SADDLEBACK COLLEGE

# PLANNING & DECISION-MAKING MANUAL

## 2023 - 2024

## *Our Vision:*

*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.*

## *Our Mission:*

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

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# APPROVALS

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| Approved by Planning and Institutional Effectiveness Committee (PIE) | 2/22/24 |
| Approved by Consultation Council (CC) | 3/5/24 |
| Approved by College President | 3/5/24 |

# PURPOSE

The purpose of this manual is to provide an overview of the college's decision-making structure and processes. This document covers the roles and responsibilities of collaborative efforts within participatory governance, the definitions for types of teams engaging in the planning process, as well as the college's planning process, resource allocation process, and strategic plan.

# SADDLEBACK COLLEGE VISION, MISSION, AND VALUES

## Vision

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.

## Mission

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

## Values

**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.

# DECISION-MAKING PHILOSOPHY

We, the students, faculty, staff, and management at Saddleback College, are instrumental in providing an environment in which students can successfully achieve their educational goals, and in which employees can maximize their performance. Saddleback College defines the ethical person as one who is consistently fair, honest, straightforward, trustworthy, objective, and unprejudiced. At Saddleback College, the ethical person models civility and concern for others, and is conspicuously unfailing in the exercise of integrity to sustain the credibility that is the expectation of public servants and scholars.

In enacting the college's core values, members of the Saddleback College community shall treat others with civility and respect, recognizing that disagreement and informed debate are pervasive in an academic setting. They shall not seek to abridge for any purpose the freedoms of employees, students, or the public, nor support retaliatory behavior for any reason.

The following statements are intended as principles for ethical behavior at Saddleback College:

- Provide and protect access to the educational resources of the College.
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Protect human dignity and freedom of expression in the academic and working environment, and assure that all are respected as individuals.
- Facilitate a climate of collegiality, independent thought, and the right to dissent.
- Encourage open dialogue and positive contributions to Saddleback College by inviting all constituencies to participate in the governance process.
- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for accomplishments.
- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, the College, and the public.
- Foster openness and courtesy by encouraging and maintaining communication consistent with the College's organizational and administrative protocols.
- Abide by established College and District policies and procedures and act within applicable laws, codes, and regulations.

While these ethical principles apply to all members of the academic community, this document is not meant to be a comprehensive list of the ethical responsibilities of each member. Recognizing the different roles of members and the different levels of authority that come with them, we thus affirm that:

- Students are expected to abide by the Student Code of Conduct as printed in the Student Handbook, and the Associated Student Government Code of Ethics.
- Faculty members are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards.
- Classified staff members are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics.
- Administrators and Managers are expected to abide by the South Orange County Community College District Administrator and Manager Statement of Ethics.

# ROLES AND RESPONSIBILITES

## Participatory Governance

Representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate of the California Community Colleges recommended curtailing the use of the term "shared governance" in favor of the more precise terms defined by California Education Code §70902 (b)(7), which requires the Board of Governors to enact regulations to "ensure faculty, staff, and students…the right to participate effectively in district and college governance." Education Code §70902 (b)(7) further specifies "the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The Board of Governors adopted California Code of Regulations Title 5, which defines the right of the Academic Senate, classified staff, and the Associated Student Government (ASG) to participate effectively in District and College governance.

Title 5 procedures specify different levels of involvement for each constituent group and their representative body:

- The Academic Senate represents faculty;
- The California School Employees Association (CSEA) and Classified Senate represents classified staff; and
- ASG represents students.

The meetings of the Academic Senate and ASG are open meetings pursuant to Government Code §54950 et. Seq. The meetings of the Classified Senate are also open meetings.

### The Governing Board

Saddleback College and the South Orange County Community College District (SOCCCD) constituent groups derive their roles and responsibilities through Government Code, California Education Code, California Code of Regulations (CCR) Title 5, board policies, and accompanying administrative regulations.

### Board of Trustees

The Board of Trustees governs on behalf of the citizens of the South Orange County Community College District in accordance with the authority granted and duties defined in Education Code §70902. Per SOCCCD Board Policy 2200 (Duties and Responsibilities of the Board of Trustees), the Board's commitment is to:

- Establish the mission of the district
- Ensure the development and implementation of short-term and long-term educational, facilities, and technology plans
- Ensure fiscal health and stability
- Monitor institutional effectiveness and educational quality
- Delegate power and authority to the chancellor/chief executive officer to effectively lead the district
- Work respectfully with the chancellor and the District/college faculty and staff
- Offer suggestions and refer concerns to the chancellor
- Work respectfully with other board members
- Hire and evaluate the chancellor
- Advocate for and protect the District

- Establish policies that implement the District mission and goals, and set prudent, ethical and legal standards for college and district operations
- Represent the public interest

## Chancellor

Education Code §70902(d) and Board Policy 2430 (Delegation of Authority to the Chancellor) defines the Board's delegation of authority to the Chancellor.

The Board of Trustees shall employ a qualified person as Chancellor and Chief Executive Officer of the District. The Chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the District.

The Board of Trustees specifically authorizes the Chancellor to perform the following functions:

- To hire academic and classified employees for the District, subject to ratification by the Board.
- To authorize and direct employees of the District to incur travel expenses, including but not limited to mileage, to conduct district business, including conference travel, within the limits and budget requirements.
- To sign applications for funds and contracts (under $200,000) for the district, subject to ratification by the Board. In emergency situations, the Chancellor may sign contracts over $200,000, subject to ratification.
- To accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the Board when accepted in writing by the Chancellor or designee. If the resignation does not specify an effective date, the Chancellor or designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting.
- To establish and maintain the District's purchasing procedure.
- To participate in legislative actions or retain consultants to engage in legislative actions on behalf of the District.

Board Policy 3100 (Organizational Structure) further provides for the following:

- The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District. These charts shall be prepared by the District and the colleges and maintained on the District website.
- For the District and the colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business.
- The Chancellor is authorized and responsible for organizing all district standing and ad hoc committees to assist in the operation of the District. Each College President is authorized and responsible for organizing college committees as needed to assist in college operations.
- To support the Board of Trustees' stated philosophy concerning internal administration, it is the policy of the Board of Trustees that all matters called to its attention by district personnel or by students shall be presented through the Chancellor. Conversely, the Board shall direct appropriate matters through the Chancellor.

## College President

As stated in Administrative Regulation 2437 regarding Delegation of Authority to the College President, the President is "the Chief Executive Officer of the college . . . The President reports to, assists, and supports the Chancellor. The President is responsible for implementing the college's educational plan, strategic plan, and district policies and regulations. The President's administrative organization shall be the established authority on campus and the College President is the final authority at the college level."

According to the SOCCCD job description for the College President:

The President is the Chief Executive Officer of the College, with leadership and management responsibility for the effective operation of the College, including the educational programs, student support services, personnel, annual budgets, facilities, community and external relations, planning, evaluation, and special projects related to the mission of the college.

**Supervision Received and Exercised**

- Reports and is directly responsible to the District Chancellor.
- Exercises supervision over the administration, faculty, and classified staff of the college.

**Examples of Duties and Responsibilities**

- Discharges responsibilities in accordance with the policies, procedures, and approved plans of the district and the Board of Trustees, as well as state and national requirements.
- Provides leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.
- Provides leadership for student support services necessary to ensure student access to college programs and services, student success in educational programs, and student development.
- Directs all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work assignments, professional development activities, contract administration, and disciplinary actions when necessary.
- Directs the development and management of annual college budgets, in accordance with accepted governance and accountability standards.
- Provides leadership to ensure that campus facilities are well planned and well maintained.
- Maintains an effective administrative organization and delegates appropriate responsibilities to the college administrative staff.
- Provides leadership for the development of the college's long-range plans, annual goals, and short-term objectives.
- Is responsible for the safety and well-being of college staff and students.
- Implements a college governance program which is participative, accountable, and effective.
- Promotes effective communication within the college, with the District, and with the Board of Trustees.
- Represents the college to the community, schools, four-year colleges and universities, state and national agencies, professional organizations and other public entities.
- Assists the College Foundation in its efforts to develop resources for the college.
- Attends meetings of the District and Board of Trustees.
- Performs additional duties as assigned by the Chancellor and the Board of Trustees.

# Constituent Groups and Participatory Governance Organizations

## Academic Senate

The Academic Senate represents the faculty of the college, with a right to effectively participate in decision-making and planning related to academic and professional matters (Title 5 §53203). The primary function is to make recommendations in the following areas:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as mutually agreed upon.

According to Education Code, the Academic Senate is also responsible for jointly developing with the District policies and procedures related to faculty hiring (section 87360B) and administrative retreat rights (section 87458A).

The Saddleback College Academic Senate is a representative body, with each instructional area receiving a senator for every ten full-time faculty members or portion thereof, to a maximum of four, and the part-time faculty receiving four at-large senators. The faculty are represented by the Academic Senate on all participatory governance councils and committees.

## Associated Student Government (ASG)

The ASG's primary purpose is to effectively represent the student voice on campus. ASG plans, organizes, promotes, sponsors, and finances a comprehensive program of activities and services for all Saddleback College students; participates in the planning and execution of special events. Students are represented by the ASG on all participatory governance councils and committees. Board Policy 5400 (Associated Students' Organization) and Title 5 §51023.7 define students' right to participate in community college governance. All positions are elected and/or appointed.

