



Institutional Self-Evaluation Report (ISER)

Presented to the
Accrediting Commission
for Community and
Junior Colleges

2023





Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Saddleback College

28000 Marguerite Parkway, Mission Viejo, CA 92692

to

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

May 2023

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Elliot Stern
Saddleback College
28000 Marguerite Parkway, Mission Viejo, California 92692

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Julianna Barnes
Chancellor
South Orange County Community College District

Dr. Elliot Stern
President
Saddleback College

Timothy Jemal
President, Board of Trustees
South Orange County Community College District

Tram Vo-Kumamoto
Vice President, Office of Instruction
Accreditation Liaison Officer

Claire Cesareo
Accreditation Faculty Co-Chair

Heidi Ochoa
President, Academic Senate

Michelle Macdougall Jackson
President, Classified Senate

Contents

| | |
|---|-----|
| A. Introduction | 5 |
| College History | 5 |
| Student Enrollment Data | 6 |
| Labor Market Data | 9 |
| Demographic Data | 10 |
| Socio-economic Data | 15 |
| Sites | 17 |
| Specialized or Programmatic Accreditation | 17 |
| B. Presentation of Student Achievement Data and Institution-Set Standards..... | 18 |
| C. Organization of the Self-Evaluation Process | 27 |
| D. Organizational Information..... | 30 |
| E. Certification of Continued Compliance with Eligibility Requirements | 34 |
| F. Certification of Continued Institutional Compliance with Commission Policies | 36 |
| G. Institutional Analysis..... | 38 |
| Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity..... | 38 |
| A. Mission | 38 |
| B. Assuring Academic Quality and Institutional Effectiveness..... | 42 |
| C. Institutional Integrity..... | 58 |
| Standard II: Student Learning Programs and Support Services..... | 67 |
| A. Instructional Programs | 68 |
| B. Library and Learning Support Services | 93 |
| C. Student Support Services | 99 |
| Standard III: Resources | 115 |
| A. Human Resources..... | 115 |
| B. Physical Resources | 127 |
| C. Technology Resources..... | 133 |
| D. Financial Resources | 140 |
| Standard IV: Leadership and Governance..... | 150 |
| A. Decision-Making Roles and Processes | 151 |
| B. Chief Executive Officer | 162 |
| C. Governing Board | 171 |
| D. Multi-College Districts or Systems..... | 185 |
| H. Quality Focus Essay..... | 196 |

Introduction



A. Introduction

College History

Saddleback College, a Hispanic Serving Institution (HSI) 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 sub-urban college on a 200-acre campus serving more than 20,000 students each semester. Located in the city of Mission Viejo, Saddleback College is the older of two separately accredited colleges in the South Orange County Community College District (SOCCCD), which also includes Irvine Valley College (IVC), in the city of Irvine.

The College is comprehensive and offers over 300 associate degrees, certificates, and occupational skills awards in 190 programs. In addition, the College offers a huge selection of student clubs and activities, such as the Associated Student Government (ASG), a champion forensics team, Rover team, cybersecurity team, an award-winning student newspaper, a radio station, and a television station. Over the years, the College has developed into one of south Orange County's premier cultural and recreational sites, especially with the opening of the state-of-the-art football stadium in 2021. The campus hosts film festivals, music and dance concerts, as well as lectures by renowned newsmakers and scholars. Its men's and women's intercollegiate athletic teams have achieved a solid reputation for success and have held more than 100 conference, state, and national titles. The women's soccer team recently won the state championship and tied for the national championship in December 2022. On-campus sports facilities include a new all-weather track, new football stadium, new soccer fields, new pickle ball and tennis courts, baseball and softball fields, pool, gymnasium, and fitness facilities.

To serve the diverse needs of its students, the College offers courses on campus, at multiple locations within the community, 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, research training and opportunities, and Honors Program are also offered. Student services are also geared to the diversity of the College's student population; these services include a comprehensive Health and Wellness Center, Basic Needs Center, 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.

With the experiential and support programs and services provided, the College is focused on student success. Since the last site visit, the College received HSI designation and was awarded a developing HSI grant to expand educational opportunities for, and improve the academic attainment of, Hispanic students. The grant seeks to expand and enhance the academic offerings, program quality, and institutional stability of the College so that it can better support large numbers of Hispanic and other low-income students in completing postsecondary degrees. It also funds the development of new structures and roles to better support the student journey to and through the College. In November 2021, Saddleback was identified as one of the top 150 colleges eligible for the Aspen Prize for Community College Excellence, which is a firm acknowledgement of its focus on student success.

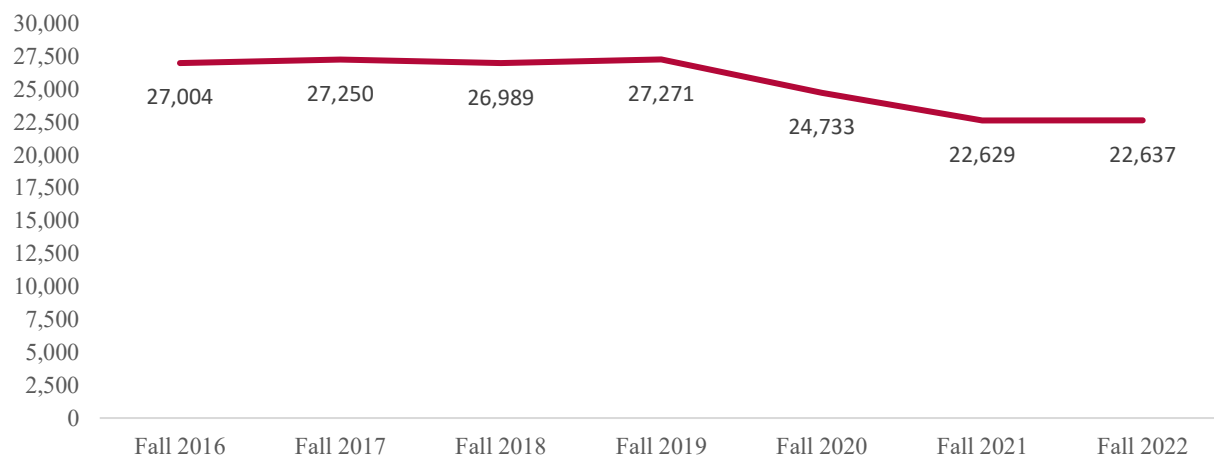
Linking education with community growth and vitality, the College has become an integral part of the south Orange County landscape. After nearly five decades, the College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations. Saddleback College takes pride in fulfilling its mission:

"Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences."

Student Enrollment Data

Data on Saddleback College's student populations indicate significant changes since the last accreditation self-study in 2017, primarily due to enrollment and preference shifts during and after the COVID-19 pandemic. Historically, Saddleback College has served about 27,000 students in a given fall semester. Since the pandemic, there is an observed downward trend in headcount (-17 percent).

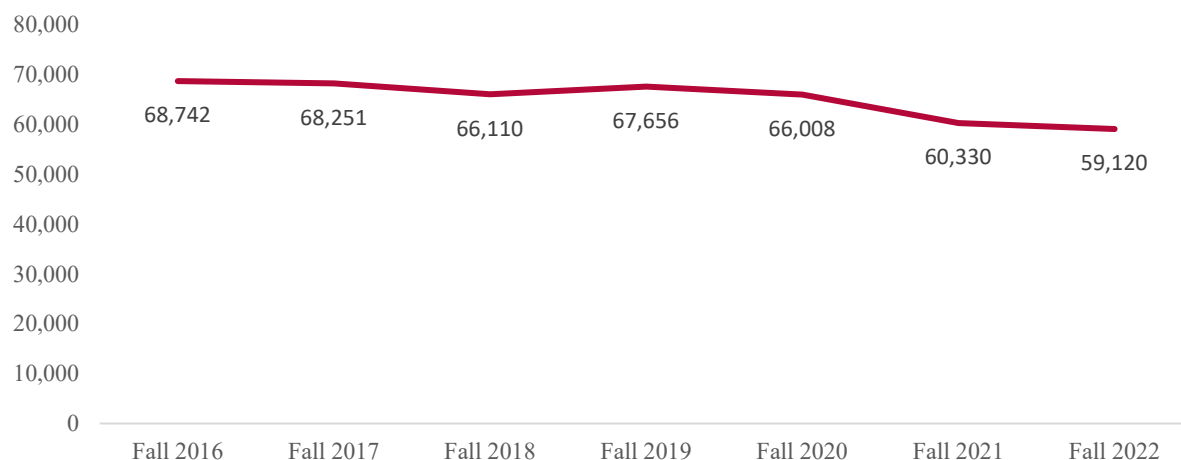
Figure 1 – Headcounts by Fall Terms



Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

Saddleback College generally has around 67,000 enrollments in the fall. Since the pandemic, there is an observed downward trend in enrollments (-13 percent).

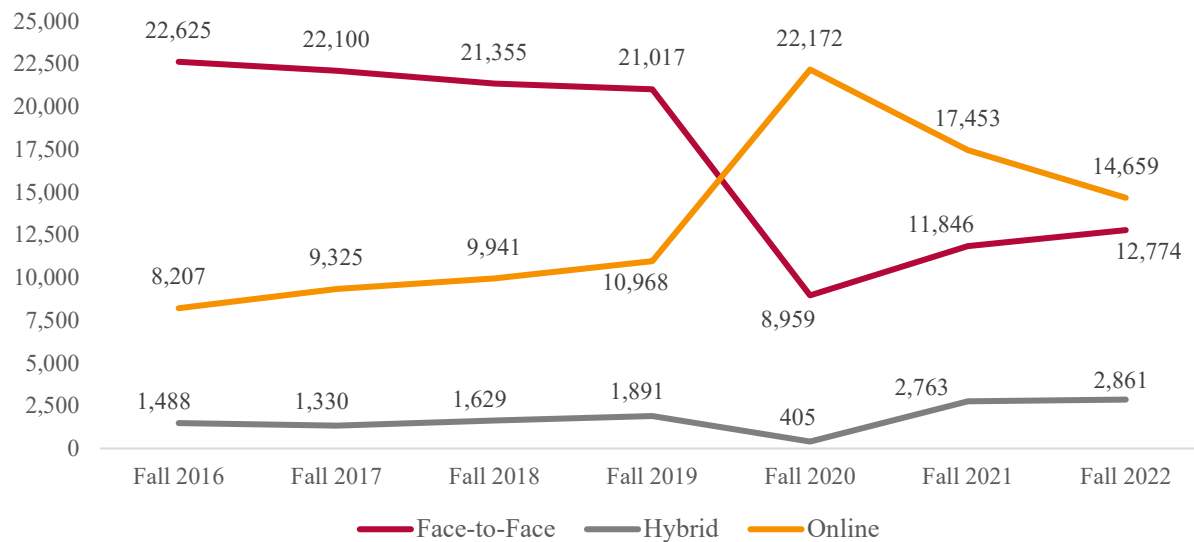
Figure 2 – Enrollments by Fall Terms



Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

Prior to the pandemic, about 78 percent of Saddleback College's enrollments were in face-to-face classes. However, since fall 2020, there has been a significant increase in online and hybrid enrollments due to the pandemic, continuing at 48 percent online and hybrid in fall 2022 (see Figure 4).

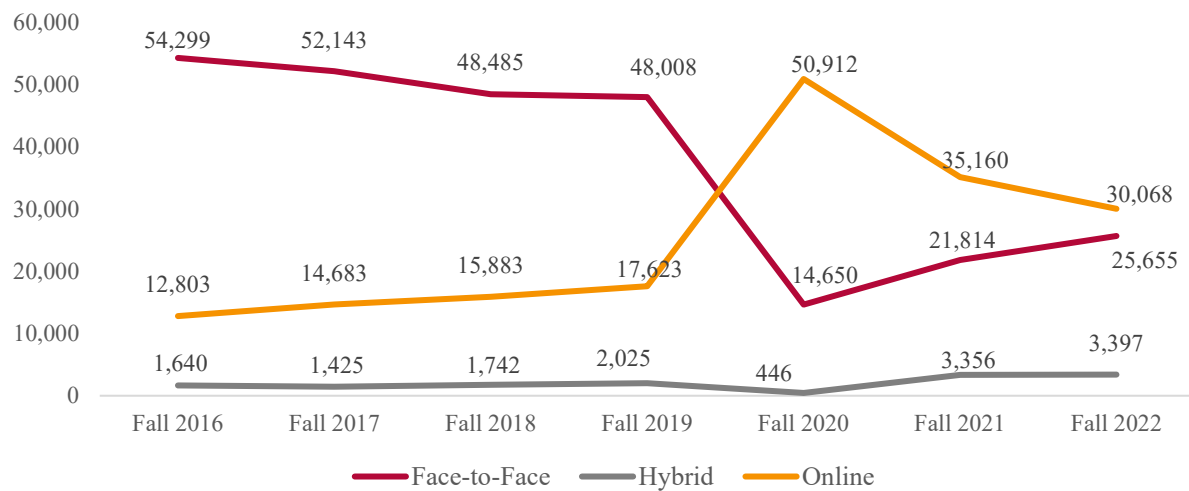
*Figure 3 – Headcounts by Modality**



Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

*These headcounts are based on the scheduled modality; however, during the pandemic (fall 2020 and fall 2021) students were mostly all online.

*Figure 4 – Enrollments by Modality**



Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

*These counts reflect enrollments based on the scheduled modality; however, during the pandemic (fall 2020 and fall 2021) the actual enrollments were mostly all online.

The following table displays student headcounts and enrollments for different sectors of the College. Although there was an overall decrease in headcount and enrollments across these areas, Saddleback College has seen some positive growth in Dual Enrollment and Adult Education.

Table 1 – Student Headcounts and Enrollments by Sectors

| | | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 | Fall 2022 | Percent Change** |
|---------------------------------|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------------|
| Career Education | <i>Headcount</i> | 9,834 | 10,012 | 10,078 | 9,648 | 10,469 | 9,695 | 9,698 | -1% |
| | <i>Enrollments</i> | 15,711 | 15,931 | 15,652 | 15,163 | 16,613 | 15,485 | 15,437 | -2% |
| Student Status* | <i>Full-Time</i> | 6,537 | 6,452 | 6,002 | 6,080 | 5,437 | 5,154 | 5,492 | -16% |
| | <i>Part-Time</i> | 12,355 | 12,155 | 12,138 | 12,199 | 11,963 | 10,799 | 9,967 | -19% |
| | <i>Non-Credit</i> | 6,804 | 7,023 | 7,133 | 7,014 | 4,952 | 4,645 | 5,121 | -25% |
| Dual Enrollment | <i>Headcount</i> | 467 | 588 | 731 | 814 | 1,133 | 1,029 | 1,346 | +188% |
| | <i>Enrollments</i> | 642 | 832 | 1,014 | 1,107 | 1,718 | 1,566 | 1,838 | +186% |
| Non-Credit | | | | | | | | | |
| Adult Education | <i>Headcount</i> | 911 | 1,023 | 1,038 | 998 | 759 | 967 | 1,201 | +32% |
| | <i>Enrollments</i> | 973 | 1,174 | 1,139 | 1,115 | 1,036 | 1,418 | 1,729 | +78% |
| Emeritus Institute | <i>Headcount</i> | 5,671 | 5,766 | 5,909 | 5,954 | 4,293 | 3,876 | 4,133 | -27% |
| | <i>Enrollments</i> | 11,911 | 11,973 | 12,018 | 12,260 | 12,240 | 10,191 | 9,474 | -20% |
| Other Non- Credit*** | <i>Headcount</i> | 556 | 808 | 676 | 641 | 529 | 515 | 483 | -13% |
| | <i>Enrollments</i> | 938 | 1,206 | 1,025 | 915 | 836 | 771 | 734 | -22% |

Source: SOCCCD, inForm Data Warehouse, VuEnroll, October 2022

*Full-time students are those who enrolled in 12+ units; Part-time students enroll in less than 12 units; Non-Credit students enroll in zero-unit classes.

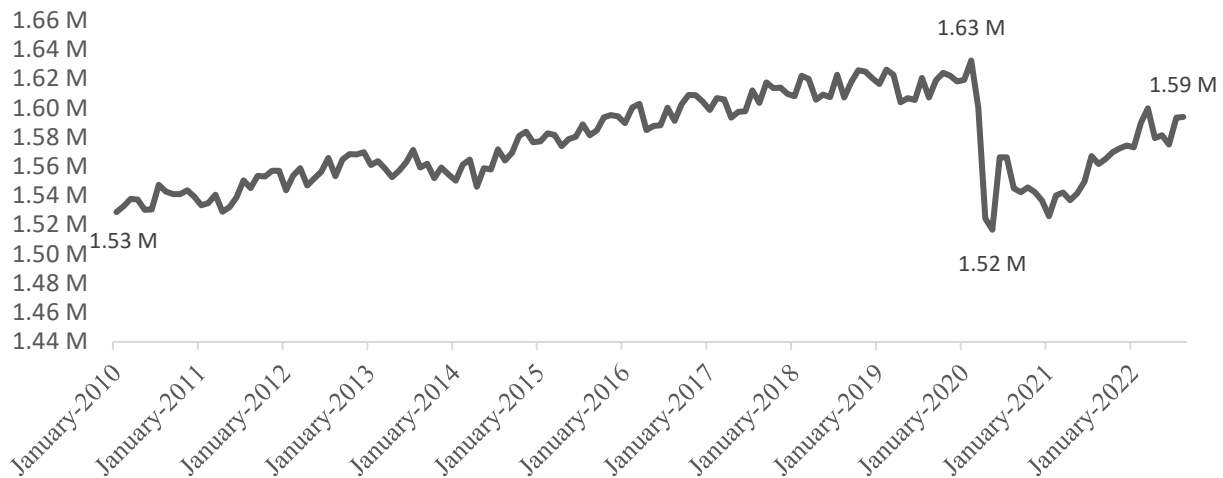
** Comparing fall 2016 to fall 2021.

***Other Non-Credit includes non-credit ESL and non-credit classes.

Labor Market Data

From 20210 to 2020, the Orange County labor force increased by about 100,000 people (Figure 5). During the COVID-19 pandemic, there was a sharp drop that was followed by a steady recovery to 1.59 million people in the labor force by August 2022.

Figure 5 – Orange County Total Labor Force



Source: California Employment Development Department. Labor force and unemployment rates for Orange County.

Table 2 highlights the most common occupations in Orange County for which some college or an associate degree is required. The most common occupation by far is teacher assistant position with a projected growth by 2018 of 4.9 percent. Other occupations are in the fields of technology (web developers and telecommunication technicians) and the medical field (respiratory, radiology, veterinary, and surgical technicians). Medical occupations are also part of the occupations with the highest projected growth rates (Table 3). Occupations with the highest projected growth rate in Orange County are occupational therapy assistants (+52 percent), physical therapist assistant (+33 percent), and phlebotomists (+29 percent). Occupations with the highest decrease in projected jobs are desktop publishers (-25 percent) and prepress technicians (-24 percent).

Table 2 – Orange County Top Ten Employment Projections 2018 to 2028

| Occupation | Jobs 2018 | Jobs 2028 | Percent Change |
|--|-----------|-----------|----------------|
| Teacher Assistants | 13,740 | 14,410 | 4.9% |
| Telecom. Equipment Installers and Repairers | 3,670 | 3,800 | 3.5% |
| Web Developers | 2,420 | 2,800 | 15.7% |
| Respiratory Therapists | 1,990 | 2,470 | 24.1% |
| Radiologic Technologists | 1,310 | 1,530 | 16.8% |
| Veterinary Technologists and Technicians | 880 | 1,090 | 23.9% |
| Skincare Specialists | 840 | 940 | 11.9% |
| Surgical Technologists | 660 | 760 | 15.2% |
| Tool and Die Makers | 520 | 490 | -5.8% |
| Sound Engineering Technicians | 340 | 380 | 11.8% |

Source: California Employment Development Department. Long-term (ten-year) employment projections. Table includes the top ten occupations by 2018 available jobs filtered by jobs with an entry level education of some college, no degree, postsecondary non-degree award, or associate degree.

Table 3 – Orange County Top Five Growing and Shrinking Occupations 2018 to 2028

| Occupation | Jobs 2018 | Jobs 2028 | Percent Change |
|--|-----------|-----------|----------------|
| Occupational Therapy Assistants | 500 | 760 | 52.0% |
| Physical Therapist Assistants | 610 | 810 | 32.8% |
| Phlebotomists | 1,250 | 1,610 | 28.8% |
| Machine Tool Programmers | 550 | 690 | 25.5% |
| Diagnostic Medical Sonographers | 590 | 740 | 25.4% |
| Tool and Die Makers | 520 | 490 | -5.8% |
| Computer and Office Machine Repairers | 2,110 | 1,910 | -9.5% |
| Medical Transcriptionists | 620 | 550 | -11.3% |
| Prepress Technicians and Workers | 370 | 280 | -24.3% |
| Desktop Publishers | 120 | 90 | -25.0% |

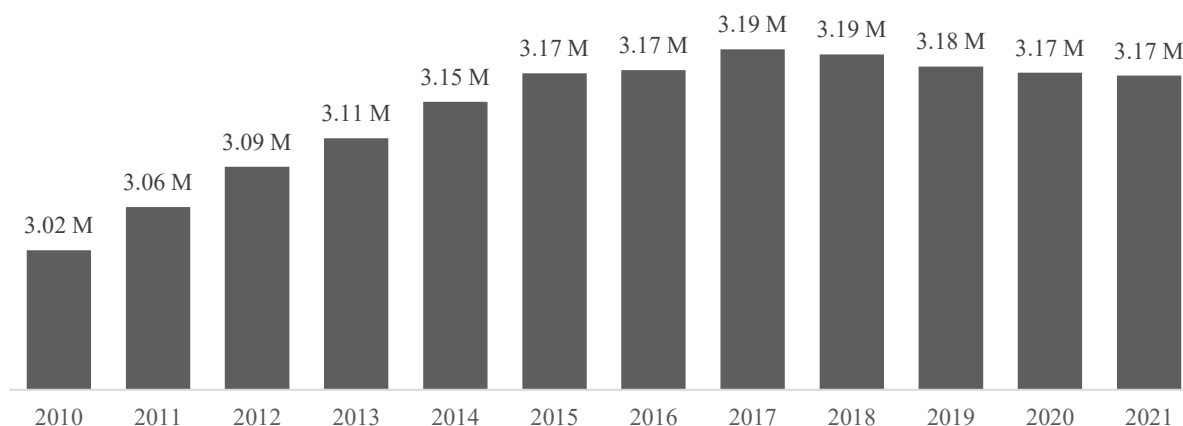
Source: California Employment Development Department. Long-term (ten-year) employment projections. Table includes the top five occupations with the highest and lowest projected percent changes for jobs with an entry level education of some college, no degree, postsecondary non-degree award, or associate degree.

Demographic Data

The population of Orange County steadily increased from 2010, from about 3 million residents to its height of 3.19 million residents in 2017. Since then, population estimates have remained fairly steady with a slight decrease of about 20,000 residents.

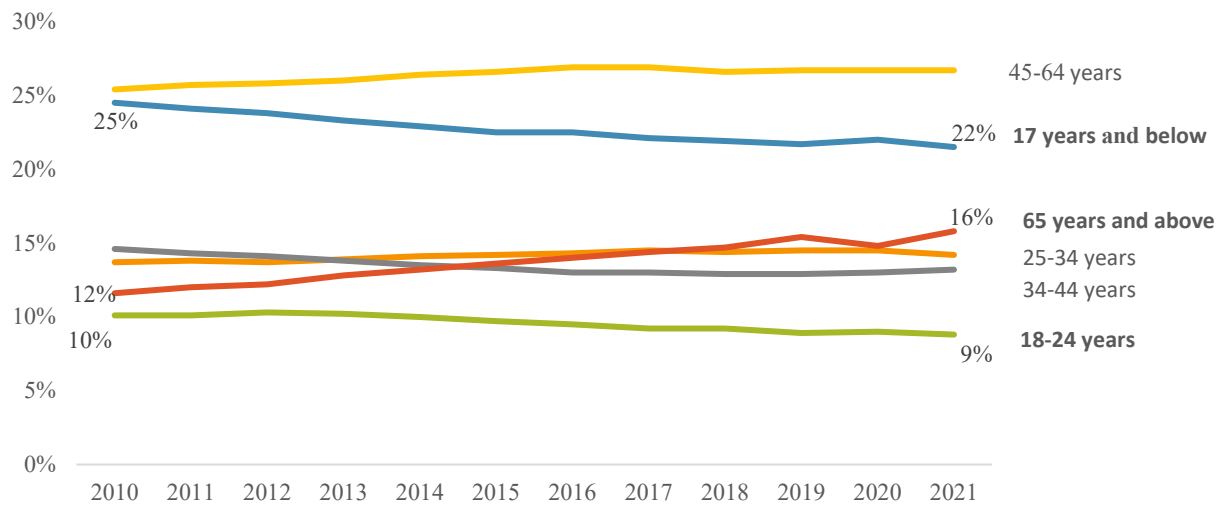
The demographic composition of Orange County has also seen some changes over the past ten years which are visualized in Figure 6 through Figure 9. In general, the population of Orange County has seen an increase in residents of 65 years or older (+4 percentage points [PP]) with a simultaneous decrease in younger residents aged 17 or younger (-3 PP). The racial composition has seen a steady increase of Asian (+4 PP) and Black/African American residents (+2 PP) with a steady decrease of White, non-Hispanic/Latinx residents (-6 PP). The educational attainment has remained steady with a notable decrease in residents with less than an associate degree (-7 PP).

Figure 6 – Orange County Total Population 2010 to 2021



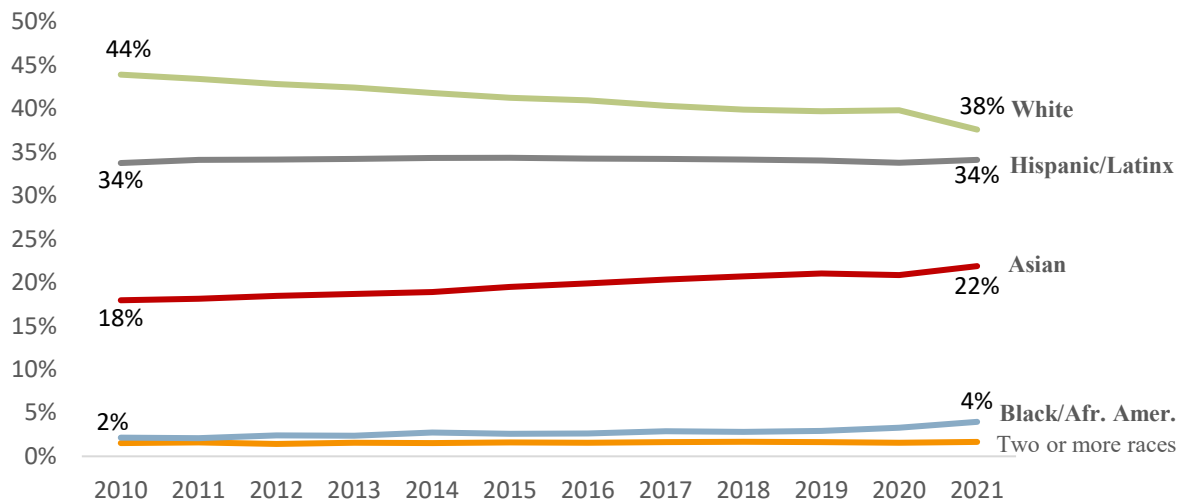
Source: Census Bureau – American Community Survey 1-year estimates for Orange County.

Figure 7 – Orange County Age Distribution 2010 to 2021



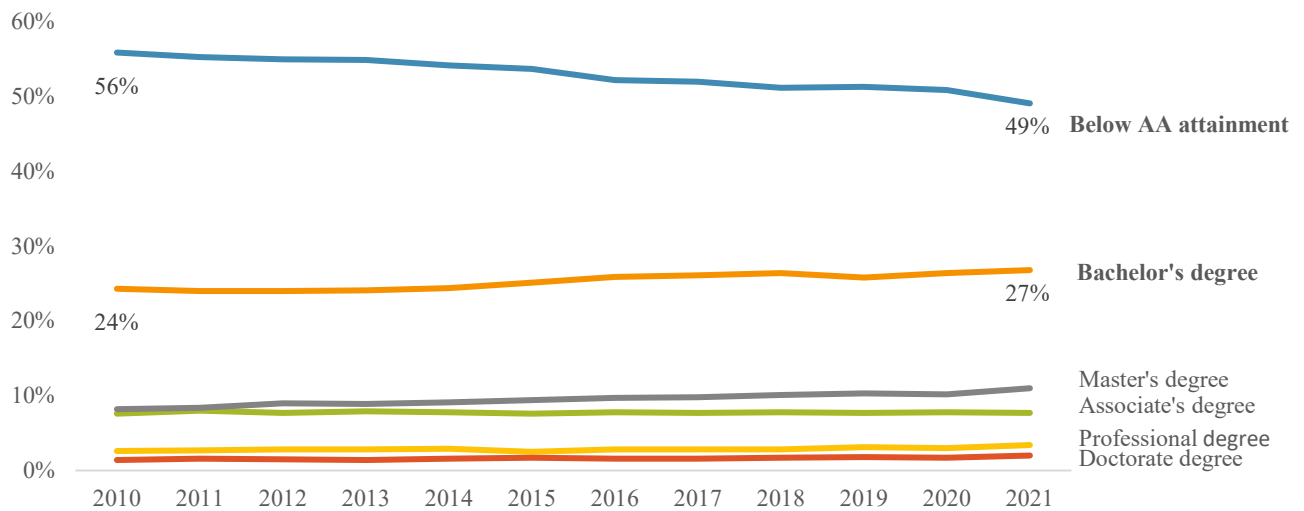
Source: Census Bureau – American Community Survey 1-year estimates for Orange County.

Figure 8 – Orange County Racial Composition 2010 to 2021



Source: Census Bureau – American Community Survey 1-year estimates for Orange County.

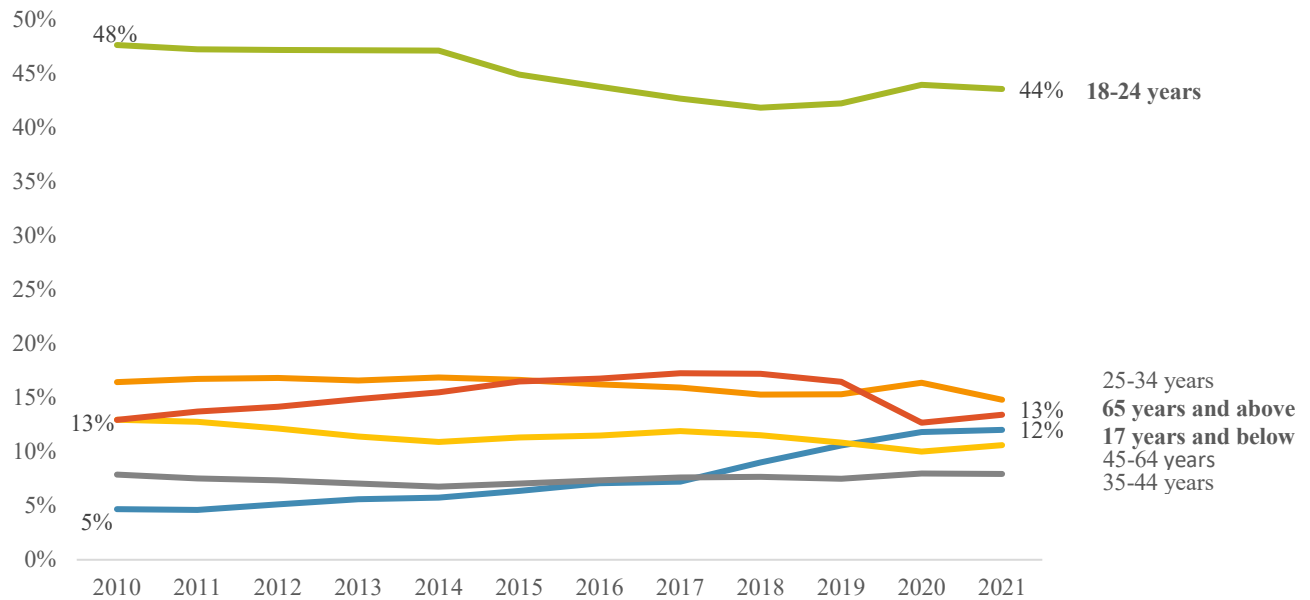
Figure 9 – Orange County Educational Attainment 2010 to 2021



Source: Census Bureau – American Community Survey 1-year estimates for Orange County.

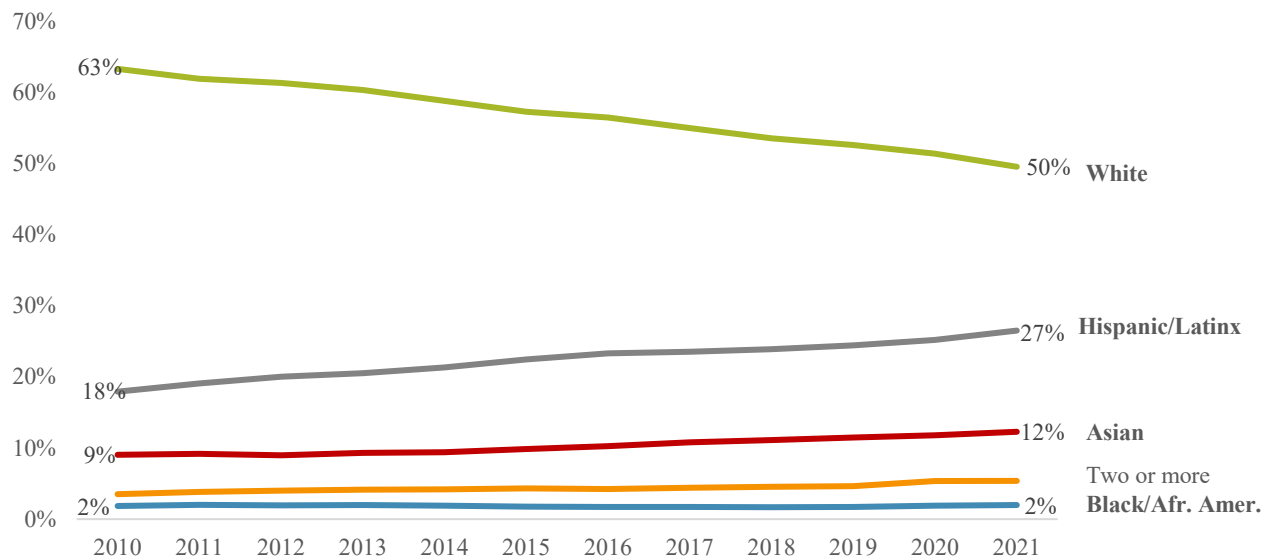
The demographic composition of Saddleback College students has also changed slightly over the last ten years as seen in Figure 10 through Figure 12. Currently, students 18-24 years of age make up 45% of the population with an observed decrease across the last 10 years (-4 PP). Conversely, the College has seen an increase in students 17 years and younger (+7 PP). Although there is an increase in the number of Orange County residents 65 and older, the College's population in this age category has remained steady at 13 percent with some fluctuations. The College's racial composition, similar to the population in Orange County, has seen a steady increase of Asian (+3 PP) residents with a steady decrease of White, non-Hispanic/Latinx residents (-13 PP). Additionally, the College has seen an increase in Hispanic/Latinx students (+9 PP). The educational attainment of Saddleback College students prior to beginning their educational journey at the College has remained steady with students having less than an associate degree making up 68 percent of the student population.

Figure 10 – Saddleback College Age Distribution 2010 to 2021



Source: SOCCCD, inForm Data Warehouse, VuEnroll, November 2022

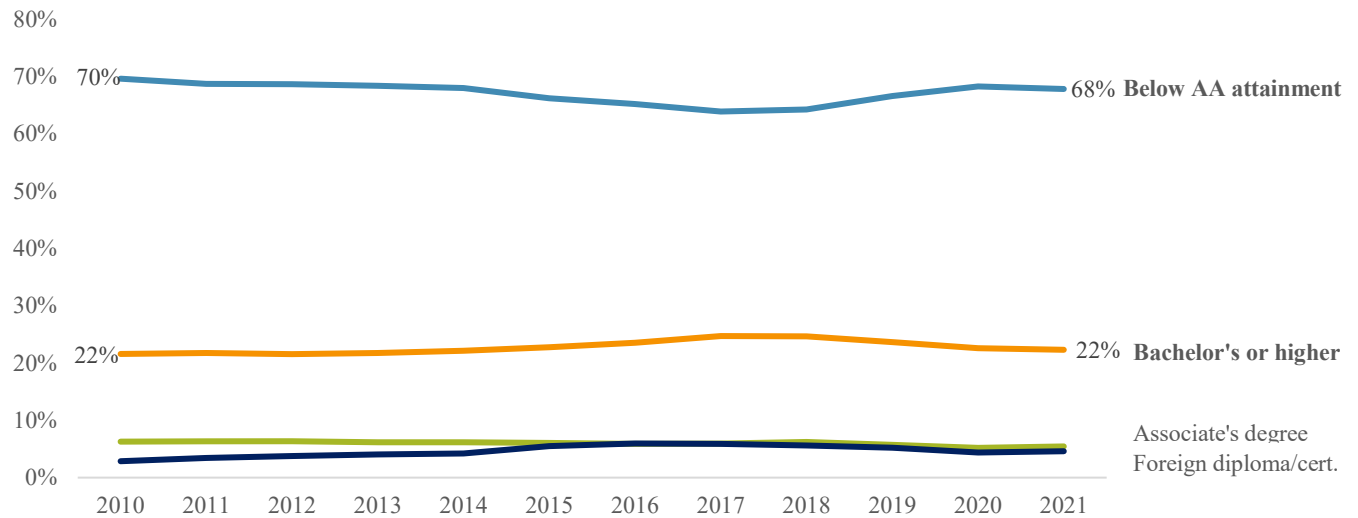
Figure 11 – Saddleback College Racial Composition 2010 to 2021



Source: SOCCCD, inForm Data Warehouse, VuEnroll, November 2022

Note: American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and those with missing data are not displayed in the graph due to low percentages. Thus, the percentages may not add to 100 percent.

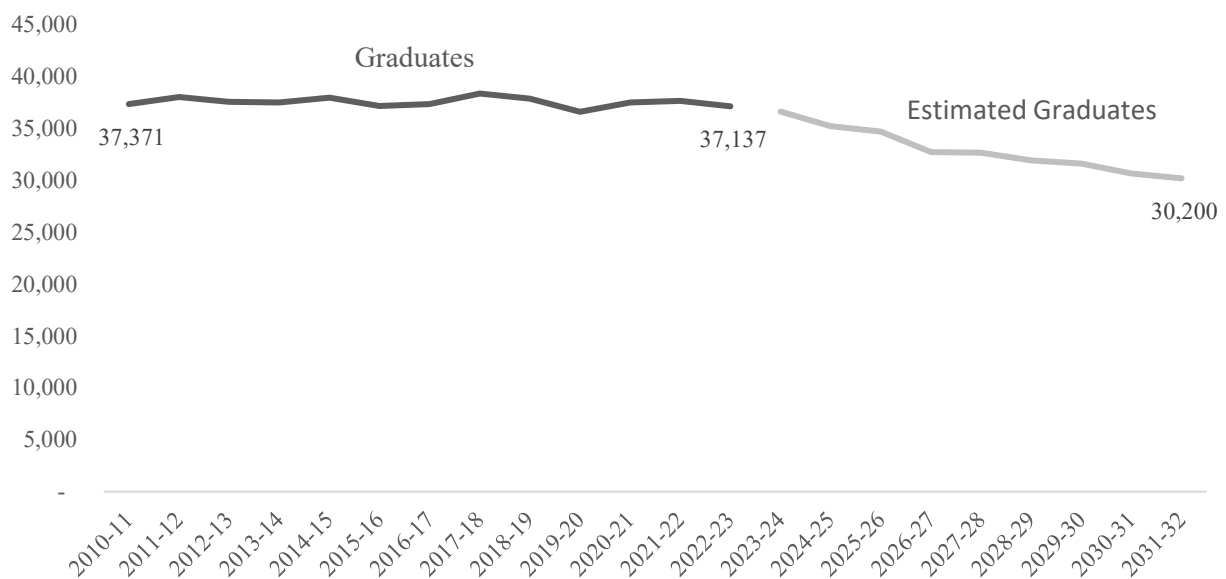
Figure 12 – Saddleback College Educational Attainment 2010 to 2021



Source: SOCCCD, inForm Data Warehouse, VuEnroll, November 2022

Of particular interest to the College are the projected high school graduates over the next few years (Figure 13). The California Department of Finance publishes estimated enrollments and graduations for public high schools for each county. As the graph below shows, there is a considerably projected decrease in high school enrollments over the next 10 years. The projections suggest a steady decrease until 2031 which represents about a 19% decrease (or 7,000 students). With the majority of Saddleback's enrollment (54 percent in fall 2022) stemming from students with a high school diploma, the next few years could mean a significant decrease in enrollment of that population.

Figure 13 – Orange County Public High School Projected Graduates 2010 to 2031

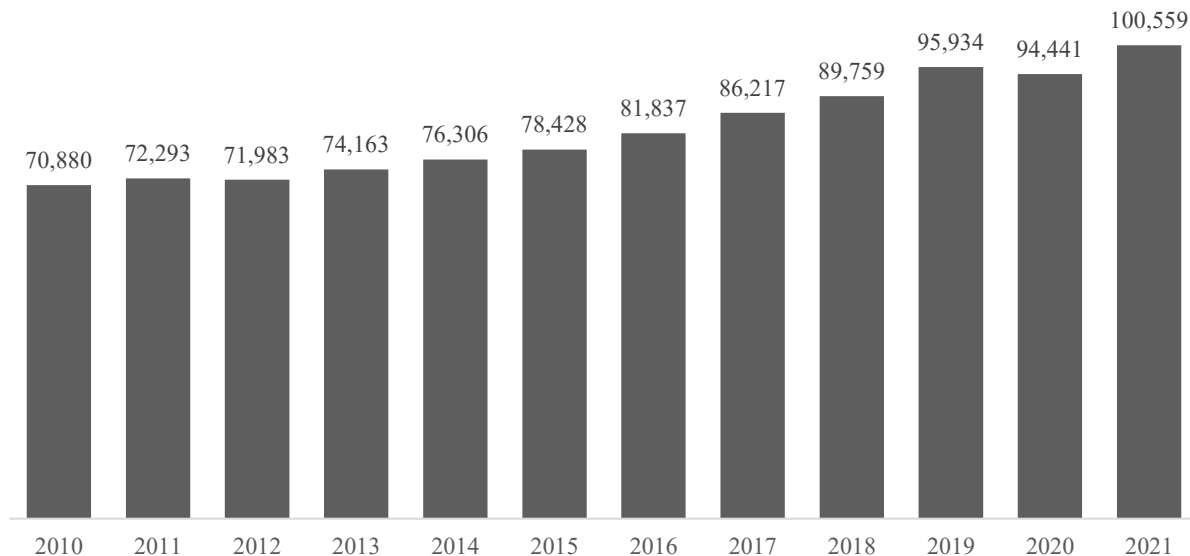


Source: California Department of Finance. Public K-12 enrollment and high school graduation projections.

Socio-economic Data

Orange County is generally considered a higher wealth area with a median household income above \$100,000 in 2021 (Figure 11). Unemployment rates are also very low (Figure 8) except for the unemployment spike during the pandemic from 2020-2021. However, these generally positive socio-economic indicators contrast with the very high housing prices which are captured in the housing affordability index in Figure 17. This index takes household income, house prices, and interest rates into account to calculate the percentage of households that can afford a median priced single-family home. As the graph suggests, as of April 2022, only 12 percent of households were able to afford a median priced home. This is the lowest rate since the early 2000s, from 2004 to 2007, which saw similarly low rates.

Figure 14 – Orange County Median Household Income 2010 to 2021



Source: Census Bureau – American Community Survey 1-year estimates for Orange County. Median Household income in 2020 inflation adjusted dollars.

Figure 15 – Median Household Income for California and Orange County 2010 to 2021

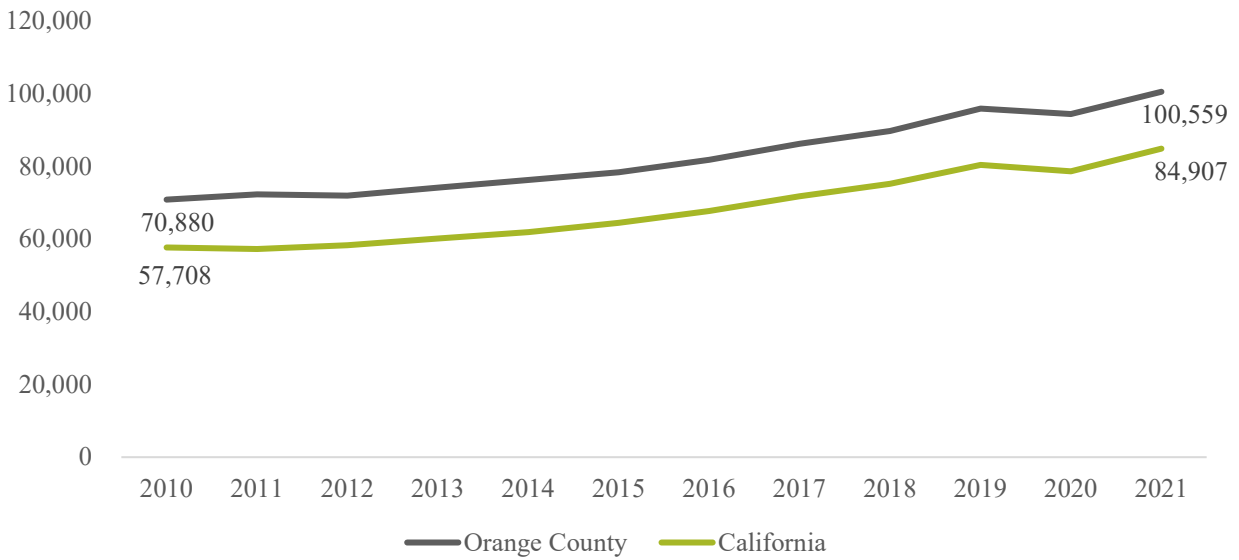
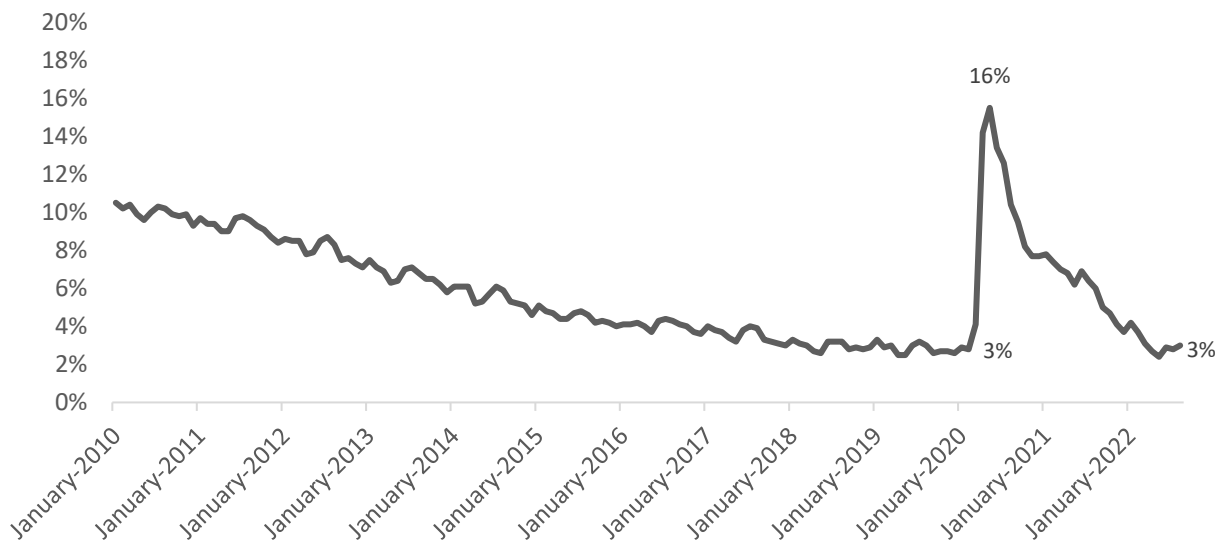
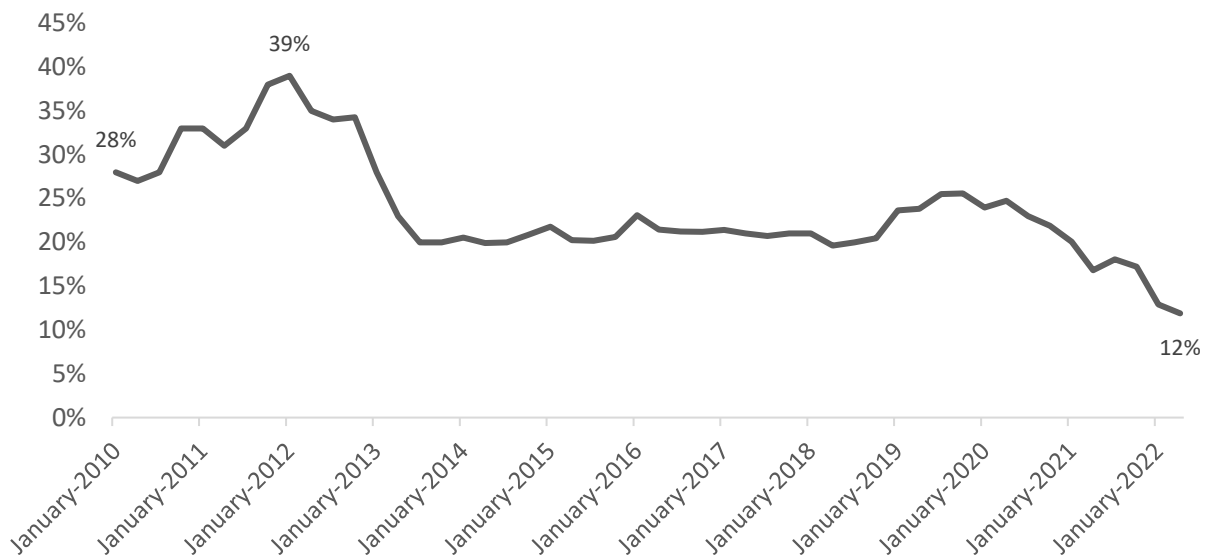


Figure 16 – Orange County Unemployment Rate



Source: California Employment Development Department. Labor force and unemployment rates for Orange County.

Figure 17 – Orange County Housing Affordability Index 2010 to 2022



Source: California Association of Realtors. Percent of households able to afford a median-priced, single-family home in the area based on income and average interest rates.

Sites

The College does not currently have any locations, off-campus sites, or centers where 50 percent or more of a program, certificate, or degree is available to students. However, the College does offer courses at local K-12 sites, hospitals, nonprofits, and community centers to increase access and better serve its students.

Specialized or Programmatic Accreditation

| Program | Name of Outside Accreditation |
|---|---|
| Child Development Education | NAEYC - National Association of the Education of Young Children |
| Nursing | ACEN - Accreditation Commission for Education in Nursing |
| Nursing | BRN - Board of Registered Nursing |
| Health Information Technology | CAHIIM - Commission on Accreditation for Health Informatics and Info. Management |
| Paramedic | CoAEMSP - Committee on Accreditation for the EMS Professions |
| Certified Nursing Assistant, Phlebotomy | CDPH - California Department of Public Health |
| Human Services | CAADE - California Association of Alcohol and Drug Educators |
| Auto Technology | ASE (Automotive Service Excellence) Education Foundation |
| Yoga | Yoga Alliance |

Presentation of Student Achievement Data and Institution-Set Standards



B. Presentation of Student Achievement Data and Institution-Set Standards

The College regularly reviews and evaluates student achievement data through institutionalized processes (e.g. program review, administrative unit review, strategic planning, and presentations ([B.01](#), [B.02](#), [B.03](#), [B.04](#))). The College focuses on seven Key Performance Indicators (KPIs) to measure student success. This section presents student achievement data for the following KPIs:

Indicators with Institutional-Set Standards (ISS) and Aspirational Goals

- Course completion rate
- Degrees and certificates
- Transfers to four-year universities
- Job placement rate
- Licensure exam pass rate

Additional Monitored Indicators

- English and math completion in the first year
- Persistence rate (fall-to-fall and fall-to-spring)

In establishing ISS for course completion rate, degree and certificate completions, and transfers to four-year universities, the College uses a generic formula that subtracts the standard deviation of the prior five years from the five-year average; for the aspirational goal, the standard deviation is added to the average. For job placement rates and licensure exam rates, the established ISS goals are set by the applicable department chair and division dean ([B.05](#)). The College reviews and updates its standards every spring semester during the completion of the ACCJC annual report ([B.06](#)).

Course Completion Rate

The College has a five-year average course completion rate (i.e. course success rate) of 75 percent for credit classes. Historically, the College's success rate has not fluctuated greatly. However, since 2019 there is an observed decrease from about 77 percent to about 74 percent, with the greatest gap during the pandemic (Table 4). From 2017 through 2019, the College consistently met its course success rate ISS and aspirational goals. Starting in 2020, likely due to the pandemic's impact on students, the College began expanding its efforts to help increase the overall rate to meet its aspirational goal.

Table 4 - Saddleback College Course Success Rates (Credit Courses) 2017-2022

| | Actual Rate | ISS | Aspirational Goal | +/- ISS | +/- Aspirational Goal |
|---------|-------------|-------|-------------------|---------|-----------------------|
| 2021-22 | 74.4% | 75.0% | 77.0% | -0.2% | -2.6% |
| 2020-21 | 75.5% | 74.6% | 77.0% | 2.0% | -1.0% |
| 2019-20 | 76.9% | 73.5% | 76.5% | 4.3% | 1.5% |
| 2018-19 | 77.1% | 72.6% | 75.4% | 4.9% | 2.4% |
| 2017-18 | 75.4% | 72.2% | 74.7% | 3.3% | 0.4% |

Source: Saddleback College Office of Planning, Research and Accreditation.

Note: All non-credit classes were excluded.

Among the racial composition of Saddleback College students, Black/African American and Latinx students have consistently been disproportionately impacted in course success (-13 percent and -6 percent below the 2021-22 overall rate, respectively) ([B.07](#)). First-generation students-- those whose parents never attended college--have also been identified as students with higher achievement gaps in course success (-6 percent below the 2021-22 overall rate).

In line with the current strategic plan, the College's focus is on eliminating these achievement gaps in course success. Understanding that course success is the foundation of most performance indicators, Saddleback College has implemented several collegewide strategies to increase its course success rate. One approach the College took was to institutionalize the assessment of course success rates into the program review/administrative review process. Through a dynamic dashboard, users can view real-time course success rates (and other metrics) from the institution down to course level. This dashboard includes established course success rate ISS and allows for disaggregation by a variety of student characteristics to assess equity gaps ([B.07](#)).

Starting in spring 2023, as another effort to further increase data awareness and literacy of course success rates, the Office of Planning, Research and Accreditation (OPRA) and the Educational Planning and Assessment Committee (EPA) developed a report that displays historic course success rates by student characteristics at the instructor level. This individualized report is sent to all instructors, every term, and is specific to the classes they teach. Similar to the program/administrative dashboard, the goal of this report is to help practitioners develop practices, policies, and professional development opportunities to improve the academic success of students ([B.08](#)).

Data user training is also provided at the division/department/individual levels to assist the college community in better understanding key performance indicators. Most recently, a data coaching program was developed with the intention of placing a "coach" within each division/unit of the College to further assist in helping others navigate and interpret data. Other efforts across the College that contribute to the increase in course success include: zero textbook costs (ZTC), professional development on teaching pedagogies, co-requisite support courses, embedded tutors, improved online instruction, and a comprehensive suite of student services with the addition of direct triaging through a needs assessment survey.

Degrees and Certificates

On average, the College annually awards 3000 degrees and 3000 certificates. The College has consistently met its established ISS and aspirational goals for degree and certificate completions across the past five years (Table 5). Through the efforts of guided pathways, Assembly Bill (AB) 705 and the College's Strategic Plan, the College anticipates greater gains in completions.

Table 5 - Saddleback College Earned Degrees and Certificates 2017-2022

| | | Award Counts | ISS | Aspirational Goal | +/- ISS | +/- Aspirational Goal |
|---------|--------------|--------------|-------|-------------------|---------|-----------------------|
| 2021-22 | Degrees | 3,762 | 1,918 | 3,348 | 2,281 | 696 |
| | Certificates | 3,533 | 2,233 | 3,434 | 1,564 | 252 |
| 2020-21 | Degrees | 3,222 | 1,481 | 3,066 | 2,029 | 583 |
| | Certificates | 3,115 | 1,969 | 3,281 | 1,329 | 143 |
| 2019-20 | Degrees | 3,105 | 1,193 | 2,639 | 1,927 | 1,243 |
| | Certificates | 3,246 | 1,786 | 2,972 | 1,426 | 1,006 |
| 2018-19 | Degrees | 3,119 | 1,178 | 1,862 | 2,030 | 1,530 |
| | Certificates | 3,429 | 1,820 | 2,240 | 1,771 | 1,284 |
| 2017-18 | Degrees | 2,002 | 1,089 | 1,589 | 935 | 638 |
| | Certificates | 2,239 | 1,658 | 2,145 | 676 | 213 |

Source: Source: SOCCCD, inFORM Data Warehouse, VuAward, January 2023

Note: Certificates category only includes Certificates of Achievement. Aspirational goals are in line with targets specified in Saddleback College's Strategic Plan.

Although the College has seen large gains with the implementation of auto-awards (+87 percent comparing 2017 to 2021), there are existing achievement gaps for certain student groups. When assessing these gaps in award completions, Black/African American students, Latinx students, students 25 and older, and first-generation students have the greatest disparity. Across the last two years, the achievement gap for Latinx students has been narrowed ([B.09](#)); however, the College continues to see disparity among Black/African American students, Latinx students, students 25 and older, and first-generation students ([B.09](#)). The College is continuing its work to eliminate these achievement gaps through multiple strategies, such as assistance with financial barriers through Zero Textbook Cost classes (ZTC), deferral of registration payments, etc.

Transfers to Four-Year Universities

Roughly 70 percent of the College's credit population identify earning a credential/or transferring as their primary educational goal ([B.10](#)). The College, annually, transfers a little over 2000 students to 4-year universities with three-fourths of those being to University of California (UC) and California State University (CSU) institutions ([B.11](#)). Top transfer institutions include CSU Fullerton and UC Irvine ([B.11](#)).

Across the last five years (2017-2021), transfers to four-year universities have increased by about 5 percent (Table 6). Furthermore, the College has consistently met its ISS and aspirational goals (Table 6).

Table 6 - Saddleback College Transfers to 4-Year Universities 2017-2022

| | Transfer Counts | ISS | Aspirational Goal | +/- ISS | +/- Aspirational Goal |
|---------|-----------------|-------|-------------------|---------|-----------------------|
| 2021-22 | 2,062 | 1,956 | 2,194 | 195 | -56 |
| 2020-21 | 2,233 | 1,867 | 2,118 | 382 | 215 |
| 2019-20 | 2,168 | 1,851 | 2,018 | 324 | 193 |
| 2018-19 | 2,028 | 1,844 | 1,975 | 228 | 84 |
| 2017-18 | 1,976 | 1,800 | 1,944 | 209 | 85 |

Source: Office of Planning, Research and Accreditation, March 2023

Note: Transfer counts are students who started at Saddleback without prior 4-year enrollment, completed 12 units within the District, and transferred to a 4-year institution. Aspirational goals are in line with targets specified in Saddleback College's Strategic Plan.

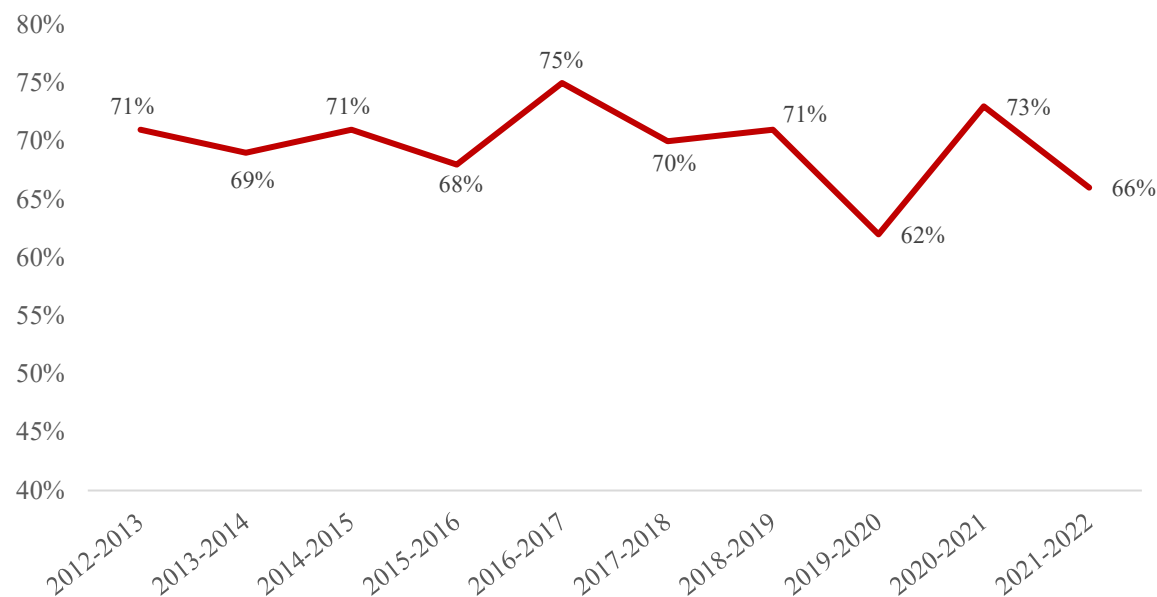
Although there has been an observed increase in transfers to four-year universities, Black/African American students, Latinx students, students over the age of 25, first-generation and DSPS students transfer at lower rates ([B.12](#)). These gaps have remained the same across time and are the most substantial for students over the age of 25 ([B.12](#)).

Job Placement Rates

Saddleback College annually evaluates job placement rates produced by the California Community Colleges Chancellor's Office Perkins IV Core Indicators reports. Additionally, the College participates in the statewide Career Technical Education (CTE) Employment Outcomes Survey (CTEOS). Based on survey results across the last 10 years, on average about 70 percent of the College's career education students attain a job closely related to their field of study (Figure 18). This is a metric that is closely monitored in the College's Strategic Plan. The percent of the College's career education students employed in the second quarter after exit (students who exited the community college system and did not transfer to any postsecondary institution) has hovered around 62 percent across the last 10 years; in 2019-2020, there is an observed decline in employment rates which is a direct byproduct of the pandemic's impact (-9 percent comparing 2018-2019 to 2019-2020) (Figure 19).

The College's career education programs' chairs and deans review their job placement rates annually and set their ISS based on dialogue and the data ([B.13](#)). Generally, most programs met their established ISS when looking at the most recent years of data that was available. A few programs with the highest average job placement rates across the last three years are Business Management/Leadership, Paramedic, and Registered Nurse (Table 7).

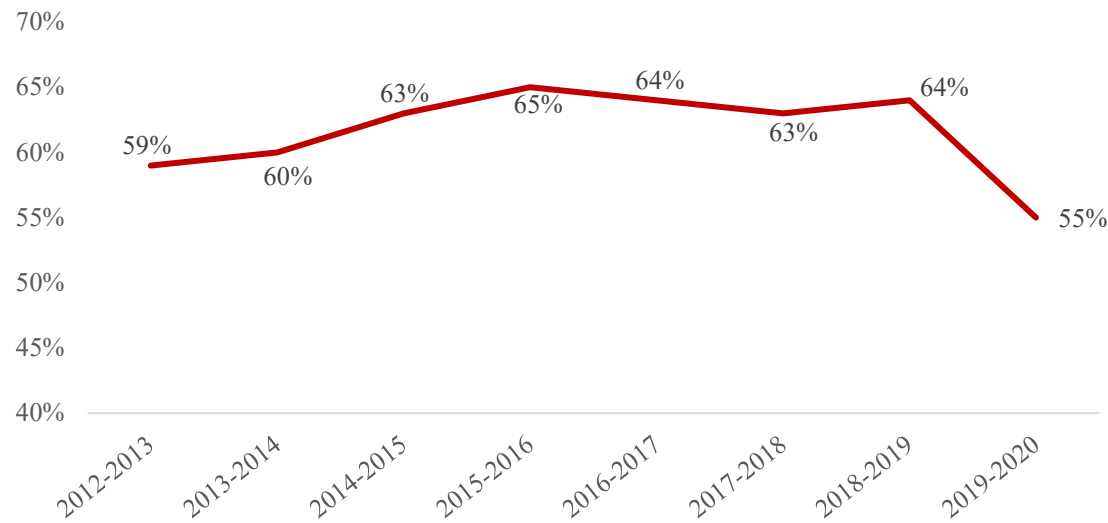
Figure 18 – Saddleback College Student Attained Job Closely Related to Field of Study 2012 to 2022



Source: California Community Colleges Chancellor's Office Launchboard.

Note: Percent of career education students who responded to the CTEOS and did not transfer to any postsecondary institution, who reported that they are working in a job very closely or closely related to their field of study.

Figure 19 – Saddleback College Student Employment Rates in Second Fiscal Quarter After Exit 2012 to 2020



Source: California Community Colleges Chancellor's Office Launchboard.

Note: Percent of students employed in second quarter after exit (students who exited the community college system and did not transfer to any postsecondary institution).

Table 7 - Saddleback College Job Placement Rates 2017-2020

| Program | ISS 2022 | Aspirational Goal 2022 | 2017-2018 Rate | 2018-2019 Rate | 2019-2020 Rate |
|-----------------------------------|-------------|---------------------------|-------------------|-------------------|-------------------|
| Alcohol And Drug Studies | 70.0% | 75.0% | 69.1% | 75.0% | 65.5% |
| American Sign Language | 70.0% | 80.0% | 57.1% | not available | 100.0% |
| Associate Teacher | 70.0% | 72.0% | 76.8% | 76.0% | 67.7% |
| Business Leadership | 80.0% | 88.5% | 88.9% | 100.0% | 76.5% |
| Business Management | 83.0% | 88.7% | 89.5% | 100.0% | 76.5% |
| Cinema-TV-Radio Career Skills | 65.0% | 72.0% | 78.6% | 75.7% | 67.1% |
| Clinical Medical Assistant | 70.0% | 80.0% | 77.3% | 70.0% | 76.5% |
| Computer Maintenance Technology | 67.0% | 73.0% | 79.0% | 88.9% | 71.4% |
| Computer Science | 50.0% | 65.0% | 84.6% | 85.7% | 50.0% |
| Cosmetology | 65.0% | 70.0% | 72.8% | 66.2% | 63.7% |
| Early Childhood Teacher | 71.0% | 73.0% | 76.9% | 79.6% | 68.2% |
| Health Information Technology | 65.0% | 75.0% | 72.7% | 76.9% | 62.5% |
| Interior Design Assistant | 60.0% | 70.0% | 63.0% | 61.8% | 59.0% |
| Interior Design Professional | 62.0% | 70.0% | 63.0% | 61.8% | 59.0% |
| Interiors Merchandising | 62.0% | 70.0% | 63.0% | 61.8% | 59.0% |
| Medical Lab Technician | 70.0% | 85.0% | 88.0% | 63.2% | 72.2% |
| Music Production Entrepreneurship | 60.0% | 72.0% | 100.0% | 100.0% | 71.4% |
| Network Administrator | 83.0% | 85.0% | 84.6% | 85.7% | 50.0% |
| Paramedic | 80.0% | 95.0% | 100.0% | 97.8% | 100.0% |
| Real Estate | 60.0% | 65.0% | 61.9% | 68.6% | 54.0% |
| Registered Nurse | 80.0% | 85.0% | 93.2% | 75.5% | 90.9% |
| Software Specialist | 75.0% | 85.0% | 100.0% | 100.0% | 50.0% |
| Yoga Instructor | 40.0% | 70.0% | 33.3% | 100.0% | not available |

Source: California Community Colleges Chancellor's Office Perkins Core Indicator Report--Trend Report.

