The Accreditation Self Study Report of Saddleback College

Presented to the Western Association of Schools and Colleges

2010
The Accreditation Self Study Report of Saddleback College

Presented to the Western Association of Schools and Colleges in Support of Application for Reaffirmation of Accreditation

July 2010

South Orange County Community College District

Saddleback College

28000 Marguerite Parkway
Mission Viejo, California 92692

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Certification of the Institutional Self Study Report

Date: July 1, 2010

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

From: Saddleback College
   28000 Marguerite Parkway
   Mission Viejo, California 92692

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the College community, and we believe the Self Study Report accurately reflects the nature and substance of the institution.

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Our Vision

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Our Mission

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Values

Saddleback College embraces:

- **Commitment**
  We commit to fulfilling our mission to serve the south Orange County community.

- **Excellence**
  We dedicate ourselves to excellence in academics, student support, and community service.

- **Collegiality**
  We foster a climate of integrity, honesty, and respect.

- **Success**
  We place our highest priority on student learning and delivering comprehensive support for student success.
• **Partnership**  
  We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

• **Innovation**  
  We anticipate and welcome change by encouraging innovation and creativity.

• **Academic Freedom**  
  We endorse academic freedom and the open exchange of ideas.

• **Sustainability**  
  We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

• **Inclusiveness**  
  We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

• **Global Awareness**  
  We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.
Description and History of the College

On Valentine’s Day in 1967, residents of the rural southern half of Orange County approved the creation of a community college, dubbing it the “Sweetheart of South Orange County.” The local press noted that “Saddleback JC, already a reality, will open its doors next fall, another event that will shape the lives of many people in the years to come.” Following a 54-day construction marathon, Saddleback College was ready to welcome freshmen for the start of the Fall 1968 quarter. Now, over 40 years later, thriving suburban communities dot the hillsides where cattle used to roam. And what began as a small rural college with 1,536 students in 11 buildings on a few acres has grown into a large urban college on a 200-acre campus serving more than 26,000 students each semester.

As Saddleback College grew, so did its reputation for excellence, attracting teachers and administrators throughout the United States. Together they have created a dynamic, constantly evolving learning environment where students are challenged to fulfill their potential and encouraged to achieve their goals. The excellence of Saddleback College’s programs and faculty can best be measured by the success of the College’s alumni in their academic pursuits at four-year universities and in the professional world.

The number one priority of the College is student success. From its renowned educational programs to its stellar student services, Saddleback College works tirelessly to ensure that students learn and achieve their goals, whether that be improving their English abilities, transferring to a four-year university, or retooling for a new career. To serve the diverse needs of our students, the College offers courses in a variety of formats (face-to-face, online, hybrid, full term, and short term) and at multiple locations. Innovative and experiential programs such as Study Abroad, Cooperative Work Experience, service learning, and an Honors Program are also offered. Student services are also geared to the diversity of our student population, with programs such as Extended Opportunity Programs and Services (EOPS), an International Student
Office, Disabled Students Programs and Services (DSPS), the Child Development Center, and a newly established Veterans Education and Transition Services (VETS) program.

Saddleback College is a comprehensive college, fulfilling all four missions of the community college system as outlined in AB 1725, including baccalaureate quality transfer education, career and technical education, basic skills courses, and lifelong learning opportunities. The College offers over 300 associate degrees, certificates, and occupational skills awards in 190 programs. In addition, the College also offers a huge selection of student clubs and activities such as the Associated Student Government, the Model United Nations, an award-winning student newspaper, a radio station, and a television station.

In addition to being a center of learning, Saddleback College has developed into one of south Orange County’s premier cultural and recreational sites. The campus hosts film festivals, music and dance concerts, and lectures by renowned newsmakers and scholars, and it is home to an award-winning theatre arts program. Its men’s and women’s intercollegiate athletic teams have achieved a solid reputation for success and hold more than 100 conference, state, and national titles. On-campus sports facilities include a golf driving range and putting greens, an aquatics complex, a football stadium, baseball and softball fields, gymnasium and fitness facilities, tennis courts, and an all-weather track.

Saddleback College has become an integral part of the south Orange County landscape, linking education with community growth and vitality. After four decades, Saddleback College continues to strengthen its ties with the communities it serves and to help residents fulfill their dreams and aspirations.

Institutional History

The history of Saddleback College can best be understood by separating it into seven distinct periods. Each period is characterized by significant organization changes.

Period I (1967-1979)

From its founding in 1967 through 1979, Saddleback College and the District, then known as the Saddleback Community College District, operated as a single entity under a Chief Executive Officer who served as Superintendent of the District and President of the College. At the time, South Orange County was a sparsely populated region of Southern California, and the College was able to serve the needs of the community. During this period, however, College enrollment grew dramatically. In just one year, from Fall 1974 to Fall 1975, enrollments increased by 78 percent. Because of this precipitous increase, the District began to make plans for the opening of a satellite campus in the northern portion of the service area.

Period II (1979-1981)

In 1979 a satellite campus was opened in the city of Irvine, 11 miles to the north. Saddleback College was designated as the “Main Campus,” and the satellite was designated as the “North Campus.” Both operated as components of the single college, which retained the Saddleback College name. The Chief Executive Officer continued to serve as the Superintendent-President.
Introduction

A Dean of Instruction headed the Main Campus and also served as Assistant Superintendent of the District.

**Period III (1981-1983)**

In 1981 the North Campus was elevated from satellite to full-campus status, altering the organization structure to a multi-campus, single-college district. The Superintendent’s position was changed to that of a Chancellor, and Presidents were appointed to serve as the Chief Executive Officers at each campus. A new Chancellor was appointed in 1982.

**Period IV (1983-1985)**

Discrete district offices were established in 1983 and were later expanded by the Chancellor. The name of the Main Campus was changed to Saddleback College South, and a new President was appointed. The designation of the North Campus was changed to Saddleback College North. During this period, certain functions were centralized under the District’s authority, while others were decentralized and became the responsibility of the campuses.


In 1985 the Board of Trustees adopted a new organizational structure and established a multi-college district. Saddleback College South emerged with its own identity as Saddleback College, while Saddleback College North was renamed Irvine Valley College (IVC). In 1986 a new Chancellor was appointed and, in conjunction with the College Presidents, arranged for the further decentralization of District functions and increased decision-making authority for the Colleges.

Saddleback College enjoyed a stable organization, consistent leadership by the institution’s President of nine years, and an effective system of governance. Although Saddleback College shared the financial concerns of all other California community colleges at the time, as well as the normal tensions inherent in any multi-college district, this period of stability permitted the College to focus its attention upon educational and institutional development.

