EXTERNAL EVALUATION REPORT

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited
Saddleback College February 27-March 2, 2017

Cynthia E. Azari, Ed.D.
Chair

NOTE: this page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: June 23, 2017

INSTITUTION: Saddleback College
                                              28000 Marguerite Parkway
                                              Mission Viejo, CA 92692

TEAM REPORT: Comprehensive Evaluation Report

This report represents the findings of the evaluation team that visited College
February 27 – March 2, 2017.

SUBJECT: Commission Revisions to the Team Report

The comprehensive External Evaluation Report provides details of the team's findings with regard to the Eligibility Requirements, Accreditation Standards, and Commission policies, and should be read carefully and used to understand the team's findings. Upon a review of the External Evaluation Report sent to the College, the College's Self-Evaluation Report, and supplemental information, oral testimony evidence provided by the College and the District, the following changes or corrections are noted for the Team Report:

1. Change Recommendation 2 to a Recommendation to Improve Effectiveness. Delete references in the Recommendation to Standards I.B.5, I.B.6 and Eligibility Requirement 11.
2. Delete reference in Recommendation 3 to Standard I.B.5.

Table of Contents

List of Team Members

Dr. Cynthia Azari (Chair)
President
Oxnard College

Ms. Karla Banks (Team Assistant)
Executive Assistant to the President
Oxnard College

Ms. Elizabeth Kronbeck
Professor of History/Ethnic Studies
Glendale Community College

Dr. Melinda Womack
Professor of Communication
Santiago Canyon College

Mr. Daniel Pittaway
Instructor/Student Success Coordinator
Coastline Community College

Dr. Nick Real
Instructional Dean, Technology Division
Cerritos College

Dr. Albert Alt
Vice President of College Administrative
Services
Modesto Junior College

Dr. Marlena Montague
Assistant Director of Assessment,
Institutional Effectiveness & Research
Guam Community College

Mr. Rojelio Vasquez
Interim Vice President of Student Services
Fresno City College

Dr. Daniel Walden
Vice President of Academic Affairs
Los Angeles City College

Summary of the External Evaluation Report

INSTITUTION: Saddleback College

DATES OF VISIT: February 27 – March 2, 2017

TEAM CHAIR: Dr. Cynthia E. Azari

A ten member accreditation team visited Saddleback College (SC) February 27 – March 2, 2017 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvements, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop on December 2, 2016, and conducted a pre-visit to the campus on January 25, 2017. During this visit, the chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received team training provided by staff from ACCJC on January 19, 2017.

The evaluation team received the College's self-evaluation document and related evidence a few weeks prior to the site visit. Team members found it to be a generally acceptable written document that adequately described some of the processes used by the College to address Eligibility Requirements, USDE requirements, Accreditation Standards, and Commission Policies. Other areas of the document were less complete, requiring significant effort on the part of the team to corroborate the report's assertions. The team confirmed that the self-evaluation report was compiled through broad participation by the entire College community including faculty, staff, students and administration. Further, it contained several self-identified action plans for institutional improvement as part of the Quality Focus Essay.

On Monday, February 27, 2017, team members visited Saddleback College located in Mission Viejo, California. Upon arrival to the College, the team was introduced to the College community at a reception and provided a tour of the campus.

During the evaluation visit, team members conducted approximately 200 formal meetings, interviews, and observations involving College employees, students, and board members. A number of less formal interactions with students and employees took place outside of officially scheduled interviews, as did observations of in-session classes and other learning environments. Two open forums provided the community members and College personnel opportunities to meet with members of the evaluation team.

The team reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included documents and evidence supporting the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed

by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, distance education classes, College policies and procedures, enrollment information, committee minutes and materials, and College governance structures. Said evidence was accessed via hard-copy in the team room and electronically via provided flash drives, internal College systems (e.g., SharePoint, etc.), and the College's internal and public website pages.

The team greatly appreciated the enthusiasm and support from College employees through the visit. The team appreciated the assistance of key staff members who assisted the team with requests for individual meetings and other needs throughout the evaluation process. College staff met every request.

The team found the College to be in compliance with all Commission Policies and USDE regulations. The team found a number of innovative and effective practices and programs. The team also issued a number of commendations to the College. It also issued several recommendations to ensure compliance and increase effectiveness. The district-assigned team found the District to be in compliance with most Eligibility Requirements and Standards.

Major Findings and Recommendations of the 2017 External Evaluation Team

College Commendations

College Commendation 1
The team commends the College for its exemplary tutoring program and its proactive approach to provide opportunities for learning assistance. It is clearly evident that the Learning Resource Center exists at the heart of the College, and there is a clear expression of how students, faculty, managers and staff embrace the center as a driver of student success. The Tutoring Program reinforces the student success culture of the College. In particular, cohort-based tutoring, embedded tutoring, and the piloted online tutoring offer several options for students to access these services in different modalities. Additionally, the faculty have been ardent supporters and stakeholders of the tutoring activities. The PASS Program for athletics is an extension of the tutoring program that is reflective of the consistent and deliberate designs of the overall student-centric approach to support students in their academic pursuits.

College Commendation 2
The team commends the maintenance and grounds staff for its efforts in maintaining an aesthetically pleasing campus such as the red chairs on the quad that supports a quality learning environment for students and work environment for staff.

College Commendation 3
The team commends the College for its student-centered approach to learning and student services. There is an enthusiastic collegial spirit and a commitment to student success exhibited by faculty, staff and managers throughout the College. Saddleback Community College has demonstrated that it has a student-centric culture that is integrated with each area of the campus; the staff, faculty, managers, areas and programs work in concert to provide the student with a consistent structure of support, recognition and inclusion.

College Commendation 4
The team commends the College and especially the Counseling Center for collaborating with District IT to develop and promote tools (e.g. Cranium Café, MAP-<u>M</u>y <u>A</u>cademic <u>P</u>lan) and practices that maximize the quality of interaction between students and counselors. The College has empowered students to take an active role in co-creation of their education plans.

College Commendation 5
The team commends the College for its high quality Emeritus Institute, which currently provides free education for over 6,000 older adults in order to promote lifelong learning. This exemplary non-credit program is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that the College is preparing for the future.

College Commendation 6
The College is commended for having become an area leader in developing a Community Emergency Response Team (CERT). College Police staff have been trained as "train the

trainers". The College Police Department delivers CERT training not only to campus constituents but also delivers training to other area agencies, promoting multi-agency familiarity with the College campus.

College Commendation 7
The team commends the College for the Faculty Center for Student Success which provides innovative instructional support such as, professional development activities and workshops for faculty, soundproof recording rooms, and a wide range of instructional design services in alignment with curricular practices.

College Recommendations for Improvement and Compliance

College Recommendation 1 (Improvement)
In order to improve, when the constituent groups approve the Mission, a record of the discussion of data should be reflected in the meeting minutes and the extent to which the Mission is being met. (Standard I.A.2)

College Recommendation 2 (Compliance)
In order to meet the Standard, the College should systematically analyze learning outcomes assessment results and other qualitative and quantitative data with meaningful demographic disaggregation and by instructional delivery method to enhance dialog and prompt appropriate action (Standards I.B.3, II.A. 3, II.A.11, II.C.2, and ER 11).

College Recommendation 3 (Compliance)
In order meet the standard, the team recommends that the College develop a more consistent mechanism to ensure that all program reviews are up to date and that all programs contain action plans to improve the quality of its programs (Standards I.B.5, II.A.1, II.A.2, II.A.16).

College Recommendation 4 (Improvement)
In order to improve the Standard, the College should establish a centralized mechanism to verify that all students receive a course syllabus for each course section in which they are enrolled (Standard II.A.3).

College Recommendation 5 (Improvement)
In order to meet the standard, based on limited evidence of annual council and committee review, the team recommends that the Office of Institutional Effectiveness implement a process to ensure that *all* councils and committees are evaluated annually. (IV.A.7)

District Commendations

District Commendation 1: The Evaluation Team commends the South Orange County Community College District on the implementation of Basic Aid Allocation. The improvement in transparency has led to an increased understanding District-wide, and has improved relations between the College and District. Additionally, the District is commended for creating a stable base funding for colleges while also utilizing Basic Aid funds to support major facilities and technology projects.

District Commendation 2: The Evaluation Team commends the South Orange County Community College District Governing Board's ongoing training for the accreditation process and standards, eligibility requirements and commission policies as well as ongoing review of student success and equity data, to ensure the cycle of assessment and improvement.

District Commendation 3: The Evaluation Team commends the South Orange County Community College District for District-wide planning and delineation of

roles. Specifically, the Evaluation Team commends the District for the Decision Making Manual developed through a participatory process that included the College and District leaders.

District Recommendation for Improvement and Compliance

District Recommendation 1 (Compliance)
In order to meet the standard, the South Orange County Community College District must implement a system that ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (III.A.5, IV.D.2)

Introduction

Saddleback College, a public two-year community college, first opened its doors in fall 1968. What was then a small rural college with 1,536 students in 11 buildings on a few acres has grown into a large urban college on a 200-acre campus serving more than 25,000 students each semester.

The College has grown and has developed into a dynamic, evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The team observed the excellence of the College's programs and faculty and the commitment to student success exhibited by all areas of the College. The first priority of the College is student success. From its educational programs, to its student services, the College works tirelessly to ensure that students learn and achieve their goals, whether those goals include improving English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of its students, the College offers courses at multiple locations and in a variety of formats (face-to-face, online, hybrid, full term, and short term). Innovative and experiential programs such as Study Abroad, Cooperative Work Experience, Service Learning, and an Honors Program are also offered. Student services are also geared to the diversity of the College's student population; these services include Extended Opportunity Programs and Services, the International Students Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and the Veterans Education and Transition Services program.

The College is a comprehensive institution which fulfils all four missions of the community college system as outlined in AB 1725; these missions include baccalaureate-quality transfer education, career and technical education (CTE), basic skills courses, and lifelong learning opportunities. The College offers over 300 associate degrees, certificates, and occupational skills awards in 190 programs. In addition, the College also offers a huge selection of student clubs and activities, such as the Associated Student Government (ASG), a champion forensics team, an award-winning student newspaper, a radio station, and a television station.

In addition to being a center of learning, the College hosts film festivals, music and dance concerts, and lectures by renowned newsmakers and scholars. It is also home to an award-winning theatre arts program. Its men's and women's intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include an aquatics complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track.

Eligibility Requirements

1. **Authority**
   The team confirmed that Saddleback College is authorized to operate as a post-secondary, degree awarding, educational institution as granted by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Department of Education.

   The College meets the ER.

2. **Operational Status**
   The team confirmed that the College is operational and provides educational services to just over 25,000 students each year. From the years 2014 through 2016, the College awarded 11,899 awards including Associate of Arts degrees, Associate of Science degrees, Associate of Arts Transfer degrees, Associate of Science Transfer degree, Certificate of Achievements, Occupational Skills Awards and Partial Transfer Certification.

   The College meets the ER.

3. **Degrees**
   The team confirmed that the College offers 131 Associate in Arts degrees, 92 Associate in Science degrees, 82 certificates of achievement, 3 certificates of completion, and 33 occupational skills awards for a total of 322 degrees and certificates.   The College enrolls approximately 26,000 students each semester and in 2014, almost 4000 transferred to four-year institutions.

   The College meets the ER.

4. **Chief Executive Officer**
   The biography of President Dr. Tod A. Burnett proves that he is well qualified to run the College. He has held this position since June 2008.

   Board Policy 2101 delineates the responsibilities of the College President which includes reporting to the District Chancellor and being responsible for the College's Strategic Plan and District Policies.

   The College is aware that any changes to the CEO of the College must be reported to the ACCJC.

   The College meets the ER.

5. **Financial Accountability**
   The College annually undergoes an external financial audit by a certified public accountant and it was made available to the team. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment
Evaluation Items:
__✓__ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
__✓__ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
__✓__ The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.
        [Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The College provided drafts of its self-evaluation report beginning in Fall 2016 and received 50 qualitative comments and about 300 visitors to its site. This provided third party comments for the report. The Accreditation Liaison Officer also presented this opportunity at various meetings. The accreditation website is extensive and provides the opportunity for anyone to gather information about the process. The College was very cooperative with the team.

Standards and Performance with Respect to Student Achievement
Evaluation Items:
__✓__ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
__✓__ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
__✓__ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are

used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

__✓__ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.
[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College provided evidence in its Accreditation Site Visit Guide that they have institution set standards to the general public. The College also formally submitted their standards in the final submission of their 2016 annual report on April 1, 2016. This information has been provided since 2015. Scorecard data was also presented to the Board of Trustees on July 8, 2016. Gainful employment information is available on the website.

Follow-up during the 18 month visit is suggested.

Credits, Program Length, and Tuition
Evaluation Items:
__✓__ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
__✓__ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
__✓__ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
__✓__ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
__✓__ The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.
[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Transfer Policies
Evaluation Items:
__✓__ Transfer policies are appropriately disclosed to students and to the public.
__✓__ Policies contain information about the criteria the institution uses to accept credits for transfer.
__✓__ The institution complies with the Commission *Policy on Transfer of Credit*. [Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The process for submitting transcripts is clearly stated on the admissions website and provides information to the students about follow up with matriculation. The review is very efficient as the My Academic Plan (MAP) software designed by District IT allows counselors to automatically link any course taken at another institution via a direct *assist.org* link. This in turns allows students to get a customized report on their progress towards admission at their target university if their plan is to transfer.

