instructional and administrative and service units, respectively. The team cited the Saddleback Program Review Hadbook for Instructional Programs 2006-2007 and Saddleback Program Review Handbook for Student Services and Administrative Units 2006-2007 and effective tools.</p>
<p>IIA.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.</p>	<p>Individual college department and program reviews assist the college to identify student needs and achievement of learning outcomes (See A.2.f). The Office of Research, Planning, and Grants (ORPG) uses data gathered from research, surveys, and program reviews to advance college planning.</p> <p>ORPG research has culminated in the publication of Strategic Directions 2000 (SD 2000), the college strategic plan (2.1), improvement of transfer programs, and the creation of new occupational certificates such as Digital Post Production and Aquarium and Aquaculture. In spring 2003, the Enrollment Management Committee was formed to define strategies and activities for an annual enrollment plan that will become an integral component of the college's planning process.</p>	<p>(1) See (4) in IIA.</p> <p>(2) Team noted the College did not demonstrate the use of data/documents for planning.</p> <p>(3) Team noted that faculty, administration, and staff were frustrated due to inconsistent research and planning effort.</p> <p>(4) Team noted that the College stated that activities and programs are student need driven. However, the team found that faculty, Distance Education committee and Emeritus Institute determined offerings without using actual data related to student needs.</p>		
<p>IIA.1.b The institution utilizes delivery systems and</p>	<p>The delivery systems and modes of instruction are</p>			

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

<p>modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.</p>	<p>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 may be offered by more than one method of instruction based on student need. At present, a faculty member may select from among 22 valid methods of instruction in order to determine the most appropriate delivery method for a specific course.</p>			
<p>IIA.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.</p>	<p>Beginning in fall 2002, courses approved by the Curriculum Committee included learning outcomes in the course outline. Individual syllabi for these courses reflect these learning outcomes.</p> <p>All academic programs do not have defined learning outcomes. However, the mission statement of the program includes the program’s goals and objectives, which state the learning objectives of the program. Core requirements for the associate degree define learning outcomes for the four areas of competency: Language and Rationality, Mathematics, Reading, and Information Competency.</p> <p>All college level courses include written and oral assignments to assess learning outcomes. Programs evaluate achievement using a variety of 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 vocational 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</p>	<p>(1) No clear evidence of a campus-wide culture focusing on the importance of SLOs for each course.</p>	<p>PR2006:</p> <ol style="list-style-type: none"> (1) The College created an SLO Implementation Plan that by 2006, 94% of departments and services defined their SLO and/or AUO and methods of assessment at the program level. Many groups are beginning the assessment process. (2) A full-time Research Specialist was hired in 2006 to support data validation. (3) The goal of the SLO Implementation Team is to have 100% of programs and services complete all five columns of the SLO/AUO form, which includes assessment and use of the results. (4) The SLO Implementation Plan targeted the need for acceptance of SLO/AUO assessment and program review. The plan provided a standardized procedure for the process. <p>MR2007:</p> <ol style="list-style-type: none"> (1) The College addressed the 2004 Self Study recommendation regarding SLO development and implementation by establishing the Student Learning Outcomes (SLO) Implementation Plan and the formation of the SLO Task Force. The plan linked SLOs with program review and curriculum revision. The college is currently focusing on assessment at the program level and will soon address the course level and institutional levels. (2) The College has secured reassigned time funding for the SLO implementation effort. Funding has been acquired for two years and has been requested and additional year. <p>PR2008:</p> <ol style="list-style-type: none"> (1) Program level SLOs, following the 5 column Nichols model for reporting SLOs and AUOs, achieved 100 percent of the 70 instructional programs through column 3. 73 percent of the programs have 	

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>courses use exams and/or papers to assess student achievement of learning outcomes.</p> <p>Students are pre-assessed in mathematics, English, and reading. Students must complete state approved matriculation tests before they can enroll in many of these courses. Efforts have been made to assess programs and to make changes especially when programs experience declining enrollment. Some programs, such as Legal Studies; Psychiatric Technician; Construction, Millwork, and Cabinet Making have been eliminated.</p> <p>In February 2003, an ad-hoc Enrollment Management Committee was formed to define strategies and activities for student retention and to improve services to current and potential students. A permanent committee, comprised of the vice presidents, the PIO/Marketing Director, and Academic Senate representatives, will collaborate to achieve college goal # 4 of the Goals Action Plan that addresses enrollment management (2.3, 2.4).</p>		<p>completed all 5 columns and are working on the next cycle of their SLOs. 100 percent of the 27 administrative and student support units have completed AUOs have completed column 3 and 63 percent have completed all 5 columns.</p> <p>(2) In February 2008, the IE planning group developed the Course Level SLO Implementation Plan. This plan defined the plan to implement course level SLOs over a six month period.</p> <p>(3) The course level SLO plan called for a course level SLO and method of assessment written by a designated discipline expert prior to the start of the Fall 2008 semester.</p> <p>(4) The IE planning group developed two documents “Resources for Writing Course Level SLOs” and “A Guide to Writing Course level SLOs.”</p> <p>(5) IE planning group provided course level SLO training to eight divisions, six college wide workshops and an on-line training course.</p> <p>(6) Because CurricUNET was not available, a web based form was developed to report SLO and method of assessment for courses. The data will be uploaded to CurricUNET when it is online.</p> <p>(7) As part of course level SLO development, discipline expert also had to identify which of seven competencies applied to develop institutional level SLOs.</p>	
<p>IIA.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 and other special programs, regardless of type of credit awarded, delivery mode, or location.</p>			<p>PR2006:</p> <p>(1) Programs and courses are monitored by Institutional Effectiveness Office, which includes curriculum, program and administrative unit review, and SLO/AUO outcomes.</p> <p>(2) Program review is linked with curriculum monitoring and revision. Each program is required by the state to review and revise its course offerings every two years for vocational programs and every five years for all other programs. The College performs this review through a process known as technical review.</p> <p>(3) The IE maintains and monitors a schedule of program review, SLO assessment, and curriculum technical review and publishes information on the IE web site.</p> <p>(4) Each in-service week includes presentations and training opportunities about the planning and evaluation process including SLO development,</p>	<p>PR2006:</p> <p>(1) Team recognized the improvement of hiring a Research Specialist in June 2006 which complements the Research Analyst already in place.</p> <p>(2)</p>

