



SOUTH ORANGE COUNTY COMMUNITY COLLEGE
District-wide Function Map

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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

FOREWORD

The South Orange County Community College District’s Mission Statement is “to provide a dynamic, learning environment and diverse opportunities fostering student success and contributing to the community.” Fulfilling this mission depends on strategic planning and effective decision making. This Function Map is a “living document.” For the most current version, please check the District’s SharePoint website. This Function Map was developed to promote and sustain planning and effective decision making at the South Orange County Community College District. Updated regularly, the Function Map is a road map of the delineation of duties across the entire district. The Function Map will be reviewed on a three year cycle and updated as necessary.

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
<p><u>STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS</u></p> <p>I. A. Mission</p> <p>The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.</p>	<p>The Board of Trustees approves the District and College mission statements on an annual basis. The Vice Chancellor of Technology and Learning Services facilitates constituent group participation to create and update the District-wide vision, mission, core values and strategic directions.</p>	<p>The College reviews its mission statement annually to ensure that it continues to accurately reflect its educational purposes, its student population, and its commitment to student learning. The review is carried out by the Consultation Council, under the direction of the President, and involves all constituent groups on campus. Revisions are made if deemed necessary. The mission statement is then sent to the Board of Trustees for approval.</p> <p>The mission is used in the development and evaluation of instructional programs and student support services, as well as in all planning efforts including strategic planning.</p>	<p>The College reviews its Mission Statement annually and any changes are approved by the Board of Trustees. Through the College planning and decision-making processes, governance group consultation, committee meetings, and College-wide forums, the College community effectively participates in meaningful dialogue that addresses the institution’s dedication to successful and measurable student learning as reflected in the Mission Statement. The Mission Statement is a primary component in the criteria used by the College to determine and direct academic programs, student support services, cultural engagements, and community partnerships.</p>
<p>I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.</p>	<p>S</p>	<p>P</p>	<p>P</p>
<p>I.A.2. The mission statement is approved by the governing board and published.</p>	<p>SH</p>	<p>SH</p>	<p>SH</p>
<p>I.A.3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.</p>	<p>S</p>	<p>P</p>	<p>P</p>
<p>I.A.4. The institution’s mission is central to institutional planning and decision-making.</p>	<p>S</p>	<p>P</p>	<p>P</p>

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<p>I. B. Improving Institutional Effectiveness</p> <p>The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</p>	<p>The Vice Chancellor of Technology and Learning Services and the District Director of Research and Planning coordinate institutional research support for the Colleges, which includes facilitating and producing the Institutional Effectiveness Annual Report (IEAR), preparing state reports, and management and training of the inFORM data warehouse. A presentation on the Accountability Reporting for Community Colleges (ARCC) data is made annually to the Board of Trustees, as mandated by state law.</p> <p>District Services conducts annual reviews of its services in order to provide data for planning in an effort to improve support services to the Colleges. District Services conducts annual District-services Administrative Unit Reviews (DSAURs) in order to provide data for planning in an effort to improve support services to the colleges and on a district-wide basis. These DSAURs are key data elements utilized in the annual budget development for these district-wide services.</p> <p>The District Director of Facilities Planning and Purchasing coordinates the Education and Facilities Master Plan process with representatives from both Colleges. The Chancellor and Board of Trustees approve the Education and Facilities Master Plan. This is the District's Long Range Plan.</p> <p><u>District-wide Strategic Planning</u> South Orange County Community College District's 2011-2014 Strategic Plan is the culmination of collaboration, research and planning from faculty, staff and administration representing all constituent groups district-wide. This is the District's short range three-year plan and will provide a framework for ongoing planning that integrates with the colleges' planning cycles, district services planning and links resource allocation to planning. The three year cycle is for comprehensive review and revisions and is also updated annually including the District Services</p>	<p>The Educational Planning and Assessment (EPA) Committee, a standing committee of the Academic Senate, and the EPA Coordinator, a faculty member with reassigned time, are responsible for overseeing the assessment of student learning outcomes (SLOs) and Administrative Unit Outcomes (AUOs) at the College and for Program Review (PR) and Administrative Unit Review (AUR). An SLO Chair and a Program Review Chair, along with a dedicated Research Specialist, work directly with faculty and staff in SLO and AUO assessment and in program and administrative unit review.</p> <p>The Director of Planning, Research, and Grants is responsible for coordinating the planning processes on campus, including strategic planning, and for ensuring that evidence is at the center of all planning efforts.</p> <p>The Planning and Budget Steering Committee (PBSC), co-chaired by the Director of Planning, Research and Grants and the Director of College Fiscal Services, oversees strategic planning, ensures that all budget decisions are fully integrated into planning, and evaluates the planning processes on an annual basis. The Committee is composed of members from all constituent groups, and makes recommendations to the Consultation Council, also composed of members from all constituent groups, and the College President.</p>	<p>Five College Strategic Planning Committees meet regularly throughout the academic year, each with a specific charge focused on student learning and institutional processes. The Institutional Effectiveness Committee (IEC; one of the five strategic planning committees) President provides direct oversight and support for the coordination, implementation, and management of student learning outcomes (SLO), and student services outcomes (SSO). College</p> <p>The campus Institutional Researcher works closely with the IEC to collect and interpret data, and assist in the preparation of student learning reports for both internal and external use.</p> <p>The College administration is responsible Administrative Unit Outcomes (AUO) and Administrative Unit Review. Oversight and evaluation of AUOs are coordinated through the Office of the Vice President.</p> <p>The Strategic Planning Oversight and Budget Development Committee is responsible for reviewing the effectiveness of all strategic committees, and the operational management of the College's planning process.</p> <p>All five College Strategic Planning Committees have representative seats on District Committees. Their participation is designed to facilitate increased collaboration between the Colleges and District.</p>