Distance Education and Correspondence Education
Evaluation Items:
__✓__ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
__✓__ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
__✓__ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
__✓__ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
__✓__ The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Both the technology infrastructure and the assistance to students is excellent at the College for students interested in distance education. Students are sent "nudges" to navigate through the process of matriculation. A large part of matriculation can be done online. Syllabi for online classes are very detailed and provide opportunities for interaction to replicate the campus experience. As a result of this attention to detail regarding distance education, the College is able to have a substantial size of its offerings online.

Student Complaints
Evaluation Items:
__✓__ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
__✓__ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
__✓__ The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
__✓__ The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
__✓__ The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.
[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College has a process in place for student complaints. The procedures are posted online, in the College catalog, in the student handbook, and reflected in Board policies and administrative regulations. The complaints are filed by student services and forwarded to

academic affairs if necessary. Harassment and discrimination complaints are filed in human resources. General complaints, whether formal or informal are discussed in the catalog.

Institutional Disclosure and Advertising and Recruitment Materials
Evaluation Items:
__✓__ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
__✓__ The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
__✓__ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.
[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College publishes information to students and the public about its programs, locations and policies via the catalog, the online schedule of classes, the extensive website, and the student handbook. Information about accreditation can be found in the catalog. Program costs are available on the gainful employment webpage. Additional material fees are built in student fees for some Career Technical Education programs allowing the students to use their financial aid to pay for them. Scholarship applications are online and managed by the foundation. The scholarships are awarded by a committee.

Title IV Compliance
Evaluation Items:
__✓__ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
__✓__ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
__✓__ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
__✓__ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

__✓__ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.
[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:
__✓__ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The College provided evidence in the self-evaluation report demonstrating compliance with Title IV requirements (ER 5-01, ER 5-02; ER 5-03; ER 5-04, ER 5-05, ER 5-06, ER 5-07)

STANDARD I
MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENSS,
AND INTEGRITY

Standard I.A: Mission General

General Observations
The College has a clearly defined mission statement which includes a vision statement and values statement appropriate for a California Community College. The mission, vision and values are posted on the website and in the College catalog. It is posted in multiple handbooks, posted on walls across the campus and is printed on the back of the College's business cards. The College has established learning programs and services that are aligned with the mission. The mission statement was approved by the Board of Trustees in May 2015.

The Mission addresses its educational purposes and its intended student population. The College's commitment to student learning is listed in the values portion of the statement. Under "Values" the College asserts that it embraces commitment, excellence, collegiality, success, partnership, innovation, academic freedom, sustainability, inclusiveness and global awareness. (ER 6)

Findings and Evidence
The College's mission, vision and values are appropriate for a degree granting institution of higher learning.   Board Policy 101 states that the District and College missions will be revised on an annual basis.

Evidence presented in the ISER and gathered through interviews indicate that OPRA (Office of Planning, Research and Accreditation) is responsible for providing data to guide the Mission statement. The PBSC (Planning & Budget Steering Committee) which is co-chaired by the director of OPRA, initiates the annual review of the Mission statement. Proposed changes to the mission are presented by PBSC to the Consultation Council (CC). The College uses data from internal or external scans, but it is unclear how exactly this data guides changes to the mission statement for various constituent groups. The CC, a governance committee with representatives from all constituent groups, solicits input from their groups/members for changes. Likewise, the Senate also solicits input from Divisions through their Senate representatives. While the PBSC, CC and Senate voted to approve the mission, it does not indicate in the minutes if any data was reviewed to guide the approval.

As presented in the ISER, the College reviews data from internal and external reports to assess how effectively it is meeting its mission. Internal data includes the Institutional Effectiveness Annual Report, Student Success Scorecard, the Climate Survey and district wide surveys. External reports include the South Orange County Economic Report and a district wide external scan (conducted by College Braintrust) which provides detailed data analysis on changes in the labor market and trends in higher education. On May 3, 2016, this

data was provided in a college-wide presentation called the "Metric Summit." This presentation and all other related data is available for public view on the Institutional Effectiveness Partnership Initiative (IEPI) website homepage.

The mission is also assessed through Student Learning outcomes and Administrative Unit Outcomes. Through Program Review and AUR processes, the mission of each program and administrative unit is aligned with the College mission. (Standard I.A.2)

The College also proved that the Institution's programs and services are aligned with the mission statement. Every two years for CTE programs, and every three years for other program and/or service, programs complete a Program Review/Administrative Unit Review. Through this process, the program and/or service must describe how they support the College's mission, Vision and Strategic Plan. During this review process, resource allocations are identified. A clear model explains how resource allocations are aligned with the mission/strategic plan (Standards I.A.3-03, I.A.3)

The ISER indicates that the most recent review of the Mission Statement occurred in Fall 2015. In January 2016, the Interim Dean of Online Education & Learning Resources questioned if online education should be addressed in the Mission Statement. Evidence was provided (I.A.4-08), a document written by the Interim Dean of Online Education, indicating that DE/CE inclusion in the College mission is a number one concern. The matter was brought to Planning, Budget Steering Committee who determined that a change to the Mission statement was not necessary.

On October 24, 2016, the Interim Chancellor sent to the Board of Trustees a Board Agenda Item Report dated April 16, 2016. The report states that the Consultation Council reviewed the College vision and mission statement and recommended to President Burnett that no changes needed to be made. President Burnett agreed and thus, triggered the letter to the Board of Trustees.

Beginning in 2017, a new effort is underway to review the Mission from constituent groups which takes into account diversity and inclusivity. Minutes from a Senate Executive Committee from February 8, 2017 reflect the approval votes in changing the Mission to include the wording "a diverse and inclusive environment." They also voted to add language to the Value of "Inclusiveness." No discussion of data is referenced in the minutes.

The College widely articulates its mission. The mission is published in the catalog, the student handbook, the faculty handbook, the SLO handbook, the Program Review handbook, the Administrative Unit Review handbook, on display on walls throughout the campus and printed on the back of Saddleback business cards (Standard I.A.4)

Conclusion
The College meets the Standard and ER 6.

Recommendations for Improvement and Compliance

College Recommendation 1 (Improvement)
In order to improve, when the constituent groups approve the Mission, a record of the discussion of data should be reflected in the meeting minutes and the extent to which the Mission is being met. (Standard I.A.2)

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations
Saddleback College has demonstrated a commitment to assuring academic quality and institutional effectiveness as evidenced in its planning and improvement mechanisms utilized throughout the institution. The College's program review (PR) and administrative unit review (AUR) processes are designed to include a comprehensive profile of programs and administrative units with actionable data to support student learning, student achievement, and program effectiveness. The integrated planning process, resource allocation model, participatory governance and committee structures provide the College with a framework for institution-wide dialogue and reflection on academic quality and institutional effectiveness.

Findings and Evidence
Saddleback College demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Throughout College programs, departments, divisions, student support and administrative units, members work together to complete student learning outcomes assessment, program review, and administrative unit reviews. Interviews conducted and documents reviewed on the College's website, Share Point site, and the TracDat system confirmed that the College has made progress in documenting the institutional dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement through the work of the Office of Planning, Research, and Accreditation (OPRA). In an effort to promote transparency and accountability, OPRA has taken the lead to review and refine institutional processes and systems for efficiency and effectiveness, including the recording of key discussions and decisions through meeting minutes and other documented evidence of progress and success in supporting the Mission of the College.

A Program Review (PR) Manual and Administrative Unit Review (AUR) Manual provide the institution with guidelines on completing PRs and AURs. Program Review Teams (PRTs) in Academic departments and Administrative Unit Review Teams (AURTs) in administrative and student service offices are designed to bring teams together to discuss and prepare their respective reviews based on guidance from the Educational Planning and Assessment (EPA) Committee. Based on discussions in interviews with various committees at the College, the team learned that the discussions in PRTs and AURTs are not recorded in any type of documentation medium which would have guided the team to confirm the initial work required in the PR and AUR process. Also, a review of the PR and AUR folders on the EPA Share Point site and TracDat confirmed outdated, incomplete, and/or missing academic PRs, administrative and student services AURs. Guided by the PR and AUR Manuals, the team then requested for a PR and AUR status report from the EPA to potentially account for PRs and AURs being coursed through the governance approval process and may not have been uploaded onto the EPA Share Point site or TracDat; however, the report provided confirmed the team's initial findings of outdated, incomplete, and/or missing reviews.

The PR and AUR approval process guides the College to course reviews through the governance process for review and feedback. Once PRs and AURs are approved by the

Educational Planning and Assessment (EPA) Committee, the reviews are then uploaded into TracDat and the EPA SharePoint sites for campus use in strategic planning and resource allocation.

The EPA provides scheduling and support throughout the process, including the annual scheduling and notification of PRs and AURs due to begin the two-year cycle of review, those due to be reviewed, and those due for summary presentation of accomplishments, challenges, needs, and plans to the Consultation Council (CC) via email blasts from the SLO/PR Coordinator or AUO Coordinator as indicated by the EPA during a team interview.

The EPA also prepares an annual report titled, "Saddleback College SLOs, PSLOs, ISLOs: Results and Using Them." The annual SLO report provides a summary overview of the number of unique courses with outcomes, the number of course-level SLOs assessed, and of the SLOs assessed, the number of course-level SLOs that met their criteria for the prior academic year. As demonstrated by the EPA Researcher during the team interview, the TracDat system was recently configured to include a data entry field requiring the input of overall impressions on the results and use of the results from SLO assessments. The team completed a review of the TracDat system and completed PRs on the EPA Share Point site and found that the results of Student Learning Outcomes assessments often failed to provide plans for improvements. (Standard I.B.1, 1.B.2, ER 11)

The Planning and Budget Steering Committee (PBSC) coordinates planning and budgeting processes using data and information contained in approved PRs and AURs to inform resource allocations and priorities recommended to the CC. The CC is composed of members from all constituent groups at the College who represent their peers in committee meetings through discussions, recommendations, and committee decisions which are forwarded to the President for feedback and implementation. (Standard I.B.1)

Ongoing dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement is included in the processes and structures of the College. Several committees and groups, including the Basic Skills Initiative, Curriculum Committee, Career and Technical Education advisory groups, the Planning and Budget Steering Committee, and the Consultation Council provide an opportunity for full participation in the institutional dialogue to support student success and achievement. (Standard I.B.1)

Evidence of success in the area of academic quality and institutional effectiveness include the updated Faculty Center for Student Success and the reinvigorated Institute for Teaching and Learning. Improved outcomes in Counseling because of AUR assessment include changes in the hours of service, increased one-on-one student contact, revised documentation, and increased access to services in the evenings and online. Additional successes may be realized with a continued commitment to student learning outcomes assessment, program review, student services unit review, and administrative unit review.

The EPA publication of the annual SLO report indicated that in 2014-2015, 100 percent of 838 unique courses had established SLOs, 2,581 (98.5 percent) SLOs were assessed, and

2,366 (90.3 percent) of course-level SLOs met their criteria. SLO assessment results are due by the third Friday of September following the academic year in which the SLO was assessed. As guided by the College's SLO Handbook, courses must have a minimum of three to five associated SLOs and programs must have a minimum of three to five PSLOs of which one of each must be assessed each year. During the AUR process, Administrative Unit Review Teams (AURTs) examine the effectiveness, efficiency, quality, and relevance of their unit. The goal of the AUR process is to improve student learning and success through appropriate student support and administrative services. (Standard I.B.2, ER 11)

Department chairs are responsible for the overall coordination, development, assessment, and reporting of SLOs within instructional programs and for entering completed SLO assessment results into TracDat. A review of the College's SLO Handbook indicated that SLOs are an official part of the Course Outline of Record (COR) and available to students through course syllabi, department and program webpages, and the College Catalog. As a result of the team review of course syllabi and the respective COR documents available in hard copy and online, the team confirmed the availability of SLOs on most course syllabi and most CORs. Additionally, the team confirmed that most course syllabi had SLOs that matched the respective CORs. These findings confirmed feedback received by the team during interviews with students that the occurrence and discussion of course SLOs on course syllabi are dependent on the instructors of their various courses. (Standard I.B.2, ER 11)

The College's ISER indicates that PSLOs are published on department and program webpages and are included in the College Catalog for every program. Through a review of the College Catalog, the team found that most academic programs listed in the College Catalog had PSLOs. ISLOs were assessed using the CLA+ assessment instrument in 2015-2016 and are published on the College website and Catalog. Also in 2015-2016, ISLOs were assessed using student ePortfolios as a pilot project which resulted in a new initiative to implement the student ePortfolio model College-wide. The student ePortfolios contained signature assignments that assessed one or more of the College's ISLOs and a short reflection on student realization of those ISLOs. The final pilot project ePortfolios are available for review on the College's website. (Standard I.B.2, ER 11)

The Office of Planning, Research, and Accreditation (OPRA) has lead the College-wide dialogue related to setting, tracking, and reporting internal standards of performance since 2012 with discussions held at the Academic Senate, the EPA, the Vice President for Instruction (VPI) Council (consisting of instructional deans and academic and classified administrators), the broader College management team, and the CC.