## California School Employees Association (CSEA)

The CSEA is the bargaining unit for classified employees and represents the classified staff in the college's participatory governance process (Title 5 §51023.5 and Education Code §70902). At Saddleback College, chapter 586 appointed designees of CSEA are represented in the College's participatory governance councils and committees.

## Classified Senate

Classified staff may also be represented by the Classified Senate. The Classified Senate is the representative body that promotes the professionalism of the classified staff: to encourage individual leadership, contribution, and development among the members of the Classified Senate; to provide

informed member representatives to serve on college and district decision-making committees; to provide a centralized method of communication among and between classified professionals and other college and district constituencies; and, where appropriate, to represent the collective interests of classified professionals in all matters in accordance with the committee's by-laws before any policy-making committee. Each service area shall select one senator per every ten permanent classified professionals. All executive positions are elected by Classified Senate members. The Classified Senate may be represented on participatory governance councils and committees (Title 5 §51023.5 and Education Code §70902).

## Management Team

The Management Team consists of college administrators and managers. Meetings are led by the College President to discuss issues pertinent to college leadership, including accreditation, strategic planning, budget, and governance. The scope of administrators and managers in making decisions is determined by the scope of responsibility and authority delegated to them in job descriptions for administrator and manager positions. The Management Team is represented in all participatory governance councils and committees.

# Participatory Governance Committees

## Career Education Committee (CE)

This committee collaboratively set priorities and future direction of CE at Saddleback College, aligns CE best practices, in order to increase enrollment, completion, and employment outcomes for our students.

## Caring Campus Committee

This committee executes Caring Campus initiatives through the shared governance process. Includes planning and implementing Caring Campus events and reinforcing the Caring Campus behavioral commitments by helping to institutionalize these behaviors campus wide.

## College Resources Committee (CRC)

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

The committee provides a forum for robust discussion and building consensus for recommendations that will inform the president's decision-making on resource issues of importance to multiple constituents across the college. To support continuous improvement and achieve this purpose, the Committee regularly communicates, reviews, evaluates, and/or makes recommendations to the Consultation Council, as needed, on the following:

- The College's budget and financial condition.
- District and College resource allocation processes, including the integration with institutional planning.
- Prioritization of requests for new resources, other than faculty positions, including funding recommendations based on available resources.
- The College Facilities Master Plan, Sustainability Plan, ADA Transition Plan, Facilities Design Criteria, and other facility issues that affect multiple departments/units.
- Prioritization of requests for Basic Aid funding for Facilities and Technology Projects through the District Capital Improvement and Technology Committees, respectively.
- Recommendations from other college committees, including the college Health and Safety Committee, Technology Committee, or other committees or work groups (e.g., Parking) that impact the use of college resources.
- Other issues relating to resources in support of applicable accreditation standards (e.g., ACCJC Standard III) and strategic plan initiatives (e.g., Goal IV).

## Consultation Council (CC)

The Consultation Council is a participatory governance committee that makes recommendations to the president of the college. The committee, 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.

## Diversity, Equity, Inclusion and Access Council (DEIAC)

This council coordinates college-wide equity and inclusion efforts, in alignment with statewide student equity and achievement initiatives and the college strategic plan. Supports the College's Goals for AB 705 Implementation, Guided Pathways, and Transfer through a lens of equity and student success. This council will make recommendations to Consultation Council. All decisions are made by consensus to ensure all stakeholder interests are represented.

## Educational Planning and Assessment Committee (EPA)

This 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 service units. EPA guides the development, documentation, and assessment of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs); facilitates the design, preparation, and submission of Program Reviews (PRs) and Administrative Unit Reviews (AURs); 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.

## Health and Safety Committee

This committee reviews, evaluates, and make recommendations regarding health, safety, and security issues, including reviewing employee and student injury reports, Clery reports, safety inspection reports, the District Illness and Injury Prevention Plan, CalOSHA training, hazardous materials handling and disposal, etc.

## Outreach Committee

This committee helps identify new markets, maximize marketing strategies, and align college-wide outreach efforts. Provides guidance to existing outreach activities that promote college programs.

## Planning and Institutional Effectiveness Committee (PIE)

The Planning and Institutional Effectiveness Committee (PIE) oversees the college's strategic and institutional planning processes. 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 district-wide 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

## Student Success Coordinating Council (SSCC)

This council coordinates the integration of college- and state-wide student success initiatives within Saddleback's Guided Pathways framework. The SSCC recommends policies, procedures and guiding principles to identify and implement innovative programs that address barriers to student success. The SSCC supports a variety of committees and workgroups and helps monitor efforts to ensure alignment with the College strategic plan, Guided Pathways workplan and Vision for Success goals. SSCC conversations and decisions are made through the lens of the council's core values: equity, sustainability and continuous improvement.

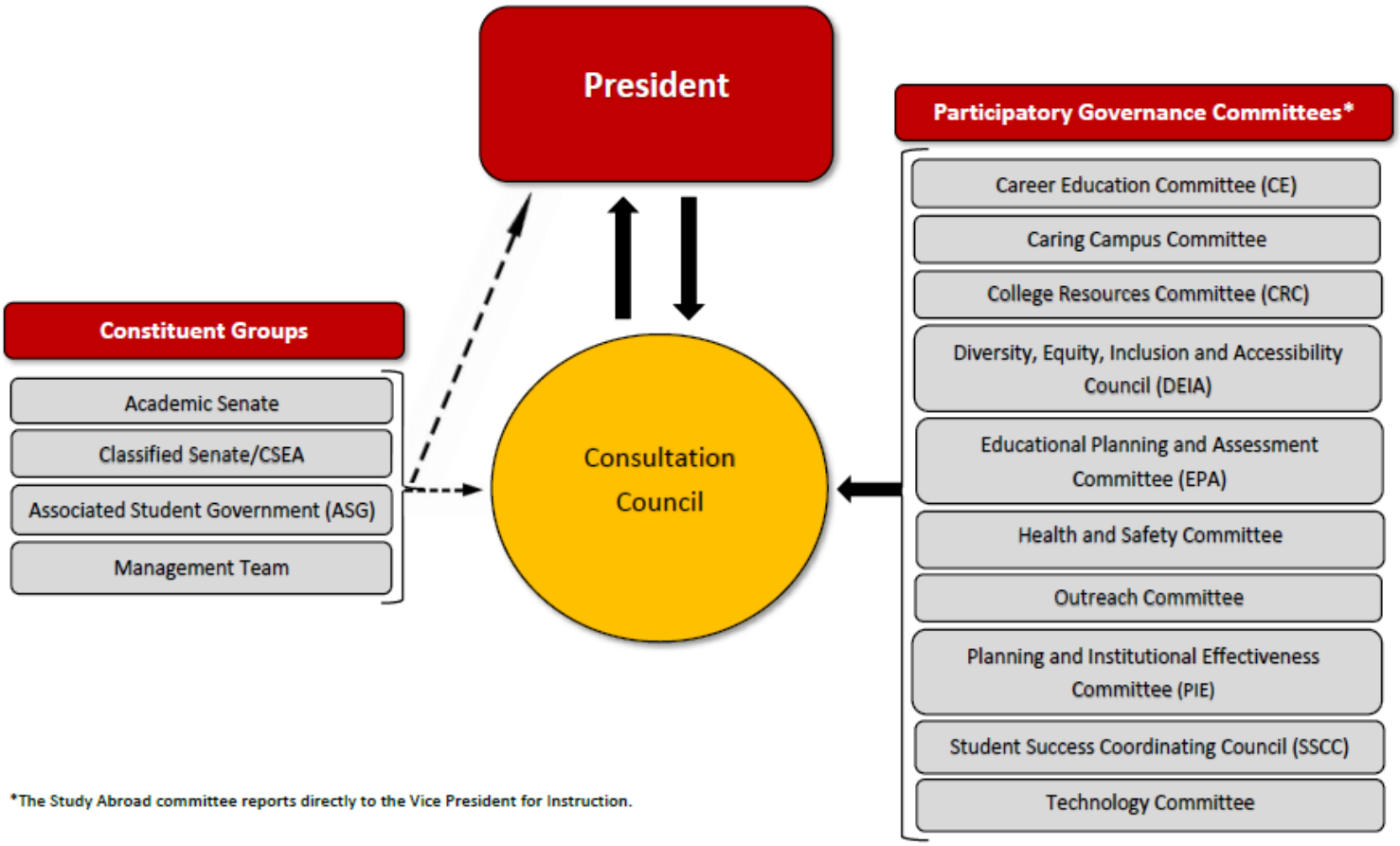
## Study Abroad Committee

The Study Abroad Committee works to promote, support, and facilitate study abroad programs from Saddleback College. In doing so, the Committee strives to increase Saddleback College's presence nationally and internationally; to promote peace, respect, and cultural collaboration between our community and others; and to contribute to student success by enriching academic offerings and deepening intercultural understanding among our students.

## Technology Committee

This committee engages in collaborative discussions regarding college technology, disseminates information to the campus community, empowers students, faculty, and staff through the deployment and availability of technology resources, considers the concepts of universal access and design, and provides direction for technology that advances and supports our strategic plans.

# Collegewide Participatory Governance Reporting Structure (2023-2024)




*The Study Abroad committee reports directly to the Vice President for Instruction.

# COMMITTEE STRUCTURE AND PROCESSES

Councils and committees are entities that are an integral part of the governance and decision-making structure of the college. Councils and committees are made up of members appointed by the participatory governance organizations at the college.