**Period VI (1992-2004)**

The period between 1992 and the last accreditation Self Study in 2004 was marked by considerable administrative instability at both the College and the District. During this time frame, there were six changes in the presidency, four changes in the Chancellor’s position, and multiple changes in various other management positions at the College, such as the Vice President of Instruction and the Vice President of Student Services.

In 1996 the Board of Trustees (BOT) initiated a review of the District name, and in April 1997 the Board approved a name change from the Saddleback Community College District to the South Orange County Community College District (SOCCCD) in order to reflect the larger geographic base of the District.

The BOT also made sweeping adjustments in the administrative structures at both Saddleback College and IVC in July 1997. This resulted in the transfer of five Saddleback College deans to IVC and the expansion of duties for the four deans who remained at Saddleback, with each dean in charge of very large “mega-divisions.” When it became evident that the reduction in

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the number of deans at the College was too severe, a number of additional organizational changes were instituted. With input from all segments of shared governance, the College recommended, and the BOT agreed, to realign responsibilities and expand the number of deans. Notwithstanding these adjustments, there was significant attrition in deans, with only two of the deans from 1998 still remaining.

Such intense and profound change had a strong impact on all levels of the organization. It served as a litmus test of the true mettle of Saddleback College’s administration, faculty, and staff, and the institution continued to strive toward excellence in its mission.

**Period VII (2004-Present)**

In recent years, the administrative structure has been considerably more stable. The 2004-2005 academic year was the first in more than a decade in which there were no freshmen deans. Deans in two divisions have changed, but six of the deans have remained the same throughout this period and into the present. There was a change in presidency due to the retirement of our previous President, who was an employee of the College for over 30 years and served as President for the last four of those years. Our current President was hired in 2008. The Chancellor has remained the same throughout this period, as well as both Vice Presidents at the College. However, the Chancellor has announced his resignation effective July 2010, the Vice President of Student Services retreated to the faculty of IVC in April 2010, and the Vice President of Instruction was hired as the President of Fullerton College. This will undoubtedly open up a new era of change at both the District and the College.
Saddleback College, located in the city of Mission Viejo, is the older of two separately accredited colleges in the South Orange County Community College District (SOCCCD), which also includes Irvine Valley College (IVC), located in the city of Irvine, as well as the new Advanced Technology & Education Park (ATEP), located in the city of Tustin.

When Saddleback College was founded in 1967, south Orange County was a large rural area with a sparse population clustered in quiet, isolated towns and communities. Despite the economic downturn of the early 1990s and the huge impact of the Orange County bankruptcy declaration in 1994, it is, once more, one of the nation’s most prosperous and dynamic areas, desired by major businesses for its potential as a location for corporate headquarters and by individuals for its scenic location.

The area’s temperate climate, its proximity to some of the Pacific Ocean’s most beautiful beaches, and the desirable location between Los Angeles and San Diego have all contributed to a marked population explosion since the founding of the College. Because of this, the College’s enrollment has expanded tremendously during the course of its history.
Figure A.1. Map showing the location of Saddleback College, its sister campuses, and the surrounding communities (Source: SOCCCD’s Annual Report to the Community, 2009 [1]).
Community Information

The service area of Saddleback College includes the cities and communities of Aliso Viejo, Capistrano Beach, Coto de Caza, Dana Point, Dove Canyon, Emerald Bay, Foothill Ranch, Ladera Ranch, Laguna Beach, Laguna Hills, Laguna Niguel, Las Flores, Mission Viejo, Rancho Santa Margarita, San Clemente, San Juan Capistrano, and Trabuco Canyon, as well as parts of Lake Forest and Laguna Woods.

According to the most recent demographic information available, the population of this portion of south Orange County increased from 416,228 in 2000 to 463,007 in 2006, a growth rate of 11 percent. The population is projected to grow an additional 7.5 percent by 2011 [2]. In 2006 the ethnic makeup of the service area was as follows:

- 0.2% Hawaiian/Pacific Islander
- 1.0% Native American
- 1.5% African American
- 3.0% Multi-Racial
- 5.3% Other
- 7.2% Asian
- 84.8% White

The Hispanic or Latino/Latina population is classified as those who identify as different ethnic/racial origins but with Hispanic or Spanish cultural influence. This group comprises 24.5 percent of the total population. It is expected that in 2011, all ethnic/racial categories will remain essentially the same in south Orange County with the exception of the Hispanic or Latino/Latina population, which is predicted to grow by 6 percent, raising the total to over 30 percent [2].

Economically, the region has changed in the following ways over the past ten years:

1. The annual average salary increased by 16.7% from $96,144 in 2000 to $112,264 in 2006, while median income increased 14.6% from $72,287 to $82,874.

2. Average income was projected to increase 7.9% by 2011, but it is unclear if this will occur given the economic downturn of 2009.

3. The unemployment rate was only 3.5% in 2006, but it has increased to 10.2% in 2010 [3]. This rapid increase in the unemployment rate has resulted in the increase of students coming to Saddleback College for career technical education and employment retooling.

Educational levels within the region are quite high, with the numbers steadily increasing over time. The overall high school graduate rate of the service area in 2006 was 93.5 percent, and this is expected to rise to 94.6 percent by 2011. Moreover, approximately 28.9 percent of the population attained at least a bachelor’s degree, an increase of close to 2 percent over 2000. This is expected to increase to 30.3 percent by 2011 [2].
Figure A.2. College and High School Graduation Rates in the Saddleback Service Area  
(Source: SOCCCD’s Occupation Report of 10/1/2007 [2]).

There are two four-year public institutions of higher education in the Saddleback College area: the University of California, Irvine and California State University, Fullerton. Tuition increases and enrollment limitations at both institutions, especially in the 2009-2010 academic year, have resulted in increased transfer-oriented student enrollments at Saddleback College. Additionally, there are a number of private colleges in the area, such as Chapman University, Brandman University, Concordia University, the Laguna College of Art and Design, and Soka University.
Introduction

Student Demographics

Student enrollment increased dramatically during the first 20 years of the College’s existence. During the second 20 years, the enrollments remained fairly constant, fluctuating between 22,000 and 24,000 students, with one significant dip to just over 19,000 students in 1995. In the last two years, however, there has been a noticeable increase, as enrollments climbed to over 25,000 students, as shown in Figure A.3.