Note: Only programs with 10+ completers in 2020-2021 were included. Occupational Skills Awards were excluded.

Licensure Pass Rates

Saddleback College annually tracks and assesses licensure exam pass rates and establishes institution-set standards. The department chairs are responsible for providing the licensure exam pass rates and establishing their standards (B.13). For programs that have licensure exams, data show that pass rates have exceeded set standards (Table 8). Programs with highest exam rates include Medical Lab Technician, Paramedic, and Registered Nurse.

Table 8 - Saddleback College Licensure Exam Rates 2018-2021

| Program | Examination Type | ISS 2022 | Aspirational Goal 2022 | 2018-2019 Pass Rate | 2019-2020 Pass Rate | 2020-2021 Pass Rate |
|------------------------------|------------------|----------|------------------------|---------------------|---------------------|---------------------|
| Alcohol and Drug Studies | State | 70% | 93% | 100% | 94% | 86% |
| Cosmetology | State | 75% | 80% | 79% | 69% | 75% |
| Emergency Medical Technician | National | 60% | 78% | 85% | 82% | 66% |
| Medical Lab Technician | National | 70% | 90% | 100% | 100% | 100% |
| Paramedic | National | 80% | 100% | 100% | 99% | 98% |
| Registered Nurse | National | 90% | 95% | 97% | 97% | 95% |

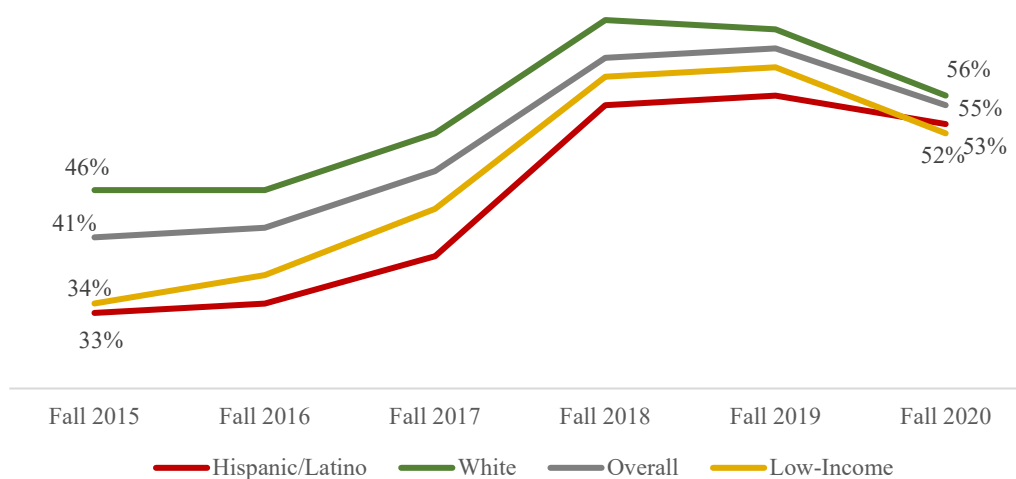
Source: California Community Colleges Chancellor's Office Perkins Core Indicator Report--Trend Report.

Note: Only programs with 10+ completers in 2020-2021 were included.

English and Math Completion in the First Year

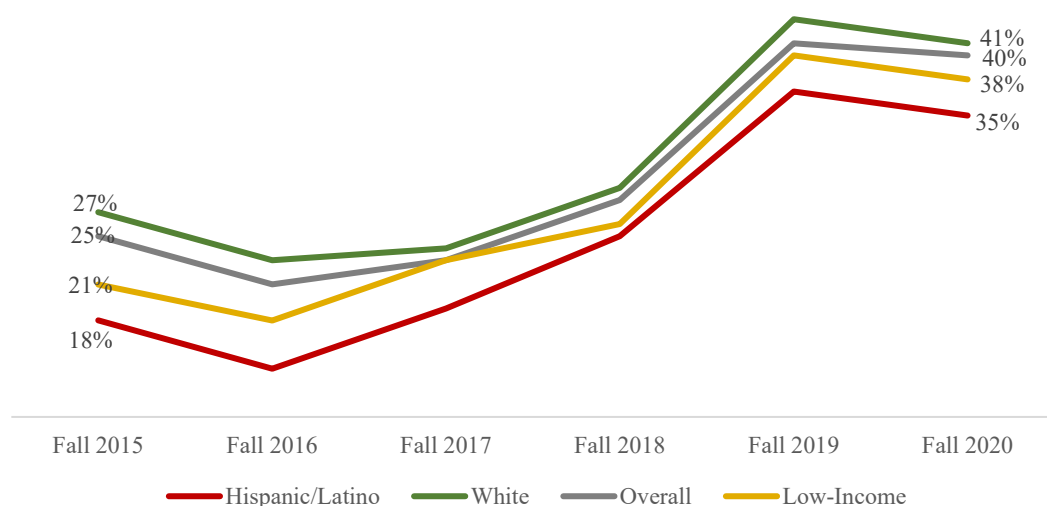
Saddleback College has made tremendous strides in improving students' success in completion of math and English within students' first academic year. This indicator is critical to student success and monitored as part of the College's Strategic Plan. With the implementation of Assembly Bill (AB) 705, the College has seen a large gain in throughput rates. For English, from fall 2015 to fall 2020, overall, the throughput rate increased by 14 percent, with an average completion rate of 52 percent (Figure 20). For math, from fall 2015 to fall 2020, overall, the throughput rate increased by 15 percent, with an average completion rate of 30 percent (Figure 21).

Figure 20 – Saddleback College English Throughput in the First Year Fall 2015 to Fall 2020



Source: SOCCCD, inForm Data Warehouse, VuEnroll, June 2021

Figure 21 – Saddleback College Math Throughput in the First Year Fall 2015 to Fall 2020



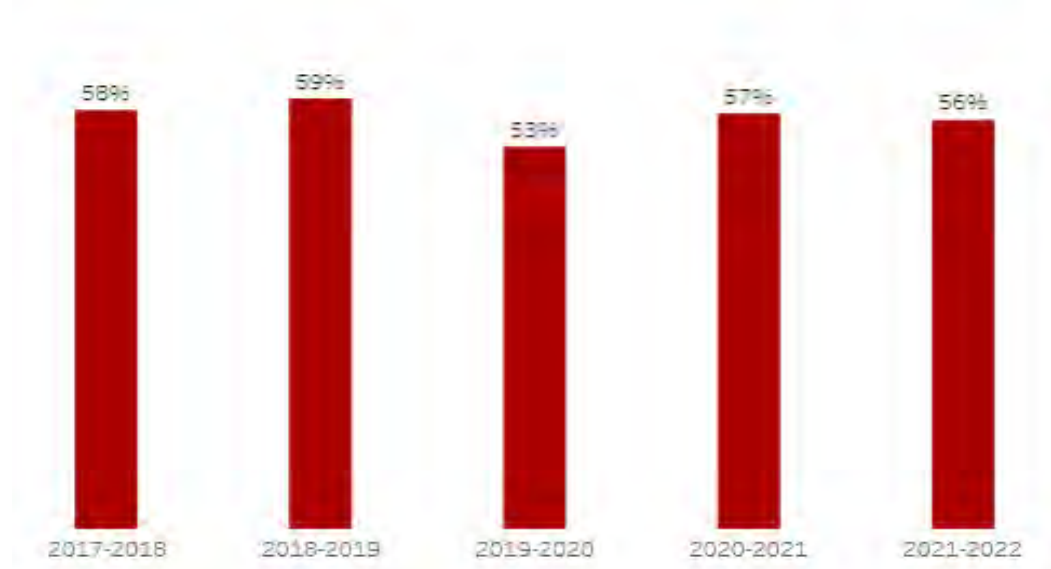
Source: SOCCCD, inForm Data Warehouse, VuEnroll, June 2021

When assessing English or math throughput rates among the students who are disproportionately impacted, Black/African American students, students 25 and older, and first-generation students have made some improvement, yet they continue to be disproportionately impacted; throughput rates for Latinx students have greatly improved and align closer with the overall population ([B.14](#)). In addition to the implementation of AB 705, the College has made great strides in assisting students with improvement of English and math completion within their first year. Some of these efforts include increasing faculty professional development in the areas of equity and STEM, increasing communication to students/parents/high school partners through online conferences, and offering workshops to students, such as The Know and Grow Series which focuses on math and English.

Persistence Rate

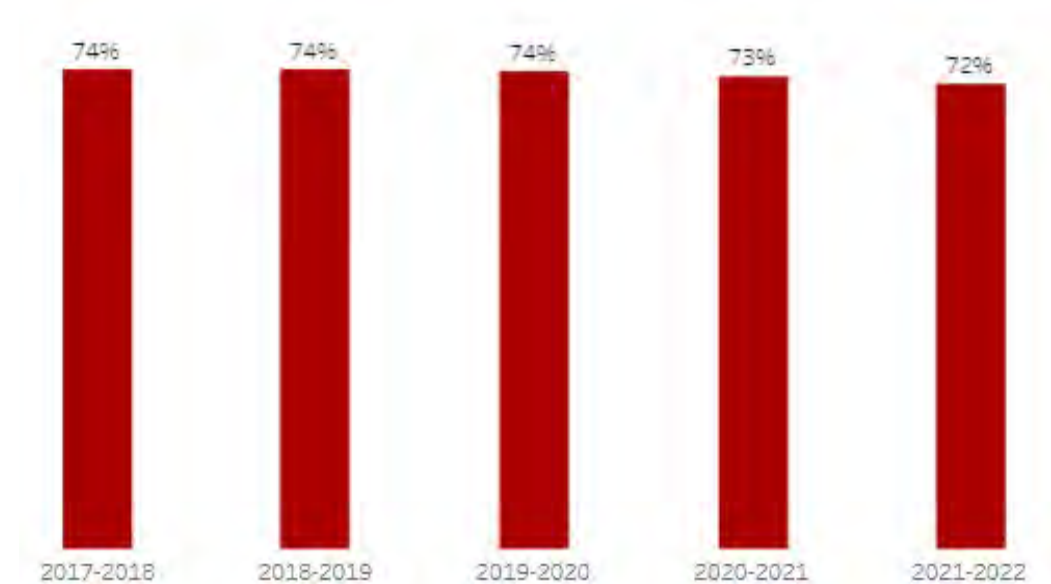
Persistence is defined by the percentage of students enrolled in a given term who return and enroll in the following major term or one year later. At Saddleback College, fall-to-fall and fall-to-spring persistence are marks of student achievement and indicators within the College's Strategic Plan. The average fall-to-fall persistence rate for the College is 57 percent (Figure 22). The average fall-to-spring persistence rate for the College is 73 percent (Figure 23). Persistence rates are reviewed on a regular basis and students who do not persist or are at risk of not persisting are targeted as part of marketing and outreach campaigns to increase enrollments.

Figure 22 – Saddleback College Fall-to-Fall Persistence 2017-2022



Source: Saddleback College, Office of Planning, Research and Accreditation – KPI Dashboard

Figure 23 – Saddleback College Fall-to-Spring Persistence 2017-2022



Source: Saddleback College, Office of Planning, Research and Accreditation – KPI Dashboard

The College does not have major disparity for fall-to-spring persistence. However, for fall-to-fall persistence, Black/African American students and students over the age of 25 are disproportionately impacted ([B.15](#)).

Evidence List

[B.01 PRDash](#)

[B.02 AURDash](#)

[B.03 StratPlanDash](#)

[B.04 SP-Year1Pres](#)

[B.05 DeptNarrativeJPLP1](#)
[B.06 PIEMinutesACCJC](#)
[B.07 CourseSucEquityDash](#)
[B.08 InstructorEquityReport](#)
[B.09 SP-Year1Pres-Awards](#)
[B.10 StudentDash-EdGoal](#)
[B.11 UC-CSUTransfers](#)
[B.12 SP-Year1Pres-Transfers](#)
[B.13 DeptNarrativeJPLP2](#)
[B.14 SP-Year1Pres-EngMath](#)
[B.15 StratPlanDash-Persist](#)

Organization of the Self-Evaluation Process



C. Organization of the Self-Evaluation Process

The Accreditation Workgroup which reports to the College's Consultation Council started planning the Institutional Self-Evaluation Report (ISER) process in fall 2021. The goal of this workgroup is to spearhead the self-review process and complete the ISER due to the Commission on August 1, 2023. The workgroup was co-chaired by the vice president of Instruction/Accreditation Liaison officer and the chair of the Educational Planning and Assessment (EPA) Committee. The following are the additional workgroup members:

- Accreditation Standard Chairs
 - Standard 1 Chair - Dan Predoehl and Tram Vo-Kumamoto
 - Standard 2 Chair - Suki Fisher
 - Standard 3 Chair - Cory Wathen
 - Standard 4 Chair – Claire Cesareo
- Director of Planning, Research, and Accreditation (OPRA) - Shouka Torabi
- District Services Representative - Denice Inciong

Timeline

| Date | Activity | Responsible Entity |
|------------------|---|--|
| fall 2021 | Identify Standard chairs and start planning process | Accreditation Workgroup co-chairs |
| October 29, 2021 | ACCJC ISER training | Accreditation Workgroup, EPA committee members, Academic Senate president, deans and directors, vice presidents, and president |
| spring 2022 | Develop and implement information gathering/interview schedule to conduct self-evaluation process | Accreditation Workgroup and identified key stakeholders to be interviewed |
| summer 2022 | Finish information gathering/interview schedule and start drafting the ISER | Accreditation Workgroup |
| fall 2022 | Continue to draft the ISER and verify information gathered | Accreditation Workgroup |
| November 7, 2022 | ISER follow-up with ACCJC Liaison | Accreditation Workgroup, Academic Senate president, Classified Senate president, and president |
| December 2022 | Rough draft of ISER/QFE submitted and reviewed by Accreditation Workgroup co-chairs | Accreditation Workgroup |
| January 2023 | First Draft of ISER/QFE Completed | Accreditation Workgroup |
| February 2023 | Obtain College constituency review and approval for ISER/QFE | Accreditation Workgroup co-chairs |
| March/April 2023 | Finalize ISER/QFE | Accreditation Workgroup |
| Summer 2023 | District Board of Trustees approval, submit ISER to ACCJC by August 1, 2023 | Accreditation Workgroup co-chairs |

Standard Resources

| Standard | Resources |
|--------------|---|
| Standard I | <ul style="list-style-type: none"> – Ryan Brook, Manager, Office of the President – Claire Cesareo, Educational Planning and Assessment Coordinator – Laura Harris, Instructional Systems Specialist (OOC) – Heidi Ochoa, President, Academic Senate – Shouka Torabi, Director, Planning, Research and Accreditation – Tram Vo-Kumamoto, Vice President for Instruction – Cory Wathen, Vice President for Administrative Services |
| Standard II | <ul style="list-style-type: none"> – Christian Alvarado, Dean of Enrollment Services – Juan Avalos, Vice President for Student Services – Teresa Bear, Chemistry Department Chair – Anthony Becerra, Director, Financial Aid – Claire Cesareo, Educational Planning and Assessment Coordinator – Dan Clauss, Dean of Athletics and Kinesiology – Emily Crabb, Library Technician – Kathy Damm, SLO Coordinator – Kim D’Arcy, Former Director of the Tutoring Center; Interim Dean of Online Education and Learning Resources – Israel Dominguez, Director, Economic Workforce and Development – Jeff Dorsz, District Executive Director, IT and Security – Michelle Duffy, Curriculum Co-Chair – James Feigert, Registrar – Karima Feldhus, Executive Dean of Extended Learning – Suki Fisher, English Department Co-Chair – Manny Garcia, Scheduling and Enrollment Planning Analyst – Chris Hargraves, Director of Student Life – Mike Hoggatt, Interim Coordinator DSPPS – Kari Irwin, Assistant Dean of Career Technical Education – John Jaramillo, Dean of Economic & Workforce Development and Business Science Division – Anne Lawson, Assistant Dean, Health Sciences and Human Services – Margot Lovett, Program Review Coordinator – Jonathan Luque, Learning Pathways Faculty Coordinator – Jennifer McConkey, Director, Tutoring Center – Jennie McCue, Director of Marketing and Communications – Pete Murray, Institute for Teaching and Learning Co-Chair – Jennifer Pakula, Faculty Coordinator, Online Educator – Nicola Perry, Director, Strategic Enrollment Management – Lisa Schenitzki, Director, Health and Wellness Center – Carolyn Seaman, Library Department Chair – Valerie Senior, Instructional Technologist, Faculty Center – Penny Skaff, Dean of Counseling – Shouka Torabi, Director, Planning, Research and Accreditation – Aimee Tran, Articulation Officer – Jeff Vogel, Reading Department Chair – Tram Vo-Kumamoto, Vice President for Instruction – Michelle Weidenkopf, Executive Assistant, Office of Administrative Services |
| Standard III | <ul style="list-style-type: none"> – Leilani Anselmo, Interim Human Resources and Employer/Employee Relations Office Manager – Anthony Becerra, Director, Financial Aid |

| Standard | Resources |
|-------------|---|
| | <ul style="list-style-type: none"> – Toni Brady, Risk Manager – Thurman Brown, Director of Technology Services and Broadcast Systems – Connie Cavanaugh, Executive Director, Fiscal Services – Kim D’Arcy, Interim Dean of Online Education and Learning Resources – Jeff Dorsz, Executive Director, Information Technology and Security – Trish Fain, Executive Assistant, Office of Instruction – Karima Feldhus, Executive Dean of Extended Learning – Ann-Marie Gabel, Vice Chancellor, Business Services – Danielle Heinbuch, Director, Recruitment and Employment Services – Roxanne Metz, Director of Fiscal Grants and Contract Services – Mary Opel, Director, Facilities Planning – Sandra Pope, Director, Enterprise Resource Planning – Dan Predoehl, Assistant Dean, Division/Director of Emeritus Institute – Jose Recinos, Senior Director of College Facilities – Emmanuel Smith, Vice President, CSEA – Sara Sperazza, District Workers’ Compensation and Safety Manager – Kawai Tinio, Human Resources Information Systems Manager – Shouka Torabi, Director, Planning, Research and Accreditation – Tram Vo-Kumamoto, Vice President for Instruction – Cory Wathen, Vice President for Administrative Services |
| Standard IV | <ul style="list-style-type: none"> – Julianna Barnes, Chancellor, SOCCCD – Ryan Brook, Manager, Office of the President – Kathleen Burke, Former Chancellor, SOCCCD – Claire Cesareo, Educational Planning and Assessment Coordinator – Ann-Marie Gabel, Vice Chancellor, Business Services – Grace Garcia, District Director, Chancellor and Board Operations – Denice Inciong, District Director, Research, Planning, and Data Management – Margot Lovett, Past President and President Elect, Academic Senate – Christopher MacDonald, Vice Chancellor, Education and Technology – Heidi Ochoa, President, Academic Senate – Elliot Stern, President, Saddleback College – Shouka Torabi, Director, Planning, Research and Accreditation – Dan Walsh, Past President, Academic Senate – Cory Wathen, Vice President for Administrative Services – Michelle Weidenkopf, Executive Assistant, Office of Administrative Services |

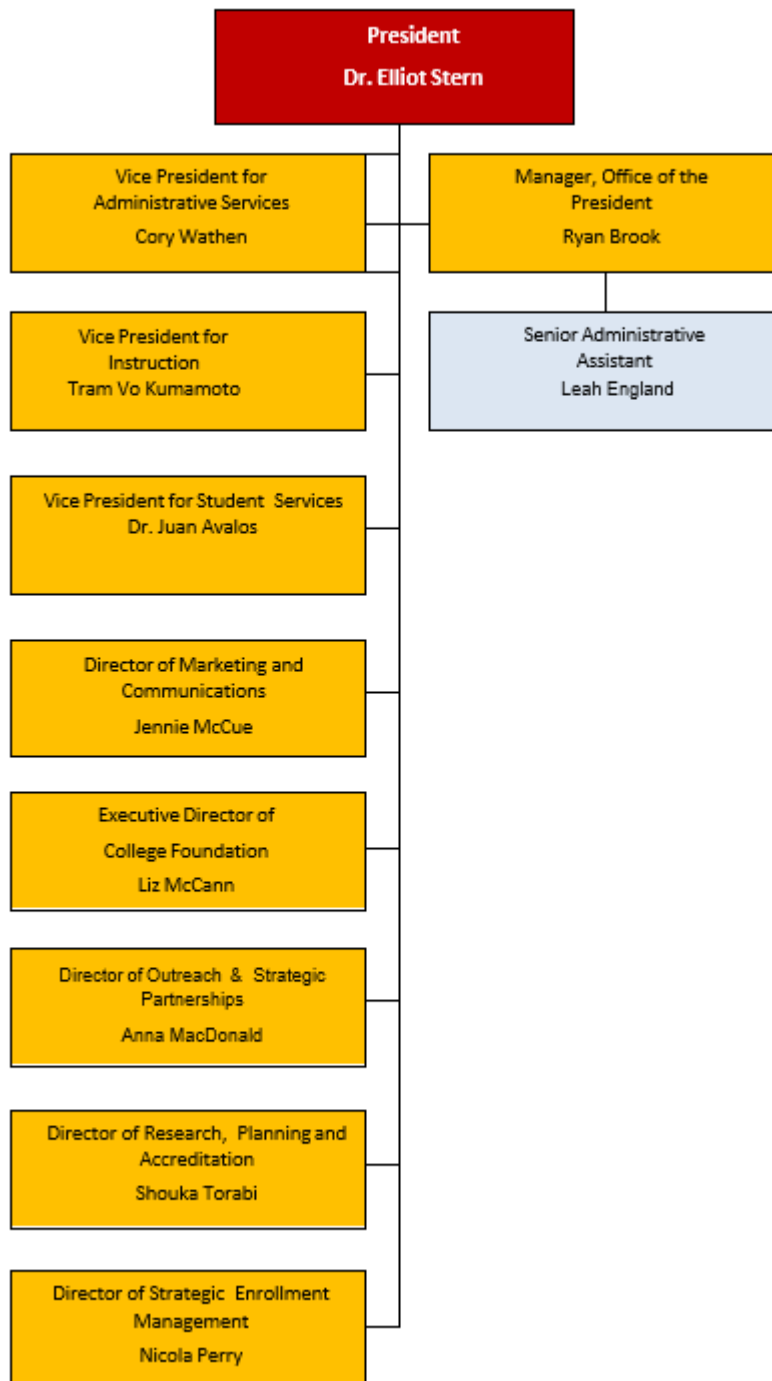
Organizational Information



D. Organizational Information

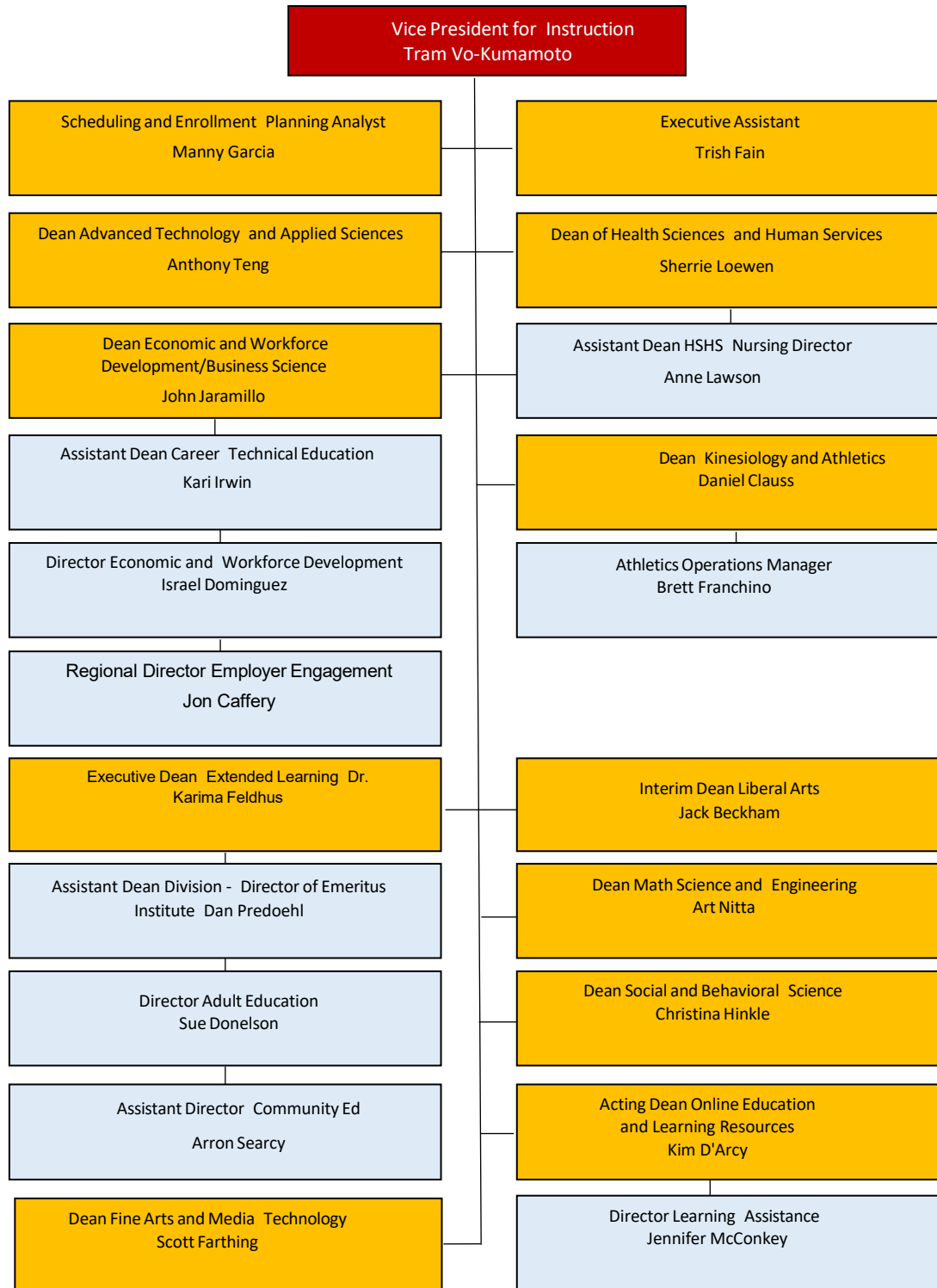
SADDLEBACK COLLEGE

President Organizational Chart



SADDLEBACK COLLEGE

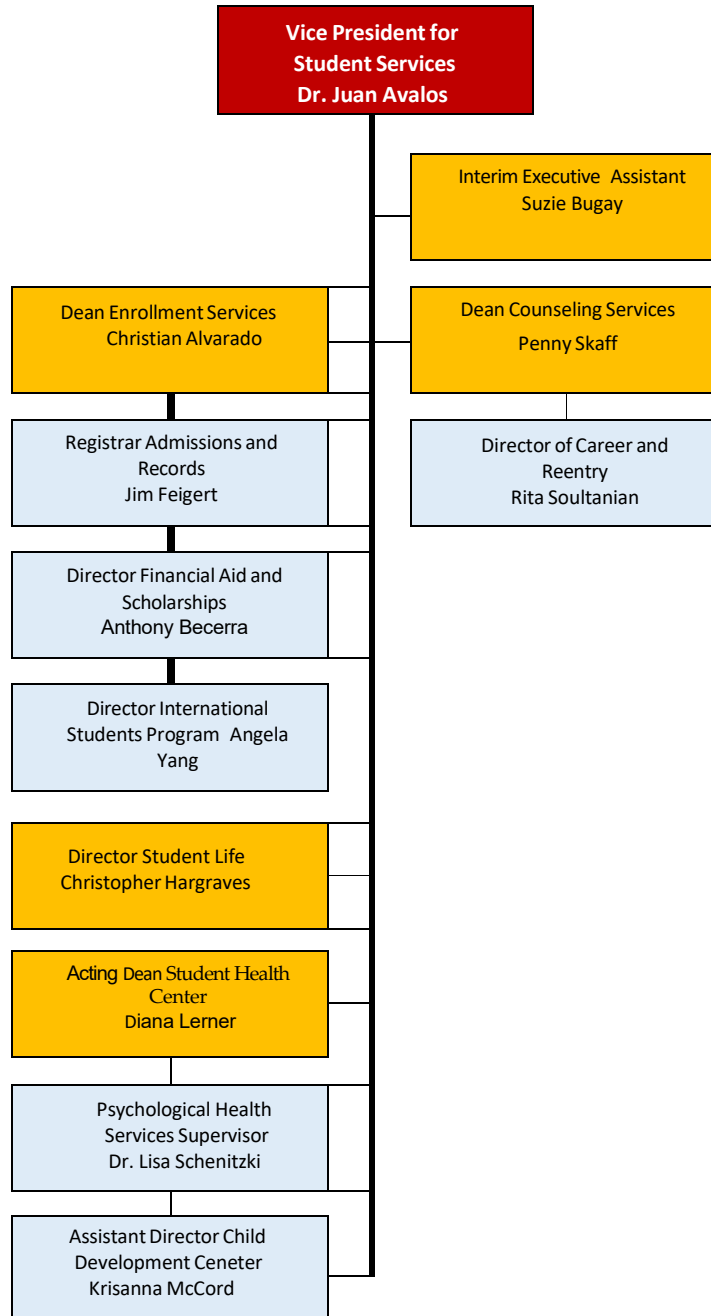
Vice President for Instruction Organizational Chart



SADDLEBACK COLLEGE

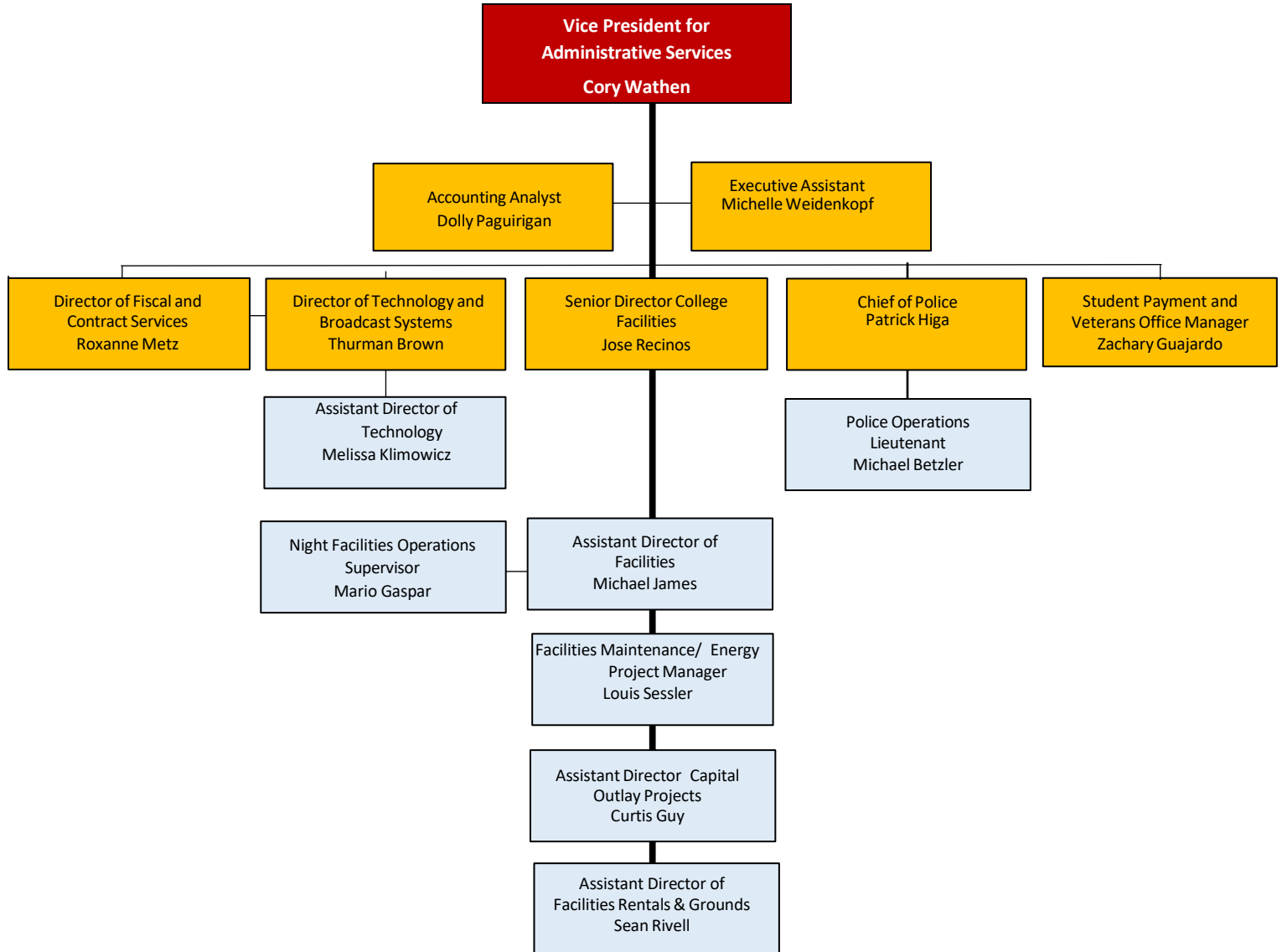
Vice President for Student Services

Organizational Chart



SADDLEBACK COLLEGE

Vice President for Administrative Services Organizational Chart



Certification of Continued Compliance with Eligibility Requirements



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary 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. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The institution is authorized or licensed to operate as a post-secondary 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.

Saddleback College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges ([ER.01-01](#)). The authority for Saddleback College is through the SOCCCD Board of Trustees ([ER.01-02](#)). The Board derives its authority from California Education Code §70902 and from its status as the elected community entity that holds the institution in trust for the benefit of the public.

Saddleback College meets Eligibility Requirement 1.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Saddleback College is operational, with students actively pursuing its degree programs. Based on the California Community College Chancellor's Office Data Mart, in spring 2022 Saddleback College served 17,044 students in its credit and 5,561 students in its non-credit programs ([ER.02-01](#)). Each term, the college publishes its schedule of classes on the web and provides information about the courses offered for the term to inform student registration ([ER.02-02](#)).

Saddleback College meets Eligibility Requirement 2.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Saddleback College offers a substantial portion of its educational offerings in programs that lead to degrees ([ER.03-01](#)), and roughly 70 percent of the College's credit population identify earning a credential and/or transferring as their primary educational goal. The College has 34 degree programs that are two academic years in length.

Saddleback College meets Eligibility Requirement 3

Eligibility Requirement 4: Chief Executive Officer

The institution has 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 executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Saddleback College's president, Dr. Elliot Stern, was appointed by the SOCCCD Board of Trustees in November 2018. Dr. Stern started his tenure at the College in January 2019 and acts as the chief executive officer with the requisite authority to administer the District's Board Policies. Upon his appointment by the Board of Trustees, the change was reported to the Commission immediately and is reflected on the ACCJC website ([ER.04-01](#)).

Saddleback College meets Eligibility Requirement 4.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The institution annually undergoes and makes available an external financial audit by a certified public accountant. At the December 12, 2022, Board of Trustees meeting, the annual audit for Saddleback College was presented and accepted by the Board under agenda item 8.1 ([ER.05-01](#)). Financial aid audit information showing Title IV compliance is included in the audit.

Saddleback College meets Eligibility Requirement 5.

Evidence List

[ER.01-01 ReaffirmLetter](#)
[ER.01-02 BOT SOCCCD](#)
[ER.02-01 MISDataF22](#)
[ER.02-02 SmartSchedWebSP23](#)
[ER.03-01 22-23CatAddendProgIndex](#)
[ER.04-01 ACCJCPresidentInfo](#)
[ER.05-01 AnnualAudit](#)

Certification of Continued Institutional Compliance with Commission Policies



F. Certification of Continued Institutional Compliance with Commission Policies

Saddleback College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

Saddleback College provides information regarding its accreditation status on the College's website ([F.01](#)) and is within one click from its homepage ([F.02](#)). On June 26, 2023, the SOCCCD Board of Directors approved the accreditation report (F-03). Following the approval, the College posted its ISER and solicited third party comments in advance of its formative review in October 2023 and its comprehensive peer review visit in March 2024.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Saddleback College sets institutional standards and updates it as part of the ACCJC annual reporting. Annual reports are reviewed at the College's Consultation Council ([F.04](#)) as part of the College's continuous improvement process.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Through the curriculum review process ([F.05](#)), Saddleback College programs and courses are designed to meet the academic standards and rigor appropriate for higher education. Units of credit are awarded based on the Carnegie Unit, in which 16-18 hours of standard lecture and 36 hours of outside work equal 1 unit of credit (F-06BP 4020 and F-07AR 4020). Program length is established through the curriculum review process for programs. Tuition for the College is set through statute and is communicated through the SOCCCD Administration Regulation (AR) 5030 ([F.08](#)), website ([F.09](#)), and the College Catalog ([F.10](#)).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Saddleback College is governed by Board Policies (BPs) and Administrative Regulations (ARs) set forth by the District. Transfer policies are noted in AR 4050 ([F.11](#)) regarding articulation of courses and programs as well as in AR 4235 ([F.12](#)) regarding credit for prior learning.

Distance Education and Correspondence Education

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

Saddleback College does not provide correspondence education. For Distance Education, all courses that are offered online go through a review to ensure that it is compliant with requirements for online courses ([F.13](#)). Once a course is approved to be offered online, a DE review will be conducted at least once every five years when the course goes through a scheduled review process to ensure that information submitted is up to date.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Student complaints are handled through the vice president of Student Services Office ([F.14](#)). Additional information about how student complaints can be made is also provided in the catalog ([F.15](#)). For student complaints pertaining to grades, students are directed to AR 5530 ([F.16](#)) to initiate the informal and formal processes.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Saddleback College provides timely and accurate information on its programs, services, locations, and policies to students and the public through various means including:

- The College website
- Digital signage at college entrances and in various campus locations
- Printed brochures and fliers
- News releases, advertisements, and public service announcements in local media
- Email and mailed newsletters and publications
- The College Catalog and schedule of classes

Title IV Compliance

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.

Saddleback College complies with the requirements of Title IV of the Higher Education Act. Since the last accreditation site visit in 2017, the College has continued to conduct annual financial audits to ensure ongoing compliance. The College attends to any audit findings requiring mitigation and based on the current financial audit approved by the Board in December 2022 ([F.17](#)), is in compliance with Title IV.

Saddleback College was recertified on May 14, 2018 ([F.18](#)) by the United States Department of Education as an eligible institution under the Higher Education Act.

Evidence List

[F.01 AccreditationWebsite](#)

[F.04 CC2023 04 18 Agenda](#)

[F.08 AR5030](#)

[F.10 FeesCatalog](#)

[F.12 AR4235](#)

[F.14 StudentComplaint](#)

[F.02 WebsiteAccreditedLink](#)

[F.05 CurricHandbook 2023](#)

[F.09 FeesWebsite](#)

[F.11 AR4050](#)

[F.13 DEAddendumCHI1](#)

[F.15 CatalogStudentComplaint](#)

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The mission of Saddleback College is to provide equitable and innovative educational experiences for its diverse student body through the offering of high-quality, career-building, and life-enriching educational programs. These goals are reflected in the Mission, Vision, and Values statements ([1.A.01-01](#)) of the College, which read as follows:

Mission Statement:

Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences. ([1.A.01-02](#))

Vision Statement:

Inspired by a passion for teaching and learning and a belief in human potential, Saddleback College transforms the lives of its students by offering high-quality, career-building, and life-enriching education.

Values Statements:

Saddleback College embraces:

Empowerment

We empower students through challenging, collaborative, and engaging educational experiences.

Excellence

We dedicate ourselves to excellence in academics, student support, and service to the community.

Inclusivity

We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured, and respected.

Integrity

We promote honesty, transparency, and accountability.

Openness

We cultivate a learning environment open to diverse perspectives and the free exchange of ideas.

Partnership

We strive to develop strong and lasting partnerships across the college and with the surrounding community.

Success

We place our highest priority on helping students achieve their academic and career goals.

Sustainability

We promote environmental sustainability and use our resources responsibly.

The mission, vision and values are also provided to students in the College Catalog along with the list of degrees and other credentials ([1.A.01-03](#)) the College offers to accomplish its mission to support students in achieving personal, academic, and economic advancement.

Analysis and Evaluation

The mission of Saddleback College is articulated in the mission, vision, and values statements of the College which, when combined, clearly describe the College's educational purposes, student population, types of educational programs, and commitment to student learning and success.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Annually, the College completes the ACCJC Annual Report ([1.A.02-01](#)) and uses data on degree completion, transfer rates, and job placement rates to review how effectively it is meeting its mission to help students advance their academic and economic goals. Biannually, the College uses data to review Career Education programs to determine their effectiveness in meeting its mission to help students advance their academic and economic goals, and to ensure that the Career Technical Education Programs are meeting regional demand and are relevant to these goals ([1.A.02-02](#), [1.A.02-03](#)). Every three years, all College programs and administrative units go through a review that reflects on data to determine how effectively the College is accomplishing its mission ([1.A.02-04](#), [1.A.02-05](#)).

As evidenced in the District 2020-2025 Strategic Plan goals ([1.A.02-06](#)), the College's mission to provide personal, academic and economic advancement through equitable and innovative student experiences directs institutional priorities in meeting the educational needs of students. Strategic Plan Goal 1 is to ensure student equity in access and achievement, and Strategic Plan Goal 2 is to transform lives through learning and achievement. The 2020-2025 plan has established baseline data ([1.A.02-07](#), [1.A.02-08](#),

[1.A.02-09](#)) for the College to track and determine if it is accomplishing its mission. The College's Strategic Plan's implementation plan also demonstrates how the mission directs institutional priorities ([1.A.02-10](#)).

Analysis and Evaluation

As evidenced, Saddleback College uses data and integrated continuous quality improvement to establish benchmarks and define key performance indicators to align its institutional priorities to ensure all academic and student service programs align with the mission and meet the educational needs of students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

All college programs and services go through a program or administrative unit review process once every three years, as guided by the Educational Planning and Assessment Committee (EPA). As part of that review process, programs and services are asked to review and revise their Mission Statement and to address how the programs or unit's mission supports that of the College ([1.A.03-01](#), [1.A.03-02](#)). This step of the review process ensures that programs and services are aligned with the College's mission.

The Planning and Decision-Making Manual starts with the College's Mission, Vision and Values ([1.A.03-03](#)) to guide the institutional decision-making, planning, and resource allocation processes. According to the handbook, the main governance body is Consultation Council (CC). Consultation Council is charged ([1.A.03-04](#)) with directing the College's strategic planning, resource allocation, and committee structure and assessment processes. At the top of each CC agenda ([1.A.03-05](#)), the College mission and vision are referenced to make sure that they guide the work of the council and the college's decision-making processes.

The Planning and Institutional Effectiveness Committee (PIE) and the College Resource Committee (CRC) reports to Consultation Council and are guided by the mission in planning and allocating resources to support institutional goals as described in the College Decision Making Manual. PIE uses the College mission to guide planning, document activities, and assess progress toward equity and achievement goals on an annual basis ([1.A.03-06](#)).

The mission also guides the annual resource allocation process that is overseen by CRC which is charged with ensuring that resource planning and allocations maximize achievement of the College's mission and strategic outcomes. Annually, the College participates in the resource allocation process which is derived from program reviews (PR) and administrative reviews (AUR) objectives guided by the College's mission. The CRC process ([1.A.03-07](#)) includes the creation of a rubric that is guided by the College's mission and Strategic Plan goals. The rubric ([1.A.03-08](#)) is used to help prioritize the requests at each level (program, division, branch, and college) of the resource review process.

Analysis and Evaluation

Saddleback College's programs and services are aligned with its mission. The College's mission guides institutional decision-making, planning, and resource allocation, and informs institutional goals for student learning and achievement.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The College's Mission statement is published widely, including in the following locations:

- College's Mission, Vision, and Values Website ([1.A.04-01](#))
- Annual course catalog ([1.A.04-02](#))
- Annual student handbook ([1.A.04-03](#))
- Faculty Handbook ([1.A.04-04](#))
- Administrative Unit Review Handbook ([1.A.04-05](#))
- Program Review Handbook ([1.A.04-06](#))
- All Consultation Council ([1.A.04-07](#))

Board Policy (BP) 1200, Mission Statements ([1.A.04-08](#)), requires that the Mission statement of the College be evaluated and revised, as appropriate, on a regular basis, and approved by the Board of Trustees (BOT). This review and revision occurred as part of the collegewide strategic planning process, as documented in the College's Planning and Decision-Making Manual ([1.A.04-09](#)). Every fifth year, in conjunction with the strategic planning process, the College reviews its mission, vision, and value statements and revises if needed to ensure that the mission is in alignment with the District mission. Most recently, the College mission was reviewed and revised as part of the 2020-2025 Strategic Plan development process. This statement was approved by the BOT on February 22, 2021 ([1.A.04-10](#)).

Analysis and Evaluation

As demonstrated, Saddleback College publishes its mission, vision, and values statements through multiple internal and external documents. Regular review and revision of the mission is initiated as part of the strategic planning process and occurs every five years.

Conclusions on Standard I.A: Mission

The College's mission, vision, and values are fundamental to establishing the core of its work to ensure that any student who enrolls at Saddleback can achieve their personal, academic and economical goals. The College mission is a living set of principles which require constant attention, and which hold the College's community accountable. The College engages in timely review, update, and dissemination of its mission through the College community and beyond to ensure employees and surrounding community members understand the College's purpose and what to expect as an institution of higher learning serving its diverse student community of first time and continuing college students.

Improvement Plan(s)

None.

Evidence List

[1.A.01-01 MissionVisionValues](#)

[1.A.01-03 ListofDegrees](#)

[1.A.02-02 78016BOT7-2022](#)

[1.A.02-04 2022AURDashboard](#)

[1.A.02-06 DistrictwideStratPlan20-25](#)

[1.A.02-08 ObjectivesSummary](#)

[1.A.01-02 BP1200](#)

[1.A.02-01 AnnualReport2023](#)

[1.A.02-03 SC2ExhCTEBoardRpt](#)

[1.A.02-05 2022PRDDashboard](#)

[1.A.02-07 SPBaselineDataTargets](#)

[1.A.02-09 Y1ProgTargets9-22](#)

[1.A.02-10 SPIImplementationPlan](#)
[1.A.03-02 PRHandbook](#)
[1.A.03-04 CCOneSheet](#)
[1.A.03-06 PIEMinutes9-22-22](#)
[1.A.03-08 CRCRubric](#)
[1.A.04-02 Catalog MVV](#)
[1.A.04-04 FacultyHandbkMVV](#)
[1.A.04-06 PRMVV](#)
[1.A.04-08 BP1200M](#)
[1.A.04-10 BOTMissionBp1200](#)

[1.A.03-01 AURHandbook](#)
[1.A.03-03 PlanningDecisionManual](#)
[1.A.03-05 CC2022-10-18Agenda](#)
[1.A.03-07 RAManual11-2022](#)
[1.A.04-01 WebsiteMVV](#)
[1.A.04-03 StudentHandbkMVV](#)
[1.A.04-05 AURMVV](#)
[1.A.04-07 CCMinutesMV](#)
[1.A.04-09 PlanManualMVV](#)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

The College sustains substantive and collegial dialog regarding student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement through its participatory governance structure and the operational structure. As part of the College planning process, the College has established strategic goals and actions ([1.B.01-01](#)) to continuously improve outcomes and address equity gaps by improving academic quality and institutional effectiveness.

Through participatory governance, the Planning and Institutional Effectiveness Committee (PIE) gathers information about activities to address the College's Strategic Plan goals. Annually, PIE reviews and evaluates progress on the plan's objectives/goals and several key performance indicators (KPI) such as: course completion rate, degrees/certificates completion, job placement rate, transfers to four-year universities, English and math completion in the first year, and persistence rate ([1.B.01-02](#)). The information reviewed at PIE is also shared with other participatory governance committees such as the Equity and Inclusion Committee (EIC) ([1.B.01-03](#)) and the Student Success Coordinating Council (SSCC) ([1.B.01-04](#)). The review of KPIs, as they align with college goals and activities, helps to inform annual goal setting for the different governance groups.

Additionally, through the program and administrative unit review processes, department chairs and managers have continuous dialog centered on student outcomes, student equity, and academic quality ([1.B.01-05](#)). This dialog occurs through a three-year process where goals, activities and outcomes aligned with the Strategic Plan goals are identified for the program or unit. During the three-year cycle the programs and units regularly review their activities and KPIs to ensure that operations are geared toward reaching the strategic goals and outcomes that better student achievement and ensure continuous improvement and institutional effectiveness. Annually, select program reviews are highlighted at Consultation Council (CC) to showcase work that has been done to sustain this dialog at the program level ([1.B.01-06](#)).

An example of the College's ability to sustain a substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student

learning and achievement can be seen in the review and evaluation of English and math completion rates within the student's first year in college. Since English and math completion is a leading indicator of student success and completion, it serves as a key performance indicator (KPI) of the districtwide [\(1.B.01-07\)](#) and College Strategic Plans [\(1.B.01-08\)](#) and is reviewed across through the college in governance meetings [\(1.B.01-09\)](#), and as part of the English [\(1.B.01-10\)](#) and math [\(1.B.01-11\)](#) program review process.

This is monitored annually through the Strategic Plan dashboard in PIE and presented to CC for dialog and to ensure progress in achievement. Additionally, review of English and math completion within one year is done in the SSCC [\(1.B.01-12\)](#) and helps to drive College discussion on continuous improvement planning. Through PIE, review of activities and strategies identified through the Strategic Plan are discussed by faculty, staff and administrators, and planning recommendations are made to address the need to support student outcomes and achievement in English and math completion in one year [\(1.B.01-13\)](#).

As part of the English and math program review, faculty review student learning outcomes and achievement to determine effectiveness and academic quality. As part of the review process, when areas requiring improvement are identified, faculty posit strategies and activities to improve. At times these strategies and activities may lead to resource and professional development needs, which are then submitted as part of the College resource request process and reviewed by the resource committee [\(1.B.01-14\)](#).

A review of English and math completion is also examined and discussed in the Equity and Inclusion Council (EIC) which helps to identify equity gaps and to determine learning and student support needs to help close those gaps. Similar to the program review process, the review of the equity gaps and student needs could lead to resource allocations which also go through the College resource committee [\(1.B.01-15\)](#).

The discussion about English and math completion in one year is also discussed within the learning pathway to assess the need for additional resources or changes to strategies and activities that would increase achievement or to determine additional professional development needs [\(1.B.01-16\)](#).

In the Learning Resource Center, tutoring services are reviewed to determine if they were effective in supporting student success in English and math achievement. As needed, strategies and activities change to better support student success. For example, a change in which math courses are assigned to embedded tutors was recommended after reviewing student completion rates in math courses [\(1.B.01-17\)](#).

As a result of the discussions across the College regarding English and math completion in one year, requests for resources are reviewed by the College Resources Committee and forwarded to Consultation Council, which is represented by all constituency groups including students, for review and recommendation to the president for funding. In addition, the Planning and Institutional Effectiveness Committee will review activities and strategies to determine effectiveness and will recommend to CC any continuous improvement and planning recommendations for review and recommendation to the president for implementation.

Analysis and Evaluation

The College meets the standard by engaging in regular dialog on continuous improvement, evaluating

student learning outcomes, academic quality, student equity, and institutional effectiveness through the College's participatory governance structure. The College engages in collaborative, collegial dialog through substantive and sustained committee meeting agendas, discussions, data-informed decision making, and continuous improvement. Committee participation includes all constituency groups and includes faculty, staff, administrators, and students within the collective improvement processes of the College. Student equity and closing achievement gaps are widely discussed in committee agendas, and the student equity and achievement plan and Strategic Plans guide collective discussions.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Saddleback College is committed to collecting and analyzing student learning outcomes (SLO) data in order to foster program effectiveness and continual improvement, as described in the SLO Handbook ([1.B.02-01](#)) and the Program Review Handbook ([1.B.02-02](#)). SLO assessment is conducted annually in all courses and the results are analyzed in detail during the program review process ([1.B.02-03](#)). In addition, all learning support services assess administrative unit outcomes (AUOs) to ensure the quality of the services they provide ([1.B.02-04](#)). These results are discussed and analyzed during the administrative unit review process for those service areas ([1.B.02-05](#)).

Faculty within a department develop course-level SLOs for each course, and program SLOs (PSLOs) for each degree and certificate offered. The course SLOs are then mapped to the PSLOs, which are also mapped to the Institutional Student Learning Outcomes (ISLOs), developed by the Educational Planning and Assessment Committee (EPA) ([1.B.02-06](#)). The ISLOs outline the knowledge, skills, and abilities that students should expect to achieve as the result of completing a degree at the College ([1.B.02-07](#)).

All faculty assess outcomes within their courses and utilize a five-step process described in the SLO Handbook. The steps are:

1. *Identify*: Departments work together to identify which SLO within each course shall be assessed in the coming year.
2. *Assess*: Departments decide how best to assess SLOs and collect success rate data in accordance with developed criteria.
3. *Reflect*: Prior to submitting results into Nuventive, departments reflect on findings and discuss implications of results and any planned changes.
4. *Adjust*: Upon reflection of the SLO results, department chairs and faculty work together to implement planned changes or other adjustments deemed necessary.
5. *Submit*: Assessment results are aggregated by course and then input into the system by the department chair or designee by the third Friday of September following the academic year in which the SLOs were assessed. Reflection discussions are described in the "Use of Results" section within Nuventive.

SLOs, methods of assessment, criteria for success, assessment results, and the use of the results are stored in the College's web-based repository, currently Nuventive, for all assessment activities ([1.B.02-08](#)). Department chairs are primarily responsible for entering SLO information. They are also responsible for the overall coordination, development, assessment, and reporting of SLOs.

SLOs are contained on the course detail page in the online class schedule ([1.B.02-09](#)) and placed on all

course syllabi to inform students of what they can expect to learn by the end of the course ([1.B.02-10](#)). All syllabi are uploaded to the Student Information System (SIS), “MySite,” which serves as the central repository for course syllabi ([1.B.02-11](#)). Deans and department chairs have access to run reports to determine which syllabi have been provided to courses and to review the syllabi to ensure that students are provided with a syllabus and that the information on the syllabus is in compliance with the SLOs listed for the course ([1.B.02-12](#)). If a syllabus does not have the updated SLOs, the Dean will communicate with the faculty to update the SLO accordingly.

The assessment of AUOs in student support and administrative units is also well established at the College as described in the AUO Handbook ([1.B.02-13](#)) and the Administrative Unit Review (AUR) Handbook ([1.B.02-14](#)). AUO assessment is a means to discover if student support and administrative units are providing effective services to their constituencies. AUO assessment results stimulate discussion and direct activities to improve student support and administrative services on campus. Improved outcomes in counseling because of AUR/AUO assessment include offering more counseling services to growing populations such as adult education students and non-credit ESL ([1.B.02-15](#)). Improved services in student development include the addition of Mentor Collective as an action step to meet the co-curricular leadership and communications as well as self-awareness, personal development and life skills learning outcomes ([1.B.02-16](#)).

Analysis and Evaluation

The College is committed to assessing student outcomes in instruction and student services, analyzing the results, and making improvements to courses, programs, and administrative units to enhance student learning. The Educational Planning and Assessment Committee oversees this process and ensures that all programs and units engage in ongoing assessment and use the results of that assessment in the improvement of programs and learning support service units.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The College establishes institutional-set standards for student achievement as part of the Program Review Process ([1.B.03-01](#)), Administrative Unit Review Process ([1.B.03-02](#)) and the ACCJC Annual Report ([1.B.03-03](#)). As part of the strategic plan process, there are several indicators for which the College establishes targets: course completion, transfers to 4-year universities and award completions (degrees and certificates), English/math completion, persistence, and access. In the College’s Strategic Plan, targets are set for these key metrics ([1.B.03-04](#)) and progress toward them is publicly posted on the District’s Strategic Plan dashboard ([1.B.03-05](#)). All institutional-set standards are reviewed and approved by the Consultation Council (CC) ([1.B.03-06](#)).

In addition to the Strategic Plan, institutional-set standards are tracked and monitored through the ACCJC report with oversight from PIE. The annual report requires colleges to establish floor and aspirational rates for the following metrics: award completions (degrees and certificates), course completion, transfers to 4-year universities, job placement rates and licensure exam pass rates ([1.B.03-07](#)). As of 2018, ISS for course completion has also been incorporated into the program review process. As such, department chairs and deans are asked to reflect on their course completion ISS and compare it to their most recent year’s performance and address strategies for exceeding the rate ([1.B.03-08](#)). As part of the ACCJC Annual Report process, the institutional set standards are reviewed and approved in

PIE and Consultation Council ([1.B.03-09](#)) and posted on the Accreditation website ([1.B.03-10](#)).

Analysis and Evaluation

The College has set standards for student achievement and has built its planning and review processes around these data to constantly review and improve student educational goal attainment and experiences. By integrating ISSs into the program review process, faculty, department chairs, and academic administrators have robust conversations associated with how programs meet the goals of the College and how programs can improve. As a district, the usage of the newly developed Strategic Plan Indicators Dashboard enables both institutions the opportunity to view progress and to coordinate as needed for the sake of all District students.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Saddleback College uses assessment data and organizes its institutional processes to support student learning and student achievement. The Educational Planning and Assessment Committee (EPA) assists and tracks the progress and completion of program reviews (PRs) ([1.B.04-01](#)) and administrative unit reviews (AURs) ([1.B.04-02](#)) to ensure units are reviewing assessment results and identifying objectives and activities to support student learning and achievement on a regular basis. The objectives and activities identified through the PR and AUR processes are then used to inform College processes such as the Faculty Prioritization Process and the College Resource Allocation Process. These institutional processes utilize the data provided in the PRs and AURs to inform decisions and support student learning and achievement.

Faculty Prioritization Process

On an annual basis, the College goes through a faculty prioritization process that is organized using assessment data related to program review to ensure that the results of the process support student learning and achievement.

Once an area puts in an intent to request a faculty position, the Office of Planning, Research, and Accreditation (OPRA) provides the data for the faculty prioritization process ([1.B.04-03](#)). The data provided is the same data used for the program review process and is used to complete the position request proposal form ([1.B.04-04](#)). The content of the proposal form requires the area to answer questions regarding the program needs based on data analysis. For example, one of the questions asks, "How does the number of full-time faculty to part-time faculty impact the program's ability to fulfill its mission/objectives? If there have been changes in your program's staffing structure, please explain the reason(s) for those changes. You may utilize and/or expand upon your answer to this question documented in your most recent Program Review."

The committee reviews all positions request proposals and will score each one based on the information provided, using a rubric. The scoring rubric developed allows each committee member to contribute a score between 0 and 6 in two categories as identified in the latest program review: 1) data/evidence in support of need and; 2) critical for program goals and needs ([1.B.04-05](#)).

At the end of each process, the committee is surveyed to gather information regarding the process for continuous improvement ([1.B.04-06](#)).

College Resource Allocation Process

On an annual basis, the College goes through a resource allocation process that is organized using assessment data related to program and administrative unit review. The process is available as a means for programs and administrative units to request new funds to support goals and objectives as described in their program and administrative unit reviews ([1.B.04-07](#)).

Resource requests are made for new or additional funds to support the following areas: 1) furniture, fixtures and equipment, 2) facilities, 3) technology, 4) annual operating budget, 5) non-faculty personnel, and 6) other one-time funds. Each department can put in requests based on need and evaluated based on a rubric that considers four key criteria: 1) program importance, 2) urgency, 3) strategic impact, and 4) overall value. The program importance category on the rubric is directly related to how the resource will help with addressing SLO/AUOs or creating more effective/efficient services. In addition, the strategic impact area also addresses college level outcomes.

When completing the request form, the initial requestor is asked to provide data and evidence examples to correlate the request to the improvement of strategic, program and/or unit outcomes. Within this process, the requestor is able to identify the strategic goal with which the request is aligned and is given an opportunity to provide narrative to explain the connection. The narrative provided may be pulled from the program or administrative unit reviews ([1.B.04-08](#), [1.B.04-09](#)).

The process requires that the prioritization criteria is rated at the program/department level, division level, branch level and college level. The process requires the evaluatee to consider the request based on their lens. For example, the deans review the program importance request by considering the needs of all programs within the division, whereas the faculty and staff rate the request based on their specific program or department level lens ([1.B.04-10](#)).

At the end of each year's cycle, the College Resource Committee reviews the process and provides feedback for continuous improvements ([1.B.04-11](#), [1.B.04-12](#)).

Analysis and Evaluation

Based on the evidence provided regarding institutional processes such as the faculty prioritization process and the College resource allocation process, the College uses assessment data and organizes its institutional processes to align with program review and administrative unit review data and outcomes assessments to make decisions. In both institutional processes, the requestor is asked to identify outcomes and activities that were determined in the PR and AUR processes to support the requests. In both institutional processes, data pertaining to student learning and achievement may be brought in to provide objective information to support the request.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

The College assesses the accomplishment of its mission through a variety of practices. The College's

Instructional Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum that is used in making recommendations to increase the effectiveness of the program and its impact on student learning and student success. Each program engages in program review (PR) triennially ([1.B.05-01](#)).

PR is a means of ensuring that the College's programs are effective and responsive to the local college community. Departments completing PR establish program objectives for the coming three years and then in the subsequent PR assesses their attainment of these objectives. Programs also develop a set of action steps for attaining those objectives. Through a review of student learning outcome (SLO) assessment data, key program indicators (KPIs), and program objectives, along with other data, the College assesses its effectiveness and continues to offer high quality, relevant programs ([1.B.05-02](#)).

Through the Program Review Data Dashboard, all department chairs, deans, and executive members can analyze multiple programs at a time to review student achievement, quantitative program level data including enrollment, success, and retention data disaggregated by mode of delivery (face-to-face, hybrid, online), and awards by age and ethnicity ([1.B.05-03](#)). Beginning with 2022 program review, the PR Data Dashboard also includes student course success rates disaggregated by race, ethnicity and other demographics and departments are asked to reflect on these indicators ([1.B.05-04](#), [1.B.05-05](#)).

In spring 2023, the Educational Planning and Assessment Committee (EPA) and the Office of Planning, Research and Accreditation (OPRA) also launched an Instructor-Level Equity Dashboard and Report ([1.B.05-06](#)) to support reflection at the instructor and classroom levels. This report will be sent to instructors each semester, along with a link to access the dashboard, and will provide historical course success rates and information about their students based on specific student populations. This information can be disaggregated by student characteristics, ethnicity, gender, first generation, and low-income students, the colleges current disproportionately impacted groups. This level of review will allow individual faculty to adjust strategies and activities at the classroom level to improve student learning outcomes and achievements. Training on the new report and how to use the equity gap data was provided during the spring semester ([1.B.05-07](#)).

The psychology department 2021 Program Review serves as exemplary evidence of how an effective PR assesses program operations, SLO results, and student achievement metrics, in order to make future recommendations. The psychology department noted a need to improve the SLO collection tool and implemented a Google Form instrument. This resulted in higher submission of SLO results which provided additional information for data-informed decision making. Secondly, the department decided that its "Research Approaches" SLO for PSYC 2: Research Methods needed strengthening. It was decided that assignments related to this SLO would be addressed during in-class exercises to focus attention. This bumped success results from 72.7 percent in 2018-2019 to 84.8 percent in 2020-2021 ([1.B.05-08](#)).

Data provided for program review has been used to inform changes in practice at the program level. For example, the accounting program recognized a need for more specifically trained instructors. As such, instructors with recent experience and certifications were identified for specialty courses. This added depth to the teaching experience and brought current trends, challenges, and resolutions to the related courses, including but not limited to Accounting Tax courses, Financial Planning, Accounting, and Fraud Examination ([1.B.05-09](#)).

To gather qualitative data to inform and aid campus units in their service of student success, OPRA has sent a variety of open-ended surveys which provide rich, narrative data for analysis.

The 2018 Student Services Satisfaction survey queried students related to their experience with various Student Services units within the College ([1.B.05-10](#)). Four thousand four hundred students (a 17 percent response rate) participated in the survey, of which 559 answered open-ended questions associated with their satisfaction and their ranked importance of various units at the College. Respondents were disaggregated by ethnicity, gender, and veteran/Extended Opportunity Programs and Services (EOPS)/Disabled Students Programs and Services (DSPS)/Foster Youth statuses. Results indicated that the student health center was ranked highest in student satisfaction and the financial aid department ranked lowest. In fall 2018, a new director of financial aid was hired at the College, who has since updated policies and procedures to improve the student experience. In fall 2021, OPRA deployed the Revealing Institutional Strengths and Challenges (RISC) survey which provided actionable information pertaining to student challenges in course enrollment, student/office interactions, and student views of the institution ([1.B.05-11](#)). OPRA will send out a new Student Services Satisfaction Survey in fall 2023 for updated results.

Additionally, the College collected qualitative data through the fall 2022 Student Needs survey. This survey successfully collected information to help remove barriers for students in need. The Student Needs survey was sent out on July 18, 2022, to a group of 7353 students that included a variety of populations: first-time college students, EOPS, Latinx, first-generation, and low-income students. Approximately, 1400 students responded, and these respondents were disaggregated by various metrics. Prior to the start of term, the survey was sent to increase student success and minimize achievement gaps through direct student triage and support. This project assisted in collegewide equity efforts and further informed the AB129 initiative, Basic Needs Center. The survey asked students about their needs relating to tutoring, technology, food, housing, financial aid, childcare, transportation, and physical/mental health services. OPRA extracted student responses every night and prepared daily reports for the applicable student service based on an established RACI (responsible, accountable, consulted, and informed) matrix so student service leads could contact students directly. This resulted in student contact and basic needs for further student success being met prior to the semester ([1.B.05-12](#)).

Lastly the College piloted the new Graduate survey in spring 2022 to assess institutional student learning outcomes (ISLOs) attainment. Review of the data collected demonstrated feasibility in this approach to capture student outcomes at the college level across all programs. Further review and improvement will be made to determine its use in administrative unit reviews ([1.B.05-13](#)).

Analysis and Evaluation

The Educational Planning and Assessment Committee supports the College's ongoing quest for quality improvement through a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative units. EPA guides the development, documentation, and assessment of student learning outcomes and ministrative unit outcomes; facilitates the design, preparation, and submission of program reviews and administrative unit reviews, and monitors and reports on their status. EPA provides professional development in these areas and assists in their integration with strategic planning, resource allocations, and other decision-making processes at the College. The committee also works to ensure that the College adheres to all accreditation standards and requirements in relation to outcomes assessment and program/administrative unit review. Through coordination with the Office of Planning, Research and Accreditation, the SOCCCD District Research office, and the District-wide Integrated Planning Committee, the College regularly and systematically utilizes assessment to ensure it is meeting its mission.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

The College regularly disaggregates and analyzes achievement for subpopulations through the review and planning processes such as the program and administrative unit review processes and implements strategies to address performance gaps through the College Strategic Plan and the Student Equity and Achievement Plan (SEAP).