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	<p>Administrative Unit Reviews and surveys.</p> <p>This short range plan allows and supports District-wide planning that drives resource allocation.</p> <p><u>District-wide Planning Council</u> Throughout the district-wide planning and review process, opportunities are provided to all employees at the colleges and district services for review and input through the District-wide Planning Council as the top district planning committee. Other District-wide councils and committees, college councils, faculty senates, and other district and college constituent groups provide input and representation. A high level of staff interaction is maintained in order to facilitate input that is deliberate, open, transparent and collegial.</p> <p><u>Short and Long Range Plans</u> The District Strategic Plan 2011-2014 serving as the short term, three-year plan will support and coordinate with the District's Education and Facilities Master Plan 2011-3031 (Long Term Plan) which identifies education and facilities needs and planning priorities through the year 2031.</p>		
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	S	P	P
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	S	P	P

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I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.	S	P	P
I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	S	P	P
I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	S	P	P
I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	S	P	P
I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	S	P	P
<p><u>STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES</u></p> <p>II. A. 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</p>	<p>The Board of Trustees reviews and approves all changes in College curriculum and programs, according to a timeline determined by the Colleges, and based on state guidelines.</p> <p>The Board of Trustees approves and updates policies that address academic freedom and instructional activities, following a process that originates with the Board Policy and Administrative Regulation Council (BPARC).</p>	<p>The Curriculum Committee and the General Education Committee, both standing committees of the Academic Senate, are responsible for overseeing and administering the curriculum review and program development processes. The Curriculum Committee is composed of faculty representatives from each instructional area and the deans from all academic divisions on campus. Proposed curriculum changes are sent to the Academic Senate for approval before sending to the College President for review and the Board of Trustees for approval. Board-approved</p>	<p>The IVC Curriculum Committee (a standing committee of the Academic Senate) is primarily responsible for all curriculum and program development. The Curriculum Committee reviews and evaluates all curriculum, and makes recommendations to the Academic Senate for approval. All Senate-approved curriculum is forwarded to the Board of Trustees with a recommendation for approval from the College President. All regularly-evaluated and updated programs are reviewed by the Academic Senate.</p>

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<p>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>curriculum is then sent to the Chancellor's Office of the California Community College system. New programs and substantive changes are reported to the ACCJC as needed.</p> <p>The Board of Trustees ensures the academic integrity of the teaching-learning process through the development of instructional board policies, including policies on academic freedom and student academic honesty. The college is responsible for implementing these policies.</p> <p>All instructional programs on campus engage in regular evaluation and continuous improvement through curriculum review, the annual assessment of student learning outcomes on the course and program levels, and through systematic and regular program review. Each department is responsible for documenting these processes, with oversight by the Curriculum Chair and the EPA Coordinator. The SLO Chair and the Research Specialist are available to assist departments with their assessment needs. All Career and Technical Education (CTE) programs also meet regularly with their advisory committees to evaluate the effectiveness of their course, certificate, and degree offerings.</p> <p>General Education Institutional SLOs for all students completing a degree or transfer program are approved and monitored by the EPA Committee and the Academic Senate.</p> <p>The Distance and Online Education (DE) Program is administered by the Dean of Online Education and Learning Resources, in close collaboration with the Distance Education (DE) Committee. The DE Committee is a standing committee of the Academic Senate and is composed of members from all constituent groups. The Chair of the committee is a faculty member who works closely with the Dean of Learning Resources and Online Education on instructional issues related to DE. Courses offered through mediated instruction go through a separate</p>	<p>The College submits new programs to the State Chancellor's Office for approval and the Department of Education is notified. Program substantive change notification or new program proposals are submitted to ACCJC as appropriate.</p> <p>The Board of Trustees assures the academic integrity of the teaching-learning process; the College implements public governing board-adopted instructional policies.</p> <p>All instructional programs on campus engage in regular evaluation and continuous improvement through curriculum review, the annual assessment of student learning outcomes at the course and program levels. Institutional SLOs for all students completing a degree or transfer program are approved by the Academic Senate and assessed by assessing SLOs in courses mapped to the institutional SLOs.</p>