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

			<p>assessment, and improvement.</p> <p>(5) The SLO Task Force developed a plan to develop and implement the SLO process in 2004-2005. The SLO Implementation Team (summer 2005) and Institutional Effectiveness Committee (spring 2006) lead the College in focusing on the SLO Implementation Plan beginning in 2005.</p> <p>MR2007:</p> <p>(1) In 2006, the College purchased PAR Score and Scantron materials to support the creation and analysis of surveys. PAR Score and Class Climate survey software is used college wide to survey program quality and future direction of the College.</p> <p>(2) In 2006, the college's Information Technology Center worked with Scantron to network the survey system so that all College Divisions and the Research and Planning Office has centralized access to the system.</p> <p>(3) The survey software is currently being used to assess class offerings, student services, and VTEA classes.</p> <p>(4) As of 2007, 100 percent of the 69 instructional programs have completed SLOs up to column three of the college's five column model. 52 percent of the programs have completed all five columns and are working on the next cycle of their SLOs. 53 percent of the 32 administrative and student support units have completed AUOs up to column three of the five column models. 22 percent of these units have completed all 5 columns.</p>	
<p>IIA.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 role of its faculty for establishing quality and improving instructional courses and programs.</p>	<p>All academic courses, programs, certificates and degrees are approved by the Curriculum Committee, the Academic Senate, the vice-president for instruction, the president and the BOT. In the final approval step, the BOT relies primarily upon the recommendation of the faculty in academic and professional matters.</p> <p>Quality review and the approval process begin with instructional faculty and department chairs, 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</p>	<p>(1)Curriculum Committee had not implemented SLOs in course outlines. Team reviewed course outlines and could not verify implementation.</p> <p>(2)No college-wide dialogue regarding SLOs amongst faculty including integration into program or course level.</p>	<p>PR2006:</p> <p>(1) See SLO implementation comments in II.A.</p> <p>(2) The SLO Implementation Team developed courses and documents to assist in clarifying the SLO/AUO process. Courses are provided during in-service week both on campus and on-line. Additional documentation was posted on the Institutional Effectiveness web site.</p> <p>(3) Once program SLOs are complete, the Team will focus on course level SLOs.</p> <p>(4) Program review process provides standardized assessment process including research to validate findings.</p> <p>PR2008:</p>	

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>and that assignments are appropriate for the course. Additionally, all pre-requisites, 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 forwarded to the Vice President for Instruction with the recommendation for approval by the BOT. Following board approval, course additions and revisions appear in the college catalog published in the fall. The Curriculum Procedures and Resources contains a detailed description of the curriculum approval process (2.5).</p> <p>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 sub-committee of the Curriculum Committee review the Spectrum, 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 in classes, popularity of similar programs offered elsewhere, and current trends.</p>		(1) See discussion in II.A.1.c.	
<p>IIA.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.</p>	<p>Many instructional, student services, and vocational 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 meet annually. Based on the input of various advisory groups, faculty works to bridge the needs of the community work force with the courses offered by the college. Specific examples of advisory committees are evidenced in Business Science, Advanced Technology and Applied Science, Honors, Journalism, Counseling, Emeritus Institute, Child</p>	<p>(1) Evidence shows that faculty was not familiar with SLO concepts. Team found that the term “SLO” was used in course outlines but did not follow through to learning process, assessment, or continuous improvement.</p>	<p>PR2006: (1) SLO training is being provided in various methods in order for the information to be accessible to as many faculty and staff members as possible. (2) There is a concern regarding enough resources to be allocated to the SLO/AUO process. The hiring of the Research Specialist and release time for key faculty will assist in the process. (3) In 2006, a shared governance group studied options to measure student achievement and satisfaction. The group recommended the development of an in-house developed instrument to assess student satisfaction which will be a key component of student services SLOs.</p>	

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>Development Center, Extended Opportunity Program & Services (EOPS), Special Services (DSPS), Transfer Center, Matriculation and High School Advisory Committees. The Technology Preparatory Committee also determines equivalencies between high school and college courses and establishes articulation agreement allowing conferral of college credit for selected courses to high school students. There also is a Regional Consortium in Interior Design.</p> <p>In spring 2003, all advisory committees in Business Science met as one group. After each program committee discussed program specifics, all advisory committee members reconvened and were asked to rank a list of SLOs and comment on their validity. The group modified the list and then voted to accept standards for student learning. The members also evaluate the individual courses to determine viability and sequencing of courses in the programs. This activity will be repeated each year to ensure that the SLOs remain viable and reflect current industry standards.</p> <p>The Emeritus Institute Advisory committee meets at least once every semester. The director and department chairs present an overview of programs, facilities, and curriculum. Advisory committee members discuss community and student needs. This process helps to ensure that community and student needs are addressed and met whenever possible.</p>		<p>PR2008:</p> <ol style="list-style-type: none"> (1) To enhance the research process, PBC and the college president approved funding through the 2006-2007 Interim Strategic Plan to hire a research specialist and purchase assessment software and hardware. The second position in the Office of Research and Planning was an essential component that allowed the college to provide the required support to measure institutional effectiveness. (2) Additional funding were requested through the 2007-2010 Strategic Plan and allocated in 2007-2008 to assist in the assessment of SLOs and AUOs. (3) The 2006 acquisition of Scantron software and hardware provided a system that could collect data and analysis for SLOs, AUOs, and program review. Class Climate was also acquired to assist in survey design and assessment. The two programs and hardware will be part of the assessment and analysis process. (4) Reported course level SLOs will be uploaded into CurricUNET when it is available. (5) The 2005 SLO Implementation Plan has been in place for several years and reassigned time has been provided to the SLO coordinator, program review chair and curriculum committee chair (all are faculty members). (6) With the addition of a new college president in August 2008, the president, working with the IE planning group chair, is pursuing the hiring of a full time director of strategic planning and institutional effectiveness. This position is part of the 2007-2010 Strategic Plan. (7) During the summer of 2008, 45 faculty members from a variety of divisions participated in an on-line course "Student Learning Outcomes Made Easy." Two drop in workshops were made by the IE planning group. Additionally, 100 faculty members attended one of four presentations on course level SLOs during flex week. 	
<p>IIA.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.</p>	<p>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</p>	<p>(1)Team visited classrooms to confirm rigor and effectiveness.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>courses within programs are consistent. Effective sequencing of coursework occurs within all occupational certificates and within Associate of Arts (AA)/Associate of Science (AS) degrees.</p> <p>Coursework leading to a degree, vocational 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.</p> <p>Quality of instruction is maintained by eliminating courses from the catalog that have not been offered in three years and by reviewing vocational coursework every two years. High quality instruction is 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.</p>			
<p>IIA.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</p>	<p>Delivery modes and teaching methodologies are determined by the faculty. Effective fall 2004 semester, 22 methods of instruction will be available for courses. The DE program has been expanding rapidly so that in the 2003-2004 academic year, 149 sections were offered by mediated modes of instruction, an increase of 60 sections from 2002-2003. Similarly, census figures for the DE program for fall 2002 were 2023 and 2765 in fall 2003.</p> <p>The Distance Education Committee, a sub-committee of the Curriculum Committee, reviews and approves new distance education courses. The DE Committee ensures that the proposed method of instruction of new courses is appropriate for the curriculum. The district has mandated the colleges increase their DE program but the college has been cautious in responding to this mandate because</p>	<p>(1)Team visited classes for evidence of rigor and effectiveness.</p>	<p>PR2006: (1) The SLO Implementation Plan called for ongoing training (from 2005 on) in SLO implementation. Training has been performed at all levels of the College including assessment and utilization of the data for future planning.</p> <p>PR2008: (1) Every semester since Fall 2006, the chair of the IE planning group has made presentations on SLOs and AUOs during in-service week. The presentations are centered on cycle completion and SLO progress across the college.</p>	

