December 6, 2010

Dr. Tod A. Burnett
President
Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

Dear President Burnett:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met November 4-5, 2010 to review the Substantive Change Proposal from Saddleback College to offer programs at the Advanced Technology Education Park (ATEP).

The Committee acted to approve the proposal and thanks the college for the completeness of the additional information submitted about student services offered at ATEP.

On behalf of the Commission, I wish to express continuing interest in the institution’s educational programs and services. It remains the College’s responsibility to inform the Commission of any program change. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Susan B. Clifford, Ed.D.
Vice President

SBC/mg

Cc: Dr. Donald Busche, Accreditation Liaison Officer
Ms. Dixie Bullock, Interim Chancellor
Ms. Martina Fernandez-Rosario, U.S. Department of Education
RESUBMISSION

ACCJC SUBSTANTIVE CHANGE PROPOSAL

A LOCATION GEOGRAPHICALLY SEPARATED FROM THE MAIN CAMPUS
AT WHICH SADDLEBACK COLLEGE OFFERS AT LEAST
FIFTY PERCENT OF EDUCATIONAL PROGRAMS

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692

October 4, 2010

Prepared by:
Dr. Don Busché, Acting Vice President for Instruction
Saddleback College
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OVERVIEW OF SUBSTANTIVE CHANGE

The purpose of this proposal is to request approval for Saddleback College to offer classes that constitute at least 50% percent of the coursework in the Rapid Digital Manufacturing Program at the Advanced Technology and Education Park (ATEP) campus. The ATEP campus is located 19 miles north of the Saddleback College campus at 15445 Lansdowne Road, Tustin, California, 92782

Introduction and Background

The South Orange County Community College District (SOCCCD) includes two colleges: Saddleback College in Mission Viejo, CA and Irvine Valley College (IVC) in Irvine, CA. On January 9, 2006, the SOCCCD filed a Substantive Change Proposal with the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the development of an off-site location on 68 acres of land at the Marine Corps Air Station-Tustin (MCAS-Tustin), which was decommissioned in 1999.

As described in the January 9, 2006 Substantive Change Proposal, the city of Tustin, which was granted the land following closure of MCAS-Tustin, conveyed the land to SOCCCD in April 2004. The conveyance stipulated that the land would be used solely and continuously as an advanced technology education campus. Courses to be offered at the ATEP campus included high-technology programs that were offered at Saddleback College and IVC.

On May 31, 2006, SOCCCD received approval from ACCJC Committee on Substantive Change to offer classes at the ATEP campus. An initial campus, consisting of 15,000 square feet of building space consisting of classrooms, administrative offices, restrooms, and a cafe, was completed and the first classes were offered in the fall 2007 semester.

Initially, Saddleback College offered four international language classes at the ATEP campus. In spring 2008, Saddleback College expanded its ATEP offerings to career and technical courses such as medical assisting, business marketing, drafting, entrepreneurship, and network administration as well as general education courses. In ATEP’s initial year of operation (2007-08), Saddleback College offered 23 different courses with a total student headcount of 479 at the ATEP campus.

In preparation for its 2010 Accreditation Self Study, Saddleback College conducted a review of its program and course offerings to validate compliance with the ACCJC standards, rules, and regulations. This review included an audit of the Saddleback College course offerings at the ATEP campus in spring term 2010. The review found that some of the Saddleback College classes scheduled at the ATEP campus accounted for 50% or more of the course requirements for six Saddleback College career technical certificate programs and associate degrees. It was also learned that the scheduled general education course offerings accounted for more than 50% of the requirements for an associate degree in general studies.

The course enrollments were reviewed further to determine if any student had actually taken 50% or more of the classes in the identified certificate and degree programs. It was determined...
that the scheduling pattern of the courses and the short period of time that ATEP was operational prohibited students from completing the number of courses required to meet this threshold.

Given these findings, Saddleback College submitted a Substantive Change Proposal to ACCJC for approval to offer 50% or more of the course requirements for the six certificate programs and two degree programs on February 11, 2010.

On April 13, 2010, the ACCJC responded to the proposal requesting that Saddleback College prepare a joint addendum with IVC since both colleges were requesting permission to offer classes at the ATEP campus. The joint addendum was submitted to the Committee on Substantive Change on May 5, 2010.

In July 2010, Saddleback College and IVC received notification from ACCJC requesting them to “resubmit proposals with additional information about student services offered at the ATEP, including financial aid”.

In preparation for the resubmission of the Substantive Change Proposal, SOCCCD, Saddleback College, and IVC conducted an extensive review of the reporting structure of the ATEP campus as well as the courses and services being offered at the site. As a result of this review, it was recommended that ATEP become an off-site location of IVC and IVC would assume administrative oversight. At its September 27, 2010, meeting, the SOCCCD Board of Trustees accepted this recommendation and took action to reassign IVC and ATEP personnel to implement the change.

During the review of ATEP course offerings, Saddleback College decided to only offer its Rapid Digital Manufacturing Certificate Program at the ATEP campus. Therefore, this Substantive Change Proposal is requesting permission for Saddleback College to offer 50% or more of its Rapid Digital Manufacturing Certificate Program at the ATEP campus.

A program description and curriculum matrix for the Rapid Digital Manufacturing Certificate Program is included in Appendix A of this Substantive Change Proposal.

**Relationship to the Institution’s Stated Mission**

The mission statements of Saddleback College and the ATEP campus are clearly consistent with the establishment of programs where 50% or more of course requirements may be completed at the ATEP campus. The College mission statement, as printed in the 2010-2011 College Catalog, is:

*To provide a dynamic learning environment and diverse opportunities to fostering student success and contributing to the community.*

Saddleback College is committed to providing high quality postsecondary educational opportunities and is a participant in building the communities it serves and in enhancing the quality of life of individuals in those communities. The ATEP campus is an integral component of Saddleback’s mission. As the economy changes and technology evolves, the need for a trained workforce grows. Saddleback’s mission to enhance the quality of life for individuals and
the community includes ensuring that students can be trained to contribute to the local, regional, and global economies. A trained workforce is mutually beneficial to individuals who have acquired technological skills and the organizations that recruit those individuals to contribute to the goals of the organization. Saddleback College is committed to providing the education necessary in this process. Offering the Rapid Digital Manufacturing Certificate Program at the ATEP campus will enable Saddleback to broaden its scope and better serve the needs of the community, especially in a challenging economy where many people are out of work and seeking to upgrade their technological skills.