Three institution-set standard metrics were adopted: course completion rate, completed awards/certificates, and annual transfers which were set by adding the three-year standard deviation to a three-year running average for each standard. Upon review of ISS results reported in three years of the ACCJC Annual Report for 2014, 2015, and 2016, the College re-engaged in dialogue about set standards and proposed a change to the calculation of the set standards using the three-year running average minus one standard deviation which was approved through the governance process. (Standard I.B.3)

The team review of EPA and PBSC meeting minutes reflect an ongoing dialogue of the planned inclusion of ISS statistics in PRs and AURs. ISS statistics are maintained by OPRA and available online on the College websites. If the College does not meet the ISS, emphasis is put on deep dialogue through instructional areas and constituent groups as well as investigation by the research department to examine the College's performance. If a program falls below their set standards, program faculty and administrators put action plans in place to improve outcomes and the PR is updated to reflect the actions identified. To increase the understanding of ISS and to promote buy-in for outcomes and achievement assessment, the College has undertaken a QFE on student success metrics to formalize the structure, process, and communication surrounding student success metrics. (Standard I.B.1, I.B.2, ER 11)

The College also participates in the Institutional Effectiveness Partnership Initiative (IEPI) with other California Community Colleges that have been encouraged by the California State Board of Governors to reflect upon the state-adopted metrics for discussion at each campus as it relates to institutional effectiveness.

The team reviewed the College's data on the IPEDS Data Center and the College's scorecard data on the US Department of Education file. The College has implemented measures to ensure student success and achievement based on data and student characteristics collected from the student beginning with the College application process. Student educational goals, placement data, employment hours, and other information are collected and utilized in innovative ways to support the student throughout their journey with the College. Placement information is used to identify students who may be at risk, to track achievements and gaps of specific cohorts, and to institute needed services. Data is shared with discipline experts to assist with course scheduling or to identify candidates for specialized programs designed to help students succeed. Additionally, an excellent practice to support student learning and student achievement is the College's efforts to provide each faculty member with a class profile of student characteristics of enrolled students for each course taught by that faculty in order to assist faculty in correlating teaching methods to the various needs within the class. (Standards I.B.3, I.B.4)

Key positions within the College also contribute to institutional effectiveness through defined roles and responsibilities, including the created position of the Assistant Vice President of Institutional Effectiveness (AVPIE) in 2015, the director of OPRA responsible for leadership, coordination, and advocacy related to strategic planning, institutional research, and achievement metrics as well as federal and state compliance to ensure institutional effectiveness, a senior research and data analyst, a research and data analyst, and a project specialist for research.

At the College, PR is designed to be a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum and a means to make recommendations to improve student learning, student achievement, and program effectiveness. Data from a variety of sources is included in the PR, including staffing reports, SLO assessment results, program progress reports, student achievement data from the data warehouse, and, for CTE programs, labor market data from Economic Modeling Specialist, Incorporated (EMSI). (Standard I.B.4, I.B.5, ER 11)

A review of the PR Manual and templates show a PR has three sections: the program overview and objectives, the review report, and a needs assessment. The appendices include copies of all data sources used in the completion of the report. The program overview and objectives provide a broad understanding of the program, current trends related to the program's mission, how the program meets the overall mission and/or vision of the College, how the program has used SLO results to make improvements to the program and its curriculum, how SLO assessments contributed to overall PSLO and ISLO attainment, and the program objectives for the upcoming two-year period. A detailed assessment of the program based on the collected quantitative and qualitative data is completed in the review report section. This section addresses issues related to staffing, curriculum and instruction, student success, facilities, technological infrastructure, resources, service, community outreach, and economic development. The final section, the needs assessment, is a summary of program needs as described in the review report. These needs include human resource needs, instructional/service needs, research needs, facility needs, marketing and outreach needs, as well as technology, equipment, and other resource needs. (Standard I.B.5)

Student support and administrative units undergo a similar process for AURs. An AUR is designed to be a systematic process for the collection, analysis, and interpretation of data concerning an administrative unit. An AUR is utilized in making recommendations to improve the effectiveness of the unit and its impact on student learning and student success. The following are some of the varied sources of data designed to be analyzed in the completion of the AUR: staffing reports, AUO assessment results, unit progress reports, and student achievement data from the data warehouse. (Standard I.B.5)

Annually, resource allocation requests are developed for new resources that will augment a given program's ability to fulfill its mission. In order to submit a resource allocation request, a program's need must be documented and specifically referenced in the most recent PR/AUR. Preference is given to needs also identified in the current Strategic Plan. The prioritization of resources takes place first at the department level, then at the division level, then at the "branch" or vice presidential level, then at the College level by the College Resource Committee (CRC). The College president approves the final allocation of resources. PBSC reviews budgets, recommends funding to apply CRC priorities, and then, finally, College Administrative Services allocates funds for the approved requests. Because of this process, instructional programs, as well as student support and administrative services, can identify needs, solicit resources, and implement changes to improve institutional effectiveness and academic quality. (Standard I.B.4, I.B.5)

PRs include five years of detailed data from the inFORM PR Data Set, including course information, enrollments, productivity, fill rates, retention, success rates, student counts by age, gender, ethnicity, and educational goal, and awards by age, gender, major, and type. (Standard I.B.5, I.B.6)

As described in the Saddleback College Planning and Governance Manual, planning and decision-making is shared by all constituent groups, including the Management Team, faculty, classified staff, and students. The Academic Senate represents faculty, the CSEA and

the Classified Senate represent staff, and the Associated Student Government represents students. Policies and practices related to instructional programs and student success are primarily under the purview of the Academic Senate, the Curriculum Committee, OEC, and EPA. (Standard I.B.7)

Policies and practices related to resource allocations are addressed primarily by PBSC, the CRC, and CC. The current resource allocation process was evaluated and revised in fall 2015 to include explicit timelines and to more clearly describe the roles of PBSC, CRC, and CC in resource allocation. The revised resource allocation process requires that instructional program and administrative unit needs are referenced in completed PR/AUR and are tied to the mission and/or Strategic Plan. Each year, the effectiveness of the resource allocation process is evaluated by PBSC and revised as necessary. Additionally, the resource allocation process, policies, and practices are evaluated as a result of the evaluation of the College's Strategic Plan Goal 4. (Standard I.B.5, I.B.6, I.B.7)

The EPA committee employs a system of planning and outcomes assessment in all programs, student support units, and administrative service units guided by the policies and procedures related to SLO/AUO assessment and PR/AUR. In summary, to support the mission of the College, participatory governance and planning committees regularly evaluate the effectiveness of College policies and practices. (Standard I.B.5, I.B.6, I.B.7)

The institution communicates the results of all of its assessments and evaluations using several effective mediums for communication, including the posting of institutional documentation on the College's website and SharePoint sites, the input to the TracDat assessment management system, the presentations and sessions during PD Week, through committee meeting reports, in discussions at department and division meetings, and through implemented processes and approved requests for resources. Additionally, through the broad participation of College constituents in governance, program review and administrative unit reviews, student learning outcomes assessments, evaluation of planning agendas, data and research studies, and through the resource allocation and prioritization processes, the institution fosters a common vision across functions for the direct and intentional purpose of advancing student learning and student achievement. (Standard I.B.8, ER 19)

The College engages in broad-based systematic evaluation and planning within programs and units. The institution has an established integrated planning timeline for the District-wide Planning and Resource Allocation Development Timeline and the Saddleback College Planning and Resource Allocation Development Timeline. The timeline sets tasks and action-item milestones beginning in 2014-2015 and ending in 2019-2020 for each fall, spring, and summer semesters. The College has also established a Functional Integrated Planning Matrix which lists the four Saddleback College Strategic Plan Goals and Objectives with a visual identification of the tie-in of other College plans to the Strategic Plan goals and objectives. The matrix lists the 2014-2020 District-wide Strategic Plan, the 2014-2020 Saddleback College Strategic Plan, the 2015-2016 Saddleback College Student Success Coordinating Plan, The 2015-2016 Saddleback College Equity Plan, the 2015-2020 Saddleback College Technology Plan, the 2015-2020 Saddleback College Economic and Workforce

Development Plan, the 2015-2016 Basic Skills Plan, and the pending Saddleback College Enrollment Management Plan. (Standard I.B.9, ER 19)

OPRA leads the development of the College's Strategic Plan. The director of OPRA oversees the plan's implementation; monitors progress toward achieving goals, outcomes, and key performance indicators; and assists in evaluation of the planning process. OPRA facilitates College-wide data-driven decision-making, accountability, and continuous improvement through the integration of strategic planning and institutional research. The director of OPRA and the director of fiscal services co-chair PBSC. PBSC coordinates College-wide planning and budgeting processes, including the Strategic Plan, and makes recommendations for procedural changes to CC. The CC serves as the College's main strategic planning and recommending body and is composed of representatives from all constituent groups on campus. Sustained broad-based collegial dialogue informs all planning processes at the College. (Standard I.B.9, ER 19)

Each year, progress is measured in terms of the action steps completed. The achievement of outcomes is monitored through annual tracking of key performance indicators, action steps, and the degree to which performance targets have been achieved. Annually, resource allocation requests for new resources are derived from the needs assessment in the PR/AUR process. In an ongoing effort to improve short and long-term planning and decision making, OPRA is working with departments and programs, as well as with planning and decision-making groups, to more fully expand data utilization and to integrate more student success metrics into planning structures and functions; this is all done to improve outcomes at the course, program, and institutional level to ensure accomplishment of the mission. (Standard I.B.9, ER 19)

Conclusion
The College does not meet the Standard.

<u>Recommendations for Improvement and Compliance</u>

College Recommendation 2 (Compliance)
In order to meet the Standard, the College should systematically analyze learning outcomes assessment results and other qualitative and quantitative data with meaningful demographic disaggregation and by instructional delivery method to enhance dialog and prompt appropriate action. (Standards I.B.3, II.A. 3, II.A.11, II.C.2, and ER 11)

College Recommendation 3 (Compliance)
In order meet the standard, the team recommends that the College develop a more consistent mechanism to ensure that all program reviews are up to date and that all programs contain action plans to improve the quality of its programs. (Standards I.B.5, II.A.1, II.A.2, II.A.16)

Standard I.C.: Institutional Integrity

General Observations
The College maintains a high degree of integrity and provides useful and accurate information to students and the public. The College has clearly established policies and procedures for promoting honesty, academic integrity and respect, most notably in their document, "Statement of Mutual Respect and Collegial Behavior" which has been approved by all constituent groups. The systems and policies in place are regularly reviewed and revised as needed.

Findings and Evidence
The College provides information regarding its mission, academic programs, SLOs, student support services and accreditation status within the College catalog and on the College website. The Office of Instruction and Institutional Effectiveness are responsible for coordinating the development (review of information for accuracy) and organization of how revisions and/or changes are recorded. Beginning in March of each year, distribution of "proofs of the catalog narrative" are given to the divisions and departments for clarification and accuracy. Any changes are delivered back to the Office of Instruction and entered into the CurricUNET data system. Once those changes are approved by the State, the Office of Instruction and Institutional Effectiveness makes sure that those changes are also made to the catalog and website. The Articulation Officer is responsible for maintaining course updates/deletions with the UC/CSUs. (Standard I.C.1)

The College Catalog has its mission statement, vision/values statement, lists all education programs including degrees, certificates and accurate description of each program. The catalog also contains the many learning outcomes in place at the College including Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes. Services available to students can be found in the Catalog. The catalog includes all the information required under Eligibility Requirement 20 (Standard I.C.2, ER 20).

The College website was recently redesigned in 2015 to make navigation easier for the students. The first large link on the website is "Student Success" which includes all services available for students such as tutoring, childcare and student health. In addition, each year the Division of Counseling Services updates and prints a Student Handbook, available online and in the Counseling department as well as the library.

Also available for the students is a document, "Student's Right to Know" disclosure which includes data relating to students such as completion rates and transfer rates of Saddleback College. Textbooks are listed in Schedule of Classes giving students full information on how much textbooks may cost. (Standard I.C.3)

Student achievement and assessment of student learning is documented on the College's OPRA and IEPI (Institutional Effectiveness Partnership Initiative) homepage via the website. The President communicates matters of achievement and academic quality to the Board of Trustees in monthly meetings (also documented in monthly reports from the President to the Board of Trustees and the Chancellor) and through the Annual State of the College Address

(last delivered August 17, 2016). The data is easily accessible through the website and offers valuable information on how well the College is performing. (Standard I.C.3, ER 19).

Through their catalog, website and program brochures, the College identifies and describes its certificates and degrees. Divisions, departments and programs also describe certificates, degrees, course requirements and learning outcomes on their websites and program-specific brochures. Learning outcomes are published for each individual course in the catalog. (Standard I.C.4)

Board Policy 107 and Administrative Regulation 107 govern how Board Policies should be updated. Board Policy and Administrative Regulations Advisory Council (BPARAC), a shared governance committee, reviews the Board Policies. A former Vice President of the College, on part time basis, makes the decisions for which Board Policies/Academic Regulations to update. The advisory committee meets once every two months and makes recommendations for revisions based on changes to external regulations Community College League of California (CCLC), legal, or accreditation requirements. Upon review by the external evaluation team, most Board Policies are within 5 years old. (Standard I.C.5)

The cost of enrollment including tuition and fees are accurately given to the students via the College's website, the College Catalog, the online class schedule, the student portal (MySite) and various publications and workshops given by the Financial Aid/Scholarship Office. Textbooks are listed for each course in the Schedule of Classes. (Standard I.C.6)

Board Policy 6120 guarantees the protection of academic freedom and responsibility. In addition, academic freedom, is listed as one of the core values (attached to the mission statement) of the College. Finally, in the Faculty Code of Ethics and Professional Standards (posted on Academic Senate webpage and in part in the catalog), more emphasis is placed on academic freedom. (Standard I.C.7, ER 13).