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

	<p>transfer institutions do not always approve credit for DE versions of courses. Additionally, at present there is insufficient access to and support for computer classrooms at the college for hybrid courses. A Distance Education Plan dated 2003 is located in the Office of Distance Education (2.6). However, this plan has not been approved by the Academic Senate.</p> <p>The Emeritus Institute offers approved curriculum for a diverse population by offering off-campus, credit and non-credit courses for the older adult learner. Courses are offered in convenient locations such as senior centers and retirement communities. The Emeritus Institute (EI) offers over 200 sections covering all disciplines. All EI courses are reviewed and approved by the Curriculum Committee.</p>			
<p>IIA.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.</p>	<p>All courses undergo regular review and re-approval by the college faculty. Vocational courses are reviewed every two years; non-vocational courses are reviewed every six years or as needed. Recommendations for revision of courses may also arise from program review.</p>	<p>(1) College could not show an effective program review process. Student Services was almost complete but academic departments were far from completion. (2) Program review efforts appeared to be separate from strategic planning.</p>	<p>PR2006: (1) The College strategic planning process involves an annual update that focuses on long range planning that will be the basis for decision-making and resource allocation. (2) The strategic plan includes enrollment management, campus environment, student success, and institutional effectiveness. (3) Institutional Effectiveness Office includes IE Coordinator, chairs of Curriculum and Program Review committees, and a full time Research Specialist.</p> <p>MR2007: (1) The 2007-2010 Strategic Plan was developed by the College's four planning groups which will be updated annually. The goal of the steering committee was to get input from as many members of the college community as possible.</p>	<p>MR2007: (1) Team acknowledged the improvements to institutional planning; creation of PBC to coordinate integrated planning and evaluation, development/adoption/implementation of SLO/AUOs tied to program review, and creation of four governance committees to help implement the strategic plan. (2) Team acknowledged the establishment of a Strategic Plan for 2007-2010. This plan discusses four strategic directions; institutional effectiveness, enrollment management, campus environment, and student success. (3) The team recognized the college's effort to improve the strategic decision making process by hiring a Research Specialist in June 2006. (4) College purchased Scantron software and hardware to assist in research and analysis. (5) The team acknowledged the research agendas of Dean's Cabinet and Student Services Leaders Council in support of the Strategic Plan and the college mission.</p>
<p>IIA.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses,</p>	<p>The ORPG was created in 1999 and has supported institutional research and facilitated institutional planning. The Director of ORPG facilitated the CPC and the strategic plan, SD 2000. Instructional programs and departments</p>	<p>(1) Team noted that data was collected by the College and District. College did not demonstrate how the data was used beyond state reporting. (2) Academic Senate and College administration failed to integrate Program Review as part of planning</p>	<p>PR2006: (1) As part of the strategic planning process, the College includes SLO, AUO and department level program reviews. The College also performs and external scan (community demographics and</p>	<p>MR2007: (1) Team acknowledged the completion of the five year Educational and Facilities Master Plan (EFMP) in March 2006. It was used to develop the 2007-2010 Strategic Plan. The EFMP is</p>