This proposed substantive change will not only enhance Saddleback College’s ability to address its mission, but the change will also permit ATEP to fulfill its mission as it was presented in the approved January 9, 2006, Substantive Change Proposal. ATEP’s mission is:

. . . to support the improvement of the competitive position of individuals and of the region through a responsive workforce development strategy. ATEP will create a high-caliber and high-technology learning environment through multiple academic partnerships and strategic public/private alliances, in order to prepare students for successful competition within the local and global economies.

Rationale for Request

The intent for developing the ATEP campus was twofold. First, SOCCCD was gifted 68 acres of land for the express purpose of hosting advanced technology programs created through collaborations with future partners. And secondly, the ATEP campus would provide much needed space for rapidly expanding career and technical programs at both of the SOCCCD’S colleges. As Saddleback College’s career and technical education programs are developed and expanded, the need for specialized laboratories and classroom space will be addressed. The ATEP campus will offer enhanced opportunities for program development and expansion.

As the ATEP campus grows into its planned second phase (a 30-acre expansion), it is anticipated that the number of Saddleback College programs where 50% or more of courses required of degree and certificate programs at ATEP could grow them as well.

PLANNING PROCESS LEADING TO REQUEST FOR CHANGE

Needs and Resource Assessment

To determine the demand for the Rapid Digital Manufacturing Certificate Program and to assist class scheduling, a number of surveys and needs assessments were conducted with community members and local businesses regarding their educational needs. The data analysis of the surveys and assessments indicates that among other subjects, community members are interested in rapid digital manufacturing. The Saddleback College Vice President for Instruction and Dean of Advanced Technology and Applied Science have worked to strategically and incrementally develop a schedule of classes for the Rapid Digital Manufacturing Certificate Program on the ATEP campus.
As noted in the following excerpt from the January 9, 2006, Substantive Change Proposal,

*A key component of ATEP’s vision is to build partnerships with businesses, non-profit organizations, and other academic institutions to create a collaborative and synergistic learning environment for SOCCCD students and career-minded individuals. Building such partnerships will not only aid in the creation of a unique and high-technology campus, but will also be helpful in providing financial assistance for the cost of construction and equipment—expenses not customarily affordable to a community college district.*

To this end, Saddleback College works closely with the Orange County Business Council and local Chambers of Commerce to obtain data on the specific needs of local and regional business and industry. Saddleback College career and technical program faculty hold annual program advisory committee meetings to, among other things, assess the program labor market needs of the community. Moreover, Saddleback College is working with the SOCCCD’S administration and IVC as they plan for the possible ATEP campus expansion.

**Anticipated Effect of the Proposed Change on the Rest of the Institution**

The Saddleback College Rapid Digital Manufacturing Certificate Program is approved by the State of California Chancellor’s Office. Since the program of study is already approved by the state chancellor’s office and was offered successfully at Saddleback College, it is expected that this substantive change proposal will have no adverse impact on the institution. Saddleback College anticipates that the change requested in this proposal will be a positive one for the college as the Rapid Digital Manufacturing Certificate Program will have the opportunity to flourish and expand on the ATEP campus.

**Benefits Resulting from the Change**

As noted in the rationale for this substantive change proposal, offering the Rapid Digital Manufacturing Certificate Program at the ATEP campus affords students the opportunity to achieve their educational, personal, and professional goals while serving the need for a skilled workforce in the college service area. The opening of the ATEP campus has enhanced the delivery of high technology programs by having a site that focuses specifically on these areas. Furthermore, by being able to schedule classes at the ATEP campus, Saddleback College recognizes the opportunities afforded it by building industry partnerships and collaborations. In the immediate future, Saddleback students will have additional access to advanced technology equipment that is customarily too expensive for a community college district to purchase and maintain.

**Institutional Impact**

Given that ATEP has available classroom and laboratory space, the Rapid Digital Manufacturing Certificate Program is a locally and state approved program, and that Saddleback College has established procedures for the scheduling course offerings at ATEP, no additional institutional impact will result from approval of this Substantive Change Proposal. The rapid digital
manufacturing course offerings will continue to grow or retrench based on community needs as measured by the college’s program review and academic master planning processes.

**Preparation for Change**

Due to the popularity of the Rapid Digital Manufacturing Program, the program outgrew its laboratory facility more quickly than anticipated. After an exhaustive review of the Saddleback facilities and given the advanced technological nature of the program, it was determined that the program and students would be better served if the program were offered at the ATEP campus. Therefore, plans were developed to offer the Rapid Digital Manufacturing Certificate Program at the ATEP campus in the 2010-2011 academic year.

**INSTITUTIONAL RESOURCES AND PROCESSES FOR CHANGE**

**Faculty and Staffing**

IVC, which is located less than five miles from the ATEP campus, provides administrative oversight and critical resources such as student support services, safety and security, and facilities and maintenance to ATEP.

In addition, ATEP students have full access to the essential student services functions of Saddleback College and IVC such as Admissions and Records, Financial Aid, CalWORKS, Extended Opportunities Program and Services, and Disabled Student Programs and Services. Additionally, IVC provides a dedicated part-time counselor at the ATEP campus to assist all students regardless of their "home campus" and the ATEP website provides an “Ask a Counselor” service to students accessing information via the web.

It is anticipated that the ATEP student services function will expand to meet co-curricular educational needs of the students with the possible expansion of the ATEP campus. For example, counseling, library, bookstore services, and matriculation and assessment offices would be incorporated into any future campus expansion.

Rapid digital manufacturing courses scheduled at ATEP are taught by Saddleback College faculty who have previously taught the courses on the Saddleback College campus. Currently, there is one full time Saddleback College faculty member teaching 40% of his load in the Rapid Digital Manufacturing Program at the ATEP campus. Additionally three part-time faculty are teaching rapid digital manufacturing classes.