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		<p>approval process in the Curriculum Committee, and all changes are approved by both the Chair of the Curriculum Committee, also a faculty member, and the Chair of DE.</p> <p>The Academic Senate has an approved Program Discontinuance Policy and a Program Discontinuance Committee which ensures that students are able to complete their education when a certificate or degree program is eliminated.</p> <p>The Vice President for Instruction (VPI) is responsible for the accuracy of both the print and electronic versions of the Course Catalog and Class Schedule.</p>	
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	S	P	P
II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	S	P	P
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	S	P	P
II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	S	P	P

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II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	S	P	P
II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	S	P	P
II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving these outcomes.	S	P	P
II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	S	P	P
II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	S	P	P
II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	S	P	P
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency	S	P	P

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and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.			
II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	S	P	P
II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	S	P	P
II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	S	P	P
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	S	P	P
II.A.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.	S	P	P

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II.A.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.	S	P	P
II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	S	P	P
II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	S	P	P
II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	S	P	P
II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	S	P	P
II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are	S	P	P

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comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.			
II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	S	P	P
II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	S	P	P
II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	SH	SH	SH
II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	S	P	P
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	S	P	P

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II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	S	P	P
II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A	N/A

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<p>II. B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.</p>	<p>The Board of Trustees approves and updates policies that address student support services, following a process that originates with the Board Policy and Administrative Regulation Council (BPARC).</p> <p>The Vice Chancellor of Technology and Learning Services and the District Information Technology team create and maintain systems which support the student pathway including the Student Information System (SIS), which is the database for all student records, MySite, the student portal for registration services and student information, and My Academic Plan (MAP), an academic planning tool.</p>	<p>The Vice President for Student Services (VPSS) and the Student Services management team oversee the operation of all student support units on campus.</p> <p>Recruitment efforts are targeted towards all of the diverse populations within our service area, and are undertaken by a number of individuals and committees at the College including the Outreach Coordinator, the Outreach Committee, the Director of Public Information and Marketing, the Marketing Committee, Matriculation, Extended Opportunity Programs and Services (EOPS), Veterans Education and Transaction Services (VETS), International Students Office, and Disabled Students and Services (DSPS). A broad range of programs and services are offered to assist students such as Counseling Services, the Transfer Center, Matriculation, EOPS, CARE, CalWORKs, the Center for Career and Life Development, International Students Office, VETS, DSPS, Financial Assistance, and the Learning Assistance Program.</p> <p>Regular and systematic evaluation of each student support unit is undertaken for the purposes of continuous improvement. This includes the annual assessment of AUOs, the completion of regular AURs, mandated reports by third-party agencies or the state, and periodic student surveys.</p> <p>The VPI oversees the annual publication of an updated catalog and works with the VPSS to ensure that all information affecting students is accurate. An annual Student Handbook is produced by the Division of Counseling Services and Special Programs.</p> <p>Student records are updated and maintained by the Office of Admissions, Records, and Enrollment Services.</p>	<p>The Vice President for Student Services oversees the student support units. The College's recruitment efforts target and admit diverse students, and the identified needs of these students are addressed. The Student Services' departments are focused on student access, progress, learning and success; and, each of these departments regularly assess student learning outcomes and/or student services outcomes in order to improve effectiveness.</p>
<p>II.B.1. The institution assures the quality of student</p>	<p>S</p>	<p>P</p>	<p>P</p>

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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.			
II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information b. Requirements c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	S	P	P
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	S	P	P
II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	S	P	P
II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	S	P	P
II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	S	P	P
II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	S	P	P
II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	S	P	P

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<p>II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>	S	P	P
<p>II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	S	P	P
<p>II. C. Library and Learning Support Services Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.</p>	<p>The Vice Chancellor of Technology and Learning Services and the District Information Technology team maintain the technology infrastructure for the Colleges through the MySite portal to online services and Blackboard course management system and its attendant programs.</p> <p>The District also supports student learning outcomes, curriculum development and program review through software programs such as CurricUNET, inFORM, and TracDat.</p>	<p>Learning Resources, which includes the library and the Learning Assistance Program (LAP), is managed by the Dean of Online Education and Learning Resources. The library has six full-time librarians who coordinate the following aspects of library services: reference, circulation, acquisitions, instruction and information competency, distance learning, and systems.</p> <p>Student computer labs are found in the library and in other instructional buildings on campus, and are maintained by the Innovation and Technology Center (ITC). The College's course management system, Blackboard, is maintained by the District in conjunction with the College's Center for Instructional Design and Distance Education (CIDDE).</p> <p>Students can receive technical assistance in the computer labs and through Blackboard Student Services, a 24/7 service center contracted by the District, as well as through a student technical support website maintained by the Division of Online Education and Learning Resources.</p> <p>The LAP is managed by the Director of Learning Assistance, and offers tutorial services free of charge to students desiring help in virtually all academic</p>	<p>The College provides and supports student and faculty access to books, periodicals, media, on-line reference databases and other collections. The library and learning support services conduct program reviews to assess the adequacy of holdings and their effectiveness as well as identify needs. Strategy forms may be submitted to the appropriate strategic planning group to request needed resources.</p> <p>The College supports student computer labs and the tutoring center, both housed in the library. The District office develops and/or maintains technology programs shared by the Colleges, with input from the Colleges to identify and prioritize needs for student learning, support services, and administrative services. The College has an active Library Advisory Work Group, Distance Education Task Force, and Technology Task Force.</p>