The College's triennial program review (PR) process is a primary example of how the College disaggregates program learning outcomes and achievement data for subpopulations of students. Disaggregated data informs faculty and administrators of possible opportunities for growth to improve success metrics for students disproportionately impacted within the institution. As noted, in the program review ([1.B.06-01](#)) available to department chairs, deans, and other administrators, data are disaggregated via characteristics such as ethnicity, first generation, and age group. These data and their interpretative results may be viewed at the course level and by means of instruction method as evidenced by data describing success and any disproportionately impacted subgroups by ethnicity within English 1A for academic year 2021-2022 ([1.B.06-02](#)). Total awards may also be viewed through disaggregated data since the College utilizes the California Community Colleges Chancellor's Office's (CCCCO's) percentage point gap (PPG) method to measure disproportionate impact in success indicators. Where achievement gaps are identified, programs develop objectives and can request resources to help close those gaps through the resource request. Additionally, starting in Spring 2023, all instructors received individualized reports on the course completion rate for the specific classes they teach ([1.B.06-03](#)). This data can be disaggregated by ethnicity, age, gender, first-generation status and low-income status and will allow for more dialog on adoptable strategies to assist their students within the classroom.

The College's 2020-2025 Strategic Plan ([1.B.06-04](#)) and the 2022-2025 Student Equity and Achievement Plan ([1.B.06-05](#)) focus on student achievement and the college's mission to provide equitable and innovative educational experiences. The Strategic Plan specifically outlines its goals and action steps to increase the success of Saddleback students as exemplified through Goal 1: Ensure Student Equity in Access and Achievement, Objective 1.1: "Reduce and eliminate the achievement gap among underrepresented students in the number of students annually who earn associate degrees, certificates, transfer, become transfer ready, or complete 9 units in a CTE program that prepares them for a specific occupation". Both the Planning and Institutional Effectiveness Committee and the Office of Planning, Research and Accreditation lead the data collection, processes, and reporting to College and District committees to track success and describe further actions needed to affect institutional change in the achievement of the Strategic Plan goals ([1.B.06-06](#); [1.B.06-07](#)).

The College 2022-2025 Student Equity and Achievement Plan outlines how the College plans to narrow and close equity gaps for Latinx and first-generation students, who are those students disproportionately impacted at the College. SEAP was developed by faculty, staff, and administrators, and was presented to the Consultation Council and approved by the SOCCCD Board of Trustees (BOT) for approval ([1.B.06-08](#)). The College integrates SEAP into the Strategic Plan and aligns it with major planning efforts and initiatives, including within the College's Hispanic Serving Institution (HSI) grant proposal ([1.B.06-09](#)).

Through the above review and planning processes the College recognizes that there are achievement gaps for Latinx and low-income students. For these two subpopulations, the data demonstrates that Latinx and low-income students struggle with persistence, course success, as well as completion of degree and certificates ([1.B.06-10](#)). Therefore, in connection with SEAP and the HSI grant, it was identified that Latinx and low-income students may not have the social capital to succeed without proactive coaching and support. To address the student need, the College identified a strategy to increase support and navigation help for these sub-populations by hiring student success coaches to help case manage and nudge students along their journey to and through the College, initially with Promise students and expanded to Latinx students through the HSI grant. Recently additional positions were requested to support all students as part of the Guided Pathway implementation ([1.B.06-11](#)). These new student success coach roles work alongside the Student Health Center, Counseling, Learning Resource Center, Disabled Students Programs and Services, Extended Opportunity Programs and Services, and other services to ensure that students have access to all applicable support services to help them get on a path with the tools they need.

As disproportionately impacted student groups became more identifiable, the Equity and Inclusion Committee was formed and charged with coordinating collegewide equity and inclusion efforts, in alignment with statewide student equity and achievement initiatives and the College Strategic Plan. ([1.B.06-12](#)). To support faculty leadership with equity efforts, in Spring 2020 Academic Senate reallocated an executive role to focus on equity ([1.B.06-13](#)). In addition, the college also supported faculty leadership to focus on professional development to support equity in the classroom. The committee also supports the College's equity goals that are aligned with Assembly Bill (AB) 705 and 1705 Implementation, Guided Pathways, and Transfer

Furthermore, the College has adopted equity as a theme for professional development ([1.B.06-14](#)). The president sponsors college reads and facilitates reading groups. In spring 2023, the College is reading "The End of Bias" ([1.B.06-15](#)). The Online Education and Learning Resources Division, which supports professional development opportunities, has worked with faculty coordinators to provide faculty with the education and resources to ensure their teaching styles and classrooms are void of micro aggressions and barriers that provide unnecessary burdens to students ([1.B.06-16](#)).

Analysis and Evaluation

The College meets this standard and continues to utilize disaggregated data for many of its analyses and reports, including SEAP, PR, and the Strategic Plan. SEAP has identified those areas with disproportionately impacted student populations and indicators as prescribed by the CCCC. Through SEAP, the College engages in strategies and activities, sets goals and key performance indicators, and allocates resources to mitigate performance gaps. In addition to SEAP, instructional programs use disaggregated data during PR and develop objectives and action steps to address gaps. In terms of student achievement, the increased use of disaggregated data uncovers data stories and has furthered the creation of a culture of evidence-based dialog, planning, and decision-making that supports student success. The College utilizes its SEAP, PRs, the Strategic Plan, and the Educational Master plan to align its funding for resources; and all plans disaggregate data and their use to improve student success. The College's fiscal priorities align with closing equity gaps for disproportionately impacted students.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

The College regularly evaluates its policies and practices across all areas of the institution to assure their effectiveness in supporting academic quality and accomplishment of the College mission through several means. Policies and practices that are conducted through the college governance structure are evaluated by the College's Planning and Institutional Effectiveness Committee (PIE). PIE puts together the College's Planning and Decision-Making Manual, which is reviewed annually and provides an overview of the College's decision-making structure and processes to ensure their effectiveness in supporting academic quality and the accomplishment of the College's mission ([1.B.07-01](#), [1.B.07-02](#)). The manual, which is maintained by PIE, describes the College's vision, mission, and values and the College's decision-making philosophy, and outlines the roles and responsibilities of the various constituent groups in the participatory governance structure, the committee structure and process, the strategic planning process, and the resource allocation process ([1.B.07-03](#)). The manual maintains clarity and transparency in the decision-making processes and serves as the foundation for policy and practice evaluation and development for all areas of the College ([1.B.07-04](#)). Recommendations by PIE to college governance structures or processes are forwarded to Consultation Council (CC) for approval ([1.B.07-05](#)).

Policies and practices related to instructional programs and student success are primarily under the purview of the Academic Senate, the Curriculum Committee, the Online Education Committee, and the Educational Planning and Assessment Committee (EPA). The Academic Senate is the representative body of faculty that is responsible for participating in formulation of College and District policy related to academic and professional matters, as required by Board Policy (BP) 2100.1, Delegation of Authority to the Academic Senate; BP 2100.2, Role and Scope of Authority of the Academic Senates, and Title 5 of the California Code of Regulations ([1.B.07-06](#)). As evidenced in Academic Senate minutes, the Academic Senate participates in the review and updates to BPs and administrative regulations (ARs), discusses its recommended edits and/or approvals ([1.B.07-07](#)). In addition, reviews of policies and practices that are under the purview of the academic senate are done regularly and feedback is used to continuously improve the process. For example, the faculty prioritization process review conducted after the Fall 2021 process led to a change to remove presentations during the process to lessen the competitiveness of the process ([1.B.07-08](#), [1.B.07-09](#)).

As previously noted, the program review process provides department chairs and faculty teams with an opportunity to evaluate policies and procedures associated with their programs. As an example, the Health Science and Human Services Division's latest program review indicated a need to streamline the nursing program application process. Through collaboration with the division dean and nursing program director, a new application software was purchased which centralized all nursing program applications and student records to expedite review and admission by the nursing program admissions committee ([1.B.07-10](#), [1.B.07-11](#)).

Additionally, the triennial administrative unit review (AUR) process ensures that student support service policies and operations maintain high levels of efficacy and attention to the student experience. As an example, the Admissions and Records office had previously noted a need to utilize updated degree audit software. As noted in its most recent AUR, the department implemented the degree audit software which has increased efficiency for student degree evaluation processes and communication.

Additionally, the department increased its student support through the sending of electronic transcripts, which has both reduced student costs and assisted current students and alumni of the College ([1.B.07-12](#)).

Through a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative service units, the Educational Planning and Assessment Committee (EPA) supports the College's ongoing quest for quality improvement. EPA provides professional development in these areas and assists in their integration with strategic planning, resource allocations, and other decision-making processes at the College. A clear example of EPA coordinating the review of policies and practices which span instructional, student support, and resource management can be seen in the EPA minutes during the time in which the committee discussed and took action to align the College's resource allocation process. In addition, the transition of student learning outcome/administrative unit outcome (SLO/AUO) evaluation software from Nuventive to META, and the need to ensure further education of and compliance by department chairs and deans in updating action steps within META to populate the resource request software is another continuous improvement effort ([1.B.07-13](#)). This evidence further aligns with the College Resource Work Group's rubric for how college resource requests are evaluated and prioritized, which was communicated to participatory governance groups ([1.B.07-14](#)).

Analysis and Evaluation

The College regularly evaluates its policies and practices across all areas of the institution. The College's Consultation Council centralizes participatory governance information and action for policies and practices to be reviewed and recommended to the College's president. The College's Planning and Decision-Making Manual, its multiple Academic Senate and collegewide committees, and faculty and administrator continuously evaluate processes related to resource allocations, instructional programs and division operations, at each level of the College, to ensure that policies and practices are integrated and improved to assure their effectiveness in supporting academic quality and accomplishment of mission.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The results of assessment and evaluation activities, and the plans in response to the data are communicated broadly via the participatory governance committees ([1.B.08-01](#)), presentations during Professional Development Week ([1.B.08-02](#)), as well as in presentations made to key planning and governance councils and committees ([1.B.08-03](#)), and through dashboards developed by the Office of Planning, Research and Accreditation (OPRA) ([1.B.08-04](#)).

The Educational Planning and Assessment Committee (EPA) has instituted a thorough feedback process for all departments and units going through review. As such, all completed program and administrative reviews (PRs and ARs) are provided feedback from their applicable deans ([1.B.08-05](#)) and the EPA executive committee ([1.B.08-06](#)). Once finalized, instructional program reviews are sent to the Academic Senate for approval and subsequently posted publicly along with administrative reviews ([1.B.08-07](#)). Program and administrative reviews are fully integrated into the resource allocation process. Resource requests need to be aligned with program and unit objectives as part of providing evidence to support the need. Additionally, results are shared through presentations at Consultation Council (CC) ([1.B.08-08](#)).

on PRs and through the Annual Continuous Improvement report ([1.B.08-09](#)), presented during Professional Development Week, which documents what all programs and units are doing to address quality improvement.

Through OPRA, the College now has access to several collegewide dashboards on tracking student outcomes and progress (KPI dash, PR dash). As an outgrowth of the last accreditation ISER, these dashboards provide real-time aggregated and disaggregated data to increase awareness of and access to information that expands data-driven decision making ([1.B.08-04](#)). Further, OPRA provides individual, group and data coaching sessions to the college community to increase understandability and interpretation of data. Along with dashboards, OPRA frequently measures effectiveness of key initiatives on students and provides reports to the President and the specific areas on the outcomes of college-wide efforts ([1.B.08-10](#)).

Analysis and Evaluation

The College meets the standard and regularly disseminates and discusses institutional metrics to understand its strengths and opportunities for growth, through broad communications using opportunities during Professional Development Week, at governance meetings, through institutional processes, and during planning processes. The College utilizes these opportunities to share information and discuss data to inform development of future goals through strategic planning.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

The College's Planning and Institutional Effectiveness Committee (PIE) oversees the College's strategic and institutional planning processes and ensures that the College is engaged in continuous, broad-based, systematic evaluation and planning. The following are key committee functions: 1) coordinate the development and updating of strategic planning documents, 2) coordinate the development of action steps related to strategic plan goals, 3) monitor progress on the action steps and/or objectives in the College Strategic Plan, 4) align the College Strategic Plan with the Districtwide Strategic Plan 5) integrate the institutional planning process with the Strategic Plan and resource allocation processes, 6) integrate the College's planning committees (e.g., Educational Planning and Assessment, Student Success Coordinating Council, Equity and Inclusion Committee) and planning documents, 7) assess and monitor the College's organizational reporting structure as it relates to shared governance committees ([1.B.09-01](#)).

Systematic evaluation and planning begin with the regular evaluation of the College's Mission, Vision, and Values and involves nine steps that cover the span of the five-year strategic plan ([1.B.09-02](#)). This process informs the development of the College's Strategic Plan ([1.B.09-03](#)) which sets the five-year institutional goal(s), key performance indicators, and critical areas in which noted accomplishment is needed. This process is documented in the College's Planning and Decision-Making Manual ([1.B.09-04](#)). The planning process highlights areas of opportunity and builds in necessary decision-making through its participatory governance structure and institutional processes such as the resource allocation process and the faculty prioritization process.

The College uses the following steps to systematically evaluate, assess, and develop plans which lead to the accomplishment of its mission: 1) review the Mission Statement, Vision Statement, and Values, 2) review and adopt the Districtwide Strategic Goals and Objectives and create the College Strategic Plan, 3) identify and collect action steps for objectives, 4) develop and approve the College's implementation plan, 5) prioritize annual objectives, 6) set five-year targets, 7) track and present progress on the implementation plan, 8) execute the implementation plan, 9) annually assess and review the implementation plan.

The College's 2020-2023 Educational Master Plan (EMP) ([1.B.09-05](#)) and the College's 2020-2025 Strategic Plan ([1.B.09-03](#)) are the results of this systematic process. Both addresses long-term plans with regards to the future of educational programs and strategic goals. From these long-term plans, the Technology Plan ([1.B.09-06](#)) and the Facilities Plan ([1.B.09-07](#)) were developed to assist with implementation of technological innovations and facility needs for actualizing the education and strategic plans. The Student Equity and Achievement Plan is an additional plan that acts in support of the major goals or select objectives of the EMP and/or Strategic Plan through efforts that focus on supporting Latinx and low-income students. The Planning and Institutional Effectiveness Committee is tasked with the overall alignment and coordination of this process by way of establishing, organizing, and assessing short-term and long-term goals and objectives within the strategic planning process as evidenced in both the Year 1 (2021-2022) objectives update and the Year 2 (2022-2023) Strategic Plan objectives (2021-2022 and 2022-2023 plan updates).

The College integrates program and administrative review (PR, AR), planning, and resource allocation into a comprehensive process. At the College, program review occurs every three years and is the evaluation process which asks program faculty to: assess the program's alignment with the College's mission; to evaluate changes made based on student learning outcome (SLO) assessment; to discuss student outcomes compared with institutional set standards and varying disaggregated data based on class modality; to discuss needed human, physical, technology, and financial resources; and to provide specific goals the program seeks to accomplish. Additionally, the administrative unit review (AUR) process follows a similar outline for college administrators to reflect upon the strengths, weaknesses, and opportunities for growth within the organizational structure and upon alignment of educational programs and administrative operations to achieve the College's mission. Administrators are tasked with evaluating, documenting, and requesting human, physical, technology, and financial resources as needed for the successful operation of their areas. Program outcomes and unit objectives are utilized to establish short-to-mid range goals. Long-term planning is developed through the College's Strategic Plan.

Finally, the College's resource allocation process is utilized to provide human, physical, technological, and financial resources to ensure the College achieves its mission and goals. As noted in 1.A.3, resource request submitters must align the request to a prioritization rubric ([1.B.09-08](#)) consisting of ascending levels of alignment associated with the resource request's program importance, urgency, strategic impact, and overall value. Resources requests must align with a proven need in the administrative unit review and/or the program review objectives, which are mapped to goals and/or objectives within the college's Strategic Plan, demonstrate alignment to the College's mission, and justify the need for and the probable impact of how the resource will achieve unit and/or program outcomes in support of the College's missional goals.

Analysis and Evaluation

The College assures the accomplishment of its mission through the integration of program review, planning, and resource allocation through a systematic committee structure with outlined duties and responsibilities dedicated to continuous quality improvement and mission-aligned outcome generation. The Planning and Institutional Effectiveness Committee is tasked with the overall alignment and coordination of this process. The Educational Planning and Assessment Committee makes recommendations to the Academic Senate pertaining to SLOs and PRs, and to the Consultation Council related to administrative unit outcomes (AUOs) and AURs. The College Resources Committee evaluates and makes recommendations to the Consultation Council on issues pertaining to resource planning and allocations to ensure that the College uses its human, physical, technology, and financial resources to: maximize achievement of its mission and strategic outcomes; provide predictable and equitable support for college programs and services; promote equity across all student and employee demographics; and safeguard long-term fiscal stability.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Program review and administrative unit reviews which assess SLOs and AUOs respectively, are integrated into the planning processes for the College to ensure that the College's academic standards remain high and are achieved. Data distribution, the interpretation of these data, and the practical steps to make modifications to pedagogical and administrative methods demonstrate that the College engages in regular continuous quality improvement to ensure institutional effectiveness.

The College's committee structures, tasks, and outcomes align with the ACCJC standards and through a process of self-evaluation, review, and planning, the institution demonstrates commitment to ensure student success. Through equity infused program review processes which highlight disproportionately impacted students within the College as evidenced through gaps in student success, the College has ensured its Strategic Plan, its Educational Master Plan, Technology Plan, Facilities Plan and its Student Equity Plan align to close these gaps to ensure the College adjusts its operations to rectify institutional policies and processes which negatively affect students.

Improvement Plan(s)

None.

Evidence List

[1.B.01-01 StratPlan20-25GoalsActions](#)
[1.B.01-03 EICAgenda10-21-21](#)
[1.B.01-05 ExPREnglishRead2019](#)
[1.B.01-07 DistrictSPKPIDash](#)
[1.B.01-09 CC10-18-22 Minutes](#)
[1.B.01-11 FinalPRMATH-2022](#)
[1.B.01-13 PIEMinutes9-22-22](#)
[1.B.01-15 EICMinutes04-06-23](#)
[1.B.01-17 LRCMathSupport](#)
[1.B.02-02 PRHandbook](#)
[1.B.02-04 AccessAUORpt](#)
[1.B.02-06 EPAMinutes11-09-22](#)
[1.B.02-08 SLOExample](#)
[1.B.02-10 SLOHandbkSyllabus](#)

[1.B.01-02 Y1ProgOnTargetsObjs](#)
[1.B.01-04 SSCC10-13-22Minutes](#)
[1.B.01-06 2022-05-03 Agenda](#)
[1.B.01-08 Y1ProgOnTargetsObjs](#)
[1.B.01-10 FinalPRENG READ-2022](#)
[1.B.01-12 SSCC10-26-21Agenda](#)
[1.B.01-14 CRWResReqRubric](#)
[1.B.01-16 PathwaysSampleDataSheet](#)
[1.B.02-01 SLOHandbook](#)
[1.B.02-03 PRTemplate](#)
[1.B.02-05 SampleAUODiscussion](#)
[1.B.02-07 ISLOs](#)
[1.B.02-09 SLOinSchedule](#)
[1.B.02-11 SyllabusUploadUserGuide](#)

[1.B.02-12 SylUploadStatusF22Eng](#)
[1.B.02-14 AURHandbkFINAL-2023](#)
[1.B.02-16 StuDevLearnOutcomes](#)
[1.B.03-02 AURDashboardISS](#)
[1.B.03-04 Year1ProgTargets](#)
[1.B.03-06 CC04-18-23Agenda](#)
[1.B.03-08 ISSQuestPRHandbk](#)
[1.B.03-10 AccredWebAnnualRpt](#)
[1.B.04-02 AURevCycleRp2-14-22](#)
[1.B.04-04 FacPriorPRQuestSample](#)
[1.B.04-06 FHPSurveyFeedback](#)
[1.B.04-08 23-24NonPerslReqTemplate](#)
[1.B.04-10 CRA PrioritizInstruct](#)
[1.B.04-12 CRA ProcessRevCC05-17Min](#)
[1.B.05-02 SamplePR ANTH2021](#)
[1.B.05-04 EquityDataDisaggreg](#)
[1.B.05-06 InstrLevelEquityRptGuideRes](#)
[1.B.05-08 AnnualContImpRpt2022](#)
[1.B.05-10 2018StudentServSatisfSurvey](#)
[1.B.05-12 StudNeedSurvey](#)
[1.B.06-01 EquityCourseSuccessDisag](#)
[1.B.06-03 InstrLevelEquityRptGuideRes](#)
[1.B.06-05 22-25StudentEquityPlan](#)
[1.B.06-07 ConsultCounMinutesSEAP](#)
[1.B.06-09 HSINarrativeFinal](#)
[1.B.06-11 SuccessCoachCRCReg](#)
[1.B.06-13 SenateMinutesVPEquity](#)
[1.B.06-15 PresAnnEquityRead22-23](#)
[1.B.07-01 PIE Minutes9-2-21](#)
[1.B.07-03 PlanDecMakngMan22-23](#)
[1.B.07-05 DecManCC2022 07019-Min](#)
[1.B.07-07 AcadSenMtg9-21-22Min](#)
[1.B.07-09 AcacSenFHPchange2-22](#)
[1.B.07-11 ExProcChgNursingApp](#)
[1.B.07-13 EPAMinutes012622](#)
[1.B.08-01 PRAppAcadSen22](#)
[1.B.08-03 StratPlanUpdatePIE](#)
[1.B.08-05 MATHPRDeanFeedbk](#)
[1.B.08-07 EPASharePtAURPR](#)
[1.B.08-09 AnnContImpRpt22](#)
[1.B.09-01 PIEOneSheet](#)
[1.B.09-03 StratPlan20-25](#)
[1.B.09-05 EdMasterPlan](#)
[1.B.09-07 FacilitiesPlan](#)

[1.B.02-13 AUOHandbk 1-12-21](#)
[1.B.02-15 CounsServices2020AUR](#)
[1.B.03-01 PRDashboardISS](#)
[1.B.03-03 2023ACCJCAAnnualRpt](#)
[1.B.03-05 SOCCCDStratPlanDash](#)
[1.B.03-07 2023ISSACCJCAAnnualRpt](#)
[1.B.03-09 ACCJC2023RptCC 4-7-23](#)
[1.B.04-01 PRCycleRpt2-14-22](#)
[1.B.04-03 SamplePRDataFacPrior](#)
[1.B.04-05 FHPScoringRubric](#)
[1.B.04-07 RA ManOutcomesConnect](#)
[1.B.04-09 23-24PersReqTemplate](#)
[1.B.04-11 CRWMinutes4-22-22](#)
[1.B.05-01 PRCycleReport](#)
[1.B.05-03 PRDashboard](#)
[1.B.05-05 EquityReflectPRTempl](#)
[1.B.05-07 FacEquityDashTrngOOIApril](#)
[1.B.05-09 AccountingPRContImp](#)
[1.B.05-11 RISCsurveyRptFall2021](#)
[1.B.05-13 ISLOGradSurvResults1-28-22](#)
[1.B.06-02 ExampleEng1A](#)
[1.B.06-04 StratPlanImpGoal1](#)
[1.B.06-06 DistrictStratPlanDash](#)
[1.B.06-08 BOTAgendaApprSEAPlan](#)
[1.B.06-10 2022-2SEAPlan](#)
[1.B.06-12 EquityInclCouncilOneSheet](#)
[1.B.06-14 Sp23WeekataGlance](#)
[1.B.06-16 ELREquityPD](#)
[1.B.07-02 PIE Minutes9-1-22](#)
[1.B.07-04 PartGovRepStruct22-23](#)
[1.B.07-06 AcadSenBylawsMAR2022](#)
[1.B.07-08 F21FacPriorSurvResp](#)
[1.B.07-10 NursingProgRevAppProc](#)
[1.B.07-12 AdmisRecAUR ProcChg](#)
[1.B.07-14 BRAINCRWPresF22](#)
[1.B.08-02 Sp22PDWeek](#)
[1.B.08-04 PRDashboard](#)
[1.B.08-06 MATHPREPAFeedbk](#)
[1.B.08-08 PRpresCCMinutes](#)
[1.B.08-10 EvalSummofEfforts](#)
[1.B.09-02 PlanStepbyStep](#)
[1.B.09-04 PlanDecisionManual](#)
[1.B.09-06 DistTechPlan](#)
[1.B.09-08 CRCRubric](#)

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

The College provides information about its mission, educational programs, institutional student learning outcomes (ISLOs), available student support systems, and accreditation status in a clear, complete, and accurate manner for students, prospective students, employees, and the public. The primary sources of information on these items are the College website and the College Catalog, which are both reviewed regularly for accuracy and completeness, and updated as necessary ([1.C.01-01](#)).

The College Mission Statement, along with its vision and values, can be found in both the College website and the College Catalog ([1.C.01-02](#), [1.C.01-03](#)). The College Catalog includes information about the College's educational programs. This information includes a comprehensive list of all the College's degrees, certificates, and awards ([1.C.01-04](#)); the College's ISLOs; ([1.C.01-05](#)), a description of each program including its program student learning outcomes ([1.C.01-06](#)); and the required courses ([1.C.01-07](#)) and a detailed explanation of the transfer/general education patterns ([1.C.01-08](#)). The College's website and catalog provide student support service information which is widely distributed through these messaging channels ([1.C.01-09](#), [1.C.01-10](#)).

A statement regarding the accreditation status of the College can be found on the footer of the homepage of the College's website ([1.C.01-11](#)) and in the College Catalog ([1.C.01-12](#)). More detailed information is available on the accreditation page, which links directly from the College homepage on the College website. The accreditation webpage includes relevant documentation, such as a copy of the most recent self-evaluation report, as well as any communication received from the ACCJC regarding the College's accreditation ([1.C.01-13](#)). Furthermore, nationally accredited programs list their respective accreditation status on their program websites ([1.C.01-14](#)).

Analysis and Evaluation

The College has a systematic and clear means of distributing clear and accurate information about itself, its mission, vision, and values, its programs, learning outcomes at the program and institutional levels and the student supports in place to help the College's students succeed. The College ensures that its accreditation status and that of other programs is easily found through multiple means.

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)**

Evidence of Meeting the Standard

The College publishes an online-navigable catalog ([1.C.02-01](#)) as well as a full PDF catalog available for personal printing ([1.C.02-02](#)) for every academic year. The Catalog is available to students, prospective students and the public on the college's website ([1.C.02-03](#)) and contains precise and accurate information on all facts, policies, procedures, and requirements per AACJC guidelines ([1.C.02-04](#)). The

College updates the online catalog with an Addenda to provide updated information prior to Spring registration with updated information.

Analysis and Evaluation

The College Catalog is updated bi-annually and available to students and the public on the College's homepage. The Catalog provides students precise, accurate, and current information on a variety of essential topics including, but not limited to, admission policies, matriculation, student fees, student support services, degree and certificate requirements, transfer patterns, and a description of all courses.

- 3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Evidence of Meeting the Standard

The College utilizes documented assessment of student learning and evaluation of student achievement in its cyclical process of continuous quality improvement. The results of these processes are communicated to internal and external constituents. Program-specific student achievement and student learning outcome (SLO) assessment data are available in the program review (PR) reports that are updated every three years. ([1.C.03-01](#)) The comprehensive SLO report, which is part of PR, provides historical assessment results as well as information on how those results were utilized to improve the program. The Educational Planning and Assessment Committee (EPA) reports program review data to the College through its Annual Continuous Improvement report ([1.C.03-02](#)). The College utilizes internal dashboards for program review and administrative unit review (AUR) to communicate data associated with PR and AUR respectively to always strive for excellent academic quality in all aspects of the College ([1.C.03-03](#), [1.C.03-04](#)). Annually, the College completes the ACCJC annual report that reviews student achievement data and its institutional standards. This annual report is provided to the public on the College's accreditation website ([1.C.03-05](#)).

When programs have additional requirements and information on student achievement with external exams and certification, this information is provided to the student on the College's website. For example, the nursing program provides additional information regarding the admissions process and National Council Licensing Exam (NCLEX) pass rates ([1.C.03-06](#)).

In accordance with the 2008 Higher Education Opportunity Act, current and prospective students have collegewide data available through the Student Consumer Information website ([1.C.03-07](#)). This website further connects to the National Center for Education Statistics which provides outcome data for students to make informed decisions pertaining to the College's student success rates, transfer rates, and graduation rates ([1.C.03-08](#)).

Analysis and Evaluation

The College ensures it communicates its documented assessments of student learning and achievement and the data which define its academic quality through various websites, reports, and discussions in a manner that demonstrates internally and externally that the College is achieving its mission.

- 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

Evidence of Meeting the Standard

The College Catalog lists and describes its certificates and degrees ([1.C.04-01](#)) and their purpose, content, course requirements, and specific program student learning outcomes (PSLOs) as evidenced through examples such as the Associate of Arts (AA) degree in dance, the Associate of Arts for Transfer (AA-T) degree in political science, and the Certificate of Competency in nonprofit business administration ([1.C.04-02](#)).

The College website also provides information about each program's purpose, content, course requirements and expected learning outcomes ([1.C.04-03](#)). In addition, the College provides information on program student learning outcomes (PSLOs) and career information including projected salary and growth, as well as a sample term by term schedule for each program as part of the College's effort to clarify the path and help students enter the path toward degree completion ([1.C.04-04](#)).

Analysis and Evaluation

The College describes its certificates and degrees clearly for students and the public to see and understand its purpose, content, course requirements and expected learning outcomes. In addition, the College describes the career opportunities and sample salaries for graduates by degree. Lastly, sample schedule information is provided to students to help them navigate the sequence of courses needed to reach their goals.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The institution regularly reviews institutional policies and procedures as part of the catalog development process that occurs two times a year. The catalog development process is led by the Office of Instruction (OOI). The catalog development workgroup is comprised of the various college departments that contribute content to the catalog. The workgroup meets periodically to review the timeline for updating the catalog and to identify areas that require updating ([1.C.05-01](#)).

As part of the catalog development review process, each section of the catalog is assigned to the appropriate area that oversees the information, policies and procedures to assure accuracy and integrity of the content for publication ([1.C.05-02](#)). As district Board Policy and Administrative Regulations are updated in between catalog development cycles, the OOI keeps track of the changes and makes note of changes for catalog development.

Once the catalog review is complete and the catalog is ready for publishing, the catalog sections are sent out to each of the responsible areas one additional time to verify that the content is correct prior to publishing ([1.C.05-03](#)). As catalog changes are made, similar information provided on the website, as well as other publications, are also updated to ensure that accurate information is provided to the campus community and public.

Analysis and Evaluation

The College regularly reviews its policies, procedures, and publications to assure integrity of information. Faculty, staff, administrators, and students utilize updated and widely distributed documents which contain up-to-date and regularly reviewed institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services. These documents provide reference and guidance for all members of the College.

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Evidence of Meeting the Standard

The College provides accurate information to current and prospective students regarding the total cost of education including resident and non-resident tuition, fees, and other required expenses, including textbooks, and other instructional materials primarily through its website ([1.C.06-01](#)) and the College Catalog ([1.C.06-02](#)). The cost of textbooks ([1.C.06-03](#)) and instructional materials is available in the live class schedule ([1.C.06-04](#)), with active links to the campus bookstore listing specific course materials for each course offering. Some programs, such as the associate degree in nursing, have individual program cost documents which outline supplemental costs. These are available on program websites as evidenced by the nursing program's Program Information Packet ([1.C.06-05](#)).

The Financial Aid Office provides information to students on the availability of financial assistance, including fee waivers, scholarships, grants, loans, and work-study positions, so students have an opportunity to explore means of decreasing the total costs of education ([1.C.06-06](#)). The Financial Aid Office also provides a Net Price Calculator which further increases students' understanding of the expected costs associated with their education minus any potential financial aid ([1.C.06-07](#)).

Analysis and Evaluation

The College accurately informs current and prospective students about the total cost of education, including fees and other related expenses, through a variety of means that include the College's website, the Financial Aid Office webpage, the College Catalog, and the online class schedule. Students are informed prior to and during their enrollment of financial opportunities to decrease the total cost of education.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

The College and SOCCCD's commitment to academic freedom and responsibility within the institution is guided by Board Policy (BP) 4030, Academic Freedom. BPs and ARs are made available to the public via the SOCCCD website. BP 4030 specifically states ([1.C.07-01](#)):

The South Orange County Community College District (SOCCCD) Board of Trustees seeks to encourage and protect academic freedom and responsibility. The SOCCCD is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process. The SOCCCD Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution.

Within the College's Mission, Vision and Values, academic freedom is found under the value of Openness: "We cultivate a learning environment open to diverse perspectives and the free exchange of ideas." ([1.C.07-02](#)).

The College's Faculty Handbook further establishes the College's commitment to academic freedom as discussed within the faculty's Code of Ethics section which specifically states ([1.C.07-03](#)):

It is the intent of this Code to protect academic freedom, to help preserve the highest standards of teaching and scholarship, and to advance the mission of the college as an institution of higher learning. This Code underscores the principle of respect for students, academic colleagues, for individual disciplines, the institution, and the community at large.

Analysis and Evaluation

The College creates an atmosphere in which intellectual freedom exists for all constituents. Faculty, staff, and students engage in a community undergirded by established policies and procedures which create an environment built on critical research, analysis, and discourse which challenges preconceived notions, assists in forming analytical and theoretical systems, and fosters creativity.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

The College and its employees adhere to Board Policy (BP)/Administrative Regulation (AR) 3050, Institutional Code of Ethics ([1.C.08-01](#)) which outlines all employees' responsibility and obligation to the public and to the students it serves to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve the College's mission. AR 3055, Institutional Code of Conduct ([1.C.08-02](#)), requires Board members, students, employees, vendors, visitors, and members of the public to adhere to acceptable behaviors in their interaction with the District and College. Those behaviors include accountability, accuracy, appropriate use of resource, civility, confidentiality, individual responsibility, integrity, knowledge, and professional standards of conduct.

BP/AR 5500, Standards of Student Conduct and Discipline Procedures ([1.C.08-03](#)), addresses the specific policies and procedures which students must follow pertaining to proper behavior as a student, academic honesty, and consequences for dishonesty. Section Q of AR 5500 specifically states academic dishonesty includes, but is not limited to: falsification; plagiarism; cheating or fabrication which compromises the integrity of an assignment, a college record, or a program. The consequences of dishonesty are listed in syllabi and may include a failing grade for an assignment or a class ([1.C.08-04](#)); BP/AR 5500 further outlines the student discipline process ([1.C.08-05](#)). This information is also provided to students through the Student Handbook ([1.C.08-06](#)).

Analysis and Evaluation

The District and the College have developed policies and procedures that address codes of conduct, including honesty, responsibility, and academic integrity for students, staff, faculty, and management. Administrators, staff, and faculty undergo regular evaluation and/or observations. The evaluation process further contains feedback sections pertaining to adherence to district policies and procedures. Adjudication of improper behavior is managed by an employee's supervisor, with ultimate referral to SOCCCD Human Resources as necessary. Students are made aware of policies and procedures for proper academic and interpersonal behavior. Faculty who may suspect a violation of the student code of conduct complete a student code of conduct incident report (incident report). The District and College have and follow established policies and procedures related to honesty, responsibility and academic

integrity and communicate these standards widely.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College expects faculty to present data and information fairly and objectively and to provide an environment that fosters the free pursuit and exchange of ideas as detailed in both the Faculty Handbook ([1.C.09-01](#)) and the Faculty Code of Ethics ([1.C.09-02](#)). Both documents are available to all faculty on the Academic Senate SharePoint Site ([1.C.09-03](#)).

The Faculty Handbook and the Faculty Code of Ethics stipulate that the College's faculty are in a unique position to state truth as they see it and are to maintain their scholarly knowledge to inform the scope of their perspective. As stated in the Code of Ethics ([1.C.09-02](#)):

"Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge."

Accountability to ensure faculty compliance with fair and objective presentation of data and information is conducted through student evaluations of faculty and through the formal faculty evaluation process for part-time and full-time faculty. The faculty evaluation form completed by a department chair and/or dean requires the evaluator to assess a faculty member's effectiveness-- "Demonstrates current knowledge of discipline and necessary skills;" student relations and service --"Fosters professional relationships with students and encourages open faculty/student interaction;" discipline knowledge-- "Demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions about the course syllabus." ([1.C.09-04](#)). Combined, all of these expectations ensure that faculty distinguish between their own views and those of the discipline, promote critical thinking and academic initiation, and tolerate different opinions and views in their classes.

Analysis and Evaluation

Faculty are expected to create an environment of free inquiry, critical thinking, academic initiative, and tolerance within their classes. Faculty fairly and objectively present information regarding their discipline, but also encourage dialog and debate. The faculty evaluation process reinforces these expectations.

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

Evidence of Meeting the Standard

The College is a public institution within the California Community College system. As such, the College is open to all students. The College does not require that students or employees conform to specific beliefs or world views. The District is committed to maintaining a positive, healthy, and mutually

respectful environment for Board members, employees, students, visitors, members of the public, and all other parties who conduct business or interact with the District. Creating a climate of civility, mutual respect, and trust is a responsibility shared by all members of the SOCCCD community.

AR 3055, Institutional Code of Conduct ([1.C.10-01](#)), requires that Board members, students, employees, vendors, visitors, and members of the public adhere to acceptable behaviors in their interaction with the District and College. These behaviors include: accountability, accuracy, appropriate use of resources, civility, confidentiality, individual responsibility, integrity, knowledge, and professional standards of conduct. These are further defined in the BP/AR 3055. The College requires students to comply with the Standard of Student Conduct ([1.C.10-02](#)) as provided in the Student Handbook ([1.C.10-03](#)) which is made available to all students on the counseling website ([1.C.10-04](#)).

Analysis and Evaluation

The College does not require conformity to specific codes of conduct of staff, faculty, administrators, or students which would seek to instill specific beliefs or worldviews. Those behaviors listed in BP/AR 3055 and in the Student Handbook stand to create effective working and learning environments for SOCCCD employees and students.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The College does not operate in foreign locations; therefore, this standard is not applicable to the College.

Analysis and Evaluation

Not applicable.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

As found on the College's public-facing Accreditation website, which is one click from homepage ([1.C.12-01](#)), the College provides documentation of its recent and past accreditation, including the self-evaluation report, requested follow-up reports, and all communication received from the Commission pertaining to its compliance with all ACCJC regulations ([1.C.12-02](#)).

The College's compliance includes upholding Eligibility Requirements, Accreditation Standards, and all Commission policies, guidelines, and requirements relating to public disclosure, institutional reporting, team visits, and prior approval of substantive changes. The College has and continues to respond to all requirements of the ACCJC—including regular self-evaluations, requested follow-up reports, midterm reports, annual reports, and substantive change reports—in a sincere and timely manner. As required, the College most recently submitted its 2021 Accreditation Midterm Report and was acknowledged by

ACCJC for making appropriate progress ([1.C.12-03](#)).

Analysis and Evaluation

The College has a long-standing record of compliance with the Commission's requirements for timely submission of all documents required in the accreditation process including self-evaluations, follow-up reports, midterm reports, and annual reports. The College has previously submitted substantive change reports on distance education and off-site offerings, both of which have been approved by the Commission.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College and programs within the College comply with standards, criteria, regulations and statutes as required by external agencies. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges. The latest accreditation report for the College, as well as follow-up reports, midterm reports, letters and publications, is available publicly on the College website ([1.C.13-01](#)).

Other external agencies that the College interacts with regularly include the California Community Colleges Chancellor's Office (CCCCO), and the California Community College Athletic Association (CCCAA) as well as program-related accreditation agencies and agencies that award grants to the College.

The College has several programs that are accredited by external agencies including:

- **Registered Nursing (RN) Program**
The Nursing Program has been approved by the California Board of Registered Nursing (BRN) since 1970. The RN Program has been nationally accredited since 1988 and was most recently re-accredited by the Accreditation Commission for Education in Nursing in September 2019 ([1.C.13-02](#)).
- **Health Information Technology (HIT) Program**
The HIT Program was initially accredited in 2015 by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Notice on the College's HIT website conveys to prospective and current students that the College is withdrawing the HIT program from CAHIIM accreditation at the end of the Spring 2024 semester ([1.C.13-03](#)).
- **Paramedic Program**
The Saddleback Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions. The Paramedic Program has maintained ongoing accreditation since 2004 ([1.C.13-04](#)).
- **Alcohol and Drug Studies Program**
The Alcohol and Drug Studies Program is accredited by California Association for Alcohol/Drug Education (CAADE) and has maintained ongoing approval since its inception in 1977 (CAADE) ([1.C.13-05](#)).

The accreditation status and agency information for each of the above programs is available on the respective program websites, in the College Catalog, and in program reviews. The College, as well as the accredited programs within the College, are responsive to, and consistently demonstrate compliance with, the regulations and statutes of accrediting agencies as evidenced by long-term and ongoing accreditation statuses of the College and its programs.

Analysis and Evaluation

As the documentation on the College's Accreditation webpage indicates, the College adheres to the Eligibility Requirements, Accreditation Standards, and Commission Policies of the ACCJC. The College responds expeditiously, honestly, accurately, and consistently to all accrediting agencies, external agencies, and regulatory organizations. The College discloses all required information to the agencies, the students, and the public. Information relevant to accreditation is provided via the College's website, the College Catalog, in PRs, and in program-specific self-studies.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The College is a publicly funded, open-access, not-for-profit community college that functions for the benefit of its students. As such, the College does not generate financial returns for investors or contribute to any outside organization to enhance or to promote any outside organization's financial gain. All financial arrangements entered into by the College are approved by the governing board following the standards set in Board Policy/Administrative Regulation (BP/AR) 6340, Purchasing Contracts, and Bids ([1.C.14-01](#)) and closely monitored by College and District administration.

Annually all employees who occupy a position that participates in contract decisions are required to file a Form 700 – Statement of Economic Interest ([1.C.14-02](#)). This is to ensure that there is no conflict of interest between employees and investors or external interests and ensures that the college complies with Administrative Regulation 2712 ([1.C.14-03](#)).

Analysis and Evaluation

The College is a not-for-profit public institution and does not generate returns for investors, contribute to related or parent organizations, or support external interests. All financial arrangements the College enters into are approved by the governing board and are closely monitored by the College and District administration. The College is solely committed to providing a high-quality education for its students.

Conclusions on Standard I.C: Institutional Integrity

The College displays an unwavering and continual commitment to its mission of empowering students to achieve their educational and economic advancement goals. The College exhibits honesty and integrity in all policies, actions, and communication. College administrators, faculty, staff, and governing board members act honestly, ethically, and justly in the performance of their duties.

Improvement Plan(s)

None

Evidence List

| | |
|--|--|
| 1.C.01-01 CatalogDevTimeline | 1.C.01-02 WebisteMVV |
| 1.C.01-03 CatalogMVV | 1.C.01-04 CatalogProgIndex |
| 1.C.01-05 CatalogISLOs | 1.C.01-06 CatMathProgDesc |
| 1.C.01-07 CatMathProgReqmt | 1.C.01-08 CatTransGEPatterns |
| 1.C.01-09 WebSS-Progs | 1.C.01-10 CatSS-Progs |
| 1.C.01-11 AccredFooterWeb | 1.C.01-12 CatAccredStmt |
| 1.C.01-13 AccredWebsite | 1.C.01-14 WebNursingAccred |
| 1.C.02-01 OnlineCatalog | 1.C.02-02 FullCatalogPDF |
| 1.C.02-03 HomepgCatLink | 1.C.02-04 CatalogTOC |
| 1.C.03-01 InteriorDesignPR | 1.C.03-02 AnnualContImpRpt |
| 1.C.03-03 PRDashboard | 1.C.03-04 AURDashboard |
| 1.C.03-05 AccredWebAnnualRpt | 1.C.03-06 NCLEXPassRates |
| 1.C.03-07 DisclosureList | 1.C.03-08 NCESData |
| 1.C.04-01 CatalogProgIndex | 1.C.04-02 DegreeDescReq |
| 1.C.04-03 DanceProgWeb | 1.C.04-04 DanceProgMap |
| 1.C.05-01 CatalogDevTimeline | 1.C.05-02 CatEditResp |
| 1.C.05-03 EmailtoReviewCat | 1.C.06-01 EstCostAttendWeb |
| 1.C.06-02 CatalogFees | 1.C.06-03 CompSciTxtInfo |
| 1.C.06-04 SchedMatFeeInfo | 1.C.06-05 NursingProgPacket |
| 1.C.06-06 FAWebsite | 1.C.06-07 NetPriceCalc |
| 1.C.07-01 BP4030AcadFreedom | 1.C.07-02 Values |
| 1.C.07-03 FacHndbkCodeEthics | 1.C.08-01 BPAR3050InstCodeEthics |
| 1.C.08-02 BPAR3055InstCodeCond | 1.C.08-03 BPAR5500StudConduct |
| 1.C.08-04 SyllabusPlagiarism | 1.C.08-05 StudentCCIncRep |
| 1.C.08-06 StudHandbook | 1.C.09-01 FacHandbkCode |
| 1.C.09-02 FacultyCodeEthics | 1.C.09-03 AcadSenateHomepg |
| 1.C.09-04 FacEvalEthics | 1.C.10-01 BPAR3055InstCode |
| 1.C.10-02 StudCodeCond | 1.C.10-03 StudHandbook |
| 1.C.10-04 CounsWebsite | 1.C.12-01 AccredFooterWeb |
| 1.C.12-02 AccredWebsite | 1.C.12-03 ACCJCProgLtr |
| 1.C.13-01 AccredWebsite | 1.C.13-02 NursAccred |
| 1.C.13-03 HITCAHIIM | 1.C.13-04 ParamedicCAAHEP |
| 1.C.13-05 CAADEAlcoholPrg | 1.C.14-01 AR6340Contracts |
| 1.C.14-02 Form700Memo | 1.C.14-03 AR2712ConfictInt |

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Saddleback College offers 112 Associates of Art degrees, 92 Associates of Science degrees, 89 certificates of achievement, 3 certificates of completion and 26 occupational skills awards for a total of 322 degrees and certificates ([2.A.01-01](#)). All of these course and program offerings align with the stated mission of the institution. A key aspect of the College's mission is to empower its diverse student body to achieve an "equitable and innovative educational experience" ([2.A.01-02](#)). In relation to this mission, the College's Curriculum Committee is constantly looking to broaden its offering of courses and programs through a diverse and equitable lens. The course proposal process, which adheres to the criteria laid out in The Program and Course Approval Handbook ([2.A.01-03](#)), is the first of several steps that ensure all course offerings fit the lower-level curriculum of a first two-year higher education institution. For Career Technical Education (CTE) programs, the College complies with Ed Code §78016, reviewing labor market data before initiating new programs to ensure there is both a need for the program along with a lack of competition from nearby colleges. In terms of equity, the College offers courses in a variety of modalities, including face-to-face, online, hybrid, and hyflex to meet the needs of all students. In addition, it has significantly increased its number of fully online programs ([2.A.01-04](#)) and made a concerted effort to create zero textbook costs in individual courses.

The College addresses the assessment of courses for currency, appropriateness within higher education, teaching and learning strategies, and learning objectives through this scheduled course review, which occurs every five years for academic courses and the majority of courses offered through CTE programs. The scheduled review is in accordance with Title 5 and Board Policy 4020, which requires established "procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance" ([2.A.01-05](#)). During the review, courses are assessed for accuracy in the following areas: the integration of the course outline throughout the course description; language; state coding; academic rigor and clear sequencing; requisite validation; repeatability validation; comparable courses at other community colleges, transferability, and articulation agreements; and the status of online approval ([2.A.01-06](#)). All reviews are conducted through CurriQunet META (META), which is where both the course outline of record (COR) and student learning outcomes (SLOs) are also housed. In addition to scheduled course review, the tri-annual program review allows individual departments to reflect on the alignment between their program and the College's Mission Statement ([2.A.01-07](#)). These two processes allow the College to maintain academic rigor along with a focused purpose related to institutional goals.

Students are alerted to the program descriptions, expected student learning outcomes, and the degrees and certificates that can be earned through several mediums. The first is the College Catalog, which provides a comprehensive overview of the College's diverse offerings ([2.A.01-08](#); [2.A.01-09](#)). In addition, students learn of program learning outcomes through the Learning Pathways Program Mapper on the College website and through the "Detail" link in the online class schedule. Along with program description, SLOs, and degrees, the website includes possible career paths, potential salaries earned, and a sample schedule to guide students in their academic endeavors ([2.A.01-10](#); [2.A.01-11](#)).

This last piece—academic endeavors—is illustrated through the achievement of degrees and certificates, which the College tracks through its Strategic Plan Indicators Dashboard ([2.A.01-12](#)). Goal Two of the District-wide Strategic Plan is to “Transform Lives Through Learning and Achievement.” To that end, the dashboard presents eleven measurable objectives to track student achievement, including the annual attainment of degrees and certificates ([2.A.01-13](#)), annual number of student transfers, first time students’ completion of transfer-level math and English, retention rates, and the percentage of exiting CTE students who find employment in their fields of study ([2.A.01-14](#)). These variables provide a window into the College’s ability to successfully meet the needs of its diverse student population.

Analysis and Evaluation

Through its diverse array of programs, degrees, and certificates, the College adheres to its mission of providing an innovative educational experience. All programs are required to illustrate their connection to the mission through program review. Furthermore, mechanisms are in place to ensure all course offerings adhere to the standards of higher education. The success of these programs and courses is tracked through the Strategic Plan Indicators Dashboard, which provides a comprehensive and nuanced disaggregation of student achievement.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

The College has a clear and equitable process for the creation and assessment of its courses and programs, enabling both full-time and part-time faculty to partake in the process. This creation is faculty-driven, starting with the submission of either the New Course Proposal form ([2.A.02-01](#)) or New Program Initiation form ([2.A.02-02](#)) to the Curriculum Committee for initial consideration. Faculty are provided handbooks and guidelines to create their course proposals, which consider transferability, articulation, and repeatability along with other key factors ([2.A.02-03](#); [2.A.02-04](#)). New programs assess the types of degrees or certificates a student would earn when completing the program and how the proposed program would align with the College’s Guided Pathways. Both move forward to the Curriculum Committee for approval, which occurs twice a year. When approving new courses, the Curriculum Committee looks for appropriate rigor, content, standards, and expectations as outlined by the California Community College Program and Course Approval Handbook ([2.A.02-05](#)). Once a course or program has been approved, the department chair works on integrating the course or program into the college schedule. As part of their contract, faculty are then expected to teach to the Course Outline of Record (COR).

To ensure consistent quality, each course is regularly evaluated through scheduled course review, which occurs on a five-year cycle. Prior to course review, the curriculum chairs alert the divisions as to which courses are due for review that academic year ([2.A.02-06](#)). Faculty then enter their updates/revisions into META as they assess the course for accuracy in key areas such as language, state coding, validation, academic rigor, articulation and transferability ([2.A.02-07](#)). Once the course has been launched through META, additional department faculty are alerted to course updates for their review. This process occurs

every spring, and the department chair or appointed faculty member is required to make those updates by April 30th. The Distance and Online Education Committee also ensures that the quality of D.E. courses is consistent with that of face-to-face courses through the D.E. addendum ([2.A.02-08](#)), which is housed in META and reviewed during scheduled course review. The purpose of the addendum is to address how substantive and effective contact can be maintained: both student-to-student and instructor-to-student. It also addresses potential differences in the assignments, methods of evaluation, and grading in an online environment for each learning objective.

Regardless of modality, the College regularly assesses learning outcomes for courses and programs through established procedures, which allow faculty to regularly evaluate and discuss the relationship between teaching methodologies and student performance ([2.A.02-09](#)). Every credit course offered by the College is required to have student learning outcomes (SLOs), including Career Technical Education (CTE), Emeritus, and Adult Ed. These SLOs are assessed annually and discussed among department faculty according to the current SLO process ([2.A.02-10](#)), which was adopted by the Academic Senate in 2005 and uses the ACCJC recommended process.

All faculty and others responsible act to continuously improve instructional courses, programs and services through systematic evaluation, including the program review (PR) process, which occurs every three years ([2.A.02-11](#); [2.A.02-12](#); [2.A.2-13](#)). This three-year cycle has helped department chairs and program faculty, including full-time and part-time, to stay on top of recent and current needs along with closing the loop on objectives and action steps. For the past four years, the Educational Planning and Assessment Committee (EPA) ([2.A.02-14](#)) has had 100 percent compliance in the completion of these program reviews, which has established a culture for the College in relation to the importance of not just writing the report but completing it in a timely and consistent fashion ([2.A.02-15](#); [2.A.02-16](#)).

The program review process is a rigorous self-study in which programs establish objectives and action steps for achieving those objectives, which will guide the program for the next three years. With each PR, the program review team, which often includes all full-time and part-time program faculty, looks back to see which objectives were achieved, which are ongoing, and which are no longer necessary ([2.A.02-17](#)). These objectives frequently refer to improving student learning, such as ensuring that all faculty have access to professional development in new and emerging methodologies to help them meet current standards in the discipline. Other objectives relate to improvement in classroom facilities to ensure that students get the best education possible. Within the program review, faculty are asked to reflect on their SLOs, particularly how faculty have used SLO results to make changes to their programs. In addition, faculty are expected to reflect on the impact those changes have made on their programs ([2.A.02-18](#)).

In terms of equity, EPA asks faculty to look at their equity data and engage in department-wide conversations regarding where there are gaps, reasons for those gaps, and how they can be eliminated ([2.A.02-19](#)). In addition, the program review data are now tied to resource allocation and the hiring of full-time faculty. An aspect of the program review requests an overview of the staffing structure and a reflection of how that structure allows the department to meet its specific goals ([2.A.02-20](#)). It also asks the ratio of courses taught by full-time and part-time faculty. When the hiring prioritization requests are sent out, specific sections require that faculty cite their faculty need as demonstrated in their most recent program review ([2.A.02-21](#)).

Analysis and Evaluation

The College has structures in place to ensure that the creation and review of all academic courses and

programs are driven by faculty and departments regardless of modality. In the creation of new courses and programs, faculty adhere to the norms and standards of higher education. Once scheduled, courses are reviewed regularly to ensure those norms are intact through standard course review. Finally, individual faculty members are regularly assessed in their ability to teach to those standards through the faculty evaluation process. Through the SLO and program review assessment processes, faculty continuously and regularly evaluate the quality of courses and programs thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

The College has established procedures for identifying student learning outcomes (SLOs) for courses, programs, certificates, and degrees ([2.A.03-01](#)). Because faculty are the discipline experts, every department guides their own process for designing SLOs, collecting SLO results per course, and assessing the results ([2.A.03-02](#)). An important aspect of SLO assessment is tied to the role of the SLO coordinator, who meets with departments when they have a need to change SLOs, update assessment styles, or understand the process (for new chairs). During both fall and spring Professional Development Weeks, the SLO coordinator frequently makes presentations on topics like how to get the SLOs into the system ([2.A.03-03](#)) and how to update them using Bloom's Taxonomy.

SLOs are assessed and recorded on an annual basis. Every department is required to submit their SLO data from the previous year by the third Friday of September in the next academic year. Compliance with SLO submission requirements is reviewed during the program review process, which is conducted every three years. This review process also requires departments to reflect on their yearly SLO data and indicate how they have used the data to implement effective change ([2.A.03-04](#); [2.A.03-05](#)). While individual compliance can vary from department to department, overall compliance has improved immensely across the College over the last four years as the Educational Planning and Assessment Committee (EPA) has engaged in positive messaging about the importance and utility of the SLO process. Additionally, it is expected that individual faculty members are rated on their compliance for SLO result submission during their faculty evaluation process ([2.A.03-06](#)).

In addition, each SLO is required to be connected to at least one program student learning outcome (PSLO), which in turn should be tied to the College's institutional student learning outcomes (ISLOs) ([2.A.03-07](#)). Because the SLOs and PSLOs are written by the department, there is often a natural link between the two. However, the role of the SLO coordinator is to help departments rethink their PSLOs when they don't accurately reflect a connection to those SLOs. This process is facilitated by Nuventive Improve, which generates reports to illustrate the alignment between SLOs and PSLOs, making it easy to determine areas where a course might not align ([2.A.03-08](#)). During the program review process, the SLO coordinator checks to make sure this alignment is there and complete ([2.A.03-09](#); [2.A.03-10](#)). The College has made great strides in this area. In the last two program review cycles, every SLO was checked for its link to a PSLO.

The College's distance education approval process ensures that course and program learning outcomes will be identical, regardless of modality. When a course is slated for Distance and Online Education

Committee (DE) approval, it is done through META. As a result, the course's initial Course Outline of Record (COR) and SLOs are already brought over as part of the DE approval process. This guarantees continuity between modalities. During the DE approval, the online addenda approval coordinator evaluates all assessment methods and rubrics as they relate to SLOs to ensure continuity between modalities. Any required differences must be satisfactorily addressed and detailed. ([2.A.03-11](#); [2.A.03-12](#))

Beyond the assessment and approval process, the College ensures all students and the community have access to course SLOs and PSLOs. PSLOs are listed in the College Catalog ([2.A.03-13](#)) and on the College webpage as part of the Learning Pathways Program Mapper ([2.A.03-14](#)). SLOs can be found in the Class Schedule and on course syllabi in addition to being housed with each course outline of record (COR). SLOs are included as an addendum to the COR ([2.A.03-15](#); [2.A.03-16](#)). This allows departments more flexibility when adjusting or updating SLOs as they have the ability to revise them twice a year. All faculty can view both the COR and SLOs through META; however, it is the department chair who ensures that faculty are aware of any updated changes.

All faculty are expected to list current SLOs on their course syllabi ([2.A.03-17](#)), which is reinforced through individual faculty evaluation. The evaluation tool requires the review of the course syllabus, looking for the inclusion of appropriate and current SLOs ([2.A.03-18](#)). To facilitate this process, some departments email out the SLOs each semester while others publish them on their website or create syllabus templates ([2.A.03-19](#)) to help ensure faculty are in compliance.

Furthermore, the College has several structures in place to make sure students receive these syllabi. Recently, the College has moved to a system where faculty are able to upload their syllabi through MySite, which makes them accessible to students who are enrolled in the class ([2.A.3-20](#)). In addition, SLOs are often included on Canvas course sites. The Faculty Center sends out directions related to making the syllabi available through Canvas in addition to encouraging faculty to email the syllabi to enrolled students prior to the beginning of the semester. Moving forward, it will be expected that the syllabi be housed in MySite, which is linked to the College schedule so that students have consistent access.

Analysis and Evaluation

The College regularly and effectively assesses SLOs, reflecting on those results through the program review process. These SLOs are tied to PSLOs and ISLOs, creating a cohesive link between course, program, and the institution. Through the combined efforts of the EPA team, department chairs, and individual faculty, the SLO assessment process allows for consistency when modalities have changed. Finally, the inclusion of SLOs on course syllabi has become an important aspect of the faculty evaluation process even while District Information Technology creates easier methods by which those syllabi can be disseminated.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

The College has clear criteria and processes that have been developed and are used for decision-making in regard to offering developmental, adult education, and extended learning courses. Some of these criteria are tied to state legislation. As a result of Assembly Bill (AB) 705, which stipulates that students

complete transfer level math and English in their first year of college, the College no longer offers pre-collegiate courses. In this regard, the College has followed the state's criteria and processes when offering developmental and pre-collegiate courses ([2.A.04-01](#)). Adult Education also has adjusted its pre-collegiate level offerings due to state legislation and funding. As a result of AB 86 and later AB 104 ([2.A.04-02](#); [2.A.04-03](#)), the College offers all Adult Education programs in partnership with the local feeder school districts, including Adult English as a Second Language (AESL, High School Equivalency, and Adults with Disabilities). These programs are supported annually by CAEP, the California Adult Education Program, whose goal is to facilitate the movement of adult students from noncredit to credit classes, jobs, or other college programs ([2.A.04-04](#)). When state legislation does not factor into the equation, decisions to add new courses are tied to the needs of the community, or skill-attainment related to the labor market when the course is Career Technical Education (CTE).

In addition, the College has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs. Through the course proposal process ([2.A.04-05](#)), the College ensures appropriate credit type while the delivery mode is determined by department faculty. The College also establishes and evaluates pre-collegiate courses and programs through the scheduled course review ([2.A.04-06](#)). All courses are numbered to indicate the type of course offered, the area in which the course is being offered, the purpose of the course in terms of credit, and the ability to earn certificates. In addition, the numbering system ensures alignment between adult-education level curriculum and college level curriculum, providing clear and efficient pathways for students. For example, the AESL courses, which are noncredit, lead into the lowest level of credit ESL ([2.A.04-07](#); [2.A.04-08](#)).

The College has traditionally ascribed a clear numbering system for its various course levels that are tied to degrees and certificates, using the 300 numbers for beginning skills courses and the 200 level for developing skills courses. Transfer courses are numbered from 100-199 for transferability to the CSU system and 1-99 for transferability to the UC system. This numbering framework is available to students through the Course Catalog ([2.A.04-09](#)) while numbering specific to ESL is provided in the Student Handbook ([2.A.04-10](#)). This numbering sequence also allows the College to distinguish between its noncredit and credit classes, which begin at the 300 level. CTE noncredit courses are listed as 400 level courses and are identified as short-term vocational or work-force preparation. For the Emeritus Institute, the courses are numbered in the 500s in addition to starting with "E" for Emeritus with a notation clarifying the course has been created for older adults ([2.A.04-11](#)). In addition, Adult Education's noncredit courses have been designated as 700. Especially with the passing of SB554 ([2.A.04-12](#)), which allows adult students to be dual-enrolled in both credit and noncredit classes, it is imperative that students who begin their education through Extended Learning understand the course designations and the distinctions. Finally, all noncredit courses are designated as "NC" in the College Catalog and Class Schedule ([2.A.04-13](#); [2.A.04-14](#)).

Analysis and Evaluation

The College provides pre-collegiate level curriculum that supports students in their learning, preparing them for their educational goals—be they CTE training, personal enrichment, or preparation for transfer-level classes. While state legislation can be a factor, these courses are created due to student need in accordance with the criteria stipulated by the course proposal process. In addition, a clear numbering system is implemented to distinguish the various levels of precollegiate courses, leading into transfer-level courses. Students are provided guidance regarding the course number and sequencing through the College Catalog.

5. **The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

In accordance with Board Policy (BP) 4020 ([2.A.05-01](#)), the Saddleback College Curriculum Committee guides faculty and discipline experts, who are responsible for maintaining high-quality, broad-based, rigorous programs that follow standard practices in American higher education ([2.A.05-02](#); [2.A.05-03](#)). These practices ensure that the College follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in each program it offers. When a new curriculum is proposed and/or a current course is revised, the department chair must establish that the new (or revised) program would meet 51 percent of a transfer institute's program lower division requirements ([2.A.05-04](#); [2.A.05-05](#)). In the case of a Career Technical Education (CTE) program, the department would need to show that students who completed the program could get hired. Once either has been established, the College's Curriculum Committee determines the course level and sequencing through a number of techniques. When applicable, the curriculum chair will first look to the rubrics from the State Chancellor's Office and apply them to the course description to determine if a course has been appropriately sequenced and has the appropriate level of rigor. In addition, faculty will look to transfer institutions to see if the course has a comparable, active, and lower division university course. As part of this process, Bloom's Taxonomy is assessed in relation to learning objectives and the methods of evaluation ([2.A.05-06](#)). In addition, the state-approved Course Outline of Record (COR) is a key metric in ensuring that the College's offerings reflect the practices common in American higher education ([2.A.05-07](#)). This process is the same regardless of modality; however, online courses require additional approval through the completion of the District and Online Education Committee (DE addendum per Title 5 ([2.A.05-08](#))). Once the addendum has been submitted, the course goes to the DE for approval first before coming to Curriculum.

The Curriculum Committee also ensures that new and revised associate degree programs have at least 60 units which are comprised of general education requirements and, in accordance with Administrative Regulation (AR) 4025 and Title 5, §55061, at least 18 degree-specific units ([2.A.05-09](#); [2.A.05-10](#)). All degree programs can be completed in two years if a student attends the College on a full-time basis with a minimum of 15 units per semester, which is a concept that has been reinforced and streamlined through Guided Pathways ([2.A.05-11](#); [2.A.05-12](#); [2.A.05-13](#)). As for the associate degree for Transfer (ADT) and the Transfer Admission Guarantee (TAG) programs, students are held to that 60 units with more limited options in relation to the electives, which need to articulate to the CSUs.

Another way that the College ensures that its programs and degrees follow practices common to American higher education is through articulation, a process by which the College's articulation officer makes sure that the courses offered align with those of higher or equal institutions ([2.A.05-14](#); [2.A.05-15](#)). Articulation agreements are developed and updated based upon student need. The College maintains articulation agreements with its most common transfer institutions, including all of the CSU and UC campuses ([2.A.05-16](#); [2.A.05-17](#)) as well as many private and out-of-state colleges and universities ([2.A.05-18](#)). All articulation agreements are published at ASSIST.org and on the Saddleback College articulation website ([2.A.05-19](#)). Various degree pathways, including the Associate of Arts for Transfer (AA-T) degrees, demonstrate the efficacy of these agreements ([2.A.05-20](#)). The AA-T degree ensures that students who earn an AA-T and meet the CSU minimum eligibility requirements are

guaranteed admission to a CSU ([2.A.05-21](#); [2.A.05-22](#)). To date, the College offers 30 majors which have been approved for the AA-T in conjunction with the 204 AA and AS degrees offered by the College.

Once approval is complete and courses have been scheduled, the College's formalized program review process maintains the quality of programs. All programs are subject to review on a three-year cycle. This review includes an analysis of the program's relevance to the College mission (see 2.A.16). Beyond program review, and through the curriculum review process, courses that have not been offered in two years are generally eliminated from the College Catalog, and those programs that are determined to be outdated or unnecessary are subjected to the Program Vitality Inquiry Policy and Process (see 2.A.15). The presence of this policy reinforces the connection between courses offered and student need, enabling the College to address relevancy or low program completion/enrollments.

Analysis and Evaluation

With its attention to the guidelines placed by the District and the state, the College ensures that all degrees and programs adhere to practices common to American higher education. These degrees are attainable within two years and give students the foundation needed for transfer. While the Curriculum Committee oversees quality of the initial degree or program, the articulation officer tirelessly checks to make sure courses articulate. Faculty systematically review programs and the quality of instruction. All are geared toward providing students with an education that is reflective of the rigor, breadth, and depth expected at this level.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The College has processes in place so that it schedules classes in alignment with student need and program pathways. The process starts with the Schedule Development Calendar ([2.A.06-01](#)), which is updated prior to the start of each academic year and is geared for the following academic year. One semester is scheduled at a time, starting with summer then leading into fall and spring. The advantage to this term-by-term schedule was revealed through the pandemic as it enables the College to build the schedule as close to the beginning of registration as possible, which allows the College to respond more closely to student demand and needs ([2.A.06-02](#)). Once the schedule is built for the term at the division level, in coordination with the department chairs, the Office of Instruction (OOI) goes through a compliance check to see if the schedule aligns with the College's block schedule ([2.A.06-03](#); [2.A.06-04](#)), attendance accounting methods, and diversity in terms of modality and time of day (based on student need) among others ([2.A.06-05](#); [2.A.06-06](#)). If there are any updates that need to be made, the OOI goes back to the division dean for changes.

More recently, the OOI has begun collaborating with Counseling and Student Services to ensure that the course offerings align with the Guided Pathways Program Mappers, which were developed by the department chairs in conjunction with Counseling ([2.A.06-07](#)). If a course is identified as being offered, then the OOI lets the divisions know so that it can match the Mapper. If a course is scheduled but doesn't fill, the OOI works with student services to identify other options such as independent study, substitution, or waiver etc. So that this information is clearly conveyed to students, the Program Mapper on the College website needs to be updated several times a year if there are any changes to the College Catalog—new programs, new courses, deleted courses, deleted programs, changes to programs. While the Program Mapper provides a sample schedule ([2.A.06-08](#)), it does not drive the schedule. Regardless,

it is important that continuity exists between the various representations of individual degree pathways. In addition, these sample schedules are a good reminder of how departments should orchestrate their upcoming schedules and are important tools that allow students to understand what programs are being offered and how long it would take to complete them.