**Equipment and Facilities**

As mentioned earlier in this proposal, the current ATEP campus consists of 15,000 square feet of building space including classrooms, specialized labs, administrative offices, restrooms, and a cafeteria. All classrooms and labs are equipped with state-of-the-art instructional technology that classifies them as “smart” classrooms. The equipment and functionality of the classrooms are identical or superior to the Saddleback College campus facilities.
A Student Resource Center that houses an open computer lab, online library services, and printing service is available Monday through Friday during normal business hours. This resource center functions and serves the ATEP campus similar to the open computer labs on the Saddleback campus. The Student Resource Center also provides information to students regarding four-year colleges, career development, and commonly used reference materials.

**Fiscal Resources – Initial and Long Term**

The SOCCCD is a basic aid (“excess revenue”) district. This means that its local property taxes equal or exceed the district’s per pupil revenue limit. Consequently, the district does not receive funding based on student enrollment (apportionment). As a basic aid district, SOCCCD is permitted to keep the money from local property taxes and student enrollment fees and still receive state categorical program funding. This arrangement strengthens the link between the local community and the colleges, allowing local taxpayers to hold their colleges accountable for the quality of the educational services they provide. Fortunately, SOCCCD estimates that it will remain a basic aid district for the next several years.

The method for distributing the fiscal resources is implemented through the District Office of Fiscal Services. The first step in the process is to determine the basic aid or “excess revenue.” This is accomplished by calculating the revenue the district would have received from state apportionment and deducting that sum from the local property tax revenue and student enrollment fees. The reasons for calculating the basic aid (excess) revenue is that the budget development guidelines specify that basic aid revenue is to be used for short-term, one-time only projects. The majority of resources allocated to Saddleback College is data driven and reflects the needs of the institution through application of state mandated guidelines and the governing board approved budget guidelines. In addition, Saddleback College is able to submit Basic Aid funding requests to the district.

The SOCCCD is committed to ensuring the availability of fiscal resources necessary to support all programs of study regardless of where they are offered.

**Plan for Monitoring Outcomes**

All Saddleback College programs undergo the same program review regardless of where they are offered. Annually, trend data that suggest overall effectiveness including such items as enrollment, certificates and degrees awarded, FTES, and cost per FTES are examined. Every three years, each course is reviewed and updated. Every six years, departments conduct a full program review for the Program Review Committee. In accordance with California Code of Regulations Title 5, Career and Technical Education (CTE) programs are reviewed every two years in addition to the College’s regular program reviews. The Rapid Digital Manufacturing Certificate Program is a CTE program. There are no monitoring (or any other) distinctions made between whether students earn course requirements toward a degree or certificate at the Saddleback College campus or the ATEP campus.
Student surveys are completed at the end of each semester for all ATEP courses to gain valuable qualitative feedback. This information is analyzed by the Saddleback College Vice President for Instruction and the Dean of Advanced Technology and Applied Science and the program faculty to improve the overall experience at ATEP. In the most recent surveys, students have commented that they like the convenience of the campus because of its close proximity to the freeways and the fact that the campus is small and parking is convenient. Overall, students report that the quality of instruction is superb and they like the high tech "feel" of the buildings.

EVIDENCE OF INTERNAL AND EXTERNAL APPROVALS

Administrative

The Saddleback College Curriculum Committee is co-chaired by two faculty members who receive reassigned time to serve in this capacity. Voting members approve all new or modified courses, new or modified programs of study, and student learning outcomes for all courses. The SOCCCD governing board approves Saddleback College curriculum each spring semester prior to sending the curriculum to the California State Chancellor’s Office for review and approval.

External Regulatory and Legal Requirements

The California Community Colleges State Chancellor’s Office (CCCCO) approves all new and/or modified programs of study in accordance with California Code of Regulations Title 5. The SOCCCD Board Resolution 08-35 to approve the final Long-Range Academic and Facilities Plan for the ATEP property is included in Exhibit 5. Since the ATEP campus is recognized as a SOCCCD site by the CCCCO, approval for Saddleback College courses and programs includes approval for them to be offered at either site or both. See Appendix B for verification that the Rapid Digital Manufacturing Program was approved by the CCCCO.

SOCCCD Governing Board Approvals

SOCCCD governing board policy requires all programs of study be approved by that body. All programs included in the CCCCO Inventory of Programs were approved prior to submittal for state approval.

All district constituents and governance groups were involved in program planning and development discussions related to the ATEP campus. This substantive change proposal will be presented to the SOCCCD governing board as an information item at its October 2010 meeting.

EVIDENCE OF MAINTENANCE OF ELIGIBILITY REQUIREMENTS

The Accrediting Commission and the Western Association of Schools and Colleges (WASC) have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements and the impact of this substantive change proposal (if any) on the eligibility requirements follows. Documentation is either included in this substantive change proposal or referenced for each requirement.
1. Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

Saddleback College is accredited by ACCJC, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. Saddleback College has been accredited since 1967. Accreditation visits are made every six years by the Western Association of Schools and Colleges (WASC).

2. Mission

The institution’s educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The Mission of Saddleback College will not change. The mission statement is and will continue to be reflective and inclusive of all college sites. The college’s mission statement is found in several documents, including the College Catalog, and Strategic Plan and Educational Master Plan. The mission statement is reviewed yearly by the college Consultation Council and presented to the SOCCCD governing board each spring for review and approval.

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board’s membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they 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.

The seven-member Board of Trustees of the SOCCCD governs Saddleback College. The governance is inclusive of all Saddleback College sites. The Board holds monthly meetings that are open to the public with notices and agendas widely posted in advance. The ATEP campus is
embraced by the governing board as critical to the mission of Saddleback College and to providing educational opportunities to the SOCCCD service area. The biographies of the individual board members may be found on the SOCCCD Board of Trustee’s Web site at: http://www.socccd.edu/about/about_board_map.html. The current SOCCCD Board of Trustees Policies are available at: http://www.socccd.edu/about/about_boardpolicy.asp.

4. Chief Executive Officer

_The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board._

Dr. Tod A. Burnett, President of Saddleback College, has primary responsibility for the college and has executive responsibilities for administering Board policies. Board Policy 2101, Delegation of Authority to the College President (Appendix C), outlines Dr. Burnett’s responsibility as the Chief Executive Officer of Saddleback College.