Figure A.3. Fall Enrollments
(Source: California Community Colleges Chancellor’s Office Data Mart [4]).
Students are drawn to Saddleback College from throughout the District’s service area. The chart below shows the cities in which Saddleback’s student population resided during the 2008-2009 academic year. As indicated by the chart, 90 percent of all students come from within the district.

Figure A.4. Where Saddleback Students Reside
(Source: Office of Planning, Research and Grants).
The ethnic composition of the student population reflects that of the surrounding community. There is, however, a significant percentage of students who do not state their ethnic backgrounds on their college application, making it difficult to know the exact breakdowns.

**Students by Ethnicity**

![Figure A.5. Students by Ethnicity](Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
The proportion of female and male students has not changed significantly over the past five years, with females continuing to outnumber males by roughly 20 percent [5].

**Students by Gender**

![Bar chart showing the proportion of female, male, and decline to state students from Fall 2004 to Fall 2008.]

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>14,389</td>
<td>13,997</td>
<td>14,027</td>
<td>14,300</td>
<td>15,262</td>
</tr>
<tr>
<td>Male</td>
<td>9,271</td>
<td>9,171</td>
<td>9,212</td>
<td>9,473</td>
<td>10,214</td>
</tr>
<tr>
<td>Decline to state</td>
<td>14</td>
<td>16</td>
<td>59</td>
<td>107</td>
<td>179</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23,674</td>
<td>23,184</td>
<td>23,298</td>
<td>23,880</td>
<td>25,655</td>
</tr>
</tbody>
</table>

*Figure A.6. Students by Gender (Source: 2008-2009 Institutional Effectiveness Annual Report [5]).*
The age distribution of students has remained fairly constant over the past five years, with a slight increase in the percentage of 18- to 21-year-olds and a decrease in some of the older age groups such as the 30- to 39-year-olds and the 40- to 49-year-olds [5].

**Figure A.7. Students by Age Group**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Student educational goals reflect the diversity of programs offered at Saddleback College. Students enroll at the College in order to transfer to four-year colleges and universities (the largest percentage), to attain a degree or certificate without transfer, for career technical education, for career advancement, to improve their basic skills, or for personal development, with a fair number “Undecided” as to their educational goal.

### Figure A.8. Students by Educational Goal

(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
The ratio of full-time to part-time students has not significantly changed in the past five years, with roughly 30 percent of students attending full-time [5].

Figure A.9. Students by Unit Status
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Employee Demographics

Permanent employee figures have remained fairly constant over the past five years. The largest category of permanent employees is the classified staff, followed by full-time faculty, and then administrators and managers [5]. Part-time faculty is larger than any of the permanent employee categories, but their numbers and composition fluctuate from year to year.

Figure A.10. Permanent Employees by Classification
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
The diversity of the classified staff is greater than that of the surrounding community and the student population [5], as shown in Figure A.11:

**Figure A.11. Classified by Ethnicity**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Faculty, administrators and managers, however, do not reflect the same diversity as the community or student population. In particular, Hispanics or Latinos/Latinas are greatly underrepresented in both the full-time faculty and management categories, as are African Americans and Asians among the administrators and managers [5]. See Figures A.12 and A.13.
With regard to gender, females are somewhat overrepresented in all categories except administrators and managers, where there is an equal distribution of males and females [5]. See Figures A.14, A.15, and A.16.

**Figure A.14. Classified Staff by Gender**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).

**Figure A.15. Full-Time Faculty by Gender**
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Reflective of the trend in higher education, the faculty of the College are aging, with the majority over 50 years of age and a significant proportion nearing retirement [5], as shown in Figure A.17:
Administrators and managers of the College are also predominantly over the age of 50, which is more to be expected, given the years of experience often required to move into top management positions [5]. See Figure A.18.

Figure A.18. Administrators and Managers by Age Group
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).

Age differences are not quite as significant with the classified staff, which has a more-even distribution across the age groups [5]. See Figure A.19.

Figure A.19. Classified Staff by Age Group
(Source: 2008-2009 Institutional Effectiveness Annual Report [5]).
Standard I: Institutional Mission and Effectiveness

I.A. Mission

The Saddleback College mission is reviewed annually as part of the Strategic Planning Process, and revised as necessary. The last major revision was in 2009. The College’s Mission Statement describes its educational purpose, which is to enrich its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success. It identifies its intended population as students who seek a dynamic, innovative, and student-centered postsecondary education, academic degrees, career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. Along with the College’s vision and values, its Mission Statement is central to all institutional planning, decision-making, and resource allocation processes on campus. Course-, program-, and institutional-level Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs), as well as Program and Administrative Unit Reviews, are aligned with and supported by the College mission.

I.B. Improving Institutional Effectiveness

The continuous improvement of student learning and institutional effectiveness has been a central focus on campus since the last Accreditation Self Study. Dialogue in regard to student learning and institutional effectiveness is broad-based and open to all interested constituents. Outcomes are assessed at the course, program, student support, administrative services, and institutional levels. Program and Administrative Unit Reviews use the data from outcomes assessment in the evaluation of programs and administrative units, and they contribute to planning, goal-setting, and decision-making on campus. Program and Administrative Unit Reviews, as well as various planning documents such as the Facilities Master Plan, the
Educational Resource Plan, and the Technology Plan, are integrated into the College’s strategic planning process, which occurs on a three-year cycle. The growth in the Office of Planning, Research and Grants (OPRG) has made it possible for all groups on campus to demonstrate evidence of the achievement of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). Data that describes the quality of our students, programs, and institution are communicated with appropriate constituencies. The College has developed a fully integrated and systematic plan of evaluation, planning, implementation, and reevaluation of student learning and institutional effectiveness based on reliable data.

Standard II: Student Learning Programs and Services

II.A. Instructional Programs

In accordance with the College’s mission and vision, the College emphasizes providing high-quality instruction in basic skills, career technical education, transfer curriculum, and training for business and industry. To accomplish this, the College offers extensive credit and noncredit courses and programs in response to feedback from the College community related to students’ current and future needs. Instructional programs are based on the ongoing implementation, monitoring, and evaluation of SLOs at the course, program, and institutional levels. Besides the Saddleback campus, the College offers courses and programs at a variety of community-based sites and via distance education. In addition to online and hybrid courses, short-term intensive, late-start courses, and self-paced courses provide learning opportunities for students with varied schedules and learning styles. The College provides a variety of opportunities for student success by offering programs and courses that emphasize basic skills, transfer, career and technical education, and lifelong learning.