Once everything is approved and finalized, the schedule goes live at least one month prior to the start of registration so that students can plan and prepare for their registration date ([2.A.06-09](#)). Since Covid, the OOI has started to identify when courses fill, adding courses based on demand. Throughout the registration period, the OOI works with division deans and department chairs as they make adjustments to the schedule based on student need. In this, the unduplicated waitlist is helpful for determining the need for more sections. Other considerations are tied to modality and time of day.

The College has several sources of data to evaluate the degree to which scheduling facilitates completion for their diverse students' needs. While a key step is ensuring the built schedule aligns with the Program Mappers, the OOI looks to several metrics when fine tuning the schedule. The first metric is called the Build to Run Schedule ([2.A.06-10](#); [2.A.06-11](#)). This metric allows the OOI to assess past schedules, determining how well the College has built schedules in the past in relation to how many changes were made to the schedule. Looking at past schedules allows the OOI to get a better sense of how effective the College has been at making schedules in the past and what changes could be implemented to streamline the scheduling process in the future. Another new data element that the OOI has built is tied to the assessment of the base schedule of courses that have consistently met student needs for the past five years ([2.A.06-12](#); [2.A.06-13](#)). Every semester, this information allows the OOI to know which courses must always be scheduled, when they should be scheduled, and the type of modality in which they should be offered. This allows the focus of scheduling to look at areas where the College can expand or shift to meet changing student demand. Beyond these newer metrics, the OOI still relies on the normal enrollment data sources as well: course fill rates and enrollment patterns in addition to section detail reports, unduplicated waitlists, daily enrollment reports etc. ([2.A.06-14](#); [2.A.06-15](#)).

The efficacy of the schedule is tied to the time-to-completion data, which the institution analyzes both at the college and program level. In this, the College focuses on the completion of English and math within the first year, which indicates the student is on track to completion. The OOI looks to the Learning Pathways Dashboard, which provides data on the number of students in each pathway to complete those two courses within the first year ([2.A.06-16](#)). The Pathways Completion Teams then work on strategies to help students who are falling behind in their transfer goals. Once the data are assessed at the college level, individual programs look more closely at key indicators. Should a required course be under enrolled, exceptions are made to ensure the class runs, allowing students to complete their program on time. Finally, a new feature of the program review process is tied to the Program Review Dashboard, which allows each program to break down specific data element for their individual degrees, looking to retention rates and completion rates along with annual awards ([2.A.06-17](#); [2.A.06-18](#); [2.A.06-19](#)).

Analysis and Evaluation

Both at the department and college level, structures are in place to create a thoughtful, student-centered schedule that is designed to guide full time students toward the completion of their certificates and degrees within a period of time consistent with established expectations in higher education. Through the Program Mapper and Guided Pathways, students have additional tools to keep them on track. Changes to the schedule are data-driven and timely as the College adeptly adjusts to the current student need. Key data metrics are used to fine-tune each schedule with an eye for future schedules.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

To address the diverse needs of its student population, the College offers a variety of tools related to learning modes, teaching methodologies, and learning support. In fact, the ability to ensure student equity in access and achievement is the first goal of the SOCCCD District-Wide Strategic Plan 2020-2025 ([2.A.07-01](#)), which has carried forward to the College in terms of committees, professional development, learning support, and course offerings. An updated Equity Plan for the College was completed in fall 2022 ([2.A.07-02](#); [2.A.07-03](#)). In addition, the Planning and Institutional Effectiveness Committee (PIE), which oversees the College's strategic and institutional planning processes, has established six objectives tied to the goal of ensuring student equity in access and achievement ([2.A.07-04](#); [2.A.07-05](#)). The Institute for Teaching and Learning (ITL) ([2.A.07-06](#)), a committee focused on increasing professional development related to equity and addressing achievement gaps, offers faculty training ([2.A.07-07](#)). In addition, the Equity and Inclusion Committee (EIC), which oversees the Student Equity Plan, focuses on improving the College culture ([2.A.07-08](#); [2.A.07-09](#); [2.A.07-10](#)). In terms of delivery modes, the Online Education Plan for 2021-2024 recognizes the importance of online education, focusing its goals on increasing professional development for faculty, coordinating student support, and aligning institutional practices ([2.A.07-11](#)). Finally, the College meets student need through its diverse programs and course offerings, as illustrated by Extended Learning (EL). Within Adult Education, one of the four units within EL, the variety of programs include Adult English as a Second Language (AESL), Citizenship, High School Equivalency, Occupational and Academic Skills for Independence and Success (OASIS), Adult Education Basic Technology, and Adult Education Food and Nutrition. The majority of these courses are tied to certificates and are offered through various modalities ([2.A.07-12](#)). In addition, the decision to offer these courses is created through both qualitative and quantitative research, including the use of focus groups ([2.A.07-13](#); [2.A.07-14](#)).

Individual departments and programs regularly evaluate their ability to address student equity related to sub-populations and delivery modes through the process of program review (PR), which is a three-year-cycle. The new PR dashboard, which has a "disaggregate by modality" feature, gives all programs the ability to assess key areas and enables faculty to address equity issues specifically as it also disaggregates by ethnicity ([2.A.07-15](#)). Even as these areas are identified, the College provides faculty the knowledge to address equity issues through its various committees. In addition to EIC and the ITL, which provides training on equity, the Committee for Culturally Responsive Teaching and Learning "fosters student learning and success by promoting cultural competency with the goal of creating a campus culture of inclusivity ([2.A.07-16](#))." Finally, the Online Committee has developed an equity in online teaching course.

To ensure the College's delivery modes are equitable, all online courses are approved through the Distance and Online Education Committee (DE) addendum process, which asks faculty to identify key areas where the curriculum might be adjusted for the online environment while maintaining the integrity of the Course Outline of Record (COR) ([2.A.07-17](#)). Once the addendum has been approved, the quality of each online course is maintained through faculty evaluation ([2.A.07-18](#)) and assessed through program review. In addition, faculty have the option to undergo Peer Online Course Review ([2.A.07-19](#)), which is a rigorous evaluation process designed to ensure that students across the California Community College system have access to high-quality online courses designed to support student learning and success. In this, the Faculty Center provides key support to the development and

improvement of delivery modes. It continuously works with the Online Education (OE) faculty coordinators to determine new instructional technology tools that can be integrated into Canvas, assessing purpose, need, and necessity ([2.A.07-20](#)).

The College has benefited from the Faculty Center's consistently forward thinking. With the onset of the pandemic in March 2020, the Faculty Center and OE coordinators spent a considerable amount of time prepping and preparing for an influx of new online instructors. Because the Faculty Center was already set up for supporting faculty in teaching online, the shift to 100 percent online was possible. In preparation for this event, Boot Camp classes were created, which spanned two days ([2.A.07-21](#); [2.A.07-22](#); [2.A.07-23](#); [2.A.07-24](#); [2.A.07-25](#)). In conjunction with these Boot Camps, the Faculty Center was available all day every day for the second half of the semester to help faculty trouble shoot. They also offered ongoing one-on-one meetings as faculty who were new to online instruction needed help and support.

While traumatic, the pandemic changed faculty's perspective on online education, giving them a greater appreciation for the work it takes to create an engaging course along with a greater understanding of the variety of tools at their disposal. In addition, it has caused the College to increase the number of delivery modes available to students, which is an important factor in meeting the needs and learning styles of the various populations. These modes include both synchronous and asynchronous online models, the increase of hybrid options, hyflex courses, and the inclusion of on-campus courses for those students who find they learn better within the classroom setting ([2.A.07-26](#)). Students are alerted to their delivery mode options via the class schedule. Division deans adjust their specific modality offerings based on projected student need ([2.A.07-27](#); [2.A.07-28](#)).

As programs identify student populations in need of extra support, the Learning Resource Center (LRC) Tutoring center provides that support ([2.A.07-29](#)) through a variety of services, which are also addressed in II.B.1. With the implementation of Assembly Bill (AB) 705, the LRC became vital in providing support for at-risk student populations through the embedded tutor model ([2.A.07-30](#); [2.A.07-31](#)). These embedded tutors are used specifically in co-requisite courses where students need greater support to complete their transfer-level math and English. In addition, the LRC offers tutoring in a variety of modalities: face-to-face, synchronous online, and asynchronous online. The LRC continuously addresses equity issues, including providing support for African American males, Latina females, and the over-fifty population. Specifically, the center provides support through the following:

- Extended hours so these populations have more access
- Face-to-face tutoring
- Online tutoring
- The Academic Success Program
- Expanded tutoring offered to underrepresented students
- Partnership with the Health Science and Human Services (HSHS) Division.
- Support for Disabled Students Programs and Services (DSPS) students
- The PASS Program (Program Assisting Student-Athlete Success) ([2.A.07-32](#))
- ESL and ESL conversation groups
- Online student mentors ([2.A.07-33](#))

Finally, the push for Zero Textbook Costs (ZTC), which began in 2016, has been a huge factor in the College's goal of meeting the changing and diverse needs of students ([2.A.07-34](#)). Through state and

college grants, the ZTC Work Group has been able to offer faculty stipends to convert from publisher textbooks to Open Educational Resources (OER)/ZTC. By fall 2022, the College offered 862 sections of ZTC (41 percent of all sections). In addition, these courses encompass 33 certificates/degrees that can be obtained entirely without purchasing a textbook. To facilitate the transition to ZTC, a Libguide was created ([2.A.07-35](#)) as well as the ZTC website ([2.A.07-36](#)). On these webpages the degree/certificates are listed, along with information on finding ZTC classes in the online schedule. ZTC information is also posted on the Saddleback website and outdoor marquees, and continues to be promoted to students by counselors/faculty/staff and by the use of infographics and ZTC pathway informational flyers.

Analysis and Evaluation

The College has worked diligently to address equity related to student access and achievement through multiple approaches. Strategic plans at both the College and District level help shape these efforts. Both the Faculty Center and the LRC work tirelessly to improve the instruction and support offered to students, addressing student barriers in the process. Individual courses and programs are systematically evaluated for their efficacy. Delivery modes have evolved along with student need.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Historically, the College has relied on placement exams as a component of the matriculation process. However, due to Assembly Bill (AB) 705, the matriculation process has shifted away from the use of standardized tests for student placement ([2.A.08-01](#)). Effective in fall 2019, students are placed through multiple measures, which can include high school GPA or Guided Self Placement (GSP). When students request credit for prior learning (CPL), counselors look to Advanced Placement (AP) and International Baccalaureate (IB) scores, which are exams not issued by the College. For those students who do seek CPL, there are several methods for awarding credit: industry-recognized credentials, which honors credit related to industry training; student portfolios; military service; credit by exam, which enables students to pass out of courses by passing an instructor-administered exam. In this area, some high school classes can articulate with CTE courses through this method ([2.A.08-02](#)). For College-Level Examination Program (CLEP) and Defense Language Proficiency Tests (DLPT), the placement process is tied to standards put out by the government for guidance along with faculty expertise. As a result, there is no validation needed for CPL. That said, should a course require prerequisites, those prerequisites have been determined by the discipline experts as part of the curriculum approval process.

For those programs that still require department-wide course and program examinations, clear processes are in place to assess their ability to provide unbiased and valid measurements of student learning. The chemistry department conducts exams that assess prior learning for students to be eligible to meet the introductory chemistry prerequisite (CHEM 3) and enroll directly in General Chemistry (CHEM 1A). Students who wish to enroll directly into CHEM 1A without taking CHEM 3 must take the California Chemistry Diagnostic Test (CCDT), which is a standardized test used by other colleges and universities ([2.A.08-03](#)). Before choosing this test, the chemistry department conducted a validation study in 2009 to determine if students who pass this test could be successful in CHEM 1A ([2.A.08-04](#)). Based on this study, they concluded that the test is reliable. In addition, the CCDT was assessed in 1995 by Glendale College ([2.A.08-05](#)), looking specifically for statistical differences in scores between male and female students. Although narrow in scope in that it did not explore ethnicity, this paper concluded that there was no test bias related to those two classifications of gender. In order to place into CHEM

1A, students need to score 50 percent or higher on the CCDT. Because the department has kept records of all students who have taken the exam from 2011-present, including the scores they receive, it gives them an ongoing record of the validity of the CCDT.

The Nursing Program also conducts exams that assess prior learning for entrance to their program. Students must take the Test of Essential Academic Skills (TEAS), which assesses knowledge of reading, mathematics, science, and English and language usage. Students must achieve a minimum score of 62 percent to apply for the Nursing Program ([2.A.08-06](#); [2.A.08-07](#)). Since multiple criteria determine admission to the program, the TEAS assessment can have a significant impact on whether or not a student is allowed admission into it. For those students who seek transfer from other nursing programs or who are Licensed Vocational Nurses (LVNs) and would like to become Registered Nurses (RNs), Nursing administers several nationally normed tests from Health Education Systems, Inc. (HESI) ([2.A.08-08](#)), a third-party vendor, to assess prior learning and to determine recommended placement in the program. By law, an associate degree nursing program that admits LVNs must have a path that makes it possible for LVNs to complete their course of study in one year. Because Nursing has just recently switched to HESI in the last two years, it is still working on assessing the data provided through the exam. In order to determine if HESI is the best assessment tool, Nursing looks to see a pattern between students who score low on the exam and who are also unable to pass the Nursing program. To date, this pattern does not exist, thus indicating that HESI may not be reliable. While they continue to gather more data on the accuracy of HESI, Nursing is looking to other possible placement exams.

Analysis and Evaluation

Though the College has shifted away from the use of standardized tests for general student placement, the chemistry and nursing departments still rely on these tests as a direct assessment of prior learning. Both departments take the time to validate the tests, understanding that a key measure of the test's validity is tied to the success of those students who have been placed by this instrument. Nursing, in particular, is constantly assessing the quality of its placement instruments with the understanding that this will best serve its students.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

According to Administrative Regulation (AR) 4025, an associate degree is comprised of courses that “conform to the standards specified in §55002(a)” of Title 5 ([2.A.09-01](#)). Units of credit are awarded based on the Carnegie Unit, in which 18 hours of standard lecture and 36 hours of outside work equal 1 unit of credit ([2.A.09-02](#)). The basis for awarding credit is tied to each course's methods of evaluation (MOE), which, in turn, are linked to the learning objectives and student learning outcomes (SLOs) ([2.A.09-03](#); [2.A.09-04](#); [2.A.09-05](#); [2.A.09-06](#)). A variety of mediums can assess these outcomes, thus tailoring the MOE to the objective. As the MOEs are connected and linked to the learning objectives, SLOs are constructed to assess whether or not the course objectives are being met. Course credit is awarded based on the meeting of course objectives, as established by the course outline of record (COR) and then evaluated by individual faculty.

All certificates and degrees have program student learning outcomes (PSLOs) that establish the basis on which these certificates and degrees are offered. When degrees and certificates are created or revised through the curriculum process, they specify the PSLOs. These PSLOs are then linked to the course SLOs

that make up the degree or certificate to ensure that individual courses reflect program outcomes. Ultimately, all courses within the program feed into the attainment of those PSLOs. Through this process, the College can ensure that the achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. In addition, degrees or certificates are awarded based on completion of requirements of course work and experiential training as published in the annual Course Catalog ([2.A.09-07](#); [2.A.09-08](#); [2.A.09-09](#)).

As specified by the Program and Course Approval Handbook 8th Edition, which was created by the Academic Affairs Division of the State Chancellor's Office, the College follows federal standards for clock-to-credit hour conversion in the awarding of credit. This handbook states that "[t]he standard formula for credit hour calculations applies to the majority of courses and course types and is derived from the regulations in title 5, section 55002.5 [, which] requires colleges to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours" ([2.A.09-10](#)).

The College ensures that current and prospective students receive clear and accurate information about courses and programs through the Learning Pathways Program Mapper ([2.A.09-11](#)), counseling ([2.A.09-12](#)), and the official College Catalog ([2.A.09-13](#); [2.A.09-14](#)). These sources include descriptions of degrees and certificates in terms of their purpose, content, course requirements, and expected PSLOs. All course syllabi must contain the course SLOs which, as described in II.A.3 above, are assessed annually ([2.A.09-15](#); [2.A.09-16](#); [2.A.09-17](#)). While the College does not award credit based on SLO assessment, it does award credit based on the attainment of learning objectives, which are tied to SLO attainment. This practice makes sense as there is a direct connection between SLOs and overall course objectives ([2.A.09-18](#)). Students' grades reflect their ability to achieve these course objectives, which are, in turn, designed as a result of stated learning outcomes. The correlation between SLOs and the listed methods of evaluation reinforces each course's intended purpose.

Analysis and Evaluation

There is a direct correlation between the credits, degrees, and certificates awarded by the College and the attainment of the student learning outcomes instrumental in the development of course objectives. Furthermore, there is a rigorous curriculum development and approval process to ensure that students leave with credits, degrees, or certificates that reflect the generally accepted norms of higher education. Evidence of the College's academic standards can be found in the integration of the federal standard for clock-to-credit conversion hours as maintained by the Carnegie Unit, and in the numerous articulation agreements that the College maintains with the UC and CSU systems, and with private and out-of-state colleges and universities (see 2.A.10). These standards and criteria apply to all modes of delivery, including both face-to-face and online classes (2.A.7).

- 10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

Evidence of Meeting the Standard

Through its articulation agreements, the College demonstrates clear policies and procedures for the transfer of courses to the UC and CSU systems, as well as some private and out-of-state colleges. These

agreements are in accordance with Board Policy (BP) 4235, Administrative Regulation (AR) 4235 and AR 4050 ([2.A.10-01](#); [2.A.10-02](#); [2.A.10-03](#)), which specifies that “the college catalogs and websites shall contain the most recent information regarding articulation.” In addition, the College has articulation policies in place to ensure that students are given credit for classes taken at other institutions. These policies are developed and reviewed annually ([2.A.10-04](#)) by the College’s articulation officer (AO), the Curriculum Committee, the General Education (GE) Committee, the Academic Senate, and the Curriculum Office. Through the articulation process, a course’s objectives, which are linked to student learning outcomes (SLOs), are reviewed and approved for transfer credit. Students have access to these policies through a variety of mediums, including the College’s website and through face-to-face contact with counselors and support staff ([2.A.10-05](#)). A detailed outline of the various transfer policies, including articulation and transfer patterns, can be found in the College Catalog ([2.A.10-06](#)). Policies are also made available to students through My Academic Plan (MAP), the Student Handbook, counseling classes, and the Transfer Center Student Support Hub ([2.A.10-07](#); [2.A.10-08](#); [2.A.10-09](#)). All resources provide students with the information they need to create an academic plan. This information includes transfer policies and planning tools, GE patterns ([2.A.10-10](#)), articulation agreements, the associate degree for transfer (ADT) ([2.A.10-11](#)), the Teacher Preparation program ([2.A.10-12](#)), and the Honors program ([2.A.10-13](#)). In addition, these mediums inform students of the Transfer Admission Guarantee (TAG) program ([2.A.10-14](#)), which provides guaranteed admission to six UC campuses for those California community college students who meet specific requirements.

The College may grant credit for college units earned at regionally accredited institutions of higher education. The Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), the online statewide database of articulation ([2.A.10-15](#)), and the College Catalog provide means of determining the comparability of courses taken at other California public colleges and universities. Generally, the counseling department determines equivalency of courses; specifically, the College’s articulation officer, in consultation with the appropriate discipline faculty expert, determines any questionable course credit application. The College registrar ensures that the transcript is official and that the institution is regionally accredited.

When determining whether courses from other institutions are comparable to those offered by the College, the AO takes into account a variety of factors, including the Intersegmental General Education Transfer Curriculum (IGETC) and CSU guidelines ([2.A.10-16](#); [2.A.10-17](#)), course objectives, student learning outcomes, and content area ([2.A.10-18](#); [2.A.10-19](#)). When it is not readily apparent whether a course from another institution is comparable, the student is asked to obtain an official course outline. If the counselor and/or the AO cannot make a determination on comparability, the course outline is submitted to the chair of the discipline or the appropriate dean. The faculty or the dean makes the final determination on course comparability.

Analysis and Evaluation

The College has clear procedures that allow it to regularly review and update articulation agreements with the UCs and CSUs as well as private and out-of-state colleges and universities. Students can access the College’s articulation agreements with the UC and CSU systems. For information regarding institutions with which the College has no articulation agreement, students can consult the ASSIST database. Finally, students receive guidance in relation to their academic plans through a variety of mediums—both in person and online.

- 11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

Evidence of Meeting the Standard

The College recognizes three levels of learning outcomes: course student learning outcomes (SLOs), program student learning outcomes (PSLOs), and institutional student learning outcomes (ISLOs) ([2.A.11-01](#)). Course SLOs specify what students will attain as part of the successful completion of a course and are developed by the curriculum process for course review and revision. These SLOs are then rolled up into PSLOs, which are established through the curriculum process for program review and revision. Evidence of PSLO achievement is illustrated through the successful attainment of certificates and degrees. Finally, PSLOs roll into ISLOs, which are established through the Educational Planning and Assessment Committee (EPA) with Academic Senate approval. ISLOs specify what students in degree programs attain as a result of completing the General Education, or core competency, requirements. The ISLOs include outcomes related to effective communication, intellectual and practical skills, community/global consciousness and responsibility, and breadth of subject area knowledge ([2.A.11-02](#)). The ISLOs are published in the College Catalog ([2.A.11-03](#)) and are available on the College's website and in the Student Handbook.

The College currently approaches PSLO and ISLO assessment in several ways. The first method is through the mapping of SLOs to PSLOs, so that the results of SLO assessment for the various courses that meet each PSLO can be compared and analyzed. This mapping is maintained as part of the SLO submission process ([2.A.11-04](#)) and verified every three years during systematic program review. During this process, faculty access a comprehensive report that lists each PSLO. Under each PSLO is a list of the classes and SLOs that are tied to that PSLO along with a discussion of SLO results and any notes that may have been added ([2.A.11-05](#)). This report is also available outside the program review process should faculty wish to review PSLOs further.

Beyond the PSLO, the College has explored a number of ways to assess ISLO results separate from the roll-up process, including pilot studies on e-portfolios and a pilot with Collegiate Learning Assessment (CLA +). Both of these approaches proved to be unsuccessful in terms of providing sufficient data to assess ISLO attainment, which led to the most recent assessment tool, a post-graduate survey ([2.A.11-06](#)). This survey, which asks students to assess their attainment of ISLOs, was piloted in fall 2022 and was disaggregated by demographics like first time generation college student, Latinx, and students 25 or older ([2.A.11-07](#)). The disaggregation allows the College to identify target areas for changes in relation to continuous improvement. A presentation of the fall 2022 results was made to the Academic Senate and the Consultation Council in spring 2023, with recommendations stemming from the findings ([2.A.11-08](#)). Because the pilot proved to be successful, there are plans to administer this survey yearly.

A second approach to the assessment of ISLOs is through students' attainment of degrees, which directly connect to individual student MAPs (My Academic Plan). Within their first fifteen semester units of enrollment, all students are required to create their MAPs, which are reviewed and approved by their academic counselors as the MAPs provide the quickest route toward the attainment of students' academic goals. Because these MAPs are designed for the achievement of degrees, they include General Education (GE) courses ([2.A.11-09](#)), which ensures alignment with the College's ISLOs. Courses that have been approved as part of the GE strand must illustrate that they meet requirements related to at least one of the following: natural sciences, social sciences, humanities/art, lifelong learning, communications, quantitative reasoning, American institutions, and cultural diversity ([2.A.11-10](#)). In

this, the College has a built-in method for assessing ISLOs through the SLOs and PSLOs tied to those GE courses.

Analysis and Evaluation

Through the connection between SLOs, PSLOs, and ISLOs, the College ensures that all students who have attained degrees and certificates attain skills tied to communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. These outcomes are regularly assessed, using a variety of assessment methods, and contribute to continuous improvement at the course, program, and institutional level.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In accordance with Administrative Regulation (AR) 4025 ([2.A.12-01](#)), all associate degree programs at Saddleback College require the completion of a minimum of 18 semester units of general education (GE), which include the natural sciences, social and behavioral sciences, humanities, language and rationality, and mathematics. In accordance with Title 5, an additional area tied to ethnic studies will soon be added to the local GE pattern ([2.A.12-02](#)). Students at the College can elect to follow one of three general education patterns: the Intersegmental General Education Transfer Curriculum (IGETC) ([2.A.12-03](#)), CSU GE ([2.A.12-04](#)), or the College's general education requirements, ([2.A.12-05](#)). The College Catalog contains descriptions of the general education patterns, including recent agreements to expand the associate degree for transfer (ADT) to several private colleges and universities ([2.A.12-06](#); [2.A.12-07](#); [2.A.12-08](#); [2.A.12-09](#)). The philosophy that general education is not an isolated endeavor drives general education requirements. In fact, the College Catalog states, "The general education experience allows the associate degree graduate to analyze, understand, appreciate, and modify the global society in which we live. Combined with an in-depth study in a selected field of knowledge, general education will contribute to and support the pursuit of lifelong learning" ([2.A.12-10](#)). This general education philosophy is reflected in the broad range of GE courses required for the degree and in the expected institutional student learning outcomes (ISLOs) ([2.A.12-11](#)). The scope of the College's ISLOs offers evidence that the program of general education includes student learning outcomes related to effective communication; intellectual and practical skills; community/global consciousness and responsibility; and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. These ISLOs are reviewed annually by the Educational Planning and Assessment Committee (EPA). If deemed necessary, any recommended revisions are then forwarded to the Academic Senate for approval.

At the time of course development or review, faculty in any discipline can propose that the course be considered for general education ([2.A.12-12](#); [2.A.12-13](#)). Looking at both transfer and GE patterns, the articulation officer (AO) supports faculty in their curriculum development. While faculty have the freedom to create their curriculum, the AO will make recommendations for that curriculum regarding

how the course would ultimately articulate. If the course meets IGETC and CSU standards for GE, then the course would be included as a component of the accepted GE curriculum offered by the College.

For local GE, faculty make a request to the AO for inclusion in the local GE pattern. The request then goes to the College's General Education Committee, which is composed of faculty members from each of the divisions and chaired by the curriculum chair, also a faculty member ([2.A.12-14](#)). The committee reviews the course outline of record against the approved criteria for each GE area and makes a final decision to approve or deny. Once approved by the GE Committee, courses must then be approved by the Academic Senate and the Board of Trustees before being sent to the CSU Chancellor's Office and UC Office of the President for final approval. In relation to IGETC and CSU, the AO will annually submit courses to external partners for GE consideration in December of each year ([2.A.12-15](#); [2.A.12-16](#); [2.A.12-17](#); [2.A.12-18](#)).

Even as the College adheres to the various GE requirements, it recognizes that AB 928 ([2.A.12-19](#)) is on the horizon. By fall 2025, this bill will eradicate the IGETC and CSU GE patterns, replacing them with one universal GE pattern. The impact of this bill will be huge in that both students and the public need to be informed of the changes in the GE patterns. Beyond that, it will have a direct impact on the courses offered at the College along with the transfer universities in relation to courses that are still offered and those that will be eliminated.

Analysis and Evaluation

The College's GE philosophy is intrinsically tied to courses offered through the GE program and is conveyed to students through the College Catalog. In addition, these courses reflect the College's ISLOs, especially regarding the creation of global citizens. The College's AO works closely with faculty, guiding them in their course proposal process. Through the GE Committee, faculty from all disciplines evaluate and approve the inclusion of new courses to the GE strand, looking to state guidelines when expanding to new areas of study.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All College programs include a focused study in one area of inquiry or discipline, leading to the completion of certificates and associate's degrees. Per Title 5 ([2.A.13-01](#)), each program needs a minimum of 18 units within a specified field of study. The core area of inquiry is outlined in the program student learning outcomes (PSLOs), which are established by all program degrees and certificates and are published in the College Catalog ([2.A.13-02](#)) and on the College website through the Learning Pathways Program Mapper ([2.A.13-03](#)). Discipline experts within each department develop the PSLOs, which are approved through the curriculum process. These PSLOs, as well as the related course learning objectives and student learning outcomes (SLOs), demonstrate the level of mastery of key concepts, theories, and practices that students will attain by completing a degree within that discipline ([2.A.13-04](#)).

The Learning Pathways Program Mapper provides a clear window into the key theories and practices offered within the field of study. For example, students interested in attaining a certificate in advanced culinary arts ([2.A.13-05](#)) can easily find the PSLOs along with required courses, focusing on food

preparation, culinary principles, and baking fundamentals. Each of these courses contains SLOs ([2.A.13-06](#)) that are housed with the course outline of record, rolling into the stated PSLOs. Upon enrollment, each student must complete a My Academic Plan ([2.A.13-07](#)), which provides the student with clear and complete information about the degree or certificate they are choosing to pursue.

Verification that students have achieved mastery of key theories and practices within the field of study is done primarily through the successful completion of all required courses. Courses required within a program are devised so that each of the PSLOs is achieved upon completion of a degree or certificate. Faculty within a program regularly evaluate their programs through the annual assessment of course SLOs ([2.A.13-08](#)) and through various methods of direct PSLO assessment, including discipline-specific exams and signature assignments ([2.A.13-09](#)), which are designed to highlight student achievement as it relates to that student's educational goals. Furthermore, when inputting SLOs into Nuventive Improve, faculty are directed to link them to PSLOs and ISLOs ([2.A.13-10](#)).

Analysis and Evaluation

All degree programs at the College focus on one or more disciplines or areas of study. Curriculum is developed with learning objectives and SLOs that demonstrate the key concepts, theories, and practices that a student should master in a course. The outcomes of courses are then mapped to the PSLOs that students within a particular field of study should master. The tie between curriculum development, SLOs, and PSLOs illustrates that SLOs accurately reflect higher thinking appropriate to the course level and include mastery of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Saddleback College offers more than one thousand Career Technical Education (CTE) courses and more than one hundred CTE certificate and degree programs ([2.A.14-01](#); [2.A.14-02](#)), which are evaluated through several processes to verify and maintain currency of employment opportunities and other external factors in all of its CTE disciplines. In addition to program review ([2.A.14-03](#)), which is conducted every three years, CTE programs are evaluated through a second process every two years in accordance with Ed Code §78016 ([2.A.14-04](#)). This evaluation looks to three factors: the labor market demand for the occupations of the program (job openings), local supply of program completers (completions), and the effectiveness of the program as indicated by completions and success rates ([2.A.14-05](#)). In 2020, the process was updated to include the One-Sheet, which provides a snapshot of each CTE top-coded program ([2.A.14-06](#)). To create this document, faculty review data provided by the Office of Planning, Research and Accreditation (OPRA) and determine if their program is meeting 78016. If it's not meeting the requirements, the department chair states what is being done to address it. This may include undergoing ([2.A.14-07](#)), which is a process through the Educational Planning and Assessment Committee (EPA) and Academic Senate that determines if a program should continue as is, be revitalized, or be discontinued. When a CTE program is determined to be discontinued, this decision ties to changes in the labor market and the lack of an occupational demand within that labor market. Should the Program Vitality Inquiry Committee, which is established by the Academic Senate, determine a program to be revitalized, it would require curricular changes that meet new market demands. When new programs are created, labor market information (LMI) is a required component ([2.A.14-08](#)), including analysis of that data to demonstrate how the new program will meet local demand in addition to projecting enrollment and potential completers. This LMI comes from the Center of Excellence, which is a state-

funded regional project that provides labor market research for new, emerging, and existing programs.

In 2021-2022, CTE implemented a new career-platform system called “Handshake” ([2.A.14-09](#)). This system directly connects students with local employment opportunities through data related to their completed coursework and interests. Employers can also reach out to students and communicate, which creates a two-way system of communication between the student and employer that helps facilitate the hiring ([2.A.14-10](#)).

The College determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives. All CTE programs are required to have student learning outcomes (SLOs) that are assessed yearly ([2.A.14-11](#); [2.A.14-12](#)). These SLO assessment results are shared with their advisory groups, which have industry representation. This ensures relevance for the student who has completed the course or program, reinforcing the connection between the SLO and competency. Per Board Policy (BP) 4102 and Administrative Regulation (AR) 4102, every CTE program is required to have an advisory group ([2.A.14-13](#); [2.A.14-14](#)). In addition, CTE funds professional development for faculty so that they are able to grow in their particular fields, especially in areas like automotive technology, which is constantly adjusting to new advancements in the field.

Some areas of CTE have facilitated an Externship, which allows faculty to shadow local employers to ensure faculty are up to date on industry trends, competencies, and standards ([2.A.14-15](#)). To ensure alignment of both SLOs and competency levels within the Orange County region, faculty are encouraged to collaborate with colleagues at other institutions, which happens through regional meetings. This collaboration can be funded through grants as well. Meeting outcomes include curriculum alignment, sharing of best practices, and leveraging of industry partners.

The College also assesses student achievement of technical and professional competencies as captured in learning outcomes of career-technical courses and programs. Annually, the state surveys CTE alumni through the CTE Employment Outcomes Survey (CTEOS) ([2.A.14-16](#)). The CTEOS provides information related to employment obtainment within the field of study, improvement in earnings, and overall satisfaction with their educational experience. The results are shared through the CTE committee, promoted with perspective students, and presented to Consultation Counsel. Through Perkins Grants, the College has access to core indicator data, which provides information on student success, focusing on “concentrators,” meaning students who have taken 12 or more units within the program, and highlighting special populations: post-secondary retention and placement, post-secondary credential, non-traditional enrollment, and employment. This allows them to determine how well CTE program students are doing ([2.A.14-17](#)).

To maintain program currency, CTE faculty and professional advisory groups discuss current employment standards and revise curriculum as needed. All CTE programs are required to host their advisory committee at least once annually though many will do it more often. The agenda would include program recommendations, equipment recommendations and needs, certification requirements, and employment requirements ([2.A.14-18](#)). When a new program is developed, it needs to be documented that the industry has recommended this program. Those minutes are tied to program development and state approval ([2.A.14-19](#)). Other aspects of the advisory groups are that they create work-based learning experiences, cultivate donations, provide on-industry site tours, and schedule guest speakers for the classroom.

Finally, the College’s website maintains current information of external requirements and other factors

related to career-technical degree and certificate programs and current information about employment opportunities. In October of 2019, CTE released a new website that was folded into the College's website in November 2022. This website features examples of eligible career options within the program areas, examples of salary ranges, and local employer information ([2.A.14-20](#)). In addition to the website, Launchboard, a state tool, provides further insights into the various CTE metrics in the Strong Workforce Program tab ([2.A.14-21](#)).

Analysis and Evaluation

The College has structures in place to ensure the quality, diversity, and need of its numerous CTE programs. These structures allow students to develop marketable skills, leading to employment in the CTE fields.

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

Evidence of Meeting the Standard

In accordance with Title 5, §51022, and Education Code, §78016, the College has a process for evaluating the viability of a program, called the Program Vitality Inquiry Policy and Process ([2.A.15-01](#)). Any faculty member or administrator can initiate this process, and the possible outcomes of the process include program continuance, program revitalization, or program discontinuance. Although few programs have been slated for elimination, there are provisions in place to allow students currently enrolled in those programs to complete their course of study. Once a program has been slated for discontinuance, a plan and timeline for phasing out the program is established, which includes procedures to allow currently enrolled students to complete their programs of study in accordance with the rights stipulated in the College Catalog ([2.A.15-02](#); [2.A.15-03](#)).

These Catalog Rights are clearly conveyed to students in both the College Catalog and the Student Handbook ([2.A.15-04](#); [2.A.15-05](#)). Students may establish Catalog Rights based on the catalog that was in effect when they first began taking classes at the College so long as they have maintained continuous enrollment or were on a documented military, medical, or educational leave. These rights protect students from being held accountable for additional requirements that may be added to a later catalog ([2.A.15-06](#)). They also allow students to complete programs that may have been eliminated during the time of their enrollment at the College. Catalog Rights must be requested by students on their Petition to Graduate.

Analysis and Evaluation

The College has procedures and policies in place to ensure that students have the opportunity to complete their education in a timely manner following the elimination of a program.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The College regularly evaluates and improves the quality and currency of all instructional programs

through the curriculum technical review and program review processes ([2.A.16-01](#); [2.A.16-02](#)). During curricular technical review, individual courses are reviewed by department chairs for currency every five years. The review includes assessment of articulation agreements and transferability along with academic rigor, appropriate state coding, and status of online approval.

This evaluation is also supported by the program review process, which occurs every three years and is completed through the guidance and support of the Educational Planning and Assessment Committee (EPA) ([2.A.16-03](#); [2.A.16-04](#); [2.A.16-05](#); [2.A.16-06](#); [2.A.16-07](#)). When a program is slated for review, the department chair or review writer participates in an orientation process with the program review coordinator. The next step is to schedule a meeting with the data analyst to go over the program review data sets ([2.A.16-08](#)). During this time, writers are encouraged to meet with the student learning outcome (SLO) coordinator for assistance in analyzing the SLO data with an eye toward determining the use of SLO results to both document improvements in instruction and to plan for future areas of improvement. Throughout the year, faculty meet with the program review coordinator along with a data coach from the Office of Planning, Research and Accreditation (OPRA), who will walk faculty through the analysis of specific data requirements for the program review. In addition, EPA reviews the draft after it has been submitted to Nuventive Improve and suggests areas that could be strengthened through revision while simultaneously ensuring areas tied to Accreditation Standards are in compliance. Division deans also provide feedback before the report is finalized. The final step is approval by Academic Senate. To ensure faculty stay on track, EPA keeps an updated spreadsheet that documents milestones across the process. In addition, the program review coordinator updates the EPA team every two weeks on the College's progress during each cycle ([2.A.16-09](#); [2.A.16-10](#)).

This mentorship, along with the program review document, has increased the department chair's success at meeting the program review timeline. In addition, the three-year cycle reinforces the relationship between the EPA team and department chairs as they are interacting more frequently, which creates a fluid conversation regarding resources and instructional needs ([2.A.16-11](#)). Because the EPA team is so active on other committees, they will update language choices within various reports so that there is a tighter link between the College mission, organizational changes, and the individual programs. This three-year cycle creates more links between individual programs and the College community since the EPA team acts as a link between the two. Once the review process is complete, faculty can choose to present a summary of their program reviews to Consultation Counsel ([2.A.16-12](#)). This gives programs the chance to highlight achievements made over the past three years and serves to increase familiarity with these programs at a collegewide level ([2.A.16-13](#); [2.A.16-14](#)).

Analysis and Evaluation

The College and EPA team should be commended for its work in streamlining and simplifying the program review process so that faculty have achieved 100 percent compliance in the last four consecutive years. Through the year-long program review process, faculty are provided guidance, support, and feedback to aid them in completing their program reviews, which is essential for future fundings, departmental planning, and departmental growth. This is a wonderful achievement for the College.

Conclusions on Standard II.A: Instructional Programs

Through systematic program review, the College regularly evaluates all instructional programs for quality and currency, including its adherence to the College's mission statement. In addition, the College's numerous CTE programs undergo a second evaluative process that looks to labor market

demand, local supply of program completers, and the effectiveness of the program. Whether a student wishes to earn a degree or certificate, structures are in place to ensure all new instructional courses and programs are relevant and align with the academic rigor and quality of higher education. Once approved, a course's transferability is indicated through a clear numbering sequence, which is explained in the College Catalog and Student Handbook. In addition, the College's articulation officer regularly assesses articulation agreements to ensure transferability.

All degree programs contain 18 units of general education (GE), which allow "the associate degree graduate to analyze, understand, appreciate, and modify the global society in which we live." Beyond the GE requirement, each degree program includes a focused study in one area of inquiry or discipline, leading to the completion of certificates and associate's degrees. To aid students in choosing and meeting their academic goals, the College has created Guided Learning Pathways, which are showcased on the College website and which provide program student learning outcomes (PSLOs), a potential program map, and income potential. Especially as students are encouraged to complete their Pathway within two years, the Office of Instruction (OOI) works with department chairs and counselors to ensure that scheduled courses lead toward degree completion.

To maintain instructional quality, courses are annually assessed for student learning outcome (SLO) achievement, which contributes to PSLOs and institutional student learning outcomes (ISLOs). Faculty are assessed every three years. Whether the modality is face-to-face, online, or hybrid, faculty are expected to teach to the course outline of record (COR), the document on which all articulation agreements are based. SLOs are included on all course syllabi. While the College does not award credit based on SLO assessment, it does award credit based on the attainment of learning objectives, which are tied to SLO attainment. This practice makes sense as there is a direct connection between SLOs and overall course objectives. Students' grades reflect their ability to achieve these objectives. Beyond these assessments, each course is regularly evaluated and updated through scheduled course review. Should a course or program be deemed obsolete, faculty can petition for program revitalization. While the use of placement exams is not common, those departments who use this tool have taken the steps to validate their assessment instrument.

Student support is an important component of the College's success, which is highlighted by the robust offerings of the Learning Resource Center (LRC). Support programs and tutoring services are offered both in person and remotely, and are tailored to a student's needs, addressing student barriers in the process.

Combined, all of these processes and procedures illustrate the degree to which the College has created and maintained instructional programs in multiple modalities, providing the support needed to guide students in the achievement of their academic goals.

Improvement Plan(s)

None.

Evidence List

[2.A.01-01 IEARSC21-22](#)
[2.A.01-03 PCAH8th](#)
[2.A.01-05 BP4020](#)
[2.A.01-07 PRTemplate](#)
[2.A.01-09 CCBiologyAS](#)

[2.A.01-02 MissionState](#)
[2.A.01-04 OnlineDegrees](#)
[2.A.01-06 GuidelinesCR](#)
[2.A.01-08 CCPhotoAA](#)
[2.A.01-10 SpanishLP](#)

[2.A.01-11 GeographyLP](#)
[2.A.01-13 AttainDegCert](#)
[2.A.02-01 CourseProg](#)
[2.A.02-03 CurricRefGuide](#)
[2.A.02-05 PCAH8th](#)
[2.A.02-07 CourseReview](#)
[2.A.02-09 SLOHandbook](#)
[2.A.02-11 PRHandbook](#)
[2.A.02-13 BiologyPR](#)
[2.A.02-15 EPAMinutes](#)
[2.A.02-17 PRSummary](#)
[2.A.02-19 PREquity](#)
[2.A.02-21 FHPRrequest](#)
[2.A.03-02 CourseSLOs](#)
[2.A.03-04 PRTemplate](#)
[2.A.03-06 PerformEval](#)
[2.A.03-08 SampleReport](#)
[2.A.03-10 MappingSlos](#)
[2.A.03-12 RubricDEAdd](#)
[2.A.03-14 PSLOsGlobalSt](#)
[2.A.03-16 SLOsART150](#)
[2.A.03-18 PerformEval](#)
[2.A.03-20 SyllabusUpload](#)
[2.A.04-02 AB86Overview](#)
[2.A.04-04 CAEPFundAll](#)
[2.A.04-06 CourseReview](#)
[2.A.04-08 AESLtoESL](#)
[2.A.04-10 CourseSeque](#)
[2.A.04-12 EmeritDesig](#)
[2.A.04-14 NCinSchedule](#)
[2.A.05-02 PCAH8th](#)
[2.A.05-04 NewProgForm](#)
[2.A.05-06 BloomTax](#)
[2.A.05-08 DEAddendum](#)
[2.A.05-10 ANTHROTC](#)
[2.A.05-12 EconPathway](#)
[2.A.05-14 Articulation](#)
[2.A.05-16 IGETC2022-23](#)
[2.A.05-18 TransferAgree](#)
[2.A.05-20 LearningPath](#)
[2.A.05-22 PoliSciAAT](#)
[2.A.06-02 OOIPresentation](#)
[2.A.06-04 PivotTime](#)
[2.A.06-06 CalcClassHrs](#)
[2.A.06-08 SAProgramMap](#)
[2.A.06-10 BROverview](#)
[2.A.06-12 AssessOverview](#)
[2.A.06-14 EnrollData](#)

[2.A.01-12 SPIDashboard](#)
[2.A.01-14 CTESStudentEmp](#)
[2.A.02-02 ProgInitiation](#)
[2.A.02-04 EffectivePrac](#)
[2.A.02-06 ATASSchedRev](#)
[2.A.02-08 DEAddendum](#)
[2.A.02-10 Deadlines](#)
[2.A.02-12 PsychologyPR](#)
[2.A.02-14 OneSheetEPA](#)
[2.A.02-16 EPAMinutes](#)
[2.A.02-18 PRSLOResults](#)
[2.A.02-20 PRNeedsAssess](#)
[2.A.03-01 SLOHandbook](#)
[2.A.03-03 EnteringResu](#)
[2.A.03-05 PRAstronomy](#)
[2.A.03-07 EPA](#)
[2.A.03-09 MappingSLOs](#)
[2.A.03-11 DEAddenda](#)
[2.A.03-13 PSLOsEcon](#)
[2.A.03-15 CORART150](#)
[2.A.03-17 SyllabusTemp](#)
[2.A.03-19 1BSyllabus](#)
[2.A.04-01 AR4222](#)
[2.A.04-03 AB104](#)
[2.A.04-05 PrereqGuide](#)
[2.A.04-07 AESLPathway](#)
[2.A.04-09 CourseSeque](#)
[2.A.04-11 SB554](#)
[2.A.04-13 NCinCatalog](#)
[2.A.05-01 BP4020](#)
[2.A.05-03 CurriculumHB](#)
[2.A.05-05 AAinCWCover](#)
[2.A.05-07 CORRefGuide](#)
[2.A.05-09 AR4025](#)
[2.A.05-11 BusAdminPath](#)
[2.A.05-13 NutriDietPath](#)
[2.A.05-15 ArticulationCal](#)
[2.A.05-17 CSU2022-23](#)
[2.A.05-19 ASSIST](#)
[2.A.05-21 ElTeachEdAAT](#)
[2.A.06-01 SchedulePrep](#)
[2.A.06-03 SummerSche](#)
[2.A.06-05 StudAttenMan](#)
[2.A.06-07 LPTemplate](#)
[2.A.06-09 ClassSchedule](#)
[2.A.06-11 BRSchedule](#)
[2.A.06-13 ScheduleAssess](#)
[2.A.06-15 EMAReport](#)

[2.A.06-16 LPDashboard](#)
[2.A.06-18 RetenPRDash](#)
[2.A.07-01 Goal1StratPlan](#)
[2.A.07-03 SEAPPresent](#)
[2.A.07-05 PIEMinutes](#)
[2.A.07-07 EquityCulResp](#)
[2.A.07-09 ImplicitBiasTr](#)
[2.A.07-11 OnlineEdPlan](#)
[2.A.07-13 EmeritusSurv](#)
[2.A.07-15 PRDashboard](#)
[2.A.07-17 DEAddendum](#)
[2.A.07-19 POCRPrepForm](#)
[2.A.07-21 BCDeliverables](#)
[2.A.07-23 OETrainingZoom](#)
[2.A.07-25 OEMidCourse](#)
[2.A.07-27 ENGENroll](#)
[2.A.07-29 Tutoring](#)
[2.A.07-31 TutorSchedule](#)
[2.A.07-33 OnlineMentor](#)
[2.A.07-35 Libguides](#)
[2.A.08-01 MatricProcess](#)
[2.A.08-03 ChemChallenge](#)
[2.A.08-05 GCAssessment](#)
[2.A.08-07 BiasSensitivity](#)
[2.A.09-01 AR4205](#)
[2.A.09-03 CORFrench1](#)
[2.A.09-05 CORPhil1H](#)
[2.A.09-07 DegComplReq](#)
[2.A.09-09 CCGradingPol](#)
[2.A.09-11 HospitalManAS](#)
[2.A.09-13 CourseInfo](#)
[2.A.09-15 EPA](#)
[2.A.09-17 SampleSyllab](#)
[2.A.10-01 BP4235](#)
[2.A.10-03 AR4050](#)
[2.A.10-05 TransferCouns](#)
[2.A.10-07 SampleMAP](#)
[2.A.10-09 SupportHub](#)
[2.A.10-11 ADTDegrees](#)
[2.A.10-13 HonorsProgram](#)
[2.A.10-15 ASSIST](#)
[2.A.10-17 GEReviewers](#)
[2.A.10-19 RepeatGrid](#)
[2.A.11-02 ISLOsCollegeWeb](#)
[2.A.11-04 SLOInput](#)
[2.A.11-06 SurveyInstrument](#)
[2.A.11-08 SurveyResults](#)
[2.A.11-10 NewCoursePro](#)

[2.A.06-17 EnrollPRDash](#)
[2.A.06-19 SuccessPRDash](#)
[2.A.07-02 SEAP2022-2025](#)
[2.A.07-04 PIEOneSheet](#)
[2.A.07-06 ITLPlan2020](#)
[2.A.07-08 EqInclOneSheet](#)
[2.A.07-10 RetireGaucho](#)
[2.A.07-12 NoncreditCert](#)
[2.A.07-14 EmeritusSurv](#)
[2.A.07-16 CRTLOneSheet](#)
[2.A.07-18 FacPerfEval](#)
[2.A.07-20 OEComMinutes](#)
[2.A.07-22 BCDay1Train](#)
[2.A.07-24 TrainSchedule](#)
[2.A.07-26 ModalityOpt](#)
[2.A.07-28 ENGENrollSP](#)
[2.A.07-30 ETRequest](#)
[2.A.07-32 PASS](#)
[2.A.07-34 ZTCPresent](#)
[2.A.07-36 ZTCWebpage](#)
[2.A.08-02 AR4235](#)
[2.A.08-04 ChemValidStudy](#)
[2.A.08-06 ADPHighlights](#)
[2.A.08-08 HESITesting](#)
[2.A.09-02 PCAHUnitVal](#)
[2.A.09-04 SLOsFrench1](#)
[2.A.09-06 SLOsPhil1H](#)
[2.A.09-08 DegComplReq](#)
[2.A.09-10 ClocktoCredit](#)
[2.A.09-12 AcademicCou](#)
[2.A.09-14 ProgramInfo](#)
[2.A.09-16 SampleSyllab](#)
[2.A.09-18 SLOHandbook](#)
[2.A.10-02 AR4235](#)
[2.A.10-04 ArtCalendar](#)
[2.A.10-06 CollegeCatalog](#)
[2.A.10-08 StudentHand](#)
[2.A.10-10 DegreeResour](#)
[2.A.10-12 TeachingPath](#)
[2.A.10-14 UCTransferAG](#)
[2.A.10-16 IGETCStandards](#)
[2.A.10-18 C-IDCourses](#)
[2.A.11-01 EPAHomePage](#)
[2.A.11-03 CatalogISLOs](#)
[2.A.11-05 SLOReport](#)
[2.A.11-07 SurveyOverview](#)
[2.A.11-09 CreatingMAP](#)
[2.A.12-01 AR4025](#)

[2.A.12-02 GECCommitAgen](#)
[2.A.12-04 CSUGE](#)
[2.A.12-06 CSUTransferCC](#)
[2.A.12-08 PrivateTransCC](#)
[2.A.12-10 GEPHilCC](#)
[2.A.12-12 CourseProp](#)
[2.A.12-14 GEComBylaws](#)
[2.A.12-16 GEProgramRev](#)
[2.A.12-18 ENG1ACOR](#)
[2.A.13-01 Title5MinReq](#)
[2.A.13-03 LearningPath](#)
[2.A.13-05 AdCulArtsPM](#)
[2.A.13-07 StudentHBMAP](#)
[2.A.13-09 MappingSLOs](#)
[2.A.14-01 CTEWebpage](#)
[2.A.14-03 PRTemplate](#)
[2.A.14-05 BoardReport](#)
[2.A.14-07 ProgVitalng](#)
[2.A.14-09 Handshake](#)
[2.A.14-11 AUTO100SLOs](#)
[2.A.14-13 BP4102](#)
[2.A.14-15 Externships](#)
[2.A.14-17 CTEReport](#)
[2.A.14-19 RegionalConsort](#)
[2.A.14-21 Launchboard](#)
[2.A.15-02 CatalogRightsWS](#)
[2.A.15-04 StudentHB](#)
[2.A.15-06 ApplyDegree](#)
[2.A.16-02 PRHandbook](#)
[2.A.16-04 ObjectandAct](#)
[2.A.16-06 InstructSheet](#)
[2.A.16-08 PRDataSet](#)
[2.A.16-10 EPAMinutes](#)
[2.A.16-12 PRPresGuide](#)
[2.A.16-14 CommunPR](#)

[2.A.12-03 IGETC](#)
[2.A.12-05 GERequireme](#)
[2.A.12-07 UCTransferCC](#)
[2.A.12-09 ADTRequireCC](#)
[2.A.12-11 ISLOS](#)
[2.A.12-13 PCAH8th](#)
[2.A.12-15 GECommittee](#)
[2.A.12-17 MATH3ACOR](#)
[2.A.12-19 AB928](#)
[2.A.13-02 CCBiologyAS](#)
[2.A.13-04 WritingSLOs](#)
[2.A.13-06 FN246SLOs](#)
[2.A.13-08 SLOFrameworkHB](#)
[2.A.13-10 EnteringSLOs](#)
[2.A.14-02 CertiDegrees](#)
[2.A.14-04 EdCode78016](#)
[2.A.14-06 OneSheet](#)
[2.A.14-08 LMIData](#)
[2.A.14-10 HandshakeRep](#)
[2.A.14-12 FASH31SLOs](#)
[2.A.14-14 AR4102](#)
[2.A.14-16 CTESurvey](#)
[2.A.14-18 AdvCommMin](#)
[2.A.14-20 NewCTESite](#)
[2.A.15-01 PolicyandProcess](#)
[2.A.15-03 CatalogRightsCC](#)
[2.A.15-05 CRImplement](#)
[2.A.16-01 GuideCourRev](#)
[2.A.16-03 PRTemplate](#)
[2.A.16-05 InstructSheet](#)
[2.A.16-07 PRTimeline](#)
[2.A.16-09 EPAMinutes](#)
[2.A.16-11 PRCycleReport](#)
[2.A.16-13 AnthroPR](#)

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

The College has developed a robust offering of library and learning support services that meets the diverse needs of its student population. Year round, the Library offers students both in-person and online research support in a variety of mediums ([2.B.01-01](#); [2.B.01-02](#); [2.B.01-03](#); [2.B.01-04](#), [2.B.01-05](#)). During normal operating hours, a librarian is available both online and in person to answer student questions via email, live chat, text, face to face, and through Zoom ([2.B.01-06](#); [2.B.01-07](#)). Librarians answer general questions and provide research help. Instruction-wise, the Library offers two stand-alone classes focused on research and research methods ([2.B.01-08](#)). Beyond this, librarians are available for classroom instruction either in person or via Zoom. The classroom visits range from instructor-tailored presentations, orientations, help in relation to specific research assignments, discussion of databases and how to use them, specific databases, and how to evaluate resources for quality and relevance ([2.B.01-09](#); [2.B.01-10](#)). Finally, the librarians offer self-paced online workshops on information competency via Canvas every semester ([2.B.01-11](#); [2.B.01-12](#)).

Furthermore, the Library is always striving to increase the quality of its services. Especially as COVID forced all instructors to be online, the Library was cognizant of the struggles students were facing and reacted accordingly. Funds were redirected to online resources in answer to this growing need. In relation to student access, the Library has taken extensive measures to meet student needs. Staff loan out chrome books in addition to offering workstations within the building itself ([2.B.01-13](#)). Because the library resources are mostly online, all students have access to the Library. In recent years, the Library has doubled its ebook platforms and has added two online databases along with a second online video streaming service to their already extensive online library collection. As a whole, the Library is dedicated to creating accessible online content, using the Canvas accessibility tools ([2.B.01-14](#)). For Disabled Students Programs and Services (DSPS) students who do not wish to access workshops through Canvas, the Library provides accessible Word document versions of the workshop to complete.

As part of its effort to constantly improve, the Library has created evaluation tools to gauge the quality of its services, ([2.B.01-15](#); [2.B.01-16](#); [2.B.01-17](#); [2.B.01-18](#); [2.B.01-19](#)). Every student who completes a workshop is asked to complete a survey assessing satisfaction and knowledge of skills acquired ([2.B.01-20](#)). In addition, the librarians administer a general library services satisfaction survey every spring to students ([2.B.01-21](#)). After reviewing this survey feedback, they revise content within the workshops to meet the challenges or issues that students/faculty have brought up in relation to the workshop. There are multiple links to this survey through the website and through the Canvas shell. In addition, the Library evaluates the quality of its services through the administrative unit review (AUR) ([2.B.01-22](#)), which is written every three years. The purpose of the AUR assessment is to analyze the breadth of services provided for the College, how each unit's mission aligns with the mission of the College, and how each unit aligns with the District-wide Strategic Plan goals. Because the AUR is tied to resource allocation and the funding process, librarians are required to map their request to one or more of their unit objectives.

In addition to the Library, the College offers academic support through the Learning Resource Center (LRC) Tutoring Center, which offers multiple programs tailored to specific student needs and student populations ([2.B.01-23](#)). Students can choose from both in person and online tutoring options: Saddleback Peer Tutors and Net Tutors ([2.B.01-24](#)). The College's peer tutors are available during regular operating hours while Net Tutors, which uses outside tutors, are available 24/7. Specialty online tutoring is offered via Zoom as well. In addition to its online support, the LRC provides the following services:

- **Expanded Tutoring Offering** to under-represented students by creating two additional offsite

tutoring centers geared toward Adult English as a Second Language (AESL) and High School Equivalency students.

- **Partnership with the Health Science and Human Services (HSHS) Division:** created an offsite tutoring program for Nursing and Pre-Nursing remediation students.
- **Support for DSPS students:** The LRC has ensured that students have access to extended tutoring sessions for any discipline. There is often DSPS faculty representation in the center that provides assistance for both the students and the tutors.
- **The PASS Program (Program Assisting Student-Athlete Success):** Driven by the Kinesiology and Athletics Division, PASS provides coaches with weekly updates regarding student athlete attendance and usage of the LRC. This program also has athletic counselors drop in the LRC three times a week to help players reach or maintain their eligibility. This support system holds athletes accountable through faculty, staff, and coaches.
- **English as a Second Language (ESL) Support:** ESL faculty are in the LRC and have provided training for tutors and English faculty for how to address ESL issues. ESL tutors will be part of both online tutoring programs. ([2.B.01-25](#), [2.B.01-26](#), [2.B.01-27](#))
- **Online Student Mentor:** This program was launched in 2019 and developed to support underrepresented students who are taking online courses for the first time. Each week, the peer mentor holds support hours to help students navigate their online courses.
- **Embedded Tutors** for chemistry, AESL, psychology, English, and math.

The LRC assesses the effectiveness of its support services through the AUR process, which allows the director of Learning Assistance to reflect on the attainment of administrative unit outcomes (AUOs) ([2.B.01-28](#)). For example, a key area explored in the last AUR focused on the successful attainment of an AUO tied to student need. In this, the LRC shifted to a more sophisticated platform (SCAT and DeskTraker) to track student usage, which informed tutor hiring, course offerings, staffing and programmatic needs. The LRC is constantly striving to update its services in relation to student need, especially in relation to student equity, which starts with the numerous tutoring services as presented in II.A.7.

The LRC provides technical support through various mediums. Since 2017, the LRC has relocated several computer labs to a central location within the building. Both students and the community have access to two floors for open and skills labs that are available during hours of operation. These computer labs are maintained by several support staff and provide access for those students who do not have technology at home. In addition, the LRC offers student technical support services ([2.B.01-29](#); [2.B.01-30](#)) at three separate locations within the building, which provide technical assistance to students in relation to their college-related accounts. To better aid students, the hours of operation and online presence have been expanded to Mondays-Thursdays from 8 a.m. to 7 p.m. and on Fridays from 8 a.m. to 2 p.m. Finally, the LRC has created and maintained the Student Support Hub ([2.B.01-31](#)), which lives on the College website and is designed to provide quick links to all the online services offered by the College.

Analysis and Evaluation

Through its robust, diverse, and student-specific programs and services, the College provides thorough academic support for its students in a variety of mediums. In addition, all academic support services constantly strive for improvement, updating their services when the need is presented, shifting and adjusting to the students' changing needs.

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

Evidence of Meeting the Standard

The Library follows several procedures to maintain the quality of its equipment and material, thus enhancing the achievement of the College's mission. When evaluating the content of its services, the Library constantly seeks out feedback from both classroom faculty and students when appropriate while also following the guidelines set out in the Collection Development Policies Manual ([2.B.02-01](#)). Faculty are surveyed for Kanopy purchases, books, online books, or any library resource that supports curriculum ([2.B.02-02](#)). The Library offers access to 137 different databases ([2.B.02-03](#)), which have been curated through the librarians' assessment of each database's quality and relevance to instruction. Database renewal evaluations are conducted annually for frequency of usage and relevance to instruction ([2.B.02-04](#); [2.B.02-05](#)). Also, the Library hosts trials of various electronic resources like Drama Online at faculty request. To aid in their assessment process, each librarian has been assigned different collection development areas where they evaluate and purchase resources for those subject-specific areas ([2.B.02-06](#)). As a new curriculum is created and approved, the librarian reviews the new course and talks to faculty in the area of focus. Once faculty have made recommendations, librarians use their professional knowledge to determine and evaluate content, ensuring it is credible, current, and relevant for those subject areas. This collaboration is an essential part of the curriculum development process in that faculty proposing new courses need to discuss the resources available to meet the needs of that course prior to forwarding the course for approval.

The Library has also focused on providing and maintaining physical equipment that creates an equitable environment for the College's students. In 2022, the librarians worked with Disabled Students Programs and Services (DSPS) and facilities to install an accessible workstation and keyboard. For those students who would like to study on campus, the Library provides seven study rooms that are all accessible, along with 76 computer workstations. The Library's ability to meet student need in relation to depth and variety of material is also addressed and assessed in the administrative unit review (AUR) ([2.B.02-07](#)). Finally, the use and maintenance of its digital archives provides faculty and students access to a repository of past and present Saddleback College publications ([2.B.02-08](#); [2.B.02-09](#)).

Like the Library, the Learning Resource Center (LRC) is equally invested in the quality of its services. Because the LRC understands the importance of technology in relation to its services, it constantly strives to aid students in accessing that technology even as the services evolve due to changing need. When new technology is needed, like the shift to online tutoring, the director of Learning Assistance evaluates various potential platforms before introducing them to faculty experts to determine which technology will ultimately best support their students. This dedication is highlighted by the LRC's response to the pandemic. In addition to the physical labs on campus, the LRC created virtual labs in 2020 that allowed students to have access to their classroom technologies from home ([2.B.02-10](#); [2.B.02-11](#)). In terms of student equity, the LRC circulation staff, in conjunction with technology services, worked to provide over 3000 laptops to students who needed a device for taking their classes remotely. This resulted in the creation of the Learn2Earn program in which 707 of those students ultimately took ownership of a loaner laptop as a result of meeting the eligibility criteria and their hard work ([2.B.02-12](#)). Additionally, Wi-Fi hotspots were provided at this time.

Analysis and Evaluation

The College Library and LRC Tutoring Center are particularly cognizant of the necessity of maintaining and updating its equipment, especially regarding technology. Both areas rely on the expertise of faculty and the LRC staff to select and maintain equipment. Student access, the support of faculty, and an attention to equity are the driving factors that shape each area's purpose as both work to enhance and improve the equipment and materials needed to support student learning. It is an important and ongoing process.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

Both the Library and the Learning Resource Center (LRC) Tutoring Center regularly assess their services through the administrative unit review (AUR) process, which takes place every three years ([2.B.03-01](#); [2.B.03-02](#)). In these reports, administrators are asked to assess their unit's contribution to the College, its connection to the College's Mission Statement, the practice of equity-minded policies, the connection between objectives and the College's Strategic Plan goals, and improvements made to achieve the administrative unit outcomes (AUOs). In addition, the Library regularly assesses its two stand-alone courses, which students take for credit: Library 100 and Library 2H ([2.B.03-03](#); [2.B.03-04](#)). Both courses have student learning outcomes (SLOs) that are assessed yearly and recorded in Nuventive Improve. Within the AUR, the Library addresses its achievement of SLOs along with the challenges of meeting those SLOs for a program that is not based on a set sequence of courses ([2.B.03-05](#)). The department chair drafts the AUR in consultation with the AUR team before sending it to the rest of the full-time librarians and other library staff for feedback.

In addition to the AUR and annual SLOs, the Library uses AUOs to guide its assessment of student need. These AUOs are created and updated regularly in relation to previous AUOs, taking into consideration instructional trends and student service needs. AUOs are assessed through numerous student surveys related to library workshops, library instruction visits, and library services. The most recent AUR highlights a shift in modality for student workshops as a result of AUO assessment ([2.B.03-06](#)). The Library keeps an eye on collegewide trends and initiatives with an eye to how it can support those trends. For example, with the new ethnic studies requirements that have been initiated by the state, the Library has invested funds into Diversity and Equity Library Resources and learning content. In the spring of 2022, it started an audit process of diversity resources ([2.B.03-07](#); [2.B.03-08](#); [2.B.03-09](#)). This process focuses on auditing the Library's book and ebook collections for different populations like people with disabilities or from Latin countries, looking to the scope of subject matter and breadth of author content. As outlined in II.B.1, the Library regularly evaluates the quality of its services through the additional lens of surveys, which are administered to anyone who has used library services, including faculty, students, and members of the community.

Like the Library, the LRC Tutoring Center regularly assesses the impact of its services through its AUOs ([2.B.03-10](#)). Regardless of the year, the LRC is constantly assessing how it can best meet student needs—whether through the AUO process or through informal student surveys ([2.B.03-11](#); [2.B.03-12](#)), which allow input from both faculty and staff as the LRC continues to grow and hone its services. These surveys address a range of areas, including hours of operation along with student feedback on individual tutor experiences. Recently, the LRC expanded hours of operation as a result of these surveys. In addition, the

LRC assesses its program through the AUR ([2.B.03-13](#)), which focuses on effective tutoring practices and student technical support outcomes. Through this process, assessment results are utilized to draft future budgeting plans and staffing needs. In addition, the AUR helps the LRC streamline program efficiency and student use.

Analysis and Evaluation

Both the Library and the LRC Tutoring Center regularly assess the quality of their programs and offerings on a yearly basis through the AUO and every three years through the AUR. Supplemental surveys allow each department to drill down into the needs of both faculty and students.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

The College has formal agreements related to Library collaboration with other institutions and learning support resources. All databases, ebooks, and streaming films require invoices, licenses, and vendor agreements that need to be signed and approved by the District ([2.B.04-01](#)). They are then put on file through SharePoint. In addition, the Library provides an inter-library loan service through which it can acquire for faculty and staff a print version of the requested material regardless of whether the material can be accessed at the College ([2.B.04-02](#); [2.B.04-03](#)). To ensure quality and equity, the Library ensures that all its online databases and resources have the ability to utilize EZ Proxy, which is an authentication tool. This allows students and faculty to access these resources off campus through the authentication software ([2.B.04-04](#)). Because they are part of the Community College League of California Library Consortium, Saddleback College librarians have access to a greater pool of online databases. Being part of this consortium enables them to assess the quality of the databases more easily. Because database subscriptions run annually, the usage of these databases is assessed annually through usage analytics ([2.B.04-05](#)). Librarians then meet as a group to review the analytics when determining if those databases will be renewed. If the usage is low, they will contact faculty and ask for their input before making the final decision. In addition, the annual faculty survey covers database needs ([2.B.04-06](#)).

Analysis and Evaluation

Through its various formal agreements and illustrations of collaboration, the College Library maintains its numerous resources, ensuring students have secure and reliable access to those resources. The LRC Tutoring Center does not have collaborative agreements with outside vendors.