## Definitions

### Council

A council is composed of administrators and/or executive representatives of faculty, staff, or student organizations. A council often directs the work of and receives recommendations from numerous committees and/or work groups. A council meets regularly and its charge is broad in scope. Council documents, minutes, agendas and calendars are posted and available on a SharePoint site.

### Committee

A committee is composed of a variety of individuals representing college constituent groups. A committee's scope of work is narrower than that of a council. A committee reports its recommendations to senior administrators or to a council. A committee is long-term in nature and meets on a regular basis. Committee documents, minutes, agendas and calendars are posted and available on SharePoint websites.

### Work Group

A work group is composed of a variety of individuals such as administrators, managers, students, faculty, and staff representatives formed to address a specific issue and make recommendations to a council or committee. Work groups may meet for a long or short term, depending on the issue and actions required.

### Standing Committees of Participatory Governance Organizations

Participatory governance organizations often form standing committees that report directly to them. These are constituted and monitored in accordance with the rules set forth by that specific participatory governance organization. They do not directly impact the decision-making processes as outlined in this manual, unless specifically noted.

# Establishing a New Council, Committee, Work Group, or Standing Committee

Any participatory governance group may request consideration of a new council or committee. The request should be made to the Planning and Institutional Effectiveness Committee (PIE) and include the following:

- Concise description of the issue(s) to be addressed
- Proposed purpose and charge
- Any existing council, committee, or work group that would be impacted by the formation of a new entity, and the anticipated impact of the new entity
- Proposed location in the participatory governance structure for reporting
- Proposed composition

The proposal will then be considered by PIE and, if accepted, forwarded to Consultation Council (CC) for approval and recommendation to the president.

Councils and committees can create work groups as needed.

Participatory governance organizations can create standing committees in accordance with the rules set forth by that organization.

## Council and Committee Appointments

Once a council or committee is established, membership should be solicited from the group(s) and individuals listed on the approved One Sheet.

All faculty members must be appointed through the Academic Senate approval process. Classified members must be appointed through the CSEA (California School Employees Association) and/or Classified Senate approval process. Per Title 5, "CSEA, as the exclusive representative of classified staff, shall approve the appointments of all classified staff members unless they have transferred the appointment to the Classified Senate." Management appointments are made by the appropriate VP or the President. Student appointments are made by the Associated Student Government (ASG).

To assist committee chairs and members better understand their roles, responsibilities, common acronyms, the Planning and Institutional Effectiveness Committee (PIE) has developed a Committee Member Information Sheet (see Appendix D).

If members drop their membership or stop participating in the committee, replacements should be determined by the appointing body.

## Annual Review of an Existing Council and Committee

All councils and committees must be reviewed each spring through a two-step process.

First, an evaluation survey is sent out to all members of the council or committee. The evaluation survey is created by PIE and 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 must be reflected in meeting minutes. If recommended changes include a revision of the committee charge or membership, they must be forwarded to PIE for approval of the modification(s).

## Modifying or Dissolving an Existing Council or Committee

Each council/committee is responsible for annually reviewing its charge and performance and recommending modifications and/or the dissolution of the entity. If the recommendations involve the functioning of the council/committee, the chair is responsible for implementing these improvements. If the recommendations involve altering the change 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 CC for approval and recommendation to the president.

## Biennial Review of Committee Structure

PIE is responsible for reviewing the college's committee structure on a bi-yearly basis. During this review, PIE will consider 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 will make 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.

## Entities Outside of the Governance Structure

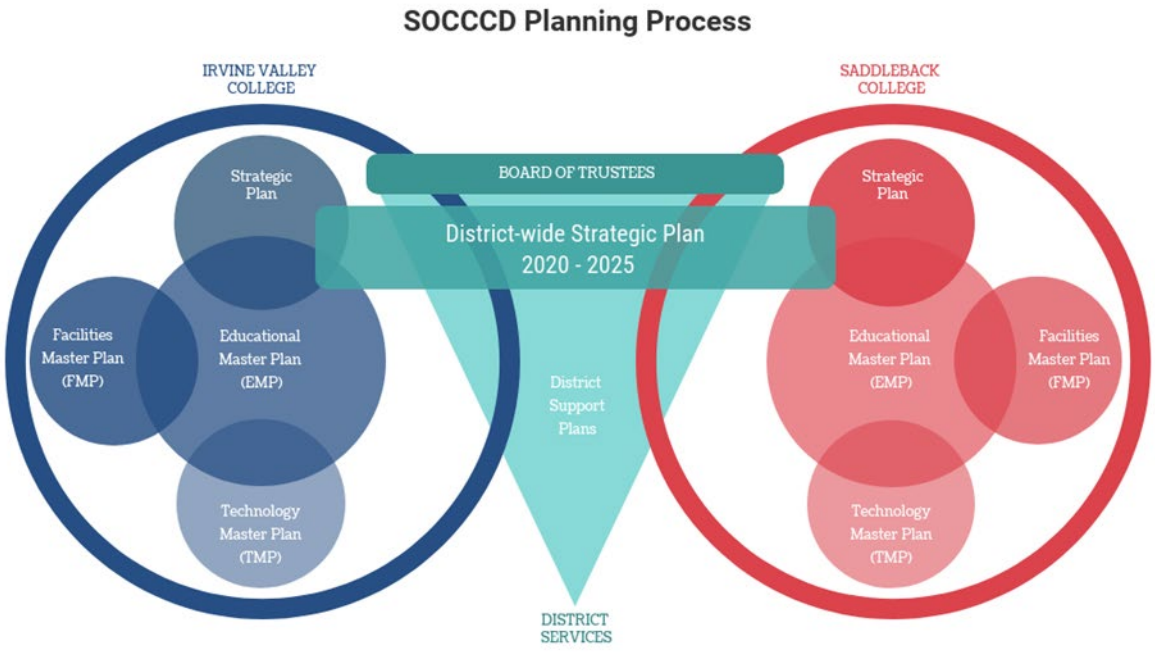
Entities that exist for operational and/or advocacy purposes are outside of the governance structure of the college. These entities may constitute themselves and meet without college approval, and do not impact the decision-making processes as outlined in this manual.

# DISTRICTWIDE INTEGRATED STRATEGIC PLANNING PROCESS

## Overview

The South Orange County Community College District (SOCCCD) has developed an integrated planning model. The integrated planning model incorporates a shared set of planning definitions for the District and the colleges and collaboration on the development of shared goals and objectives.

The SOCCCD Districtwide Strategic Plan (DWSP) articulates overarching institutional goals, desired outcomes, measurable objectives, and targets that are the foundation for all other plans at the District and college level. The SOCCCD Districtwide Strategic Plan 2020-2025 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 were applied to develop district-wide priorities. Collaboration and review of the data was reviewed by the Districtwide Planning Council (DWPC) which in turn developed the major goals and supporting objectives in the districtwide strategic plan. Together the districtwide goals and objectives constitute an overall strategic plan framework for the District and its two community colleges. Specifically, faculty and staff at Irvine Valley College, Saddleback College, and District Services will have this framework as a guide to identify strategies and action at their institutional level to help achieve these district-wide goals and objectives. These goals and objectives also provide an overarching framework for other major planning documents, including the education master, facilities master, and technology master plans.



## Shared Planning Definitions

**Vision Statement:** Describes the ideal future state of the district/college, including the results we would like to achieve and the characteristics we will need to possess. The vision statement provides direction and inspiration for the Strategic Plan.

**Mission Statement:** A broad description of the purpose or philosophy of the district/college, our commitment to student learning and success and the population served.

**Values:** Statements of core priorities in the district/college culture that guide how we operate. They provide ways of choosing among competing priorities and guidelines.

**Environmental Scan:** An assessment of current conditions and trends, including community and student demographics, economics, social conditions and other factors that are likely to impact the future of the district/college.

**Goals:** Goals are defined as all-encompassing statements about the general direction of the district/college. There are two types of goals: district-wide goals and college goals.

**Objectives:** Objectives are defined as methods for attaining goals. Good objectives are focused on outcomes or results, and time-related. An objective can be achieved through one or more action steps.