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		subjects and with a particular emphasis on foundational skills. The LAP also maintains a website with online resources in many subjects. In addition, students can receive specialized assistance in the Language Lab, Reading Lab, and Writing Lab, all operated by the Division of Liberal Arts.	
II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	S	P	P
II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	S	P	P
II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	S	P	P
II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	S	P	P
II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.	S	P	P
II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and	S	P	P

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<p>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>II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	S	P	P
<p><u>STANDARD III: RESOURCES</u></p> <p>III. A. Human Resources The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>	<p>The Vice Chancellor of Business Services chairs BPARC, which is responsible for developing and updating policies and regulations. All policies for the hiring of personnel are developed by BPARC with input from the Colleges and bargaining unit.</p> <p>The Vice Chancellor of Human Resources and the Human Resources (HR) staff oversee and coordinate all hiring processes, in conjunction with the needs of the Colleges.</p> <p>District HR also oversees the evaluation process, per negotiated agreements, for classified staff, classified managers, academic administrators, and faculty.</p> <p>The Vice Chancellor of Human Resources is responsible for maintaining and updating bargaining unit agreements.</p> <p>District HR maintains all personnel records and provides oversight for issues of equity and diversity, including appropriate data on diversity in hiring. The</p>	<p>The Full-Time Faculty Hiring Prioritization Committee, a standing committee of the Academic Senate made up of faculty members from each instructional area, the deans, and the VPI, forwards a prioritized list of needed positions to the College President annually. The prioritized positions are based upon identified program needs as documented in program reviews and the strategic plan. The President reviews the list and forwards it to the Chancellor and Board of Trustees for approval. When a position is approved for hiring, the College President and the Academic Senate appoint individuals to serve on the hiring committee.</p> <p>Requests for classified staff and managers are prioritized by the Resource Allocation Prioritization Committee (RAPC) in accordance with the strategic plan and other considerations then forwarded to Consultation Council and the President for further discussion and approval. The College President forwards position requests to the Chancellor and the Board of Trustees for approval. When a position is</p>	<p>The College identifies needed positions for full time faculty, classified staff, and administrators as part of its annual program review and strategic planning cycle. The College has processes in place for prioritization of each type of permanent position.</p> <p>Full-time faculty hiring is regularly addressed in response to data-driven identification of program development, academic separations, and administrative projections. The Academic Senate, in consultation with the Office of Instruction and the institutional researcher, develops a hiring priority list from resulting data, and recommends identified faculty positions based on a three-tier formalized process: replacement positions, Academic Senate recommendations, and Office of Instruction recommendations. The established list is presented to the Academic Senate for approval and recommendation to the College President, who forwards recommendations to the chancellor and the Board of Trustees for approval. Approved positions are activated through collegial consultation. The</p>

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
	<p>District Sabbatical Committee, co-chaired by a faculty member and the Vice Chancellor of Human Resources, reviews all applications for faculty sabbatical and forwards a recommended list to the Board of Trustees. The Board of Trustees approves the number of faculty and staff hired by the Colleges, and sabbatical leaves for faculty.</p>	<p>approved for hiring, individuals are appointed to serve on the hiring committee pursuant to the appropriate Board policy.</p> <p>The hiring process for all positions is coordinated by the district human resources office to ensure fairness and confidentiality.</p> <p>The College has several ethics policies pertaining to each of the constituent groups on campus: a Faculty Code of Ethics and Professional Standards developed by the Academic Senate; a Code of Ethics for classified staff developed by their bargaining unit; a Statement of Ethics for Administrators and Managers developed by the District Leadership Team (DLT); the Law Enforcement Code of Ethics Statement developed by the Police Officers Association; and an Associated Student Government (ASG) Code of Ethics developed by the ASG Senate. Academic Administrators and Classified Managers are responsible for the evaluation of employees under their direct supervision in accordance with the bargaining unit contracts.</p> <p>The College has nine scheduled days of staff development each year, as well as other opportunities available throughout the year. In-service activities for faculty are coordinated and evaluated by the Academic Senate appointed Flexible Calendar Program Coordinator and the Institute for Teaching and Learning, overseen by the EPA Coordinator. Classified staff development is coordinated and evaluated by the Classified Senate and the Staff Development Committee.</p>	<p>Academic Senate and College President appoint individuals to serve on search committees in accordance with District hiring policies.</p> <p>Requests for classified hiring are forwarded through respective managers, directors and deans. The Classified Senate, in collaboration with the Office of the President, establishes a list of classified needs. Prioritization is determined through the five strategic planning committees as appropriate. The final prioritized list for classified positions is sent to the Strategic Planning Oversight and Budget Development Committee for consensus and recommendation to the President's Executive Council. The College works with the District to ensure that EEO policies are observed during the hiring process, and is responsible for implementing policies regarding treatment and evaluation of employees. The District supports the College by advertising positions, managing applications, and facilitating the screening and hiring process.</p>
<p>III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.</p>	<p>SH</p>	<p>SH</p>	<p>SH</p>
<p>III.A.1.a. Criteria, qualifications, and procedures for</p>	<p>SH</p>	<p>SH</p>	<p>SH</p>