Conclusions on Standard II.B: Library and Learning Support Services

There is much to commend the Library and the LRC Tutoring Center in relation to the programs, services, and support both areas offer. Prior to the pandemic, and the subsequent shift to remote instruction, both areas constantly evaluated their ability to support students, focusing on areas of growth and improvement. With the onset of the pandemic, the Library and the LRC adjusted remarkably as student need changed. As illustrated by the Database Usage Statistics (2.B.2) and the Library Instruction Numbers fall 2013-spring 2022 (2.B.1), the Library has refined and honed its ability to anticipate and

meet student need, offering numerous solutions to every imagined student barrier. Like the Library, the LRC Tutoring Center shines in its ability to target at-risk student populations along with adjusting its tutoring modalities with the shifting times. In addition, its dedicated tutors and staff provide a variety of support for the various needs of the College's student population. Finally, both areas have focused on the students who lacked the technology to shift to online instruction, by loaning out laptops and providing Wi-Fi hot spots, thus helping students cross one of the biggest barriers of all.

Improvement Plan(s)

None.

Evidence List

| | |
|--|---|
| <u>2.B.01-01 LibraryRes</u> | <u>2.B.01-02 LibGuide</u> |
| <u>2.B.01-03 LibGuideCan</u> | <u>2.B.01-04 LibGuideHelp</u> |
| <u>2.B.01-05 ENG201Lib</u> | <u>2.B.01-06 AskLibrarian</u> |
| <u>2.B.01-07 ConsultFlyer</u> | <u>2.B.01-08 LibCourses</u> |
| <u>2.B.01-09 LibRequest</u> | <u>2.B.01-10 ENG201Req</u> |
| <u>2.B.01-11 LibWorkshop</u> | <u>2.B.01-12 LibInstruction</u> |
| <u>2.B.01-13 LibStatistics</u> | <u>2.B.01-14 LibWorkCan</u> |
| <u>2.B.01-15 FacSurvey</u> | <u>2.B.01-16 LibSurvey</u> |
| <u>2.B.01-17 WorkshopSurvey</u> | <u>2.B.01-18 SurveyQuest</u> |
| <u>2.B.01-19 SurveyResponse</u> | <u>2.B.01-20 AvoidingPlag</u> |
| <u>2.B.01-21 SatisSurvey</u> | <u>2.B.01-22 AURLibMission</u> |
| <u>2.B.01-23 TutoringFlyer</u> | <u>2.B.01-24 LRCTutoring</u> |
| <u>2.B.01-25 AcaSuccess</u> | <u>2.B.01-26 ESLGroups</u> |
| <u>2.B.01-27 PASSProgram</u> | <u>2.B.01-28 LRCAUR</u> |
| <u>2.B.01-29 STSServices</u> | <u>2.B.01-30 LRCMap</u> |
| <u>2.B.01-31 SupportHub</u> | <u>2.B.02-01 CollPolicies</u> |
| <u>2.B.02-02 MeetMinutes</u> | <u>2.B.02-03 Databases</u> |
| <u>2.B.02-04 UsageStats21</u> | <u>2.B.02-05 UsageStats22</u> |
| <u>2.B.02-06 LibFacLiaisons</u> | <u>2.B.02-07 LibraryAUR</u> |
| <u>2.B.02-08 DigitalArchive</u> | <u>2.B.02-09 CollStatement</u> |
| <u>2.B.02-10 VirtualLabGuide</u> | <u>2.B.02-11 SoftwareNeeds</u> |
| <u>2.B.02-12 Learn2Earn</u> | <u>2.B.03-01 AURHandbook</u> |
| <u>2.B.03-02 AURTemplate</u> | <u>2.B.03-03 Library100</u> |
| <u>2.B.03-04 Library2H</u> | <u>2.B.03-05 AURLibChallenges</u> |
| <u>2.B.03-06 LibAUOAssess</u> | <u>2.B.03-07 DiversityAudit</u> |
| <u>2.B.03-08 KanopyES</u> | <u>2.B.03-09 KanopyStream</u> |
| <u>2.B.03-10 TutoringAUOs</u> | <u>2.B.03-11 StudentSurvey</u> |
| <u>2.B.03-12 ExitSurvey</u> | <u>2.B.03-13 LRCTutorAUR</u> |
| <u>2.B.04-01 CCLLibConsortium</u> | <u>2.B.04-02 Interlibrary</u> |
| <u>2.B.04-03 LoanWebsite</u> | <u>2.B.04-04 LibraryLogin</u> |
| <u>2.B.04-05 TrendsandStatistics</u> | <u>2.B.04-06 LibDataSurvey</u> |

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and

correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

The College offers a comprehensive set of student support services, including Academic Counseling, Career Services, Transfer Services, Financial Aid, Health and Wellness, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Veterans Education and Transition Services (VETS), Child Development Center, and Tutoring services to name a few. These services are regularly evaluated through the administrative unit review (AUR) process ([2.C.01-01](#)). During this process, AUR team members are asked to assess their unit's contribution to the College, its connection to the College's Mission Statement, the practice of equity-minded policies, the connection between objectives and the College's Strategic Plan goals, and improvements made to achieve the administrative unit outcomes (AUOs) and objectives. In addition, the unit is asked to assess its needs in order to achieve its stated objectives ([2.C.01-02](#); [2.C.01-03](#); [2.C.01-04](#); [2.C.01-05](#); [2.C.01-06](#); [2.C.01-07](#); [2.C.01-08](#)). The purpose of the AUR assessment is to analyze the breadth and quality of services provided for the College, how each unit's mission aligns with the mission of the College, and how each unit aligns with the District-wide Strategic Plan goals.

To ensure consistency across the College, the AUR is conducted every three years and is managed by the Educational Planning and Assessment Committee (EPA). The EPA research analyst provides supplemental data and analysis when requested and assists administrators with the development and measuring of their AUOs. In addition, the EPA coordinator follows up throughout the year, offering services from EPA and sending out deadline reminders ([2.C.01-09](#)). Once the AUR draft is submitted to Nuventive Improve in October, EPA reviews the draft for compliance, checking that administrators have shown progress toward meeting their objectives through action steps and assessment of their AUOs. The finalized version of the AUR is due December 31st. Should further data be required, the Office of Planning, Research and Accreditation (OPRA) works with the units to provide any necessary research beyond the dashboard.

Beyond the AUR, the College employs several evaluative tools. For example, the Division of Counseling and Special Programs uses the Student Services Satisfaction Survey through OPRA, which is conducted every two years. Data from this survey ([2.C.01-10](#); [2.C.01-11](#)) provide the evidentiary foundation for student support services AUR work; however, units often supplement their evidence base via unit-specific surveys ([2.C.01-12](#); [2.C.01-13](#)) or special requests to OPRA for AUR dashboard displays. Similarly, the administration of additional student surveys helps drill deeper into student needs along with customized research studies aimed at further assessing service quality and impact on support for student learning ([2.C.01-14](#); [2.C.01-15](#)). These surveys are adjusted by OPRA to better capture data and adapt with changing modalities of service delivery.

Another mechanism employed by the College was to hire Interact Communications, an external marketing firm that conducted an enrollment pipeline study to evaluate the College's intake and retention communications. Interact shared their results in August 2019. In addition to reviewing the College's written communication, they conducted interviews and surveyed students. A secret shopper analysis was also part of their services ([2.C.01-16](#)). The outcome of this assessment was to revisit areas that might have been lacking in quality of interaction and overhaul the mechanisms used to communicate. The assessment identified a need to provide targeted communications and services for Spanish speaking student populations.

Finally, the College adjusts the delivery mode of its student support services to align with the delivery mode of the courses offered, to better support student need. Especially as the pandemic initiated the need for remote delivery of student support, individual departments such as DSPS and the Health and Wellness Center adjusted accordingly ([2.C.01-17](#)). DSPS began to offer remote appointments and worked with instructors to accommodate students. These multiple modes of connecting increased the number of students who successfully met with DSPS counselors. Because certain disabilities were exacerbated by the pandemic, counselors had to spend more time with individual students and work closely with technology services to find ways to support students remotely. While in-person support is traditionally assessed through the Student Services Satisfaction Survey, satisfaction with remote services is best captured by the 2021 Revealing Institutional Strengths and Challenges (RISC) Survey as student services were 100 percent remote at that time ([2.C.01-18](#)).

Analysis and Evaluation

The College's student support services regularly evaluate and modify their offerings and efficacy through the AUR, various surveys, and the use of external analysis when necessary. The result is an equitable and efficient ability to adjust to external factors like the pandemic while maintaining the structure of support, thus providing students with access to these services regardless of modality.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

The College regularly identifies and assesses learning support outcomes for its student support services through its administrative unit outcomes (AUOs), which are assessed annually ([2.C.02-01](#); [2.C.02-02](#); [2.C.02-03](#)). This "AUO assessment is designed to provide a systematic approach to analyzing data which results in unit discussions that lead to the identification of needs and recommendations for unit level improvements" ([2.C.02-04](#)). As AUOs are tied to the administrative unit review (AUR), each unit is responsible for assessing at least one outcome per year. These are often tied to objectives that are newly created for each three-year AUR cycle, ensuring that each unit engages in continuous improvement processes. The AUO Handbook provides guidance for the various stages of AUO assessment: formulation of the AUO, identification of the assessment method and criteria, and collection of data, which leads to the last key piece: reflection on that data ([2.C.02-05](#)). Among the various supports offered in the creation and assessment of AUOs, the College's Educational Planning and Assessment Committee (EPA) provides biannual in-person and online workshops for managers in need of assistance ([2.C.02-06](#)). Along with the AUO Handbook, administrators/managers have access to step-by step instruction guides on how to enter AUOs into Nuventive Improve ([2.C.02-07](#)). These yearly AUOs are tied to administrative unit review, which is conducted every three years ([2.C.02-08](#)). The AUR 3-year cycle allows administrators to regularly conduct and reflect on their AUOs, which provides greater insight into the steps needed for programmatic changes or the efficacy of previous changes. Especially as these reports are used to analyze student support services, it is essential that administrators have the chance to reflect on the impact of their programmatic changes while using AUOs as guidance when making changes in the future ([2.C.02-09](#)).

To that end, the Office of Planning, Research and Accreditation (OPRA) helps administrators and staff in the development of survey instruments and other evidence-collection instruments along with analysis of the data or getting supplemental information. Because each administrative unit is program specific, OPRA often shifts in terms of how it supports the creation and assessment of AUOs, which are annually uploaded to the system used to collect assessment data (META, formerly Nuventive) by the third Friday of

September. For example, one of Disabled Students Programs and Services' (DSPS's) AUOs is that when students meet with DSPS counselors or specialists, the meeting helps students achieve their educational goals. This AUO was assessed through a satisfaction survey related to the efficacy of that meeting. In this, DSPS set their goal at an 85 percent success rate, indicating that students felt satisfied with the quality of service. If DSPS had not met this goal of 85 percent, the next step would have been to either create a new objective or reassess that outcome the following year, using new strategies ([2.C.02-10](#)).

Because the role of AUO assessment is to provide information that prompts dialog about continuous improvement, these AUOs are a foundational piece for both improving student services and increasing student success. In this, an important component to supporting student success is tied to closing equity gaps in relation to student achievement as addressed through the Counseling and Special Programs Division. While Assembly Bill (AB) 705 has essentially eliminated access barriers to English and math, it has yet to close the achievement gap in math completion rates for the disproportionately impacted students: Latinx, first generation, and low income. As a result, the Student Equity and Achievement Plan ([2.C.02-11](#)) was created to target service delivery both in and outside of the classroom and support these student groups. Examples include meal cards, gas cards, small student grants, embedded tutoring, additional counseling, specific counseling for undocumented students, transfer support for first generation students, zero textbook cost (ZTC), the opportunity for faculty to assess their own syllabi for micro-aggressions and revisiting the grading policy ([2.C.02-12](#)).

Individual support services like DSPS conduct additional assessments such as the collection and analysis of data, surveys, and policy review to monitor the quality of their services. Because DSPS is required by law to authorize accommodations and provide services, and because funding is tied to this, they are annually audited by the state through the District. This audit serves as a quality control measure and is intended to reinforce the need to follow the law in protecting students' rights while providing services that meet their needs. In addition, the vice president of Student Services regularly surveys students and disseminates that information to DSPS ([2.C.02-13](#)). Upon receiving the results, DSPS does an informal but internal review in relation to the quality of their services, types of services, and their ability to meet student need. More formally, they will incorporate these surveys into the administrative unit review (AUR) when appropriate ([2.C.02-14](#)).

Analysis and Evaluation

Through the AUO, the College regularly evaluates the efficacy of its support services. These AUOs are created by unit managers and administrators with the help and guidance of EPA. Additional support is provided through OPRA, which helps managers and administrators gather and assess data, making adjustments to their units through the creation of new objectives in order to achieve continuous improvement. When additional support is warranted, the College acts to implement change such as that presented by the Student Equity and Achievement Plan.

- 3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Evidence of Meeting the Standard

The College regularly assesses student needs for services, adjusting its offering accordingly so that students receive equitable service regardless of delivery mode. As a result, most student services are available in multiple modalities. These services include counseling, library reference, Extended

Opportunity Programs and Services (EOPS), tutoring, and financial aid—to name a few. All general counseling services are provided 100 percent both in-person and online, which is the first step in equitable access ([2.C.03-01](#)). For those students who do not have reliable internet, Counseling works with them on the phone, directing them to technical support for laptops along with providing Wi-Fi hot spots. In addition, Counseling strives to daily provide services in multiple languages, specifically Spanish, Arabic, and Farsi. Currently, more than 60 percent of counseling is done remotely, illustrating students' preferred mode of interaction. When assessing for student equity, Counseling regularly disaggregates student data, focusing on those students who complete their My Academic Plans (MAPs), which must be approved by a counselor. This provides a clear picture of a student's ability to access these services. For example, the average number of MAPs approved over a five year period is five for both Latinx and non-Latinx students, which illustrates there are no gaps in equity for disadvantaged student populations ([2.C.03-02](#)). Like Counseling, Library reference provides multiple ways to access a librarian, including Zoom, text messaging, in person, and the "Chat with a librarian" feature ([2.C.03-03](#)). Other student service areas, such as EOPS, tutoring, and financial aid, provide support both in person and remotely, allowing students flexibility when seeking these services ([2.C.03-04](#); [2.C.03-05](#); [2.C.03-06](#)).

Another means of equitable access to student services is through the Student Services Support Hub, which is housed in Canvas and was generated to connect students to the various support services remotely ([2.C.03-07](#)). With the onset of the pandemic, remote support was increased so that students would attain all the same services regardless of modality. For example, Admissions and Records along with other Student Services departments use NextGen Dynamic Forms for student forms ([2.C.03-08](#); [2.C.03-09](#)). Students no longer have to come on campus to submit forms or get forms signed. Instead, students can complete, sign and submit forms using Dynamic Forms, which enables them to submit these forms and gather signatures electronically. In addition, the Health and Wellness Center also adjusted modality, adding a telehealth platform in 2020 that is Health Insurance Portability and Accountability Act (HIPAA) compliant so that they can provide medical and psychological services remotely ([2.C.03-10](#)). The shift to remote medical services required the center to implement the use of "Surescripts," which is an add-on module to the medical record that allows prescriptions to be sent directly to pharmacies instead of handed to the student. During this time, diagnostic testing was also outsourced so that it could be achieved remotely through a partnership with Quest Laboratories. These were pragmatic shifts to accommodate remote telehealth, ensuring the quality would not be diminished. After students returned to campus, the center kept the option of using off-campus diagnostic referrals in addition to on campus service.

While there is no formalized assessment process for the identification of student need through financial aid, the Financial Aid Office proactively adjusts to feedback from the financial aid specialists, who interact most closely with students. This allows them to adjust services accordingly. In summer 2022, they started to offer Satisfactory Academic Progress workshops ([2.C.03-11](#)), which walked students through the eligibility appeal process. Other workshops are tied to application assistance, financial literacy, and helping students with extenuating circumstances ([2.C.03-12](#)). Due to student feedback, the Financial Aid Office is working to offer these workshops both in person and remotely.

The College assesses the quality of its services through several surveys that are administered regularly. To that end, the Student Satisfaction Survey was developed by the College and administered to target the efficacy and satisfaction level of these services ([2.C.03-13](#); [2.C.03-14](#)). In 2018, the survey instrument was adjusted while still focused on the same assessment. In 2021, the College adopted a second survey instrument, the RISC Survey, a standardized instrument that was used by other colleges ([2.C.03-15](#)). Because the Revealing Institution Strengths and Challenges (RISC) Survey was administered during the

height of the pandemic, when all services were offered remotely, it provided data on both the quality of services and the success of providing these services through remote access. This, coupled with pre-pandemic data tied to in-person services, offers a baseline assessment of service modality. With this in mind, the College plans to revise its long-term instrument and assessment protocols to ensure it systematically assesses services via different modalities. Starting fall 2023, the Office of Planning, Research and Accreditation (OPRA) plans to create an updated version of the Student Satisfaction Survey that both addresses modality and integrates questions from both surveys as an assessment tool.

Another example is the Promise Program onboarding survey, which was directed toward incoming students during the summer prior to their fall semester ([2.C.03-16](#)). This allowed the College to support students before they stepped foot on campus for their first semester. This approach was proactive and enabled the College to address and meet student need as quickly as possible. The Promise Program survey soon evolved into a “Student Need” survey, which was initially sent out to over 7000 students in summer 2022 and allowed the College to gain insight on a broader range of students ([2.C.03-17](#)). Along with new first-time college and EOPS students, the cohort included three disproportionately impacted groups: Latinx, first generation college, and low income. Based on how students responded to the survey, various managers were able to reach out to students and provide them the services they needed within 24 hours of taking the survey. This specific effort has yielded a 4 percent increase of student retention through census in fall 2022 ([2.C.03-18](#)). The 2022 efforts are the first step regulating this assessment, which will occur on a continual basis as students enroll.

Analysis and Evaluation

Regardless of location or modality, students are provided the same services, which was an important achievement during the pandemic when most services were provided remotely. In addition, the Student Services Support Hub ensures students can find these services, as they are centrally located. The College regularly assesses these services through surveys and other methods of data collection. When gaps in access are identified, adjustments are made. While there are certain student sub-populations like Emeritus, which might struggle with remote access, the College mitigated the difference by providing increased in-person support for those populations, ensuring equitable support for all.

- 4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

The College offers a wide variety of co-curricular programs and activities, ranging from clubs, student government, social events, and educational events that happen throughout the year ([2.C.04-01](#); [2.C.04-02](#); [2.C.04-03](#)). These events include leadership sessions, TED talks, multicultural events, and movie screenings ([2.C.04-04](#); [2.C.04-05](#)). Because the Student Development Office provides approximately \$170,000 to the divisions to fund various events, the funding application plays a pivotal role in ensuring the events and programs are appropriate to the College’s mission and its students ([2.C.04-06](#); [2.C.04-07](#)). The process that faculty follow to secure funding is related to the annual funding cycle through student government. In this, faculty submit applications to the Associated Student Government (ASG) budget committee, which would determine allocations. Once the budget is approved, which occurs in spring, it goes into effect the next academic year. Funding contributes to a variety of events like conference travel for student groups and guest speakers. In conjunction with that, the Student

Development Office interacts with the Honors program in relation to the Honors clubs, Phi Theta Kappa (PTK) and Alpha Gamma Sigma (AGS) ([2.C.04-08](#); [2.C.04-09](#)).

The College's Student Development mission is to extend learning outside the classroom by providing diverse opportunities for the student population to develop social, personal, and professional skills ([2.C.04-10](#)), which aligns closely to the College mission of serving a diverse student population to achieve personal, academic and economic advancement. When it comes to the standards of equity and inclusion, the requirement of a student advisor, who has to be a full-time or part-time faculty member, helps to better support the success of the club and lessens issues that may arise ([2.C.04-11](#); [2.C.04-12](#)). There are also important requirements tied to the creation of the club that reinforce its connection to the College mission of serving a diverse student population. In order to become active, club officers need to be enrolled in a minimum of 5 semester units and have a 2.0 minimum GPA, requirements which are fashioned after California Ed Code §76061 for student government leaders, and which have carried through to club officers ([2.C.04-13](#)). Students also need to complete Kognito training, which helps them develop empathy skills along with recognizing signs of distress in other club members ([2.C.04-14](#)). In addition, the fact that each newly proposed club is driven by students reinforces the idea that the College caters to the needs of the student population and not vice versa. Beyond Student Development, the College has created a Multicultural Center Workgroup that is working on the development of a multicultural center. The first step in this is to hire a director of Equity, which is slated to occur in spring 2023 ([2.C.04-15](#)). The purpose of this center is to provide a welcoming space and resources for students from historically minoritized groups.

The quality and efficacy of the College's co-curricular programs is assessed and maintained through several processes. The first is the administrative unit review (AUR), which is conducted every three years ([2.C.04-16](#)). However, there are also processes in place to assess the quality of individual clubs. Before a club can plan an event, the officers must fill out an Event Planning form, which asks for a description of the event along with any possible need for funding ([2.C.04-17](#)). Each event must be approved by the club advisor along with a Student Life staff member. Student Life also conducts surveys as needed in relation to these events ([2.C.04-18](#)), including the After Action and After Travel forms, which assess the success of the event in key areas ([2.C.04-19](#); [2.C.04-20](#)). These surveys enable students to contribute to the ongoing growth and evolution of the College's student life. Especially as the Student Life Department is a vehicle for student leadership, the need for policies and procedures is essential to the creation and running of its clubs and events. Associated Student Government has a detailed set of constitutions and bylaws, which help determine policies and procedures ([2.C.04-21](#); [2.C.04-22](#)). The ASG Bylaws offer a comprehensive set of articles tied to the functioning of Student Government, including guidelines for disciplinary action, grievances, finance, and impeachment. In particular, the bylaws explain the purpose of the Inter-Club Council and reinforce policies created by the College and District. Article XI, which focuses on finance code, ties the funding process to Board Policy (BP) 5420 and Administrative Regulation (AR) 5420 ([2.C.04-23](#); [2.C.04-24](#)).

Like Student Life, the College's Kinesiology and Athletics Division determines that its athletics programs are appropriate to the mission and students through several processes. The first is the Statement of Compliance of Title IX Gender Equity survey, which focuses on Title IX gender equity compliance and is part of a larger report, the Equity in Athletics Disclosure Act (EADA) ([2.C.04-25](#)). The EADA is run through the National Department of Education and determines if colleges are in compliance to receive federal fundings. When students apply to the College, they are directed to this survey, which is tied to the College's online admissions application. Through this tool, students are polled to see if there are any sports, not yet offered at the College, in which they would like to compete. When a new sport is

suggested, the dean and athletics director will begin a process to determine the new sport's viability. Regardless of the outcome, the dean continues to monitor interest each year through the survey. Beyond Title XI, this survey meets the needs of the community by constantly assessing the interest of the community regarding the need to implement new programs. In addition, Kinesiology and Athletics documents emails, phone calls, and verbal requests for new programs as a second means of assessing need. As a result, a specific administrative unit outcome (AUO) for the division is to annually conduct an interest survey for new co-curricular programs ([2.C.04-26](#)). In relation to diversity and equity, athletics holds several events tied specifically to these goals, including the Unified Games, extensive community outreach to specialized populations, and Pop Warner Youth Night ([2.C.04-27](#); [2.C.04-28](#)).

Kinesiology and Athletics regularly evaluates the quality and effectiveness of its co-curricular programs first through the annual enrollment report provided by Inform, which focuses only on enrollment ([2.C.04-29](#)). In addition, the division looks to success numbers by focusing on course completion rates tied to individual Kinesiology and Athletics classes ([2.C.04-30](#)). To get a broader understanding of student success, the division dean looks to the California Partnership for Achieving Student Success (CAL-PASS) data, which is tied to the Chancellor's office and provides an Athletics dashboard that allows the College to disaggregate overall pass rates by gender and ethnicity ([2.C.04-31](#)). The division can also compare the College's success rates to other community colleges. In 2021, the College's student athletes were number two in the state for student success rates. Every three years, the division also evaluates its programs through the College's AUR assessment ([2.C.04-32](#)). Beyond the AUR, Kinesiology and Athletics also conducts a state program review every three years with the Orange Empire Conference (OEC) ([2.C.04-33](#)). The OEC program review thoroughly assesses the College program's ability to comply to both state standards and the College's standards.

To ensure that faculty and students adhere to these standards, Kinesiology and Athletics follows District policies as outlined in BP 5700 and AR 5700 ([2.C.04-34](#); [2.C.04-35](#)). In conjunction with District policies, the division follows the California Community College Athletics Association Constitution and Bylaws (CCCCAA) and holds annual compliance meetings between the dean and all athletic faculty and staff. Finally, the division has a Student Athlete Handbook that lays out the policies and procedures for all operations on the student side ([2.C.04-36](#)).

Analysis and Evaluation

Student Development offers a diverse array of programs and activities that are geared toward enhancing the college experience. These programs have clear structures in place to ensure equity and integrity, especially as students are involved in the funding process. Surveys and regular reviews maintain the quality of these programs while also seeking to find new ways to address student need. Likewise, the Kinesiology and Athletics Division continues to maintain its high level of transfer rates, completion rates, and strong GPAs in the state. Through consistent and regular assessment along with an attention to the diverse needs of the College's student population, the division has excelled and succeeded in supporting student need despite the hardships of the pandemic.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

In addition to specialty counselors in Disabled Students Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), Veterans, and personal counselors, Saddleback College employs 18 full-time and 21 part-time generalist counselors who are available to students through a variety of mediums: face-to-face interaction, the phone, and online ([2.C.05-01](#)). The College's website provides students guidance regarding their initial interaction with counselors, including a list of how best to prepare for their meetings and helpful videos that address the basics of enrolling, creating an academic plan, and registering for classes ([2.C.05-02](#)). Counseling services are designed to address a variety of areas: Academic, which alerts students to the types of certificates and degrees available at the College; Transfer, which guides students in their transfer goals; Career, which helps students with their Educational Plans; and Athletics, which is specifically tailored to the needs of student athletes ([2.C.05-03](#); [2.C.05-04](#); [2.C.05-05](#); [2.C.05-06](#)). Upon the completion of their first 15 units or by their third semester, all students are expected to have created their educational plan through My Academic Plan (MAP) ([2.C.05-07](#)). Each MAP must be reviewed by a counselor, or the student will receive a Comprehensive Educational Plan Hold until the MAP has been completed. To aid students in the creation of their MAPs, the College offers tutorial videos tied to the various transfer pathways along with MAP workshops ([2.C.05-08](#)).

Beyond academic-related areas, the Counseling department also offers personal counseling as it relates to being a college student and makes student referrals to the new Basic Needs Center ([2.C.05-09](#)) and to the Health Center for short-term mental health support. ([2.C.05-10](#)). The College also provides multiple Counseling classes that are structured to further aid students as they determine their academic plans, focus on career success, learn study strategies, and analyze human relationships ([2.C.05-11](#)). These courses contribute to the Associate of Arts degree/Associate of Science degree (AA/AS) degree and are UC and CSU transferable. Finally, Counseling's efficacy has been improved even further by the Progress Report featured through MySite, implemented in 2018. With the Progress Report, instructional faculty can flag specific students in their courses, either commending them or indicating there is a need for improvement. This report is sent directly to counseling faculty, thus creating a line of communication between all three parties ([2.C.05-12](#)). All of these areas are designed to promote student support and success as they journey toward their academic goals.

Counseling also seeks to support students through Student Success Coaches, which were implemented in summer 2022 and are funded through the Hispanic Serving Institute (HSI) Grant. Success coaches work under the director of Strategic Enrollment Management, guiding and supporting students as they traverse the institution and their educational journey ([2.C.05-13](#)). These success coaches were created as a part of the completion team, which is a cross of instructional and student support services. The success coach role is to be the primary point of contact for the student, guiding and assisting students in relation to navigating the school and accessing resources ([2.C.05-14](#); [2.C.05-15](#)). The coach identifies resources the student might need along with working with the student to locate resources, increasing the student's efficacy in seeking out either additional information or opportunities. The ultimate goal of the success coach is to shift student support from reactive to proactive.

All full-time and part-time counseling faculty are evaluated every three years, focusing on their ability to provide students guidance and direction, effectively use student contact time, and respond appropriately to student needs (among other areas in which faculty are evaluated) ([2.C.05-16](#)). These studies and evaluations assess both delivery and content. Now, with Guided Pathways ([2.C.05-17](#)), the College has a new way of grouping students, so it can assess how many students identified in each of the learning pathways have seen a counselor, how many have a MAP, students' GPA, units completed,

etc.

An important aspect of Counseling is ensuring that all pertinent information is accurate and has been verified regarding academic requirements. In this, the College's articulation officer (AO) is key, especially as the AO works closely with the College's four-year partners to ensure that the College's courses and general education patterns articulate and meet all standards. Articulation agreements are disseminated to the students through the College website and College Catalog ([2.C.05-18](#); [2.C.05-19](#)). In addition, students can find the Intersegmental General Education Transfer Curriculum (IGETC), CSU General Education (GE), and GE patterns in the Student Handbook ([2.C.05-20](#)). This information is updated annually. Each Monday, counselors gather for articulation updates, as academic information changes are announced year-round by the College's four-year partners, particularly in the area of transfer ([2.C.05-21](#)). The articulation officer participates in statewide and regional efforts working closely with the California Community College Chancellor's Office.

Because Counseling is such an integral aspect of student success, professional development is ongoing. Counselors prepare extensively at the start of each academic year to refresh on any updates related to the College, new programs, deleted programs, pre-requisite changes, etc. ([2.C.05-22](#); [2.C.05-23](#); [2.C.05-24](#); [2.C.05-25](#)). Full-time counselors receive training each Monday and part-time counselors receive monthly training. Each week a Dean's Update is issued to all counseling faculty including all counselors in special populations including EOPS, DSPS and Veterans Education and Transition Services Program (VETS). These special populations counselors meet weekly to discuss their categorical program's initiatives and rule set. In addition, counselors receive training from all other support services such as Financial Aid and Admissions to stay abreast of information, so they can accurately direct students. Counseling faculty participate in the College Professional Development Week facilitated by Academic Senate ([2.C.05-26](#)). Lastly, counseling faculty attend statewide trainings, including transfer conferences and Zoom sessions hosted by the CSU and UCs.

Analysis and Evaluation

An assessment of the numbers of students who have benefited from the Counseling Center shows that Counseling has consistently maintained its ability to provide academic and counseling services to the College's large student population. In 2017-2018, counselors saw 9332 students for individual counseling appointments and 25,226 students for walk-in counseling. In the following year, 2018-2019, they saw 9635 students for individual counseling appointments and 26,095 students for walk-in counseling. In the final year addressed in the 2020 administrative unit review (AUR), 2019-2020, counselors saw 11,947 students for individual counseling appointments and 25,386 students for walk-in/drop-in counseling ([2.C.05-27](#)). The Counseling Center consistently adjusts and evaluates the best ways to offer its services, shifting with student need. The success of the Counseling Center is tied to clear avenues of communication with students, ongoing professional development, and consistent evaluation of both the department and individual counselors.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard

The College has clear Board Policies (BPs) tied to the admissions process that are consistent with its mission, which is to provide equitable and innovative educational experiences. BP 5010 provides the general admissions policy for the District, touching on the ways in which the College can serve a diverse

student population ([2.C.06-01](#)). In addition, Administrative Regulation (AR) 5010 expands in more detail on the criteria covered in BP 5010, addressing those related to residence, concurrent enrollment, and application to impacted programs to name a few ([2.C.06-02](#)). In terms of placement practices, BP 5050 presents guidelines for student assessment and success ([2.C.06-03](#)). AR 5050 outlines the importance of the counseling process as part of the Student Success and Support Program (SSSP). “The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components.” ([2.C.06-04](#)) A key aspect of student success is the ability to attain degrees. To meet this goal, graduation and transfer patterns are evaluated by the Counseling articulation officer who works closely with the College Curriculum Office, the California Community Colleges Chancellor’s Office (CCCCO), and the College’s four-year partners (CSU, UCs, private, and out of state accredited institutions) ([2.C.06-05](#)).

The College’s admission’s policy itself specifies that admission is open to anyone who meets one of the following criteria:

- 18 years or older
- High school graduate or successfully passed CA High School Proficiency or General Education Development (GED) exam
- Non-high school graduate with Certificate of Completion
- K-12 students who qualify for Dual Enrollment/Concurrent Enrollment
- International students, (with additional admission steps required) ([2.C.06-06](#); [2.C.06-07](#))

These criteria align with the College mission of providing appropriately equitable access for all students. While there are a few programs, like Nursing, that have their own separate application, the majority of the students are admitted through this uniform process and criteria.

Once they have been admitted to the College, students are informed of their possible academic pathways through several mediums: Academic Counseling, Pathways Program website, Program Mapper, and the Student Advisement First Semester Plan ([2.C.06-08](#); [2.C.6-09](#)). The College website guides new students through the enrollment process, which begins by creating a California Community Colleges Apply (CCCApply) account and submitting an application ([2.C.06-10](#)). In CCCApply students are given the opportunity to select a learning pathway. Students who are required to matriculate (who have an educational goal of a certificate, two-year degree, or transfer) are then taken through the matriculation process, which involves initial math and English placement either through submitting transcripts or through the Guided Self Placement process, before they can register for class.

In addition, Counseling offers several classes that cover academic planning, career exploration, college success, and study techniques ([2.C.06-11](#)). For high school students, Counseling offers COUN 100, which is a 1.5-unit course that helps students navigate the transition to college, including an overview of the various services offered to aid students in their transfer goals ([2.C.06-12](#)).

Students are informed of their transfer pathways through several resources. The College has an outstanding educational planning tool, My Academic Plan (MAP) ([2.C.06-13](#)). This tool interfaces with Assist.org nightly. The tool not only makes it easy for students to retrieve their plan at any time, but also enables them to explore and develop unapproved plans on their own ([2.C.06-14](#)). Prior to the pandemic, certificate and degree-seeking students were prevented from enrolling if they did not have an approved MAP after completing 15 degree-applicable units. As of fall 2022, the College reinstituted this criterion, as it was determined an important requirement to keep students on track. A semester-by-semester

academic plan is essential for students to complete their educational goals in a timely manner. In this vein, the College has recently implemented Guided Pathways Program Mapper (PPM), which provides students with a sample schedule for their intended degree pathway ([2.C.06-15](#)). This tool allows the College to display all available college programs in each of the seven pathways as decided by faculty and staff. In addition, the PPM provides students with an estimation of how long it will take to complete their chosen pathway and what classes would be required to complete it. An added feature of this tool is its ability to display up to the minute information and data regarding job market analysis ([2.C.06-16](#)). While the PPM or sample schedule is not an approved educational plan, it is an opportunity for students and the public to see what approved programs the College has to offer.

Students can petition for their degrees through MySite at the start of their final semester ([2.C.06-17](#)). Should a student overlook the petition process, the College's Admission Office uses Degree Audit to proactively identify student records that have completed any of the local certificates, degrees, CSU and Intersegmental General Education Transfer Curriculum (IGETC) patterns.

Analysis and Evaluation

In accordance with Board Policy and Administrative Regulations, the College offers admissions through an equitable practice that is centered on student success. Once they have enrolled, a variety of tools are given to students to set them on clear academic pathways, alert them to their transfer options, and provide information related to their career goals. Both MAP and the PPM are important technologies utilized by students so they can complete their degree requirements within two years. Across the board, the College has illustrated a thorough and multi-pronged approach to guiding students as they achieve their various educational goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

As outlined by Board Policy (BP) 5010 and Administrative Regulation (AR) 5010, the College has a clear admissions and placement process that identifies students as eligible if they are "18 years of age or older, or possess a high school diploma, GED, certificate of proficiency or equivalent" ([2.C.07-01](#); [2.C.07-02](#)). In addition, there are guidelines in place so that non-traditional students can enroll as well. The admissions and placement process is conveyed to the students through several mediums, including the Matriculation webpage ([2.C.07-03](#); [2.C.07-04](#)), the College Catalog ([2.C.07-05](#)), and the Student Handbook ([2.C.07-06](#)).

Due to Assembly Bill (AB) 705, the admissions and placement process has been streamlined to meet the law so that the use of standardized tests as placement instruments has been eliminated. In its place, a Guided Self-Placement (GSP) tool was developed districtwide with collaboration between the College and its sister school along with discipline faculty in English, math, and English as a second language (ESL), research, classified professionals, Disabled Students Programs and Services (DSPS), Counseling, and students ([2.C.07-07](#); [2.C.07-08](#)). This tool gives students the opportunity to enroll directly into transfer-level English and baseline transfer math, allowing them to complete those requirements in their first year of college. Students seeking advanced math are given the opportunity to provide alternative evidence, such as high school transcripts or other college transcripts, or to appeal directly to the math department ([2.C.07-09](#)). Through GSP, ESL students who do not have three years of high school completion are directed to the ESL self-placement process, which still allows them to enter English 1A ([2.C.07-10](#)). Even so, the majority of ESL students are not required to matriculate because they're

seeking educational goals that are not tied to a certificate or degree. In the Student Handbook on the Counseling homepage, ESL students are provided questions to help them determine their level of ability along with suggestions for their appropriate course level, which will allow students to self-select non-credit ESL courses ([2.C.07-11](#)). Because the placement process is not reliant on standardized tests, validation is tied to successful completion of the course.

AB 705 was piloted in 2018 and implemented by fall 2019. As of fall 2022, all credit remedial English and math classes have been eliminated from the class schedule. The efficacy of this placement process is illustrated by its successful results. In May of 2022, the College was recognized by the Campaign for College Opportunity as one of the top three community colleges in the state for campus-wide transfer-level English throughput ([2.C.07-12](#)). The completion rates for first year, transfer-level English are around 73 percent ([2.C.07-13](#)) and, while math's completion rates had been improving with increased numbers of successful completion, the recent dip in success is tied to a forced shift in modality due to the pandemic ([2.C.07-14](#)).

Analysis and Evaluation

Due to AB 705, the College's matriculation process has shifted away from the use of standardized tests toward guided self placement, which ties the validation of that placement process to the success of students who self-place. This new process eliminates barriers that have traditionally held students back and increases the throughput of transfer-level English and math.

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

Evidence of Meeting the Standard

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. While most forms are maintained digitally, the College still maintains student transcripts that were generated prior to the use of MySite on original hard copy and microfilm as well. Through Board Policy (BP) 3310 ([2.C.08-01](#)) and Administrative Regulation (AR) 3310, all District records are classified as permanent, optional, or disposable. Permanent records "are retained indefinitely – unless copied or reproduced in accordance with Title 5, §59022(e)." Among the various types of College and District records, student records—including a student's name, date of birth, and grades—are classified as permanent and thus retained ([2.C.08-02](#)). For both the permanent and optional classification, the College retains and stores records through several mediums. One is through MySite ([2.C.08-03](#)). Another is through an imaging system, called ImageNow, which is used to convert hard copy documents into electronic images ([2.C.08-04](#)). Once those images have been scanned, the original copy is destroyed with the exception of those hard-copy student transcripts dating prior to MySite. Because most records are electronic at this stage, District Information Technology (IT) has both the server for the data and the backup server to store the data should anything happen to Admissions and Records. Access to these records in MySite and ImageNow is regulated by the registrar or dean of Enrollment Services and allocated with their approval by IT only for necessary job classifications. All of these individuals must complete Family Educational Rights and Privacy Act (FERPA) training as well as annual security awareness training.

In 2021, the District standardized the use of Rubrik as the data backup solution. Rubrik addresses the backup requirements outlined in AR 3733 ([2.C.08-05](#)) and has been configured to automatically and securely backup District records both locally and to secure cloud storage ([2.C.08-06](#)). Testing of backups

is performed periodically to ensure backups are complete and recoverable ([2.C.08-07](#)). The backup strategy is based on the type of data and the expediency by which it needs to be recovered. At the time of implementation, technicians who use Rubrik are provided training on the proper use of the system.

Beyond data storage, the College follows established policies and procedures regarding the release of student records, ensuring privacy. On the College side, access to records is based on job and role, which will determine which software an employee has access to. While academic counselors would have access to student records through MySite, college faculty would have a much more limited view, tied to their individual courses, which are housed in Canvas. Each area entails a different lens through which the student is viewed. Should an employee shift job roles, then that employee would have access through a different medium. The District's FERPA training is part of that protocol. All students are notified of their FERPA rights through the College Catalog and the College web-page, which is updated annually ([2.C.08-08](#); [2.C.08-09](#)). Following the FERPA policy, BP 5040 and AR 5040 specify that students have the right to be informed of their educational records, which are defined as "any records maintained by the District or an agent of the District that contain personally identifiable information related to a student" ([2.C.08-10](#); [2.C.08-11](#)). In this, Admissions and Records ascribes to the two-part guidelines in relation to what the students can view and what the College can release. Any employee asking for access to student data would need to first complete FERPA training ([2.C.08-12](#); [2.C.08-13](#)). This ensures that student records remain both secure and confidential. In addition, when students request access to their own information through Admissions and Records, they need to provide a valid government issued ID or ID from the College in order to view the material ([2.C.08-14](#); [2.C.08-15](#)).

Analysis and Evaluation

Both at the College and the District level, procedures are in place to ensure student records are permanently maintained, secure, and confidential. Employees are appropriately trained in these procedures, and the technology has multiple fail safes to back up student records.

Conclusions on Standard II.C: Student Support Services

The College regularly evaluates and assesses its student support services through the administrative unit review (AUR) process, which is conducted every three years through the guidance of the Educational Planning and Assessment Committee (EPA). During this process, AUR team members are asked to assess their unit's contribution to the College, its connection to the College's Mission Statement, the practice of equity-minded policies, the connection between objectives and the College's Strategic Plan goals, and improvements made to achieve the administrative unit outcomes (AUOs) and objectives. AUOs are assessed annually and are often tied to objectives that are newly created for each three-year AUR cycle, ensuring that each unit engages in continuous improvement processes. Additional support is provided through the Office of Planning, Research and Accreditation (OPRA), which helps managers and administrators gather and assess data, making adjustments to their units through the creation of new objectives in order to achieve continuous improvement.

Regardless of location or modality, students are provided the same support services. The College regularly assesses these services through surveys and other methods of data collection, updating and improving on the survey instrument along the way. When gaps in access are identified, adjustments are made. In this, the Counseling Center consistently adjusts and evaluates the best ways to offer its services, shifting with student need. The success of the Counseling Center is tied to clear avenues of communication with students, ongoing professional development, and consistent evaluation of both the department and individual counselors. Beyond support services, students also have access to a robust array of co-curricular and athletics programs. Both Student Development and the athletics department

maintain the quality of their offerings through systematic assessment, providing a range of extra-curricular activities for the College's diverse student population.

The College offers admissions through an equitable practice that is centered on student success. Once they have enrolled, a variety of tools are given to students to set them on clear academic pathways, alert them to their transfer options, and provide information related to their career goals. Students matriculate through Guided Self Placement, which has eliminated the barriers that traditionally held students back. Once a student has enrolled, both the College and the District have created procedures to ensure student records are permanently maintained, secure, and confidential.

Improvement Plan(s)

None.

Evidence List

| | |
|---|---|
| <u>2.C.01-01 AURHandbook</u> | <u>2.C.01-02 AURTemplate</u> |
| <u>2.C.01-03 LAPAUR</u> | <u>2.C.01-04 DSPSAUR</u> |
| <u>2.C.01-05 SHCenterAUR</u> | <u>2.C.01-06 CounselingAUR</u> |
| <u>2.C.01-07 FinancAidAUR</u> | <u>2.C.01-08 AdmRecAUR</u> |
| <u>2.C.01-09 Deadlines</u> | <u>2.C.01-10 SurveyInstrument</u> |
| <u>2.C.01-11 SurveyResults</u> | <u>2.C.01-12 CounsSurvey</u> |
| <u>2.C.01-13 EOPSSurvey</u> | <u>2.C.01-14 TutorSurvey</u> |
| <u>2.C.01-15 EmbTutorEval</u> | <u>2.C.01-16 PipelineStudy</u> |
| <u>2.C.01-17 HandWCenter</u> | <u>2.C.01-18 RISC Survey</u> |
| <u>2.C.02-01 AUOReport</u> | <u>2.C.02-02 EmerAUOReport</u> |
| <u>2.C.02-03 LAPAUOReport</u> | <u>2.C.02-04 AUOHandbook</u> |
| <u>2.C.02-05 CreatingAUOs</u> | <u>2.C.02-06 AUOWorkshop</u> |
| <u>2.C.02-07 AUOGuidelines</u> | <u>2.C.02-08 EnteringAUOs</u> |
| <u>2.C.02-09 FinAidAUR</u> | <u>2.C.02-10 DSPSAUOs</u> |
| <u>2.C.02-11 SEAPPlan2022</u> | <u>2.C.02-12 Implementation</u> |
| <u>2.C.02-13 RISCSurvey</u> | <u>2.C.02-14 DSPSAUR</u> |
| <u>2.C.03-01 StudentHand</u> | <u>2.C.03-02 MAPBreakdown</u> |
| <u>2.C.03-03 AskLibrarian</u> | <u>2.C.03-04 EOPS</u> |
| <u>2.C.03-05 TutoringGen</u> | <u>2.C.03-06 FinancialAid</u> |
| <u>2.C.03-07 StudentSupport</u> | <u>2.C.03-08 AandRForms</u> |
| <u>2.C.03-09 PetitiontoRepeat</u> | <u>2.C.03-10 HandWCenter</u> |
| <u>2.C.03-11 FinAidFlyer</u> | <u>2.C.03-12 FinLiteracy</u> |
| <u>2.C.03-13 SurInstrument</u> | <u>2.C.03-14 SurveyResults</u> |
| <u>2.C.03-15 RISCSurvey</u> | <u>2.C.03-16 PromiseSurvey</u> |
| <u>2.C.03-17 NeedSurvey</u> | <u>2.C.03-18 CollegeEfforts</u> |
| <u>2.C.04-01 StudentDev</u> | <u>2.C.04-02 ActiveClubs</u> |
| <u>2.C.04-03 WOWF2022</u> | <u>2.C.04-04 CollegeNight</u> |
| <u>2.C.04-05 SDCalendar</u> | <u>2.C.04-06 FundingRequest</u> |
| <u>2.C.04-07 SpecialTopics</u> | <u>2.C.04-08 PhiThetaKappa</u> |
| <u>2.C.04-09 AGS</u> | <u>2.C.04-10 SLPhilosophy</u> |
| <u>2.C.04-11 AdvisorHandbook</u> | <u>2.C.04-12 AgreementForm</u> |
| <u>2.C.04-13 ClubGuide</u> | <u>2.C.04-14 KognitoTraining</u> |
| <u>2.C.04-15 DirectorofEquity</u> | <u>2.C.04-16 StudentDevAUR</u> |
| <u>2.C.04-17 EventPlanning</u> | <u>2.C.04-18 EventSurvey</u> |

[2.C.04-19 AfterActionForm](#)
[2.C.04-21 ASGBylaws](#)
[2.C.04-23 BP5420](#)
[2.C.04-25 GenderEquityRep](#)
[2.C.04-27 UnifiedGames](#)
[2.C.04-29 KinEnrollReport](#)
[2.C.04-31 SADashboard](#)
[2.C.04-33 OECProgRev](#)
[2.C.04-35 AR5700](#)
[2.C.05-01 MeetCounselors](#)
[2.C.05-03 AcademicCouns](#)
[2.C.05-05 CareerCouns](#)
[2.C.05-07 MyAcadPlan](#)
[2.C.05-09 BasicNeedsCen](#)
[2.C.05-11 CounCourses](#)
[2.C.05-13 StudentEquity](#)
[2.C.05-15 SpringWorkshops](#)
[2.C.05-17 GuidedPathways](#)
[2.C.05-19 CCTransfer](#)
[2.C.05-21 CSUDHCurric](#)
[2.C.05-23 PTCounsTraining](#)
[2.C.05-25 CurricChanges](#)
[2.C.05-27 CounselingAUR](#)
[2.C.06-02 AR5010](#)
[2.C.06-04 AR5050](#)
[2.C.06-06 AdmissionsCC](#)
[2.C.06-08 AcademicCouns](#)
[2.C.06-10 NewStudents](#)
[2.C.06-12 C100](#)
[2.C.06-14 MAPinMySite](#)
[2.C.06-16 ArabicProgram](#)
[2.C.07-01 BP5010](#)
[2.C.07-03 AssessProcess](#)
[2.C.07-05 CollegeCatalog](#)
[2.C.07-07 PlacementLogic](#)
[2.C.07-09 PlacementReq](#)
[2.C.07-11 HBESLSelfPlacement](#)
[2.C.07-13 EnglishSuccess](#)
[2.C.08-01 BP3310](#)
[2.C.08-03 MySiteRecords](#)
[2.C.08-05 AR3733](#)
[2.C.08-07 ServerRestore](#)
[2.C.08-09 FERPARights](#)
[2.C.08-11 AR5040](#)
[2.C.08-13 FERPATraining](#)
[2.C.08-15 RecordRequest](#)

[2.C.04-20 AfterTravelForm](#)
[2.C.04-22 ASGConstitution](#)
[2.C.04-24 AR5420](#)
[2.C.04-26 AthleticsAUOs](#)
[2.C.04-28 CommOutreach](#)
[2.C.04-30 SuccessRates](#)
[2.C.04-32 AthlKinAUR](#)
[2.C.04-34 BP5700](#)
[2.C.04-36 AthleteHandbook](#)
[2.C.05-02 CounsServices](#)
[2.C.05-04 TransferCouns](#)
[2.C.05-06 AthleticCouns](#)
[2.C.05-08 MAPTutorial](#)
[2.C.05-10 HandWCenter](#)
[2.C.05-12 MySitePR](#)
[2.C.05-14 SuccessCoach](#)
[2.C.05-16 FacPerfEval](#)
[2.C.05-18 Articulation](#)
[2.C.05-20 HBArticAgree](#)
[2.C.05-22 CounsTraining](#)
[2.C.05-24 CounUpdates](#)
[2.C.05-26 FallFlex2022](#)
[2.C.06-01 BP5010](#)
[2.C.06-03 BP5050](#)
[2.C.06-05 Articulation](#)
[2.C.06-07 AdmiandRec](#)
[2.C.06-09 AdvisementFSP](#)
[2.C.06-11 CounCourses](#)
[2.C.06-13 MAP](#)
[2.C.06-15 ProgramMapper](#)
[2.C.06-17 ApplyforDegree](#)
[2.C.07-02 AR5010](#)
[2.C.07-04 MatricProcess](#)
[2.C.07-06 StudHBMatric](#)
[2.C.07-08 MatricAUR](#)
[2.C.07-10 GSPAssess](#)
[2.C.07-12 ExcellenceAwards](#)
[2.C.07-14 MathSuccess](#)
[2.C.08-02 AR3310](#)
[2.C.08-04 ImageNow](#)
[2.C.08-06 ServerBackup](#)
[2.C.08-08 CollegeFERPA](#)
[2.C.08-10 BP5040](#)
[2.C.08-12 FERPACert](#)
[2.C.08-14 TranscriptPolicy](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

The College employs qualified administrators, faculty, and staff in accordance with Board Policies (BPs), and Administrative Regulations (ARs), which are administered by the South Orange County Community College District (SOCCCD) Office of Human Resources (OHR) ([3.A.01-01](#)). BPs and ARs are developed by the Board Policy and Administrative Regulation Advisory Council (BPARC) and describe in detail the employment procedures used to ensure the recruitment and hiring of highly qualified personnel ([3.A.01-02](#)).

Criteria, qualifications, and procedures for selecting personnel are clearly and publicly stated to meet the needs of the institution and students. All job announcements are posted under the “Job Openings” link on the SOCCCD website ([3.A.01-03](#)) and on the College cable television station, and are sent via email to all employees of the District ([3.A.01-04](#)). Job announcements include the position description, representative duties, education and experience requirements, compensation and benefits information, conditions of employment, required materials, and a description of the application and selection process. OHR uses various means to advertise College and District Services job openings including internally (districtwide) and via 22 advertising venues ([3.A.01-05](#)). Supplemental advertising is conducted when needed to increase diversity and depth of specialized positions ([3.A.01-06](#)).

Search committees ensure that applicants being considered for employment meet the qualifications outlined in the job description and position announcement. Faculty and administrator hiring is made in compliance with the minimum qualifications for faculty and administrators as outlined in the Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook ([3.A.01-07](#)) as mandated by the California Community Colleges Chancellor’s Office (CCCCO) in accordance with the California Code of Regulations, Title 5, §53430 ([3.A.01-08](#)), and the California Education Code §87359 ([3.A.01-09](#)). The College president is responsible for ensuring the integrity of the recruitment and hiring processes at the College.

The District’s Equal Employment Opportunity (EEO) Plan, which is evaluated annually and updated every three years by the District EEO/Diversity, Equity, Inclusion, and Accessibility (DEIA) Advisory Committee, serves as a recruiting and compliance guide to ensure fairness in the personnel recruitment and selection process ([3.A.01-10](#)). OHR also ensures that hiring committees are assigned an EEO representative and

that members of the committee receive EEO and Implicit Bias training prior to reviewing applicants ([3.A.01-11](#), [3.A.01-12](#)).

Analysis and Evaluation

The College and District meets the standard. Policies and procedures ensure the College continues to recruit, develop, and retain the best-qualified personnel available to deliver and support quality programs and services.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

The College seeks to hire the most qualified faculty, considering both subject matter expertise and requisite skills. To be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement and established by state law ([3.A.02-01](#)). The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook ([3.A.02-02](#)). Applicants who do not meet the minimum qualifications for a faculty position as published in the position announcement may apply for equivalency ([3.A.02-03](#)) in accordance with the steps outlined in Administrative Regulation (AR) 7123, Recruitment: Full-Time Faculty ([3.A.02-04](#)) and AR 7124, Recruitment: Part-Time Faculty ([3.A.02-05](#)).

Job descriptions for faculty positions are developed in accordance with AR 7123 and AR 7124 and reflect the job duties and responsibilities outlined in Board Policy (BP) 7217, Duties and Responsibilities of the Faculty ([3.A.02-06](#), [3.A.02-07](#), and [3.A.02-08](#)). Faculty responsibilities include curriculum development, the assessment of student learning, and the demonstration of current knowledge and skills within their discipline. Beyond the minimum qualifications, each job description includes the list of desired qualifications for the position, which are determined by faculty discipline experts ([3.A.02-09](#)). Job announcements are advertised widely to recruit strong pools of highly qualified candidates as indicated in III.A.1.

The College hiring process ensures content area expertise for hiring of full-time faculty positions. All search committees must include no fewer than three members who are experts in the academic discipline of the recruited position ([3.A.02-10](#)). Search committees review applications to ensure applicants have the appropriate knowledge, education, and experience for the position as outlined in the job description. The Office of Human Resources verifies that schools are accredited and collects official transcripts from individuals hired.

Analysis and Evaluation

The College meets the standard as well as Eligibility Requirement 14, Faculty. Job descriptions outline the qualifications necessary for employment, and rigorous processes are in place for recruiting and selecting highly qualified candidates, considering subject matter expertise and requisite skills to support the College's mission and goals, and student learning.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

The College assures that its administrators and other employees possess qualifications necessary to sustain institutional effectiveness and academic quality by following Title 5 regulations ([3.A.03-01](#)) and established Board Policies and Administrative Regulations (ARs) ([3.A.03-02](#) and [3.A.03-03](#)). Job descriptions are developed by discipline experts and reviewed by the Office of Human Resources (OHR), and outside consultants as needed, to ensure appropriate duties and minimum qualifications, and competitive salary placement to recruit highly qualified candidates ([3.A.03-04](#)). Job announcements clearly define the minimum and desired qualifications, knowledge, and ability to effectively support the institutional mission and goals ([3.A.03-05](#), [3.A.03-06](#), [3.A.03-07](#)).

Analysis and Evaluation

The College meets the standard. College administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

Applicants for positions requiring higher education degrees are required to submit transcripts that indicate degree conferral. The Office of Human Resources verifies that schools are accredited and collects official transcripts from individuals hired ([3.A.04-01](#)). Verification of equivalency is conducted by the discipline expert and division dean or school chair ([3.A.04-02](#), [3.A.04-03](#), [3.A.04-04](#)).

Individuals who have completed college or university coursework or degrees in a country other than the United States must follow the process for obtaining a certified U.S. evaluation (i.e. National Association of Credential Evaluation Services) ([3.A.04-05](#)).

Analysis and Evaluation

The College meets the standard by following established administrative regulations and procedures to ensure that all faculty, administrators, and other employees hold required degrees.

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

Evidence of Meeting the Standard

All College employees are systematically and regularly evaluated through processes and procedures established by Board Policies (BPs), Administrative Regulations (ARs), and employee contracts ([3.A.05-01](#), [3.A.05-02](#), [3.A.05-03](#), [3.A.05-04](#), [3.A.05-05](#)).

The evaluation process is overseen by the Office of Human Resources (OHR), and managers and administrators are responsible for ensuring that employees are evaluated in a timely manner. All employee evaluation reports and determinations are kept in the employee's personnel file, which is maintained by OHR. The evaluation procedures, timelines, and forms used to evaluate faculty, classified staff, administrators, and managers are defined in the BPs, ARs and employee contracts, which are regularly reviewed and revised ([3.A.05-06](#), [3.A.05-07](#), [3.A.05-08](#), [3.A.05-09](#)).

Reports are available to supervisors and OHR to systematically monitor the status of evaluations due and past due to ensure that evaluations are completed timely ([3.A.05-10](#)). OHR sends reminders to managers monthly about evaluation due dates, and the President's Executive Team reviews the report of overdue evaluations and follows up as needed. As of January 13, 2023, ten of the College's scheduled performance evaluations were past due.

Supervisors are encouraged to identify goals and areas for continuous improvement for the next review period. Additionally, the executive director of Human Resources reviews all evaluations with needs to improve ratings to ensure that supervisors provide the employee with a specific improvement plan ([3.A.05-11](#)).

Analysis and Evaluation

The College has effective processes to ensure that all personnel are evaluated on a regular basis. Reports are utilized by the College's executive team to follow-up on overdue evaluations. Evaluations are used to encourage improvement to increase institutional effectiveness and support student learning and achievement.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

The College community recognizes the need to have a robust team of full-time faculty to effectively carry out the work of the college, especially related to improving student learning outcomes (SLOs), student equity, and student success. Full-time faculty have a vested interest in the College and its students and are therefore relied upon for their significant contribution to the success of the College's programs. The California Code of Regulations, Title 5, §51025, requires each community college district to employ a minimum number of full-time faculty, as determined by the full-time faculty obligation number (FON) ([3.A.07-01](#)). The college FON is adjusted annually in proportion to the change in funded credit full-time equivalent students (FTES). Historically, the college has maintained a full-time faculty number for classroom and non-classroom faculty that was above the FON required by the California Community

Colleges Chancellor's Office (CCCCO). However, in 2019-2020, the District implemented the new state funding formula, which reduced the College's ongoing revenue. From fall 2020 through fall 2022, the number of full-time faculty was maintained but not increased in proportion to the calculated FON, which increased due to an emergency condition allowance, which allows FTES – used to calculate FON – to be reported based on 2019-2020 rather than the lower actual enrollment for 2020-2021, 2021-2022, and 2022-2023. As a result, while the District has complied with the FON requirements throughout this period ([3.A.07-02](#)), the College temporarily fell below its calculated FON in fall 2021 and fall 2022 ([3.A.07-03](#)).

The College has aligned its budget with the new funding formula and will be hiring all of the positions requested in its most recent faculty prioritization process to meet or exceed its FON requirement, which is further increased in fall 2023 due to additional state funding for full-time faculty, within the next two years. Staffing for new full-time faculty positions is determined through a process that incorporates recommendations from the Faculty Hiring Prioritization Committee ([3.A.07-04](#)); this process includes consideration of indicators of the sufficiency of faculty staffing levels contained in the program reviews (PRs), as well as analysis conducted by the College president that includes a broad view of the College's mission and goals as well as fiscal considerations. The actual number of full-time faculty hired is determined by the president based on demonstrated program needs, College priorities determined through strategic and other planning efforts, interest to maintain staffing levels above the FON, and the College budget.

Each department maintains a pool of part-time faculty that can be hired when the need exceeds the current number of full-time faculty within the department. The College hires part-time faculty on an as-needed basis to ensure that sufficient classes are offered for students to complete their programs of study in a timely fashion as well as to meet counseling and library needs.

Analysis and Evaluation

The College meets the standard. College budget and resource allocation practices ensure a sufficient number of full-time and part-time faculty are available to fulfill all the responsibilities essential to the quality of educational programs and services at the College. The College meets Eligibility Requirement 14, Faculty.

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

Part-time faculty are provided with all the tools necessary for their full integration into the life of the institution. The Office of Human Resources' (OHR's) onboarding orientation addresses topics such as salary, retirement, benefits, policies, and procedures. A second orientation occurs within the department or division in which the part-time faculty member will be working. These orientations include: College and division policies and procedures; course syllabus design; handling registration emails; managing the faculty profile; managing class rosters and add permit codes; navigating MySite; ordering textbooks and other resources; maintaining a voicemail box; audio/visual instructions; referral for student conduct violations; employee identification card; library services; tutoring services; copy center; professional development (PD) opportunities; College committees, such as the Academic Senate; and Faculty Association membership. The Faculty Center (FC) supports part-time faculty with one-on-

one training on Canvas and other learning tools ([3.A.08-01](#)) and assistance with processes related to the aforementioned topics. Both the FC and the Online Education Committee provide resources available to part-time faculty, which include the Online Education FAQ Topics for Faculty, Canvas Tutorials, and more ([3.A.08-02](#), [3.A.08-03](#), [3.A.08-04](#)).

Part-time faculty are invited but not required to attend PD activities during the PD Week that precedes the start of each semester, to participate in all division and department meetings, and to become active in College committees. Part-time faculty receive stipend payments for participation in PD or other activities when appropriate to support strategic initiatives. These categorical (e.g. Student Equity or Guided Pathways) and grant-funded (e.g. Perkins) initiatives include, but are not limited to, the Online Educator Certificate (OEC) courses in authentic assessment, equity, and online teaching; equity trainings hosted through the Institute of Teaching and Learning (ITL); Community of Practice; High Engagement Practices; Peer Online Course Reviews (POCR), and accessibility compliance ([3.A.08-05](#), [3.A.08-06](#)).

Annually, part-time faculty can apply for up to \$800 in funds to be approved by the Academic Senate to participate in outside PD activities, such as discipline-specific or teaching and learning conferences ([3.A.08-07](#)).

The responsibilities of deans and department chairs for providing oversight for and assisting part-time faculty are outlined in division dean job descriptions and Board Policy 7218, Duties and Responsibilities of the Department/Academic Chair ([3.A.08-08](#), [3.A.08-09](#)). , and per the Academic Employee Master Agreement ([3.A.08-10](#)), all part-time faculty are evaluated during their first semester and once every sixth semester thereafter.

Analysis and Evaluation

The College meets the standard. Part-time faculty receive a comprehensive orientation to the policies and practices of the College and District, PD opportunities, ongoing oversight and assistance, and regular evaluation.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

The College identifies, prioritizes, and funds its human resources needs, including classified employees, through its annual resource allocation process that utilizes information from program and administrative unit reviews (AURs), other institutional data, and College strategic goals ([3.A.09-01](#)). The resource allocation prioritization rubric considers program importance, urgency, strategic impact, and overall value (benefits relative to cost). The resource allocation process and rubric enable the College to adjust staffing levels based on the changing needs of the College to continuously improve alignment of resources with strategic goals and initiatives to improve access, equity and success. The College has been able to fund all position requests identified and prioritized as critical needs in each of the last four annual cycles, despite the challenges related to implementing a new funding formula ([3.A.09-02](#)). Additionally, as positions are vacated, the College's executive team reviews the position against other needs to determine whether to refill the existing position or reallocate the resources to meet other college needs.

The table below shows the number of employees in each employee classification as of 01/03/2022.

| Employee Group | Full time | Part time | Total |
|-----------------------|-----------|-----------|-------|
| Administrator | 23 | 1 | 24 |
| Classified Management | 32 | 2 | 34 |
| Classified Staff | 238 | 59 | 297 |
| Full-time Faculty | 237 | 0 | 237 |
| Part-time Faculty | 0 | 782 | 782 |
| Short-term Temporary | 0 | 347 | 347 |
| Student Worker | 0 | 49 | 49 |
| Total | 530 | 1,240 | 1,770 |

Analysis and Evaluation

The College meets the standard. The College's budget and resource allocation processes ensure sufficient qualified staff to support the effective educational, technological, physical and administrative operations of the institution and meets Eligibility Requirement 8, Administrative Capacity

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

The administrative structure of the College is informed by administrative unit reviews (AURs) and the resource allocation process previously described. Administrative reorganizations are presented as information only to the College's Consultation Council ([3.A.10-01](#)) and are subject to approval by the Chancellor and the Board of Trustees (BOT) ([3.A.10-02](#)). Administrator recruitment and hiring processes outlined in sections III.A.1 and III.A.3 above describe how the College ensures appropriate expertise among administrators.

While the College's Senior Executive Team has remained stable since before the pandemic, a few dean-level positions became vacant. The College was able to fill each position quickly with qualified internal interim deans and, in one instance, an acting dean to ensure no vacant administrative positions continue ([3.A.10-03](#)).

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 8, Administrative Capacity. A sufficient number of administrators with appropriate preparation and expertise are maintained to provide effective leadership in support of the institution's mission and purposes. Administrators engage in ongoing professional development (both mandatory and voluntary) to maintain currency in their field and to ensure effectiveness in their position.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

SOCCCD and the College maintain policies and regulations to support fairness and equity in all employment practices. The Board Policy and Administrative Regulation Advisory Council (BPARC), the consultative body for policies and regulations, regularly and systematically reviews and updates Board Policies (BPs) and Administrative Regulations (ARs) to ensure they are current with regard to state and federal law as well as the Accreditation Commission. BPARC drafts BPs and ARs, incorporates feedback, and sends a final draft to the chancellor for submission to the Board of Trustees for approval and adoption. The process ensures existing policies are reviewed regularly and new policies are developed that maintain the District's commitment to unbiased and impartial treatment of its employees ([3.A.11-01](#)).

The Office of Human Resources (OHR) and the Vice Chancellor of Human Resources publish BPs and ARs related to personnel on the District's website and widely disseminate them to ensure the fair and consistent application of District policies and procedures regarding areas such as hiring procedures, Equal Employment Opportunity (EEO), harassment and discrimination prevention, evaluation of employees, and resolution of employee complaints.

In addition to BPs and ARs, personnel items such as grievance procedures related to contract violations are contained within the negotiated collective bargaining agreements relating to specific categories of personnel ([3.A.11-02](#), [3.A.11-03](#), [3.A.11-04](#)). OHR is responsible for ensuring that grievance procedures are consistently and fairly administered.

Policies concerning discrimination, sexual harassment, and EEO and reporting procedures, exist in BPs and ARs 3420, 3425, 3430, 3433 ([3.A.11-05](#), [3.A.11-06](#), [3.A.11-07](#), [3.A.11-08](#)). Training in prevention of discrimination and harassment is required to be completed by all administrators and managers every two years. The SOCCCD Harassment Policy and Complaint Procedure, which outlines the various types of harassment that can exist and the procedures to follow if a student, employee, or third party believes that they have been harassed, and the Unlawful Discrimination Complaint form, is available to all on the District's website ([3.A.11-09](#)).

Analysis and Evaluation

The College meets the standard. Personnel-related BPs and ARs reflect a consultative process to ensure they are fair and comply with applicable laws and collective bargaining agreements. BPs and ARs are posted on the District website and are also available to all employees through MySite. Regular updates are sent to employees when reviewed and approved. Processes are in place to ensure any known or reported policy violation is reviewed and investigated.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The College utilizes Board Policies (BPs) and Administrative Regulations (ARs) developed through its participatory governance structure to support fair employment practices, harassment and discrimination prevention, conflict of interest prohibitions, academic freedom, speech and advocacy, and student equity. BP 7100, Commitment to Diversity, for example, recognizes diversity and promotes respect ([3.A.12-01](#)). Likewise, BP 7120, Recruitment, Selection, and Hiring, and the related Administrative Regulations emphasize a commitment to diversity, equity, and inclusion ([3.A.12-02](#)).