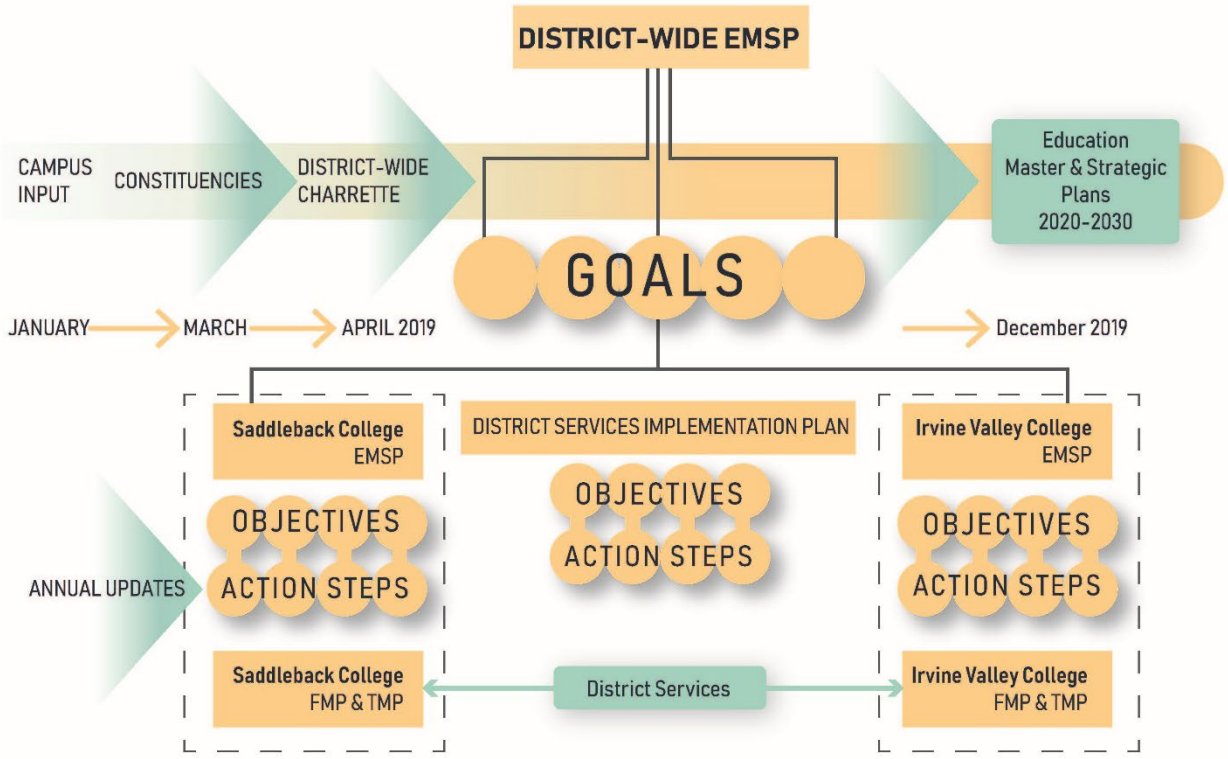
**Action Steps:** Action steps are projects or initiatives designed to reach objectives and to attain goals. They may describe complex college/district services functions involving multiple offices and/or departments. Action steps are reviewed and revised yearly.

**Key Performance Indicators (KPIs):** High level metrics that measure progress on goals and/or objectives.

**Targets:** The desired level of a KPI at the end of the planning cycle.

## SOCCCD Education Master and Strategic Plan (EMSP) for 2020-2025

The SOCCCD District-Wide Strategic Plan was developed concurrently with the Education Master Plans of both Irvine Valley College and Saddleback College. Together, these three inter-related plans comprise the Education Master and Strategic Plan (EMSP) for the District. Community input collected at both colleges was applied to develop all three EMSP planning documents. The role of the District-Wide Strategic Plan (DWSP) within the EMSP is to provide an overarching framework of goals and objectives for the Education Master Plans of the two colleges. In turn, the EMSP will form the foundation for a new Facilities Master Plan and a Technology Master Plan to be developed for each of the two colleges, as well as other planning documents and processes.




## Plan Development Process

The planning process was divided into three phases. The first phase identified trends, issues and community preferences and synthesized these findings into an Environmental Scan report. This analysis identified educational needs and priorities as well as the future educational opportunities for the District and both Saddleback and Irvine Valley Colleges. Key themes identified during Phase I were summarized and presented to SOCCCD leadership and community members in Phase II for further consideration.

Phase II defined a clear path forward for the District based on a shared understanding of where the District was and where it wanted to be in the future. The District-wide Planning Council (DWPC) and the project team utilized findings from Phase I and the District-Wide Planning Charrette to identify goals and objectives that will shape the

future direction of the district and two colleges. These goals and objectives constitute a framework that was further refined in a series of internal DWPC and DWIPC discussions.

During this same time period, divisional and program assessment and growth projections data was developed to assist in the drafting of descriptive and analytical overviews of each academic school in Irvine Valley College and academic division at Saddleback College as well as student services at both colleges. These will form the core content for the Education Master Plans of both colleges but were developed as part of the overall EMSP planning process that shaped this District Wide Strategic Plan.

Phase III built support for the plan through a careful, inclusive review of the draft plans. The draft versions of the Strategic Plan and college Education Master Plans were reviewed by district employees, the DWPC /DWIPC, the community, and Board of Trustees.

## Integration with College Strategic Plans

In addition to the EMSP, the colleges independently developed college-level strategic plans that responded to their respective vision, mission, and values. The goals and objectives of these two college-level strategic plans are aligned with the goals of the DWSP, but each of the colleges and district services retains the flexibility to identify the strategies and actions they determine are needed at their level to achieve the overall goals and objectives of the EMSP. Annually, the colleges will review these strategies/actions, evaluate the progress that has been made over the past year, and adjust as needed.

# SADDLEBACK COLLEGE STRATEGIC PLANNING PROCESS

Saddleback College recognizes that planning is critical for mapping progress toward its college-wide goals. The planning process highlights areas of opportunity and builds in a necessary decision-making through its participatory governance structure. Periodic evaluation and review are also essential parts of continuous improvement at the college, as illustrated by the frequencies of various planning cycles. Both the process and the resulting plans are critically evaluated on an ongoing basis to ensure that the needs of the college and all its constituent groups are being met.

Saddleback College uses a bottom-up approach to planning which both begins and ends with all instructional programs, student support, and administrative service units, as well as input from all campus constituent groups. This approach also includes synergy between administrative units and academic programs to ensure that the college's resource allocation process is aligned with academically related initiatives.

## Primary Planning Bodies

- College Resources Committee (CRC)
- Consultation Council (CC)
- Educational Planning and Assessment Committee (EPA)
- Planning and Institutional Effectiveness Committee (PIE)

## Steps in the Strategic Planning Process

The steps in the strategic planning process are listed below, followed by a detailed description of each step. All work related to the strategic plan is tracked and monitored in PIE.

I. Review the Mission Statement, Vision Statement, and Values
II. Review and adopt the Districtwide Strategic Goals and Objectives and create the College Strategic Plan
III. Identify and collect action steps for objectives
IV. Develop and approve the college's implementation plan
V. Prioritize annual objectives
VI. Set 5-year targets
VII. Track and present progress on the implementation plan
VIII. Execution of the implementation plan
IX. Annual assessment and review

**I. Mission Statement, Vision Statement, and Values**

Yearly, PIE will initiate a review and revision, if necessary, of the college's mission in accordance with Board Policy 1200, Mission Statements, to ensure that the mission is in alignment with the South Orange County Community College District's mission and with the functions of California community colleges as outlined in AB 1725.

At the beginning of the fall semester each year, members of PIE will review the current mission statement, solicit input from all constituent groups, and make suggestions for revisions. Once the mission has been reviewed and/or revised by PIE, it is forwarded to Consultation Council for approval. A final version of the mission statement will be recommended to the President and then sent to the Board for approval. Every

fifth year, in conjunction with the strategic planning process, the college will revise the vision statement and values along with the mission.

**II. Adoption of Districtwide Strategic Goals and Objectives and Creation of the College Strategic Plan**

Using documents such as the internal/external scan, educational master plans, equity plans, technology plans, mission/vision/values statements, and existing districtwide goals, DWPC determines the new goals and objectives for the next five years, as described in the districtwide integrated planning process above. Once approved by the Board, the goals and objectives are reviewed at the college by PIE and Consultation Council to determine if additional goals and objectives need to be added to the college's strategic plan. If additional goals and/or objectives are suggested, they are reviewed and revised by PIE and then forwarded to CC for approval.

**III. Identify and Collect Action Steps**

Once the goals and objectives have been adopted, goal leads with expertise in the areas covered will be assigned to identify action steps. The goal leads become members of PIE for the duration of their appointment. Each goal will have an administrator and a faculty lead. Working with subject matter experts and pertinent committees, the leads will then collect and/or develop specific action-oriented strategies for the attainment of each prioritized objective.

Once developed, the action steps will be added to the objectives and then forwarded to PIE for review.

**IV. Development and Approval of the Implementation Plan**

Once all action steps have been collected, PIE will review the recommendations to ensure that they are in alignment with the objectives and correctly submitted. If there are questions or concerns, PIE will work with the goal leads to resolve. After review, the action steps are incorporated into the larger implementation plan which includes detailed information related to the activities (such as expected outcome, resources needed, target completion year and a point of contact).

The completed implementation plan will be reviewed, revised, and approved by PIE and then forwarded to CC for final approval.

**V. Prioritize Annual Objectives**

To capture quality progress on the implementation plan, PIE will lead the college in the prioritization of 1-2 objectives per goal for each year of the plan. Objectives will be prioritized based on the outcome of the baseline data and the high-profile needs of the college related to State or campus-wide initiatives.

**VI. Set 5-Year Targets**

Using baseline data on the objectives, 5-year targets will be set based on historical patterns and change over time. Also, State Chancellor targets on similar goals will be reviewed and considered in order to maintain close alignment. Established targets will be reviewed and approved by PIE and CC.

**VII. Track and Present Progress of the Implementation Plan**

The goal leads will track and monitor progress of action steps through discussions with designated folks who manage the activities. Annually, the goal leads will produce a high-level summary of the progress and present to PIE. Through this process, the college will be able to identify if there are areas of the college that need further attention or possible pockets of opportunities.

PIE Chairs will also present progress of the implementation plan to CC and DWPC annually.