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

<p>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.</p>	<p>rely on research and analysis provided by ORPG for program review. Student services departments rely on support from the research analyst for their program reviews. Research support for program review is goal # 4 of the 2003-2004 Goals Action Plan (2.3).</p> <p>The College Planning Council (CPC) contributes planning direction for educational programs. This group sets priority goals for budgetary decisions for the college. The Facilities, Technology, Instructional Equipment, the Full-time Faculty Hiring and Classified Prioritization Committees make recommendations to the Budget Committee.</p> <p>The college values ongoing planning and systematic evaluation and has recently approved the program review process. The Program Review Committee and the Academic Senate developed and approved the program review schedule. Student Services conducted program review in 2003 and two instructional programs tested the new model in fall 2003. The Program Review Committee addresses the evaluation process of student learning outcomes within student services and instructional programs. This six-year cycle of review includes program mission statement, statistical data, satisfaction survey, descriptions, and appraisals. Program planning, evaluations, and resource allocation are also part of the process. While most program reviews are voluntary, some, such as nursing, have mandatory regular reviews by state and external agencies. Other vocational programs are reviewed every two years (2.2).</p>	<p>process.</p> <p>(3) Team doubts program review success because of faculty concerns of lack of reassigned time to complete the process. If program review does not get done, the College will be in violation of the standard.</p>	<p>employment opportunities), an internal scan (student and staff surveys), Equity, Transfer and Matriculation Plans, and the state-mandated Educational and Facilities Master Plan.</p> <p>(2) Institutional effectiveness (including curriculum, program and administrative unit review, and SLO and AUO outcomes) will be central to the planning process.</p> <p>MR2007:</p> <p>(1) The strategic plan is prepared for 2007-2010 but is updated each year to ensure that long range planning meets the needs of the students. The process was modified in 2006 to ensure as much input from the college community and uses validated data from various sources.</p> <p>(2) The District Educational and Facilities Master Plan was placed on the district web site. This key document was used by the College for the Strategic Plan development.</p> <p>(3) In 2007, the College completed a comprehensive student survey to measure student satisfaction. This survey will be widely used to drive decision making and improves services to students.</p>	<p>reviewed annually.</p>
<p>IIA.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.</p>	<p>The Matriculation Department 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.</p> <p>The Nursing program uses two tests: Critical Thinking and</p>	<p>(1) There was no evidence indicating that the College validates the effectiveness of SLOs</p> <p>(2) There was no evidence of department or program examinations. The team found standardized placement and completion tests in use but no proof of validation.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>the Test of Essential Academic Skills (TEAS) for placement and/or remediation and to define student learning style 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.</p> <p>All tests are assessed for inter-rater reliability and content and construct validity.</p>			
<p>IIA.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.</p>	<p>Each division/department awards academic credit based on the college's grading policy and the completion of content objectives listed in the course syllabus. Student learning outcomes are stated as written behavioral objectives in course outlines and course syllabi. Achievement of the objectives at stated thresholds measures student success and validates credit awarded for courses. Academic regulations are outlined and defined in the Saddleback College Catalog (2.7). Graduation requirements, scholarly standards, probation, academic renewal, and credit options are consistent with other institutions of higher education. Units of credit awarded are based on the Carnegie unit.</p>			
<p>IIA.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.</p>	<p>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 Curriculum Committee reviews and approves each course outline. Degrees or certificates awarded are based on completion of published requirements of course work and experiential training. In every course, students receive a course syllabus that specifies learning objectives 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</p>			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>certification track learning outcomes in terms of student success on pre-licensure/pre-certification examinations. Students completing vocational and occupational certificates 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.</p>			
<p>IIA.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 catalogue. 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.</p>	<p>The general education component for each degree program is defined in the Saddleback College Catalog (2.7). 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 and fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, cultural diversity, and physical education.</p> <p>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.” Effective reading, writing, speaking and critical thinking skills are curriculum elements of every college general education course.</p> <p>The process of establishing and reviewing the general education requirements evaluated through shared governance. Proposed courses are reviewed by department faculty, the department chair, and respective dean. The criteria are determined by college goals, the Curriculum Committee, and the Academic Senate. The Curriculum 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 is available in the Saddleback College Curriculum Procedures and Resources, Appendix X (2.5).</p>	<p>(1) Faculty has oversight of curriculum appraisal process through the Curriculum Committee. The team noted that many members still followed the traditional mindset that success is measured by course completion, grades and attendance instead of SLO success through improvement of skills, knowledge and abilities.</p> <p>(2) The team noted that faculty had concerns regarding the growth of distance education courses. Faculty wanted to be part of the development and implementation.</p>		

Saddleback College
Accreditation Standard II – Criteria Review Analysis Comparison

	Board Policy 5600 lists general education requirements for an A.A. and A.S. degrees. This policy includes a philosophy statement based on Title 5 regulations. BP 5600 was last revised in 2001 (2.8).			
IIA.3.a 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.	All 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 Humanities and Fine Arts, Natural Sciences, and Social and Behavioral Sciences as part of these breadth requirements. The General Education Committee reviews course criteria for inclusion in its general education and the Curriculum Committee reviews the course for content and methodology. Competence and understanding of basic content and methodology is demonstrated by students in all academic areas through successful course completion and is judged by individual instructors through classroom performance evaluation methods, such as written reports, tests, projects, and oral presentations.			
IIA.3.b A capability to be a productive individual and life long 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.	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, and Life Skills/Critical Thinking in its degree programs. Effective fall 2004, the college has approved Information Competency as a core requirement, replacing computer competency, and courses are being evaluated across the curriculum to meet this new requirement.			
IIA.3.c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical	Saddleback College breadth requirements include Humanities and Fine Arts, Natural Sciences, Social and Behavioral Sciences, Life Skills/Critical Thinking, and			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

<p>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.</p>	<p>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.</p> <p>In 1994, the college established its 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 comprised 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), the Humanities Hour, and other campus supporters to secure funding for cultural programming.</p> <p>In order to meet the college's general education diversity requirement, all students who graduate or transfer to a four-year college are required to enroll in one course from a list compiled by the General Education Committee.</p>			
<p>IIA.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.</p>	<p>Degree programs require completion of general education requirements or IGETC or CSU General Education and a minimum of 20 units in a major or area of concentration for a total minimum of 60 units.</p>			
<p>IIA.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.</p>	<p>Saddleback College offers 110 occupational programs that lead to a degree or certificate and it offers five occupational "certificate-only" programs. Through input from advisory board members, the curriculum for these programs is developed, keeping technical and professional competencies current, and meeting employment expectations. Advisory boards meet annually and minutes from those meetings are kept in the respective division office.</p> <p>Six programs prepare students for state licensing exams: Cosmetology, Emergency Medical Technician (EMT),</p>			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>Nursing, Psychiatric Technology, and Paramedic. The curriculum for these programs is 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 Emergency Medical Technician Program and Paramedic Program have applied for accreditation by the National Registry of Emergency Medical Technicians/Paramedic Committee on Accreditation of Emergency Medical Programs and are awaiting the results of its board meeting in April 2004. The Board of Consumer Affairs accredits the cosmetology program.</p>			
<p>IIA.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.</p>	<p>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 (also available through the college web site) and the class schedule provide course descriptions and the required pre- and co-requisites for courses (2.9, 2.10).</p> <p>Course description, content, objectives, and learning outcomes must be stated for every course before it can be approved by the Curriculum Committee. Courses are reviewed on a regular basis to ensure that they are current and appropriate. 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.</p>	<p>(1) Courses do not effectively communicate SLOs in learning process including assessment methods or criteria.</p>		
<p>IIA.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</p>	<p>The college has articulation policies in place to ensure that students are given credit for classes taken at other institutions and 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.</p>			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

<p>patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	<p>The college may grant credit for college units earned at regionally accredited institutions of higher education. In general, the Counseling Departments determine equivalency of courses and specifically, the college Articulation Officer, determines any questionable course credit application in consultation with the appropriate faculty member. The college registrar ensures that the transcript is official and that the institution is regionally accredited. Comparability for courses taken at other colleges and universities, whether in California or out-of-state, can be determined by the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation, the California Articulation Numbering system (CAN), and by the college catalog. In circumstances where 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 dean makes the final determination of course comparability.</p>			
<p>IIA.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.</p>	<p>Policies are currently in place to allow students to complete programs when they are slated for elimination. Once the decision is made to close a program, new students are not accepted, but 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 may elect to change to the new curriculum.</p>			
<p>IIA.6.c The institution represents itself clearly, accurately, and consistently to prospective</p>	<p>The Vice President for Instruction, Vice President for Student Services, the Curriculum Office, and the</p>			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