5. Administrative Capacity

_The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose._

The administrative staff size at Saddleback College and at the ATEP campus are adequate in number, experience, and qualification to provide appropriate administrative oversight to the courses and programs offered on the ATEP campus. IVC works closely with Saddleback College administration through participation on the College and District councils, committees, and other joint efforts. See Appendix D for listing of Saddleback College administrators and IVC administrators assigned to the ATEP campus.

6. Operational Status

_The institution must be operational, with students actively pursuing its degree programs._

Seventy-five students are currently enrolled in the Rapid Digital Manufacturing Certificate Program courses at ATEP. A Saddleback College enrollment history, as well as enrollments in certificate and degree programs by year, is published in the Saddleback College Institutional Effectiveness Report and may be found on the Web at the following URL: http://www.saddleback.edu/asenate/EPACommittee.html. Annual enrollment updates may be found on the Web at the following URL for the College’s Research and Planning Office: http://www.saddleback.edu/rpg.

Hardcopies of the college’s current class schedule are available on both the college and the ATEP campus. The printed schedule clearly identifies the location (site) where sections are offered. A “searchable” class schedule of all Saddleback College classes is available on the Saddleback website site at http://www.Saddleback.edu/schedules.htm.
7. Degrees

*A substantial portion of the institution’s educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.*

Students are provided with several options for fulfilling the requirements for an associate degree at Saddleback College. Each is designed to meet specific educational goals. Through careful course scheduling and enrollment management strategies, course enrollments meet the strategic goals of the college while meeting student needs related to course and degree completion.

Students may fulfill a major in any of the career and technical areas as well as several general areas by completing a minimum number of units (as specified in the College Catalog) and upon completion of general education requirements specified for a specific area. Degree opportunities, transfer courses and certificate of achievements are clearly identified in the College Catalog.

8. Educational Programs

*The institution’s principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.*

Successful completion of approved programs at Saddleback College may lead to an Associate of Arts or Associate of Science Degree; a Certificate of Achievement or a Skills Award in a specified career or technical field; or completion of lower division (freshman and sophomore) requirements for transfer to upper division (junior) standing at a four-year college or university.

The names of the degrees offered at Saddleback College reflecting the institution’s mission statement are found in the current College Catalog. Course descriptions are also found in the catalog. Each semester’s Schedule of Classes identifies the site where courses are offered. The College’s Curriculum Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor regardless of the site where sections are offered or whether sections are offered online.

9. Academic Credit

*The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.*

Institutional policies on transfer and awarding of credit are specified in the College Catalog. The educational programs offered at Saddleback College as well as the Rapid Digital Manufacturing Certificate Program offered on the ATEP campus are consistent with the College Mission “to
provide a dynamic learning environment and diverse opportunities to fostering student success and contributing to the community.” These programs and courses have sufficient content and length and are based on Title 5, section 55002.5 of the California Administrative Code. Credit is assigned to courses based on the “Carnegie unit” which expects student to complete 18 hours of work for one unit of credit.

10. Student Learning and Achievement

_The institution must define and publish for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes._

At the course level, Saddleback College faculty have integrated student learning outcomes and assessment into the course development and review processes using its curriculum management database system: CurricUNET. At the program level, the program review process includes a strong emphasis on student learning outcomes and assessment strategies. Overseen by the Curriculum Committee, all programs have established learning outcomes and assessment plans. Further, the General Education Committee embraces demonstrable student learning outcomes as the foundation of the general education package. Course outlines of record, including the minimum standards, are maintained in the CurricUNET database. Outcome data from the educational program reviews are also available in the CurricUNET database.

11. General Education

_The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education._

Saddleback College has three patterns of General Education courses (Saddleback College GE, CSU GE and IGETC) that promote the student’s personal, cultural and intellectual growth. Students who successfully complete the general education requirements will be better prepared to evaluate and appreciate physical, cultural, and social environments. Successful completion of the courses will contribute to a better self-understanding.

General education courses are listed in the College Catalog. All course descriptions are found in the Catalog and verification of their quality and rigor is provided. The college’s Curriculum Committee approves all courses to be included in general education sequence. General education courses are taught on the Saddleback College campus. All Saddleback College courses are taught in accordance with course outlines of record, with assessment of approved student learning outcomes regardless of teaching site.
12. Academic Freedom

The institution’s faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The college’s academic freedom policy for faculty and students is set forth in Board Policy, 6120. It is also made available in the faculty handbook and on the college’s web site at http://www1.socccd.cc.ca.us/docs/board/policies/BP-6120AcademicFreedom.pdf. The District’s academic freedom policy is applicable regardless of site.

Academic Freedom includes the protection of the opportunity for the teacher to teach, and for the teacher and the student to study, without coercion, censorship, or other forms of restrictive interference. Academic freedom encourages the flow of ideas with the recognition that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law.

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Saddleback College employs 231 full-time faculty member and over 621 part-time faculty members. Information about full-time faculty including name, title, and degrees are listed in the College Catalog. Information regarding part-time faculty is kept in the academic division offices and in the SOCCCD Human Resource Department office. The Saddleback College faculty handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning. Faculty who meet minimum qualifications, according to the California State Chancellor’s Office, are assigned to teach sections at all sites.

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

At its September 27, 2010, meeting, the SOCCCD Board of Trustees reorganized the ATEP administrative structure to better define the functional and administrative relationship of the ATEP campus to the colleges. As a result of this reorganization, ATEP was designated as an off-site location administered by IVC. This reorganization has clarified the roles and responsibilities as related to the various student services areas. The IVC Vice President of Student Services serves as administrator for student services at the ATEP campus. The IVC Vice President is supported by the IVC Dean of Counseling Services. The IVC Dean of Career
Technical Education and Economic Development, who is located on the ATEP campus, assists the Vice President and Dean of Counseling Services with this function on the ATEP campus.

Several procedures are now in place to ensure, promote, and achieve student success at the ATEP campus.

A link to the student services available on the ATEP campus is prominently located on the ATEP website at: http://www.atep.us/studentservices/default.asp / and a link to the Saddleback College student services website is available at: http://www.saddleback.edu/vpss/.