The quality of the instructional programs is assured through regular and systematic assessment and evaluation in regard to currency, relevance, instructional materials, learning strategies, assessment methods, and the achievement of SLOs. Curriculum development and review is faculty-led and involves the cyclical evaluation of all courses and programs offered at the College. The updated Program Review Process, with SLO assessment at its core, provides the framework for systematic and continuous monitoring, improvement, and planning.

II.B. Student Support Services

The College provides a comprehensive range of student-support services, all focusing on student success. Regardless of the modality of instruction, the College strives to provide equivalent access to support services to all students. The College utilizes direct contact and technology-based methods to provide access to all student-support services. The quality of student-support services is assured through the assessment of AUOs in order to evaluate and improve student learning, progress, and success. All student-support units also undergo a review process, with AUO assessment at its core, to provide for systematic and continuous monitoring, improvement, and planning.
II.C. Library and Learning Support Services

The College provides library services and learning-support services that assist students, faculty, and staff both onsite and online. The Library Building is currently being remodeled, which has necessitated the relocation of onsite resources to temporary facilities on campus. However, the Library relocation has not affected service to the College community since active services continue to be available and significant resources are available online. These resources include more than 90,000 print and e-books, 130 print periodical subscriptions, and in excess of 10,000 full-text periodicals accessed via 16 subscription databases. The Library promotes its resources to students, faculty, and staff through instruction, orientations, in-service presentations, information competency workshops, College publications, the Library Web page, and various print materials.

To contribute to student success, the Learning Assistance Program (LAP) provides peer tutoring in all academic subjects, tutor training, and various workshops. Tutoring services are available onsite and, through a pilot project, online. Other learning-support services exist outside the Library in the Reading Lab, the Language Lab, the Writing Center, and the Math and Science Lab. After the Library remodel, all of these services will be consolidated within the Library.

The College provides access to computer technology in the Library, the LAP, and the computer lab, as well as in the learning labs on campus.

Standard III: Resources

III.A. Human Resources

The College recruits qualified personnel who are hired with the purpose of supporting student learning and student success. Clear and comprehensive policies and procedures are developed by the Board of Trustees and Human Resources covering the recruiting, interviewing, and hiring of all personnel. These policies were developed to ensure that the College recruits, develops, and retains the best-qualified personnel available in accordance with law, as well as to ensure the equitable treatment of all potential and existing personnel.

The College's hiring selection process for all employment categories ties hiring to the College mission and the Strategic Plan, with primary importance given to the improvement of student learning and institutional effectiveness. All personnel are fairly and systematically evaluated through a process overseen by Human Resources.

The College has sufficient numbers of full- and part-time faculty, staff, managers, and administrators to support the mission of the institution, and it is committed to ensuring that the necessary personnel are hired and maintained in order to move toward its desired future through its Strategic Planning Process.

III.B. Physical Resources

The College has invested significant resources into its facilities since the last Accreditation Self Study. The new Health Sciences Building has been completed and occupied, the Business and General Studies Building has undergone a major retrofit, a classroom cluster has been added on the College lower campus named “The Village,” and a major retrofit of the Library Building is currently under way.
Since 2004, $125 million has been allocated to the College for capital projects, and an additional $18.5 million has been spent from the College general fund during that time period. Moreover, the College, in conjunction with the District, is currently working on implementing a 20-year Facilities and Scheduled Maintenance Plan in order to ensure that our buildings are adequately maintained to assure access, safety, security, and a healthful learning and working environment.

III.C. Technology Resources

For some time, the College has recognized the importance of technology for a twenty-first century education, and as a result, the technological resources of the College have been given a high priority. Over the past several years, many technological advances have occurred on campus, such as the addition of 183 wireless access points allowing students and staff Internet access throughout the campus, the installation of permanent media systems in 99 percent of all classrooms, the deployment of virtual server technology, and the ability to regularly and securely back up all College data on a central storage area network (SAN).

The College’s Innovation and Technology Center (ITC) is responsible for College hardware and software planning and acquisition for use by students, faculty, and staff, and it provides technical support and training for faculty, staff, and managers. Currently, ITC services over 1090 computers in 26 labs on campus, all classroom computer and media centers, as well as the desk computers of all College employees.

The College has increased its online education significantly since the last Accreditation Self Study, and a new technical support area for distance education and instructional design has been established and staffed: the Center for Instructional Design and Distance Education (CIDDE), which is housed in the BGS Building. This Center also provides classes and training year-round for faculty and staff in the areas of technology and innovation. In conjunction with the growth of distance education, the College has also expanded its online resources for students, faculty, and staff.

III.D. Financial Resources

Saddleback College is a part of the SOCCCD, which is a Basic Aid District. The Board of Trustees has adopted budget development guidelines that are designed to maintain the financial integrity of the District and the College. The District has no debt, and future liabilities for post-employee benefits are fully funded. External audits are routinely positive.

The College has efficiently and prudently managed its financial resources. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional planning. Internal controls are in place to ensure the integrity of the budget and expenditure process, and budgets are monitored to ensure accuracy and integrity.

The College revised its budget development process in 2009 with the creation of the Planning and Budget Steering Committee (PBSC), which has representation from all College constituencies. The role of PBSC is to ensure the integration of institutional planning with the budget development process. College planning and budgeting processes are transparent, with all constituent groups extensively involved at all levels of the process.
Standard IV: Leadership and Governance

IV.A. Decision-Making Roles and Processes

Since the last Accreditation Self Study, significant advances have been made at the District and College levels to provide for effective participation of all College constituencies in important discussions and decision-making processes. It was necessary to reconstitute governance committees, establish new committees, and develop a renewed awareness of the fundamental right of each constituent group to contribute in an effective and collaborative manner in the decision-making processes of the College and the District. The roles and responsibilities of each group have now been institutionalized through formal means, such as statute, board policy, administrative regulations, and collective bargaining agreements, and through less-formal means, such as standing committees, cabinets, and councils. The committee structure of the College is documented in the Governance Manual, which was updated in 2010.

Beyond the formalized roles, Saddleback College constituent groups have worked hard toward building a climate of trust, respect, and openness. This mutual respect makes possible open dialogue and an ongoing commitment to participatory governance.

IV.B. Board and Administrative Organization

Saddleback College is governed by a Board of Trustees that is responsible for establishing the mission of the District, assuring the development and implementation of education and facilities plans, assuring the health and stability of the District and its Colleges, monitoring institutional effectiveness and educational quality, hiring and evaluating the Chancellor, advocating for and protecting the District, establishing policies to implement the District’s mission and goals, setting prudent ethical and legal standards for College operations, and representing the public interest. The Board’s expectation for quality, integrity, and improvement of student learning programs and services of the College are reflected in the policies, procedures, and goals that the Board develops.