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.	Curriculum Committee review the college catalog annually. Counseling Services and Special Programs and division representatives annually review the Student Handbook (2.11). 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.			
IIA.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 world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.				
IIA.7.a Faculty distinguishes between personal conviction and professional accepted views in a discipline. They present data and information fairly and objectively.	The district academic freedom statement, BP 6120, revised 12/2000 (2.12), was created by district personnel. It is available at the district web site (http://www.socccd.org). BP 6120 is not published in any official college publications. Saddleback College and Irvine Valley College Academic Senate presidents jointly agreed on a faculty academic freedom statement.			
IIA.7.b The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.	The Academic honor code and Dishonesty policy is clearly defined in the 2003-2004 Student Handbook, in the 2003-2004 Saddleback College Catalog (2.7), and on the college web site, along with recommended sanctions and disciplinary action for violations of the code. The basis for the policy are found in the SOCCCD Board Policy 5401 and 5404 (2.13) and also modeled after the California Education Code 66300, 72282, 72292, and 76033.			
IIA.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 world views, give clear	Saddleback College does not seek to instill specific beliefs or world views or to impose codes of conduct on faculty, staff, or students other than those consistent with maintaining a suitable learning environment.			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

<p>prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.</p>				
<p>IIA.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.</p>	<p>Saddleback College does not offer curricula in foreign locations to students other than U.S. nationals.</p>			
<p>IIB – 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 the effectiveness of these services.</p>	<p>Consistent with the mission of Saddleback College, Student Services offer support mechanisms that benefit students enrolled at the college. Most of the college’s support services are centrally located, are easily accessible, and are staffed by well-trained and qualified staff. These programs address the diverse needs of students with a focus on student success and recent increases in financial aid funds have improved outreach to economically-disadvantaged students. The Office of Admission & Records provides students with access to their personal records and facilitates the enrollment process. The matriculation program and counseling services provide new students with assessments of English and math proficiencies, a first semester academic plan and general information about college courses, registration, support services, and the academic calendar.</p> <p>The Saddleback College web site (http://www.saddleback.edu) also provides information about college programs, policies, and services. For continuing students, individual college records and personal information can be accessed through their MySite (college portal) accounts.</p>			
<p>IIB.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.</p>	<p>Saddleback College provides a comprehensive array of support services that promotes the educational and personal success of its diverse student population. The 2003-2004 Student Handbook (2.11) and Saddleback College Catalog (2.7) contain descriptions of all support services including the locations, phone numbers, and hours of operation. The Student Activities/College Life section of the college catalog contains information on ASG,</p>	<p>(1) The team noted that the College has a comprehensive offering of student services on the primary campus. The services follow the college mission statement. However, there was some concern regarding the Emeritus Institute where users need to come on campus to take advantage of student services. The student health was specifically identified as a valuable community service.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>intercollegiate athletics, cultural activities, and a listing of all clubs.</p> <p>Support services are delivered through Campus Safety and Security; the Student Financial Assistance Office; the Counseling Department; Matriculation services; Outreach; Transfer and Career Services Centers; the Re-Entry Center; Extended Opportunity Program & Services (EOPS); Cooperative Agencies Resources for Education (CARE); California Work Opportunities & Responsibility for Kids (CalWORKs); Special Services for Students with Disabilities (DSPS); the Office of Admissions and Records; the Child Development Center; the Health Center; Fiscal Office; and Veterans Affairs and Services.</p> <p>The Saddleback College Library provides a book collection of over 96,000 volumes. Librarians assist students with research and teach library credit courses. Free tutoring is available to students in most subject areas at the Learning Assistance Program (LAP). The Interdisciplinary Computer Center (ICC), a component of LAP, offers students assistance with Microsoft Office programs, the Internet, and student email.</p> <p>Support services centered on student involvement include the Associated Student Government (ASG), which represents the student body and supports student activities with funding derived from cafeteria and bookstore profits, the Alumni Association, and numerous student clubs and organizations.</p> <p>To ensure quality of service, many support services have mandated program reviews by third party agencies. The Child Development Center completed its certification in spring 2003. The Student Financial Assistance Office, the Health Center, and categorically funded programs such as EOPS, Special Services, Admission 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 ORPG and the Program Review Committee. These program</p>			
--	--	--	--	--

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

	<p>reviews are available on the Academic Senate web site (http://www.saddleback.edu/gov/senate/acsen). To further ensure the quality of services provided, several departments are required to file annual program plans with the state chancellor’s office. These include Special Services, CalWORKs, EOPS, CARE, Matriculation, Child Development Center and Transfer Center.</p>			
<p>IIB.2.a-d The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:</p> <ul style="list-style-type: none"> a. General information b. Requirements c. Major policies affecting students d. Locations or publications where other policies may be found 	<p>a. General Information The official name, addresses, phone numbers, web sites and other contact information for the college are published in the catalog. The catalog may be purchased in the bookstore or can be consulted 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 and code of conduct, 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.</p> <p>b. Requirements Admissions requirements and student fees are listed in the college catalog. Requirements to complete the vocational or occupational certificates, associate degrees, and transfer curriculum can be found in the printed and online versions. Also included are requirements for vocational and occupational certificates, as are general education requirements for the associate degree</p> <p>c. Major Policies Affecting Students All major policies that affect students are described in the college catalog: academic honor code; student nondiscrimination; transfer policies; student grievance</p>	<p>(1) The team noted that the College provides clear and accurate information about the College and its services in a variety of publications. The team specifically noted the catalog, student handbook and the college web site.</p>		

Saddleback College
 Accreditation Standard II – Criteria Review Analysis Comparison

	<p>procedures; the district’s policy on sexual harassment; ADA compliance; refund of fees; and academic deadlines.</p> <p>d. Location or publications where other policies may be found</p> <p>The current Board Policy Manual can be found in the college library or online (http://www.socccd.cc.ca.us). The Student Handbook (2.11) is distributed during orientation/advisement sessions, other matriculation and counseling activities, and instruction. The Schedule of Classes is mailed to all residents of the SOCCCD. The Schedule of Classes (2.10) and Student Handbooks are free and are available in various department offices and also via the college web site. All college publications are available for consultation in the library.</p>			
<p>IIB.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>	<p>The college researches and identifies the learning support needs of its student population on three levels: institutional, program, and support services.</p> <p>The institutional level programs designed to identify student learning needs include admissions, the matriculation process, assessment, orientation/advisement, and follow-up counseling sessions (2.16). The Early Alert Program (2.17) offers faculty an opportunity to provide timely feedback to students who are experiencing academic difficulties in full-term credit courses and give recommendations on how to improve their performance. The Probation Intervention Program (2.18) provides students on academic probation services such as mentoring/counseling, monitoring of academic progress, dedicated tutoring, and free assessment to determine outside personal factors that may have led to academic difficulties.</p> <p>The Research Data Warehouse is the official source for historical information about students for the SOCCCD. This source is indispensable for program review, enrollment</p>			