**VIII. Execution of the Implementation Plan**

The execution of the implementation plan will reside with PIE. The goal leads will work with the PIE Chairs and the Office of Planning, Research and Accreditation to monitor progress on the action steps.

All resource allocation decisions will be largely informed by the implementation plan, in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed Program and Administrative Unit Reviews. For example, all funding requests and allocation recommendations must include a justification which demonstrates an alignment between the Strategic Plan and a specific Program or Administrative Unit Review. All resource allocation requests will be reviewed by the College Resources Committees (CRC) before being forwarded to PIE and CC for action recommendations.

**IX. Annual Assessment and Review**

On an annual basis, PIE will complete an annual review of the implementation plan and make suggestions to CC for reprioritizing goals and strategies. CC may reprioritize objectives based upon the a nnual review and an evaluation of the accomplishments during the year.

The finalized and approved Districtwide strategic plan will be posted and available (District-wide Strategic Plan 2020-2025 (socccd.edu). Since the college's implementation plan is more fluid, it is housed on the college's internal site.

# 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 of each requested resource. Resource requests are divided into five categories: 1) Annual Operating Budget, 2) Furniture, Fixtures, and Equipment; 3) Technology; 4) Personnel; 5) Facilities; and 6) Other One-time. Units (Programs or Administrative Units) must connect resource requests to their Planning Objectives and incorporate relevant data to support a need for additional funding from the college based on the rubric.

**Decision-Making Process for Resource Allocation**

Resource requests are evaluated and prioritized as follows:

***Level 1*** – Divisions evaluate resource requests based on the prioritization rubric.

***Level 2*** – Branches evaluate resource requests based on the prioritization rubric.

Resource requests are also evaluated by the College Resources (Facilities) or Technology Committees based on the rubric and to evaluate reasonableness of cost estimates and compliance with college standards, and the CTE and EIC committees to evaluate eligibility for restricted funding.

***Level 3*** – The College Resources Workgroup (CRW) evaluates resource requests based on the prioritization rubric considering the evaluation and rationale provided throughout the process. After conducting its review, the CRW recommends a final prioritized list of requests to the College Resources Committee (CRC) for final review and changes to the process to improve effectiveness and efficiency.

CRC's role is to ensure that the approved process was followed and to assess the process and recommend changes for continuous improvement when needed. Once CRC reviews and approves the process, all requests are sent to CC. CC makes its recommendations to the College President for final approval.

**CRC Resources:**
SC Resource Allocation Manual

# APPENDIX A: ONE-SHEETS OF CONSTITUENT GROUPS AND PARTICIPATORY GOVERNANCE COMMITTEES

## Academic Senate

**Purpose:**

This committee is a representative body, with a right to participating effectively in decision-making and planning-related efforts toward academic and professional matters (Title 5, California Code of Regulations, Section 53203). The primary function is to make recommendations with respect to academic and professional matters as it relates, in particular to the following areas:

1. Curriculum, including establishing prerequisites and places courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as mutually agreed upon.

According to Education Code, the Academic Senate is also responsible for jointly developing with the District policies and procedures related to faculty hiring (Section 87360B) and administrative retreat rights (Section 87458A).

**Meetings:**

1st and 3rd Wednesdays; 2:00pm – 4:00pm

**Chair(s):**

| | |
|---|---|
| Academic Senate President (FT Faculty) | (1) |

**Members:**

| | |
|---|---|
| Senate President-Elect, (FT Faculty) | (1) |
| Senate Past-President, (FT Faculty) | (1) |
| Senate Vice-President At Large, (FT Faculty) | (1) |
| Senate Vice-President for Equity and Inclusion (FT Faculty) | (1) |
| Recorder (FT Faculty) | (1) |
| Representational Area Faculty Representatives | (35) |
| Associate Faculty Representatives | (4) |
| Faculty Association (FA) Representative (non-voting) | (1) |
| California School Employees Association (CSEA) Representative (non-voting) | (1) |
| Classified Senate Representative (non-voting) | (1) |
| Associated Student Government (ASG) Representative (non-voting) | (1) |

**Reporting/Recommending Responsibilities:**

This committee makes recommendations to the Board Policy & Administrative Regulation Advisory Council, District-Wide Planning Council, District Resources Allocation Committee, Capital Improvement Committee, Consultation Council, College Resources Committee, and Curriculum Committee.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-AcademicSenate

**Decision-Making Process:**

Decisions are made by consensus. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Associated Student Government (ASG)

**Purpose:**

The ASG's primary purpose is to effectively represent the student voice on campus. ASG plans, organizes, promotes, sponsors, and finances a comprehensive program of activities and services for all Saddleback College students; participates in the planning and execution of special events (Blood Drives, Club Fairs, Homecoming, Earth Week, Multicultural Week, Thanksgiving Food Drives, Holiday Toy Drives, etc. Members are actively involved in various campus committees such as the Planning and Budget Steering Committee, Academic Senate, and Consultation Council. Members sit on these committees so that student voices can be represented on campus. BP 5627 (Student Participation and Governance) and Title 5, 51023.7 define students' right to participate in community college governance. All positions are elected and/or appointed.

**Meetings:**

Thursdays; 2:00pm – 4:00pm

**Chair(s):**

| | |
|---|---|
| Associated Student Government (ASG) President | (1) |

**Members:**

| | |
|---|---|
| Associated Student Government (ASG) Vice President | (1) |
| Directors (Students) | (9) |
| Administrative Coordinators | (8) |
| Officers of Finance | (7) |
| Officer for Art Design | (1) |
| Officer for Graphic Design | (1) |
| Officer for Social Media | (1) |

**Reporting/Recommending Responsibilities:**

This committee reports to ASG Committees, Boards and Councils.

**Web Site(s):**

https://www.saddleback.edu/asg and https://www.saddlebackasg.com

**Decision-Making Process:**

The committee uses consensus as the primary instrument for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Career Education Committee (CE)

**Purpose:**

To collaboratively set priorities and future direction of CE at Saddleback, align CE best practices, in order to increase enrollment, completion, and employment outcomes for our students.

**Meetings:**

2nd Fridays; 1:00pm – 2:30pm

**Chair(s):**

| | |
|---|---|
| CE Administrator, Assistant Dean of CE, Co-Chair (Administrator) | (1) |
| CE Co-Chair (Faculty) | (1) |
| CE Alternate (Faculty) | (1) |

**Members:**

| | |
|---|---|
| Dean, School of Business and Industry | (1) |
| Dean, Economic & Workforce Advancement | (1) |
| Administrators | (2) |
| Academic Senate Representatives | (6) |
| Classified Senate Representatives | (2) |
| Associated Student Government (ASG) Representative | (1) |

**Reporting/Recommending Responsibilities:**

This committee reports to Consultation Council.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-careered/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Caring Campus Committee

**Purpose:**

To see Caring Campus initiatives through the shared governance process, to plan and implement Caring Campus events and reinforce the Caring Campus behavioral commitments by helping to institutionalize and reinforce these behaviors campus wide.

**Meetings:**

2nd and 4th Tuesdays of the month; 2:00pm – 3:00pm

**Chair(s):**

| | |
|---|---|
| Staff: Classified Senate Executive Team, "Caring Campus Liaison" (or Designated Alternate; Selected by College President and Classified Senate) | (1) |

**Members:**

| | |
|---|---|
| Vice President of Student Services | (1) |
| Classified Senate, VP of Equity & Inclusion or Designee | (1) |
| Academic Senate, VP of Equity & Inclusion or Designee | (1) |
| Director of College Equity, Inclusion & Access | (1) |
| Classified Senate Caring Campus Liaison Alternates | (2) |
| Instructional Dean | (1) |
| California School Employees Association (CSEA) Representative | (1) |
| Classified Representative(s) | (12+) |
| Associated Student Government (ASG) Representative | (1) |

**Reporting/Recommending Responsibilities:**

This committee makes recommendations via the Student Success Coordinating Council (SSCC).

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-CaringCampus/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Classified Senate

**Purpose:**

This committee is a shared governance representative body supporting the professionalism of all classified staff, to encourage individual leadership, contribution, and development among the members of the Classified Senate; to provide informed member representatives to serve on college and district decision-making committees; to provide a centralized method of communication among and between classified professionals and other college and district constituencies; and, where appropriate, to represent the collective interests of classified professionals in all matters in accordance with the committee's by-laws before any policy-making committee. All executive positions are elected by Classified Senate members.

**Meetings:**

2nd and 4th Mondays; 2:00pm – 3:30pm

**Chair(s):**

| | |
|---|---|
| Classified Senate President | (1) |

**Members:**

| | |
|---|---|
| Vice President At-Large | (1) |
| Vice President for Equity and Inclusion | (1) |
| Secretary | (1) |
| Treasurer | (1) |
| Members At Large | (2) |
| Event Coordinator | (1) |
| Webmaster | (1) |
| Past President | (1) |
| Division and/or Service Area Senators | (10+) |
| Academic Senate Representative | (1) |
| Classified Senate Representative | (1) |
| Associated Student Government (ASG) Representative | (1) |

**Reporting/Recommending Responsibilities:**

This committee makes recommendations to the Academic Senate (Senate Committees). This committee/council makes recommendations to Consultation Council (College Committees).

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-ClassifiedSenate/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# College Resources Committee (CRC)

**Purpose:**

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.