Diversity, equity and inclusivity are included in the College's Mission, Vision, and Values statements ([3.A.12-03](#)). For example, the College's value of Inclusivity notes, "We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured, and respected."

The District's Equal Employment Opportunity (EEO) Plan, which is developed in consultation with the Districtwide Diversity, Equity and Inclusion (DEI)/EEO Advisory Committee and implemented and monitored by the District's director of EEO, Equity, and Compliance Programs, is regularly updated to ensure all qualified job applicants have full and equal access to employment opportunities and are not subjected to discrimination in any District program or activity ([3.A.12-04](#), [3.A.12-05](#), [3.A.12-06](#)).

Likewise, diversity and equity are prominent in planning documents and initiatives such as the Student Equity Plan, the Strategic Plan, the Guided Pathways Plan, and a Department of Education Developing Hispanic Serving Institutions Grant ([3.A.12-07](#), [3.A.12-08](#), [3.A.12-09](#), [3.A.12-10](#)), and form the basis of the formation of a Diversity and Inclusion Council that operates within the College's governance structure ([3.A.12-11](#)). These planning documents and initiatives support various staff development programs presented by College and District experts as well as consultants. Examples include an Equity Training Series presented by RSS Consulting, LLC ([3.A.12-12](#)) and BLOOM ([3.A.12-13](#)).

Analysis and Evaluation

The College meets the standard through established policies and practices to support diversity, equity, and inclusion among all employees and students. These policies are evaluated and updated regularly to ensure they are effective and adhere to the College's values.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Unethical behavior is addressed through management and administration, the evaluation process, or procedures outlined in Board Policies (BPs) and Administration Regulations (ARs). The District has BP/AR 3050, Institutional Code of Ethics and BP/AR 3055, Institutional Code of Conduct that outline ethical conduct in conformance with standards stated in federal and state laws and by professional educational organizations. These policies also delineate processes for resolving internal disputes in a collegial and ethical manner ([3.A.13-01](#), [3.A.13-02](#)).

The Board of Trustees sets standards for the conduct of its own members through BP 2715, Code of Ethics—Standards of Practice and BP/AR 2710, Conflict of Interest ([3.A.13-03](#), [3.A.13-04](#)). All designated employees must abide by BP/AR 2712, Conflict of Interest Code, which stipulates that employees must not make decisions based on their own financial interest or of their relatives or business associates ([3.A.13-05](#)), and that hiring committee and proposal review committee members must sign a conflict of interest form ([3.A.13-06](#), [3.A.13-07](#)).

In addition to the above, codes of ethics adopted by College employee groups include: the Academic Senate's Faculty Code of Ethics and Professional Standards, the California School Employees Association Code of Ethics, and the Peace Officers Association Code of Ethics ([3.A.13-08](#), [3.A.13-09](#), [3.A.13-10](#)). Mandatory ethics training was delivered to all District managers in fall 2022 ([3.A.13-11](#)).

Analysis and Evaluation

The College meets the standard. A code of ethics is in place for each employee group; training and enforcement support adherence to professional behavior and ethical practices. District personnel are regularly and consistently held accountable by the Office of Human Resources, collegially in the education or employment environment.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Numerous professional development (PD) opportunities are available for employees of all classifications in support of one of the primary objectives in the integrated Strategic Plan 2020-2025, to “increase the number of professional development opportunities for faculty and staff” ([3.A.14-01](#)). These include opportunities made available within the District and at the College, as well as the provision of funding for external PD opportunities.

The College holds a PD Week, sometimes referred to as “Flex Week,” prior to the start of the fall and spring semester each year. As part of the state’s flexible calendar plan for the promotion of PD, the District’s academic calendar is able to devote nine of the required 178 annual teaching days to PD. The Faculty Development / Flex Activities Committee of the Academic Senate plans and implements PD Week activities solicited through a collegewide call for applications, gleaned from PD survey results, and identified in Academic Senate and other College committee discussions. Although organized through the Academic Senate, PD Week also includes a variety of activities for classified staff, managers, and administrators ([3.A.14-02](#)).

Full-time faculty are required to participate in PD activities for a minimum of 37.8 hours during each academic year by participating in College PD activities, by attending an external conference related to their assigned duties, or by undertaking an individual project related to staff, student, or instructional improvement ([3.A.14-03](#), [3.A.14-04](#)). Probationary faculty are expected to provide documentation to their Tenure Review Committee which shows that they are actively maintaining currency in their discipline through professional literature, professional memberships, workshops, conferences, or other activities ([3.A.14-05](#)).

In addition to PD Week, various PD activities are held at the College throughout the year, such as courses for an Online Educator Certificate (OEC); equity trainings hosted through the Institute of Teaching and Learning (ITL); and a Caring Campus program initiated by the Classified Senate. The Faculty Center offers workshops as well as one-on-one technical and online teaching training. The College’s Online Educator Certificate provides stipends for facilitators and a badge for completers and currently includes three courses--Communication Matters, Equity and Culturally Responsive Teaching, and Authentic Assessment; a fourth course on Accessibility is being developed.

Faculty can apply for funds to attend outside conferences relating to their discipline or to teaching and learning. The Faculty Development /Funding Committee of the Academic Senate is responsible for the distribution of funds available for faculty PD. Currently, funding supports up to \$1,600 for full-time faculty and \$800 for part-time faculty ([3.A.14-06](#)). Each year, hundreds of funding awards are made so both full-time and part-time faculty can attend conferences or work on independent projects. PD

funding also provides incentive for faculty to participate in conference planning, to join a professional organization, to serve on a panel, to present academic papers, and to conduct workshops.

Full-time faculty members are eligible to apply for sabbatical leave and PD leave as part of their collective bargaining agreement. The faculty sabbatical is intended for the professional enhancement which shall benefit the faculty member, their College, students, and/or the District. At the discretion of the Board of Trustees, the District may grant a faculty member a paid or unpaid leave of absence of up to two years for PD or a project/activity that would benefit the College and/or District.

PD is available throughout the year for classified staff, managers, and administrators. District Services has provided trainings on Workday, Jaggaer and other systems ([3.A.14-07](#), [3.A.14-08](#), [3.A.14-09](#), [3.A.14-10](#)). The OHR hosts training activities specifically for administrators and managers, for example a training from Erickson Law Firm related to performance management and documenting performance issues ([3.A.14-11](#)). The OHR coordinates and documents the state-mandated harassment prevention training for all employees, which is conducted annually during PD Week, new hire orientation, and is also available online ([3.A.14-12](#)). The Office of Human Resources also facilitates numerous performance evaluation trainings for all administrators and managers.

A Staff Development Funding Committee of the Classified Senate manages PD funds for classified staff and allocates funding on a proposal basis ([3.A.14-13](#)). Funding supports requests to the California School Employees Association Professional Development Committee for reimbursement of expenses incurred by classified staff for professional development activities including, but not limited to, education, professional conferences, and seminars related to their current position.

Board Policy and Administrative Regulation 7161, Professional Growth and Development Leave for Administrators and Classified Management Personnel, provides up to 60 calendar days of leave for all administrators and classified managers ([3.A.14-14](#)). As it is often difficult for an administrator or manager to participate in PD activities that require an extended period of time, such as a university course or a certification program, this policy is available for such purposes.

Analysis and Evaluation

The College meets the standard. The District and the College support and provide a wide variety of PD opportunities for College faculty, staff, administrators, and managers. PD activities are evaluated to identify areas of strength and areas that need improvement.

15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

Employee data are securely maintained in electronic form by the Office of Human Resources (OHR), and access is limited to Human Resources and supervisory personnel. A Districtwide Records Retention Committee reviews all record retention systems and makes changes to ensure uniform access and storage ([3.A.15-01](#), [3.A.15-02](#)). Medical records are secured separately from the personnel files ([3.A.15-03](#)).

Consistent with state law, Board Policy (BP), and collective bargaining agreement provisions, employees may also view their own personnel files. There is a sign-out card for each file that records who has

reviewed the files. When a file is being reviewed, an OHR staff member is present to ensure items placed in the files remain in the files, that no materials are added, and that document photocopies are provided when requested by the employee. OHR offices and file cabinets containing confidential documents are locked when unattended and at the end of each business day.

OHR evaluates public records requests and subpoenas served on the College in order to ensure that any release of documents containing personal information conforms to BP and to state and federal regulations.

Analysis and Evaluation

The College meets the standard. Confidentiality of personnel records is continually reinforced to all OHR personnel. There has never been an incident of inappropriate release of personnel information by OHR staff, and no staff member has ever been disciplined for inappropriate handling of personnel materials.

Conclusions on Standard III.A: Human Resources

The College follows processes overseen by OHR to ensure that a sufficient number of qualified staff are hired, developed, and evaluated to support quality educational programs and services in support of the College's mission. Policies and procedures guide compliance with law as well as best practices to support professional development and excellence among its diverse workforce.

Improvement Plan(s)

None.

Evidence List

| | |
|---|---|
| 3.A.01-01 List-7000-BPsARs | 3.A.01-02 Charge-BPARC |
| 3.A.01-03 Link-SOCCCD Jobs | 3.A.01-04 Email JobPostings |
| 3.A.01-05 List-OHR Ads | 3.A.01-06 SupmtlAdReqstForm |
| 3.A.01-07 MinQualHandbook | 3.A.01-08 MQH-P-81 53430 |
| 3.A.01-09 MQH-P-69-70 87359 | 3.A.01-10 EEO Pln |
| 3.A.01-11 Agenda-EEO TRNG | 3.A.01-12 TRNG-ImplctBias |
| 3.A.02-01 MQH-P-71-81 | 3.A.02-02 MinQualHandbook |
| 3.A.02-03 SupmtlAppEqvIncy | 3.A.02-04 AR-7123 |
| 3.A.02-05 AR-7124 | 3.A.02-06 BP-7217 |
| 3.A.02-07 Sample-JD-FTF | 3.A.02-08 Sample-JD-PTF |
| 3.A.02-09 AR-7123-P-4 C | 3.A.02-10 SearchCmtteeForm |
| 3.A.03-01 MQH-P-71-81 | 3.A.03-02 AR-7121 |
| 3.A.03-03 AR-7122 | 3.A.03-04 Sample-JD-Cnsltnt |
| 3.A.03-05 Sample-JD-Admnst | 3.A.03-06 Sample-JD-CStaff |
| 3.A.03-07 Sample-JD-CMgr | 3.A.04-01 ARs-7121-7123 |
| 3.A.04-02 AR-7123-P-9 E | 3.A.04-03 AR-7124-P-2 G |
| 3.A.04-04 RecHirEqvIncyForm | 3.A.04-05 EqvIncyReqmntJA |
| 3.A.05-01 Contract-AEMA | 3.A.05-02 Contract-CSEA |
| 3.A.05-03 Contract-POA | 3.A.05-04 BP-7150 |
| 3.A.05-05 AR-7150 | 3.A.05-06 AEMA-AppxB |
| 3.A.05-07 Template-CSEA Evl | 3.A.05-08 Template-CMgr Evl |
| 3.A.05-09 Template-POA Evl | 3.A.05-10 Email-Overdue Evl |

[3.A.05-11 TRNG-PrsngExInc](#)
[3.A.07-02 Report-FON Fall21](#)
[3.A.07-04 Process-FHPC](#)
[3.A.08-02 OnlineEd FAQ](#)
[3.A.08-04 OnlineEdPln](#)
[3.A.08-06 Link-AUD](#)
[3.A.08-08 Sample-JD-AA](#)
[3.A.08-10 AEMA-P-64 17-3](#)
[3.A.09-02 PR-RA.Y.2021-2023](#)
[3.A.10-02 Sample-BA ReOrg](#)
[3.A.11-01 Charge-BPARC](#)
[3.A.11-03 CSEA.P.40:14](#)
[3.A.11-05 BP.AR-3420](#)
[3.A.11-07 BP.AR-3430](#)
[3.A.11-09 Link-FileCmplt](#)
[3.A.12-02 BPs.ARs7120-7124](#)
[3.A.12-04 Charge-DEI-EEO AC](#)
[3.A.12-06 Report-Wkfc Data](#)
[3.A.12-08 DWStratPln](#)
[3.A.12-10 DHSl-Abstrct](#)
[3.A.12-12 TRNG-EquityAgenda](#)
[3.A.13-01 BP.AR-3050](#)
[3.A.13-03 BP-2715](#)
[3.A.13-05 BP.AR-2712](#)
[3.A.13-07 RFP-COI Form](#)
[3.A.13-09 CSEA Ethics](#)
[3.A.13-11 TRNG-EthicsLdrshp](#)
[3.A.14-02 PD Schedule](#)
[3.A.14-04 FlxHrPDRprtng Form](#)
[3.A.14-06 Email-PDFundDL](#)
[3.A.14-08 TRNG-Workday](#)
[3.A.14-10 FRISK Manual](#)
[3.A.14-12 TRNG-SHP](#)
[3.A.14-14 BP.AR-7161](#)
[3.A.15-02 RecRetntnSched](#)

[3.A.07-01 Link-Title5-51025](#)
[3.A.07-03 Report-FTE Fall24](#)
[3.A.08-01 Link-Faculty Ctr](#)
[3.A.08-03 OnlineEd Newsl](#)
[3.A.08-05 Link-ITLC](#)
[3.A.08-07 Link-FacultyDevFd](#)
[3.A.08-09 BP-7218](#)
[3.A.09-01 RAProcessManual](#)
[3.A.10-01 Minutes-CC 210202](#)
[3.A.10-03 Sample-SC-OrgChrt](#)
[3.A.11-02 AEMA.P.78:25](#)
[3.A.11-04 POA.P.43:15](#)
[3.A.11-06 BP-3425](#)
[3.A.11-08 BP.AR-3433](#)
[3.A.12-01 BP-7100](#)
[3.A.12-03 Link-SC M-V-V](#)
[3.A.12-05 EEO Pln](#)
[3.A.12-07 StdntEqtyPlnNOVA](#)
[3.A.12-09 GuidedPathPlnNOVA](#)
[3.A.12-11 OneSheet-EIC](#)
[3.A.12-13 Link-B.L.O.O.M](#)
[3.A.13-02 BP.AR-3055](#)
[3.A.13-04 BP.AR-2710](#)
[3.A.13-06 Hiring COI Form](#)
[3.A.13-08 FacultyCodeEthics](#)
[3.A.13-10 LawEnfrcEthics](#)
[3.A.14-01 DWSP.P.37](#)
[3.A.14-03 AEMA.P.29:14.4](#)
[3.A.14-05 AEMA.P.54:17.1](#)
[3.A.14-07 HR-AUR](#)
[3.A.14-09 TRNG-Keenan](#)
[3.A.14-11 TRNG-PursExclnc](#)
[3.A.14-13 Link-CS PD Fndng](#)
[3.A.15-01 BP.AR-3310](#)
[3.A.15-03 AR-3953](#)

B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

As one of the two colleges within the South Orange County Community College District (SOCCCD), physical resources are maintained through a collaborative effort between the District and College to

assure safe and sufficient physical resources at all locations where courses, programs, and learning support services are offered. The District is responsible for: planning, funding, and management of major facilities projects. The College is responsible for: facilities maintenance and operations; planning, funding, and management of small facilities projects; and operation, maintenance, and replacement of other physical resources (e.g., furniture, fixtures, and equipment). Districtwide facilities planning and funding recommendations are made by the District Capital Improvement Committee (CIC) ([3.B.01-01](#), [3.B.01-02](#), [3.B.01-03](#)).

Since 2019, the College and District have been intensively evaluating, planning, and scheduling projects to assure that physical resources at all locations are safe and sufficient to meet the needs of its programs and services. Over this period, the following plans have been developed as part of the SOCCCD planning process ([3.B.01-04](#)): 2020-2030 Educational Master Plan ([3.B.01-05](#)), 2020-2025 District-wide Strategic Plan ([3.B.01-06](#)), 2020 Facilities Master Plan (FMP) ([3.B.01-07](#)), 2019 Integrated Energy Master Plan Approach to Net Zero ([3.B.01-08](#)), 2017 Sustainability and Energy Plan ([3.B.01-09](#)), 2019 Underground Utility Condition Assessment and Capacity Analysis ([3.B.01-10](#)), District-wide Technology Strategic and Master Plan (DTSMP) ([3.B.01-11](#)), and 2022 Local Hazard Mitigation Plan ([3.B.01-12](#)). The District also maintains an Injury and Illness Prevention Plan ([3.B.01-13](#)) and a Hazard Communication Program ([3.B.01-14](#)) in compliance with Administrative Regulation (AR) 6850 ([3.B.01-15](#)). The plans are updated annually, as needed, and implemented through the Capital Improvement Committee (CIC) ([3.B.01-03](#)), the District Technology Committee (DTC) ([3.B.01-16](#)), the District Resources Allocation Council (DRAC) ([3.B.01-17](#)), and College Resources Committee (CRC) ([3.B.01-18](#)), with review by Consultation Council (CC) ([3.B.01-19](#)) based on established institutional planning and resource allocation processes ([3.B.01-01](#), [3.B.01-02](#), [3.B.01-20](#)).

The College's planning process begins with unit plans, in which outcomes and objectives are defined based on an assessment of data ([3.B.01-21](#)). The College's annual resource allocation process is used to regularly assess and prioritize institutional, and program and service area needs for physical resources (facilities, equipment and technology) to achieve planning objectives identified in program or service area unit plans ([3.B.01-20](#)). The Facilities, Maintenance, and Operations (FMO) administrative unit review (AUR) is developed based on assessment of work orders, safety and other inspection reports, and input from managers and other constituents, and committees ([3.B.01-18](#), [3.B.01-22](#), [3.B.01-23](#)). Based on AURs, units, including FMO, submit resource requests each spring, which are prioritized using an approved rubric ([3.B.01-24](#)) and funded based on availability of state, District, and College resources.

Physical resources are funded by: local property taxes in excess of the state's funding formula (Basic Aid funds)([3.B.01-25](#)); redevelopment funds; nonresident capital outlay funds; State Capital Outlay and Physical Plant and Instructional Support (PPIS) funds; and College operational surpluses and reserves. To support State funding, the District annually submits the Five Year Construction Plan ([3.B.01-26](#)), Physical Plant and Instructional Support (PPIS) Proposed Spending Plan ([3.B.01-27](#)), and the California Community Colleges Chancellor's Office (CCCCO) Instructional Support 5 Year Plan ([3.B.01-28](#)). Initial Project Proposals (IPP) ([3.B.01-29](#), [3.B.01-30](#)) and Final Project Proposals (FPP) ([3.B.01-31](#)) are submitted annually based on identified priorities and competitiveness of projects for state funding. Projects that are not eligible or competitive for state funding are prioritized and funded with local funds. In addition to the major capital construction projects, in the last four years, all resource requests related to facilities and equipment rated above average on the College's prioritization rubric have been approved for funding.

All Saddleback College facilities are designed and constructed to meet standards established by the State

of California Division of State Architects (DSA), which include strict requirements for accessibility, fire and life safety, and structural safety. ([3.B.01-32](#)) Designs are reviewed and approved by the DSA and construction requires testing and inspection to ensure compliance with the approved plans. Facilities are regularly evaluated to identify and address access, safety, security, and health issues. Work orders are submitted and tracked for both preventive maintenance and ad hoc maintenance requests, and biennial safety inspections are performed by the College's property and liability carrier ([3.B.01-33](#), [3.B.01-34](#)). Identified safety issues are tracked by the District's risk services department until completed ([3.B.01-35](#)). The College has an American with Disabilities Act (ADA) Transition Plan, which identifies architectural barriers ([3.B.01-36](#)). The District allocates \$3 million of its Basic Aid funds annually to remove districtwide barriers identified in the College plans ([3.B.01-37](#)). Phase 1 of the barrier removal projects was completed in 2022 and Phase 2 is planned to begin design in 2023.

As noted in Board Policy (BP) 3500, Campus Police and Safety Services, the District is committed to a safe and secure District work and learning environment ([3.B.01-38](#)). The Saddleback College Police Department (CPD) is a service-oriented police agency staffed by sworn police officers certified by the California Peace Officer Standards and Training (POST). The CPD provides a full range of police and safety services to the campus, including the investigation of criminal activity. The CPD works closely with Facilities, Maintenance, and Operations (FMO) and Technology Services to ensure that the College's physical resources are safe and secure. In 2020, the College completed a project in which an access control and camera system was installed across campus to enhance safety and security. Over the past several years, crime statistics have been very low as evidenced by the annual Clery Act reports ([3.B.01-39](#)). Both the College and District have safety committees to evaluate and promote health and safety issues ([3.B.01-23](#), [3.B.01-40](#)).

Offsite locations include school and community facilities, which are similarly managed to ensure access, safety, security, and health issues by the owners of the facilities. The College works with the facility owners, including local school districts and community centers, to address issues as they are identified ([3.B.01-41](#), [3.B.01-42](#), [3.B.01-43](#)).

Analysis and Evaluation

The College meets the standard. The College has effective procedures and sufficient resources to assure that facilities are accessible, safe, and sufficient to meet the needs of its programs and services.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

As described in III.B.1, the College, in collaboration with the District, develops and implements plans for physical resources, which assures effective utilization and continuing quality to support its programs and services and achieve its mission. The 2020 Facilities Master Plan (FMP) was completed to address facilities needs identified in the Education Master Plan (EMP), Strategic Plan (SP), facilities condition assessments, student surveys, and constituent input. ([3.B.02-01](#)). The FMP includes clear plans, which are actively being executed through the District's annual resource allocation processes administered by the Capital Improvement Committee (CIC) ([3.B.02-02](#)) and District Resources Allocation Council (DRAC) ([3.B.02-03](#)), to ensure the continuing quality support of its programs and services, strategic goals, and

mission. Projects were prioritized based on alignment with the mission and strategic outcomes as well as to ensure safety and effective utilization. Deficiencies were identified through evaluation and projects have been identified to address them based on level or urgency and availability of resources. For example, the FMP prioritized projects to renovate or replace two buildings— Science and Math, and Technology and Applied Sciences—that were partially or entirely vacant due to various structural and other deficiencies, and to improve the College’s old infrastructure, including the central plant and underground utilities ([3.B.02-04](#)). The FMP project list includes a comprehensive Facilities Master Plan schedule, with a detailed cash flow analysis, which is reviewed and updated annually to align with current priorities and funding. When projects are approved and funded, a project manager and design team are appointed, including representatives from college facilities and the future building occupants to ensure that the facilities are designed to meet the needs of the program and service areas while adhering to design standards to minimize the ongoing operating and maintenance costs ([3.B.02-05](#)).

Utilization is regularly evaluated in facilities planning by using the capacity to load ratios identified in the Facilities Master Plan ([3.B.02-06](#)) and Five Year Construction Plan ([3.B.02-07](#)). Managing the capacity to load ratios both keeps the College competitive for state capital outlay funds, but also manages the operating and maintenance costs of facilities. The College also uses reports to evaluate classroom and lab efficiency ([3.B.02-08](#)) to identify ways to improve utilization and reduce the total cost of ownership of facilities and technology, including ongoing utilities, custodial, and repair and maintenance costs. When designing new facilities, the College evaluates the efficient utilization of space. The College recently developed formal design standards, which were based on a thorough review of existing facilities—both positive and negative—to optimize the design of future facilities ([3.B.02-09](#)). The objective of the design standards is to ensure that facilities are consistently designed to maximize effective delivery of programs and services while minimizing the total cost of ownership from initial design and construction to ongoing operation and maintenance, and eventual renovation or reconstruction. Through effective design to optimize facilities utilization, the College seeks to minimize administrative and institutional support and maximize resources for services that directly improve strategic outcomes: access, equity, and success.

Routine maintenance is addressed through the College’s work order process ([3.B.02-10](#)). New requests for physical resources, including facilities and equipment, are requested through the College’s annual resource allocation process, which evaluates and prioritizes resources using a rubric that evaluates four criteria: program importance, urgency, strategic impact, and overall value (benefits relative to cost). Resource requests are evaluated considering the total cost of ownership, including both one-time and ongoing costs. In recent years, physical resources rated above average on the College’s prioritization rubric have been approved and funded ([3.B.02-11](#), [3.B.02-12](#)).

Analysis and Evaluation

The College meets the standard. The College effectively plans its facilities using input from both users and facilities personnel and comprehensive design standards to assure effective utilization and continuing quality.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Evidence of Meeting the Standard

As described in III.B.1 and III.B.2, the College and District regularly and comprehensively plan and

evaluate facilities and equipment through periodic and annual planning processes, and major facilities projects are funded through the District's Basic Aid process. The College's annual resource allocation process requires data such as utilization in its evaluation rubric to objectively prioritize resource requests ([3.B.03-01](#), [3.B.03-02](#)). The College has sufficient one-time resources to regularly update its physical resources to effectively support its programs and services. In recent years, physical resource requests rated above average on the College's prioritization rubric have been approved and funded ([3.B.03-03](#)). The availability of one-time funds has been communicated to the College to encourage the submission of requests to enhance the quality and effectiveness of physical resources and reduce ongoing costs of maintaining old resources ([3.B.03-04](#), [3.B.03-04](#)).

The College also has plans to leverage one-time resources, such as Basic Aid and redevelopment funds, and annual surpluses and reserves, to implement sustainability and integrated energy plan initiatives to reduce greenhouse gases and utility costs. Examples include installing photovoltaic carports to generate electricity and converting the central plant and other equipment and vehicles from gas to electric over the next few years as quality, cost effective options become available ([3.B.03-05](#)).

Analysis and Evaluation

The College meets the standard through regular evaluation of its facilities and equipment needs as part of the College and District's resource allocation process.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The College regularly evaluates its long-range capital plans using strategic and improvement goals to prioritize resource allocations for new facilities and equipment. The Facilities Master Plan (FMP) is reviewed and updated as needed in the District's annual facilities resource allocation process administered by the Capital Improvement Committee to ensure that project priorities continue to align with institutional plans ([3.B.04-01](#)). The College's annual resource allocation process includes prioritization criteria for both program and strategic impact and cost, considering total cost of ownership ([3.B.04-02](#)).

To adhere to the College's budget principle of ensuring long-term fiscal stability, the College differentiates and aligns its budget to match one-time and ongoing expenses with corresponding revenue streams. The College evaluates multiyear revenue forecasts and considers total cost of ownership in making resource allocation decisions ([3.B.04-03](#)). As new facilities or technology are added, the College estimates the future ongoing operating costs, including additional personnel, needed to support them to ensure that resources are available in the budget. For example, the College estimates custodial staffing needs using a ratio of 25,000 cleanable square feet per full-time equivalent custodian, based on Level III cleaning standards established by the Association of Physical Plant Administrators (APPA) ([3.B.04-04](#)). As technology devices increase with new computer labs, the College has added new technology support positions in each of the last three resource allocation processes, including a network system administrator, IT specialist, applications specialist III, and student support specialist ([3.B.04-05](#)). The College has also included estimates of the total cost of ownership, including staffing needs, in its planning for future student housing to ensure that the revenue from below market rents would cover the increased operating and maintenance costs ([3.B.04-06](#)). Basic Aid funding for buildings at the Advanced Technology and Education Park (ATEP) include three years' operating funds to transition the budget to meet the operating needs ([3.B.04-07](#)). The College also maintains significant reserves to

mitigate and adjust the budget for future economic uncertainty that increases costs or decreases revenue over time ([3.B.04-08](#)). The College is also investing its capital funds in infrastructure and deferred maintenance, and photovoltaic and other sustainability projects to reduce future ongoing utility and other operating and maintenance costs ([3.B.04-09](#)). Finally, the District and College recently completed design standards, in which the total cost of ownership was an important consideration to maximize the utilization of space while minimizing the construction, operation and maintenance, and future renovation and replacement costs ([3.B.04-10](#)).

Analysis and Evaluation

The College meets the standard. The recent development of facility design standards will improve the College's ability to maximize utilization and minimize total cost of ownership in new facilities.

Conclusions on Standard III.B: Physical Resources

The College meets the standard. In the last four years, the District and College have extensively evaluated and planned for facilities to ensure that they are accessible, safe, and sufficient to meet the needs of programs and services, and support the College's Strategic Plan, improving access, equity, and success. The District and College regularly assess and implement those plans through the annual resource allocation processes. Recently, the College has completed facility design standards to ensure that future facilities and renovations of existing facilities maximize the functionality of space, while minimizing the total cost of ownership. In the most recent annual resource allocation cycles, the College has approved and funded all requests for one-time physical resources rated above average on the College's prioritization rubric. As one of two colleges within a Basic Aid district that receives local funds substantially in excess of the state funding formula for California community colleges, the College has sufficient funds to maintain high quality physical resources.

Improvement Plan(s)

None.

Evidence List

| | |
|--|---|
| 3.B.01-01 BP6210 | 3.B.01-02 AR6210 |
| 3.B.01-03 Charge-CIC | 3.B.01-04 DWPlngDcsnMkngMnl |
| 3.B.01-05 EdMasterPln | 3.B.01-06 DWStratPln |
| 3.B.01-07 FacilityMstrPln | 3.B.01-08 IntgtEnrgyMstrPln |
| 3.B.01-09 SustEnrgyPln | 3.B.01-10 UtltyAssmntRpt |
| 3.B.01-11 DTechStrtMstrPln | 3.B.01-12 LocHazMitPln |
| 3.B.01-13 InjIllPrvnPrgm | 3.B.01-14 HazCommPrgm |
| 3.B.01-15 AR-6850 | 3.B.01-16 Charge-DTC |
| 3.B.01-17 Charge-DRAC | 3.B.01-18 OneSheet-CRC |
| 3.B.01-19 OneSheet-CC | 3.B.01-20 RA Process |
| 3.B.01-21 SC PlngGovMnl | 3.B.01-22_FMO_AUR |
| 3.B.01-23 OneSheet-HSC | 3.B.01-24 RA Mnl P.24 |
| 3.B.01-25 22-23 AB-P.23 | 3.B.01-26 5YrConstrctnPln |
| 3.B.01-27 PPISP SpndngPln | 3.B.01-28 InstrSprt5YrPln |
| 3.B.01-29 Sample-IPP-FA | 3.B.01-30 Sample-IPP-PE |
| 3.B.01-31 Sample-FPP-TAS | 3.B.01-32 Link-DSA |
| 3.B.01-33 Sample-WorkOrder | 3.B.01-34 Sample-SftyInspRprt |

[3.B.01-35 EmailSafetyStatus](#)
[3.B.01-37 CIC-ADA PrjStatus](#)
[3.B.01-39 CleryReport](#)
[3.B.01-41 Sample-SCUSD Agmt](#)
[3.B.01-43 Sample-EmrgncProc](#)
[3.B.02-02 CIC Minutes](#)
[3.B.02-04 FMP Sched P.176](#)
[3.B.02-06 FMP Utilztn P.134](#)
[3.B.02-08 Class-LabUtilztn](#)
[3.B.02-10 WO List Report](#)
[3.B.02-12 Email-FAC-FFE](#)
[3.B.03-02 Email-RA Process](#)
[3.B.03-04 Bud Ppt-1x-Ongng](#)
[3.B.04-01 CIC-Minutes](#)
[3.B.04-03 BudgetUpdate Ppt](#)
[3.B.04-05 ApvTS RA19-23 PR](#)
[3.B.04-07 FMPCashFlowSched](#)
[3.B.04-09 FMP PrkSlr P.150](#)

[3.B.01-36 ADATranstnPln](#)
[3.B.01-38 BP-3500](#)
[3.B.01-40 Charge-DWHSC](#)
[3.B.01-42 EI-Fac Handbook](#)
[3.B.02-01 FMP Process P.9](#)
[3.B.02-03 DRAC Minutes](#)
[3.B.02-05 DT-SM Minutes](#)
[3.B.02-07 5YrCP CpLd P.13](#)
[3.B.02-09 DesignStandards](#)
[3.B.02-11 RA-Process](#)
[3.B.03-01 RA Process](#)
[3.B.03-03 Email-FAC-FFE](#)
[3.B.03-05 FMP PrkSlr P.150](#)
[3.B.04-02 RA-Process](#)
[3.B.04-04 CleanableSF Calc](#)
[3.B.04-06 StudentHousingTCO](#)
[3.B.04-08 Bud Ppt-EndngRsrv](#)
[3.B.04-10 DesignStandards](#)

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Saddleback College is one of two colleges in the South Orange County Community College District (SOCCCD). The District and College work collaboratively to ensure that technology services are appropriate and adequate to support the College's programs and services. The College has sufficient resources to meet its technology needs. In fiscal year 2022-2023, the District is projecting to receive over \$100.9 million in local revenue above the state funding formula for California community colleges ([3.C.01-01](#)). The District and College ongoing operations are funded using the state funding formula, and the excess (Basic Aid) funds are used to meet long-term obligations and capital assets, including technology ([3.C.01-02](#), [3.C.01-03](#)). Basic Aid funds are used to support the District and College technology master plan, which includes both new technology initiatives and replacement cycles for classroom audio-visual systems, computer labs, employee computers, network infrastructure, including cabling, switches, storage, servers, and campuswide wireless access ([3.C.01-04](#), [3.C.01-05](#), [3.C.01-06](#), [3.C.01-07](#), [3.C.01-08](#)). As a result, the College has significant ongoing resources to ensure that technology services and support, including facilities, hardware, and software, are appropriate and adequate to support the management and operational functions, academic programs, teaching and learning, and support services. In 2020-2021, 2021-2022, and 2022-2023, Basic Aid funds have been allocated to fund \$16.0 million, \$16.5 million, and \$17.8 million of technology projects across the District, including \$5.3 million, \$1.9 million, and \$5.8 million specific to Saddleback College ([3.C.01-09](#), [3.C.01-10](#), [3.C.01-11](#)). Districtwide funding includes projects that benefit both colleges, including a \$6.0 million districtwide network refresh project in 2021-2022. The College also allocates resources to support technology

services through its annual resource allocation process ([3.C.01-12](#)). Through both the District and College resource allocation processes, the College is able to adequately meet the technology need of its programs and services and effectively support student learning.

The College and District work collectively and collaboratively to meet the technological needs of the students and employees via the Technology Leadership Team (TLT) and District Technology Committee (DTC) ([3.C.01-13](#), [3.C.01-14](#)). The District's information technology (IT) department ([3.C.01-15](#)) is primarily responsible for network security, the districtwide Enterprise Resource Planning (ERP), and other districtwide administrative support systems (Microsoft Productivity Suite, Google Workspace, Adobe Creative Cloud site license, etc.), and integration with the Canvas Learning Management System (LMS). College staff support the technology resources specific to the College to ensure timely delivery of services to effectively support student learning ([3.C.01-16](#), [3.C.01-17](#), [3.C.01-18](#), [3.C.01-19](#), and [3.C.01-20](#)).

The College's technology services (TS) department is responsible for all of the local IT infrastructure (switches, IDFs, BDFs and MDFs) as well as hardware and software specific to supporting College programs and services. The TS staff are organized to provide the appropriate resources and expertise in specialized technical areas. Network system administrators are responsible for the safe and reliable maintenance of the campus network, wireless network, on-premises servers, campus network security, and telecommunications. The applications system specialists administer all systems while providing application development services and custom reporting solutions for the College. Saddleback has staffed many skilled technology specialists as IT system specialist I, II and III, computer multimedia technician, web administrator and special projects professional for on-campus audio visual support, end-user support and PC maintenance ([3.C.01-21](#)). When other units of the campus were reducing positions to accommodate a budget reduction resulting from a new funding formula, the College approved three new positions for the TS—network systems administrator, applications specialist III, and IT systems specialist I—and one new position for student technology support ([3.C.01-22](#)). In addition, the College has plans to reorganize the web administrator position into a technical lead position to ensure effective and timely delivery of technology services.

Guiding the collective effort of IT services is the collegial governance framework which contributes to the planning cycle that prioritizes initiatives for maintenance and improvement of the campus IT resources. The District-wide Technology Strategic Master Plan (DTSMP) has a 10-year horizon, and describes the IT vision and mission, goals, objectives and initiatives for SOCCCD and its member colleges, including Saddleback. The plan development included: discovery and preliminary data analysis; assessment and recommendations; and strategic roadmap and implementation plan. The DTSMP Steering Committee was a shared governance committee established to oversee and guide the planning effort. The members included leadership from administrative, academic, technology, staff and student area from both colleges and the District. The DTSMP was developed through a collaborative effort between District IT and the colleges to ensure that technology services are fully integrated to effectively and efficiently support the needs of the institution's programs and services ([3.C.01-23](#)). Both the DTC and College Technology Committees provided input into the plan and are responsible for evaluating and updating as technology needs change ([3.C.01-14](#), [3.C.01-24](#), [3.C.01-25](#)). At an operational level, TLT meets regularly to review technology issues and coordinate technology initiatives and services ([3.C.01-13](#)). TLT also assists in the review and prioritization of technology projects submitted for Basic Aid funding ([3.C.01-26](#)).

The District and College utilize the Ivanti ticketing system and a Help Desk staffed with technical

resources to ensure effective, timely technology support. Service requests are entered online or reported to the Help Desk phone line and assigned to the TS staff member most capable of resolving the task in a timely manner. In addition, the TS department provides job aids and other information to train technology users on common technology tasks and reduce the number of service requests ([3.C.01-27](#), [3.C.01-28](#)).

For students needing technological assistance, the Student Technical Support provides basic end-user support via phone, email, or Zoom. Student Technical Support assistants help students with college-related technical issues, such as passwords, email account, printing, Microsoft Office, Canvas, and/or Adobe Creative Suite issues. Complex issues can be forwarded to District IT or the TS Help Desk for resolution. On campus, the Student Help Desk and Information Desk also provide campus directions and general information to students ([3.C.01-29](#)).

Computer resources, such as PCs and MACs, are available for students at the Library and Learning Resource Center (LRC). These resources provide a unique computing environment of high-end multimedia software and hardware to foster student digital creativity. Additionally, the Library houses the Student Device Loaners and Learn2Earn programs, which allows enrolled students to borrow a Chromebook and retain the device upon successful completion of their semester courses ([3.C.01-29](#), [3.C.01-30](#)).

The District Online Education Committee (DOEC) serves as an advisory group for the distance education initiatives and online curriculum and promotes Online Education Initiatives (OEI) learning technologies. Additionally, the College's Online Education Committee serves to develop policies and encourage practices that contribute to the quality and growth of distance and online education ([3.C.01-31](#), [3.C.01-32](#), [3.C.01-33](#)).

Analysis and Evaluation

The College meets the standard. As part of a Basic Aid district with very fiscally prudent budget and resource allocation processes, the College has significant ongoing resources to support the technology needs of its programs and services and accomplish its mission. Technology, including classroom audio visual, is replaced regularly with upgrades to meet the changing needs of programs and services. The District and College work collaboratively to ensure that technology is accessible, reliable, and secure, including through regular assessment and replacement of its technology infrastructure.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

Saddleback College continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services. A comprehensive District and Technology Strategic Master Plan (DTSMP) was completed in 2022 and included a resource plan based on technology refresh cycles and new initiatives to improve technology for both the District and each college. The plan included extensive input from both students and employees through a survey, constituent meetings, college and District technology committees, and a steering committee comprised of members from each constituent group ([3.C.02-01](#), [3.C.02-02](#), [3.C.02-03](#), [3.C.02-04](#), [3.C.02-05](#), [3.C.02-06](#), [3.C.02-07](#)). The District has also assessed and planned for business continuity, infrastructure/data centers, and cloud strategies ([3.C.02-08](#), [3.C.02-10](#), [3.C.02-11](#)).

An off-site data recovery Storage Area Network (SAN) is located at the District's offsite Advanced Technology and Education Park (ATEP) location, 19 miles from the Saddleback campus ([3.C.02-12](#)).

The College annually plans for infrastructure and technology improvements based on analysis of service requests and input from the Technology Services staff, the College Technology Committee, and unit plans, which includes input from end users ([3.C.02-13](#), [3.C.02-14](#), [3.C.02-15](#), [3.C.02-16](#), [3.C.02-17](#)). To implement the plans, resource requests are submitted for prioritization and funding through the District Technology Committee ([3.C.02-18](#), [3.C.02-19](#)) for Basic Aid funding ([3.C.02-20](#)), and the College's annual resource allocation process ([3.C.02-21](#)). Recent projects that were completed or in progress include: classroom audio visual refresh, campus desktop refresh, cabling infrastructure refresh, upgrades, intermediate distribution frame/building distribution frame (IDF/BDF) refresh, campuswide Wi-Fi upgrade, physical server refresh, virtual server refresh and radio tower Infrastructure refresh ([3.C.02-22](#), [3.C.02-23](#)).

As noted in III.C.1, the District and College plans are implemented through the annual District (Basic Aid funds) and College resource allocation processes.

Analysis and Evaluation

The College meets the standard. The College has identified some areas for continuous improvement. The PlanNet assessment identified deficiencies in the College's data center and lack of redundancy in the fiber infrastructure, which are being addressed through physical improvements to the data center's physical environment and adding redundant fiber pathways to each building. These changes will improve the availability of the data center from Tier 1+ to Tier 2.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Technology resources at all locations where the College offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security. With increasing dependence of all programs and services on technology systems, and increasing risks from external threats, the District Information Technology Services (ITS) and College TS are vigilant about building a secure network ([3.C.03-01](#), [3.C.03-02](#)) and monitoring for network intrusions and email ransomware aimed at damaging property, locking the network, or stealing confidential information. District IT accomplishes this task using hardware, software, policy, third-party security audits, training, multifactor authentication, and the creation of an information technology security analyst (ITSA) position.

Off-campus support is performed by leveraging technical support staff at remote sites for hardware and software related assistance while hardware is still purchased by Saddleback and based on the hardware standards of the location in which the device will be used. Internet service is provided via hotspots, local site internet access or service provided via an internet service provider. A virtual private network (VPN) is used for employees working remotely to securely access the network, with logging and monitoring enabled to identify users connecting and utilizing District resources remotely.

The District adopted Administrative Regulation (AR) 3729, Information Security–Logging and Monitoring, as guiding policy for detecting security vulnerabilities. The AR outlines the logging requirements for the types of security events to maintain records of system activity. The ITSA manages the hardware and software that detect security breaches and mitigates the District's exposure. The ITSA

has also supplied cybersecurity awareness training in the form of videos, email campaigns, and flyers for identifying email phishing schemes. The ITSA also sends phishing emails to staff to regularly test their security awareness and identify individuals who may need additional training. These are ongoing measures that ensure staff are vigilant in keeping up-to-date and identifying any trending scams.

Analysis and Evaluation

The College meets the standard. The District and College work collectively to ensure that technology resources at all locations are implemented and maintained to assure reliable access and security.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Saddleback College provides appropriate instruction and support for students and employees in the use of technology. The College and District work collectively to support the technology training needs through the student and staff help desks, dedicated training centers, professional development activities, and online training websites ([3.C.04-01](#), [3.C.04-02](#), [3.C.04-03](#), [3.C.04-04](#), [3.C.04-05](#), [3.C.04-06](#)). The California Community College Vision Resource Center is available to all employees of the District ([3.C.04-07](#)). The service provides thousands of training modules from LinkedIn Learning and Skillsoft. These resources cover the spectrum of training and support issues that may surface at the College. Additionally, both faculty and classified senates receive annual funding to support professional development activities.

The Faculty Center ([3.C.04-08](#)) supports faculty with their course design and development to ensure engaging, innovative, and accessible learning experiences for students. The Faculty Center is responsible for providing training, and technical assistance in the use of the Canvas Learning Management System (LMS) and other online instructional technologies such as third-party Learning Tools Interoperability (LTIs) and Zoom, etc.

The primary mechanism for technology support for faculty and staff is submitting an incident to the Ivanti ticketing system via website or phone. The incident is logged into the Ivanti system and assigned to the information technology services resource most capable of resolving the task. This process includes network troubleshooting, hardware setup/replacement, software installation and event support ([3.C.04-09](#)).

Student Technical Support provides students with technical support related to their college accounts. This includes account information, resetting passwords, college email, accessing Microsoft Office, Canvas, Adobe Creative Cloud, and other student platforms. Providing software to students as a cloud service, including Virtual Labs, has been a great achievement that has been enhanced by a capable student technical support staff that is available via phone, email, or Zoom ([3.C.04-03](#)).

Analysis and Evaluation

The College meets the standard.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The District has established Board Policies (BPs), Administrative Regulations (ARs), procedures, and practices that guide the appropriate use of technology in the teaching and learning process. Key policies are reviewed during the onboarding of new employees ([3.C.05-01](#)). The District's Board Policy and Administrative Regulation Advisory Council (BPARC) reviews and updates the BPs and ARs on a five-year cycle, utilizing a consultant for input on technology specific ARs, including the following:

| Board Adoption | Last Update | Administrative Regulation Title |
|----------------|-------------|---|
| 1997 | 2019 | 3720-AR_Electronic Communications (3.C.05-02) |
| 2018 | 2022 | 3725-AR_Information Security Program Overview (3.C.05-02) |
| 2013 | 2019 | 3726-AR_Information Security-Data Classification (3.C.05-02) |
| 2013 | 2019 | 3727-AR_Information Security-Access Control (3.C.05-02) |
| 2013 | 2019 | 3728-AR_Information Security-Physical Security (3.C.05-02) |
| 2013 | 2019 | 3729-AR_Information Security-Logging and Monitoring (3.C.05-02) |
| 2013 | 2019 | 3730-AR_Information Security-Remote Access (3.C.05-02) |
| 2018 | 2022 | 3731-AR_Internally Developed Systems Change Control (3.C.05-02) |
| 2018 | 2022 | 3732-AR_Information Security- Security Incident Response (3.C.05-02) |
| 2018 | 2022 | 3733-AR_Information Security - Secure Operations (3.C.05-02) |
| 2018 | 2022 | 3734-AR_Information Security - Network Security (3.C.05-02) |
| 2018 | 2022 | 3735-AR_Information Security - Disaster Recovery (3.C.05-02) |
| 2021 | N/A | 3736-AR Information Security - Cloud Storage (3.C.05-02) |
| 2010 | 2019 | 3310-AR_Record Retention and Destruction (3.C.05-02) |
| 1991 | 2019 | 6550-AR_Disposition of District Property (3.C.05-02) |
| 2021 | | 6360-AR_Contracts - Electronic Systems and Materials (3.C.05-02) |
| 2021 | | 6365-AR_Contracts-Accessibility-of-Information-Technology (3.C.05-02) |

All district BPs and ARs are available on the District's public website.

Additional resources related to use of technology include: Online Education FAQs Topics for Faculty ([3.C.05-03](#)), Online Education Plan ([3.C.05-04](#)), Canvas Tutorial Toolbox ([3.C.05-05](#)), Faculty Resources and New Faculty Information ([3.C.05-06](#)), Accessibility and Captioning ([3.C.05-07](#)), and Faculty Center Professional Development ([3.C.05-08](#)).

Analysis and Evaluation

The College meets the standard.

Conclusions on Standard III.C: Technology Resources

The College meets the standard. The College has sufficient resources to maintain and support technology and ensure reliable access and security. The District and College have effective planning processes to regularly assess, plan, and implement technology improvements, including regular upgrades of infrastructure and timely replacement of hardware and software to meet the needs of the College's programs and services. The plans support continuous improvement of technology systems to promote reliable, safe, and secure access to technology resources to support student learning and organizational effectiveness.

Improvement Plan(s)

None.

Evidence List

| | |
|--|---|
| <u>3.C.01-01 22-23 AB-P.23</u> | <u>3.C.01-02 BP.AR-6210</u> |
| <u>3.C.01-03 22-23 AB-P.8</u> | <u>3.C.01-04 DTSMP-CashFlow</u> |
| <u>3.C.01-05 WAN-Diagram</u> | <u>3.C.01-06 WAP-Map</u> |
| <u>3.C.01-07 Report-TechAssets</u> | <u>3.C.01-08 TechStandards</u> |
| <u>3.C.01-09 20-21 AB-IT.Prjct</u> | <u>3.C.01-10 21-22 AB-IT.Prjct</u> |
| <u>3.C.01-11 22-23 AB-IT.Prjct</u> | <u>3.C.01-12 RAProcessManual</u> |
| <u>3.C.01-13 Charge-TLT</u> | <u>3.C.01-14 Charge-DTC</u> |
| <u>3.C.01-15 OrgChart-DETS</u> | <u>3.C.01-16 JobAid-DUO</u> |
| <u>3.C.01-17 JobAidAdobeCC</u> | <u>3.C.01-18 JobAid-MSOOffice</u> |
| <u>3.C.01-19 Link-STAC</u> | <u>3.C.01-20 Link-STARTE</u> |
| <u>3.C.01-21 OrgChart-TS</u> | <u>3.C.01-22 ApvTS RA19-23 PR</u> |
| <u>3.C.01-23 DTechStrtMstrPln</u> | <u>3.C.01-24 OneSheet-CTC</u> |
| <u>3.C.01-25 DTSMP Process P.6</u> | <u>3.C.01-26 TLT-Minutes</u> |
| <u>3.C.01-27 Sample-IvantiTikt</u> | <u>3.C.01-28 Link-JobAidsTS</u> |
| <u>3.C.01-29 Link-STs</u> | <u>3.C.01-30 Link-VirtualCL</u> |
| <u>3.C.01-31 Charge-DOEC</u> | <u>3.C.01-32 OneSheet-D-OEC</u> |
| <u>3.C.01-33 OnlineEdPln</u> | <u>3.C.02-01 DTechStrtMstrPln</u> |
| <u>3.C.02-02 Charge-DTC</u> | <u>3.C.02-03 Charge-TLT</u> |
| <u>3.C.02-04 StratPlnPrccs P.6</u> | <u>3.C.02-05 OneSheet-PIE</u> |
| <u>3.C.02-06 Ppt-DataBackupS.6</u> | <u>3.C.02-07 Ppt-CablRfrshS.16</u> |
| <u>3.C.02-08 PlanNetAssmnt</u> | <u>3.C.02-09 BusinessContPln</u> |
| <u>3.C.02-10 DIT AUR</u> | <u>3.C.02-11 Ppt-VlnrabilityS.8</u> |
| <u>3.C.02-12 Ppt-CmpltProjS.23</u> | <u>3.C.02-13 CTC Minutes</u> |
| <u>3.C.02-14 TS-AUR</u> | <u>3.C.02-15 OELR-AUR</u> |
| <u>3.C.02-16 RAProcessManual</u> | <u>3.C.02-17 OneSheet-CRC</u> |
| <u>3.C.02-18 DTC Minutes</u> | <u>3.C.02-19 Ppt-TechBasicAid</u> |
| <u>3.C.02-20 Ppt-3yrTechPrjS30</u> | <u>3.C.02-21 20-23 RA TEC</u> |
| <u>3.C.02-22 Map-WAP</u> | <u>3.C.02-23 Ppt-TechBAid S.36</u> |
| <u>3.C.03-01 Ppt-TechBAid S.12</u> | <u>3.C.03-02 Ppt-TechBAid S.17</u> |
| <u>3.C.04-01 Link-KnowBe4</u> | <u>3.C.04-02 Link-TS TrngVideo</u> |
| <u>3.C.04-03 Link-TechHelp</u> | <u>3.C.04-04 Link-StdntSprtHub</u> |
| <u>3.C.04-05 Link-SharePointTS</u> | <u>3.C.04-06 Link-FacultyCtrPD</u> |
| <u>3.C.04-07 Link-VisnRsrcCtr</u> | <u>3.C.04-08 Link-FacultyCtr</u> |
| <u>3.C.04-09 IvantiTicktngRprt</u> | <u>3.C.05-01 OnbrdScrtyAwrrns</u> |
| <u>3.C.05-02 BPs.ARs-Tech</u> | <u>3.C.05-03 OnlnEd FAQ Fclty</u> |
| <u>3.C.05-04 OnlineEdPln</u> | <u>3.C.05-05 Link-CanvasTutrl</u> |
| <u>3.C.05-06 Link-JobAidsTS</u> | <u>3.C.05-07 Link-FcltCtr.ACR</u> |
| <u>3.C.05-08 Link-FcltCtrPD</u> | |

D. Financial Resources

Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Saddleback College is one of two colleges in the South Orange County Community College District. The District and College are well-funded and have strong, well-established resource allocation processes. The College has sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness, and manages its resources with a high degree of integrity to ensure financial stability. In fiscal year 2022-2023, the District projects to receive over \$100.9 million in local property tax and enrollment fee revenue above the state funding formula for California community colleges ([3.D.01-01](#)). The District and College ongoing operations are funded using the state funding formula and excess local (Basic Aid) funds are used to meet long-term obligations, capital assets, and other specified costs ([3.D.01-02](#), [3.D.01-03](#)). Although property tax revenue is less volatile than other State revenue, and is not dependent on enrollment, the College's budget follows the State formula so college funding is subject to the volatility of enrollments.

The District's excess property taxes provide a consistent source of revenue to provide both operational stability and ongoing funds to fully fund long-term liabilities, maintain facilities, and replace equipment and technology to meet the needs of programs and services. Both the District and College value and plan for long-term financial stability by using conservative revenue estimates, aligning ongoing expenses with ongoing revenues, and maintaining healthy reserves. In the 2022-2023 Adopted Budget, the District and Colleges adopted the Government Finance Officers' Association (GFOA) and California Community Colleges Chancellor's Office (CCCCO) recommendation of maintaining reserves of two months of annual operating expenses ([3.D.01-04](#)), which includes 20 percent reserve for excess Basic Aid funds, and 7.5 percent of District and 3.5 percent of College budget ([3.D.01-02](#)). The District's total and unrestricted net positions as of June 30, 2022 were \$832.8 million and \$289.8 million, increases of \$87.1 million (11.7 percent) and \$66.7 million (29.9 percent), from the prior year, respectively ([3.D.01-05](#)).

In 2019-2020, the District implemented the Student-Centered Funding Formula, which reduced the College's ongoing operating revenue. The College immediately evaluated its budget and resource allocation processes, and reduced ongoing budget, including personnel costs, to maintain alignment with ongoing revenue. In addition, the College established core principles and a rubric to guide resource allocation decisions and ensure alignment with strategic goals ([3.D.01-06](#)). New and continuing ongoing resource allocations are continually evaluated to maintain alignment of budget appropriations with ongoing long-term revenue projections and strategic goals. Restricted and one-time funds are leveraged to the extent possible to maintain continuity of services. These strategies have resulted in four consecutive years of surpluses, increasing the unrestricted general fund ending balance from \$11.0 million in 2018-2019 to \$19.7 million in 2021-2022, with an additional \$6.3 million of one-time funds added to the Capital Outlay Fund ([3.D.01-07](#), [3.D.01-08](#)). In addition, the College has been able to fund all of the critical resource requests submitted in the last two annual resource allocation processes. The College is well positioned to maintain the continuity of services for the foreseeable future, despite lower revenue from the new formula and declining enrollment.

The District and College manage resources with integrity as demonstrated by the annual audits consistently resulting in unmodified opinions and no material weaknesses in internal controls. Significant deficiencies identified in the audits have been used to implement timely improvements to avoid repeat findings ([3.D.01-09](#)). In addition, the District Resource Allocation Model (RAM) is well documented ([3.D.01-02](#)) and communicated ([3.D.01-10](#), [3.D.01-11](#)). The College RAM is also well documented ([3.D.01-12](#)) and communicated broadly both within the participatory governance committees ([3.D.01-13](#)) and across the institution ([3.D.01-14](#), [3.D.01-15](#)). The College makes resource allocation decisions to achieve the following outcomes: ensure long-term fiscal stability; maximize strategic outcomes; provide equitable support and outcomes for all students, programs and services; and maintain budget flexibility and transparency ([3.D.01-16](#)). To that end, resource allocations are evaluated and prioritized using a rubric that assesses four criteria: program importance, urgency, strategic impact, and overall value ([3.D.01-17](#)). Annual Operating Budgets (AOBs) are reviewed each year and adjusted based on actual historical expenses, and increases for new appropriations are evaluated and prioritized in the annual resource allocation process ([3.D.01-18](#)).

Analysis and Evaluation

The College meets the standard. As part of a community supported (“Basic Aid”) district, the College has sufficient resources to sustain student learning programs and services. The District and College have well-established policies and procedures to ensure that financial resources are planned and managed with integrity to support student learning and ensure long-term financial stability.

- 2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

As indicated in III.D.01, the District and College have established budget principles and processes that ensure that the mission and goals are the foundation for financial and institutional planning and sound financial practices and stability ([3.D.02-01](#)). Institutional plans, including the Educational Master Plan ([3.D.02-02](#)), Strategic Plan ([3.D.02-03](#)), Facilities Master Plan ([3.D.02-04](#)), and District-wide Technology Strategic Master Plan ([3.D.02-05](#)), and program and service area unit plans ([3.D.02-06](#)), are the basis for resource allocations. The College uses a rubric to prioritize resource requests to ensure that resource allocations are consistent with the College’s budget principles, and to maximize achievement of strategic goals. Resource requests must be aligned with program planning objectives and aligned with strategic goals. The College’s resource prioritization rubric specifically rates resource requests based on the strategic impact and overall value—i.e., program and strategic benefits relative to cost ([3.D.02-07](#)).

Financial information is broadly disseminated throughout the institution in a timely manner through District presentations to the Board of Trustees ([3.D.02-08](#)) and the District Resource Allocation Committee ([3.D.02-09](#)), and College presentations to the College Resources Committee, Consultation Council, and town halls ([3.D.02-10](#)). The Board of Trustees also receives the following monthly financial reports: Financial Status report, Basic Aid report, Retiree other post-employment benefits (OPEB) Trust Fund, and Higher Education Emergency Relief Funds summary ([3.D.02-11](#)).

Analysis and Evaluation

The College meets the standard. The mission and goals are the foundation of resource allocation plans. The District and College have policies and procedures to ensure sound financial practices and financial

stability. Financial information is disseminated broadly throughout the institution in a timely manner.

3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

As described in III.D.01 and III.D.02, the District and College budget processes are clearly defined ([3.D.03-01](#), [3.D.03-02](#)) and followed ([3.D.03-03](#), [3.D.03-04](#)). All constituencies have opportunity to participate in the development of institutional plans and budgets through the District Capital Improvement Committee, Technology Committee, and Resources Allocation Council (CIC, DTC, DRAC), and the College Resources Committee, and Consultation Council (CRC, CC), and through the submission of annual resource requests ([3.D.03-04](#), [3.D.03-05](#), [3.D.03-06](#), [3.D.03-07](#), [3.D.03-08](#), [3.D.03-09](#)). The College's annual resource allocation process is reviewed annually and changes are recommended by the College Resource Committee ([3.D.03-02](#), [3.D.03-04](#), [3.D.03-10](#)). New resource requests are reviewed by the College Resource Workgroup, comprised of representatives from each constituency group. The processes and outcome of budget development and resource allocations are communicated broadly to all employees ([3.D.03-04](#)).

Analysis and Evaluation

The College meets the standard. Financial planning and budget development guidelines and processes are clearly defined and consistently followed. All constituency groups have the opportunity to participate in the process by submitting resource requests, evaluating and prioritizing requests, and evaluating and recommending improvements to the process.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The District and College budgets reflect realistic assessment of financial resources as demonstrated by the historical consistency between budgeted and actual revenue ([3.D.04-01](#)). Property tax revenues are less volatile than other state tax revenues and are not dependent on enrollment so the District revenue stream is very consistent compared to similar institutions. In addition, the District maintains a 20 percent contingency to ensure that appropriations and expenditures do not exceed actual revenues ([3.D.04-02](#), [3.D.04-03](#)). However, the College operating budget is based on enrollment and can fluctuate significantly from year to year. Therefore, the College forecasts revenue for three years, using conservative forecasts of enrollment and other revenue to ensure that revenue forecasts are realistic ([3.D.04-04](#)). Positions are budgeted at their full annual cost, resulting in recurring savings in salaries and benefits from vacant positions, and contingencies are provided for unanticipated expenses, which are rarely fully utilized. Revenue and expenditure history are used to develop budget projections. As a result, budgets that are approved with projected deficits regularly result in actual surpluses due to realized savings ([3.D.04-01](#)). Surpluses are used to fund one-time allocations or contingencies in subsequent years.

Analysis and Evaluation

The College meets the standard. Institutional budget plans reflect a realistic assessment of financial resource availability. Comparisons of budget to actual revenue and expenses historically demonstrate

that actual revenues are close to or exceed the budgeted amounts, and actual expenses are less than the appropriations.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

The College has appropriate internal control mechanisms as demonstrated by the consistent absence of identified material weaknesses in internal controls by the independent auditors ([3.D.05-01](#)). Findings of significant deficiencies are corrected in a timely manner to avoid repeat findings. The District also has an internal auditor who regularly evaluates financial management practices and internal controls to supplement the annual independent audit ([3.D.05-02](#)). The results of the evaluations by both internal and independent auditors result in continual improvement of internal control systems as indicated by the management responses to audit findings, which are implemented timely. The District Workday Financial and Human Resources Enterprise Resource Planning (ERP) system requires multiple approval levels for financial transactions ([3.D.05-03](#)). Examples of the internal controls include: segregation of duties between college and District operational and fiscal roles and responsibilities ([3.D.05-04](#)); multiple college and District approvals to authorize expenditures in the colleges' ERP system ([3.D.05-05](#)); and Workday budget controls to ensure that expenditures are aligned with approved budgets. Purchases and contracts are initiated by the College, which are then reviewed and authorized by the District purchasing and contracts to ensure compliance with purchasing laws, regulations, and District policies and procedures ([3.D.05-06](#)). The Board of Trustees approves all purchases, specifically all transactions over \$200,000 ([3.D.05-04](#), [3.D.05-07](#)). As explained in III.D.02, the College widely disseminates dependable and timely information for sound financial decision-making. The Board of Trustees has an Audit Committee that meets semi-annually to prepare for the audit and review the annual Independent Auditors' report ([3.D.05-08](#)).

Analysis and Evaluation

The College meets the standard. Internal control structures are effective and accurate financial information is readily available in the Workday ERP system and Board of Trustees agendas.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

As indicated by the history of unmodified opinions in the audit reports and small differences in annual budget to actuals comparisons, financial documents have a high degree of credibility and accuracy ([3.D.06-01](#), [3.D.06-02](#)). Differences between the original budget and actual revenue and expenditures have resulted from unexpected changes in the sources of revenue and expenses due to the pandemic and economic factors. College resource allocations are prioritized based on program importance, urgency, strategic impact, and overall value, which ensures that learning programs and services receive the resources necessary to achieve strategic outcomes—access, equity and success ([3.D.06-03](#)). Resource requests rated highly in each of the last two resource allocation processes have been fully funded, including ongoing requests rated in the “critical” category (18-20) and one-time requests in the “very

important” category (15-17.5) ([3.D.06-04](#)).

Analysis and Evaluation

The College meets the standard. Financial documents have a high degree of credibility and accuracy and reflect resource allocations that effectively support student learning programs and services.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

The District’s independent auditors’ reports have consistently resulted in very few audit findings, which are quickly remediated. For the last three years, the auditors’ report has resulted in: unmodified opinions and no material weaknesses in internal controls for financial reporting and major programs for all three years ([3.D.07-01](#)). The 2021-2022 audit report identified one significant deficiency related to federal awards, which was not identified as a material weakness or a repeat finding ([3.D.07-02](#)). While the College has had findings related to financial aid in its most recent audits, the circumstances causing the findings were unique and changes to correct the findings have been implemented in a timely manner. The District internal auditor works with departments to ensure that audit findings are addressed once they are identified to ensure they are not repeated. Findings are reported in the Audit summary to the Audit Committee and Board of Trustees ([3.D.07-03](#), [3.D.07-04](#)).

Analysis and Evaluation

The College meets the standard. The College strives to respond to external audit findings comprehensively and timely and to communicate those responses appropriately. While the College has had more than one finding related to financial aid over the last few years, each finding was of a different nature and changes were implemented to address the causes to avoid repeat findings.

8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

As indicated in III.D.05 and III.D.07, the financial and internal control systems are annually evaluated by independent auditors, and regularly reviewed by the District’s internal auditor for validity and effectiveness. For the last three years, the independent auditors’ report has resulted in: unmodified opinions and no material weaknesses in internal controls for financial reporting and major programs for all three years. Findings of deficiencies have resulted in improvements as indicated in the management responses to the external and internal audit reports and the absence of repeat findings ([3.D.08-01](#), [3.D.08-02](#), [3.D.08-03](#), [3.D.08-04](#)).

Analysis and Evaluation

The College meets the standard. Findings of deficiencies identified by the independent auditors have resulted in timely improvements to internal controls as indicated by the absence of repeat findings.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District and College have sufficient cash flow and reserves to ensure stability and support strategies for risk management. District Cash and Cash Equivalents were \$482.1 million and \$423.8 million as of June 30, 2022 and 2021, respectively ([3.D.09-01](#)). The District has a Cash Management policy and regulation ([3.D.09-02](#)). As a community supported institution, property taxes lag expenditures in the first half of the year so it's necessary to maintain sufficient cash to sustain operations through the first six months. As indicated in III.D.1, reserves were increased from 7.5 percent to two months of operating expenses to align with the Government Finance Officers Association (GFOA)/California Community Colleges Chancellor's Office (CCCCO) recommendations in the 2022-2023 Adopted Budget ([3.D.09-03](#)). The College's actual unrestricted ending balance as of June 30, 2022 was \$19.7 million, 14.9 percent of its 2022-2023 budgeted appropriations, with projected ending balance of \$21.8 million (16.5 percent), \$4.6 million assigned to meet the required District reserves, and \$17.2 million unassigned ([3.D.09-04](#)). The District also maintains an additional 7.5 percent of the District's total budgeted appropriations and 20 percent of the excess property tax revenues ([3.D.09-05](#)). The College annual operating budget also includes allowances for unforeseen circumstances.

The District also recently completed a Local Hazard Mitigation Plan and Business Continuity Plans to proactively plan for and mitigate risks and performs regular safety inspections and hazardous materials inventories to manage risks ([3.D.09-06](#), [3.D.09-07](#)). In addition to maintaining significant cash and reserve balances and proactively mitigating risks, the District maintains insurance to mitigate the risk of emergencies and unforeseen occurrences ([3.D.09-08](#)).

Analysis and Evaluation

The College meets the standard. Cash and reserves are sufficient to maintain stability, support risk management strategies, and implement contingency plans when necessary to meet financial emergencies and unforeseen occurrences.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

The College practices effective oversight of finances, including grants, contracts, and auxiliary funds. External audits have consistently reported unmodified opinions and no material weaknesses in internal controls. The significant deficiencies identified in the audit reports have resulted in improvements to processes and procedures to avoid repeat of the same issues in subsequent audits ([3.D.10-01](#)). The District also has an internal auditor whose work complements and expands on the external audit. The internal auditor assists with the effective implementation of external audit recommendations, and evaluates and recommends improvements to internal controls, processes, and procedures to promote compliance with external requirements, and effective management of financial resources ([3.D.10-02](#)). The College also has formal procedures to ensure effective management of its restricted programs. Before accepting grants, they are thoroughly reviewed to ensure alignment with the College's mission and strategic goals, and to assess and minimize the impact on personnel and unrestricted resources ([3.D.10-03](#)). Grants are assigned to a cost center manager and funding source manager that are responsible for compliance with the program goals and restrictions. Both cost center and funding source managers must approve financial transactions in the District Enterprise Resource Planning (ERP) system, Workday ([3.D.10-04](#)). In addition, the College's fiscal and grants staff oversee grants for compliance and

assist with fiscal reporting.