Saddleback College is firmly committed to the success and retention of students regardless of the classroom location, and there are no implications that this substantive change proposal will have an adverse affect on past, present, or future Saddleback College students. The student services programs available to Saddleback College students on the ATEP campus include:

**Admissions.** The admissions process is available online via CCApply, an internet based application and registration portal. Once enrolled, students may register for classes, pay their fees, check their placement levels, and update their contact information via MySite (student web portal provided by the district).

The MySite portal is of great importance to ATEP students because it provides access to the academic calendar, prerequisite list, important deadlines, forms and brochures, and general information. In addition, students can view their grades and obtain transcript information online.

**Financial Aid.** Saddleback College students attending classes on at ATEP have access to Saddleback College’s financial aid information through the Saddleback College website, including instructions on the process, types of aid, and forms. Federal financial aid applications are available both in print and online for students to use at their own discretion.

The part-time ATEP counselor is available to answer general questions and refers students to the appropriate individual on the Saddleback campus for more in depth and/or personal assistance. In the 2009-10 academic year, the Stars Scholarship Tracking and Review System (an online scholarship application process) was implemented at Saddleback College. This system allows the Student Financial Assistance/Scholarship Office to select applicants, track awards more effectively, and ensure the timely distribution of funds.

In the fall of 2010, the Financial Assistance/Scholarship Office implemented the Higher One Saddleback Card. This system allows financial aid disbursements to be deposited directly to a debit card or transferred to the student’s bank account.

California Residents can also apply for the Board of Governors’ Fee Waiver online via the FAFSA application. Security measures are in place for off campus interaction with the Financial Aid Office by identification of a financial aid password.

**Academic Advising, Counseling, and Transfer.** The part-time ATEP counselor provides academic advising and counseling throughout the academic year. The counselor is available by appointment or online through the “Ask a Counselor” link on the ATEP home page. The Saddleback College Transfer Center’s website provides ATEP students and counselor access to
information on transfer, specific agreements for transfer with individual colleges, and forms for assessing progress in fulfilling the requirements for transfer.

For those students who have a clearly defined educational goal, the part-time ATEP counselor uses the district developed program, MAP (My Academic Plan), to guide students through the process of creating their own personal academic plan.

**Course Placement.** Because there are various ways of demonstrating placement or completion of a requirement, students rely on counseling and advising services. The part-time ATEP counselor as well as the program instructors assists students in proper course placement and in determining prerequisites.

**Campus Safety and Security.** IVC provides campus security, patrols the ATEP campus. Their officers investigate and report any crimes and incidents for proper action. Officers also enforce parking regulations and issue parking violation tickets. These uniformed officers work closely with jurisdiction police officers who quickly respond for back-up when requested. If the event does not requiring police assistance, campus safety and security officers will escort student(s) to the office of the Dean of Career Technical Education and Workforce Development for student disciplinary action as appropriate. Security officers will also provide escort service to one's vehicle upon request.

**EOPS/DSPS Services.** The Dean of Career Technical Education and Workforce Development and the part-time ATEP counselor act as liaisons between ATEP students and faculty to assure that equal opportunity for a quality education is provided. The part-time ATEP counselor performs initial assessments and makes referrals to the student’s "college of record" (Saddleback College or IVC) for learning disability assessment, test proctoring, and specialized tutoring. When there is an identified, documented need, the college of record provides learning specialists for the following: study skills and learning strategies, talking books, academic progress monitoring, referrals to outside sources, coaching, goal setting, and adaptive equipment and software. The budget for these services is provided through the general fund and categorical budgets of the student’s college of record.

**Student Health Services.** The student’s college of record is the primary provider of non-emergency health services to students on the ATEP campus. Emergency assistance for major illnesses and injuries are referred to local off-campus health care providers.

ATEP uses its website, schedule of classes, and the colleges' student handbooks to adequately describe student services. The College catalog, schedule of classes and student handbook are reviewed and updated annually. The website is updated immediately as needed.

15. Admissions

*The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.*

Saddleback College’s admissions policy is included in the College Catalog. A copy of the enrollment application and a statement of student qualifications for admission are included in the
current class schedule. Admissions policies are applicable to all students regardless of the site where courses are offered.

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

A profile of the Saddleback College Library’s holdings and resources may be found on the library web site at http://www.saddleback.edu/library. Saddleback College has an inter-library loan agreement with On-line Computer Library Center, Inc. (OCLC) and provides this service to on-campus and off-campus students during the fall and spring terms. Students are asked to pay any costs charged by the lending library.

In addition to its book collection, the library provides on-campus and off-campus access to 8,144 journals and newspapers. This scholarly collection offers information in nearly every area of academic study. Assistance in locating information is provided by professionally trained librarians “face to face” at the library reference desk, or electronically by phone, e-mail, or live 24/7 chat line. All on-campus and on-line learning resources are available to students taking classes at the ATEP campus.

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

District financial planning and information is under the purview of the Acting Vice Chancellor for Business Services. College financial planning is delegated to the college President with assistance from the Director of College Fiscal Services. Financial planning for the ATEP campus is now delegated to the President of IVC. The current budget for Saddleback College and statement of fund balances for the Saddleback College Foundation are available in the College’s Office of Fiscal Services. The general fund budget for the college includes support across all instructional and student services programs at the college. The support for instructional and student services programs that result in the College meeting Standard II are included in the college budget. The college’s Consultation Council reviews programmatic needs each year based on program review and academic master planning for the purpose of recommending a final budget to the college president.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other
relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

The SOCCCD is a basic aid district which means that the majority of its funding comes from local property taxes. Additional college funding sources come from Federal and State grants and from corporate and private donations. Reports on audit of financials and supplemental information including report on compliance dated are prepared for the SOCCCD and Saddleback College by Macias, Gini, & O'Connell, LLP and are available annually for review in the District Fiscal Services Office. The District meets this eligibility requirement by ensuring a balanced budget that supports all college sites as verified by the certified public accounting firm.

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

The Saddleback College Planning and Budget Steering Committee serves as the strategic planning and budget committee for the college. The 2007-2010 Strategic Plan sets forth the strategic directions, goals, and strategies that Saddleback College is pursuing in order to fulfill the college mission. A copy of the most recent Strategic Plan may be viewed on the strategic planning website at: [http://www.saddleback.edu/gov/sp/index.html](http://www.saddleback.edu/gov/sp/index.html). The most recent institutional evaluations of student assessment and outcomes systems may be found at: [http://www.saddleback.edu/asenate/epacommittee.html](http://www.saddleback.edu/asenate/epacommittee.html).