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
<p>selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.</p>			
<p>III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</p>	SH	SH	SH
<p>III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</p>	S	P	P
<p>III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.</p>	SH	SH	SH
<p>III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and</p>	S	P	P

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
purposes.			
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	P	S	S
III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	P	S	S
III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	P	S	S
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH	SH
III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH	SH
III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH	SH
III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	SH	SH	SH
III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	S	P	P
III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.	S	P	P

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	S	P	P
III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	SH	SH	SH

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
<p>III. B. Physical Resources Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.</p>	<p>In collaboration with the Colleges, the District Director of Facilities Planning and Purchasing is responsible for coordinating the Education and Facilities Master Plan, the planning and administration of renovation and new construction bids and contracts, and the submission of reports to the state that result in funding eligibility of construction, renovation and scheduled maintenance.</p> <p>The District Risk Manager is responsible for property and general liability programs, identification of hazards and safety issues, safety training, and maintaining all Cal-OSHA mandated programs.</p> <p>The District's contracted property and liability carrier conducts annual inspections of College facilities and presents a loss trend report at the annual Risk Action Improvement Plan meeting attended by the District Risk Manager, the Vice Chancellor of Human Resources, the Vice Chancellor of Business Services, the College Presidents, and the College Directors of Facilities. Discussion revolves around worker's compensation claims and prevention, property liability, and safety training.</p> <p>The Chancellor and Vice Chancellor of Business Services are responsible for resource planning to cover costs of new and renovated facilities.</p> <p>The District wide Capital Improvement Committee (CIC), which consists of all fiscal officers, facilities leadership, and academic senate Presidents works in coordination with the Colleges on long term planning for facilities.</p>	<p>The Director of Facilities and the Facilities, Maintenance, and Operations Department is responsible for the operations and maintenance of all physical resources at the College. Decisions regarding routine operations are made by the College President, the Director of Facilities, and the Director of College Fiscal Services. Long-term facilities planning is overseen by PBSC and Consultation Council through the evaluation of needs as documented in PRs and AURs, the College strategic plan, scheduled maintenance plans, the College Facilities Master Plan, and the SOCCCD Educational and Facilities Master Plan. College plans are reviewed and updated annually by the Facilities Committee in order to meet all building, fire, seismic, and environmental health laws and requirements.</p> <p>The Director of Facilities is responsible for rectifying any potential safety risks and hazards.</p> <p>The Director of Safety and Security/Chief of Police and the Safety and Disaster Preparedness Committee ensure that the College complies with established safety standards. The College also has a Crime Awareness and Prevention Program to ensure and maintain safety campus-wide.</p> <p>The VPI selects off-site facilities with input from divisions to ensure the facilities are adequate and in compliance with relevant safety and security requirements.</p> <p>PBSC reviews all requests for funding to ensure they are in alignment with College planning initiatives before forwarding to the Consultation Council for final recommendations.</p>	<p>The Director of Facilities and the Facilities and Maintenance Department is responsible for the operations and maintenance of all physical resources at the College. Decisions regarding routine operations are made by the College President, the Director of Facilities and the Assistant Director of Facilities. The Director of Facilities is responsible to report all changes to inventory, room usages and square foot modifications to the District Director of Facilities Planning and Purchasing annually.</p> <p>Long-term facilities planning is coordinated with the AFTPC, the College Council and SPOBDC through the submission and evaluation of strategic requests. The College Facilities and Education Master Plan, and state and District Scheduled Maintenance Plans are used to record the long term campus planning. Facilities plans are reviewed and updated annually by the AFPTC and Executive Council to facilitate that the College meets all building, fire, seismic, and environmental health laws and requirements. The Director of Facilities is responsible to coordinate with the district Director of Facilities, Planning and Purchasing when managing major capital projects to ensure that all regulations enforced by the Division of the State Architect and public contracting code requirements are met. The Director of Facilities is responsible for rectifying any potential safety risks and hazards. The Director of Safety and Security/Police Chief and the Safety Committee ensure that the College complies with established safety standards. The College also has a Crime Awareness and Prevention Program to ensure and maintain safety campus wide.</p> <p>The VPI selects off-site facilities with input from Schools to ensure the facilities are adequate and in compliance with relevant safety and security requirements.</p>