The committee provides a forum for robust discussion and building consensus for recommendations that will inform the president's decision-making on resource issues of importance to multiple constituents across the college. To support continuous improvement and achieve this purpose, the Committee regularly communicates, reviews, evaluates, and/or makes recommendations to the Consultation Council, as needed, on the following:

- The College's budget and financial condition.
- District and College resource allocation processes, including the integration with institutional planning.
- Prioritization of requests for new resources, other than faculty positions, including funding recommendations based on available resources.
- The College Facilities Master Plan, Sustainability Plan, ADA Transition Plan, Facilities Design Criteria, and other facility issues that affect multiple departments/units.
- Prioritization of requests for Basic Aid funding for Facilities and Technology Projects through the District Capital Improvement and Technology Committees, respectively.
- Recommendations from other college committees, including the college Health and Safety Committee, Technology Committee, or other committees or work groups (e.g., Parking) that impact the use of college resources.
  - • Other issues relating to resources in support of applicable accreditation standards (e.g., ACCJC Standard III) and strategic plan initiatives (e.g., Goal IV).

**Meetings:**

4th Thursdays; 2:00pm – 3:30pm

**Chair(s):**

| | |
|---|---|
| Vice President, Administrative Services | (1) |

**Members:**

| | |
|---|---|
| Vice President, Instruction or Designee | (1) |
| Vice President, Student Services or Designee | (1) |
| Instructional Deans | (2) |
| Student Services Dean Representative | (1) |
| Senior Director, College Facilities | (1) |
| Director, Fiscal and Contract Services | (1) |
| Director, Technology Services and Broadcast Systems | (1) |
| Director, Planning, Research and Accreditation | (1) |
| Chief of Police | (1) |
| Academic Senate Representatives | (2) |
| Classified Senate Representative | (1) |
| Faculty Association (FA) Representative | (1) |

California School Employees Association (CSEA) Representative (1)
Associated Student Government (ASG) Representative (1)

**Reporting/Recommending Responsibilities:**

This committee reports and makes recommendations to Consultation Council.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-CRC/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. If consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Consultation Council (CC)

**Purpose:**

The Consultation Council is a participatory governance committee that makes recommendations to the president of the College. The committee, 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.

**Meetings:**

1st and 3rd Tuesdays; 2:00pm – 4:00pm

**Chair(s):**

| | |
|---|---|
| College President (non-voting) | (1) |
| Academic Senate President | (1) |

**Members:**

| | |
|---|---|
| Vice President for Instruction | (1) |
| Vice President for Student Services | (1) |
| Vice President for College Administrative Services | (1) |
| Director of Planning, Research and Accreditation | (1) |
| Deans | (2) |
| Public Information Officer (PIO) | (1) |
| Academic Senate Representatives | (5) |
| Educational Planning Assessment (EPA) Coordinator | (1) |
| California School Employees Association (CSEA) President or Designee | (1) |
| California School Employees Association (CSEA) Representative | (1) |
| Classified Senate President | (1) |
| Classified Senate Representative | (1) |
| Associated Student Government (ASG) President | (1) |
| Associated Student Government (ASG) Representative | (1) |

**Reporting/Recommending Responsibilities:**

Consultation Council reports and makes recommendations directly to the College President.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-CC/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Diversity, Equity, Inclusion, and Accessibility Council (DEIAC)

**Purpose:**

Coordinates college-wide equity and inclusion efforts in alignment with statewide student equity and achievement initiatives and the College strategic plan. Supports the College's goals for AB 1705 Implementation, Guided Pathways, and Transfer through a lens of equity and student success. This council will make recommendations to the Consultation Council. All decisions are made by consensus to ensure all stakeholder interests are represented.

**Meetings:**

1st and 3rd Thursdays; 3:30pm – 4:30pm

**Chair(s):**

| | |
|---|---|
| Director, College Equity, Inclusion & Access | (1) |
| Academic Senate VP, Equity & Inclusion | (1) |
| Classified Senate VP, Equity & Inclusion | (2) |

**Members:**

| | |
|---|---|
| Vice President for Instruction or Designee (Ex-Officio) | (1) |
| Vice President for Student Services or Designee (Ex-Officio) | (1) |
| Counseling Division Representative | (1) |
| Student Success Coordinating Council (SSCC) Representative | (1) |
| AB 1705 Workgroup Representative (1 – English, 1 – Math) | (2) |
| Faculty, Professional Development & Teaching Innovations Coordinator | (1) |
| CRTL Representative | (1) |
| DSPS Representative | (1) |
| Transfer Center Coordinator | (1) |
| Affinity Group Representative (FOCUS, Lavender & Women's Council) | (3) |
| California School Employees Association (CSEA) Representative | (1) |
| Sr. Research & Planning Analyst (OPRA) | (1) |
| Adult Education Representative | (1) |
| EOPS Representative | (1) |
| Accessibility & Compliance Support Specialist | (1) |
| Associated Student Government (ASG) Representative | (2) |
| Enrollment Services Representative | (1) |

**Reporting/Recommending Responsibilities:**

This council makes recommendations to Consultation Council and reports to designated constituent groups, workgroups, as well as district planning, and strategic planning groups.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-EIC/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Educational Planning and Assessment Committee (EPA)

**Purpose:**

This 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 service units. EPA guides the development, documentation, and assessment of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs); facilitates the design, preparation, and submission of Program Reviews (PRs) and Administrative Unit Reviews (AURs); 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.

**Meetings:**

2nd and 4th Wednesday during the fall and spring semesters; 4:00pm – 5:00pm

**Chair(s):**

| | |
|---|---|
| Director of Planning, Research, and Accreditation | (1) |
| EPA Coordinator | (1) |

**Members:**

| | |
|---|---|
| Vice President for Instruction or Designee | (1) |
| Student Services Dean or Classified Manager | (1) |
| Instructional Dean | (1) |
| Program Review (PR) Coordinator | (1) |
| Student Learning Outcomes (SLO) Coordinator | (1) |
| Faculty School/Division Representatives | (6+) |
| Research and Planning Analyst | (1) |

**Reporting/Recommending Responsibilities:**

This committee makes recommendations to the Academic Senate in relation to Student Learning Outcomes (SLOs) and Program Review (PR) and to Consultation Council in relation to Administrative Unit Outcomes (AUOs) or and Administrative Unit Review (AUR).

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-EPA/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Health and Safety Committee

**Purpose:**

Review, evaluate, and make recommendations regarding health, safety, and security issues, including reviewing employee and student injury reports, Clery reports, safety inspection reports, the District Illness and Injury Prevention Plan, CalOSHA training, hazardous materials handling and disposal, etc.

**Meetings:**

3rd Wednesday of September, December, February, May; 2:00pm – 3:00pm

**Chair(s):**

| | |
|---|---|
| Dean of Wellness, Social Services and Child Development Center, Student Health Center | (1) |
| Chief of Police | (1) |

**Members:**

| | |
|---|---|
| Senior Director, College Facilities or Designee | (1) |
| Psychological Health Services Supervisor | (1) |
| Instructional Deans (for example: Athletics, Fine Arts, CE, Sciences) | (5) |
| Student Services Deans (for example: Counseling, Student Life) | (2) |
| California School Employees Association (CSEA) Representative | (1) |
| Police Officers Association (POA) Representative | (1) |
| Faculty Association (FA) Representative | (1) |
| Academic Senate Representative | (1) |
| Classified Senate Representative | (1) |
| Associated Student Government (ASG) Representative | (1) |
| District Risk Management Manager | (1) |
| District Workers' Compensation and Safety Manager | (1) |

**Reporting/Recommending Responsibilities:**

This committee reports and makes recommendations to Consultation Council, as appropriate.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-HS/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Outreach Committee

**Purpose:**

This committee helps identify new markets, maximize marketing strategies, and align college-wide outreach efforts. Provides guidance to existing outreach activities that promote college programs.

**Meetings:**

October, February; 11:00am – 12:00pm

**Chair(s):**

| | |
|---|---|
| Director, Outreach and Strategic Partnerships | (1) |
| Program Outreach Specialist | (1) |

**Members:**

| | |
|---|---|
| Dean, Counseling | (1) |
| Director of Financial Aid | (1) |
| Director of Marketing or Designee | (1) |
| Academic Senate Representatives | (3) |
| Classified Senate Representative | (1) |
| Outreach Staff | (2) |
| Associated Student Government (ASG) Representative | (1) |

**Reporting/Recommending Responsibilities:**

This committee makes recommendations concerning programming, guidelines, and regulations to the Vice President for Instruction and/or Vice President for Student Services.