20. Public Disclosure

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

All of the required information is available from the Saddleback College home page on the web at: [www.saddleback.edu](http://www.saddleback.edu), or in one of the following sources, which are all public documents: the College Catalog, current Schedule of Classes, Saddleback College Student Handbook, Saddleback College Faculty Handbook, and SOCCCD Board of Trustees Policies and Administrative Regulations.
The Saddleback College Public Information Office maintains copies of recent print or media advertisements and press releases for the college. The College Catalog includes addresses to all college sites, services available at all sites, and names of administrators and staff that support each site. The Public Information Office also supports Saddleback College with promotional materials for their course offerings at the ATEP campus.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

A general statement of accreditation for Saddleback College is in the College Catalog. A general description of Saddleback College and a listing of programs of instruction are contained in this same document. A signed letter from the college President, assuring the district’s compliance with ACCJC’s policies, is on file with ACCJC and in the college President’s office. Relations with ACCJC would not be impacted as a result of this Substantive Change Proposal other than the result would be Saddleback College meeting ACCJC’s requirements for instituting substantial changes.

EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED RELATED TO THE CHANGE AND THAT ALL RELEVANT COMMISSION POLICIES ARE

Standard I: Institutional Effectiveness and Mission

As stated on page one of this substantive change proposal, Relationship to the Institution’s Stated Mission, the current mission statement of the college is clearly consistent with the establishment of the Rapid Digital Manufacturing Certificate Program where 50% or more of course requirements may be completed at the college’s ATEP campus. The Saddleback College Mission Statement clearly shows the institutional intent to serve the needs of both individuals and the community by offering a variety of programs and services in transfer education, career and technical education, general education, basic skills education, community education, and support services. In addition to conforming to the actual mission statement, the stated institutional goals that derive from it also support offering programs of study where 50% or greater of program requirements may be earned at the ATEP campus. These statements refer to the “. . . rapid social, cultural, economic, and technological changes affecting higher education” – and the intent of the Saddleback College master plan to quickly address the changing and ever-increasing educational needs of the community.
“Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. (Saddleback College Catalog 2010-2011, Volume XXXXII, page 7 available at: http://www.saddleback.edu/cc/documents/SaddlebackGenifpages7-44.pdf)

This proposed substantive change will enhance the college’s ability to address this purpose. As the college grows, the number of programs where 50% or more of courses required of degree and certificate programs available at the ATEP campus may grow as well. As such, the college is seeking approval to offer the Rapid Digital Manufacturing Certificate Program in this substantive change proposal.

**Standard II: Student Learning Programs and Services**

The college assures quality of the courses offered at the ATEP campus the same as the main Mission Viejo campus. Regardless of the location of delivery, courses and programs of study are approved by the college’s curriculum committee with adherence to the college’s established course outlines of record (as required by the California Community College’s State Chancellor’s Office). All courses are taught with the most appropriate pedagogy and methodology with respect to the official course outline of record and with the use of state-of-the-art instructional technology as noted in the equipment and facilities response on page six of this substantive change proposal. All class sections, regardless of where they are offered, adhere to the appropriate depth and rigor of all sections taught in a discipline. Sections are always scheduled with consideration to what is in the best interest of students, offering choices that will enhance their personal, educational, and professional development and the opportunity to complete certificate and degree programs in a reasonable time frame.

All courses, regardless of location of delivery, adhere to the college’s established student learning outcomes program with oversight by the Educational Planning and Assessment Committee which is a subcommittee of the college’s Academic Senate. Currently all disciplines have approved student learning outcomes and assessments established for courses in their programs. Assessment has been ongoing since 2008. The principles and practices included in the college’s student learning outcomes and program review processes and procedures have resulted in the college’s proficiency in student learning outcomes, program review, and planning and budgeting regardless of whether programs and courses are offered on the Saddleback College campus or on the ATEP campus.

An online orientation to the Saddleback College is offered at the college’s admissions and records office web site at:
http://www.Saddleback.edu/StudentServices/Admissions/onlineorientation.htm. Counseling is available to all students, including those at the ATEP campus on a by-appointment or drop-in basis. On line counseling is also available to all students at the counseling department web site: http://www.Saddleback.edu/StudentServices/Counseling/onlineadvising.htm.

The student support services at the ATEP campus include counseling, a student resource center, and a cafe. As noted in the faculty and staffing section of this substantive change proposal, a
Dean of Career Technical Education and Workforce Development has been re-assigned the ATEP from IVC.

The Saddleback College Counseling Services and Special Programs Division has completed administrative outcomes that are currently assessed and part of the overall proficiency of the college in student learning outcomes, program review, and planning and budgeting. Student learning outcomes are developed and assessed for the overall student services programs and without regard for location. College faculty and staff work to ensure student services are available equally to students regardless of the location or method of instruction of the courses they take.

**Standard III: Resources**

Faculty members are hired and evaluated in accordance with established SOCCCD Board Policies and Administrative Regulations and the current Academic Employee Master Agreement regardless of the site of teaching assignments. Space is available at the ATEP campus for instructor/student consultations and preparation for classes. All Saddleback College faculty have support from administrative. Saddleback College and ATEP facilities are adequate for the number of sections scheduled and number of students served. Both Saddleback College and ATEP provide sufficient maintenance to ensure the safety and security of students. Training in support of technology use in the classroom is available to ATEP faculty at the Saddleback College Innovation and Technology Center (ITC). Training costs are funded through the Saddleback College’s general fund budget.

Further, and as noted in the equipment and facilities section of this substantive change proposal, all ATEP classrooms and laboratories are equipped with state-of-the-art instructional technology that classifies them as “smart” classrooms. The equipment and functionality of the classrooms are identical or superior to the Saddleback College campus facilities. A Student Resource Center that houses an open computer lab, online library services, and printing service is available Monday through Friday during normal business hours. This resource center functions and serves the ATEP campus similar to the open computer labs on the Saddleback campus.