The Board is responsible for selecting and evaluating the Chancellor and for delegating to the Chancellor full responsibility and authority to implement and administer board policies and administrative regulations. The Board is also responsible for establishing a policy for selecting and evaluating the College President. Within the past three years, the Board has adopted and/or revised three of its policies specific to the hiring of the Chancellor, the hiring of administrators and managers, and the evaluation of the Chancellor, all of which outline the appropriate role for the Trustees. With the recent resignation of the Chancellor, the Board will have an opportunity to implement its new policy in the selection of the next Chancellor.

The College President is designated as the Chief Executive Officer of the College and is granted Board authority to implement the College’s Strategic Plan, District policies, and resource allocations. The President’s administrative organization is the established authority on campus, and the President is the final authority at the College level. The current President has actively pursued establishing a collegial process of planning and decision-making that ensures that educational planning and the distribution of resources are directly linked to student success and outcomes assessment.
Saddleback College began preparing for the Accreditation Self Study in Fall 2008, twenty-three months prior to our scheduled visit in October 2010. Dr. Rajen Vurdien, who was then Vice President for Instruction, continued to act as the Accreditation Liaison Officer. The Accreditation Self Study Steering Committee was co-chaired by Dr. Vurdien and Dr. Bob Cosgrove, President of the Academic Senate. Due to Dr. Vurdien’s departure from the College in June 2010, Dr. Donald L. Busché, Acting Vice President for Instruction, took over Dr. Vurdien’s role as Accreditation Liaison Officer and Steering Committee Co-chair.

The Committee has met every two weeks since November 2008, actively overseeing the entire Self Study process. Standard Chairs were appointed, and committees for each standard were constituted in January 2009, following an in-service presentation on the process for the entire College community.

Throughout the entire process, measures were taken to ensure that the voices of all constituent groups were heard and that the entire College community was focused on accreditation. Below is a timeline of the Self Study process, followed by the composition of the Steering Committee and each of the Standard Committees.
Accreditation Self Study Time Line

**Fall 2008**

1. Accreditation Self Study Steering Committee established.
2. Time line developed.

**Spring 2009**

1. Accreditation kickoff held during in-service.
2. Committees for each standard were constituted.
3. Each standard analyzed.
4. Reviewed past plans of actions, evaluations, and recommendations from letters and reports not addressed from the Fall 2004 visit.
5. Identified data and coordinated with District and College to establish data needs.
6. Reviewed previous Employee Survey and made necessary changes for the 2009 version.
7. Administered Employee Survey.
8. Presented Survey results to the Steering Committee and the four Standard Chairs.

**Summer 2009**

1. Prepared the Fall 2009 in-service.
2. Analyzed Employee Survey results.
3. Drafted descriptive summary of standards.
4. Began work on Self Study.

**Fall 2009**

1. Reviewed and disseminated Employee Survey results.
2. Completed the first draft for each of the four standards.
3. Began editing first draft of each standard.
4. Planned for publication arrangements.
Spring 2010
1. Presented the first draft of each standard to the College community at the Spring 2010 in-service for input.
2. Held Collegewide meetings to receive feedback from the College community on first drafts.
3. Discussed feedback and revised Self Study report as needed.
4. Completed the second draft of the Self Study report.
5. Edited the completed second draft of the Self Study report.

Summer 2010
1. Presented final report to the Board of Trustees at June Board meeting.
2. Published and distributed final Self Study document.
3. Acquired necessary signatures.
Accreditation Self Study Steering Committee

Dr. Donald Busché  
*Accreditation Liaison Officer*  
*Accreditation Self Study Co-Chair*

Dr. Bob Cosgrove  
*Academic Senate Past President*  
*Accreditation Self Study Co-Chair*

Dr. Tod Burnett  
*College President*

Dr. Robert Bramucci  
*District Representative*

Miki Mikolajczak  
*Academic Senate Past President*

Russ Hamilton  
*Classified Senate President*

Mary Williams  
*Classified Senate Past President*

Melissa Fenerci  
*Associated Student Government President*

Delainey Taylor  
*Associated Student Government Past President*

Gretchen Bender  
*Director of Planning, Research and Grants*

Diane Pestolesi  
*Chair, Standard I*

Anthony Teng  
*Chair, Standard II*

Carol Hilton  
*Chair, Standard III*

Dr. Carmen Dominguez  
*Chair, Standard IV*  
*Academic Senate President*

Claire Cesareo-Silva  
*Introduction*

Joseph Tinervia  
*Editor*

Diane Smith  
*Sr. Graphic Designer*

Rob Hartman  
*Webmaster*
# Standard Committee Members

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<thead>
<tr>
<th>I</th>
<th>Institutional Mission and Effectiveness</th>
<th>II</th>
<th>Student Learning Programs and Services</th>
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| Management | Gretchen Bender  
Estella Garrison  
Jennie McCue  
Tamara Rice | Jerilyn Chuman  
Dr. Kevin O'Connor  
Jane Rosenkrans  
Joyce Semanik  
Patti Weeke | Michelle Anstadt  
Eric Garant  
Carol Hilton  
Mike James  
Terrence Nelson  
John Ozurovich  
Ken Patton  
Jim Pyle  
Mark Schiffelbein  
Don Taylor  
Ed Tackett | Dr. Tod Burnett  
Tony Lipold  
Sandy Marzilli  
Mary Williams  
Dr. James Wright |
| Faculty | Miki Mikolajczak  
Diane Pestolesi  
Kim Stankovich | Jo Ann Alford  
Ana Maria Cobos  
April Cubbage-Vega  
Dr. Caroline Gee  
Elizabeth Horan  
Mike Long  
Sumaya McCleave  
Anthony Teng | Clifford Meyer | Dr. Bob Cosgrove  
Dr. Carmen Dominguez  
Ardith Lynch |
| Classified Staff | Dr. Nicole Ortega  
Mark Sierakowski  
Nina Welch | Linda Bashor  
Mike Engels  
Erin Long  
Shouka Torabi | Catherine Beres  
Karen Bronson  
Alan Cherry  
Darren England  
Brad McReynolds | Russell Hamilton |
| Students | Samantha Ramos  
Delaineay Taylor  
Asha Vaswani | Elizabeth Castro  
Melissa Fenerci  
Molly Grant  
Lacey Trypten | Juan Santiago | Sarah Ayad  
Matthew Douraghi  
Whitney Florian |
## Standard Committee Members (continued)