**SharePoint Site:**

https://livesocccd.sharepoint.sites/Saddleback-Outreach/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Planning and Institutional Effectiveness Committee (PIE)

**Purpose:**

The Planning and Institutional Effectiveness Committee (PIE) oversees the College's strategic and institutional planning processes. 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 district-wide 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, Diversity, Equity, Inclusion, and Accessibility Council) and planning documents
7. Assess and monitor the college's organizational reporting structure as it relates to shared governance committees

**Meetings:**

4th Thursdays; 1:00pm – 2:00pm

**Chair(s):**

| | |
|---|---|
| Director of Planning, Research and Accreditation | (1) |
| Educational Planning and Assessment (EPA) Coordinator | (1) |

**Members:**

| | |
|---|---|
| Vice President for College Administration Services or Designee | (1) |
| Vice President for Instruction or Designee | (1) |
| Vice President for Student Services or Designee | (1) |
| Instructional Dean Representative | (1) |
| Academic Senate Representative | (1) |
| Strategic Planning Group Chairs (Goals 1-4) (4 Faculty; 4 Administrators) | (8) |
| California School Employees Association (CSEA) Representative | (1) |
| Classified Senate Representative | (1) |
| Associated Student Government (ASG) Representative | (1) |

**Reporting/Recommending Responsibilities:**

This committee reports and makes recommendations to Consultation Council.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-PIE/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. If consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Student Success Coordinating Council (SSCC)

**Purpose:**

This council coordinates the integration of college- and state-wide student success initiatives within Saddleback's Guided Pathways framework. The SSCC recommends policies, procedures and guiding principles to identify and implement innovative programs that address barriers to student success. The SSCC supports a variety of committees and workgroups and helps monitor efforts to ensure alignment with the College strategic plan, Guided Pathways workplan and Vision for Success goals. SSCC conversations and decisions are made through the lens of the council's core values: equity, sustainability and continuous improvement.

**Meetings*:**

2nd Thursdays; 2:00pm – 4:00pm

**Open to all attendees, even those who are non-members.*

**Chair(s):**

| | |
|---|---|
| Administrator** | (1) |
| Faculty Coordinator** | (1) |
| Classified Senate, VP At-Large | (1) |

** *Selected by the College President and Academic Senate*

**Members***:**

| | |
|---|---|
| Director of Strategic Enrollment Management or Designee | (1) |
| Dean of Counseling or Designee | (1) |
| Director of Career Resource Center or Designee | (1) |
| Director of Outreach and Strategic Partnerships or Designee | (1) |
| Academic Senate President or Designee | (1) |
| Classified Senate President or Designee | (1) |
| School Deans or Designees | (5) |
| School Counseling Leads | (5) |
| School Success Coach Representative | (1) |
| Teaching Innovations Representative | (1) |
| Strong Workforce Program (SWP) Representative | (1) |
| California Adult Education Program (CAEP) Representative | (1) |
| Diversity, Equity, Inclusion, and Accessibility (DEIA) Council Representative | (1) |
| Office of Research, Planning and Accreditation (OPRA) Representative | (1) |
| Associated Student Government (ASG) Representative | (1) |

*** *Additional college personnel may be called upon to support individual agenda items*

**Reporting/Recommending Responsibilities:**

This committee makes recommendations to Consultation Council and the Planning and Institutional Effectiveness Committee.

**SharePoint Site:**

https://livesocccd.shareponit.com/sites/Saddleback-StudentSuccess/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# Study Abroad Committee

**Purpose:**

The Study Abroad Committee works to promote, support, and facilitate study abroad programs from Saddleback College. In doing so, the Committee strives to increase Saddleback College's presence nationally and internationally; to promote peace, respect, and cultural collaboration between our community and others; and to contribute to student success by enriching academic offerings and deepening intercultural understanding among our students.

**Meetings:**

4th Thursdays; 3:00pm – 4:00pm

**Chair(s):**

| | |
|---|---|
| Faculty | (2) |

**Members:**

| | |
|---|---|
| Instructional Dean | (1) |
| Faculty Representatives | (13) |

**Reporting/Recommending Responsibilities:**

This committee makes recommendations concerning study abroad programming, guidelines, and regulations to the Vice President for Instruction.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-StudyAbroad

**Decision-Making Process:**

The committee discusses issues related to Study Abroad at committee meetings at Committee meetings and votes to determine the preference of the majority. The instructional dean creates meeting agendas with the co-chairs and conveys questions and recommendations to and from the Committee and the VPI. The Committee also consults with the District Resource Manager as appropriate when making recommendations and decisions.

# Technology Committee

**Purpose:**

To engage in collaborative discussions regarding college technology, disseminate information to the campus community, empower students, faculty, and staff through the deployment and availability of technology resources, consider the concepts of universal access and design, and provide direction for technology that advances and supports our strategic plans.

**Meetings:**

3rd Thursdays; 11:30am – 12:30pm

**Chair(s):**

| | |
|---|---|
| Director of Technology Services | (1) |
| Dean, Online Education and Learning Resources | (1) |

**Members:**

| | |
|---|---|
| Student Services Dean or Designee | (1) |
| Academic Dean or Designee | (1) |
| College Director or Designee | (1) |
| Academic Senate Representative or Alternate | (1) |
| Faculty Association (FA) Representatives or Alternates | (2) |
| California School Employees Association (CSEA) Representatives or Alternates | (2) |
| Classified Senate Representative or Alternate | (1) |
| Associated Student Government (ASG) Representative | (1) |
| Alternate Media Specialist | (1) |
| Accessibility and Compliance Instructional Support Specialist | (1) |

**Reporting/Recommending Responsibilities:**

This committee reports and makes recommendations to the College Resource Committee regarding college requests for new technology and reviews and prioritizes projects for the District-Wide Technology Committee.

**SharePoint Site:**

https://livesocccd.sharepoint.com/sites/Saddleback-Technology/

**Decision-Making Process:**

The committee uses consensus as the primary means for making decisions and recommendations. In the rare event that consensus cannot be reached and there is an urgency to provide a decision, the committee may utilize majority vote as a final determination in establishing a recommendation.

# APPENDIX B: LISTING OF CONSTITUENT GROUP AND DISTRICTWIDE COMMITTEES

## Academic Senate Committees

Academic Appeals and Standards
Academic Calendar
Academic Senate Elections
Academic Senate Executive
Culturally Responsive Teaching and Learning
Curriculum
Equity and Diversity
Faculty Development (Funding)
Full-time Faculty Hiring Prioritization
General Education
Honors Board
Institute for Teaching and Learning (ITL)
Online Education

## Associated Student Government (ASG) Committees

Board of Governance
Board of Programs and Services
Budget and Finance
Campus Sustainability Council
Events
Honors Student Council
Inter-Club Council
International and Diversity Student Council
Publicity
Veterans Student Council

## Classified Senate Committees

Classified Development Day
Events Coordinating and Planning
Staff Development Funding

## Bargaining Units

California School Employees Association (CSEA)
SOCCCD Faculty Association (SOCCCDFA)
Police Officers Association (POA)

## District Committees

Academic Calendar
Benefits
Board Policy and Administrative Regulation Advisory Council (BPARAC)
Business Continuity Planning

Capital Improvement
Chancellor's Council
Chancellor's Executive Council
Custodian of Records
District Online Education (DOEC)
District Resources Allocation
(BRAC)
District IT and Research Team
District Leadership Team
Districtwide Planning Council (DWPC)
Districtwide Technology
Districtwide Diversity Equity, and Inclusion (DEI) and Equal Employment Opportunity (EEO) Advisory
Districtwide Integrated Planning (DWIPC)
Learning Services Coordinating
Sabbatical Leave
Technology Leadership Team

**Note:**
In addition to the above committees, there are division, departmental, and organizational unit committees, as well as advisory groups that are not part of the governance structure. Due to the contingent nature of workgroups, they are also not listed in this manual.

# APPENDIX C: COLLEGE STRATEGIC PLAN (2020-2025) – GOALS AND OBJECTIVES

## GOAL 1: ENSURE STUDENT EQUITY IN ACCESS AND ACHIEVEMENT

**Desired Outcome:** All students have been provided equal access to quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

**Collegewide committee(s) aligned to goal:** Academic Senate, Associated Student Government (ASG), Classified Senate, Educational Planning and Assessment (EPA), Outreach, Equity and Inclusion Council (EIC), Student Success Coordinating Council (SSCC), Study Abroad, and Technology

**Accreditation Standard(s) aligned to goal:** Standard I - Mission, Academic Quality and Institutional Effectiveness, and Integrity; Standard II -Student Learning Programs and Support Services

**Objectives:**

*1.1 - Reduce and eliminate the achievement gap among underrepresented students. (VFS)*

*1.2 - Reduce and eliminate the achievement gap for completion rates in transfer-level math and English. (VFS, AB705, HSI)*

*1.3 - Reduce and eliminate the achievement gap between online and traditional classroom classes.*

*1.4 - Increase equity of access into college.*

*1.5 - Reduce and eliminate student Fall to Spring and Fall to Fall retention equity gaps.*

*1.6 - Cultivate culturally responsive and inclusive learning and working environment free from explicit/implicit bias.*

*1.7 - Cultivate a culturally responsive and inclusive learning and working environment free from institutional bias.*

## GOAL 2: TRANSFORM LIVES THROUGH LEARNING AND ACHIEVEMENTS

**Desired Outcome:** The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

**Collegewide committee(s) aligned to goal:** Academic Senate, Career Technical Education (CTE), Educational Planning and Assessment (EPA), and Student Success Coordinating Council (SSCC)

**Accreditation Standard(s) aligned to goal:** Standard II -Student Learning Programs and Support Services

**Objectives:**

*2.1 - Increase the number of students annually who earn associate degrees, certificates, or 9 units in a CTE program that prepare them for an in-demand job. (VFS)*

*2.2 - Increase the number of students transferring annually. (VFS)*

*2.3 - Increase completion rates in transfer-level math and English.*

*2.4 - Increase course success in online and traditional classes.*

*2.5 - Increase fall to spring and fall to fall retention.*

*2.6 - Increase the percent of exiting CTE students who report being employed in their field of study. (VFS)*