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	S – Safety SH – Facilities	P – Safety SH – Facilities	P – Safety SH – Facilities
III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	S – Safety SH – Facilities	P – Safety SH – Facilities	P – Safety SH – Facilities
III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH	SH
III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH	SH
III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH	SH
III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	S	P	P

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
<p>III. C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.</p>	<p>The Vice Chancellor of Technology and Learning Services is responsible to lead technology and institutional effectiveness planning through the mechanisms of the: Learning Services Coordination Council, District Technology Council, District Online Education Council, District IT and Research Team, inFORM Reporting Committees, and College and District Research and Planning Committee.</p>	<p>The Director of Technology Services and the Innovation and Technology Center (ITC) are primarily responsible for ensuring that the College’s technological needs are met, and that all systems and hardware are well-maintained. The College’s Technology Plan is updated annually to address technological advancements, teaching and learning needs, and College planning initiatives. The DE Committee addresses technological needs relating to online instruction and forwards recommendations to the Director of Technology Services.</p> <p>The technological needs of faculty are handled by CIDDE and the ITC. Student technological assistance is available in the various computer labs on campus and with Blackboard Support Services, available 24/7.</p>	<p>The Director of Technology Services and the College identify technology needs through systematic review of the services. The Technology Advisory Task Force and the Distance Education Task Force assess and plan based on identified campus needs. The focus is to ensure that the technology is integrated with instruction so that it best supports student success. This has resulted in the College developing and implementing its own Technology Master Plan.</p> <p>All of the technology support needs of faculty are handled by the campus Technology Services Department. Blackboard 24/7 support center provides Blackboard classroom support for both faculty and students.</p>
<p>III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.</p>	SH	SH	SH
<p>III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.</p>	SH	SH	SH
<p>III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.</p>	SH	SH	SH
<p>III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.</p>	SH	SH	SH

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH	SH
III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH	SH

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
<p>III. D. Financial Resources Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.</p>	<p>The Chancellor and the Vice Chancellor of Business Services are responsible for determining the amount of District resources available to the Colleges' operating budgets. The Vice Chancellor of Business Services chairs the District Resources Allocation Council (DRAC). DRAC includes members from all constituent groups at the Colleges, and its purpose is to develop the methods and procedures used for the allocation of available general fund resources consistent with Board adopted budget guidelines.</p> <p>The Vice Chancellor of Business Services approves all general fund contractual agreements and coordinates all activities with external auditors.</p>	<p>The Director of College Fiscal Services oversees all financial planning and budget development at the College.</p> <p>PBSC guides the strategic planning process and the implementation of the Strategic Plan. All financial decisions go through this body to ensure that all requests for expenditures are in alignment with the Strategic Plan before they are forwarded to the Consultation Council, which makes final recommendations to the College President. Both PBSC and Consultation Council include representatives of all College constituent groups, and both are recommending bodies. Final decisions and accountability rest with the College President.</p>	<p>The Strategic Planning Oversight and Budget Development Committee (SPOBDC) is charged with oversight of the planning process and the annual, systematic evaluation of planning and budget development processes as well as reviewing the evaluations of the stated outcomes. Planning is based on input from program reviews. All members of the college community are represented on the committee and participate in the decision-making process regarding the allocation of resources in accordance with the Strategic Plan.</p> <p>Funds within the College are allocated according to the Strategic Planning and Budget Development Process which provides a means for setting priorities for funding institutional improvement. The Comprehensive Program Review Process is designed to integrate College and Departmental Goals and planning objectives, including those related to student learning outcomes, to the Strategic Planning and Budget Development Process. In order to integrate financial planning with institutional planning, the five Strategic Planning Committees formulate planning strategies to align with the Mission Statement and College Goals. A planning strategy is the proposed action to achieve the objectives and goals. A five-year assessment of resources is required for each strategy proposal which projects future spending in and allows the institution to establish priorities among competing needs in such a manner that future funding needs can be predictable and in line with revenue projections.</p> <p>The SPOBDC recommends a prioritized list of strategies to the President's Executive Council which makes final funding decisions. The College maintains adequate reserves for contingencies and sound financial management practices in order to ensure fiscal stability.</p>
<p>III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.</p>	<p>S</p>	<p>P</p>	<p>P</p>