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<td>Dr. Robert Bramucci</td>
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<td>Claire Cesareo-Silva</td>
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<td>Dr. Donald Busché</td>
<td>Jody Cochrane</td>
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<td>Beth Mueller</td>
<td>Dr. Bob Cosgrove</td>
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<td>Dr. Robert Bramucci</td>
<td>Dr. Patricia Flanigan</td>
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<td>Dr. Rajen Vurdien</td>
<td>Lise Telson</td>
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Dr. Rajen Vurdien
Saddleback College, as part of the SOCCCD, is governed by the SOCCCD Board of Trustees (BOT). The BOT comprises seven members elected at-large to four-year terms by the voters in south Orange County. A student trustee, elected by the students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The BOT is responsible for overseeing all academic programs and educational services of Saddleback College.

South Orange County Community College District (SOCCCD)
Board of Trustees (as of July 2010)

Donald P. Wagner
President

Nancy M. Padberg
Vice President

Marcia Milchiker
Clerk

William O. Jay

David B. Lang

John S. Williams

Eve Shieh
Student Trustee

Thomas A. Fuentes
* Provost meets regularly with college presidents to plan academic and student services programs at ATEP
Certification of Continued Compliance with Eligibility Requirements

The Accreditation Self Study Steering Committee has had ample opportunity to review and discuss the eligibility requirements for accreditation. The Committee agrees that Saddleback College continues to meet each of the 21 eligibility requirements for accreditation set by the Western Association of Schools and Colleges.

**Statement of Assurance**

We hereby certify that Saddleback College continues to comply with the eligibility requirements for accreditation established by the Western Association of Schools and Colleges.

Date: July 30, 2010

Dr. Tod A. Burnett  
President  
Saddleback College

Donald P. Wagner  
President, Board of Trustees  
South Orange County Community College District
Eligibility Requirements

1. AUTHORITY
Saddleback College has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), an institutional accreditation body recognized by the Commission of Recognition of Postsecondary Accreditation and the United States Department of Education. The College is also authorized to grant degrees by the Board of Governors of the California Community Colleges. The degree-granting authority is stipulated on page 1 of the 2009-2010 Saddleback College Catalog.

2. MISSION
Saddleback College’s Mission Statement clearly defines its commitment to achieving student learning. The Mission Statement is posted on the College’s Web site and published in various documents, such as the College Catalog and the Strategic Plan. The College reviews the Mission Statement annually, revises it as needed, and presents it to the South Orange County Community College (SOCCCD) governing board for final approval.

3. GOVERNING BOARD
A seven-member Board of Trustees governs the SOCCCD. The Trustees are elected at-large to four-year terms by the voters in south Orange County, and the terms are scattered to provide continuity. Board members reside in the areas they represent. A student trustee, elected by students of both Saddleback College and Irvine Valley College, serves a one-year advisory term of office. The Chancellor of the SOCCCD serves as Secretary to the Board. The Board holds monthly meetings, which are open to the public. Notices of scheduled meetings and the agendas are widely posted in advance, and all meetings are videotaped and available for viewing on the District Web site.

4. CHIEF EXECUTIVE OFFICER
The Board selects the Chief Executive Officer (CEO) of the college. Dr. Tod A. Burnett, President of Saddleback College, is the CEO and has primary responsibility for the College and executive responsibilities for administering Board policies. Board Policy 2101, Delegation of Authority to the College President, outlines Dr. Burnett’s authority and responsibility as the CEO of the College.

5. ADMINISTRATIVE CAPACITY
The administrative staff of Saddleback College is adequate in number, experience, and qualification to provide appropriate administrative oversight to enable the College to fulfill its purpose and mission.

6. OPERATIONAL STATUS
Students are enrolled in a variety of courses and programs that lead to associate degrees, certificates of achievement, occupational skills awards, and transfer to four-year institutions.
7. DEGREES
The majority of the College’s offerings are in programs that lead to degrees, as described in the College Catalog and on the College Web site. Most of the students are enrolled in these programs. Degree opportunities and transfer courses are clearly identified in the College Catalog and on the College Web site.

8. EDUCATIONAL PROGRAMS
Successful completion of approved programs at Saddleback College may lead to an associate of arts or an associate of science degree, a certificate of achievement, an occupational skills award, or completion of lower-division requirements for transfer to upper-division standing at a four-year college or university. The College’s Curriculum Committee and approval process ensure programs of study are congruent with the College mission and meet all the legal requirements related to length, content, quality, and rigor, regardless of location or modality.

The College offers 204 associate of arts and/or associate of science degree majors, 89 certificate programs, 26 occupational skills awards, plus 3 certificates of completion issued by individual departments [2.6, pp. 45-46]. The College also meets the needs of students who are pursuing their lower-division major requirements in preparation for transfer to a four-year college or university, upgrading job skills, and improving basic learning skills.

9. ACADEMIC CREDIT
Institutional policies on transfer and awarding of credit are specified in the College Catalog and on the College Web site. The awarding of academic credit is based on the California Code of Regulations, Title 5, Section 55002.5.

10. STUDENT LEARNING AND ACHIEVEMENT
Student learning and achievement is validated through the Student Learning Outcomes (SLOs) process at Saddleback College. At the course and institutional levels, College faculty have integrated SLOs into the curriculum process using CurricUNET, its curriculum management database system. The SLOs are a part of the official course outline. Assessments of course-level SLOs are completed annually, and the assessment results are input into CurricUNET, where they are linked to Institutional SLOs. At the program level, SLOs are completed on an annual basis, and the Program Review process includes a strong emphasis on SLO assessment. Overseen by the Educational Planning and Assessment (EPA) Committee, all programs and courses have established learning outcomes and assessment plans.

11. GENERAL EDUCATION
Saddleback College has three patterns of general education courses (Saddleback College general education, Cal State University transfer, and the University of California transfer) that promote students’ personal, cultural, and intellectual growth. The Institutional SLOs devised by the College are linked to the general education core competencies and include effective communication skills, intellectual and practical skills, community/global consciousness and responsibility, and breadth of subject area knowledge.

General education courses and their descriptions are found in the College Catalog and on the College Web site. The College’s General Education Committee and Curriculum Committee
approve all courses to be included in the general education program and ensure that they are consistent with the academic standards appropriate to higher education.