The College maintains a "Statement of Mutual Respect and Collegial Behavior" policy. This statement was approved by all of the constituent groups and the College's Consultation Council. This statement emphasizes honesty, responsibility and academic integrity. Standards for student behavior is covered in this document as well as in Board Policy 5401, Administrative Regulation 5401, and in the document "Students Rights and Responsibilities" (which covers academic honesty and consequences for dishonesty).   "Students Rights and Responsibilities" is easily found in the Student Handbook and in the College Catalog (p. 23). (Standard I.C.8)

The "Statement of Mutual Respect and Collegial Behavior" articulates that ethical behavior includes encouraging open dialogue, providing accurate, objective and clear information and fostering openness on campus. In addition to this statement, the College maintains the Senate document, "Faculty Code of Ethics and Professional Standards." Written in 1998, this document states that faculty must be fair and objective and encourage free exchange of ideas. The Senate indicated that the document is scheduled for review this year. On student evaluations of instruction, students are asked to evaluate if they feel that the grading is fair and equitable and whether or not lectures are relevant. (Standard I.C.9)

The College is a public institution and does not seek to instill specific beliefs or world views. Codes of conduct for employees have been stated above. (Standard I.C.10)

The College does not operate in a foreign location, therefore, this Standard is not applicable. (Standard I.C.11)

The College demonstrates a commitment to comply with the Eligibility Requirements, Standards of the Commission, Commission policies and guidelines for public disclosure. As previously written, all documents and correspondence are easily available on the College's website. (Standard I.C.12, ER 21)

The College presents itself honestly and openly to external agencies that they work with, specifically, the Registered Nurse (RN) Program, Health Information Technology (HIT) Program, Paramedic Program and the Alcohol and Drug Studies Program. The College have consistently maintained accreditation with aforementioned programs. All documentation is listed on the College's Accreditation webpage as well as the program's homepages. (Standard I.C.13)

The College is a publicly funded, open-access, not-for-profit institution with no investors or shareholders. (Standard I.C.14)

Conclusion
The College meets the Standard and ER 13, 19, 20 and 21.

Recommendations for Improvement and Compliance

None.

STANDARD II
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

II.A: Instructional Programs

General Observations
The College offers a total of 249 degrees and certificates which are consistent with the College mission. Many of the College programs may be completed 50 percent or more online. Each program is required to have program level SLOs (PSLOs) that articulate what students can expect to have learned when completing a degree or certificate. The Self-Evaluation states that the review for program effectiveness is on a two-year cycle. During this process, PSLOs and course SLOs assess for the effectiveness of programs and courses. (Standard II.A.1, II.A.2)

The College has a rigorous curriculum approval process to ensure courses and programs are consistent with accepted norms of higher education. New programs go through a rigorous approval and articulation process. Moreover, CTE programs must go through a three-step process that includes local, regional, and state approval. In addition, CTE programs must show that they meet industry employment demand before gaining approval.

The Emeritus Institute (EI), which offers noncredit academic programs to older adult populations, provides free education for over 6,000 older adults in order to promote lifelong learning. This exemplary non-credit program is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that the College is preparing for the future.

The College employs a Program Viability Inquiry Policy to examine programs, which may appear obsolete or decline in enrollment; the results of this inquiry can result in program continuance, program revitalization, or program discontinuance.

The College expects all faculty to teach in consonance with the course outline of record (COR). Faculty are regularly evaluated to ensure they are teaching to the COR. The Educational Planning and Assessment Committee (EPA) oversees the program review process to ensure regular compliance. (Standard II.A.2)

The Institute for Teaching and Learning is a College umbrella entity that offers ongoing workshops and training on a variety of teaching strategies and methods; The Faculty Center for Student Success (FCSS), which focuses in online teaching, augments this. (Standard II.A.2)

The College recognizes three levels of student learning outcomes—course level, program level, and institutional level. Ongoing assessment of SLOs has continued since 2005. In addition, the College identified administrative unit outcomes (AUOs) for each administrative

and student support unit. All active courses have related SLOs. The College practice is to assess at least one course SLO annually; the results are stored in TracDat. (Standard II.A.3)

The College offers pre-collegiate level curriculum in English, math, reading, and ESL and evaluates pre-collegiate courses in the same manner as the college level courses. (Standard II.A.4, II.A.5)

The College develops course schedules to allow students to complete certificates and degrees within a two-year period. Furthermore, it offers courses in both day and evening time blocks in fall, spring, and summer and sequenced to allow for student completion in a timely fashion. The College offers courses in different modalities at different locations such as the main campus, high schools, churches, community centers, etc. The College uses data to inform the scheduling process to include student demand for courses and times and length of courses. (Standard II.A.6)

The College uses a variety of delivery modes, e.g. face-to-face, online, hybrid, field studies, service learning, and cooperative education work experience. Teaching methodologies include field research, written evaluations, group presentations, exams, and performances. Online courses use instructional methods to address the learning styles of students. Some of those are student-to-student interaction, collaborative activities, discussion boards, and synchronous instruction. Instructors provide online feedback to student work using grading rubrics, typed notes, and voice memos. (Standard II.A.7)

All degree programs include a focused study in at least of one area of study of a minimum of 18 units. The College outlines the core areas of study and publishes them in the College catalog. (Standard II.A.13)

The College has a Program Vitality Inquiry Policy and Process which may result in vitality outcomes which include program continuance, revitalization, or program discontinuance. There are provisions for students to complete their program, if discontinued, using catalog rights. Catalog rights include the ability for a student to graduate with the program requirements. (Standard II.A.15)

Findings and Evidence
The College Catalog and Student Handbook validate the College aligns its courses and programs with the stated mission of the College. *The Saddleback College Institutional Effectiveness Report* annually publishes student progress through completion of degrees and certificates. In addition, the College uses biennial program review and regular curriculum updates to assess its programs for currency and appropriateness for higher education. (Standard II.A.1, II.A.16, ER 9, ER 11)

The College did not provide evidence in this section to indicate whether students gain employment because of their degree and certificate attainment at the College. Although the College asserts that it uses its program review process to validate the use and assessment of learning outcomes and uses that process to improve institutional effectiveness, the team

found inconsistencies in the information provided regarding updated program reviews, and the evidence lacked uniformity in how program reviews actually improve institutional effectiveness.

The College has established processes for faculty discussions for improving teaching and learning. Some of those processes are program review, The Institute for Teaching and Learning Center, FCSS, and the @One trainings. The criteria used in program review include relevancy, appropriateness, and achievement of learning outcomes, currency, and planning. The team was able to verify at the time of its visit that these discussions and trainings take place. However, the team found that not all program reviews were current and several lacked objectives and improvement plans for continuous improvement.

The College program review process and program review template require analysis of SLOs for courses and programs regardless of modality. The College requires the syllabi to include the approved SLOs from the COR. However, the team found that some syllabi and CORs did not contain SLOs. Furthermore, the College does not disaggregate SLO assessment results by modality. In addition, the team was unable to verify that the College has a centralized mechanism for verifying all students receive a course syllabus for every section.

The College provided evidence that it has developed clear processes for its pre-collegiate or basic skills offerings, community education, and contract education classes. The institution has a course sequencing numbering system clearly defined in the College catalog and communicated to students through counseling and academic plans. The College has aligned its basic skills courses in such a way that these courses lead to college level work.

The College provided the team ample evidence that it ensures the quality of its instruction follows the practices common to American higher education and has policies and procedures in place to define these practices. Some of this evidence includes documentation of its curriculum approval process, the Program and Course Approval Handbook, the State Course Outline of Record form, Board Policy 5600, samples of articulation agreements, Assist.org, and the AA-T Degree page. (Standard II.A.5)

The College catalog lists all programs with the courses required needed for each degree and certificate. The catalog contains the way in which courses are sequenced by number to indicate courses parallel to a baccalaureate, transferable, intended for degree or certificate completion, skills development, basic skills, vocational training, and those interested in life-long learning and enrichment, e.g. older adults. The catalog also contains the information students need for matriculation and placement. (Standard II.A.6)

The College website has a map of the various places throughout the community where it offers off-site classes. The course online schedule of classes also contains information about course descriptions, location of classes, instructor information, and type of class. The Saddleback College Interactive Enrollment Comparison online tool allows for access to data that displays enrollment, WSHC, FTES, FTEF, and other data for past terms as a tool for chairs and others to use in schedule development. In addition, the College publishes a Block Schedule for Student Access and Success for faculty use in scheduling classes and for student

use in planning individual class enrollment. Finally, the Saddleback College Enrollment Management Plan includes enrollment strategies, action steps, who is responsible for each task, the timeline, and status of the implementation. (Standard II.A.6, ER 9)

The SLO Handbook provides evidence of the various teaching and assessment methodologies used by the College. The Program Review Handbook provides evidence of the various teaching modes and demonstrates how the effectiveness of those modes meet the diverse needs of students. The handbook also asks reviewers to indicate what links exists for support service for students. Once approved for online delivery, courses must indicate which of the various delivery modes the online course will use, such as written narrative, electronic slide show, video, pod-cast, etc.

The Student Equity Plan identifies the strategies the College is using to address the changing needs of its diverse student populations—especially those that are disproportionately impacted. The College provided evidence for each of its student support services that address the diversity of its population. The team found that the Faculty Center for Student Success (FCSS) and @ONE online training provide faculty access to professional development to address the various teaching modalities as related to the changing and diverse needs of its students. (Standard II.A.7)

The College provided evidence of its SSSP placement process as well as the validations study to assess bias. The team examined evidence to support the College claims including the SSSP and Equity plans as well the Refresh Program. (Standard II.A.8)

The College provided evidence of its grading policy and its policy on credit and clock hours. The CORs have stated SLOs, as do the syllabi. (Standard II.A.9, ER 10)

The team found the articulation policies readily available to students and clearly articulated on the website and in the College catalog, as well as the Student Handbook and at the Transfer Center. The College counselors use the Saddleback College Articulation and Advising Manual when determining whether courses will transfer from another institution. (Standard II.A.10, ER 10)

The College has published the ISLOs and PSLOs in the catalog. Assessment of SLOs are part of program review in which programs show how they have used SLOs to improve teaching and learning. The ePortfolio and CLA+pilot were not initially successful, and further implementation was currently underway at the time of the spring 2017 accreditation visit. Evidence in this area was lacking. For example, the team found insufficient evidence to conclude that the College systematically documents assessment of SLOs that directly relate to program improvements. (Standard II.A.11)

The District's Board Policy (BP 5600) requires GE to contain at least 18 units of credit hours. The College requirements for GE whether IGETC, CSU, or local degree are all clearly published in the College catalog. The published ISLOs meet the requirements of the academic areas and disciplines in this Standard. The Curriculum Handbook articulates the

requirements and approval process for this Standard. The team verified that faculty determine the GE requirements and the inclusion of SLOs. (Standard II.A.12, ER 12)

BP 5600 states that the Board of Trustees will confer the AA or AS degrees to students who have demonstrated competence in reading, written expression and mathematics and complete at least 60 semester units of college work that include a minimum of 18 units in general education and at least 18 units in a major. The College catalog lists the courses and PSLOs required for each program of study and is in consonance with BP 5600. The SLO Handbook states that every program should have a minimum number of PSLOs (3-5). Most programs are assessed through course linked SLOs. Each course must assess at least one SLO per year. The SLO assessments are stored in the TracDat database. (Standard II.A.13)

The team found that the report contained ample evidence in the requirements of CTE degrees and certificates and use of external data to support the job market. In addition, the College determines competency levels using SLOs and faculty expertise that includes input from industry representatives on its advisory boards. (Standard II.A.14)

The College has a published policy regarding program discontinuance that protects students' catalog rights at the time they first enrolled to guarantee them the right to finish any program being discontinued with minimal disruption. The College has not discontinued any program in recent years. (Standard II.A.15)

The College Program Review Handbook and the SLO Handbook demonstrate that the College articulates the processes to which the College seeks to improve its programs and outcomes. In 2015, the College produced a report that details how certain programs can make improvements. The College provided evidence that some program reviews show how discussion took place in the process of conducting program reviews to improve programs. However, the team found several programs where improvement plans were missing. (Standard II.A.16

Conclusion
The College partially meets the Standard and ER 12. The team commends the College for its high quality Emeritus Institute, which currently provides free education for over 6,000 older adults in order to promote lifelong learning. This exemplary non-credit program is an example of the ways in which the College continues to meet the needs of the changing local environment and highlights one of the ways that the College is preparing for the future.

Recommendations for Improvement and Compliance

See College Recommendations 2 and 3.