Contracts are reviewed by College and District personnel to ensure that they support the mission and strategic goals and minimize financial and nonfinancial risk ([3.D.10-05](#)). The College's foundation is managed by an executive director who reports to the College president. Annual audits of the Foundation have resulted in unmodified opinions and no weaknesses in internal controls ([3.D.10-06](#)). The District has an investment policy approved by the Board of Trustees to guide its investment strategies ([3.D.10-07](#)).

The Financial Aid Office (FAO) has a Standard Operating Procedure (SOP) that is updated regularly based on new statutes, internal and external audit findings and recommendations, and program reviews. The SOP outlines department policies, processes and practices to ensure consistency with staff and across various financial aid programs ([3.D.10-08](#)). The SOP also assists in ensuring compliance with regulations pertaining to particular programs and requirements. In addition, the FAO maintains a Financial Aid Student Handbook on its website, which is updated regularly to ensure up-to-date information is available to students. The College's management of federal financial aid is audited each year as part of the College's independent audit. The audit includes an assessment of the College's compliance with Title IV regulations and requirements. Based on the most recent completed audit report, findings related to the financial aid cluster were addressed by the Financial Aid Office working collaboratively across the College to take steps to ensure that the areas identified by the findings were addressed and an action plan in place to resolve the issues ([3.D.10-09](#)). In addition to the annual audit, a Federal Student Aid (FSA) Program Review was finalized in March 2022 in which the College successfully addressed all of the requirements of the FSA Program Review ([3.D.10-10](#)).

Analysis and Evaluation

The College meets the standard. While the independent auditors have identified a few deficiencies in recent audits, the findings have resulted in timely improvements to ensure that the issues are resolved to avoid repeat findings.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The College evaluates resources and commitments using a long-term perspective. The reserve policy was increased from 7.5 percent to two months of total operating budget to align with the Government Finance Officers Association (GFOA) and California Community Colleges Chancellor's Office (CCCCO) recommendations ([3.D.11-01](#), [3.D.11-02](#)). The current reserves are well in excess of the required reserves under the new policy as indicated by the Unassigned Fund balance due to significant surpluses in each of the last four years resulting from unexpected revenue and budget savings during the pandemic ([3.D.11-03](#), [3.D.11-04](#)).

The College carefully aligns ongoing expenses with ongoing revenue to avoid future deficit spending, using multiyear projections based on known changes in future revenues and expenses from contracts and collective bargaining agreements, and conservative allowances for unforeseen expenses ([3.D.11-05](#)). New resource allocations are segregated by ongoing and one-time categories to maintain alignment with ongoing revenue and avoid structural deficits ([3.D.11-06](#)).

The District funding formula specifically allocates resources for payment of liabilities and future obligations such as increasing pension costs using Basic Aid funds in excess of the allocation for the operating budget based on the Student Centered Funding Formula (SCFF) ([3.D.11-01](#), [3.D.11-07](#)). As a result, the District's other post-employment benefits (OPEB) liability is fully funded, and a Pension Stabilization Trust was established to fund future increases in pension costs ([3.D.11-08](#)). In addition, the College and District plan for the future needs for physical and technology resources ([3.D.11-09](#), [3.D.11-10](#)). Use of excess local funds to support long-term liabilities and investments in fixed assets ensures long-term financial stability and ongoing funding to support student learning and support services.

Analysis and Evaluation

The College meets the standard. The College and District have sufficient resources to support short- and long-term needs for both long-term obligations, including OPEB, pensions, and facilities and technology.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

As indicated III.D.11, the institution plans for and allocates resources for the payment of liabilities and future obligations. The District's total and unrestricted net positions as of June 30, 2022 were \$832.8 million and \$289.8 million, increases of \$87.1 million (11.7 percent) and \$66.7 million (29.9 percent), from the prior year, respectively ([3.D.12-01](#)). All future liabilities and obligations are fully funded and resources are available in the District's Resource Allocation process to continue to fund future increases. The District's other post-employment benefits (OPEB) liability is fully funded and a pension stabilization trust is funded to meet future pension cost increases ([3.D.12-02](#)). An actuarial study is completed annually to assess the OPEB liability and determine the amount needed to fund in the next fiscal year's budget cycle ([3.D.12-03](#)). In addition, the District fully accrues and funds other liabilities, including compensated absences for vacations and banked faculty load.

Analysis and Evaluation

The College meets the standard. The OPEB actuarial report is completed annually and the liability is fully funded. Other future obligations, including pensions and compensated absences are also fully accrued and funded as indicated by the positive net position balance.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

The College (District) does not have any locally incurred debt instruments ([3.D.13-01](#)).

Analysis and Evaluation

The College meets the standard.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

As stated in III.D.13, the College/District does not have any short- or long-term debt instruments ([3.D.14-01](#)). All financial resources are used with integrity in a manner consistent with the intended purpose of the funding source. As described in III.D.5 and 10, expenditures are reviewed by multiple College and District employees to ensure that they comply with all applicable statutes, policies, and other requirements, including the intended purpose, of grantors and donors ([3.D.14-02](#), [3.D.14-03](#)). The independent auditors' reports for both the District and Foundation have not identified any irregularities regarding the use of financial resources ([3.D.14-04](#), [3.D.14-05](#)).

Analysis and Evaluation

The College meets the standard.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Financial aid programs, including all federal awards and funding, are managed by the College's Financial Aid Office (FAO). The FAO works with District accounting services to ensure compliance with federal requirements, including Title IV of the Higher Education Act. Student loan default rates are regularly monitored to ensure compliance with the maximum threshold of 30 percent, based on a three-year monitoring time frame. The most recent three-year average is 6.03 percent and the default rate for 2019 is 2.4 percent, which are both significantly less than the federal threshold ([3.D.15-01](#), [3.D.15-02](#)). The low default rates are maintained by educating students about their student loan obligations and directing students where to locate information regarding loan deferment, forbearance and consolidation options. The College is also exploring loan default prevention programs through a third-party servicer to further mitigate the chance of students going into default. The College also receives federal funding to award grant aid, including Pell, SEOG, and federal work study. Eligibility is managed for Pell, SEOG and Federal Work Study by evaluating Satisfactory Academic Progress during the financial aid award process. The College works closely with the District to ensure compliance with federal regulations pertaining to draw-downs and returns of funds through G5 and to ensure timely disbursement to students for Direct Loans, Pell, Supplemental Educational Opportunity Grant (SEOG), and Federal Work Study. The College's management of federal financial aid is audited each year as part of the District independent audit. Audit findings and responses are addressed in Standard III.D.10 ([3.D.15-03](#)).

Analysis and Evaluation

The College meets the standard. The College effectively monitors and proactively works to minimize student loan default rates, resulting in low default rates.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College and District have an extensive, multi-layered review process to ensure that contracts are consistent with the mission, goals, and policies of the institution, and minimize financial and non-

financial risk. Approved contract templates are provided in Jaggaer, a software tool used to manage the District's contracts ([3.D.16-01](#), [3.D.16-02](#)). When completed, contracts are routed through an electronic approval process that includes the originating Cost Center manager, fiscal manager (vice president of College Administrative Services), and District contract manager (executive director of Purchasing, Contract, and Risk Management) ([3.D.16-03](#)). Depending on the amount, the contracts are then ratified (less than \$200,000) or separately approved (\$200,000 or more) by the Board of Trustees and signed by a District authorized signer ([3.D.16-04](#)). Contracts support the College's mission and goals, and quality of programs, services, and operations in several ways. Contractual agreements support quality programs, services, and operations by generating revenue from licenses to use District property (long and short-term agreements for apartments, ATEP, cell towers, parking lots) and Facility Use agreements, and providing educational services and facilities, e.g., sites for clinical hours, and Emeritus and community education programs. Contracts contain indemnity and termination clauses to limit liability and financial risks, protect the District's integrity, and provide the opportunity to terminate if the contract is not supporting the College's mission, values, and goals ([3.D.16-05](#)).

Analysis and Evaluation

The College meets the standard.

Conclusions on Standard III.D: Fiscal Resources

The College meets the standard. The College has sufficient resources to ensure long-term fiscal stability and ongoing funds to sustain student learning and support services. The College plans and funds long-term facilities and technology plans and future obligations, including other post-employment benefits (OPEB), pensions, and compensated absences. The College uses a rubric that evaluates program importance, urgency, strategic impact, and overall value to ensure that financial resources are used with integrity to support student learning and support services.

Improvement Plan(s)

None.

Evidence List

| | |
|---|--|
| 3.D.01-01 22-23 AB-P.23 | 3.D.01-02 BP.ARs-6200 6210 |
| 3.D.01-03 22-23 AB-P.8 | 3.D.01-04 CCCCCO MemoFS22-03 |
| 3.D.01-05 21-22 IAR P.7 | 3.D.01-06 RA Mnl P.24 |
| 3.D.01-07 Bud Ppt RsvEndgS4 | 3.D.01-08 IAR StCmplnc19-22 |
| 3.D.01-09 SmryAdtrRslt20-22 | 3.D.01-10 Charge-DRAC |
| 3.D.01-11 22-23 AB-P.45 | 3.D.01-12 RAProcessManual |
| 3.D.01-13 OneSheet-CRC | 3.D.01-14 Email-RA Process |
| 3.D.01-15 BudgetUpdate Ppt | 3.D.01-16 RA Mnl P.3 |
| 3.D.01-17 RA Process | 3.D.01-18_AOB_History |
| 3.D.02-01 BP.ARs-6200 6210 | 3.D.02-02 EdMasterPln |
| 3.D.02-03 DWStratPln | 3.D.02-04 FacilityMstrPln |
| 3.D.02-05 DTechStrtMstrPln | 3.D.02-06 Link-EPA |
| 3.D.02-07 RA Mnl P.24 | 3.D.02-08 BrdAgnda 22-23 AB |
| 3.D.02-09 DRAC Minutes | 3.D.02-10 BudgetUpdate Ppt |
| 3.D.02-11 BrdAgnda FnclStat | 3.D.03-01 BP.ARs-6200 6210 |
| 3.D.03-02 RA Process | 3.D.03-03 22-23 AB |

[3.D.03-04 Email-RA Process](#)
[3.D.03-06 Charge-DRAC](#)
[3.D.03-08 OneSheet-CC](#)
[3.D.03-10 CRC Minutes](#)
[3.D.04-02 BP.ARs-6200 6210](#)
[3.D.04-04 Bud Ppt-S10](#)
[3.D.05-02 IntrnAdts 20-23](#)
[3.D.05-04 AR-6150](#)
[3.D.05-06 PrchsngWrkdMnl](#)
[3.D.05-08 BrdAgnda AdtRprts](#)
[3.D.06-02 Bud Ppt-S7](#)
[3.D.06-04 Email-RA Process](#)
[3.D.07-02 SmryAdtrRslt21-22](#)
[3.D.07-04 BrdAgnda AdtRprts](#)
[3.D.08-02 IntrnAdts 20-23](#)
[3.D.08-04 FinancialAid AUR](#)
[3.D.09-02 BP.AR-6321](#)
[3.D.09-04 22-23 AB-P.33](#)
[3.D.09-06 LocHazMitPln](#)
[3.D.09-08 RiskInsPlnLimits](#)
[3.D.10-02 IntrnAdts 20-23](#)
[3.D.10-04 SampleWorkdayApvl](#)
[3.D.10-06 IAR Fndtn 19-22](#)
[3.D.10-08 FAO SOP](#)
[3.D.10-10 FnlRvwDtrmnCO Ltr](#)
[3.D.11-02 22-23 AB-P.22](#)
[3.D.11-04 TownHallBud Ppt](#)
[3.D.11-06 RA Process](#)
[3.D.11-08 IAR Note8 19-22](#)
[3.D.11-10 DTSMP CashFlow](#)
[3.D.12-02 21-22 IAR P.16](#)
[3.D.13-01 IAR Note8 19-22](#)
[3.D.14-02 BP.AR-6150](#)
[3.D.14-04 IAR StCmplnc19-22](#)
[3.D.15-01 NSLDS Rate](#)
[3.D.15-03 IAR StCmplnc19-22](#)
[3.D.16-02 ContractTmplts](#)
[3.D.16-04 CntctMnlApvLmtP18](#)

[3.D.03-05 Charge-CIC](#)
[3.D.03-07 OneSheet-CRC](#)
[3.D.03-09 Charge-DTC](#)
[3.D.04-01 Bud Ppt-S7](#)
[3.D.04-03 22-23 AB](#)
[3.D.05-01 IAR StCmplnc19-22](#)
[3.D.05-03 JobAid-Wrkd-Inbox](#)
[3.D.05-05 CostCenterRoles](#)
[3.D.05-07 BP-2430](#)
[3.D.06-01 IAR StCmplnc19-22](#)
[3.D.06-03 RA Process](#)
[3.D.07-01 IAR StCmplnc19-22](#)
[3.D.07-03 AdtCmmtMinutes](#)
[3.D.08-01 IAR StCmplnc19-22](#)
[3.D.08-03 AccountingBud AUR](#)
[3.D.09-01 21-22 IAR P.16](#)
[3.D.09-03 BP-6200](#)
[3.D.09-05 BP-6210](#)
[3.D.09-07 BusinessContPln](#)
[3.D.10-01 IAR StCmplnc19-22](#)
[3.D.10-03 GrntsPrpslApprvl](#)
[3.D.10-05 SampleJaggaerApvl](#)
[3.D.10-07 BP.AR-6320](#)
[3.D.10-09 21-22 IAR P.96](#)
[3.D.11-01 BP.AR-6200](#)
[3.D.11-03 22-23 AB-P.33](#)
[3.D.11-05 TownHallBudPpt S7](#)
[3.D.11-07 22-23 AB-P.25](#)
[3.D.11-09 FMP-ExhibitA](#)
[3.D.12-01 21-22 IAR P.7](#)
[3.D.12-03 BrdAgnda OPEB](#)
[3.D.14-01 IAR Note8 19-22](#)
[3.D.14-03 SampleWorkdayApvl](#)
[3.D.14-05 IAR Fndtn 19-22](#)
[3.D.15-02 ACCJC FiscalRprt](#)
[3.D.16-01 JaggaerCntrcts](#)
[3.D.16-03 CntrctMnlMgtPrP19](#)
[3.D.16-05 Sample-IndmntCnx](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness,

while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

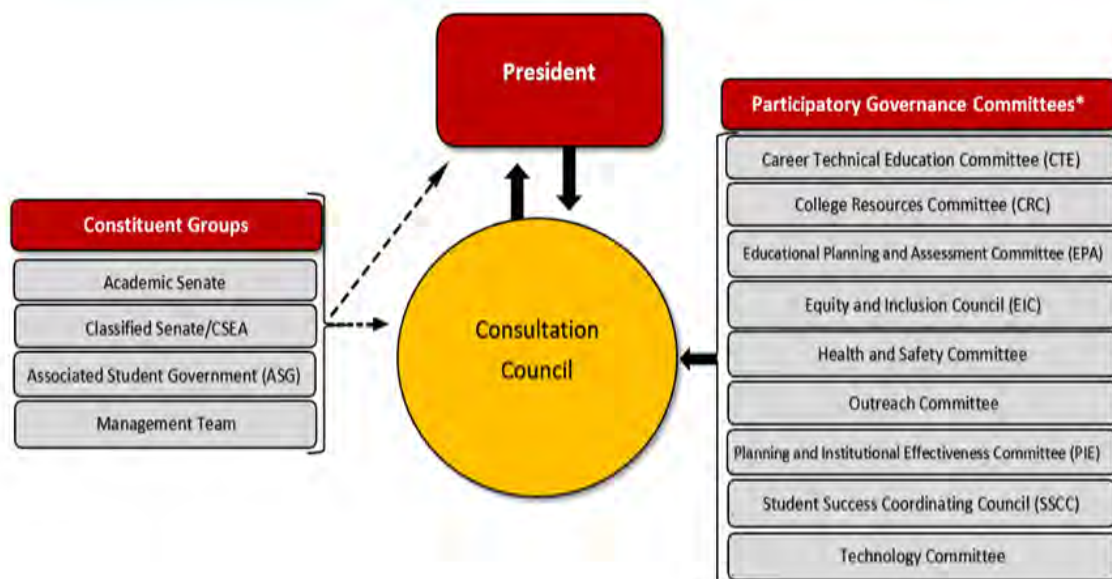
- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

Saddleback College's mission is to provide "equitable and innovative educational experiences" for its students ([4.A.01-01](#)). This requires that the College and its leadership create opportunities for and encourage innovative practices, programs, and services that lead to institutional excellence. Toward this end, the College has established a participatory governance structure that encourages participation and initiation from all levels of the organization, including administration, faculty, staff, and students. This structure is delineated in the Saddleback College Planning and Decision-Making Manual ([4.A.01-02](#)), which outlines the framework by which its councils, committees, and work groups operate and details the roles and responsibilities of each constituent group on campus.

Conceived as a bottom-up structure, ideas from all individuals within the organization can be brought by their representatives for a hearing in the larger decision-making bodies. All constituent groups have their own representative body that provides an avenue for their suggestions and concerns to be voiced and debated. These groups include the Academic Senate, Classified Senate/California School Employees Association (CSEA), the Associated Student Government (ASG), and Management Team (MT), as shown in the diagram below.

Collegewide Participatory Governance Reporting Structure (2022-2023)



A recent example of how an innovative idea moved up through the process involves the development of a public arts initiative at the College. Starting as the brainchild of a small group of faculty members from across campus as a way to promote inclusion and equity through public art projects, the idea percolated up through the Academic Senate and was then brought to the Consultation Council (CC), the primary recommending body to the College president, where the idea was supported through the immediate funding of a mural project in the Business and General Studies (BGS) building and the establishment of a Public Arts Work Group, whose initial task is to develop a process for the approval of future public art projects ([4.A.01-03](#)).

The College's resource allocation model is another way in which innovative ideas can percolate up from individuals to be considered by larger decision-making bodies. Each year, the College Resource Committee (CRC) ([4.A.01-04](#)) calls for resource allocation requests. These requests are then evaluated using a set of criteria and ranked ([4.A.01-05](#)). If the requestor effectively demonstrates that their idea has the potential to improve a particular practice, program, or service, it can be funded through this process. One example of an innovation funded through the CRC process is the joint greenhouse for the biology and horticulture/landscape design departments, proposed during the CRC process and funded in 2022 ([4.A.01-06](#)). This interdepartmental collaboration will provide an expanded hands-on learning environment for students in both programs.

In 2023, the College established Saddleback College Innovation Fund Project (IFP). In an effort to increase student success through innovative and scalable solutions such as new services or programs, the IFP provides an opportunity for all employees to participate in testing scalable ideas geared toward improving student success. Priority is given to student-centered projects that can be developed with clearly defined one-time costs and also demonstrate the potential for successful results ([4.A.01-07](#)).

Another way in which administration, faculty, classified professionals, and students participate in taking initiatives for improving the programs and services with which they are involved is through the program

review and administrative unit review processes. Every three years, each program and administrative unit at the College undergoes a review process in which they are required to develop objectives and action steps for the purpose of continuous improvement ([4.A.01-08](#) and [4.A.01-09](#)). Through this process, all individuals involved with the program or unit have an opportunity to provide their ideas for consideration. These objectives are then used to substantiate requests made through the CRC process ([4.A.01-10](#)).

Analysis and Evaluation

Through the College's participatory governance structure, resource request process, and program review/administrative unit review processes, the College and its leadership have created an institutional environment that creates and encourages innovation that leads to institutional excellence and have demonstrated ongoing support for members of all constituent groups to take initiative for improving the practice, programs, or services in which they are involved. The established participatory governance groups provide the framework for managers and administrators, faculty, classified professionals, and students to share ideas openly through their representatives, who are then responsible for bringing these ideas to the relevant committees. Processes are in place to consider and fund innovative proposals from all individuals on campus.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

The College's participatory governance structure is supported by several board policies that authorize and delineate the roles of administration, faculty, classified professional, and students in decision-making processes. The policies germane to this standard include:

- BP 2510, Participation in Local Decision Making, which identifies the various constituency groups and delineates the roles and responsibilities of each in the decision-making processes ([4.A.02-01](#)).
- BP 2511, Delegation of Authority to the Academic Senate, which recognizes the college academic senate as the representative of the faculty and establishes the authority of the academic senate over academic and professional matters ([4.A.02-02](#)).
- BP 2513, Classified Professional Participation in Decision Making, which establishes that classified professionals be provided with opportunities to participate effectively in district and college governance and asserts that the opinions and recommendations of the classified senate "be given every reasonable consideration" ([4.A.02-03](#)).
- BP 2514, Student Participation in Governance, which recognizes the need for students, through the Associated Student Government at the college, to be given an opportunity to participate in the formulation and development of policies and regulations that have a significant effect on students and asserts that the opinions and recommendations of the students "be given every reasonable consideration" ([4.A.02-04](#)).

In respect to student participation, BP 2514 provides a clear delineation of items that require consideration of student views prior to any action being taken. These items include:

- A. Grading policies
- B. Student conduct codes
- C. Academic disciplinary policies
- D. Curriculum development
- E. Courses or programs that should be initiated or discontinued
- F. Institutional planning and budget development processes
- G. Student preparation and success standards and policies
- H. Student services planning and development
- I. Student fees within the authority of the District to adapt
- J. Any other district and college policy, regulation or related matter that the board determines will have a significant effect on students

Moreover, the policy stipulates that student representatives will be “treated with equal inclusion, opportunity, and consideration in respect to all participatory governance and will have access to necessary and relevant information, documents, and resources necessary for meaningful participation in governance processes” ([4.A.02-05](#)).

As described in IV.A.1 above, the Saddleback College Planning and Decision-Making Manual outlines the roles and responsibilities of the major constituent groups ([4.A.02-06](#)). Representatives from each group sit on all participatory governance planning and decision-making bodies at the College including the Consultation Council, College Resource Committee (CRC), and Planning and Institutional Effectiveness (PIE), among others. In each case, it is the responsibility of these representatives to carry input from the groups they represent to the decision-making bodies so that all voices are heard and to report back to their group on decisions made and items needing input.

While College councils and committees are organized through a formalized representation structure, anyone is welcome to attend all governance meetings at the College. Moreover, individuals may contact the committee chair or president to add items to the agenda. Each participatory governance council and committee has a “one-sheet” which outlines its purpose, meeting days and times, membership, reporting responsibility, SharePoint link, and decision-making process ([4.A.02-07](#)). These one-sheets, along with meeting agendas, minutes, and handouts, are posted to the SharePoint sites of all College councils and committees so that individuals can effectively participate.

Analysis and Evaluation

The College has policies and operational guidelines to ensure the broad participation of all constituent groups in the decision-making and planning processes. All decision-making bodies require membership from each of the representative groups, and other committees and work groups allow for the appointment of members as the representative groups deem appropriate. The College’s planning and decision-making manual documents the purpose, membership, and meeting times of all participatory governance groups.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

Administrators and faculty have substantive and clearly defined roles in the institutional governance of the College, and both exercise an important voice in institutional policies, planning, and budget decision-making that relate to their areas of responsibility and expertise. These roles are established in board

policies (BPs) and administrative regulations (ARs) and implemented through the participatory governance structures of the District and College, as evidenced in the College's planning and decision-making manual ([4.A.03-01](#)), the District planning and decision-making manual ([4.A.03-02](#)), and committee membership rosters ([4.A.03-03](#)).

Board policies and administrative regulations germane to this standard include:

- BP 2430, Delegation of Authority to the Chancellor, which establishes the role of the chancellor as the chief executive officer (CEO) of the District with the ultimate responsibility for the establishment and implementation of policies, planning efforts, and educational leadership at the district level, in accordance with California Education Code, §70902 ([4.A.03-04](#)).
- AR 2437, Delegation of Authority to the College President, which establishes the college president as the CEO of the college and gives the president ultimate responsibility for the implementation of policies, planning efforts, and educational leadership at the college level ([4.A.03-05](#)).
- BP 2511, Delegation of Authority to the Academic Senate, which recognizes the Academic Senate as the representative of the faculty, in accordance with Title 5 of the California Code of Regulations, §53200-53205, and establishes that the college administration, District administration, and the Board of Trustees will engage in collegial consultation with the Academic Senate(s) and rely primarily on its advice and judgement in relation to academic and professional matters ([4.A.03-06](#)).
- AR 2511, Delegation of Authority of the Academic Senates, which acknowledges the right of faculty to participate in college and District 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, as codified in California Education Code, section 70902(b)(7), and to jointly develop and approve faculty hiring criteria, policies, and procedures in conjunction with district administration, as codified in California Education Code, §87360(b) ([4.A.03-07](#)).
- AR 2410, Board Policies and Administrative Regulations, which delineates the process for creating and revising board policies and administrative regulations and identifies the membership of the participatory-governance committee responsible for this process ([4.A.03-08](#)).

The Saddleback College Planning and Decision-Making Manual ([4.A.03-09](#)) provides an overview of the College's decision-making structure and processes. The document covers the roles and responsibilities of collaborative efforts within participatory governance at the College and provides a list of the purpose and membership of all College councils and committees.

The District-wide Planning and Decision Making-Manual ([4.A.03-10](#)) provides an overview of the District's decision-making structure and processes and includes discussion of the roles of administrators in decision-making as determined by the scope of responsibility and authority delegated to them in their job descriptions and of faculty in accordance with board policy and Education Code. A list of the purpose and membership of all districtwide councils and committees is included in the manual.

The SOCCCD Faculty Association is also recognized by the College and District as the exclusive representative of faculty on issues related to wages, evaluations, and working conditions, and is thus included in the membership of all councils and committees related to these issues.

Analysis and Evaluation

The governance roles of administrators and faculty are defined in board policies and administrative regulations and implemented through the participatory governance committee structure of the District and College, ensuring effective inclusion in the development of institutional policies and in planning and budget decision-making processes.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty and administrators have well-defined roles in relation to recommendations related to curriculum and student learning programs and services. BP 2511, Delegation of Authority to the Academic Senate ([4.A.04.01](#)) lists curriculum, degree and certificate requirements, educational program development, and standards or policies regarding student preparation and success as some of the key areas in which the District and board rely primarily on the advice and counsel of the Academic Senate.

In compliance with BP 4020, Curriculum ([4.A.04-02](#)), procedures have been instituted for the development and review of all curricular offerings, including their establishment, modification, and discontinuance. The procedures require the appropriate involvement of faculty and the Academic Senate. Toward this end, the Senate has established a Curriculum Committee whose primary responsibility is the review and approval of degree-applicable credit courses, non-degree credit courses, non-credit courses, certificates, and programs ([4.A.04-03](#)). The Curriculum Committee chair is a faculty member who is appointed by the Academic Senate. The voting membership of this committee includes faculty representatives from each instructional area, counseling services, online education, and library resources. Nonvoting members, whose role are consultative, include the articulation officer, the curriculum chair(s), the curriculum specialists, instructional deans, the admissions and records dean or specialist, and the vice president of instruction, among others.

New and revised courses, both credit and noncredit, are scrutinized by faculty, including members of the curriculum leadership team, deans, and curriculum specialists before they are submitted for approval to the Curriculum Committee, a standing committee of the Academic Senate. Courses are then submitted for approval by the Academic Senate, College president, District chancellor, and the Board of Trustees (BOT) before submission to the California Community Colleges Chancellor's Office (CCCCO) for final approval ([4.A.04-04](#)). New and substantively changed programs are also reviewed and approved by the Curriculum Committee, the Academic Senate, College president, District chancellor, and the BOT before being submitted to the CCCCCO for final approval ([4.A.04-05](#)). In addition, in compliance with California Education Code, §78016, career and technical education (CTE) programs are reviewed biennially by program faculty and submitted for acceptance by the BOT to ensure they meet specific requirements including labor market demand (i.e., available annual job openings), avoidance of unnecessary regional duplication (i.e., regional completions), and demonstrated effectiveness as measured by the employment and completion success of its students (i.e., job placement, program completions, cohort size, and skills builders) ([4.A.04-06](#) and [4.A.04-07](#)).

Outside of curriculum, the primary way in which recommendations are made about student learning programs and services is through the program and administrative review processes through which resource allocation requests and needs for curricular changes are identified. All student learning programs and services are reviewed every three years, by a team composed of appropriate faculty

members, administrators, classified professionals, and students, leading to the generation of improvement recommendations. The processes of program and administrative unit review are overseen by the Educational Planning and Assessment Committee (EPA), a participatory governance committee, which is co-chaired by a faculty member appointed by the Academic Senate, and an administrator, the director of planning, research, and accreditation ([4.A.04-08](#)). Examples of recommendations generated by the program review process include the implementation of increased collaboration between the child development and education program and the child development center on campus, resulting in the establishment of an outdoor learning center, the opening of toddler and infant rooms, the creation of a parent handbook ([4.A.04-09](#)), and the establishment of a community partner coordinator position within the Human Resources Department (HR), all resulting in a 21 percent increase in new community partnerships as well as additional internship and employment opportunities for students ([4.A.04-10](#)).

Analysis and Evaluation

Policies and procedures, including those developed and overseen by the Curriculum Committee and EPA Committee, clearly establish the authority and responsibility of faculty and administration in recommendations related to curriculum and student learning programs and services.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

As mentioned above, BP 2510, Participation in Local Decision Making ([4.A.05-01](#)), identifies the college constituent groups and specifies their roles and importance in the institution's governance, with the paramount goal of consensual agreement. To fulfill this policy, the District and College maintain a participatory governance structure that recognizes the need for all constituents to have a voice in the decision-making processes at both the district and college levels. Therefore, all decision-making councils and committees include membership from all constituent groups to ensure the participation of individuals with the background, expertise, and responsibility necessary for sound decision-making. At the district level, these bodies include the District-wide Planning Council (DWPC) ([4.A.05-02](#)), the District-wide Integrated Planning Committee (DWIPC) ([4.A.05-03](#)), the Board Policy and Administrative Regulation Advisory Council (BPARC) ([4.A.05-04](#)), and Chancellor's Council ([4.A.05-05](#)), among others. At the College level, these bodies include Consultation Council ([4.A.05-06](#)), the College Resource Committee (CRC) ([4.A.05-07](#)), and the Planning and Institutional Effectiveness Committee (PIE) ([4.A.05-08](#)), among others. All of these bodies meet regularly, at set times, and in established locations, and the meeting agendas are prepared in advance, disseminated to committee members, and made available to other interested parties through SharePoint. Meeting minutes of each of these governance bodies are prepared in a timely manner and posted on the SharePoint site of the respective council or committee, along with pertinent documents ([4.A.05-09](#)).

Each committee's purpose and charge determine its membership, which includes representatives from each of the constituent groups as well as specific individuals who possess specialized knowledge or expertise. Constituent group representatives to councils, committees, and work groups are appointed by their own representative body, and it is within these representative bodies that the group's specific concerns and perspectives are discussed and formulated.

A complete list of College councils and committees can be found in the Saddleback College Planning and Decision-Making Manual ([4.A.5-10](#)) and on the College SharePoint site ([4.A.05-11](#)).

The annual workflow of activity in relation to program/administrative unit review, planning, resource allocation, and curriculum ensures timely action. The committees responsible for these areas produce and distribute calendars that outline the steps and deadlines for completion of essential activities. For example, each year unit managers and department chairs receive a calendar from the Educational Planning and Assessment Committee outlining important deadlines, ([4.A.05-12](#)) and department chairs and unit managers undergoing review are given a timeline for the completion of the review ([4.A.05-13](#)).

Analysis and Evaluation

District and College governance processes ensure the consideration of all relevant perspectives. All constituent groups are represented on every decision-making body. Councils and committees meet on a regular basis, and at set times, and agendas, along with any pertinent documents, are distributed in advance to ensure maximum opportunity for participation. Timely action is achieved through published calendars and timelines for key processes such as program/administrative unit review, planning, resource allocation, and curriculum.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

All board policies (BPs) and administrative regulations (ARs) that describe decision-making processes in the District are posted on the SOCCCD website, where they are available to employees, students, and the public ([4.A.06-01](#)). Changes to BPs and ARs go through a participatory governance process and are distributed through each of the constituent group bodies prior to presentation for approval by the Board of Trustees (BOT).

The Saddleback College Planning and Decision-Making Manual documents the College's governance and decision-making processes ([4.A.06-02](#)). The processes and procedures outlined in the manual are developed by the Planning and Institutional Effectiveness Committee (PIE) and approved by Consultation Council (CC), both of which are bodies with representation from all constituent groups on campus. PIE annually reviews the manual and recommends updates to CC as needed. The manual, which is available for employees on the PIE SharePoint site, includes information on all the governance councils and committees at the College. All councils and committees have designated SharePoint sites maintained by the council or committee chair in order to keep members of the institution updated on decision-making taking place in these bodies. The SharePoint site includes the committee's one-sheet (which documents the purpose, meeting times, and membership of the committee, along with other important information), meeting agendas, meeting minutes, and other pertinent documents ([4.A.06-03](#)).

The PIE SharePoint site also houses information about all of the planning processes and developed plans at the College and District. These include the SOCCCD District-wide Strategic Plan, the Saddleback College Implementation Plan for the Strategic Plan, the SOCCCD Facilities Master Plan, the SOCCCD District-wide Technology Master Plan, and the Saddleback College Student Equity Plan.

The SOCCCD District-wide Planning and Decision-Making Manual documents the governance and decision-making processes of districtwide planning and committees ([4.A.06-04](#)). The processes and procedures outlined in the manual are developed by DWPC, a shared governance body. As indicated in

the District's manual, to ensure continuous quality improvement, the DWPC undertakes a comprehensive revision of the manual every five years and makes minor updates annually. The District director of research, planning, and data management oversees the evaluation process and is responsible for maintaining, updating, and posting the manual, which is available on the District public-facing website ([4.A.06-05](#)) and internal SharePoint site ([4.A.06-06](#)). All districtwide councils and committees also have designated SharePoint sites that are maintained by the council or committee chair. The SharePoint site includes the committee's one-sheet (which documents the purpose, meeting times, and membership of the committee, along with other important information), meeting agendas, meeting minutes, and other pertinent documents ([4.A.06-07](#)).

The BOT and the College Academic Senate adhere to the open meeting laws for public agencies as mandated by §54950 of the California Government Code ([4.A.06-08](#)). Therefore, agendas and minutes are posted publicly and all meetings include the opportunity for public comments. Decisions made by the BOT are posted as minutes on the District website ([4.A.06-09](#)). Decisions made by the Academic Senate are posted as minutes on the Senate website ([4.A.06-10](#)).

At both the district and college levels, decisions made by councils and committees not covered by the Brown Act are included in the minutes of meetings and posted on the SharePoint sites for each committee. In addition, representative group members of these councils and committees must bring information back to their constituency groups. This information is delivered via reports shared at constituent group meetings and/or delivered via email.

Analysis and Evaluation

The District and College decision-making processes are well documented in BPs, ARs, and governance manuals. Information on District and College SharePoint sites ensures that these processes are available to all constituent groups.

Resulting decisions are disseminated in a variety of ways. The District and College comply with Brown Act requirements regarding the public posting of agendas and minutes for the BOT and the Academic Senate via the public-facing District and College websites. Information regarding decisions made in districtwide and College councils and committees not covered by the Brown Act are also distributed through minutes posted on SharePoint and through reports made by constituent group representatives.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District and College regularly review and reevaluate their leadership roles and their governance and decision-making policies, procedures, and processes in order to ensure their integrity and effectiveness. The College widely communicates the results of these reviews and evaluations and uses them as a basis for continuous quality improvement both in its governance and decision-making processes as well as in the ever-evolving roles and responsibilities of its leadership.

Board policies (BPs) and administrative regulations (ARs) are regularly reviewed and evaluated through SOCCCD's Board Policy and Administrative Regulations Advisory Council (BPARC), a participatory governance committee, and revised as needed. Members of any constituent group can bring

recommendations for policy or regulation review and possible revision. As an example, a change to BP 7345, Catastrophic Leave: Employees, was recommended by the California School Employees Association (CSEA) and discussed by BPARC ([4.A.07-01](#)). In addition, SOCCCD is a member of the Community College League of California (CCLC) policy and procedure service and will review policies based on periodic CCLC updates and will revise policies as deemed necessary ([4.A.07-02](#)).

As described in the Saddleback College Planning and Decision-Making Manual, all councils and committees must be reviewed each spring through a two-step process ([4.A.07-03](#)). First, an evaluation survey is sent out to all members of the council or committee ([4.A.07-04](#)). The Planning and Institutional Effectiveness Committee (PIE) creates the survey, which includes an assessment of the following:

1. Review/recommend change to committee purpose and charge
2. Review/recommend change to committee membership
3. Summary of decisions and recommendations made during the year, compared to committee charge
4. Review/amend committee schedule and deliverables
5. Review of committee accomplishments

Second, the results of the survey are reviewed by the membership of the council/committee and recommendations for changes are developed and implemented. The results, discussions, and recommendations are reflected in meeting minutes ([4.A.07-05](#)). If the recommendations involve the functioning of the council/committee, the chair is responsible for implementing these improvements. If the recommendations involve altering the charge and/or membership of the council/committee or its dissolution, they must be forwarded to PIE for further action. PIE will consider the recommendations and, if accepted, forward to the Consultation Council (CC) for approval and recommendation to the president.

For example, based on committee evaluations in fall 2021, a recommendation was made by the former Planning and Budget Steering Committee (PBSC) to split into two committees—the College Resource Committee (CRC) and PIE—in order to more effectively and efficiently oversee the important work of both budgeting and planning ([4.A.07-06](#)). This recommendation was made by PBSC to CC, where it was approved on April 6, 2021 ([4.A.07-07](#)).

In addition, PIE is responsible for conducting a biennial review of the College's committee structure, as outlined in the Saddleback College Planning and Decision-Making Manual. During this review, PIE considers the following:

- Annual evaluation process results
- Modifications that have been made in the functioning of the council/committee
- Continued relevancy of the council/committee
- How the council/committee fits within the operational and/or planning framework of the College

Based on this assessment, PIE makes recommendations to CC that may include a reorganization of the committee structure, the creation of a new council/committee, the modification of an existing council/committee, or the dissolution of an existing council or committee. CC may also direct PIE to make specific changes to the committee structure. All of the recommended changes and any actions taken are documented in the minutes of PIE and CC and posted to the SharePoint site of these bodies.

For example, based on an assessment of the purpose and charge of the former Parking Committee, it was determined that the work of this committee was entirely operational and fell under the auspices of the Facilities, Maintenance, and Operations office. PIE (then known as PBSC) recommended that the committee be dissolved ([4.A.07-08](#)), and this was brought to CC for final approval ([4.A.07-09](#)).

The planning and decision-making manual is reviewed annually by PIE and recommended changes are taken to CC for discussion and action. These discussions and resulting actions are documented in the minutes of these bodies. For example, a recent change to the manual included an expansion of the sections on establishing, evaluating, and modifying or dissolving councils or committees ([4.A.07-10](#)). This change was discussed in PIE and approved ([4.A.07-11](#)). The recommended change was then forwarded to CC, where it received final approval ([4.A.07-12](#)).

Analysis and Evaluation

Through the participatory governance structure of the District and College, decision-making policies, procedures, and processes are regularly evaluated to ensure integrity and effectiveness. BPs and ARs are regularly reviewed through a districtwide participatory governance committee. At the college level, all councils and committees engage in an annual evaluation by the committee membership. The committee structure itself is also evaluated biennially to ensure that it continues to function effectively and with integrity. Finally, the College planning and governance structure is evaluated and revised, as deemed necessary.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

Through board policy, a participatory governance structure that recognizes the value and expertise of all constituent groups, and a resource allocation process that encourages innovative practices, Saddleback College uses the contributions of individuals throughout the institution to engage in continuous improvement promoting student success and sustaining academic quality, integrity, and fiscal stability. Constituent groups' roles and responsibilities in governance are clearly defined in board policies and administrative regulations and in the College's planning and decision-making manual. Policies, procedures, and practices are regularly evaluated and communicated.

Improvement Plan(s)

None.

Evidence List

| | |
|--|--|
| 4.A.01-01 CollegeMission | 4.A.01-02 SCPlanningManual |
| 4.A.01-03 CCMinutes-031522 | 4.A.01-04 CRCemail-110422 |
| 4.A.01-05 CRCProcess | 4.A.01-06 GreenhouseReq |
| 4.A.01-07 SCInnovationFund | 4.A.01-08 PRTemplate |
| 4.A.01-09 AURTemplate | 4.A.01-10 CRCProcess |
| 4.A.02-01 BP2510 | 4.A.02-02 BP2511 |
| 4.A.02-03 BP2513 | 4.A.02-04 BP1514 |
| 4.A.02-05 BP1514 | 4.A.02-06 SCPlanningManual |
| 4.A.02-07 SCPlanMan-AppxA | 4.A.03-01 SCPlanningManual |
| 4.A.03-02 SOCCCDPlanMan | 4.A.03-03 CCMembership |
| 4.A.03-04 BP2430 | 4.A.03-05 AR2437 |
| 4.A.03-06 BP2511 | 4.A.03-07 AR2511 |
| 4.A.03-08 AR2410 | 4.A.03-09 SCPlanningManual |

[4.A.03-10 SOCCCDPlanMan](#)
[4.A.04-02 BP4020](#)
[4.A.04-04 CurricMin102522](#)
[4.A.04-06 BOTAgenda072522](#)
[4.A.04-08 EPAOne-Sheet](#)
[4.A.04-10 HS-PR-2021](#)
[4.A.05-02 DWPCOne-Sheet](#)
[4.A.05-04 BPARCOne-Sheet](#)
[4.A.05-06 CCOne-Sheet](#)
[4.A.05-08 PIEOne-Sheet](#)
[4.A.05-10 SCPlanMan-AppxA](#)
[4.A.05-12 EPADeadlines22-23](#)
[4.A.06-01 BPWebsite](#)
[4.A.06-03 PIE-SPSite](#)
[4.A.05-05 ComponentsofPlan](#)
[4.A.06-07 DWPC-SPSite](#)
[4.A.06-09 BOTMeetings](#)
[4.A.07-01 BPARCMins-051322](#)
[4.A.07-03 SCPlanningManual](#)
[4.A.07-05 EPAMins-091422](#)
[4.A.07-07 CCMinutes-040621](#)
[4.A.07-09 CCMinutes-040621](#)
[4.A.07-11 PIEMins-042822](#)

[4.A.04-01 BP2511](#)
[4.A.04-03 CurricOne-Sheet](#)
[4.A.04-05 CurricMin112222](#)
[4.A.04-07 CTEBoardRpt](#)
[4.A.04-09 CDE-PR-2021](#)
[4.A.05-01 BP2510](#)
[4.A.05-03 DWIPCOne-Sheet](#)
[4.A.05-05 ChanCounOne-Sht](#)
[4.A.05-07 CRCOne-Sheet](#)
[4.A.05-09 EPA-SPsite](#)
[4.A.05-11 SPCommitteeList](#)
[4.A.05-13 2023PRAURTimeIne](#)
[4.A.06-02 SCPlanningManual](#)
[4.A.06-04 SOCCCDPlanMan](#)
[4.A.06-06 DWPC-SharedDocs](#)
[4.A.06-08 CAGovCode-54950](#)
[4.A.06-10 AcadSenateWebsite](#)
[4.A.07-02 CCLCUpdate](#)
[4.A.07-04 CommEvalForm](#)
[4.A.07-06 PBSCMins-022521](#)
[4.A.07-08 PBSCMins-022521](#)
[4.A.07-10 SCPlanningManual](#)
[4.A.07-12 CCMinutes-071922](#)

B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

In accordance with AR 2437, Delegation of Authority to the College President ([4.B.01-01](#)), the College president is the chief executive officer (CEO) of the College and, as such, has primary responsibility for the quality of the institution. The president reports to, assists, and supports the District chancellor in the performance of the duties delegated by BP 2430, Delegation of Authority to the Chancellor ([4.B.01-02](#)). Under this arrangement, the College president is granted broad authority for the development and implementation of the College's planning and resource allocation processes and for ensuring the effective implementation of District policies and regulations. The president's administrative organization is the established authority at the College and the College president is the final authority at the college level.

As the CEO, the president is responsible for the following broad functions:

1. Developing and implementing College master plans and integrated strategic plans.
2. Promoting learning, teaching, and student success.
3. Developing and implementing career technical education to meet the needs of the community.

4. Developing and implementing a comprehensive enrollment management plan.
5. Developing and monitoring the College budget.
6. Leading the accreditation process and ensuring that the College meets all accreditation requirements and standards.
7. Fostering a culture of teamwork and professional and leadership development.
8. Proposing strategies for selecting and retaining diverse high quality full-time faculty, staff, and administrators.
9. Selecting and informing Human Resources (HR) of recommended offers of employment for faculty, administrators, and classified positions for the College.
10. Providing leadership to and empowering the administrative team.
11. Providing leadership on accountability and professional and ethical conduct.
12. Assuming a visible leadership role in the community.
13. Developing and implementing emergency preparedness plans.
14. Providing a participatory governance process.
15. Promoting cooperation and collegiality among both colleges and district services.

Moreover, as established by AR 7121, Recruitment: Management Team Members ([4.B.01-03](#)), AR 7122, Recruitment: Classified Staff ([4.B.01-04](#)), and AR 7123, Recruitment: Full-Time Faculty ([4.B.01-05](#)), the president has the primary responsibility for selecting management team members, classified professionals, and faculty for the College.

In order to effectively fulfill these responsibilities, the president oversees the participatory governance structure at the College and regularly communicates with the various constituent groups of the College. As part of the College's governance structure, the president co-chairs Consultation Council (CC), along with the Academic Senate president ([4.B.01-06](#)). CC, which is composed of representatives from all college constituent groups, serves as the College's main planning, oversight, and recommending body, and is charged with directing the College's strategic planning, resource allocation, and committee structure and assessment processes. The council, which meets monthly or bimonthly, if needed, makes recommendation to the president on key College issues and is a way for the president to hear directly from all constituent groups on issues and concerns related college organization, planning, resource allocations, including the hiring of personnel, and institutional effectiveness ([4.B.01-07](#)).

The College president communicates institutional values, goals, institution-set standards, and other relevant information to internal constituencies through a variety of mechanisms including weekly President's Updates, which are emailed to all employees ([4.B.01-08](#)), the President's Opening Session, held each semester during the College's professional development week ([4.B.01-09](#)), and occasional town hall meetings—such as the recent town hall held to discuss the guided pathways movement ([4.B.01-10](#))—to discuss important initiatives or issues. Frequently, the president's messages center around the necessity of using evidence as a means to improve student learning. For example, in his weekly President's Updates he often uses data to substantiate his points, such as in the January 27, 2023 update where he discussed enrollment trends in relation to modality ([4.B.01-11](#)), and in the October 21, 2022 update where he discussed the need to focus on course completions due to the low rate of students who attempt to retake a course after failing to successfully complete it the first time ([4.B.01-12](#)).

The president also communicates regularly and broadly with the College's external constituencies through various methods such as presentations to local industry groups, meetings with business leaders and CEOs, regular conferences with the administration from the two school districts in the College's service area ([4.B.01-13](#)), and opening remarks at public events held at the College.

Analysis and Evaluation

The president, as the CEO of the College, has the primary responsibility for the quality and effectiveness of the institution. Through the granting of this authority, the College president provides leadership in planning, organizing, budgeting, and selecting and developing personnel, as well as in assessing institutional effectiveness, in overseeing the participatory governance structure of the College, and in effectively communicating institutional values, goals, and institution-set standards, along with other pertinent information, to both internal and external constituencies.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

Per BP 3100, Organizational Structure ([4.B.02.01](#)), the College is required to establish and maintain an organizational chart that delineates the lines of responsibility and fixes the general duties of employees within the College. The president is responsible for devising, overseeing, and evaluating the administrative structure of the College, reflected in the organizational charts, to ensure that it meets the needs of the institution given its mission, size, and complexity. The current administrative configuration includes three branches: administrative services, instruction, and student services ([4.B.02.02](#)), each overseen by a designated vice president. Discussions about the administrative structure and functioning of the College primarily occur within the President's Executive Cabinet (PEC), which meets about three times per month and is composed of the vice president for administrative services, the vice president for instruction, and the vice president for student services ([4.B.02.03](#)). The president also confers regularly with members of President's Cabinet, which meets monthly and includes the vice presidents, the manager of the office of the president, the director of outreach and strategic partnerships, the director of the College foundation, the director of marketing and communications, the director of strategic enrollment management, and the director of research, planning, and accreditation ([4.B.02.04](#)).

Recommendations for changes to the administrative structure are vetted through the College leadership and participatory governance bodies, including PEC, President's Cabinet, Management Team (MT), a committee that includes all administrators and managers at the College, and Consultation Council (CC), before the president reaches a final recommendation in consultation with PEC. Since the College's last accreditation self-study, the president oversaw a significant reorganization of the College's instructional branch structure, for the purposes of aligning more directly with the guided pathways initiative. Discussions about the reorganization took place in PEC, Instruction and Student Services Council (an operational body composed of all administrators within these two areas), a special retreat (which included members of PEC, Academic Senate leadership, and the instructional deans) ([4.B.02.05](#)), Department Chairs and Deans Meeting (an operational body facilitated by the vice president for instruction) ([4.B.02.06](#), [4.B.02.07](#), and [4.B.02.08](#)), and in two town hall meetings ([4.B.02.09](#)) during the summer and fall of 2022. Following these discussions, the president made the decision to move forward with the reorganization, effective in July 2023.

In order to fulfill the mission of the College and to improve institutional effectiveness, the president delegates responsibility and authority to all managers and administrators consistent with their responsibilities as listed in their job descriptions. On a weekly basis, the manager of the office of the president facilitates a brief scrum meeting with all the president's direct reporters to touch base on the action items from the previous President's Cabinet meeting and to convey the president's ongoing priorities ([4.B.02.10](#)).

Analysis and Evaluation

As the CEO, the College president effectively plans, oversees, and evaluates administrative structure, and consistently organizes and staffs this administrative structure in such a way as to reflect the institution's mission, size, and complexity. Additionally, the president delegates authority to administrators and others, consistent with their responsibilities, as appropriate.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Through established policies and procedures, the College president guides institutional improvement of the teaching and learning environment of the College and is ultimately responsible for the attainment of institutional performance standards for student achievement. The cornerstone of these improvement efforts is the setting of goals and priorities through the College's integrated planning processes. BP 3250, Institutional Planning ([4.B.03-01](#)), requires the College to maintain broad-based, comprehensive, systematic, and integrated systems of planning that are supported by institutional effectiveness research. These plans are overseen by the College president and include, but are not limited to, the College implementation of the District-wide Strategic Plan ([4.B.03-02](#)), the District-wide Technology Strategic Master Plan ([4.B.03-03](#)), the SOCCCD Facilities Master Plan ([4.B.03-04](#)), and the Saddleback College Student Equity Plan ([4.B.03-05](#)).

The College's collaborative and integrated planning process is used to set the values, goals, and priorities of the College as a key means to support student learning and student achievement. This integrated process includes:

1. The establishment of strategic planning goals and action steps.
2. The use of key performance indicators and institution-set standards to document attainment of these goals, especially as they relate to student learning and achievement.
3. The use of research and data in planning, decision-making, and evaluation.
4. The linking of planning to the College's resource allocations process.
5. The integration of all College plans and initiatives, including program and administrative unit review, into the planning and resource allocation processes.
6. Annual evaluation of planning processes to ensure continuous quality improvement.

The Office of Planning, Research and Accreditation (OPRA) assists the president in ensuring that planning and evaluation rely on high quality research and analysis. The primary mechanism for this is through the various dashboards created by OPRA and by the District research and planning department. These dashboards include the SOCCCD Strategic Indicators Dashboard ([4.B.03-06](#)), the Student Dashboard

([4.B.03-07](#)), the Program Review/Administrative Unit Review Dashboard ([4.B.03-08](#)), and the Student Equity Dashboard ([4.B.03-09](#)). The office also creates ad hoc data reports and analysis upon request. The president has designated the director of research, planning, and accreditation to oversee the day-to-day operational functions related to institutional planning and effectiveness and is regularly apprised of these efforts. The director of OPRA also serves as co-chair of the Planning and Institutional Effectiveness Committee (PIE), which oversees the College's strategic and institutional planning processes, analyzes evidence of institutional effectiveness, and makes recommendations for the continuous improvement of college planning ([4.B.03-10](#)).

Collaborating with the Academic Senate, the president supports and advocates for the appointment of a full-time faculty member to coordinate, along with the director of planning, research, and accreditation, the College's Educational Planning and Assessment (EPA) efforts related to student learning outcomes assessment and program review. The College also supports the appointment of an SLO coordinator and PR coordinator to assist faculty in the effective use of data in the assessment of their programs, in the development of viable objectives, and in resource allocation requests to help improve student success. Work with staff members and managers on administrative unit outcome (AUO) assessment and administrative unit review (AUR) is conducted by a dedicated analyst in OPRA.

Planning at the College is integrated with the resource allocation process. Annually, the College conducts a resource allocation process to identify, evaluate, and prioritize new resource requests to support institutional improvement initiatives. Resources are prioritized using a rubric that evaluates four criteria: program importance, urgency, strategic impact, and overall value. Academic programs and administrative units must connect resource requests to their planning objectives as indicated in the current program or administrative unit review and, if possible, with strategic planning goals and objectives. Relevant data to support the need for additional funding from the College must be based on the rubric ([4.B.03-11](#)). Requests are evaluated by the College Resource Work Group (CRW) in accordance with the rubric. A prioritized list of requests is then developed by CRW ([4.B.03-12](#)) and forwarded to the College Resources Committee (CRC) for review and approval ([4.B.03-13](#)), to Consultation Council for review and approval ([4.B.03-14](#)), and to the president for final approval.

Analysis and Evaluation

Through various policies and procedures, the president effectively guides institutional improvement of the teaching and learning environment at the College. This is accomplished through the leadership and participatory governance structure that includes integrated planning and budget allocation processes and is informed by data from OPRA.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

In accordance with BP 3200, Accreditation ([4.B.04-01](#)), and AR 3200, Accreditation ([4.B.04-02](#)), the president has the primary leadership role for accreditation and for ensuring that the College meets or exceeds all Eligibility Requirements, Accreditation Standards, and Commission Policies at all times and on all levels. As such, under the guidance and leadership of the president, all administrators, managers, faculty, and classified professionals work to ensure that the College complies with the accreditation

process and meets the standards and criteria established by the Commission.

In order to ensure broad participation in the accreditation process, the president created an Accreditation Steering Committee as a work group of Consultation Council (CC). Under the direction of the president, the Accreditation Steering Committee leads the accreditation self-evaluation process, facilitates the accreditation team visits, and produces and submits all other required reports, including the midterm report, substantive change reports, and any progress reports, if required. The steering committee is co-chaired by the vice president for instruction/accreditation liaison officer (ALO) and the faculty coordinator of the Educational Planning and Assessment Committee (EPA). Its membership includes each of the Standard chairs/writers as well as various resource members and area experts, such as the director of planning, research, and accreditation and a representative from District Services ([4.B.04-03](#)). Additional area experts from all constituent groups are consulted as part of the writing process. Drafts of the self-evaluation report are presented to each of the participatory group bodies and feedback is solicited.

The Accreditation Steering Committee meets periodically throughout the self-evaluation process, and the vice president for instruction/ALO keeps the president apprised of progress on completion of the self-evaluation report. The president occasionally attends steering committee meetings, gives input on the Standards as needed, and provides feedback on drafts of the report as it is being produced. Most importantly, the president ensures that the entire College community understands the importance of accreditation for the continuous quality improvement of the College and that the community actively participates in the accreditation process. For example, when the first draft of the current institutional self-evaluation report was being presented by the Accreditation Steering Committee to the College community at a town hall meeting in order to collect widespread feedback, the president sent an email to all employees of the College urging them to attend and stating that the accreditation process is something we value as a college, “because it affords us an opportunity to reflect, self-assess, identify strengths and areas for growth and to continuously improve. Those who participate in the process support the renewal of our accreditation, but they also determine our future course” ([4.B.04-04](#)).

Analysis and Evaluation

The president has the primary leadership role for accreditation, ensuring that the College meets or exceeds the ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies at all times. As part of the president’s role to oversee and lead the College’s accreditation effort, the president, among other tasks, ensures that the College community understands the purpose of accreditation and its role in continuous quality improvement.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The president is responsible for the implementation of all statutes, regulations, and board policies (BPs) at the College, and works closely with the chancellor and Board of Trustees (BOT) to ensure that institutional practices are consistent with board policies, the College mission, and the effective control of the College budget and expenditures.

Per AR 2437, Delegation of Authority to the College President ([4.B.05-01](#)), it is the responsibility of the

president to administer the policies adopted by the board, to execute all decisions of the board requiring administrative action, and to ensure compliance with all relevant laws and regulations. The president attends all BOT meetings and presents a monthly report on the activities of the College to the board ([4.B.05-02](#)). The president also sits on Chancellor's Executive Council (CEC), which includes the chancellor, college presidents, and the vice chancellors, and on Chancellor's Council. CEC sets the agenda for upcoming board meetings, discusses issues of importance to both colleges, such as regulatory changes, and reviews all proposed changes to BPs and administrative regulations (ARs). The president also meets regularly with the chancellor and works closely with the District director of public affairs and government relations to discuss changes to laws and regulations at the local, state, and federal levels.

When new, revised, and deleted BPs and ARs are proposed by the Board Policy and Administrative Regulation Advisory Committee (BPARC), a districtwide participatory governance committee, the president provides input and coordinates their review at the College through the President's Executive Cabinet (PEC) and Consultation Council (CC) ([4.B.05-03](#)). Through the participatory governance structure, copies of these proposals are distributed to all constituent groups and input is received through their representatives on both CC and BPARC.

The president is also responsible for ensuring that all College practices are in alignment with established policies, the College's mission, and the financial health of the institution. Toward this end, the president consults regularly with PEC, President's Cabinet, and CC to evaluate current and proposed College practices. The president relies on the vice president for administrative services to ensure that all decisions are made in accordance with the fiscal practices and processes that have consistently produced balanced budgets at the College, and the vice president regularly reports on the fiscal status of the College at CC meetings ([4.B.05-04](#)).

Analysis and Evaluation

Per administrative regulation, the BOT delegates authority to the president to administer board policies at the College and to implement all appropriate federal, state, and local statutes and regulations. Directed by this policy, the president ensures that all College practices are in alignment with board policies, the College's mission, and sound budgeting.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president communicates both directly and indirectly with the communities served by the College, through relationships with businesses, civic organizations, service entities, local schools, parents, and prospective students, as well as federal, state, and local elected officials and city councils. A variety of methods are used for this communication including community outreach, arts and cultural activities, athletics events, student-focused outreach, strategic partnerships, individual meetings, group presentations, foundation functions, and marketing campaigns.

The president is a regional and statewide leader as a representative of Saddleback College. Examples of the president's leadership include participation on the Orange County Business Council (OCBC), the Community College League of California (CCLC), and the Association of California Community College Administrators (ACCCA), and membership on the CCLC Advisory Committee on Legislation, the CCC Chancellor's Office Legislative Task Force, and the Student-Centered Funding Formula Task Force ([4.B.06-01](#)).

To help raise the profile of the College in the neighboring communities, the president regularly invites community members to the College to participate in college activities such as art gallery openings, theatre, dance, or music performance, and athletic events. Through the office of the outreach and strategic partnerships, the College also regularly hosts events for high school counselors, graduating seniors, and incoming students such as Senior Day, Family Night, High School Counselor Day, and Discover Saddleback ([4.B.06-02](#)). Moreover, the president's executive team meets regularly with the superintendent's executive team from the two local school districts, Capistrano Unified School District (CUSD) and the Saddleback Valley Unified School District (SVUSD) to ensure that the systems work together to effectively serve the students residing in the service area of the College ([4.B.06-03](#)).

The president recognizes that the growth and stability of the state and regional economies rests on a skilled workforce, strong business stability, and personal prosperity. Toward this end and in partnership with the surrounding business industry sectors, the president has established the economic and workforce development office (EWD). The primary task of EWD is to establish relationships with local business and industry leaders and work with faculty at the College to provide educational degrees and certificates, work experience and internships, contract training, and continuing education to provide marketable job skills and education for students and incumbent workers while simultaneously helping meet the needs and requirements of local employers ([4.B.06-04](#)).

Another method by which the president effectively engages the communities served by the College is through the Saddleback College Foundation. The director of the foundation sits on President's Cabinet, and the president regularly meets with the foundation board of directors ([4.B.06-05](#)). The foundation solicits and coordinates donations to the College, and it is organized exclusively for charitable and educational purposes as a 501(c)(3) of the Internal Revenue Code. The College Foundation is recognized as an auxiliary organization and operates under the guidelines established by BP 3600, Auxiliary Organizations, Including Foundations ([4.B.06-06](#)). The College Foundation accepts contributions from the public, initiates and coordinates college fundraising, ensures the appropriate distribution of funds and gifts, and provides fiduciary oversight of contributions. The foundation also serves as an important vehicle for engaging the College community through service on the foundation's board of directors and through its support of special events that have lasting public relations value. Saddleback College Foundation activities include the awarding of over 600 scholarships each year, philanthropic support, and fundraising through the annual Saddleback College Foundation Gala, among others ([4.B.06-07](#)).

The president has also established working relationships with the mayor and city council of Mission Viejo, meeting with them to discuss issues such as student affordable housing needs, as well as with state assembly members and local U.S. congressional representatives. As an example, the president invited Mike Levin, the representative for California's 49th congressional district, to be the keynote speaker for the 2022 graduation ceremony ([4.B.06-08](#)).

The president works closely with the director of marketing and communications to disseminate information to the surrounding community through direct emails or press releases to local, regional, and national media. For example, local elected officials were invited to the 2021 ground-breaking for the new Gateway Building on the Saddleback campus ([4.B.06-09](#)) and the 2023 ground-breaking for the new Saddleback College building at the Advanced Technology and Education Park (ATEP) in Tustin ([4.B.06-10](#)).

The College also reaches out to students and the community through active social media pages on platforms such as Facebook, Instagram, YouTube, and Twitter. These efforts are coordinated by the

director of marketing and communications.

Analysis and Evaluation

The president uses a variety of mechanisms to regularly engage with the communities served by the College in a variety of ways, including student outreach, the College Foundation, EWD, and public information and marketing.

Conclusions on Standard IV.B: Chief Executive Officer

The president of the College adheres to board policies and has implemented procedures, governance structures, and planning processes that are designed to ensure the College achieves its institutional mission of providing equitable and innovative educational experiences for students. Moreover, the president has systematic data-driven processes in place to ensure that these policies, procedures, structures, and processes are reviewed and revised as necessary to facilitate ongoing academic quality and improvement. Although these structures are in place, it is ultimately the effective leadership of the president, as CEO, that enables the College to remain in compliance with Eligibility Requirements, Accreditation Standards, and Commission policies at all times and on all levels.

Improvement Plan(s)

None.

Evidence List

| | |
|--|---|
| 4.B.01-01 AR2437 | 4.B.01-02 BP2430 |
| 4.B.01-03 AR7121 | 4.B.01-04 AR7122 |
| 4.B.01-05 AR7123 | 4.B.01-06 CCOne-Sheet |
| 4.B.01-07 CCMinutes-101822 | 4.B.01-08 PresUpdate-121622 |
| 4.B.01-09 PresOpeningSess | 4.B.01-10 GPTownHall-113022 |
| 4.B.01-11 PresUpdate-012723 | 4.B.01-12 PresUpdate-102122 |
| 4.B.01-13 PresandCUSDMeets | 4.B.02-01 BP3100 |
| 4.B.02-02 SCMgmtOrgChart | 4.B.02-03 PECagenda-012523 |
| 4.B.02-04 PresCabAg-110922 | 4.B.02-05 Retreat-081122 |
| 4.B.02-06 ChairsDns-081622 | 4.B.02-07 ChairsDns-090222 |
| 4.B.02-08 ChairsDns-110422 | 4.B.02-09 ReorgTownhalls |
| 4.B.02-10 SCRUMAg-012323 | 4.B.03-01 BP3250 |
| 4.B.03-02 DWStratPlan-20-25 | 4.B.03-03 DWTechPlan-2022 |
| 4.B.03-04 SOCCCDFacPlan-2020 | 4.B.03-05 SEAPPlan-22-25 |
| 4.B.03-06 DWStratPlanDashEx | 4.B.03-07 SCStudentDash |
| 4.B.03-08 PRDash-Psyc | 4.B.03-09 InstEquityDash |
| 4.B.03-10 PIEOneSheet | 4.B.03-11 CRCProcess |
| 4.B.03-12 CRWPriorityListEx | 4.B.03-13 CRCMins-040722 |
| 4.B.03-14 CCMinutes-051722 | 4.B.04-01 BP3200 |
| 4.B.04-02 AR3200 | 4.B.04-03 AccredMembership |
| 4.B.04-04 PresEmail-012423 | 4.B.05-01 AR2437 |
| 4.B.05-02 PresBoardRpt-0323 | 4.B.05-03 CCMinutes-092022 |
| 4.B.05-04 CCMinutes-100422 | 4.B.06-01 AdvCmtCCLC |
| 4.B.06-02 PresUpdate-042823 | 4.B.06-03 PresandCUSDMeets |
| 4.B.06-04 EWPPlan-20-25 | 4.B.06-05 FoundMins-021623 |
| 4.B.06-06 BP3600 | 4.B.06-07 FoundGala-22 |

C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

Saddleback College is one of two colleges in the South Orange County Community College District (SOCCCD). The SOCCCD Board of Trustees (BOT), with the assistance of the District chancellor, has authority over and responsibility for establishing policies to ensure the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the District and its colleges. Board Policy (BP) 2200, Duties and Responsibilities of the Board of Trustees, outlines these responsibilities in accordance with the authority granted to the board by California Education Code §70902 ([4.C.01-01](#)). As outlined in this policy, the SOCCCD BOT is committed to:

- Establishing the mission and vision of the District
- Ensuring the development and implementation of short-term and long-term educational, facilities, and technology plans
- Ensuring fiscal health and stability
- Monitoring institutional performance, effectiveness, and educational quality; including approving curriculum and programs
- Delegating authority to the Chancellor/Chief Executive Officer to effectively lead and manage the District
- Working respectfully with the Chancellor and the District/college faculty and staff
- Offering suggestions and referring concerns to the chancellor
- Working respectfully with other board members
- Hiring and evaluating the chancellor
- Advocating for and protecting the District
- Establishing policies that implement the colleges' and District's missions and goals, and setting prudent, ethical, and legal standards for college and district operations
- Representing the public interest
- Ensuring the board operates in an open, accessible, welcoming spirit, and denounces hate, racism, and discrimination in all forms
- Establishing policies that ensure the District operates in a nondiscriminatory manner

All policies are readily available to District employees and the public on the District's website ([4.C.01-02](#)). Policies are organized in numbered series by the following categories, making them easy to access:

- 1000 Series – The District
- 2000 Series – Board of Trustees
- 3000 Series – General Institution
- 4000 Series – Academic Affairs
- 5000 Series – Student Services
- 6000 Series – Business and Fiscal Affairs

- 7000 Series – Human Resources

Specific policies related to academic quality, integrity, and effectiveness of the District’s academic programs and services are contained within the 4000 and 5000 series of policies. These include, but are not limited to:

- BP 4020, Curriculum, which maintains that the programs and curricula of the District be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency ([4.C.01-03](#))
- BP 5050, Student Success and Support Program, which provides for the establishment of these services for the purpose of furthering equality of educational opportunity and academic success ([4.C.01-04](#))
- BP 5110, Counseling, which mandates the existence of counseling programs at the college as an essential part of the educational mission of the District ([4.C.01-05](#))
- BP 5300, Student Equity, which establishes the board’s commitment to assuring student equity in educational programs and college services ([4.C.01-06](#))

Policies related to the financial health and stability of the District are contained within the 6000 series of policies and include, but are not limited to:

- BP 6200, Budget Preparation, which specifies that the board is responsible for the control of all funds of the District and accepts responsibility for the prudent use of those funds ([4.C.01-07](#))
- BP 6300, Fiscal Management, which specifies that the regulations be established to assure that the District maintains sound fiscal management through the responsible stewardship of its resources ([4.C.01-08](#))

Analysis and Evaluation

The SOCCCD BOT has full authority over and responsibility for policies to ensure the academic quality, integrity, and effectiveness of the student learning programs and services along with the financial stability of the District and its colleges. Various policies address the board’s commitment to quality improvement and adherence to its mission and vision.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The SOCCCD BOT is committed to high standards of ethical conduct for its members as delineated in BP 2715, Code of Ethics – Standards of Practice ([4.C.02-01](#)). A central tenet of this policy is the recognition that the board acts as a whole and that the authority rests only with the board in official public meetings, not with individual members. Per the policy, once the board reaches a decision, board members are expected to act in support of the decision.