12. ACADEMIC FREEDOM

The College's academic freedom policy is set forth in Board Policy 6120, which demonstrates the College’s commitment to the free pursuit and dissemination of knowledge. Academic freedom includes protection for the teacher to teach and for the student to learn without coercion, censorship, or other forms of restrictive interference.

13. FACULTY

The College has a core of 239 qualified full-time faculty members, as well as 621 part-time faculty members (Spring 2010 figures). Information about full-time faculty, including names, titles, degrees, and dates of hire, are listed in the College Catalog. Faculty who teach courses at the College must meet minimum qualifications as established by the Academic Affairs Division of the Systems Office of the California Community Colleges, in consultation with the State Academic Senate. Faculty responsibilities are stated in board policies, the faculty contract, and the Faculty Handbook.

14. STUDENT SERVICES

Saddleback College provides services and programs that enhance a student’s use of the College’s offerings and facilitate progress toward academic, career, personal, and social goals. Saddleback College’s staff is committed to each student’s success and growth as a person. Student services include the following areas: Admissions and Records, Athletics, Associated Student Government and Clubs, Bookstore, Campus Safety, Center for Career and Life Development, Child Development Center, Counseling Services, Extended Opportunity Programs and Services (EOPS), Financial Assistance & Scholarships, Food and Beverage Services, Learning Assistance Program, Matriculation and Assessment, Disabled Students Programs and Services (DSPS), Student Development, Student Health Center, Student Outreach and Recruitment, Transfer Center, and Veterans’ Services. Many of these services are available online as well as in person.

15. ADMISSIONS

The College's admissions policies are consistent with its mission and conform to requirements in the Education Code, Title 5, and board policy. The policies are published in the Course Catalog and on the College Web site.

16. INFORMATION AND LEARNING RESOURCES

Saddleback College provides access to sufficient information and learning resources to support its educational mission. Resources and services are available throughout the campus, including the Library, the Computer Labs, the Writing Lab, the Reading Lab, the Mathematics Lab, and the Learning Assistance Program (LAP).

The College Library is the main source of learning resources for students. In addition to its book collection, the Library provides online access to 8,144 journals and newspapers. This scholarly collection offers information in nearly every area of academic study. Assistance in locating
information is provided by professionally trained librarians face-to-face at the Library reference desk and electronically by phone, e-mail, or a live 24/7 chat line.

17. FINANCIAL RESOURCES

District financial planning and information is under the purview of the Deputy Chancellor. College financial planning is delegated to the College President with assistance from the Director of Fiscal Services. The current budget for Saddleback College and the statement-of-fund balances for the Saddleback College Foundation are available in the College’s Office of Fiscal Services. The general fund budget for the College includes support across all instructional and student services programs at the College. The College’s Planning and Budget Steering Committee (PBSC) and the Consultation Council review program needs each year based on Program Reviews and Administrative Unit Reviews and Strategic Planning for the purpose of recommending a final budget to the College President.

Both the College and the District maintain adequate reserve levels for contingencies and utilize sound financial management policies and practices in order to ensure continued fiscal stability.

18. FINANCIAL ACCOUNTABILITY

SOCCCD is a Basic Aid District, which means that the majority of its funding comes from local property taxes, which are then distributed to the College based on the same program-based funding model established by the State. Additional College funding comes from Federal and State grants and from corporate and private donations. Reports on audit of financial statements and supplementary information and reports on compliance are prepared for the SOCCCD and Saddleback College by Vicenti Lloyd Stutzman, Certified Public Accountants, and are available annually for review in the District Fiscal Services Office. The District meets this eligibility requirement by ensuring a balanced budget that supports all College needs as verified by this certified public accounting firm.

19. INSTITUTIONAL PLANNING AND EVALUATION

The College continually engages in multiple levels of institutional planning and assessment. The assessment of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) occurs throughout the College and is being used to improve teaching, learning, and effective administering of services. Program Reviews and Administrative Unit Reviews are another important aspect of the planning and evaluation program. Each program and administrative unit on campus engages in a self study every two or five years to assess progress towards the achievement of their goals.

At a broader level, the PBSC and the Consultation Council oversee the strategic planning process of the College, designed to result in continuous improvement of the institution. The Strategic Plan, which is developed every three years, sets forth the strategic directions, goals, and strategies that Saddleback College is pursuing in order to fulfill its mission and move toward its envisioned future. Long-term planning is achieved through the development of an Education and Facilities Master Plan.

20. PUBLIC DISCLOSURE

In writing and in practice, as well as in its public disclosure of all important documentation, the College is a model of institutional integrity. All required information can be found on
the College’s Web site or by reading any one of the following sources, all of which are public documents: the College Catalog, the current Schedule of Classes, the Saddleback College Student Handbook, the Saddleback College Faculty Handbook, and the South Orange County District Board of Trustees Policies and Administrative Procedures.

21. RELATIONS WITH THE ACCREDITING COMMISSION

A letter signed by the College President and the President of the Board of Trustees assuring the College’s and the District’s compliance with the accrediting commission’s standards and policies is on file with the ACCJC and the College President’s office.
In response to the recommendations made by the 2004 visiting team, as well as to subsequent progress and midterm report visits, the College has been working diligently over the past six years to make improvements in all the identified areas. All College constituent groups and the District came together in unprecedented fashion to seriously address the recommendations and implement the necessary changes.

**Recommendation 1 (Standard I)**

The team recommends that the college create a formal process for the regular review of the mission statement. This process should:

A. Use college governance and decision-making structures (Standards IA.3, IA.4).
B. Be institutionalized through college publications and practices (Standards IA.2, IA.4).
C. Ensure that the mission guide college planning and decision making (Standard IA.4).
D. Allow for the implementation of revisions as appropriate to assure continuous improvement of college efforts to accomplish the mission (Standards IA.6, IA.7).

In response to the 2004 ACCJC team’s recommendation, the College immediately devised a process for annual revision of the College Mission Statement as a fundamental step of the College Strategic Planning cycle. The Mission Statement was revised in 2005, reaffirmed in 2006, revised in 2007, reaffirmed in 2008, revised in 2009, and reviewed again in Spring 2010.