Saddleback College’s planning and budgeting is based on an academic master plan that addresses needs identified by college faculty, staff, and students. The Consultation Council makes the final budget recommendations to the college president. The recommendations are based on the charge of the committee and criteria established for budget development. As a result, programs of study are supported through a collegial process that ensures student success regardless of location or mode of delivery of courses.

**Standard IV: Leadership and Governance**

Saddleback College’s governance processes and procedures may be accessed by all faculty and staff regardless of the teaching location. Students are represented by the college’s Associated Student Government (ASG) with representation from all college sites. ASG officers are elected by students.
As shown in the college’s management organizational chart (Appendix E) all instructional programs are managed by the Saddleback College division deans and the Vice President for Instruction regardless of the site location. Classes scheduled at the ATEP campus have additional oversight by the IVC Dean of Career Technical Education and Workforce Development (Appendix F).

**SUMMARY**

The purpose of this proposal is to request approval for Saddleback College to offer classes at the ATEP campus that constitute at 50% percent or more of the Rapid Digital Manufacturing Certificate Program.

**DOCUMENTATION**

Documentation in support of offering programs where 50% or more of required classes in the Rapid Digital Manufacturing Program be offered at the ATEP campus of Saddleback College are included as the following exhibits:

1. ATEP Campus Floor Plans
2. Sample Saddleback College Class Schedule Page Indicating Address and Classes Offered at the ATEP Campus
3. Map Showing Saddleback College Campus and ATEP Campus
4. Board Resolution Showing Action to Approve ATEP Location
Exhibit 1

ATEP Campus Floor Plans
### Exhibit 2

Sample Saddleback College Class Schedule Page
Indicating Address and Classes Offered at the ATEP Campus

<table>
<thead>
<tr>
<th>ticket</th>
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<th>days</th>
<th>instructor</th>
<th>room</th>
</tr>
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<tbody>
<tr>
<td>54</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### MANUFACTURING

**ADVANCED TECHNOLOGY & APPLIED SCIENCE**

**MFG 200**  
**INTRODUCTION TO RAPID-PROTOTYPING TECHNOLOGY**  
3 Units  
Rec. Prep: ARCH/DR 50 and 51. A comprehensive study of rapid prototyping (RP) and Additive Manufacturing (AM). Primary topics will include prototype fundamentals, terminology, machine technology, advantages vs. disadvantages of various technologies, materials and finishing for industry. Features applied laboratory activities.  
Materials fee of $30.00 payable at registration.  
16210  
06:00PM-07:50  T  
Tackett, E.  
ATEP E101  
06:00PM-08:50  Th  
Tackett, E.  
ATEP E101  

**MFG 203**  
**INTRODUCTION TO MANUFACTURING PROCESSES**  
2 Units  
Study of modern manufacturing techniques. The use of machine tools, testing devices, and inspection methods and relation of design to production and assembly.  
20020  
06:00PM-09:50  F  
Staff  
ATEP E101  

**MFG 204**  
**3D COMPUTER AIDED DESIGN - SOLIDWORKS**  
3 Units  
Rec. Prep: DR/ARCH 50 and ARCH 51. A course in the operation and application of modern computer-aided design using Solidworks. Includes development of 3D computer models from concept to rapid prototyping, component parts, drawings, and assemblies.  
Materials fee of $4.00 payable at registration.  
16645  
06:00PM-08:50  MW  
Dolan, B.  
ATEP B101A  

**MFG 205**  
**SILICONE AND URETHANE MOLD MAKING**  
3 Units  
Study of silicones and urethanes and their applications in mold making. Hands-on class requires students to create silicone and urethane molds of various types. Topics also include vents, sprue, parting lines, and keys.  
Materials fee of $30.00 payable at registration.  
20010  
06:00PM-09:50  MW  
Staff  
ATEP E101  
**Note:** 20010 meets 08-23 through 10-17 and has 2 hours TBA per week.  

**MFG 206**  
**RESIN AND FOAM CASTING**  
3 Units  
Prereq: MFG 205. A comprehensive study of resins and foams used in the casting industry. Students will cast a variety of objects using molds created in the silicone and urethane mold-making class.  
Materials fee of $30.00 payable at registration.  
16095  
06:00PM-09:50  M  
Staff  
ATEP E101  
Lab  
06:00PM-09:50  W  
Staff  
ATEP E101  
**Note:** 16095 meets 10-18 through 12-19 and has 2 hours TBA per week.  
Exhibit 3

Map Showing Main Campus and ATEP Campus
Exhibit 4

Board Resolution Showing Action to Approve the Final Long-Range Academic and Facilities Plan for the ATEP Campus

2. **Final Proposed Resolution No. 08-35 Entitled:**

"Resolution of the Board Of Trustees Of The South Orange County Community College District Adopting The Addendum as Amended by Errata Dated November 2008 To The Final Joint Program Environmental Impact Statement Environmental Impact Report ("FEIS/EIR") For The Disposal And Reuse Of The MCAS Tustin And The MCAS Tustin Specific Plan/Reuse Plan Dated October 1986, As Amended By The Errata Dated September 1998 Pursuant To The California Environmental Quality Act For The Project

Resolution Of The Board Of Trustees Of The South Orange County Community College District Adopting The Long-Range Academic And Facilities Plan Dated June 2008 And As Amended By The Errata Dated October 2008 For The Advanced Technology Education Park Campus

Resolution Of The Board Of Trustees Of The South Orange County Community College District Adopting The Long-Range Academic Plan Dated June 2008 And As Amended By The Errata Dated October 2008 For The Advanced Technology Education Park Campus"

(To be provided to the Board November 2008)

3. **Draft Long-Range Plan June 2008; RGP Planning & Development Services (Provided to the Board June 2008)**

4. **Draft Long-Range Plan Errata, October 2008; RGP Planning & Development Services (Previously provided to the Board October 2008)**

5. **Draft Long-Range Academic Plan, June 2008; RGP Planning & Development Services (Provided to the Board June 2008)**

6. **Draft Long-Range Academic Plan Errata, October 2008 (RGP Planning & Development Services) (Previously provided to the Board October 2008)**

7. **Market Feasibility Study For Potential Studio/Soundstage Component, Advanced Technology & Education Park, Tustin, CA; October 2008; The Natelson Dale Group (Previously provided to the Board October 2008)**

8. **Letters of Support (Numerous and Various Dates) Two Sets) (First set previously provide to the Board October 2008 and second set to provided to the Board November 2008)**

9. **Addendum / Initial Study, RGP Planning & Development Services (Previously provided to the Board October 2008)**

10. **Addendum / Initial Study Errata; November 2008; RGP Planning & Development Services (To be provided to the Board November 2008)**

Item Submitted By: Dr. Raghu P. Mathur, Chancellor
Appendix A

Program Description and Curriculum Matrix for Programs Addressed in this Proposal

### Rapid Digital Manufacturing

**Certificate Program**

(Saddleback College)

Rapid Digital Manufacturing addresses the competencies required by technical, engineering, and management professionals working in industry where products are designed and developed, with specific emphasis on mechanical/manufacturing, art/animation, medical imagery, geographic information systems, and architecture.