In practice, this expectation is evident in the behavior of all members of the BOT who support the actions of the body irrespective of how they individually voted. While the board generally votes in a unanimous fashion, on the rare occasions when the vote has not been unanimous, the trustees act collectively following the decision ([4.C.02-02](#)).

Analysis and Evaluation

The SOCCCD BOT has demonstrated that they act as a collective entity. Once a decision is reached, all individual board members act in support of the decision.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The board adheres to clearly defined policies for selecting and evaluating the chancellor of the SOCCCD. These policies include Board Policy (BP) 2431, Recruitment: Chancellor ([4.C.03-01](#)), BP 2432, Chancellor Succession ([4.C.03-02](#)), and BP 2435, Evaluation of the Chancellor ([4.C.03-03](#)). Taken together, these three BPs clearly delineate the rules and requirements for hiring and evaluating the chief executive officer (CEO) of the District.

BP 2432 establishes authority for the appointment of an acting or interim chancellor. In accordance with this policy, the current chancellor may appoint an acting chancellor to serve in their absence for short periods not to exceed 30 calendar days at a time. Appointments of an acting chancellor for periods exceeding 30 days must be made by the BOT. In the event of a vacancy, the BOT may appoint an interim chancellor until a regular appointment is made.

When a new chancellor is to be hired, the board endeavors to select the most highly qualified individual to fill the vacancy through adherence to the procedures outlined in BP 2431 and Administrative Regulation (AR) 2431, Recruitment: Chancellor ([4.C.03-04](#)). These procedures ensure that the board's decision is carefully considered and informed by input from students, faculty, staff, management team, and community members. The recruitment and selection processes are also accomplished in accordance with BP 7100, Commitment to Diversity, Equity, Inclusion, and Access ([4.C.03-05](#)), and BP 3420, Equal Employment Opportunity ([4.C.03-06](#)).

The most recent chancellor search, carried out in 2022, demonstrated adherence to these policies. As required by BP 2431, Recruitment: Chancellor, the BOT approved the Job Description, Chancellor's Qualities-Attributes, and the Chancellor Recruitment Timeline at the December 13, 2021 BOT meeting ([4.C.03-07](#)) and approved the position brochure and announcement, appointed a community member to the search committee, and appointed the Board designee to oversee the recruitment process at the January 24, 2022 meeting ([4.C.03-08](#)). The position announcement was advertised in a wide range of publications and listservs in an effort to garner diverse candidates. The appointment of the new chancellor, Dr. Julianna Barnes, was approved at the BOT meeting on June 28, 2022 ([4.C.03-09](#)).

Once hired, the board conducts an annual evaluation of the chancellor in July or August in consultation with the board president as required by BP 2435. The criteria for the evaluation are based on board policy, the chancellor job description, performance goals and objectives developed in accordance with BP 2430, Delegation of Authority to the Chancellor ([4.C.03-10](#)), as well as progress toward achieving any previous goals. Per BP 2430, the chancellor "acts as the liaison between the colleges and the Board of Trustees" and is expected to "make available any information or give any report requested by the Board of Trustees as a whole." This includes a report on institutional performance made during the annual board self-evaluation workshop ([4.C.03-11](#)).

Analysis and Evaluation

As established by policy, the board is responsible for selecting and evaluating the chancellor of the

District. As demonstrated by the most recent chancellor hiring process in 2022, the board assiduously adheres to the set procedures. The annual evaluation process of the chancellor is carried out in closed session in accordance with policy. However, the CEO is expected to regularly report on institutional performance during open meetings, including during the annual board self-evaluation.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

The SOCCCD Board of Trustees (BOT) is an autonomous policy-making body that strives to reflect the public interest in the educational quality of the District. In so doing, the board advocates for and defends its colleges and protects the colleges from undue influence and political pressure.

The SOCCCD BOT is composed of seven members, each publicly elected to four-year terms by the voters within the Trustee Area in which they reside ([4.C.04-01](#) and [4.C.04-02](#)). Prior to 2022, trustees were at-large and elected by all voters of south Orange County. On February 28, 2022, however, the board approved a resolution directing the chancellor to initiate a change from at-large elections to one in which each member of the board is elected by the registered voters of the trustee area in which the trustee resides ([4.C.04-03](#)). The board also approved a redistricting plan to guarantee that trustee areas conform to nationally recognized criteria for adequate representation, including the maintenance of "communities of interest" ([4.C.04-04](#) and [4.C.04-05](#)). Per BP 2015, Student Member of the Board of Trustees ([4.C.04-06](#)), the board also contains one nonvoting/advisory student member who is elected to a one-year term by the students of Saddleback and Irvine Valley colleges. This membership composition and election process ensures that the board is of a sufficient size and diversity to achieve its duties and responsibilities on behalf of the residents of the District ([4.C.04-07](#)).

In accordance with law and BP 2715, Code of Ethics–Standards of Practices ([4.C.04-08](#)), board members are agents of the public entrusted with public funds, and they must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. They must also hold the educational welfare and equality of opportunity of the students of the District as their primary concern. Board members must also conform to BP 2710, Conflict of Interest, which ensures that they have no financial interest in any purchase or contract made by the board ([4.C.04-09](#)).

BP 2200, Duties and Responsibilities of the Board of Trustees ([4.C.04-10](#)), lists advocating for and protecting the District and representing the public interest as two of the board's primary responsibilities. Board members consistently advocate for the interests of both the public and District through their interaction with the community, legislators, local organizations, and students. Furthermore, as discussed in BP 2345, Public Participation at Board Meetings ([4.C.04-11](#)), the board encourages public participation at their meetings. There is time allotted for public comments at each meeting. Members of the public may also place items on the prepared agenda in accordance with BP 2340, Board Agendas ([4.C.04-12](#)). To validate and support transparency in all its decision-making, the board conducts all District business in open public meetings, with the exception of closed session items related to legal concerns, personnel, and collective bargaining ([4.C.04-13](#)). The board provides public access to its documentation on the District website ([4.C.04-14](#)). This includes BPs, meeting agendas and minutes, board self-evaluation documents, and other relevant information.

Analysis and Evaluation

The District's policies and procedures ensure that the governing board follows the public interest in the educational quality of the District. The board is a publicly elected body of individuals whose size and diversity are sufficient to fulfill its duties and responsibilities. Through adherence to its own policies on ethics, the board advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

Per BP 2200, Duties and Responsibilities of the Trustees ([4.C.05-01](#)), and the authority and duties defined in Education Code §70902, the SOCCCD Board of Trustees (BOT) is committed to establishing policies that implement the colleges' and District's mission; monitoring institutional performance, effectiveness, and educational quality; setting prudent, ethical, and legal standards for college and district operations; and ensuring the fiscal health and stability of the District and its colleges.

Examples of relevant policies include:

- BP 3250, Institutional Planning ([4.C.05-02](#)), which ensures that the District and colleges maintain broad-based, comprehensive, systematic, and integrated systems of planning, supported by institutional effectiveness research
- BP 4020, Curriculum ([4.C.05-03](#)), which addresses the establishment of programs and curricula that are of high quality and relevant to community and student needs, and which are evaluated regularly to ensure quality and currency
- BP 5050, Student Success and Support Program ([4.C.05-04](#)), which directs the colleges to provide students, utilizing a full range of support services, accessible and equitable opportunities for a quality education, and support both for completion of their educational pathway and for attainment of their educational objectives
- BP 6200, Budget Preparation ([4.C.05-05](#)), in which the board accepts responsibility for directing the use of district funds in a prudent manner and in support of college and district planning, including educational planning

To monitor the quality, integrity, and effectiveness of the District's student learning programs, an annual presentation of institutional performance is made during the board self-evaluation meeting, conducted each spring semester. During this presentation, the chancellor provides a report of progress on the key performance indicators (KPIs) developed to monitor progress on the districtwide strategic plan ([4.C.05-06](#) and [4.C.05-07](#)).

Analysis and Evaluation

The board has established a variety of policies to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The SOCCCD Board of Trustees (BOT) strives for transparency in its operations and decision-making. Toward this end, all Board Policies (BPs) and Administrative Regulations (ARs) related to the functioning of the board are contained within the 2000 series of policies and are published on the SOCCCD website ([4.C.06-01](#)). Taken together, these policies and accompanying regulations constitute the bylaws of the BOT and address such items as board size, election rules, duties, responsibilities, structure, and operating procedures.

The specific policies which delineate the structural and operational matters pertaining to the board are:

- BP 2010, Board Membership, which specifies board membership and size ([4.C.06-02](#))
- BP 2015, Student Member of the Board of Trustees, which specifies the role of the student trustee ([4.C.06-03](#))
- BP 2100, Board Elections, which specifies the term of office for board members and the trustee geographical areas ([4.C.06-04](#))
- BP 2105, Election of Student Trustee, which specifies the process for the election, recall, and replacement of the student trustee ([4.C.06-05](#))
- BP 2110, Vacancies on the Board, which specifies how and when vacancies outside of the normal election cycle can be filled ([4.C.06-06](#))
- BP 2200, Duties and Responsibilities of the Board of Trustees, which lists the basic responsibilities the board ([4.C.06-07](#))
- BP 2210, Officers, which lists the officers of the board and the duties of each office ([4.C.06-08](#))
- BP 2220, Committees of the Board, which addresses the process for the creation of board committees and lists the current committees ([4.C.06-09](#))
- BP 2305, Annual Organizational Meeting, which describes the annual organizational meeting during which board officers are elected ([4.C.06-10](#))
- BP 2310, Regular Meetings of the Board, which specifies the location of regular board meetings ([4.C.06-11](#))
- BP 2315, Closed Sessions, which specifies the items that can be considered in closed sessions ([4.C.06-12](#))
- BP 2320, Special and Emergency Meetings, which defines the conditions for the scheduling of special and emergency meetings ([4.C.06-13](#))
- BP 2330, Meeting Procedures, Quorum, and Voting, which specifies the rules by which board meetings are conducted ([4.C.06-14](#))
- BP 2340, Board Agendas, which outlines the rules for the development and posting of board agendas ([4.C.06-15](#))
- BP 2345, Public Participation at Board Meetings, which describes the ways in which the public can bring matters to the attention of the board ([4.C.06-16](#))
- BP 2350, Public Speakers at Board Meetings, which specifies the rules for public comments at board meetings ([4.C.06-17](#))
- BP 2355, Decorum, which specifies rules of decorum at board meetings and the conditions for removal of participants by the presiding officer ([4.C.06-18](#))
- BP 2360, Minutes of the Board of Trustees Meetings, which mandates that minutes be taken at all meetings and made available to the public ([4.C.06-19](#))
- BP 2365, Recording of the Board of Trustees Meetings, which specifies the rules for the

- recording of meetings and the distribution of those recordings ([4.C.06-20](#))
- BP 2720, Communications Among Board Members, which prohibits the use of serial communications among members of the board outside of official meetings ([4.C.06-21](#))
- BP 2740, Board Education, which outlines the board's commitment to ongoing board training and professional development ([4.C.06-22](#))
- BP 2745, Board Self-Evaluation, which details the process for regular self-evaluation in order to improve board performance ([4.C.06-23](#))
- BP 2750, Board Member Absence from the State, which specifies the allowable conditions for a board member's absence from the state for a period exceeding 60 days ([4.C.06-24](#))

Analysis and Evaluation

The bylaws of the BOT contained within the various policies related to board size, duties, responsibilities, structure, and operating procedures are comprehensive and publicly available on the District website.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The SOCCCD Board of Trustees (BOT) performs its duties and fulfills its responsibilities in a manner consistent with its policies and bylaws and abides by BP 2200, Duties and Responsibilities of the Board of Trustees ([4.C.07-01](#)). One of these duties is the regular assessment of its policies for their effectiveness in fulfilling the mission of the District and its colleges. On a regular basis, recommended policy changes are presented to the board for review and study at one meeting ([4.C.07-02](#)) and then for approval at a subsequent meeting ([4.C.07-03](#)).

Prior to being presented for study and approval by the full board, Board Policies (BPs) and their related Administrative Regulations (ARs) are periodically reviewed by the BOT through their Board Policy Subcommittee ([4.C.07-04](#)) and by the districtwide Board Policy and Administrative Regulation Advisory Council (BPARC), a shared governance committee responsible for regularly reviewing and drafting recommended changes to BPs and ARs ([4.C.47-05](#)). BPARC reviews all BPs on a five-year cycle, with approximately twenty percent of the District's policies reviewed each year ([4.C.47-06](#)). Policies can also be reviewed "off cycle" as needed due to regulatory or legislative changes, Community College League of California (CCLC) recommendations, or through the request of the board, the chancellor, a District employee, or a member of the public.

As described in BP and AR 2410, Board Policies and Administrative Regulations, BP change recommendations are forwarded by BPARC to the chancellor, Chancellor's Council, and the board for review and approval. AR change recommendations require approval by Chancellor's Cabinet only and do not require board approval ([4.C.07-07](#) and [4.C.07-08](#)), as they simply outline the means by which policy is implemented.

Once approved, revised BPs and ARs are posted on the District website for public view ([4.C.07-09](#)). The agendas and minutes of board meetings documenting these revisions are also posted on the District website ([4.C.07-10](#)). Additionally, agendas, minutes, and evidential documents from BPARC and Chancellor's Council meetings are made available to all employees through the District's SharePoint site under Districtwide Committees ([4.C.07-11](#)).

Analysis and Evaluation

As is evident in the posted agendas and minutes of their board meetings, the SOCCCD BOT acts in accordance with its established policies and bylaws, such as by fulfilling its obligation to assess its policies for their effectiveness. BPs are regularly reviewed and revised as needed through a participatory governance process and approved by the BOT.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

The SOCCCD Board of Trustees (BOT) is updated annually on research related to student success metrics during their self-evaluation workshop ([4.C.08-01](#)). During the most recent workshop, progress on Key Performance Indicators (KPIs) defined by the current Strategic Plan was presented and discussed, especially as it related to closing equity gaps at the colleges ([4.C.08-02](#)). The KPIs presented included degree and certificate completion rates, annual transfer rates, Career and Technical Education (CTE) post-certificate employment rates, achievement gaps in identified disproportionately impacted groups, and enrollments, among others. The BOT uses this information in the establishment of board goals for the coming year ([4.C.08-03](#)).

Other presentations on institutional effectiveness include, but are not limited to, the Student Equity Plans developed by each college ([4.C.08-04](#) and [4.C.08-05](#)) and the biennial CTE Board Report, Education Code 78016 ([4.C.08-06](#) and [4.C.08-07](#)), which ensures compliance of the District's CTE programs with Ed Code §78016 requiring that all programs ([4.C.8-08](#)):

1. Meet a documented labor market demand
2. Avoid unnecessary duplication of other training programs in the area
3. Are of demonstrated effectiveness as measured by the employment and completion success of their students

Analysis and Evaluation

The BOT regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Presentations take place at the annual board self-evaluation and at open board meetings, followed by dialogue about plans to improve outcomes through mechanisms that address academic quality.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

As documented in Board Policy (BP) 2740, Board Education ([4.C.09-01](#)), the Board of Trustees (BOT) is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and accreditation policies, eligibility requirements, and Standards.

The board has a comprehensive new board member orientation program that includes attendance at

the Community College League of California's (CCLC's) Excellence in Trusteeship Program ([4.C.09-02](#) and [4.C.09-03](#)). Locally, new trustees are given an orientation by the chancellor and the District director, chancellor and board operations. They also meet with the vice chancellor of business services, the vice chancellor of Human Resources, and the vice chancellor of educational and technology services, as well as several other department managers within District Services.

The board recognizes that ongoing training and professional development is key to an effective board. Therefore, board education is included at every annual board self-evaluation workshop. Recent training has included the Brown Act in 2022 ([4.C.09-04](#)) and accreditation requirements and processes in 2023 ([4.C.09-05](#)). Each individual member of the board is also encouraged to attend one conference per year that provides professional development on trustee-related knowledge and skills. These conferences include the CCLC's Effective Trusteeship Workshop, which is held annually in January, as well as various other conferences hosted by the CCLC, the American Association of Community Colleges, and the Association of Community College Trustees. This commitment to trustee professional development is evidenced by budget allocations allowing each trustee to participate in regional, state, and national meetings and workshops ([4.C.09-06](#)). Following attendance at conferences, workshops, and meetings, trustees regularly share an oral report with the other trustees and the public at open board meetings.

The BOT is composed of seven members, each of whom is publicly elected to four-year terms by the voters within the Trustee Area in which the trustee must reside. As a mechanism for providing continuity, the terms of the seven board members are staggered, with elections being held every two years in connection with the state of California general election, as described in BP 2100, Board Elections ([4.C.09-07](#)). In the event of an unexpected vacancy, the board has adopted BP 2110, Vacancies on the Board, which outlines the procedures to fill the vacancy either by election or provisional appointment in accordance with Education Code §5090 and Government Code 1770 ([4.C.09-08](#)).

Analysis and Evaluation

The BOT has access to an ongoing training program for the development of its members. New board members are given a comprehensive and robust orientation, and all board members are encouraged to continue their professional development through attendance at trustee-related meetings, workshops, and conferences. Additionally, the SOCCCD has mechanisms in place to provide continuity of board membership that include staggered terms of office and procedures in the event of a vacancy.

10. Board policies and/or bylaws 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.

Evidence of Meeting the Standard

As indicated in Board Policy (BP) 2745, Board Self Evaluation, the SOCCCD Board of Trustees (BOT) is committed to assessing its own performance as a board to identify its strengths and areas for improvement ([4.C.10-01](#)). A self-evaluation workshop is conducted annually in a special meeting that is publicized in accordance with the Brown Act and open to the public ([4.C.10-02](#))

Prior to the workshop, surveys are completed by board members and District employees and the results compiled ([4.C.10-03](#) and [4.C.10-04](#)). Questions on the board self-evaluation survey focus on the fulfillment of their duties and responsibilities, including their participation in board training and

professional development. The results are then discussed during the workshop and board goals established based on these results and on progress toward achieving the prior year's goals ([4.C.10-05](#)). Goals are then presented at the next full meeting of the BOT ([4.C.10-06](#)). For full transparency, all documents from the self-evaluation workshop, as well as from previous workshops, are maintained on the District website ([4.C.10-07](#)).

Board goals are used to improve performance as a board as well as to improve the institutional effectiveness of the District and the quality of its academic programs. As an example, the board goals established in 2023 include ([4.C.10-08](#)):

Goals for Institutional Effectiveness

1. Ensure the organizational and fiscal health of the SOCCCD
 - Continue to develop the Advanced Technology and Education Park (ATEP)
 - Support student housing
 - Ensure long-term fiscal health
 - Enhance safety and sustainability
 - Support Equal Employment Opportunity (EEO) Plan and priorities
2. Maintain and improve the educational quality of the SOCCCD
 - Monitor Strategic Plan progress
 - Support instructional program development
 - Support college Guided Pathways efforts to include pipeline from the K-12 to transfer institutions
 - Support workforce development initiatives
3. Support equitable student access and success
 - a. Set a strong direction for college and District Diversity, Equity, Inclusion, and Accessibility (DEIA) efforts
 - b. Monitor College student equity plans
 - c. Hold board study sessions on equitable student access and success
 - d. Support removal of system and policy barriers to improve equitable outcomes
4. Support enhanced District marketing and communications and external engagement
 - Enhance District marketing of the SOCCCD brand
 - Redesign the District logo with stakeholder feedback
 - Support the chancellor in establishing an annual State of the District event

Goals for Board Effectiveness

5. Strengthen engagement with internal and external stakeholders
 - Participate in campus and community events and activities
 - Create opportunities for Board engagement with college constituencies (e.g., Coffee with the Board)
 - Ensure appropriate consultation with college constituent groups
 - Explore alternative sites for Board meetings
 - Provide trustees with communication materials (e.g., a one-page fact sheet on district/college Points of Pride, Legislative priorities, etc.)
 - Explore opportunities for trustees to advocate for SOCCCD and engage with the community (e.g., local newspaper column, speaking engagements, etc.)

6. Advance board governance and chief executive officer (CEO) relations
 - Continue to build capacity for effective Board governance
 - Enhance the board's professional learning on key topics
 - Fulfill the board's fiduciary responsibilities
 - Advocate for the District at the local, state, and national levels
 - Maintain a strong board/CEO partnership
7. Establish policies to assure quality, integrity and effectiveness
 - Consider key trends and issues in policy decisions
 - Periodically review, evaluate and update policies

Analysis and Evaluation

The board is committed to ongoing self-evaluation for the purposes of improving its functions as a board and the institutional effectiveness of the District and its colleges, as established in policy. The self-evaluation procedures are clear and include a focus on data gathering and goal setting. The results of its self-evaluation are shared with the public.

11. 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. (ER 7)

Evidence of Meeting the Standard

The SOCCCD Board of Trustees (BOT) holds its members to a high code of ethics and a clear conflict of interest policy. The behavior of board members is governed by Board Policy (BP) 2715, Code of Ethics—Standards of Practice ([4.C.11-01](#)), which includes both detailed standards of practice all board members must adhere to as well as clear and thorough guidelines for enforcing these standards of practice. The policy mandates standards of practice related to conflict of interest in financial dealings and nepotism, board decision-making, confidentiality, the protection of public funds, nondiscrimination, the primacy of the educational welfare and equality of opportunity for students, respect for student accomplishments, meeting participation and preparation, professional development, the promotion and maintenance of good relations with fellow board members, the promotion of an effective working relationship with the chancellor and District staff, and the use of public resources for personal use. Violations of this policy can result in reprimand, possible exclusion from closed sessions, public censure, referral to the district attorney for criminal prosecution, or other action as determined by the board.

In alignment with California Assembly Bill (AB) 1234 and as part of the board's effort to support the BP governing ethical behavior, every board member completes ethics training within six months of being seated and once during each subsequent two-year period. Upon completion of the training, trustees receive a certificate of completion that is kept on file in the Office of the Chancellor ([4.C.11-02](#)).

As outlined in BP and Administrative Regulation (AR) 2710, Conflict of Interest ([4.C.11-03](#) and [4.C.11-04](#)), in order to avoid a conflict of interest, board members are required to not:

1. Engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to their duties as an officer of the District
2. Have a financial interest in any purchase or contract made by the board or by their capacity as a board member. Board members must disclose any connections to personal or financial interests that may conflict with their responsibilities as a public steward, and in such instances, they must recuse themselves from any debate or decision-making related to such interests and have the disclosure noted in the official minutes of the meeting
3. Be an employee of the District
4. Accept from any single source in any calendar year any gifts in excess of the prevailing gift limitation specified in law
5. Act as an agent or attorney for, or otherwise represent for compensation, any person appearing before the board for a period of one year after leaving their position
6. Participate in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. Such a conflict would arise when the board member, any member of their immediate family, their partner, or an organization that employs or is about to employ any of these parties, has a financial or other interest in, or a tangible personal benefit from a firm considered for a contract
7. Buy property of the District declared surplus

Within 30 days of assuming office, and annually thereafter, each board member must file a Statement of Economic Interests Form (Form 700) using the electronic filing system used by the Orange County Board of Supervisors ([4.C.11-05](#)). Failure to comply in a timely manner with this policy can result in criminal and civil penalties including, but not limited to, late fines.

Analysis and Evaluation

The BOT has a clear code of ethics and conflict of interest policies. These policies establish the expected standards of practice for all members of the board, as well as processes for sanctioning behavior that violates these policies. Board members are fully aware of these standards, and, to date, there have been no reported instances of violation by any board member, or any sanctions discussed or imposed. Board members are required to file an annual Statement of Economic Interests Form with the Orange County Board of Supervisors.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

As outlined in Board Policy (BP) 2200, Duties and Responsibilities of the Board of Trustees, one of the board's key responsibilities is to delegate authority to the chancellor to effectively lead and manage the District ([4.C.12-01](#)). To this end, BP 2430, Delegation of Authority to the Chancellor, establishes the chancellor as the Chief Executive Officer (CEO) of the District with responsibility for "implementing the District Education Master and Strategic Plan, Facilities Master Plan, Technology Strategic Master Plan, and board policies; establishing administrative regulations; providing primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District; and ensuring support for the effective operation of the colleges" ([4.C.12-02](#)). Therefore, while the board has the ultimate responsibility for establishing policies to ensure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution, it delegates full responsibility to the chancellor to implement, interpret, and administer board policies and to conduct

the business of the District and educational programs without interference from the board, and holds the chancellor accountable for the operation of the District.

The board requires the chancellor to regularly report on the District's institutional performance to ensure that it is fulfilling its responsibility for educational quality, legal matters, and financial integrity. These reports are given during open board meetings, the annual board self-evaluation workshop, and during the chancellor's evaluation. The chancellor also makes available any additional information requested by the board as a whole. Examples include the SOCCCD Enrollment Analysis presentation made on October 17, 2022 ([4.C.12-03](#)) and the Student Housing Feasibility Study presentation made on August 29, 2022 ([4.C.12-04](#)).

Analysis and Evaluation

The BOT delegates full responsibility to the chancellor to implement and administer board policies without board interference while, at the same time, holding the chancellor accountable for the operation of the District.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The SOCCCD Board of Trustees (BOT) is kept informed of Eligibility Requirements, Accreditation Standards, Commission policies, the accreditation processes, and the College's accreditation status through ongoing reports from the chancellor and College president in open board meetings. Board Policy (BP) 3200, Accreditation, requires the chancellor to keep the board informed of the accreditation process, to ensure that the board is involved in the process, and to provide the board with copies of accreditation reports and actions taken by the Commission ([4.C.13-01](#)). Administrative Regulation (AR) 3200, Accreditation, also requires that institutional self-evaluation reports be reviewed and accepted by the board prior to submission to the Accrediting Commission ([4.C.13-02](#)).

During the writing of the self-evaluation report, board members are given drafts by the chancellor and have the opportunity to provide input. In addition, training on Eligibility Requirements and Accreditation Standards is an ongoing part of the board education program, as specified in BP 2740, Board Education ([4.C.13-03](#)). In 2023, the chancellor made a presentation on accreditation requirements and processes during the board's self-evaluation workshop ([4.C.13-04](#)).

Analysis and Evaluation

Through professional development, presentations, and regular updates during the accrediting process, the BOT is informed about Eligibility Requirements, the Accreditation Standards, Commission policies, the accreditation process, and the College's accreditation status. The BOT supports the efforts of the College to improve and excel through engagement in processes related to the College's accreditation efforts.

Conclusions on Standard IV.C: Governing Board

As defined in policy and adhered to in action, the SOCCCD governing board provides guidance to facilitate decisions that support student learning programs and services and ensure the financial stability

of the District. The governing board functions independently to ensure policy-making that reflects the public's interest in the educational quality of the District's colleges, free from undue influence or political pressure. Policies are consistent with the mission of the District and its colleges and are substantiated through the regular review of student success and achievement indicators. The governing board engages in ongoing professional development and evaluation processes to ensure improvement in the board performance and in the District's academic quality and institutional effectiveness.

Improvement Plan(s)

None.

Evidence List

| | |
|--|--|
| <u>4.C.01-01 BP2200</u> | <u>4.C.01-02 BPWebsite</u> |
| <u>4.C.01-03 BP4020</u> | <u>4.C.01-04 BP5050</u> |
| <u>4.C.01-05 BP5110</u> | <u>4.C.01-06 BP5300</u> |
| <u>4.C.01-07 BP6200</u> | <u>4.C.01-08 BP6300</u> |
| <u>4.C.02-01 BP2715</u> | <u>4.C.02-02 BOTItem-012422</u> |
| <u>4.C.03-01 BP2431</u> | <u>4.C.03-02 BP2432</u> |
| <u>4.C.03-03 BP2435</u> | <u>4.C.03-04 AR2431</u> |
| <u>4.C.03-05 BP7100</u> | <u>4.C.03-06 BP3420</u> |
| <u>4.C.03-07 BOTItem-121321</u> | <u>4.C.03-08 BOTItem-012422</u> |
| <u>4.C.03-09 BOTItem-062822</u> | <u>4.C.03-10 BP2430</u> |
| <u>4.C.03-11 BOTSelfEvl-030322</u> | <u>4.C.04-01 TrusteeAreaMap</u> |
| <u>4.C.04-02 BP2100</u> | <u>4.C.04-03 ResolutionAreaEl</u> |
| <u>4.C.04-04 RedistrictingMaps</u> | <u>4.C.04-05 BOTMins-022822</u> |
| <u>4.C.04-06 BP2015</u> | <u>4.C.04-07 BP2200</u> |
| <u>4.C.04-08 BP2715</u> | <u>4.C.04-09 BP2710</u> |
| <u>4.C.04-10 BP2200</u> | <u>4.C.04-11 BP2345</u> |
| <u>4.C.04-12 BP2340</u> | <u>4.C.04-13 BP2315</u> |
| <u>4.C.04-14 BOTWebsite</u> | <u>4.C.05-01 BP2200</u> |
| <u>4.C.05-02 BP3250</u> | <u>4.C.05-03 BP4020</u> |
| <u>4.C.05-04 BP5050</u> | <u>4.C.05-05 BP6200</u> |
| <u>4.C.05-06 BOTSelfEvl-030322</u> | <u>4.C.05-07 DWStratPlanDashEx</u> |
| <u>4.C.06-01 BPWebsite</u> | <u>4.C.06-02 BP2010</u> |
| <u>4.C.06-03 BP2015</u> | <u>4.C.06-04 BP2100</u> |
| <u>4.C.06-05 BP2105</u> | <u>4.C.06-06 BP2110</u> |
| <u>4.C.06-07 BP2200</u> | <u>4.C.06-08 BP2210</u> |
| <u>4.C.06-09 BP2220</u> | <u>4.C.06-10 BP2305</u> |
| <u>4.C.06-11 BP2310</u> | <u>4.C.06-12 BP2315</u> |
| <u>4.C.06-13 BP2320</u> | <u>4.C.06-14 BP2330</u> |
| <u>4.C.06-15 BP2340</u> | <u>4.C.06-16 BP2345</u> |
| <u>4.C.06-17 BP2350</u> | <u>4.C.06-18 BP2355</u> |
| <u>4.C.06-19 BP2360</u> | <u>4.C.06-20 BP2365</u> |
| <u>4.C.06-21 BP2720</u> | <u>4.C.06-22 BP2740</u> |
| <u>4.C.06-23 BP2745</u> | <u>4.C.06-24 BP2750</u> |
| <u>4.C.07-01 BP2200</u> | <u>4.C.07-02 BOTItem-101722</u> |
| <u>4.C.07-03 BOTItem-111422</u> | <u>4.C.07-04 BP2220</u> |
| <u>4.C.07-05 BPARCOne-Sheet</u> | <u>4.C.07-06 BRandARRevCycle</u> |
| <u>4.C.07-07 BP2410</u> | <u>4.C.07-08 AR2410</u> |

[4.C.07-09 BPWebsite](#)
[4.C.07-11 SOCCCD Cms-SPSite](#)
[4.C.08-02 BOT Eval Pres](#)
[4.C.08-04 BOT Item-111422](#)
[4.C.08-06 CTE Board Rpt](#)
[4.C.08-08 AR4020](#)
[4.C.09-02 CCLCCert-Inmon](#)
[4.C.09-04 BOT SelfEvl-020322](#)
[4.C.09-06 BOT Conf-21-22](#)
[4.C.09-08 BP2110](#)
[4.C.10-02 Special Mtg Notice](#)
[4.C.10-04 BOT Employ Sur-22](#)
[4.C.10-06 BOT Item-022723](#)
[4.C.10-08 BOT Goals-2023](#)
[4.C.11-02 Ethics Train-Dack](#)
[4.C.11-04 AR2710](#)
[4.C.12-01 BP2200](#)
[4.C.12-03 BOT Item-101722](#)
[4.C.13-01 BP3200](#)
[4.C.13-03 BP2740](#)

[4.C.07-10 BOT Meetings](#)
[4.C.08-01 BOT SelfEvl-021323](#)
[4.C.08-03 BOT Goals-2023](#)
[4.C.08-05 SEAP Plan-22-25](#)
[4.C.08-07 BOT Item-072522](#)
[4.C.09-01 BP2740](#)
[4.C.09-03 CCLCCert-Milchiker](#)
[4.C.09-05 BOT SelfEvl-021323](#)
[4.C.09-07 BP2100](#)
[4.C.10-01 BP2745](#)
[4.C.10-03 BOT SelfEvl Sur-22](#)
[4.C.10-05 BOT SelfEvl-021323](#)
[4.C.10-07 BOT Eval Website](#)
[4.C.11-01 BP2715](#)
[4.C.11-03 BP2710](#)
[4.C.11-05 BP2712](#)
[4.C.12-02 BP2430](#)
[4.C.12-04 BOT Item-082922](#)
[4.C.13-02 AR3200](#)
[4.C.13-04 BOT SelfEvl-021323](#)

D. Multi-College Districts or Systems

- 1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.**

Evidence of Meeting the Standard

The South Orange County Community College District (SOCCCD) is a multi-college district whose chancellor, as the chief executive officer (CEO) of the District, has the delegated authority to assure effective operation of the colleges and District. The chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the District for the effective operation of its two colleges, Irvine Valley College and Saddleback College. The primary means of communication between the District and the colleges is through regular meetings with the leadership teams at the colleges. The chancellor meets biweekly with the Chancellor's Executive Council (CEC), a body that includes the three vice chancellors and chief communications officer of the District and the two college presidents. The chancellor also meets monthly with districtwide leadership at Chancellor's Council ([4.D.01-01](#)), a participatory governance council charged with facilitating information exchange and dialogue on districtwide issues and decisions, including governance, and with setting the agenda for board meetings, and meets quarterly with all districtwide administrators and managers at District Administrators/Managers Meeting (DAM) ([4.D.01-02](#)).

Expectations of educational excellence and integrity are also communicated to all District employees

through various means, such as chancellor presentations during professional development week, held the week prior to each semester in accordance with the flexible calendar program, and the Horizons newsletter, published by the Office of the Chancellor and distributed via email to all District employees. The spring 2021 issue of Horizons, for example, conveyed information about returning to work following COVID-19 and the expectations for continued high quality instruction and services ([4.D.01-03](#)). An archive of all communications can be found on the District website ([4.D.01-04](#)).

The District has developed documents that outline and clearly define the roles, authorities, and responsibilities between the colleges and the District. The two most pertinent are Board Policy (BP) 2430, Delegation of Authority to the Chancellor ([4.D.01-05](#)), and Administrative Regulation (AR) 2437, Delegation of Authority to the College President ([4.D.01-06](#)). The chancellor has also overseen the development of additional documents to clarify roles and responsibilities in the District. These documents include the District-wide Planning and Decision-Making Manual ([4.D.01-07](#)) and the District-wide Function Map ([4.D.01-08](#)), both of which were developed through the District-wide Planning Council (DWPC), a participatory governance council with membership from all constituent groups within the District ([4.D.01-09](#)). The planning manual and function map are reviewed annually, revised as needed, and approved by DWPC ([4.D.01-10](#)).

Analysis and Evaluation

SOCCCD is a multi-college district that includes Irvine Valley College and Saddleback College. Through the authority granted by the Board of Trustees, the chancellor, as CEO of the District, is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the District. This is accomplished through the support of an effective participatory governance structure, which assists the chancellor in establishing clearly defined roles, authority, and responsibility between the colleges and the District.

- 2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.**

Evidence of Meeting the Standard

As established in a variety of Board Policies (BPs) and Administrative Regulations (ARs), there is a clear delineation between the functions and responsibilities of district services and those of the colleges, as well as of specific constituent groups. These policies include:

- BP 2200 Duties and Responsibilities of the Board of Trustees ([4.D.02-01](#))
- BP 2430, Delegation of Authority to the Chancellor ([4.D.02-02](#))
- AR 2437, Delegation of Authority to the College President ([4.D.02-03](#))
- BP 2510, Participation in Local Decision Making ([4.D.02-04](#))
- BP 2511, Delegation of Authority to the Academic Senate ([4.D.02-05](#))
- AR 2511, Delegation of Authority to the Academic Senate ([4.D.02-06](#))
- BP 2513, Classified Professionals Participation in Decision Making ([4.D.02-07](#))
- BP 2514, Student Participation in Decision-Making ([4.D.02-08](#))
- BP 5400, Associated Students' Organization ([4.D.02-09](#))

- AR 5400, Associated Students' Organization ([4.D.02-10](#))
- BP 6100, Delegation of Authority, Business and Fiscal Affairs ([4.D.02-11](#))
- BP 7110, Authorization for Employment/Delegation of Authority for Employment ([4.D.02-12](#))
- BP 7217, Duties and Responsibilities of the Faculty ([4.D.02-13](#))
- BP 7218, Duties and Responsibilities of the Department/Academic Chair ([4.D.02-14](#))

These policies and regulations are regularly reviewed and revised as needed by the Board Policy and Administrative Regulation Advisory Committee (BPARC), a participatory governance group with representatives of each constituency group ([4.D.02-15](#)), prior to being forwarded to the chancellor, Chancellor's Council, and the Board of Trustees (BOT) for review and approval. Therefore, these policies are regularly communicated to and discussed within the various constituency groups at both colleges, including college leadership/organizational committees, collective bargaining organizations, academic senates, classified senates, and student organizations. All BPs and ARs are also posted on the District website for access by all District employees ([4.D.02-16](#)).

The delineation of functional responsibilities between the District and the colleges is also outlined in the District-wide Function Map ([4.D.02-17](#)), which is reviewed annually by the District-wide Planning Council (DWPC) and revised as needed. The function map is a particularly relevant document as it illustrates how the functional areas of District Services (Office of the Chancellor, Human Resources, Business Services, and Educational and Technology Services) describe their roles and responsibilities in coordination with the colleges' roles and responsibilities.

Additionally, governance, fiscal, and operational responsibilities are often clarified and refined in the districtwide participatory governance committees and councils, including:

- Board Policy and Administrative Regulation Advisory Council ([4.D.02-18](#))
- Business Continuity Planning Committee ([4.D.02-19](#))
- Capital Improvement Committee ([4.D.02-20](#))
- Chancellor's Council ([4.D.02-21](#))
- District Online Education Committee ([4.D.02-22](#))
- District Resource Allocation Council ([4.D.02-23](#))
- District-wide Planning Council ([4.D.02-24](#))
- District-wide Technology Committee ([4.D.02-25](#))

The chancellor ensures that the colleges receive effective and adequate support in achieving their missions through facilitation of the centralized operational structure of District Services. These centralized functions include the Office of the Chancellor, Human Resources, Business Services, and Educational and Technology services.

The Office of the Chancellor ([4.D.02-26](#)) oversees all chancellor functions and trustee services. Office responsibilities also include coordination of all regular and special board meetings, including notification, preparation, and distribution of agendas and minutes; dissemination of information districtwide; coordination of districtwide events; and coordination of districtwide committee meetings, including the Chancellor's Executive Council (CEC), Chancellor's Council, and District Administrators/Managers Meeting (DAM). Public Affairs ([4.D.02-27](#)), a department within the Office of the Chancellor, is responsible for coordinating marketing, for government, community, and public relations, and for media relations.

Human Resources ([4.D.02-28](#)) provides oversight for all human resources functions including hiring and recruitment, employee relations, labor relations and collective bargaining, mandated training and professional development, and compliance with state and federal laws and regulations. The vice chancellor of Human Resources collaborates with both colleges in the recruitment, selection, and orientation of new employees and in facilitating the performance evaluation processes for all employee groups.

Business Services ([4.D.02-29](#)) provides oversight of all business departments, including fiscal services, facilities planning, purchasing, accounting, payroll, employee benefits, and risk management. The vice chancellor of business services collaborates with both colleges to prepare the tentative and final District budgets and to provide support and expertise to districtwide resources committees. The Business Services office also provides oversight for the annual audit, new construction and facilities renovation, master plan development, and warehouse/mailroom services.

Educational and Technology Services ([4.D.02-30](#)) coordinates educational programs, technology services, and districtwide research. The vice chancellor of educational and technology services also provides leadership in enrollment management, online education, workforce development programs, network infrastructure, information security, computer operations and telecommunications, the maintenance of Management Information Systems (MIS) data and reporting tools, and the maintenance of the information technology systems.

The services provided to the colleges by District Services are evaluated through discussions in the participatory governance committees, annual committee evaluations, and the biennial District-wide Climate Survey. In the 2021 Climate Survey, 82 percent of respondents felt that they were informed about what “was happening” in their own operational unit but only 37 percent felt they were informed of what “was happening” in District Services. This indicates that while the delineations of roles and responsibilities has been documented in policy and the function map, more needs to be done to broadly communicate information about the specific functions of the various District Services departments with all employees districtwide ([4.D.02-31](#)).

Analysis and Evaluation

The chancellor has facilitated the creation of an operational structure in District Services and a districtwide committee structure that ensures the colleges receive effective and adequate services to support them in achieving their missions. Through documentation, the operational responsibilities and functions of the District and colleges are clearly delineated. However, as evidenced in the most recent climate survey results, this delineation is still not fully understood by all employees. In order to rectify this situation, the District is increasing communications about the roles of responsibilities of each of its offices, such as more widespread dissemination of the function map.

- 3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard

District resources are allocated to the colleges in accordance with Board Policy (BP) 6200, Budget Preparation ([4.D.03-01](#)), BP 6210 Basic Aid Funds Allocation Process ([4.D.03-02](#)), BP 6250, Budget Management ([4.D.03-03](#)), BP 6300, Fiscal Management ([4.D.03-04](#)); and the Budget Development Guidelines ([4.D.03-05](#)) adopted by the Board of Trustees (BOT) ([4.D.03-06](#)) and contained within each

proposed annual budget. The guidelines are developed in alignment with the board philosophy of ensuring wise and prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the District's Mission Statement.

The guiding principles related to college allocations include:

- The following reserves shall be established to meet the total reserve levels recommended by both the California Community Colleges Chancellor's Office and the Government Finance Officers Association of two months of regular unrestricted general fund operating expenditures:
 - The general fund reserve for economic uncertainties shall be no less than 7.5 percent of the projected unrestricted revenue
 - A Basic Aid reserve of no less than 20 percent in accordance with BP 6210, Basic Aid Funds Allocation Process
 - Each college and District Services shall maintain a general fund reserve for economic uncertainties of no less than 3.5 percent of the projected unrestricted expenditures
- The expenditure budgets for each college shall not exceed the projected resource allocations
- The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment
- Excess revenue above apportionment shall be allocated at the college or District for one-time purposes, such as to cover some of the unfunded obligations for the retiree benefit plans
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries
- Excess revenue above apportionment shall not be used for any purposes that will jeopardize the District's future financial stability
- BP and Administrative Regulation (AR) 6210, Basic Aid Funds Allocation Process, will be followed when allocating Basic Aid funds, unless the board authorizes a departure from the policy

The District has established effective regulations and mechanisms to ensure that the District effectively controls expenditures and maintains sound fiscal management through the responsible stewardship of available resources, in accordance with BP 6300, Fiscal Management ([4.D.03-07](#)). College and District financial statuses are regularly reported to, and reviewed by, the board; these reports include the presentation of monthly financial status reports (EVI), quarterly Basic Aid reports (EVI), and adopted annual budgets ([4.D.03-08](#)). The District also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement (EVI). The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the District's participatory governance committees, such as the District Resources Allocation Council (DRAC) ([4.D-03.09](#)), and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the District's Certified College Funding Specialist form 320 (CCFS-320) filings and full-time faculty obligation number (FON).

Analysis and Evaluation

SOCCCD has established resource allocation policies and procedures that support the effective operations and sustainability of the colleges and district services. Under the leadership of the chancellor, College and District Services personnel work together to ensure effective control of expenditures and the financial stability of the District.

- 4. The CEO of the district or system, delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

According to Board Policy (BP) 2430, Delegation of Authority to the Chancellor, the chancellor, who is responsible for hiring and evaluating the college presidents, is also expected to delegate "full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges" ([4.D.04-01](#)).

Per Administrative Regulation (AR) 2347, Delegation of Authority to the College Presidents, the president is designated the Chief Executive Officer (CEO) of the college ([4.D.04-02](#)). As such, the president, who reports to and supports the chancellor, is considered the final authority at the college level with responsibility for implementing the College's educational plan, the College's Strategic Plan, and District policies and regulations.

In alignment with this regulation, the chancellor delegates authority to the college president specifically for the following function:

1. Provide leadership and coordinate with college constituent groups and District Services in the development and implementation of college master plans and integrated strategic plans
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 leadership in the accreditation process and ensure that the college at all times meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission Policies as defined by the Accrediting Commission of Community and Junior Colleges (ACCJC) and other program specific accreditors
7. 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
8. Propose strategies for selecting and retaining a diverse high quality full-time faculty, staff, and administrators
9. Select and inform Human Resources of recommended offers of employment for faculty, administrators, and classified positions for the college
10. Provide leadership and empower the administrative team
11. Provide leadership focusing on accountability and professional and ethical conduct
12. Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations
13. Develop and implement emergency preparedness plans
14. Provide a participatory governance process
15. Promote cooperation and collegiality among both colleges and district services

This authority is recognized by the District, as evidenced in the adopted District-wide Function Map ([4.D.04-03](#)), which delineates the distinction between the authority of the chancellor and that of the

president. Through the performance evaluation process, the chancellor holds the college presidents accountable for the colleges' performance.

Analysis and Evaluation

The chancellor delegates full responsibility and authority to the college president to implement District policies without interference. The college president serves as the CEO of the College. As such, they are responsible for the quality and integrity of programs and services, adherence to accreditation standards, and the fiscal stability of the College.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

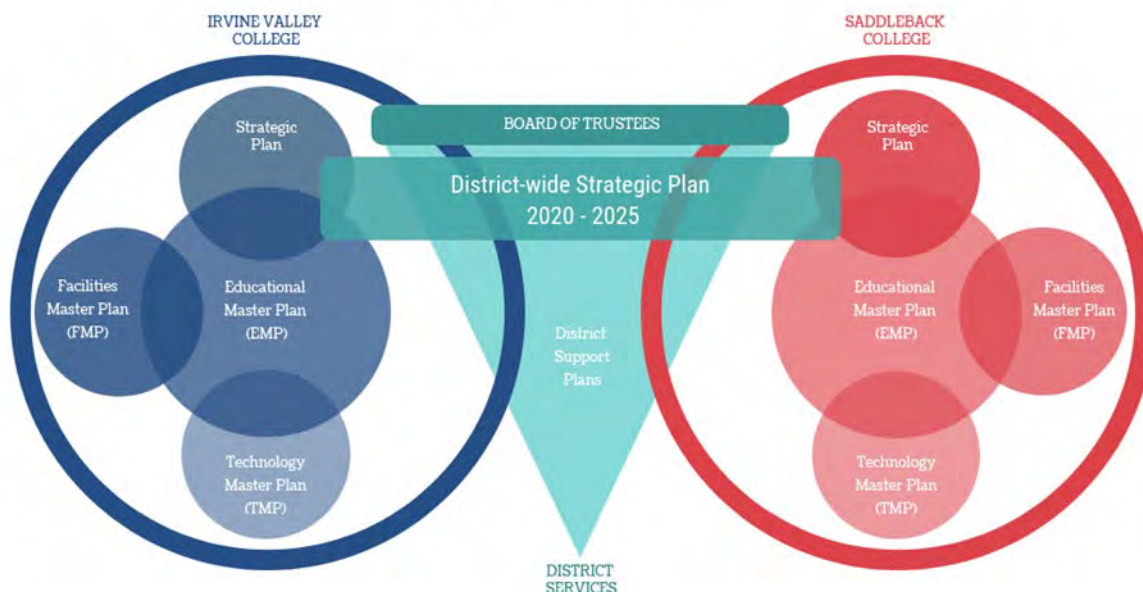
The SOCCCD District-wide Planning and Decision-Making Manual ([4.D.05-01](#)) outlines the integrated model for planning and the evaluation of institutional effectiveness adopted by the District. This integrated model ensures that the District and its colleges engage in planning through the use of a shared set of definitions and priorities. The planning and decision-making manual describes this shared philosophy and the integrated planning procedures. It also demonstrates the connections among the districtwide councils and committees, the chancellor, the Board of Trustees (BOT), the colleges, and district services.

The District-wide Planning Council (DWPC) is the primary planning body in the District and is responsible for coordinating all districtwide planning. DWPC is co-chaired by the chancellor and the district director, Research, Planning, and Data Management, and includes representatives from all constituent groups at both colleges and from District Services ([4.D.05-02](#)). DWPC meets three times a semester and holds an annual retreat to oversee District planning processes and monitor and evaluate progress on the districtwide Strategic Plan. Regular monitoring of the District's planning occurs through the District-wide Integrated Planning Committee (DWIPC), which is chaired by the District director of research, planning, and data management and is charged with carrying out the action items developed at DWPC meetings, assessing the effectiveness of the planning processes, and making procedural recommendations for the consideration of DWPC ([4.D.05-03](#)). DWIPC also was responsible for developing the tools for monitoring the key performance indicators (KPIs) identified in the District's plans, such as the Strategic Plan Dashboard ([4.D.05-04](#)).

As evidence of the integrated nature of the District's planning, the SOCCCD District-wide Strategic Plan 2020-2025 ([4.D.05-05](#)) was developed concurrently with the education master plans of both Irvine Valley College and Saddleback College. Input collected from students, faculty, employees, and the community was applied to develop districtwide priorities. In conjunction with data provided by both internal and external scans, these priorities were reviewed by DWPC, which in turn developed the major goals and supporting objectives in the districtwide Strategic Plan. The collaboratively agreed-upon districtwide goals and objectives were then used as the framework for the college-level strategic plans and guided the development of specific strategies and action steps for the achievement of these goals. These goals and objectives also provide an overarching framework for other major planning documents, including the education master, facilities master, and technology master plans ([4.D.05-06](#)).

The connections between the plans and the different entities within the District (i.e., District Services and the two colleges) are illustrated in the following diagram from the planning and decision-making manual:

SOCCCD Planning Process



Planning is then integrated into the districtwide resource allocation processes, as described in the planning and decision-making manual ([4.D.05-07](#)). Within each Facilities Master Plan (FMP), the colleges prioritized the capital projects that were needed based upon planning needs, enrollment projections, and programmatic needs. A cash flow analysis was then developed from the project prioritization which serves as the starting point for resource allocation of Basic Aid funds within the Capital Improvement Committee (CIC) each budget cycle. Each year, CIC analyzes whether the prioritization is still accurate and/or if changes are needed, with each college having the ability to add in new projects. For example, in 2022-2023, the colleges added in four projects: SC Greenhouse Biology/Horticulture, and Baseball Turf and Scoreboard Replacement; and IVC Parking Lot 7 Temp to Permanent/Sidewalk to Baseball, and Fine Arts Promenade Landscape/Hardscape/Coffee Structure as a result of the colleges' planning needs ([4.D.05-08](#)). Ultimately, the recommended listing for CIC projects is presented to the District Resources Allocation Council (DRAC) for review and approval before being added into the budget for the following fiscal year.

Evaluation of the District's planning efforts in terms of improving student learning and achievement and institutional effectiveness primarily takes place during the DWPC annual retreat. Throughout the year, District and college research teams meet regularly and collaboratively develop, monitor, and assess the key performance indicator metrics aligned to each of the districtwide Strategic Plan's objectives. Goal 1 and Goal 2 were directly aligned and prioritized with the state's Vision for Success goals to improve equity and access and outcomes in student learning. The data on these key performance indicators are updated annually, reviewed collectively with the college community and during the annual DWPC retreat.

Analysis and Evaluation

SOCCCD engages in an integrated planning process aimed toward improving student learning and achievement and institutional effectiveness. This process is outlined in the SOCCCD Planning and Decision-Making Manual and the effectiveness of the process is monitored by the districtwide planning body, DWPC.

- 6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.**

Evidence of Meeting the Standard

The organizational management structure of the District ensures timely, accurate, and complete communication for the effective operation of the colleges. The chancellor meets biweekly with the college presidents and the vice chancellors in Chancellor's Executive Council (CEC) to discuss executive issues related to operational policies and procedures and to maintain a high level of communication and collaboration (EVI-Get from Grace). Chancellor's Council, a participatory government council with representatives from both colleges and district services, meets monthly to discuss districtwide topics. During these meetings, council members provide updates from the colleges and are responsible for communicating information back to their constituencies in a timely manner ([4.D.06-01](#)).

Moreover, the other districtwide operational councils and committees (listed in IV.D.2 above) provide opportunities for representatives from each college and district services to communicate about key operational areas and make recommendations for more effective practices. These representatives are also responsible for reporting back to their constituencies, ensuring that information is communicated in a timely manner. Agendas, minutes, and handouts for all committees are maintained on the District's SharePoint site, enabling individuals to access these documents to verify the accuracy and completeness of information provided ([4.D.06-02](#) and [4.D.06-03](#)).

The chancellor has also established methods to regularly communicate important operations information to all employees in the District. This includes announcements and press releases sent via email to employees ([4.D.06-04](#)) by the chancellor and the chief communications officer as well as the chancellor's quarterly newsletter, Horizons ([4.D.06-05](#)).

Analysis and Evaluation

Through such means as the CEC, Chancellor's Council, districtwide participatory governance committees, newsletters, and email updates, SOCCCD ensures the timely, accurate, and complete communication of information, which serves to enable the effective operation of the colleges. The District's participatory governance structure also allows for comprehensive and timely communication between the District leadership and all constituent groups at the colleges, which informs and facilitates effective decision making.

- 7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

The chancellor uses a variety of methods to regularly evaluate the role delineations, governance, and decision-making processes of the District to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District-wide Planning Council (DWPC) is the body responsible for regularly reviewing and revising the planning and decision-making processes of the District. To aid in their assessment, a biennial district climate survey is sent to all employees in order to assess employee perspectives on the relationships between the District and

the colleges ([4.D.07-01](#)). The results from this survey are then presented to DWPC, during their annual retreat, and analyzed ([4.D.07-02](#)). Based on this analysis, as well as an overall review of decision-making structures and procedures, changes may be recommended for the districtwide planning and decision-making manual or the districtwide function map, both of which are reviewed annually. Results of the climate survey are also posted on the council's SharePoint site so that they can be accessed by all employees.

All districtwide committees conduct annual self-evaluations, which include questions pertaining to their effective functioning ([4.D.07-03](#)). The results of these surveys are analyzed, and any recommended changes are enacted within the committee or, if larger structural or procedural recommendations are necessary, forwarded to DWPC for action ([4.D.07-04](#)).

Additionally, all functional units within District Services are required to complete an administrative unit review (AUR), during which objectives are established in alignment with the District-wide Strategic Plan and progress on the unit objectives are evaluated ([4.D.07-05](#)).

Analysis and Evaluation

SOCCCD uses a variety of methods to assess its role delineations, governance, and decision-making processes to ensure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. This primarily occurs in the districtwide planning body, utilizing employee surveys as key sources of data. The results of these assessment methods are widely communicated through presentations in participatory governance committees and through the District SharePoint site.

Conclusions on Standard IV.D: Multi-College Districts or Systems

As a multi-college district, the SOCCCD chancellor and all of district services are cognizant of the necessity of working collaboratively with the District's colleges, Irvine Valley College and Saddleback College, to ensure the educational excellence, integrity, and effective operation of those colleges. SOCCCD has numerous policies and procedures in place to promote student success, sustain academic quality and integrity, maintain financial stability, and ensure continuous improvement of the district and its colleges. Through policies, procedures, and the participatory governance committee structure, SOCCCD recognizes and uses the contributions of all constituent groups to promote student success and completion. This is achieved, in part, through a clear delineation of roles and functions between district services and the colleges. At the same time, District Services and the colleges work together using an integrated planning model to ensure that the District works collaboratively for the benefit of its students.

Improvement Plan(s)

None.

Evidence List

[4.D.01-01 ChanCoun-OneSheet](#)
[4.D.01-03 Horizon-Spring21](#)
[4.D.01-05 BP2430](#)
[4.D.01-07 SOCCCDPlanManual](#)
[4.D.01-09 DWPCOneSheet](#)
[4.D.02-01 BP2200](#)

[4.D.01-02 DAMAgenda-120922](#)
[4.D.01-04 SOCCCDCommSite](#)
[4.D.01-06 AR2437](#)
[4.D.01-08 SOCCCDFuncMap](#)
[4.D.01-10 DWPCMins-060221](#)
[4.D.02-02 BP2430](#)

[4.D.02-03 AR2437](#)
[4.D.02-05 BP2511](#)
[4.D.02-07 BP2513](#)
[4.D.02-09 BP5400](#)
[4.D.02-11 BP6100](#)
[4.D.02-13 BP7217](#)
[4.D.02-15 BPARCOneSheet](#)
[4.D.02-17 SOCCCDFuncMap](#)
[4.D.02-19 BCPCOneSheet](#)
[4.D.02-21 ChanCounOneSheet](#)
[4.D.02-23 DRACOneSheet](#)
[4.D.02-25 DTCTOneSheet](#)
[4.D.02-27 PubAffWebsite](#)
[4.D.02-29 BusServsWebsite](#)
[4.D.02-31 SOCCCDSur2021](#)
[4.D.03-02 BP6210](#)
[4.D.03-04 BP6300](#)
[4.D.03-06 BOTItem-012422](#)
[4.D.03-08 TentBudget-062822](#)
[4.D.04-01 BP2430](#)
[4.D.04-03 SOCCCDFuncMap](#)
[4.D.05-02 DWPCOneSheet](#)
[4.D.05-04 DWStratPlanDashEx](#)
[4.D.05-06 SOCCCDPlanManual](#)
[4.D.05-08 CICRec-030822](#)
[4.D.06-02 DWCommittees](#)
[4.D.06-04 SOCCCDPrsRel-031723](#)
[4.D.07-01 SOCCCDSur2021](#)
[4.D.07-03 DWCommEvalInst](#)
[4.D.07-05 DistSvcsAURProc](#)

[4.D.02-04 BP2510](#)
[4.D.02-06 AR2511](#)
[4.D.02-08 BP2514](#)
[4.D.02-10 AR5400](#)
[4.D.02-12 BP7110](#)
[4.D.02-14 BP7218](#)
[4.D.02-16 BPWebsite](#)
[4.D.02-18 BPARCOneSheet](#)
[4.D.02-20 CICOneSheet](#)
[4.D.02-22 DOECOneSheet](#)
[4.D.02-24 DWPCOneSheet](#)
[4.D.02-26 OffofChanWebsite](#)
[4.D.02-28 HRWebsite](#)
[4.D.02-30 EduTechSvcsWeb](#)
[4.D.03-01 BP6200](#)
[4.D.03-03 BP6250](#)
[4.D.03-05 BudDevGud-012422](#)
[4.D.03-07 BP6300](#)
[4.D.03-09 DRACOneSheet](#)
[4.D.04-02 AR2347](#)
[4.D.05-01 SOCCCDPlanManual](#)
[4.D.05-03 DWIPCTOneSheet](#)
[4.D.05-05 DWStratPlan](#)
[4.D.05-07 SOCCCDPlanManual](#)
[4.D.06-01 ChanCounOneSheet](#)
[4.D.06-03 DWPCMeetMat](#)
[4.D.06-05 Horizon-Summer22](#)
[4.D.07-02 DWPCMins-060221](#)
[4.D.07-04 AURDistIT](#)

Quality Focus Essay



H. Quality Focus Essay

Introduction

The Quality Focused Essay (QFE) provides Saddleback College with an opportunity to advance efforts to improve student learning and achievement. As part of the ISER process, the Accreditation Steering Committee, a subcommittee of Consultation Council, discussed and recommended a focus on the College's Learning Pathways adoption.

Background

Saddleback College's Learning Pathways adoption has been in development for the past five years. In 2018, led by a team of faculty and one manager, the College engaged in a two-year long process to identify and develop the first iteration of its learning pathways, which included seven pathways.

Once the pathways were developed, the College moved into the next phase of the pathways adoption and created completion teams comprised of faculty, counselors, and data coaches. The completion teams spent a year reviewing student data by pathway and worked on identifying opportunities to improve student learning and achievement by transforming the student experience using the pathways framework. At the end of the 2021-2022 academic year, the feedback from the completion teams and the Guided Pathways faculty coordinator indicated that it was difficult to transform the student experience because the work of the learning pathways completion teams was not aligned with the College's operational structure, which created an alternate structure that made it difficult to influence and transform key aspects of the student experience. This assessment demonstrated that it was time to take the pathways work out of the research and development phase and incorporate it into the College's existing operational structure so that the pathways adoption could be institutionalized.

As a first step to incorporate and integrate the adoption of the pathway's framework into the college's operational structure, in fall 2022, the College executive leadership team presented a large-scale realignment of the College's division and learning pathways into one structure. Based on the scale of adoption assessments and feedback from the faculty coordinator and completion teams regarding the challenges presented by duplication with one pathway, as well as low student interest in another pathway, the College executive leadership team consolidated the college's division structure into five schools that aligned with the remaining five pathways.

This new organizational structure will be effective fall 2023 and will have the following five schools: 1) School of Arts, Media, Design and Performance, 2) School of Business and Industry, 3) School of Health and Wellness, 4) School of Humanities and Social Sciences, and 5) School of Science, Technology, Engineering and Math. In addition, for students who are undeclared, a team of counselors will lead efforts to develop a comprehensive exploration path to support student decision-making and ensure that students enter a focused path by the end of the first semester.

Rationale

Historically, the College's organizational structure was driven by operational needs (facilities, funding, enrollment) as opposed to student needs. In reviewing the student achievement data in Section B, the College has identified equity gaps in key performance indicators for Latinx and low-income students. Based on research conducted through the Community College Research Center, equity gaps that these students experience are due in part to the silos created by the organizational structure, the myriad of

options that are provided, and the “cafeteria style” student support services currently in place. To better address student needs and eliminate equity gaps, the College seeks to adopt the pathways framework at scale and plans to create customized support structures for each School. In addition, the College is committed to adding additional roles and support programs, such as the Math, Engineering and Science Achievement (MESA) Program, to help with the student journey.

Anticipated Impact on Student Learning and Achievement

The realignment of the College’s organizational structure with the learning pathways will help to center its operations around cohorts of students based on their major path at the school level. This will allow for better monitoring and the provision of more customized instructional and student support services to the students who most need it. An interdisciplinary school team, led by a Counselor and Dean with the support of student success coaches, faculty and classified staff, will work with cohorts of students using the pathways framework. In addition, equity efforts to address learning and achievement gaps will focus on students who demonstrate disproportionate impact depending on the data that is provided at the school level.

Implementation Plan

The following tables provide information about the activities and measurable outcomes to support the pathways framework full scale of adoption.

Clarify the Path

| Activity | Measurable Outcome | Responsible Party | Resources Required | Timeline |
|---|--|--|--|-----------|
| Create onboarding workgroup to support the student journey | Charge and representation developed | Director of Strategic Enrollment Management | Funding to support collaboration and activities | 2023-2024 |
| Establish new schools' model for the instruction branch | Faculty and programs will be organized based on five main learning pathways | Vice President for Instruction (VPI) and deans | Additional administrative structures to support “schools” that have additional faculty and operational needs | 2023-2024 |
| Create key performance indicators (KPI) dashboards by school | Reporting tools that will allow each school to follow and track student progress based on the student’s cohort | Office of Planning, Research and Accreditation (OPRA) | Technology tool to present information, professional development (PD) for school completion teams | 2023-2024 |
| Scheduling for completion by school pathway | Students can access the required courses needed for their educational goals | VPI and deans | New scheduling report tools that are organized by learning pathways | 2023-2026 |
| Ensure equity in access to the College and into high impacted schools | Establish KPI for the Lead to Enrollment funnel | Outreach and Strategic Partnerships, Marketing, Admissions and Records, STEM, Business and Health and Wellness Deans | Funding to support collaboration time | 2023-2026 |

Entering the Path

| Activity | Measurable Outcome | Responsible Party | Resources Required | Timeline |
|---|---|---|--|-----------|
| Create “Undeclared” Completion Team | Charge and representation developed | Dean of Counseling and counselors | Funding to support collaboration and activities | 2023-2026 |
| Create onboarding experiences to help undeclared students decide on a pathway/major | Establish milestones and key performance indicators for the exploration process | “Undeclared” Completion Team | Funding to support collaboration time and garner partnership participation | 2023-2026 |
| Ensure equity in access and achievement of students in business and STEM pathways | % of student participation in calculus-based programs is proportionate to the number of active students | Outreach and Strategic Partnerships, Marketing, Admissions and Records, STEM director | Funding for new programs and services | 2023-2026 |

Staying on the Path

| Activity | Measurable Outcome | Responsible Party | Resources Required | Timeline |
|---|---|---|---|-----------|
| Hire additional student success coach for each of the schools | Additional Student Success Coaches Hired | Director of Strategic Enrollment Management | Funding for five new positions | 2023-2024 |
| Create schools' completion teams | Members convene and meet regularly | VPI, Deans | Collaboration time | 2023-2026 |
| Create onboarding experiences to help students stay on the path | Establish milestones and KPIs for student engagement | School completion teams | Funding to support new programs and services within the schools | 2023-2026 |
| Address equity gaps in persistence and retention | Eliminate equity gaps with persistence and retention. | Outreach and Strategic Partnerships, Marketing, Admissions and Records, STEM director | Funding to support programs and services at the same time. | 2023-2027 |

Ensuring that Learning is Happening

| Activity | Measurable Outcome | Responsible Party | Resources Required | Timeline |
|--|---|--------------------------------------|--|-----------|
| Development of and placement into learning applications, shows, internships, work, service or research available for all students in each school | Repository to house/coordinate opportunities for students Process to place students into learning application experiences. | Deans, chairs, and external partners | Learning application placement specialists | 2023-2028 |

| Activity | Measurable Outcome | Responsible Party | Resources Required | Timeline |
|---|--|---|---|-----------|
| Address equity in access and ensure placement into internship, service learning, and research | No gaps in student participation in learning application experiences | Completion team, internship placement specialists | Funding to support compensation for students to participate | 2023-2028 |
| Implement the Graduate Institutional Student Learning Outcomes Survey | Students completing the survey | OPRA | Incentive for students to complete | 2023-2025 |



SADDLEBACK COLLEGE PRESIDENT

Elliot Stern, DO, JD, President

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES:

Ryan Dack, Carolyn Inmon, Barbara J. Jay
Timothy Jemal, Marcia Milchiker
T.J. Prendergast, III, Terri Whitt Rydell
Rachel Abalos, Student Trustee
Julianna Barnes, Ed.D., Chancellor

It is the policy of SOCCCD to fully comply with the requirements of the Americans with Disabilities Act (Board Policy 5506). Consistent with that policy, this material is available in alternative formats (such as large print, braille or accessible electronic text). Such materials and other disability accommodations will be provided as needed for program access, upon request. For needed accommodations or alternate formats please contact:

Penny Skaff, Ed.D., Dean, Counseling and Special Programs, via email at
scdsps@saddleback.edu • 949-582-4572 • TTY/Videophone: 949-582-4430