College Recommendation 4 (Improvement)
In order to improve, the College should establish a centralized mechanism to verify that all students receive a course syllabus for each course section in which they are enrolled and that all course syllabi have student learning outcomes that match the course outlines of record (Standard II.A.3).

Section II.B: Library and Learning Support Services

General Observations
Library and learning assistance services are provided within the Learning Resource Center (LRC), which also extend to classroom spaces, both on campus and online. The centralized tutoring program, housed in the Learning Resource Center (LRC), is a hub for student life that integrates tutoring, study space, library services, and a range of specialized learning assistance services. Cohort-based tutoring, such as the PASS program for student athletes, is an integrated approach to support student success involving coaches, faculty and staff within the LRC, and the student athletes.

Findings and Evidence
Instructional and library resources personnel work together to develop and maintain appropriate library resources accessible to students at all locations. The Library uses data such as usage statistics and information provided through curriculum and program review to remain current with the needs and direction of various instructional departments and programs. The College assesses the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety through multiple measures. In this way, the College has an established evaluation process to determine it has sufficient depth and variety of library materials, including technology support, to meet the learning needs of its students. Further, all segments of the student population are able to access and utilize both library and learning assistance services and support. A particularly well-utilized component of the Library is the extensive collection of reserve materials to support the curriculum and classes in session.

It is evident that the expansion of tutoring services has enriched the student experience at the College. The range of services available, from drop-in to appointment-based tutoring in a wide variety of subject disciplines, online tutoring via the Paper Center and other platforms, are provided and evaluated to meet the needs of students and faculty.

Instructional and library personnel work together to inform the selection of educational equipment and materials to support student learning. The College has a comprehensive system to purchase, maintain, and/or update educational equipment and materials that involves regular assessment, consultation with faculty, staff, and others in specific programs or areas. Through a combination of quantitative and qualitative data analysis, the College maintains its educational equipment and materials and ensures alignment with courses, programs, and instructional services such as tutoring. The institution has an established evaluation process to determine it has sufficient depth and variety of materials to meet the learning needs of its students, evidenced by the periodically updated *Collection Development Policy*. (Standard II.B.2)

There is appropriate evaluation of library and learning support services to support the needs of students. Through the established program review and resource allocation process, the College utilizes data from various sources (e.g., surveys, internal analysis, student demand) to ensure its offerings are appropriate and responsive to needs. The evidence presented support the findings that the College meets the Standard. A combination of survey/evaluation

sources, data sheets, and orientation/form information serve as multiple measures to ensure that student needs are continually met. (Standard II.B.3)

The College is encouraged to continue to expand online tutoring services to meet the growing demand for online educational services, evidenced through evaluative feedback provided during the visit. The College is also encouraged to continue to offer professional development opportunities for tutors to continue to enhance their abilities to serve students. (Standard II.B.1, ER 17)

Library, Technology Services, and LRC Tutoring all maintain an appropriate documentation and review system for agreements with vendors and outside agencies. The College meets the Standard. Sufficient evidence (e.g., renewal agreements and other documentation) is presented to support the findings that the College meets the Standard. (Standard II.B.4, ER 17)

Conclusion
The College meets the Standard. The team commends the College for its exemplary tutoring program and its proactive approach to provide opportunities for learning assistance. It is clearly evident that the Learning Resource Center exists at the heart of the College, and there is a clear expression of how students, faculty, managers and staff embrace the center as a driver of student success. The Tutoring Program reinforces the student success culture of the College. In particular, cohort-based tutoring, embedded tutoring, and the piloted online tutoring offer several options for students to access these services in different modalities. Additionally, the faculty have been ardent supporters and stakeholders of the tutoring activities. The PASS Program for athletics is an extension of the tutoring program that is reflective of the consistent and deliberate designs of the overall student-centric approach to support students in their academic pursuits.

Recommendations for Improvement and Compliance

None.

Standard II.C: Student Support Services

General Observations
The College provides a wide variety of student services both in-person and online, with a number of exemplary programs that reflect a strong culture of inclusion and access. Collaboration across student services is evident in the ISER and those services and activities are equally accessed by the student population. Narrative and evidence identify high standards of quality student support services and programs to all students including but not limited to counseling/advising, assessment, admissions, as well as co-curricular and athletics programs.

Findings and Evidence
Student support services regularly evaluates the effectiveness of their programs, services, and delivery methods. The College utilizes student satisfaction surveys to better understand student needs and trends. These processes include the analysis of qualitative and quantitative data. Student services personnel regularly participate in a variety of training opportunities including staff meetings, annual District training, and professional conferences. Through a combination of documents, program review reports and announcements, a wide range of evidence is presented to support the findings. (Standard II.C.1)

The College's student support services regularly assess their programs, services, and outcomes. The College utilizes a wide variety of tools and devices to gather data through periodic surveys, regular meetings, and assessment tools. Through a combination of reports, survey results, and outcome documents, a wide range of evidence was presented to support the findings. (Standard II.C.2)

The College has multiple channels of access for students and actively assesses their multiple methods of access and has created a campus and community structure to provide the students equitable access to the institution's student support services. Through a combination of reports, plans, and community documents, a wide range of evidence was presented to support the findings. (Standard II.C.3)

The College's co-curricular and athletics programs are appropriately aligned and parallel the mission and cultural environment of the College. Student development, fine arts, athletics and educational support are defined in the structure of the College as well as in the campus culture of the College. Through a combination of reports, web pages, bylaws, and activities, a wide range of evidence was presented to support the findings. (Standard II.C.4)

The College provides an encompassing process of advising and counseling students throughout the campus. Student support services consistently provides counseling support and advising services to the student population. Through training, educational plans and structural mechanisms for students to access, the College ensures that each student has access to counseling and educational advising on-site and remotely. Through a combination of reports, documents, catalog pages and reports, there is a

wide range of evidence to support the findings. (Standard II.C.5)

The College and Student Services adheres to the admission requirements and process as dictated by its mission and policies. Regular assessments of admissions requirements, effectiveness of pathways, programs and services are evident in the ISER and the evidence therein. Through a combination of reports, web pages, checklist and applications, a wide range of evidence was presented to support the findings. (Standard II.C.6)

The College regularly assesses their placement instruments and conducts regular evaluations to ensure accuracy of results and that there is no bias in the instruments. The reports, results, and documents presented, provide a range of evidence to support the findings. (Standard II.C.7)

The institution maintains student records permanently, securely, and confidentially, with provisions for secure backup of all files, regardless of the form in which those files are maintained. Electronic student records are secured via 2 electronic systems; ImageNow and MySite. The College uses random student identification numbers for its students to ensure privacy and security. The College also enforces a strict security system that allows access based on the protocol associated with each person's job and authority. The College publishes and follows policies for release of confidential student records that align with current federal and state law. Student support services and all staff personnel are trained to ensure confidentiality of records and student information. (Standard II.C.8)

Conclusion
The College meets the standard and ER 15, 16. The team commends the College for its student-centered approach to learning and student services. There is an enthusiastic collegial spirit and a commitment to student success exhibited by faculty, staff and managers throughout the College. Saddleback Community College has demonstrated that it has a student-centric culture that is integrated with each area of the campus; the staff, faculty, managers, areas and programs work in concert to provide the student with a consistent structure of support, recognition and inclusion.

The team commends the College and especially the Counseling Center for collaborating with District IT to develop and promote tools (e.g. Cranium Café, MAP-My Academic Plan) and practices that maximize the quality of interaction between students and counselors. The College has empowered students to take an active role in co-creation of their education plans.

Recommendations for Improvement and Compliance

None.

STANDARD III
RESOURCES

Standard III.A: Human Resources

General Observations
Saddleback College effectively uses its human resources to achieve its mission, student learning outcomes, and to improve institutional effectiveness. Hiring of sufficient numbers of staff, administrators and full-time faculty is coordinated between the District Human Resources operation, and College Administration.

The College is supported by the District with human resources functions centralized at South Orange Community College District (SOCCD). District functions are responsible for employee relations; complaint procedures; position and classification; recruitment; coordination of employee evaluation; and employee benefits. The hiring of tenure-track faculty, classified staff and management personnel is overseen by District Office of Human Resources personnel.

Job descriptions of all positions contain relevant criteria for performance of the respective positions. In the case of faculty, assessment of Student Learning Outcomes is included in all faculty job descriptions. Hiring for all employee groups are based upon qualifications including education, training, and relevant experience and follow clearly defined hiring procedures for each respective employee group. The College ensures effective human resources through the development of policies and procedures, which are reflective of a commitment to equity and diversity. Professional development is offered and supported in alignment with the College mission and teaching and learning needs. Human resources planning occurs in coordination with other College planning processes linking to institution and strategic plan goals.

Findings and Evidence
Employment procedures are centrally administered at the District through the Office of Human Resources (OHR) consistent with Board Policies and Administrative Regulations. Qualifications for each job are linked to position requirements and qualifications. Positions are broadly advertised to ensure diverse recruitments. All hiring is conducted by committees clearly outlined for the respective role. The District maintains concise records of candidate pools and demographics of those hired. (Standard III.A.1)

The District Office of Human Resources develops and maintains appropriate job descriptions and qualifications for advertised positions reflect the mission by addressing duties, responsibility, and authority. Hiring panels include a trained Equal Employment Opportunity (EEO) officer and training is provided to all selection committee members. The College president then makes a recommendation regarding hiring to the Governing Board. Faculty job announcements include required knowledge of the subject matter to be performed, effective teaching, scholarly activities, online competency. Faculty qualifications are clearly stated on job descriptions, including required education, skills, experience, and/or certifications. Job descriptions include professional responsibilities beyond teaching

expectations including assessment of student learning and curriculum development. OHR reviews the draft job descriptions for competencies, compliance and consistency. A faculty-led process for determining equivalency for stated qualifications exists, but is generally limited in utilization. Faculty performance evaluations include the assessment of multiple measures of these job-related requirements. (Standard III.A.2. ER 14)

Job descriptions for administrators and other positions supporting institutional effectiveness and academic quality include requisite education and experience requirements as defined in the Minimum Qualifications for Faculty and Administrators. HR has established policies and procedures regarding the evaluation of educational degrees earned by faculty, administrators, and support personnel. Applicants and employees seeking promotional opportunities are required to submit official transcripts from accredited institutions. Degrees earned from non-U.S. institutions are required to be evaluated by an established state-recognized evaluation organization for equivalency. (Standards III.A.3, III.A.4)

Saddleback College, via central administration, has policies and regulations for the regular evaluation of all administrators, faculty, and classified staff. Evaluation procedures adhere to idiosyncrasies of each constituent group and union as appropriate. Policies, regulations, and associated forms were reviewed by the evaluation team. The evaluation process for tenured and probationary full-time faculty includes evaluation by peers, the supervisor, and students and a self-evaluation. Classified staff are evaluated at least once every two years. The evaluation cycle for supervisory and confidential employees is outlined in institutional documents to be at least once every two years, and administrators should be evaluated by immediate supervisors annually. While evaluation processes are well documented, statements and evidence reviewed by the team show that evaluations are not tracked and monitored systematically. (Standard III.A.5)

The College addresses support of Student Learning Outcomes (SLO) assessment. All academic personnel have a written job statement that requires participation in the assessment of student learning. Faculty engage in the writing of SLO's which must be included in the course syllabi for all of their courses. Counselors and librarians also are required to participate in SLO assessment. Faculty evaluations include the assessment of learning outcomes. The negotiated evaluation process and related forms include requirements for the utilization of learning outcomes in the improvement of teaching and learning. Administrators, classified manages and staff that work closely with instruction are required to participate in development of Administrative Unit Outcomes (AUO's) and are evaluated based on their participation in these processes. (Standard III.A.6)

The College hires an appropriate number of highly qualified faculty, staff, and administrators to support the College mission and purposes. Hiring of full-time faculty follows California Ed Code and Title 5 regulations and is based upon the Board of Governors set Faculty Obligation Number (FON). The College consistently exceeds the FON and the pattern of hiring faculty exceeds that of other employee groups. (Standard III.A.7, ER 4, ER 14)

Administrative positions consist of academic and classified managers and supervisors. The College is provided funding based on SB361 and FTES generation. The College determines

the number and function of administrative positions and classified positions through its integrated planning process. Saddleback has sufficient administrative structure and qualified classified staffing to support the College mission. The District Office of Human Resources ensures academic administrators meet minimum qualifications for their respective positions. (Standards III.A.9, III.A.10, ER8)

A review of the written policies and procedures for all positions posted on their District's website has validated the existence of distinct written procedures for hiring of all personnel. The College works in concert with the District Office of Human Resources to ensure adherence to the California Education Code. All personnel policies and regulations are posted online as are all collective bargaining agreements. (Standard III.A.11)

The College demonstrates commitment to diversity and equity in a variety of ways. At the District level, Board Policies and Administrative Regulations guide hiring and complaint procedures. The District maintains a current EEO plan and monitors qualified pools and candidate hiring for demographics. The College specifically identifies diversity as a key value in the Student Equity Plan (SEP) and Staff Development Plan. The hiring process specifically requires that candidates demonstrate evidence of sensitivity to diversity. (Standard III.A.12)

Professional development is supported at both the District and College levels. The District Strategic Plan identifies increased professional development opportunities as a strategic objective. The College dedicates a week to professional development annually, known as "PD Week". PD Week activities are informed through employee surveys and organized by the Academic Senate. Professional development funds are made available to each employee group and reviewed by the Staff Development Committee. (Standard III.A.14)

The District Office of Human Resources provide a safe and secure facility for all personnel records. Records are kept in accordance with law. However, in interviews with both District Human Resources staff and College personnel, all speak to paper copies of signed evaluations being lost or misplaced prior to being placed in secure file storage areas.