The program is designed to develop a solid educational foundation for graduates to work closely with engineers, designers, and professionals in multiple industries, using additive processes for product development, 3D visualization, art, entertainment, architecture, medical modeling, and geographic information systems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Lecture</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
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<td>CIM 221</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
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<td>Computer-Aided Drafting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>DR 152*/ARCH 152*</td>
<td>Advanced Computer-Aided Drafting</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MFG 200*</td>
<td>Intro to Rapid-Prototyping Technology</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MFG 201*</td>
<td>Adv. CAD Model Marking &amp; Tooling</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>MFG 203</td>
<td>Intro. To Manufacturing Processes</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>MFG 204*</td>
<td>3D Computer-Aided Design - Solidworks</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>MFG 205</td>
<td>Silicone and Urethane Mold Making</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MFG 206</td>
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<td>3</td>
<td>2</td>
<td>3</td>
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<tr>
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</tbody>
</table>

**Total Units** 30-33
Appendix B

California Community College Chancellor’s Office
Inventory of Approved Saddleback College
Degree and Certificate Programs

Rapid Digital Manufacturing

CA Community Colleges Chancellor's Office
(891) Saddleback College
[Program Inventory Last Updated on: 03/11/10 04:09:35]

<table>
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<tr>
<th>T.O.P.</th>
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<td>24</td>
<td>24</td>
<td>S</td>
<td>2008</td>
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<tr>
<td></td>
<td>Rapid Digital Manufacturing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KEY TO THE COLUMN HEADINGS

- **T.O.P. Title (red).** This is the standard name associated with the T.O.P. code.
- **Local Title (green).** This is the local program title, which may be more specific than T.O.P. title.
- **Cert Units.** Minimum number of core units and restricted electives required for a certificate. Expressed as semester units for all colleges except DeAnza, Foothill, and Lake Tahoe, whose listings are in quarter units.
- **Degree Units.** Minimum number of core units and restricted electives required for the major or area of emphasis, and any closely associated prerequisites, in an associate degree program. Excludes general education and open electives. Expressed as semester units for all colleges except DeAnza, Foothill, and Lake Tahoe, whose listings are in quarter units.
- **Degree Type.** "A" indicates Associate in Arts, "S" indicates Associate in Science, and "B" indicates that both an Associate in Arts and an Associate in Science are available.
- **Year Approved.** Either the year of initial Chancellor's Office approval; or, for some programs, the year the program was first offered locally.
- **Unique Code.** This number identifies the program for data reporting purposes. If the unique code is “00000” you may request the correct number from the Chancellor’s Office.
Appendix C

SOCCCD Board Policy 2101
Delegation of Authority to the College President

BOARD POLICY

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

DELEGATION OF AUTHORITY TO THE COLLEGE PRESIDENT

The President is the Chief Executive Officer of the college. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees in Board Policy 2100. The President is responsible for implementing the colleges’ strategic plan and district policies. The President’s administrative organization shall be the established authority on campus and the College President is the final authority at the college level.

The Chancellor delegates authority to the College President for the following functions:

1. Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan. Based upon on-going institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provide leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the college budget and assume fiscal responsibility.
6. Provide college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Propose strategies for selecting and retaining a diverse high quality full-time faculty, staff and administrators.
8. Select and extend offers of employment for faculty, administrators and classified positions for the college.
9. Provide leadership and empower the administrative team.
10. Provide leadership focusing on accountability and professional conduct.
11. Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations.
12. Develop and implement emergency preparedness plans.
13. Provide a participatory governance process.
14. Other related functions.
Appendix D

Listing of Saddleback College Administrators
and
IVC Administrators Assigned to ATEP

Saddleback College Administrators

Dr. Tod A. Burnett, President
Dr. Don Busché, Acting Vice President for Instruction
Dr. Juan Avalos, Vice President for Student Services
Carol Hilton, Director of College Fiscal Services
Gretchen Bender, Director of Planning, Research, and Grants
Don Taylor, Dean, Advanced Technology and Applied Science
Rocky Cifone, Dean, Business Science and Workforce and Economic Development
Jerilyn Chuman, Dean, Counseling Services and Special Programs
Terence Nelson, Assistant Dean, Counseling Services and Special Programs
Brad McHenry, Dean, Fine Arts and Media Technology
Sandra Marzilli, Director, Emeritus Institute
Dr. Donna Rane-Szostak, Dean, Health Sciences and Human Services
Tammy Rice, Assistant Dean/Director Nursing
Dr. Kevin O’Connor, Dean, Liberal Arts and Learning Resources
Dr. James R. Wright, Dean, Mathematics, Science, and Engineering
Tony Lipold, Dean, Physical Education/Kinesiology and Athletics
Dr. Patricia Flanigan, Dean, Social and Behavioral Science

Irvine Valley College Administrators
Assigned to ATEP

Dr. David Gatewood, Dean of Career Technical Education and Workforce Development
Bruce Sobczak, Director of Economic and Workforce Development
Appendix F

IVC Management Structure Chart for ATEP

- Glenn R. Roquemore
  President

- Craig Justice
  Vice President of Instruction
  David Gatewood
  Dean, Career Technical Ed. & Workforce Develop.

- Gwen Plano
  Vice President of Student Services
  Elizabeth Cipres
  Dean, Counseling Services

- Counselor
  (Part-time)