*2.7 - Reduce average units accumulated by students who complete degrees. (VFS)*

*2.8 - Implement educational programs and student services to target non-traditional students.*

*2.9 - Increase and support the number of outside classroom learning opportunities available for students in each division (and participation in those opportunities).*

*2.10 - Create and support inter-disciplinary learning opportunities both within and across the colleges.*

*2.11 - Increase the number of professional development opportunities for faculty and staff*

## GOAL 3: ENGAGE WITH THE COMMUNITY THROUGH ATHLETIC AND CULTURAL EVENTS, ENRICHMENT PROGRAMS, AND IN CREATING ECONOMIC PROSPERITY

**Desired Outcome:** Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

**Collegewide committee(s) aligned to goal:** Career Technical Education (CTE) and College Resource (CRC)

**Accreditation Standard(s) aligned to goal:** Standard II – Student Learning Programs and Support Services

**Objectives:**

*3.1 - Strengthen and expand industry engagement to support student learning, program development, and regional economic development.*

*3.2 - Increase the number of students who reporting obtaining a job closely related to their field of study that strongly support the regional economy. (VFS)*

*3.3 - Increase participation in extended learning (community and adult education programs, and emeritus institutes).*

*3.4 - Increase the number of students who earn college credits while still in high school.*

*3.5 - Increase partnerships with higher education institutions.*

*3.6 - Increase community participation in civic, athletic, and cultural events.*

## GOAL 4: OPTIMIZE OUR INSTITUTIONAL DESIGN AND STRUCTURE WITH A STUDENT-CENTERED FOCUS

**Desired Outcome:** Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.

**Collegewide committee(s) aligned to goal:** College Resource (CRC), Parking, Safety and Facilities, Student Success Coordinating Council (SSCC), and Technology

**Accreditation Standard(s) aligned to goal:** Standard III - Resources

**Objectives:**

*4.1 - Identify and streamline all institutional policies, practices, and processes pertaining to facilities and technology.*

*4.2 - Develop an organizational culture of collaboration across the district.*

*4.3 - Create a sustainable and robust participatory governance evaluation process.*

*4.4 - Provide enhanced student support with a student-centered design.*

*4.5 - Develop and build out the ATEP vision for the colleges including public-private partnerships.*

# APPENDIX D: COMMITTEE MEMBER INFORMATION SHEET

**Saddleback College**
**[Committee Name]**
**2023-2024**

## Committee Member Information Sheet

### Committee Purpose

[Copy and paste from One Sheet.]

### Committee SharePoint Site

[Include link.]

### Committee Member Responsibilities

1. Attend and participate in all/most meetings of the [x] Committee.
2. Review and provide feedback on the presentations, processes, handbooks, information sheets, and other documents of the committee.
3. Represent your constituent group/division/school at the [x] Committee meetings by bringing forward their concerns, questions, and/or ideas.
4. Take information from the [x] Committee meetings back to your constituent group/division/school.
5. Complete the Committee Evaluation Survey in the spring.
6. [Add additional as needed.]

### Committee Chair Responsibilities/Best Practices

1. Provide meeting agendas and necessary documents to committee members prior to the scheduled meeting, when possible, and maintain the **Agendas** folder for the **current year** on the committee's SharePoint site.
2. Try to stick to the agenda and avoid off-topic conversations, which can result in less productive meetings.
3. Set committee goals at the beginning of the year and review regularly.
4. Maintain the **Minutes** folder for the **current year** on your SharePoint.
5. Agendize a review for the Committee Evaluation Survey results in the fall and note the discussion in minutes.
6. Be action oriented during meetings; all meetings should result in a jointly-developed set of action items to be completed.
7. Honor the scheduled start and stop times of scheduled meetings.
8. Before the beginning of the semester, post a schedule of meetings (date/time/location) and add any updates to the **Meeting Schedule** folder on your SharePoint site.
9. Avoid cancelling meetings unnecessarily.
10. Ensure participation by all members of the committee by employing techniques such as open-ended discussions on concrete proposals and suggestions, allowing for the consideration of differences of opinion, speaking time limits (if necessary), etc.
11. At the beginning of each semester, contact all committee members to welcome and confirm continued membership. Note: Academic Senate must approve all faculty members.

12. Maintain a current list of members in the **Membership** folder on your Committee/Council SharePoint site. Contact people who do not attend to see if they intend to continue their membership.
13. Ensure that committee membership conforms to the committee One Sheet (check Academic Senate, Classified Senate, and CSEA approval lists), and meets the needs of the committee.
14. Review the committee One Sheet annually in the fall semester and make changes as needed. All changes must be sent through PIE for processing. Once the One Sheet is approved and returned, add it to the **Composition and Charge** folder on your SharePoint site.

## Relevant Acronyms/Terms

[Remove as needed and/or add additional acronyms and terms used in the committee.]

**ACCJC –** Accrediting Commission of Community and Junior Colleges within the Western Association of Schools and Colleges (WASC)

**AUO** – Administrative Unit Outcome

**AUR** – Administrative Unit Review

**BRAIN** – Budget Resource Allocation & Institutional Needs. The form the college uses for resource allocation requests.

**CC –** Consultation Council

**CE** – Career Education.

**Code Alignment Project** – This is the efforts to fully align TOP, CIP, and SOC codes for CE programs and courses (see below for description of these codes). It is sometimes referred to as the TOP-CIP-SOC Crosswalk, which links education programs to occupations at the state and federal level.

**Codes:**

- **CIP Codes –** Classification of Instructional Programs (CIP) system lists the **US Department of Education** postsecondary instructional programs. They are similar to the California TOP codes but on a federal level.
- **TOP Codes** – Taxonomy of Programs (TOP) system used by the **California State Chancellor's Office** to identify the primary subjects of programs and courses. This six-digit code is assigned during the curriculum approval process.
- **SOC Codes** – Standard Occupational Classification (SOC) system used by federal agencies to classify occupations and gather statistics related to them. They are the **US Bureau of Labor Statistics occupational categories**.

**CRC –** College Resources Committee

**CRM/SRM** – Customer/student relationship management system. It helps capture interactions and touchpoints with students in order to understand the lifecycle of each student. Will eventually be a component of Banner.

**DEIA –** Diversity, Equity, Inclusion, and Accessibility Council

**DIRT –** District Institutional Research and Technology Committee

**Ed Code** – California Education Code are laws resulting from legislation and supersedes the regulations contained in Title 5. It requires a legislative act to be changed.

**EMSI –** Economic Modeling Specialists Int'l. This is the system we use to gather labor market data for our CE programs.

**EPA** – Educational Planning and Assessment Committee

**ERP** – Enterprise Resource Planning system. A type of software system that helps organizations automate and manage core business processes for optimal performance. Banner is the ERP that we will be using.

**Improve** – Formerly known as TracDat. The system on which our SLO and AUO assessment data, PRs, and AURs are currently housed. Improve was developed and is supported by Nuventive. Also just called Nuventive.

**inFORM** – The name given to the district's data warehouse.

**IPEDS** – Integrated Postsecondary Education Data System. The federal-level system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs in relation to enrollments, program completions, graduates rates, etc.

**ISLO** – Institutional Student Learning Outcome

**ISS** – Institution Set Standard. These are minimum required goals or standards for successful course completion that are set by the college and reviewed regularly through the program review process and annually for ACCJC.

**ISER** – Institutional Self-Evaluation Report, otherwise known as the accreditation report.

**KPI –** Key Performance Indicator. The metrics used to measure attainment of the college and district strategic planning goals and objectives.

**LMS/CMS –** Learning Management System or Course Management System, such as Canvas.

**META/CurrIQunet –** The system in which all the college's curriculum is housed. We are currently transitioning to META for SLOs, AUOs, PRs, and AURs.

**MIS** – Management Information System. Our state-level system. This is the data that is reported by the college to the California Community Colleges (CCC) systems office. The data collected by MIS provides drives funding and supports accountability in the form of the Student Success Metrics Dashboard, the annual State of the System report, and various reporting to the Legislature and Governor.

**Nuventive** – Has also been known as TracDat and Improve. The company that developed and supports Improve.

**One Sheet** – a single page document that identifies the purpose (charge) of the committee/council, membership (composition), meeting frequency/schedule, SharePoint site link, decision making method and to whom recommendations are directed.

**OPRA** – Office of Planning, Research, and Accreditation

**PIE** – Planning and Institutional Effectiveness Committee

**PR** – Program Review

**PSLO** – Program Student Learning Outcome

**PVI** – Program Vitality Inquiry. The Academic Senate approved process for assessing the vitality and ongoing feasibility of a program.

**SEAP** – Student Equity and Achievement Program

**SharePoint** – The college's intranet system. All committees have sites on this system to store committee documents.

**SIS** – Student Information System. This is where all student information and data are housed. We are transitioning from a home-grown system to Banner in the next two years.

**SLO** – Student Learning Outcome

**SSCC –** Student Success Coordinating Council

**Tableau** – Data visualization software. This is the program that is used to create the college dashboards.

**Title 5** – Title 5 of the California Code of Regulations is the set of regulations that governs the education system in California. Division 6 of Title 5 applies to the California community colleges. It is developed and approved by the Board of Governors and from California Education Code. Title 5 regulations have the force of law. (NOTE: Not to be confused with **U.S. Department of Education Title V – Developing Hispanic Serving Institutions (HSI) Program**).

**TracDat*** – *NOTE: Now called Improve or Nuventive. See above.