Conclusion
The College does not meet this standard. The College is commended for having become an area leader in developing a Community Emergency Response Team (CERT). College Police staff have been trained as "train the trainer". The College Police Department delivers CERT training not only to campus constituents but also delivers training to other area agencies, promoting multi-agency familiarity with the College campus.

The team commends the College for the Faculty Center for Student Success which provides innovative instructional support such as, professional development activities and workshops for faculty, soundproof recording rooms, and a wide range of instructional design services in alignment with curricular practices.

Recommendations for Improvement and Compliance

District Recommendation 1 (Compliance)
In order to meet the standard, the South Orange County Community College District must implement a system that ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (III.A.5, IV.D.2)

Standard III.B: Physical Resources

General Observations
As part of the South Orange Community College District (SOCCCD), Saddleback College effectively utilizes its physical resources meet instructional needs and provide a safe, secure environment for students, faculty and staff. The District's governance structure includes district-wide committees that integrate planning for physical resources. The District-wide Planning Council includes membership from each of the colleges and District staff. The purpose of the committee is to review and monitor progress of District plans. The district wide Educational and Facilities Master plan (EFMP) identifies needs of the colleges to meet educational needs. The District has maintained an on-going effort to keep the EFMP current with a report completed in 2011 and 2016. The EFMP serves as the planning document to identify physical resource needs. These needs are prioritized into 5-year to 20-year facilities plans reviewed and monitored through the District's Capital Improvement Committee (CIC).

The College assures a safe, healthful and secure learning and working environment that supports the mission of the institution. The College is responsible for delivery of Police Services to keep the campus safe. The College also ensures constituent involvement in campus safety through the Facilities and Safety Committee.

Findings and Evidence
The District plays a direct role in providing sufficient physical resources to support College teaching and learning. At the District level, several assessments of physical resources have occurred to support the College. The District coordinated a Facility Condition Assessment beginning in 2012, culminating in a comprehensive report in 2016.

The District's governance structure includes district wide committees that integrate planning for physical resources. The district wide Planning Council includes membership from each of the colleges and District staff. The purpose of the committee is to review and monitor progress of District plans. The district wide Educational and Facilities Master plan (EMFP) identifies needs of the colleges to meet educational needs. The District has maintained an on-going effort to keep the EMFP current with a report completed in 2011 and 2016. The District-wide Planning Council includes membership from each of the colleges and District staff. The purpose of the committee is to review and monitor progress of District plans, including the EMFP. The EMFP serves as the planning document to identify physical resource needs. These needs are prioritized into 5-year to 20-year facilities plans reviewed and monitored through the District's Capital Improvement Committee (CIC).
Needs identified in the various District plans are addressed through a variety of funding sources including deferred maintenance funds and Basic Aid Allocations. The district wide Basic Aid Allocation Recommendation Committee (BAARC) makes annual recommendations to support capital projects. The District also commissioned an assessment of the accessibility of all of its facilities and documented needs in the District's ADA Transition Plan.

The District also coordinates Risk Management by coordinating safety training, monitoring the District's Injury and Illness Prevention Plan and evaluating the campus for safety risk

through the property and liability carrier. Safety systems are provided through Blackboard Connect, a mass notification system and through Cisco AlertMe on VOIP district wide. College based planning and governance integrate physical resource planning effectively. The College regularly assesses facilities usage and needs through the Advanced Maintenance Management System. The College utilizes information from user reports to identify safety issues and identify necessary emergency repair work.   From a strategic perspective, the College's Safety and Facilities Committee is responsible for ensuring that the physical resources support the College's programs and services. The Safety and Facilities Committee reviews physical resource needs identified through Program Reviews and Administrative Unit Reviews and ensures alignment with the College Strategic Plan. Physical resource requests are reviewed prior to being submitted for budget planning in the College's budget planning cycle.

Campus maintenance and operations is led through the Vice President for Administration. District FMO is responsible for grounds, custodial, schedules maintenance and regular inspection of facilities. Campus facilities and grounds were found to be immaculate by the visiting team. The campus environment is conducive to an effective learning environment. (Standard III.B.1)

Large capital projects are funded and managed through the District Facilities and Maintenance Operation (FMO) department. Projects are prioritized and funded through a governance structure that has constituent input at the college level, consistent with the District Educational and Facilities Masterplan and the Facilities Condition Assessment. The College Safety and Facilities Committee reviews scheduled maintenance project prioritization to ensure consistency with the College Strategic Plan. The Safety and Facilities Committee also assesses work orders placed through the electronic system to prioritize funding requests submitted to the PSBC. (Standard III.B.2)

The College assesses the effectiveness of its facilities through the Program Review and Administrative Unit Review. Each program has the responsibility of assessing physical resources every two years. The assessments are reviewed either by the Safety and Facilities Committee or the Technology Committee to prioritize respective requests.   Prioritized lists from each committee are reviewed by the College Resource Committee (CRC) and a prioritized project list is established. (Standard III.B.3)

To assure that long-range capital plans support institutional goals and reflect projections of total cost of ownership associated with new facilities and equipment, the College and District utilizes three distinct processes: (i) Strategic Planning and Decision Making Process, (ii) Education and Facilities Master Plan, and (iii) the Five-Year Construction Plan. Illustrative of these processes in action, the College planned for and completed the Science Building (2016), which emerged from the 2010-2016 EFMP. (Standard III.B.4)

Conclusion
The College meets the Standard. The team commends the maintenance and grounds staff for its efforts in maintaining an aesthetically pleasing campus such as the red chairs on the quad that supports a quality learning environment for students and work environment for staff.

Recommendations for Improvement and Compliance

None.

Standard III.C: Technology Resources

General Observations
Saddleback College works closely with the South Orange County Community College District (SOCCCD) to support teaching and learning, student support and success, and administrative functions. The College has representation on the District Technology Committee (DTC).

Planning for technology resources is documented in College planning documents. Resources are regularly allocated to support an extensive array of technology at the College. New requests are documented and a process is in place to ensure fairness. This is accomplished with the help of an extensive Technology Plan from the College. The College Technology Services Department manages technical support for faculty, staff, and administrators.

Findings and Evidence
Saddleback manages technical support for faculty, staff, and administrators. The director and the assistant director manage one group of employees dedicated to network, computer, application, webs, and telephone services and one group dedicated to audio and visual services. There is a clear online description of services available to faculty in the Center for Student Success. Assistance is available for one-on-one technology instruction, online teaching, and teleconference using the 20 computers available to them at all times. Training is provided in audio and visual techniques and support by a technician.

With 50 computer labs dedicated to student use, the campus is well equipped. The request for new computer lab or augmentation has been documented and used on a yearly basis as more departments are requesting computer labs. The campus has requested funding for a main distribution frame (MDF) and that request is handled by the District. At the time of the visit, the work had not been started. The campus has also embarked on a wireless network upgrade. It is currently in its second phase and high utilization areas such as the library are already completed. The upgrade should be finished in 2017-2018. This upgrade was done in collaboration with other constituents on campus.

The campus provides personalized online services to faculty, staff, and students via the MySite portal. Faculty report that the tool is easy to utilize and that they have received training via manual and in person. The campus also provides academic plans to its students via MAP. Finally, the District provides a SmartSchedule to provide students an intuitive way of finding the most appropriate classes for them. (Standard III.C.1)

The campus understands the importance of technology and has a 2015-2020 technology plan that was created in collaboration with constituents via surveys and documented participation. The plan is very thorough and covers a broad array of services and hardware from Audio Visual Services to Web Administration. It also defines the various committees, commitments, strategic plan, goals, and plans. The District technology committee has representation from Saddleback and Irvine Valley colleges. There is a replacement plan that insures no computer on campus is more than 4 years old. The Employee and Operational Systems Replacement Schedule is for employees and the Classroom/Lab Replacement

Schedule is for classrooms. The campus has also established an audio visual standard. Each unit is reviewed and the "Technology Services" have noted an understaffing that needs to be taken into consideration when resource allocation takes place.

The College has a clear allocation process providing for both timely decisions and a rationale of what gets funded. Since funding is differentiated between general fund and basic aid, major technology investments are handled by basic aid requests. BAARC making the final decision before chancellor's approval after the District technology committee has reviewed all requests. This allows the process to be fluid and predictable from having the originator document their need to the administrator, forward it to technology services who in turn brings it to the technology committee on campus before it gets to the District technology committee.

For technology replacement, the District has centralized district wide software maintenance agreements ensuring that the students use the latest version. The District has also ensured that large IT systems are replaced as needed. (Standard III.C.2)

The College has three levels of security via firewall and system protection on each computer. All staff also logs in with their own password to insure reliable access. Due to the expansion of the Internet of Things, the campus has developed a segmentation strategy to provide data protection. These networks that are segmented for security reasons and are part of the "Internet of Things" are the irrigation system, the HVAC system, and the lighting system. The College has a satellite in Laguna Woods connected through a virtual private network. Reliability is achieved with fiber line redundancy between buildings.

To assure reliable physical access the College is also implementing electronic access of doors which will be remotely controlled by Campus Police in case of emergency. The Wide Area Network topology map indicates that the campus is ready for disaster discovery by using replication between Storage Area Networks. The District has two governance committees related to III.C. 3 The first one is the Business Continuity Planning Committee whose purpose is to integrate college and District plans for business continuity. The second one is the Custodian of Records Committee whose purpose is to outline a clear process flowchart for responses to requests on records. Evidence was presented that the District contracts with a private company to assess security and provide a vulnerability scan of the network. Students using Blackboard are ensured of access security through the vendor. (Standard III.C.3)

The College provided evidence that training is available for faculty during professional development week and by providing one-on-one training through the FCSS and Technology Services offices. Technology Services also has a help desk to provide support to all on campus. Staff is also able to access additional professional development online with Lynda.com.

Support to the students is available in terms of technical support, via the library, via DSPS, and via financial aid workshops. Computers are available in the LRC for student use outside of lab time. Finally, a technology orientation event is available for students to gain knowledge about a variety of topics. (Standard III.C.4)

The College has board policies guiding the appropriate use of technology on campus. They are related to records retention and destruction, public safety camera system, compliance with payment card industry data security standards, electronic communication, student records, and compliance with FERPA. The College also has the appropriate administrative policies to accompany the above mentioned board policies and provide more details on what to do in what situation. (Standard III.C.5)

Conclusion
The College meets the Standard.

<u>Recommendations for Improvement and Compliance</u>

None.

Standard III.D: Financial Resources

General Observations
The South Orange Community College District (SOCCD) and Saddleback College have strong fiscal practices as evidenced by the reports from the District's external auditors, adequate reserves, and published policies and practices in place to help achieve the College's goals documented in the Strategic and Facilities Master Plan.   The College benefits from basic aid allocation that exceeds state apportionment. District policy documents how these funds are guided, through the Basic Aid Allocation Committee (BAARC). The basic aid allocation is utilized to support strategic initiatives in technology and facilities, beyond College operational budgets. College operational budgets are allocated via a clearly documented resource allocation model consistent with SB 361. The allocations are guided by the District Resource Allocation Council (DRAC). The District maintains sufficient reserves, has no long term debt and contributes to future liabilities. The College budget and resource allocation is driven by Program Review (PR) and Administrative Unit Reviews (AUR). The College Planning and Budget Steering Committee (PBSC) ensure that allocations are made to support the College's strategic plan. (ER 5)

Findings and Evidence
The District has defined Board Policies and Procedures for budget development. The District utilizes documented models to allocate resources which are reviewed and vetted by district wide governance bodies that have broad constituent membership.   The College has documented processes, including governance committees that review budget and planning, ensuring processes are followed and resources are allocated to support College planning documents. (Standard III.D.1, ER18)

Saddleback College utilizes its integrated planning process and its governance process to allocate resources within the College. The processes are well documented and understood on campus. Annual budget priorities are developed through program review or unit planning, directly connected to the College's Strategic Plan. Committees within the governance structure, such as Technology Committee; and the Safety and Facilities Committee review and analyze priorities from Program Reviews and Administrative Unit Reviews. After thorough governance review, priorities are recommended to Consultation Council. Consultation Council makes final recommendations to the College President.   Constituents interviewed confirmed opportunity exists for broad participation and input on resource allocation through the governance process.