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III.D.1.a. Financial planning is integrated with and supports all institutional planning.	S	P	P
III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	S	P	P
III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	S	P	P
III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	S	P	P
III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH	SH
III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH	SH
III.D.2.b. Appropriate financial information is provided throughout the institution.	SH	SH	SH
III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	SH	SH	SH

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III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	S	P	P
III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	S	P	P
III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH	SH
III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	S	P	P
III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	S	P	P

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
<p><u>STANDARD IV: LEADERSHIP AND GOVERNANCE</u></p> <p>IV. A. Decision-Making Roles and Processes The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.</p>	<p>The Chancellor is the Chief Administrative Officer of the District, and is granted full authority and responsibility by the Board of Trustees for the proper conduct of the business and educational programs of the District. The Chancellor is responsible for the overall effectiveness of 20 standing District-wide committees and task forces that are inclusive of every constituent group at both Colleges and district services. The Chancellor serves as the secretary of the Board of Trustees, and is responsible for keeping the Board apprised of all accreditation activities.</p> <p>The Vice Chancellor of Business Services is responsible for maintaining Board policies which describe the role and scope of authority of faculty and staff within the decision-making process.</p>	<p>The President is the Chief Executive Officer of the College, and is granted authority and responsibility by the Chancellor and the Board of Trustees for planning and for the development of participatory processes at the College.</p> <p>College processes have been established to provide for the effective participation of faculty, staff, management, and students. The College has an open and well-defined committee structure, as documented in our 2010-2011 Governance Manual, which provides numerous opportunities for individuals in each constituent group to participate in the governance process. The Academic Senate, Classified Senate, management, and Associated Student Government have procedures in place to select their representatives to serve on campus committees and decision-making bodies.</p> <p>Consultation Council, composed of members from all constituent groups, is responsible for making recommendations to the College President in alignment with the Strategic Plan and other planning documents.</p> <p>The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through College practices.</p> <p>The College relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI. Program Review and SLO assessment are also faculty-driven processes coordinated by the EPA Committee, also a standing committee of the Academic Senate.</p>	<p>The President is the Chief Executive Officer of the College, and is granted authority and responsibility by the Chancellor and the Board of Trustees for planning and for the development of participatory processes at the College.</p> <p>College processes have been established to provide for the effective participation of faculty, staff, management, and students. The College has an open and well-defined committee structure, as documented in our 2010-2011 Planning and Decision Making Manual, which provides numerous opportunities for individuals in each constituent group to participate in the governance process. The Academic Senate, Classified Senate, management, and Associated Student Government have procedures in place to select their representatives to serve on campus committees and decision-making bodies. The constituent groups derive their roles and responsibilities through Government Code, California Education Code, the California Code of Regulations Title 5, Board policy, and accompanying administrative regulations, as well as through College practices.</p> <p>SPOBDC, composed of members from all constituent groups, is responsible for making recommendations to the College President in alignment with the Strategic Plan and other planning documents.</p> <p>The College relies primarily on the advice of the Academic Senate regarding all courses of instruction and educational programs. The Curriculum Committee is a standing committee of the Academic Senate, and is composed of faculty, academic deans, and the VPI.</p>

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
		The accreditation self-study is a collaborative process involving all constituent groups. The VPI serves as the Accreditation Liaison Officer, and the Accreditation Steering Committee is co-chaired by the VPI and the Academic Senate President or designee.	
IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	SH	SH	SH
IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	SH	SH	SH
IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	S	P	P
IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	S	P	P
IV.A.3. Through established governance structures, processes, and practices, the governing board,	SH	SH	SH

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Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.			
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	SH	SH	SH
IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH	SH
<p>IV. B. Board and Administrative Organization In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts /systems clearly define the organizational roles of the District/system and the Colleges.</p>	<p>The Board of Trustees, with the assistance of the Chancellor, is responsible for the adoption, deletion, and modification of all Board policies. BPARC, which includes representatives from all constituent groups at the District and both Colleges, is responsible for regularly evaluating Board policies and drafting recommended changes to the policies and their associated administrative regulations. These are then forwarded to the Chancellor and the Board for review, revision, and approval. The Director of Public Affairs in the Chancellor's Office maintains a District web site which includes all approved Board policies, administrative regulations, and other pertinent District and Board of Trustees information. This includes a policy on the hiring and evaluation of the Chief Executive Officer at the Colleges and the District. In accordance with this policy, the Chancellor is responsible for recommending the selection of the College Presidents, and for the supervision and evaluation of the College Presidents.</p>	<p>The President is the Chief Executive Officer of the College responsible for implementing the College's Strategic Plan and District policies, as well as state statutes and regulations. The President reports to, assists, and supports the Chancellor. The President's administrative organization is the established authority on campus and the College President is the final authority at the College level. In this role, the President oversees all operations at the College, provides leadership to the College processes in regards to planning, decision-making, and evaluation, making sure that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the College budget and tying resource allocation to planning.</p> <p>The President is also responsible for community and public relations. He works and communicates with the communities served by the College in a variety of</p>	<p>The President is the Chief Executive Officer of the College responsible for implementing the College's Strategic Plan and District policies, as well as state statutes and regulations. The President reports to, assists, and supports the Chancellor. The President's administrative organization is the established authority on campus and the College President is the final authority at the College level. In this role, the President oversees all operations at the College, provides leadership to the College processes in regard to planning, decision-making, and evaluation, making sure that all decisions are focused on the improvement of teaching and learning, and assures fiscal responsibility by monitoring the College budget and tying resource allocation to planning.</p> <p>The President is also responsible for community and public relations. He works and communicates with the communities served by the College in a variety of</p>