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>management, and research studies identifying student learning needs (2.19). The Student Tracking System, a Title III grant project (2.20), improved the college's ability to use data more effectively by studying student activity and frequency of service use. ORPG supported the college's specialized research studies and surveys for student needs, evaluated the college's effectiveness in serving students, and provided support for program reviews. In fall 2003, the college and district reorganized college research functions. The college research analyst is currently providing support for college research until a district researcher is hired (2.21, 2.22, 2.23, 2.24, 2.25). The Enrollment Management 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 (2.4).</p> <p>Renewed Academic Senate and college administration commitment have revived program review. The review process has given or will give each department a better understanding of student learning needs through comparisons, surveys, data, and analysis (2.26, 2.27). Student support services and instructors work together to identify student support needs and ensure that all student needs are effectively addressed. In addition to using the Early Alert program, instructors direct students to support services. One-third of students who visited the Counseling Center had been referred by college instructors (2.28).</p>			
<p>IIB.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.</p>	<p>The college ensures equitable access to all students by providing numerous ways to apply for admission to the college and to register for classes: in person, by phone and online through MySite. Information about students is collected through various means but it is stored in a common database. Fee payments are also possible by the same three methods.</p> <p>The college regularly evaluates its services through program review, student satisfaction surveys, and research studies. The college also evaluates its matriculation</p>	<p>(1) See (1) for IIB.1. (2) The team acknowledged the efforts of the counseling faculty. The specifically identified the orientation and assessment program for first year students.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	assessment tests to make sure that there is no disproportionate impact on certain student populations.			
IIB.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	<p>The Associated Student Government (ASG) plans, organizes, promotes, sponsors, and finances a comprehensive array of activities and services for students. The activities program is organized to achieve the following objectives:</p> <ol style="list-style-type: none"> 1. To provide opportunities for the development of the social and cultural interests of the entire college community. 2. To offer opportunities for the enrichment of each individual's life through sharing and enjoying a group spirit of mutual responsibility, leadership, and creativity. 3. To promote college spirit and community awareness. <p>Academic departments sponsor speakers and offer performances to enhance classroom instruction. The Humanities Hour, co-sponsored by the Liberal Arts and Social & Behavioral Sciences divisions, and artistic performances are available to faculty, students, and staff throughout the year.</p>	(1) The team noted the effectiveness of student involvement through ASG activities, especially since they were without a permanent advisor during the review period.		
IIB.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.	<p>Saddleback College has maintained counseling and academic advising program since its establishment in 1968. The mission of the Saddleback College Counseling Department is to "provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career and personal goals" (2.31).</p> <p>The 15 full-time counseling faculty members are highly trained in providing personal, academic, and career counseling to all students. All counseling faculty have M.S. degrees in Educational Counseling, Psychology, or Marriage Family Child Counseling. Six members of the</p>	<p>(1) See (2) for IIB.3.a. (2) The team identified faculty involvement throughout Student Services despite their high workload (i.e. counseling). (3) The team noted that some students expressed their frustration over the difficulty of making counseling appointments. The team acknowledged Student Services' efforts to implement the E-Advisory program.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>counseling faculty hold doctorates. Counselors attend weekly articulation and training sessions as well as conferences and professional development activities each semester.</p> <p>The Counseling Center undergoes program review every six years and distributes a student satisfaction survey annually. The Counseling Program Review of fall 2002 (2.31) revealed the top three reasons why students make appointments to see a counselor. These are 1) Academic counseling (46 percent); 2) Transfer counseling (29 percent), and Career/Vocational counseling (13 percent). Of 452 students surveyed, 83 percent either strongly agreed or agreed that they had received prompt service, 89 percent agreed that counseling faculty and staff are courteous; 85 percent agreed that faculty and staff members are able to answer their questions.</p> <p>A recent longitudinal study, Applied Psychology Courses 2003, indicated that first-time students who enroll in Applied Psychology courses during their first semester at Saddleback College took more transferable courses, completed more units, and graduated at higher rates when compared to all first-time non-Emeritus students who did not take Applied Psychology courses during their first semester (2.32).</p>			
<p>IIB.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</p>	<p>Goal # 11 of the 2003-2004 College Goals Action Plan (2.3) states that faculty and staff will encourage students to actively participate in extracurricular activities provided by campus clubs and organizations such as the Associated Student Government and to become involved in their communities. Examples are: students in the Honors program mentor low-income ESL K-12 students, and the ASG facilitates holiday dinners and adopts families in need during the holiday season. In addition to offering Cross Cultural Studies courses, the Cross Cultural Studies program organizes events to broaden the college community's exposure to a wide range of diversity topics.</p>			