The evaluation team confirmed through review of evidence that financial planning is integrated with institutional planning both at the District level and College level. Resource requests support institutional plans and constituents have opportunity for input at a variety of levels. Resource requests must have a direct connection to department planning and assessment. The College ensures annual assessment of the performance of the budget towards goals in institution-wide plans. (Standards III.D.2, III.D.3)

The College demonstrated through interviews and evidence, it uses realistic resource availability in its planning and allocation processes. The Saddleback College budget

development process is well vetted throughout the governance structure and is integrated with the institutional mission and goals. Progress made towards institutional goals is assessed annually. The College fully acknowledges and accounts for long-term financial priorities as it develops the annual budget plan and priorities. (Standard III.D.4)

The institution uses its well-established and consistent participatory governance structure to provide regular and timely financial reports to the campus community. The campus vice president for administrative services provides frequent written communication in terms of the budget, fiscal conditions, financial planning, and external audit results... Confirmation of appropriate financial documentation and its degree of credibility and accuracy are evidenced in the most recent external auditor's annual report. The District's annual audits have resulted in unqualified reports related to the financial statements, clean audits with no deficiencies in internal controls over financial reporting, and minimal audit findings that are promptly corrected. (Standards III.D.5, III.D.6, III.D.7)

The District and the College both maintain sufficient reserves. The District maintains a minimum of 7.5% reserve by policy, Board Policy 3100. The District reserve is sufficient to support unforeseen financial emergencies and provide sufficient cash flow. Additionally, Board Policy 3100 identifies a contingency for unrealized tax receipts. The College maintains a significant reserve of its own which has been growing in recent years. (Standards III.D.5, III.D.9)

Audit reports are available for review on the District's website and the last 10 years reports are included. The District consistently has few or no findings that are corrected quickly. The District utilizes a standardized electronic system to manage fiscal affairs which includes acceptable internal controls and regular review of internal control processes. (Standards III.D.7, IIID.8, III.D.10)

Saddleback College has a current actuarial plan and has worked to ensure fiscal resources have been planned and allocated to meet the Other Post-Employment Benefit (OPEB) obligations. The District's 2016-17 audit report confirms that the district has fully funded its Actuarial Accrued Liability. The College and District has ensured adequate funding to meet future OPEB cost obligations. Additionally, the District has set aside additional funds to establish a pension rate stabilization fund. The College has no locally incurred debt instruments, thereby potentially impacting the financial condition of the College. (Standards III.D.12, III.D.13)

Conclusion
The College meets the Standard.

Recommendations for Improvement and Compliance

None.

STANDARD IV
LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations
The leadership of the SOCCCD and College creates and encourages innovation of programs and processes leading to institutional excellence. Support is universal within the District and College for taking action to improve processes, programs and practices. Systematic, participatory practices are provided via clearly delineated job descriptions and responsibilities, plans and procedures, and implementation of same.

The quality of the College lies within the responsibility of the president. This is accomplished through effective leadership in all aspects of the College. The president plans, oversees, and evaluates a clearly delineated administrative management team and delegates in such a manner that is consistent with the responsibilities of each administrator. The president clearly, regularly and consistently assures implementation of statutes, regulations, and District policies. The president communicates regularly with both the internal and external communities that the College serves. The president works well with all communities served.

The South Orange County Community College District (SOCCCD) Board of Trustees has authority over and responsibility for policies to uphold the academic quality, integrity, effectiveness of learning programs and services and financial stability through policies consistent with the district wide mission statement, vision and goals. The (SOCCCD) Governing Board consists of seven members elected by voters in south Orange County. Responsibilities are defined by California Ed Code 70902, Title 5 and Board Policy 112. Financial Policies and standards are followed in line with the Budget and Accounting Manual of the California Community Colleges and the annual budget is designed in line with the District mission of promoting access, success and equity to meet each student's goals. The mission drives the long and short term planning and goals of the institution as well as budget development. (Standard IV.C)

The South Orange County Community College District (SOCCCD) serves approximately 28,000 FTES and 65,000 unduplicated headcount (confirmed head count) annually. The adopted budget includes the General fund for 2016-17 of $338,666,873. Combined with additional funds and beginning balance of carryforward funds of almost $400,000,000, the total funds for the 2016-17 year are $755,045,728. These resources are allocated in line with the Strategic Planning Goals. District Strategic goals are identified annually, which are followed by College Strategic planning and goal setting on an annual basis. The colleges have the flexibility to identify various activities and outcomes within the strategic priorities. The colleges develop unit plans, and the District Service centers conduct administrative service reviews to ensure planning drives resource allocation. The District CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges.

Through interviews, it was noted the interaction between the colleges and the District historically had been strained and problematic as referenced by employees from all three organizations and a great recognition of effective delineation of roles and responsibilities for the systematic flow of information through the decision making process was undertaken. Across the District participation occurred and the development of a Planning and Decision Making Manual was developed and is reviewed bi-annually. A clear allocation model was developed with respect for policies and practices. BP's 2100 and 2101 demonstrate the delineation of roles and responsibility for the District system and the colleges. The Chancellor provides leadership and encourages employees from the colleges and District services to work together towards educational excellence and integrity.

Findings and Evidence
In the 2016 Annual State of the College report, the College president, in his statement of a "Culture of Excellence," reflected on cultural change which has enhanced student success. The spirit reflected in the President's statement is evidenced in both the climate and documentation adopted by both the College and District. Comprehensive Board Policies and Academic Regulations which coincide with Title V, show clear delineation of responsibilities and participatory governance. The CC, EPA, PBSC, Academic Senate (AS), CSEA and the Associated Student Government (ASG) work collaboratively toward standards of educational and innovative excellence as supported through provided evidence and a series of intensive interviews. In most cases, decisions are made by consensus. Leadership of both the College and SOCCCD encourage participatory governance. Governance committees conduct a yearly self-appraisals and make any necessary changes/additions to bylaws, composition and charters. (Standard IV.A.1)

The College relies on BPs, ARs, and College governance procedures to establish broad participation from constituent groups in the decision-making process. Faculty, students, staff, managers, and administrators have clearly defined voices and avenues for participation in the governance and resource allocation processes. The participation of faculty in the decision-making process is authorized by BP 2100.1, Delegation of Authority to the Academic Senate, and BP 2100.2, Role and Scope of Authority of the Academic Senates. These policies acknowledge the right of participation in both District and College governance and recognize the "College Academic Senate as the official Governing body, and the official faculty voice, for faculty participation in the development of policies related to professional and academic matters." Negotiations for salaries, hiring and working environment are through the Faculty Association, CSEA and the Police Officers Association. SOCCCD and the College are in compliance with the Meyers-Milias-Brown Act. Title 5 and BP5627 preserve the right of the student government to participation in the SOCCCD and District participatory governance structure. The College Planning and Governance Manual and the SOCCCD District-wide Decision Making Model clearly outline the roles and responsibilities of the major stakeholder groups. (Standard IV.A.2)

The Code of Federal Regulations, the California Education Code, including Title 5 dictate the roles and responsibilities of those employed at the District and College. The delegation of authority of faculty is delineated in BP2100.1. In addition, BP 2100.2, acknowledges the right of faculty to participate in District and College governance, to express their opinions at the College and District level and to ensure that these opinions are given reasonable consideration, to assume primary responsibility for making recommendations in the areas of curriculum and academic standards, and to jointly develop and approve hiring criteria, policies, and procedures in conjunction with District administration. (Standard IV.A.3)

Through a variety of BPs and ARs, both administration and faculty are ensured a voice and responsibility regarding recommendations about student learning services and academic curriculum, including programs. The Board of Trustees (BOT) recognizes the ultimate responsibility of the College Academic Senate for curriculum. The BOT relies primarily upon the "advice and council, and recommendations of the College Academic Senate on all and any academic and professional matters." Changes, additions and/or modifications can only occur through collegial consultation. In order to clearly articulate the responsibilities for recommendations about curriculum and student programs, the BOT passed BP6100, wherein a College Academic Senate Curriculum Committee. All curriculum is prepared in compliance with guidelines supplied by the California Community Colleges Chancellor's Office (CCCCO). CurricUNET software is used for the tracking of curriculum through the approval process. The AS has developed a New Program Approval Policy and Process. No SOCCCD course or program may be offered should that course or program fail to meet the standards required of the Program and Course Approval (PCAH), relevant state laws and regulations, or Accreditation Standards. If there is a failure in meeting standards, the College president will invoke a process whereby faculty can bring the course/program into compliance. (Standard IV.A.4)

A governance structure is maintained at both the District and College levels that provides for all constituencies to have a voice in a decision-making processes. This was supported in evidence provided and through a series of interviews. All constituency groups are included in the membership of governance councils and committees. Processes and structure to ensure participatory governance within the College and between the College and the District are well established and implemented. (Standard IV.A.5)

Both the processes and decisions made by the College are mostly documented and widely communicated. While the majority of decisions made by the College councils and committees are posted and easily accessible by the community, there needs to be more consistency of availability by ensuring that all agendas and minutes are posted in a timely manner. All minutes/decisions of governance councils and committees as well as the BOT agendas and minutes should be posted on the SharePoint and the specific sites of the BOT and governance bodies. (Standard IV.A.6)

The College participated in and posted the results of the "2014 District-wide Climate Survey," In addition, in 2016 the BOT conducted and reported two surveys: "The SOCCCD Board of Trustees Evaluation Report," and "The SOCCCD Board of Trustees

Self-Evaluation Report." There is limited evidence that, "all councils and committees annually review their purpose and membership, including the designated chair, and revise as needed." Councils and committees are expected to conduct annual surveys of their membership to determine the extent to which they are functioning properly and make changes, if needed. (Student Coordinating Committee Updates, 2014-2015 and 2015-2016) (Standard IV. A.7)

Conclusion
The College meets the Standard.

<u>Recommendations for Improvement and Compliance</u>

None.

Standard IV.B: Chief Executive Officer

General Observations
The college president reports to, assists, and supports the SOCCCD chancellor in the performance of the duties delegated by BP 2100, Delegation of Authority to the Chancellor. Under this arrangement, the College president is granted broad authority for developing and implementing the College's integrated planning efforts and resource allocation processes and for implementing BPs. The president delegates responsibility and authority to managers and administrators consistent with their job descriptions. (Standards IV. B.1, IV.B.2)

Findings and Evidence
The College president guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets goals, values and priorities; ensuring student achievement performance standards by setting institutional performance standards; ensuring that the internal and external conditions is based upon high quality evaluation and research; ensuring that educational and resource planning/allocation are integrated with each other; ensuring that the allocation of resources supports and improves learning and achievements; and, establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. These manifest themselves in directing his management team to train staff on clear mechanisms to handle interpersonal conflict in ethical ways with mutual respect; support major campus planning initiatives; multiple and varied public interactions; and creates and maintains a well-developed, detailed, and collaborative integrative strategic planning process that is used to set the goals and values of the College. The College president works closely with the Chancellor and BOT and ensures that institutional practices are consistent with the College Mission, policies, and with the effective control of the budget and expenditures. (Standards IV.B. 3 & IV.B.5)

Accreditation is now integrated into the institutional structure. For that reason, the College president has an integral role as leader of institutional accreditation. The president actively leads the College's efforts in meeting the accrediting standards as well as in preparation for the institutional self-evaluation reports. (Standard IV.B.4)

The College president works and communicates effectively with the communities served by the College in a number and varied ways, including student and community outreach, the Foundation, public information and marketing and the EWD.   In addition, the president invites the surrounding school districts to meet the College's senior administration and trustees. A wide variety of planned on-campus events include: senior day, welcome week, family night, high school counselor day, tech prep day, state of the College, PD week, and the South Orange County Economics report. (Standard IV.B. 6)

Conclusion
The College meets the Standard.

Recommendations for Improvement and Compliance

None.

Standard IV.C: Governing Board

General Observations
The role of the SOCCCD is defined in Board Policy 112 (Duties and Responsibilities of the Board of Trustees). As stated in the Institutional Self Evaluation Report (ISER) and the Planning and Decision-Making Manual, the Board governs on behalf of the citizens of the South Orange County Community College District and is committed to ensuring the mission guides District decisions for short and long term educational and facilities plans. The responsibilities of the Board are specified through Board Policy, Administrative Regulations, which specifically address the Board's role in upholding the academic quality, integrity, effectiveness of learning programs and services, and financial stability of the institution. The policies and administrative regulations related to budget and investments affirm the Board's expectations for fiscal planning, reserves, contingencies, expenditure changes, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure adequate resources. (Standard IV.C.1, IV.C.5, ER 7)

Findings and Evidence
The institution has a policy manual that delineates the Governing Board's accountability for academic quality, integrity, the effectiveness of learning programs, and the institution's financial stability. The Governing Board acts as a collective entity. Once the Board reaches a decision all Board members act in support of the decision. Board Policy 180 describes the expectations for fostering a district wide culture of mutually respectful interactions, cooperation, and a climate of civility for all employees. (Standard IV.C.2)

The Board has a defined process for conducting a search and the selection of the chief administrator. Oversight for hiring a new chancellor is delegated to the current chancellor or a Board designee. BP 4011.6 clearly defines the Selection criteria for Hiring a Chancellor. Evaluation of the Chancellor stipulates that an evaluation will occur at least annually, and comply with the requirement set forth in the contract, as well as BP 148. The criteria for the evaluation is based upon Board policy, the Chancellors job description, and the performance goals and objectives developed in accordance with BP 2100. (Standard IV.C.3)

The Board of Trustees is comprised of seven members elected at large to four-year terms by the voters in south Orange County. Each Board member qualifies for candidacy by having legal residence within one of the seven different trustee areas, and as such reflect the public interest in institution. By following the conflict of interest policy, BP 154 and AR 154, and filing a form 700 annually, the Board is appropriately representative of the public interest and lacks conflict of interest. Board members work collaboratively to advocate for the interests of the District through interactions with the community, legislators, business organizations, and other public entities without undue influence or political pressure. (Standard IV.C.4, ER 7)

As a Basic Aid District, the SOCCCD has a transparent resource allocation model. In addition to allocating funds as it would if the colleges were funded through apportionment, they have a committee that identifies priorities for distribution of funds available over and above what would be received through apportionment. Board Policy 112 identifies the Duties and Responsibilities of the Board of Trustees that are in line with Ed Code 70902. The Board has adopted guidelines for annual collaborative planning and periodic progress reports and

updates. As stated in AR 2120 the Chancellor chairs a district wide planning council which provides opportunities for administrators, faculty and staff to participate and provide recommendations in the strategic plan and its annual goals.