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FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
	<p>The Board of Trustees is responsible for maintaining the financial stability of the District. The Board reviews and approves the District budget and the College budgets in accordance with its financial philosophy and accompanying guidelines.</p> <p>The Board of Trustees is responsible for ensuring the education quality of the Colleges. The Board reviews and approves all curriculums, approves all hiring, and develops policies consistent with the mission statements of the Colleges and District.</p> <p>The Board of Trustees hires the Chief Executive Officer of the District. The Chancellor is responsible for determining and clearly defining the role of the District Office in relation to the operation of the Colleges, and is responsible for ensuring the effective operation of the Colleges through District support.</p> <p>The Chancellor is responsible for working directly with the Board of Trustees, and for communicating the needs of the Colleges to the Board and to offices within District Services. The Chancellor is also responsible for keeping the Board of Trustees informed about the accreditation process.</p> <p>The Chancellor has the overall responsibility for the functions and services that the District Services departments provide for the Colleges.</p> <p>The executive offices within District Services are the: Office of the Chancellor and Trustee Services; Office of the Vice Chancellor of Business Services; Office of the Vice Chancellor of Technology and Learning Services; Office of the Vice Chancellor of Human Resources; and Office of the Associate Vice Chancellor Economic Development. District Services include accounting, benefits, employee relations, facilities planning, fiscal services, human resources,</p>	<p>ways, such as through Student Outreach, Marketing, College Foundation, and external relationships developed by academic programs.</p>	<p>ways, such as through Student Outreach, Marketing, College Foundation, and external relationships developed by academic programs.</p>

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
	<p>information technology, institutional research and planning, legal, payroll, public affairs, purchasing, risk management, and warehouse/mailroom. The Chancellor is responsible for the evaluation of District Services and the communication of results.</p> <p>The Board of Trustees maintains a board policy for a code of ethics that includes policy for dealing with behavior that violates the code.</p> <p>The Board of Trustees completes a cycle of routine self-evaluations to assess board performance, which is clearly defined, implemented and part of published board policies.</p>		
<p>IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.</p>	P	S	S
<p>IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.</p>	P	S	S
<p>IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.</p>	P	S	S
<p>IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.</p>	P	S	S

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	P	S	S
IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	P	S	S
IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	P	S	S
IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	P	S	S
IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	P	S	S
IV.B.1.i. The governing board is informed about and involved in the accreditation process.	SH	SH	SH
IV.B.1.j. The governing board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-College District/system or the College chief administrator (most often known as the President) in the case of a single College. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively. In multi-College Districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the Presidents of the Colleges.	P	S	S

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
IV.B.2. The President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	S	P	P
IV.B.2.a. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	S	P	P
IV.B.2.b. The President guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high-quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	S	P	P
IV.B.2.c. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	S	P	P
IV.B.2.d. The President effectively controls budget and expenditures.	S	P	P
IV.B.2.e. The President works and communicates effectively with the communities served by the institution.	S	P	P

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
IV.B.3. In multi-College Districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the governing board.	P	S	S
IV.B.3.a. The District/system clearly delineates and communicates the operational responsibilities and functions of the District/system from those of the Colleges and consistently adheres to this delineation in practice.	P	S	S
IV.B.3.b. The District/system provides effective services that support the Colleges in their missions and functions.	P	S	S
IV.B.3.c. The District/system provides fair distribution of resources that are adequate to support the effective operations of the College.	P	S	S
IV.B.3.d. The District/system effectively controls its expenditures.	P	S	S
IV.B.3.e. The chancellor gives full responsibility and authority to the Presidents of the Colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the Colleges.	P	S	S
IV.B.3.f. The District/system acts as the liaison between the Colleges and the governing board. The District/system and the Colleges use effective methods of communication, and they exchange information in a timely manner.	P	S	S

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
FUNCTION MAP

Standard	District Processes and Responsibilities	Saddleback Processes and Responsibilities	IVC Processes and Responsibilities
IV.B.3.g. The District/system regularly evaluates District/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the Colleges in meeting educational goals. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH	SH