Saddleback College

Accreditation Standard II – Criteria Review Analysis Comparison

<p>IIB.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</p>	<p>Saddleback College uses only state-approved assessment placement tests. The English Writing Sample test is approved through February 2006; the Nelson-Denny, Form H is approved until February 2008; the ESL Writing Sample test is approved until August 2008. For non-high school graduates qualifying for financial aid, the Ability-To-Benefit exam (ATB) is approved by the U.S. Department of Education Federal Register and is valid until the Financial Assistance Office is notified of changes.</p>	<p>(1) The College has not validated the effectiveness of placement tests. The team assumed that the delay in validation was due to the lack of research assistance at the College level.</p>		
<p>IIB.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.</p>	<p>Board Policy 5615 (2.33) addresses the issue of confidentiality of records.</p> <p>Permanently retained student records include applications, student enrollment data and grade information. All information is entered into the computer system with accompanying backup files. Paper applications are stored at an alternate secure site on campus. Older applications and enrollment data are preserved and retained on microfilm and microfiche. In order to access student records, staff must log onto the college network with a unique user ID and password and go through another security step to log on. Passwords are changed on a regular basis. The program used to change student grades requires yet another carefully guarded password, given to very few staff.</p> <p>Transcripts prior to 1981 are not online and hard copies are stored in secure file cabinets. These older transcripts have been digitized on CDs for ease of retrieval. Other student data (applications and personal information) has not been digitized. Grades issued by faculty are maintained on the computer system and hard copies are kept as backup. Faculty may enter grades online and access the online system via their unique ID and password. A signed Grade Certification Form containing a roster with grades is required by the Office of Admissions and Records for authentication.</p> <p>Students have access to their records via MySite, the</p>	<p>(1) Board policy and College practice insure student record confidentiality. Team specifically cited the effectiveness of MySite.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>college web portal with their personal passwords and PIN. Students requesting their records or completing enrollment transactions in-person are required to present photo identification. The college does not release, except to state, local or federal government officials, personally identifiable student data without the student's prior written permission.</p> <p>Information concerning whether a student is currently enrolled, and/or has received degrees and awards from the college, are regarded as public information. A student may request that no student information be released by submitting a written authorization to the Director of Admissions and Records.</p>			
<p>IIB.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.</p>	<p>Student Services undergoes program review at least once every six years. Counseling, Career Center, Transfer Center, Admissions & Records, Health Center, Reentry/Women's Center, and the college bookstore are all part of the proposed review cycle. Programs such as EOPS, DSPS, Matriculation, Financial Aid, and Admissions & Records are subject to external reviews as well. The Saddleback College Dining Services, which includes the library coffee cart, submits its annual Dining Report, required by Sodexo Corporation and has quarterly health inspections by the County of Orange. For more information, see the Student Services Program Review Project (2.34).</p>	<p>(1) The team found that all student services groups had opportunities to engage in regular dialogue through department and area meetings, group interaction and retreats. The team noted that group meetings were beneficial in coordinating operational and program goals.</p> <p>(2) Except for one program, all programs had undergone program review to ensure that the services were meeting student needs.</p> <p>(3) DSP&S had not completed program review or tied their goals and objectives to stated SLOs.</p>		
<p>IIC – 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</p>				

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

<p>assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.</p>				
<p>IIC.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.</p>		<p>(1) The Library is adequate in quantity but is not current due to lack of adequate funding. The College needs to allocate funds on an ongoing basis to keep the collection current. (2) The team noted that students and staff have access to the College's online collection of subscription databases and eBooks.</p>		
<p>IIC.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.</p>	<p>The library's collection consists of 96,000 books, 272 periodical subscriptions with accompanying microfilm/fiche, over 21,000 non-print materials (videocassettes, DVDs, CD-ROMs, audiocassettes, compact disks, video disks, and records) and Web access to 13 subscription databases covering magazines, journals, newspapers, and government documents (2.35). The subscription databases are available on- and off-campus to faculty and students 24 hours/day, 7 days/week. In spring 2004, the library provided access to an electronic book collection, made possible by a grant from the College Foundation and the City of Aliso Viejo. Additionally, in spring 2004, the district upgraded to SIRSI, an advanced library information management system that will enhance the library's ability to integrate its learning resources. The library has 75 computer workstations that offer public access to the cataloged print, audiovisual, and periodical holdings of both Saddleback and Irvine Valley College (IVC) libraries. Workstations also include a basic suite of software including word processing, presentation, spreadsheets, and other programs, in addition to Internet access.</p> <p>Library faculty selects and maintains traditional, electronic, and web-based learning and information resources. Librarians actively solicit recommendations from faculty, students, staff, and community members. Ten percent of each year's book budget is set aside for faculty requests, which receive priority. Gift materials are welcome and</p>	<p>(1) The team noted that the librarians' role in library material selection including how they involve constituent groups.</p>		

Saddleback College
Accreditation Standard II – Criteria Review Analysis Comparison

	<p>added when appropriate to support the instruction on campus. 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 (2.36).</p> <p>The Library receives support for instruction technology from the Director of Instructional Support Services who works closely with staff in the Innovation and Technology Center (ITC). 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 makes sure 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. Input from faculty helps to ensure that the equipment acquired and maintained by the ITC meets minimum standards developed to support the instructional program.</p>			
<p>IIC.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.</p>	<p>The library promotes its resources to students, staff, and faculty through instruction, orientations, in-service presentations, information competency (IC) workshops, <u>Lariat</u> (student newspaper), college publications, the library web page (http://www.saddleback.edu/library/), and printed materials.</p> <p>In fall 2002, the library launched its new IC program that focuses on basic skills that students must master in order to meet the new information competency GE requirement. The IC workshops cover different components of the basic research process from defining a research topic to documenting sources. The new IC program consists of various workshops students attend when they are not attending their regularly scheduled classes.</p>	<p>(1) The team found evidence of syllabi, workshops and information on the web site to promote information competency. However, there was no evidence of assessment to SLOs.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>In 2002-2003, at the request of faculty, librarians taught approximately 89 library workshops in which 1,762 students received focused instruction during regularly scheduled class time. During this same period, 5,446 (duplicated headcount) students attended IC workshops that covered in greater detail different aspects of the research process. The result is that students are spending more time in the library receiving instruction that strengthens their IC skills.</p> <p>In 2003-2004, the information competency (IC) requirement replaced the computer proficiency requirement for the associate degrees. After revision of course outlines and class syllabi in all academic divisions, 29 courses were approved as meeting the criteria set forth by Title 5. This new requirement is effective fall 2004. Library faculty will collaborate with instructors by encouraging them to imbed IC assignments into their courses, by teaching workshops to students when instructors are unable to include activities designed to meet the IC requirement in courses, and to provide training to faculty who need to update their own IC skills through the ITC and faculty in-service activities.</p> <p>Because the college is committed to teaching IC across the curriculum, faculty must continue to develop new curriculum, or revise and update older curriculum to include information competency learning outcomes. In addition, vocational and technical courses must be examined in anticipation of any proposed changes in Title 5 to require these competencies for certificate programs.</p> <p>The library also offers credit research skills courses in both traditional and online formats. Enrollment in these credit courses has increased almost 15 percent since 2000-2001 and is expected to grow more when the new information competency GE requirement becomes effective in fall 2004.</p> <p>The new Health Sciences building, which will come online in January, 2005, will also house all district offices. This</p>			
--	---	--	--	--