The Board has adopted policies to convey the expectation for fiscal planning, reserves, contingencies accountability, regular reporting, investments and the overall safeguarding of assets through BP's 3100, 3101.5, 3102, 3110.   There exists both a District Resource Allocation Committee (DRAC) and Basic Aid Allocation Recommendation Committee (BAARC), and BP 3110 Basic Aid Funds Allocation Process govern the responsible allocation of Operating and capital outlay to ensure educational quality and financial stability. The Governing Board is aware of the institutional set standards and analysis of results for improvement of student achievement and learning. Board Policies and administrative responsibilities are available on the District website, these documents establish the Board's role in establishing policy with the acknowledgement that it has the ultimate responsibility for educational quality, legal matters, and financial integrity. The Board regularly reviews reports on student achievement data and metrics demonstrating the District's progress and also reviews resource allocation reports. (Standard IV.C.5)

The Board of Trustees is comprised of seven members elected at-large to four-year terms by the voters in South Orange County (as per BP 106). Board members reside in the areas they represent. The terms are staggered with elections being held every two years, in even years, in connection with the general election. The Board bylaws and policies regarding the Governing Board's size, duties, responsibilities, structure and operational procedures are readily available in print and /or online. (Standard IV.C.6)

The Governing Board acts in a manner consistent with its policies and bylaws. The Board regularly assess its policies and bylaws for their effectiveness in fulfilling the college/ district/system mission and revises them as necessary.   The report states, "The Board Policy and Administrative Regulation Advisory Council (BPARC) is a district wide participatory governance committee that systematically reviews and updates Board policies. Once revisions are made and approved by the committee they're presented to chancellor's Council for review. They are then presented as a monthly agenda item for Board review and discussion. The following month they are approved, and then posted on the District's website."   (Standard IV.C.7)

The Board regularly reviews key indicators of student learning and achievement.
The Board is updated annually with research and reports on institutional effectiveness, student success and completion. Presentations are made at public Board meetings so that trustees have opportunities to publically review and discuss indicators outlined by the Student Success Scorecard. In addition, the Board reviews the ACCJC Annual report which include institution-set standards, goals/ targets, student achievement measures for basic skills, CTE and degree and certificate programs.   In reviewing their ACCJC set standards the College has gone into great detail about its student learning outcomes, and showed degree and certificate targets, and highlighted how they are number 2 in the state for in state and out of state transfer. (Standard IV.C.8)

The chancellor and District services staff, in consultation with the president of the Board facilitate an annual Board retreat. BP 109 confirms that the Board is committed to its ongoing development of a Board and to trustee education program that includes new trustee orientation.

Evidence of this includes Board attendance at the CCLC effective trustee workshop in January, CCLC presenters at Board workshops, completion of online accreditation basics, new Board members' orientation, incoming Board members meeting with each vice chancellor and president to understand the areas, and ethics training through the California fair political practices commission. (Standard IV.C.9)

Board policies clearly establish a process for Board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Governing Board regularly evaluates its practices and performance, including full participation in Board training, and makes public the results. The results are used to improve Board performance, academic quality and institutional effectiveness. Board Policy 172 (Board Self-Evaluation) requires that an annual self-evaluation be conducted by the Board. "The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas in which it may improve its functioning". All employees are invited to participate in providing feedback through a survey. A special meeting of the Board is conducted by a third-party facilitator, and the information is posted for transparency. (Standard IV.C.10)

The Governing Board upholds a code of ethics and conflict of interest policy, and individual Board members adhere to the code. The Board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the Board members have no employment, family, ownership or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. Board Policy 110 (Code of Ethics/Standards of Practice) outlines the Board's code of ethics and includes clearly stated procedures for addressing violations of the code. Board Policy and Administrative Procedure 154 (Conflict of Interest) articulate expectations for Board member conduct. (Standard IV.C.11, ER 7)

The Board sets policy with the delegation of responsibility to the Chancellor and college presidents for the execution of policies and procedures. Board Policy 2100 (Delegation of Authority to the Chancellor) asserts that in compliance with provisions of Ed Code, the Board delegates full responsibility and authority to the chancellor. BP 2101 (delegation of authority to the College President) states that "the president is the Chief Executive Officer of the College and the president reports to, assists, and supports the chancellor in the performance of the duties delegated by the Board in BP 2100 (updated 3-21-16). The Board sets clear expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters and financial integrity. (Standard IV.C.12)

The Governing Board is informed about the Eligibility Requirements, the Accreditation

Standards, Commission policies, accreditation processes and the college accredited status, and supports through policy the College's efforts to improve and excel. Through training and presentation, Board members remain informed. All Board members have completed the ACCJC's online accreditation basics training. District services administrators participate on the College accreditation steering committees and keep the chancellor updated on progress, and both colleges publish comprehensive accreditation resources on the college websites. The Governing Board is informed of institutional reports due to the commission and of the recommendations to the institution. (Standard IV.C.13)

Conclusion
The College meets the Standard. Commendation for the Governing Board's ongoing training for the accreditation process and standards, eligibility requirements and commission policies as well as ongoing review of student success data, ACCJC Set Standards and scorecard and equity data, to ensure the cycle of assessment and improvement. (IV.C.13)

Commendation for District Planning and Decision Making Manual that was developed through a shared governance process that included District Academic Senate, College Leaders and District Leadership. (IV.C.5 and IV.D.4)

<u>Recommendations for Improvement and Compliance</u>

None.

Standard IV.D: Multi-College Districts or Systems

General Observations
The Chancellor meets regularly with the college presidents and faculty and staff leaders to facilitate collaboration, team building, and mutual support for the colleges. The interim chancellor also uses formal forums including district wide participatory governance meetings, facility groundbreaking and grand opening ceremonies, district wide emails, and the Chancellor's Opening Session to communicate her expectations for educational excellence and integrity with college, District, and community stakeholders.

Findings and Evidence
The Chancellor provides leadership and encourages employees to work together toward educational excellence and integrity. Roles have been clarified, and responsibility and authority between the colleges and the District Services are outlined in the Chancellor's Perspective and district wide Function Map. The Chancellor holds the presidents to clearly articulated standards for educational excellence, student's success and fiscal stability. District Services provide centralized functions enabling the District to operate more economically and efficiently. Both a district wide function map and a district wide planning and decision making manual exist and are very clear. (Standard IV.D.1)

The District Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District and assures support for the effective operation of the colleges. The District Chancellor ensures that the colleges receive effective and adequate District provided services to support the college in achieving their missions. The Chancellor has clearly communicated the delineation of functions and responsibilities of District Services from those of the colleges in accordance with Board policies 2100 and Function map. A road show was instituted when, in a survey, there were statements that the District overstated its boundaries on college functions. As a result of what was previously perceived as unhealthy competition between the colleges and the District, a Barriers Task force was developed and a HUGS (Higher Understanding Gathering Sessions). Colleges and District services are charged to implement the recommendations and work is ongoing. The delineation of responsibilities is regularly evaluated for effectiveness.

The District has established resource allocation policies and procedures that support effective operations and sustainability of the colleges and the District. DRAC and BAARC are the primary committees and provide leadership on district level budget policies and recommendations. A procedure is in place that even though the District is basic aid, the only funds allocated are those that would have been allocated had the colleges been apportionment funded colleges through SB 361. The excess revenue above an apportionment is allocated for one time purposes and shall not be used for ongoing expenditures. A general fund reserve for economic uncertainties of no less than 7.5%. The District has a long history of financial conservatism. (Standard IV.D.3)

The Chancellor delegates full responsibility and authority to the CEO's of the colleges to implement and administer delegated District/system policies without interference and holds the college CEO's accountable for the operation of the colleges. As per multiple policies and

procedures, the chancellor gives full responsibility and authority to the college president. The president is the final authority at the college level to provide leadership in planning, budgeting, hiring, supervision and developing community partnerships. As per the District Wide Function Map noted in evidence the presidents serve as chief executives for their colleges and ensure the quality and integrity of programs and services, fiscal sustainability and accreditation of their colleges. (Standard IV.D.3, IV.D.4, IV.D.8)

SOCCCD has established mechanisms for integrated district wide strategic planning. Assessment mechanisms include discussion and subsequent updates of governance and decision-making processes, district wide surveys, college wide surveys, governance self-evaluation and AUR's. District planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness. The South Orange County CCD has adopted district wide integrated processes for fiscal, facilities, strategic, and technology planning with goals that promote student learning and Institutional effectiveness. AR 2120 states that District wide goals will be integrated with the Colleges and District Services and reflect in their respective written planning documents. The district wide Integrated Budget Planning Resource Guide provides information about the planning and budget process in the District. From a fiscal standpoint, the Budget Development Guidelines and the application of the District Resource Allocation Model align the college planning process with the District planning process. Also, the College's Education and Facilities Plans are integrated with and inform the overall District's Education and Facilities Master Plan. (Standard IV.D.5, IV.D.33, IV.D.35, IV.D.36, IV.D.37, IV.D.38)

SOCCCD has a robust participatory governance process in which numerous councils and committees with diverse representation meet regularly to enhance communication and ensure the effective and timely flow of information. Brown act is followed, Share Point site is utilized and council members are responsible for communication and information back to their constituencies in a timely manner. The colleges are well informed about District issues, Governing Board actions, and interests that have an impact on operations, educational quality, stability, and the ability to provide high quality education. BP 2001 states communication is established within the organization to allow for orderly transaction of business. The chancellor reports outcomes from Board meetings in Board Highlights, a newsletter sent out via email following the regular Board meeting. Road Shows and other forms of district wide emails ensure a high level of effective operations and constant communication with employees. Strategic planning goals include the need for ongoing efforts to promote respectful interactions and collaboration. The SharePoint site has been a huge addition and committees and councils have increased their membership to ensure broad constituent representation to improve transparency about processes. (Standard IV.D.6)

The District Chancellor regularly evaluates District and college role delineations, governance and decision making processes to assure the integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. There is a robust evaluation process of college role delineation, governance, and decision making process that ensures their integrity and effectiveness in assisting the college in meeting their goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement. Improvements are made as a result of evaluations. There is a bi-annual review

of the district wide function map and the district wide planning and decision making manual. Any revisions made are based on input from the participatory governance committees, administrative units, and the Chancellor's Cabinet and college stakeholders. There is an annual process for governance committee evaluations and analysis and reporting of results. The District has institutionalized the cycles and continues to review and revise processes to assure integrity and institutional effectiveness. (Standard IV.D.7)

Conclusion
The District partially meets the Standard.

See Standard IV.C commendations listed under "Conclusion."

Recommendations for Improvement and Compliance

District Recommendation 1 (Compliance)
In order to meet the standard, the South Orange County Community College District must implement a system that ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (III.A.5, IV.D.2)

Quality Focus Essay Feedback

Saddleback College identified two "quality focus projects" for further study and action that the College believes will have strong potential for improving student learning and/or student achievement. The College claims that these projects emerged from its examination of its own effectiveness while preparing the accreditation report. The QFE focuses on the two following areas: the first is on improving the student success metrics for institutional effectiveness and the second on improving online education. The College developed action projects for both areas using a matrix that includes action steps, implementation dates, completion dates, responsible parties, resources required to accomplishes the tasks, and plans for assessment. ACCJC states the "projects should be vital to the long-term improvement of student learning and achievement over a multi-year period." The QFE displays a timeline to improve metrics began in October 2016 and scheduled for completion by July 2019. The QFE states that the online project started in August 2016 and concludes by May 2017.

First, the College needs to verify whether these timelines are realistic. For example, did the College begin as scheduled, and what is the status of the various projects? It appears to the visiting team that both projects (especially the online) may have too aggressive and unrealistic timelines for completion.

Second, on the student success metrics for improving institutional effectiveness, it appears that the action plan deals with the establishments of better metrics but does not address the ways in which these metrics and assessments might lead to actual improvement of student learning outcomes or improving institutional effectiveness.

Third, about the online project, it primarily seems to focus on developing the DE plan. The last two action items deal with implementation but without much detail. The dates for implementation do not match up. For example, implementation for all major areas is to begin August 2017 and scheduled for completion in April 2017. This part of the essay seems to need more detail and some correction of dates.

In sum, it appears the QFE is somewhat incomplete and does not fully deal with both areas of focus. Concerning the first area, more attention should focus on the strategies to use for improving metrics to actually increase student success and assess institutional improvement. In regard to the online project, more attention should be given to the implementation and assessing the effectiveness of the new DE plan.