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>means that the college will recover space currently being used by the district on the third floor of the library building. The college has developed plans to modernize the entire library building when the district moves to the new building.</p>			
<p>IIC.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.</p>	<p>In March 2003, library hours were reduced from 69 to 52 per week, but in fall 2003, some lost hours were restored and at present the library is open 60 hours per week. The library faculty and dean continue to work with the college and district administration to restore library service hours. 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.</p> <p>The 75 library computer workstations provide public access to its cataloged print, audiovisual resources, and periodical holdings of both Saddleback College and Irvine Valley College libraries. A basic suite of software (email, word processing, presentation, spreadsheets) is also available. Through its web page the library provides “Ask a Librarian,” an email-based reference service that responds to requests within 24 hours. Student assistants staff the Computer Help Desk where students receive technical support. In fall 2003, the district provided the infrastructure for wireless laptop access to students in the library and cafeteria buildings. Also in fall 2003, in order to enforce the district’s electronic resources access policy the college deployed access software on all public workstations. Off-campus access to the online catalog and other electronic learning resources is available to students, faculty, and staff via a locally developed authentication process.</p> <p>The Learning Assistance Program (LAP) provides peer tutoring in all academic subjects, tutor training, and various workshops for college students. Services include one-on-one, small group, drop-in, and in-class tutoring sessions. The Interdisciplinary Computer Center (ICC) provides 42 computer workstations and software for use</p>	<p>(1) The team believed that students and staff had adequate access to library and learning support services despite the question of adequate library hours.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>across the curriculum. Instructional assistants provide supervision and training to peer tutors, tutor students, and act as a liaison between faculty and the ICC. The LAP/ICC is open 54 hours per week (12 hours a day from Monday through Thursday, and 6 hours on Friday). The services of the LAP/ICC are made possible by more than 100 volunteer tutors, Partnership for Excellence, and ASG funds. The resources of the LAP/ICC are promoted through Internet web pages, college printed materials, <u>Lariat</u>, flyers, posters, and bookmarks, spots on the college radio station, KSBR, the electronic marquees and Channel 39 (Saddleback TV), to student clubs, campus events, student orientations, and faculty in-service programs. One hundred fifty tutors provide over 2,000 hours of tutoring assistance per month to college students. Approximately 2,000 students use the LAP each semester. Fifty thousand tutoring hours were tracked in 2002-2003.</p> <p>The college also has several additional, well-established, learning support services for students. The Reading Lab and Language Lab are open 40 and 56 hours per week respectively. The newer Writing Lab, created with Title III funds, is run entirely by the English Department, and is open 16 hours per week. All these labs have workstations with Internet connections, basic software, and are staffed by instructional assistants and/or faculty to provide students with additional instructional support. These labs track student attendance. This data is 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.</p> <p>The ITC focuses on two primary areas of instructional support: faculty and staff development, computer and network management and user support. The ITC provides an extensive training program for faculty and staff throughout the year. Since spring 1996, the ITC has provided workshops, which account for more than 1,700</p>			
--	--	--	--	--

Saddleback College
Accreditation Standard II – Criteria Review Analysis Comparison

	<p>attendances. The ITC is also responsible for the installation, maintenance, and repair of over 2,000 computers throughout the college. The ITC is open and available to faculty and staff a total of 53 hours per week. The college's Audiovisual Department reports to the Advanced Technology and Applied Science Division and provides instructional equipment support for faculty and staff and is staffed 60.5 hours per week.</p>			
<p>IIC.1.d The institution provides effective maintenance and security for its library and other learning support services.</p>	<p>All library materials have electronic security strips that prevent items from, however, leaving the library if they are not properly checked out. Security of the library building is problematic, however, because there are other offices and classrooms in the building that require access to the building even when the library is closed.</p> <p>In fall 2003 the college introduced a network access system for all students. Employee network access procedures have been in place for two years. The student network access logon procedure was launched in fall 2003. The Director of Instructional Support Services addresses campus-wide security and maintenance needs as it relates to instructional equipment, including working with the Innovation and Technology Center to service the needs of the library and Interdisciplinary Computer Center.</p>	<p>(1) The team had a concern over Library security since the facility was being shared with the District office where Library access was available after stated hours. The team felt that this problem would be temporary and would be resolved when the District offices were relocated.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

<p>IIC.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.</p>	<p>Saddleback College and IVC libraries have informal agreements to serve each other's students. This is facilitated by a district wide online catalog that highlights local campus resources while also displaying those 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.</p> <p>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 UCI Library by presenting a college business card. The Saddleback College Honors Program students enjoy additional library privileges with UCI and UCLA libraries.</p> <p>Library faculty consults the holdings in local academic and public libraries whenever the college library is unable to meet student or faculty needs. Informal loan arrangements are in place through professional contacts.</p>	<p>(1) The team noted that the College had informal agreements with IVC and other institutions that were adequate to meet student needs.</p>		
<p>IIC.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</p>	<p>Librarians regularly and systematically evaluate library and learning resources in the collection. (2.36). Based on budget limitations, 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/or disciplines consult with faculty when weeding the book collection or when acquiring new resources.</p> <p>Reference statistics are used to determine reference and instruction schedules of librarians. Reference activity</p>	<p>(1) The team noted that the Library program review (not yet completed) would improve the internal evaluation process. (2) The LAP regularly evaluates its effectiveness and publishes its findings in "Learning Assistance Program Accountability Report" which was validated by the research office (last report dated 2001). The team found sufficient evidence on student use and feedback to support the report.</p>		

Saddleback College Accreditation Standard II – Criteria Review Analysis Comparison

	<p>statistics are collected every semester and are reported in the division’s annual report to the state chancellor’s office. Library and college faculty work closely to ensure that the library is able to serve students’ assignment needs. The college faculty is asked to assess subject-specific library instruction sessions and the new Information Competency workshops.</p> <p>Library faculty meets regularly with the dean, the Director of Instructional Support Services, and the LAP coordinator to discuss local issues and new college developments that impact its programs. The meetings provide a forum for improving support and access to learning resources materials.</p> <p>The LAP regularly seeks student feedback and faculty input about the success and impact of LAP services to students through surveys to students and faculty and anecdotal evidence. Data is reviewed regularly, including the number of hours of tutoring assistance provided. Students who enroll in Tutoring 100 are surveyed every semester and tutoring methods and strategies evolve and improve based on these evaluations (2.37).</p> <p>The ITC, with the help of the college’s Technology Committee, has centralized equipment requests and support and has developed a set of standard specifications for computer hardware and software. It has scheduled deployment of equipment to classrooms, labs, the library, offices and other centers, and is creating a maintenance and replacement procedure for the new technology.</p> <p>The Reading, Writing, and Language labs collect student data with the Student Tracking System. The Reading program is preparing to conduct its program review.</p>			
--	--	--	--	--