The Mission Statement is now institutionalized in the Strategic Planning, Program and Administrative Review, and Student Learning and Administrative Unit Outcomes processes, serving, along with the Vision and Values statements, as the basis for decision-making on campus.
The Mission, Vision, and Values Statements are widely publicized in College publications and throughout the campus. They appear on the College Web site and in the College Catalog, and they are posted in buildings across the campus. The mission is also reproduced in the Faculty Handbook, the Program Review Handbook, the Administrative Unit Review Handbook, the SLO/AUO Handbook, and the Department Chair Handbook. It appears on all Consultation Council agendas, as well as on the agendas of other major College committees, to serve as reminder that the College mission is the foundation of the planning and decision-making process.

The findings of the 2005 progress report team were that the College had satisfied the requirements set forth in this area and had institutionalized an annual review of the Mission Statement.

Recommendation 2 (Standard I)

The team recommends, consistent with recommendation one of the 1998 visiting team, that the college fully develop, implement, and coordinate an integrated college planning and evaluation structure by:

A. Updating the educational master plan annually at the college and department levels and using the master plan for decision making and resource allocation (Standards IA.4, IA.6, IB.4, IIA.2.e, and IIA.2.f).

B. Refining the focus of institutional research so that research and information are used and integrated systematically in planning, decision making, and program review structures for ongoing institutional improvement (Standards IA.4, IA.5, IA.6, IA.7, IB.3, IB.4, IB.6, IIA.1., and IIA.2).

C. Identifying intended institutional and student learning outcomes, coordinated with the college mission statement, and measuring progress towards accomplishment (Standards IA.1, IB.1, IB.2, IB.3, IIA.1).

D. Coordinating program review more thoroughly with the educational master plan, department plans, and decision-making processes (Standards IB.1, IB.4).

E. Requiring and implementing program review for all departments, including instructional, student services, and administrative departments (Standards IIA.1, IIA.2, IIB.3, IIB.4).

F. Linking facilities, technology, and human resources plans into the overall comprehensive planning and evaluation structure of the college (Standards IB, IIA.6, IIB.2.b, IIIC.2, and IIID.1.d).

G. Publishing and widely disseminating the completed planning and evaluation process (Standards IA.4, IB).

Since July 2004 the College has taken numerous affirmative steps to improve its institutional planning culture and fully develop, implement, and coordinate an integrated College planning and evaluation structure. During the 2006-2007 academic year the College made positive
Introduction

Strides in integrating the use of the Strategic Planning Process for decision-making through the adoption and implementation of a Strategic Planning Process that links planning to budget allocation. This Planning Process and Strategic Planning Groups were evaluated and revised in 2009. The College developed an interim strategic plan for 2006-2007 while it developed a three-year plan to guide decision-making from 2007-2010. The 2007-2010 plan was implemented in March 2007, and a plan for 2010-2013 was implemented in July 2010. Although the planning process establishes three-year targeted goals, these are critically reviewed, evaluated, and updated on an annual basis. The planning process and current plan is published on the College’s Strategic Planning Web site.

Over the last six years, the planning and decision-making of the College has grown and developed. Currently, there are three primary planning bodies:

1. The Consultation Council, which is the main body responsible for coordinating College planning and for using the developed planning documents for decision-making. The Consultation Council meets weekly and includes representation from all constituent groups. Meetings are facilitated by the College President, who serves in an ex officio capacity. Minutes of the Consultation Council meetings are published on its Web site and are disseminated widely. Budget decisions tied to planning are also listed on the Consultation Council Web site and are communicated to the College community through the shared governance units represented on the Council.

2. The Planning and Budget Steering Committee (PBSC), which is charged with ensuring that the Strategic Planning Process is adhered to, that decisions are based on the approved Strategic Plan, and that decisions are integrated into the budgeting process.

3. The Educational Planning and Assessment (EPA) Committee, a standing committee of the Academic Senate, which is responsible for ensuring that Student Learning Outcomes (SLO) assessment, Administrative Outcomes (AUO) assessment, Program Review, and Administrative Unit Review are fully integrated into the Strategic Planning Process. Currently, the EPA Committee is working on an automated system of generating resource allocation requests through the Program Review process.

In response to the increased need for data-driven planning and decision-making, a Director of Planning, Research and Grants was hired in 2009. The Director oversees the Office of Planning, Research and Grants (OPRG), and her primary responsibility is to oversee all planning processes at the College and to ensure that these processes are supported and informed by research.

The College embraces continuous and integrated evaluation, planning, and resource allocation processes. Through the Strategic Planning Process, Saddleback College has integrated a systematic cycle of evaluation, planning, resource allocation, implementation, and reevaluation based on multiple sources of evidence. The Educational Resource Plan, the Student Equity Plan, the Facilities Master Plan, the Technology Plan, the Equipment Plan, and the Faculty Hiring Prioritization Plan, as well as all Program and Administrative Unit Reviews, are all integrated into the planning process on campus through the Strategic Plan.
Recommendation 3 (Standard II)

The team recommends that the college develop and implement student learning outcomes across the college by:

A. Developing measurable learning outcomes for all courses, degrees, certificates, programs, and services (Standards IB.1, IB.2, IIA.1.c, IIA.2.a, and IIA.2.b).

B. Defining and instituting research procedures for measuring, assessing, and tracking learning outcomes (Standards IB.2, IB.3, IIA.1.c, IIA.2.a, and IIA.2.b).

C. Creating a staff development program to educate and train all pertinent faculty and staff members in the identification, assessment, and evaluation of student learning outcomes (Standards IB.4, IIA.2.d, IIIA.5).

The College began working on a comprehensive Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUO) assessment and evaluation process in 2005, immediately following receipt of the ACCJC recommendation. Since then, significant advances have been made in the assessment, evaluation, and utilization of SLOs and AUOs throughout the College, and these have been documented in each progress and midterm report and recognized by the visiting teams.

Saddleback College has embraced the assessment of SLOs and AUOs as the core of institutional effectiveness and continuous improvement. In order to institutionalize SLOs and AUOs at the College, an SLO Implementation Plan was developed in the summer of 2005, and this plan has been evaluated and refined over the past five years. The plan was created and subsequently refined under the guidance of various groups and committees, such as the Academic Senate, the Consultation Council (previously the Planning and Budget Committee), the SLO Task Force, the SLO Implementation Team, the Institutional Effectiveness (IE) Committee, the IE planning group, and the Educational Planning and Assessment (EPA) Committee. The College leadership has embraced outcomes assessment and integrated it into all levels of College planning.

The current group tasked with overseeing the development, assessment, utilization, and integration of SLOs and AUOs is the EPA Committee, a standing committee of the Academic Senate and an integral part of our planning and decision-making process. Previously, this Committee was referred to the IE Committee, but the name was changed in order to avoid conflating it with other institutional planning processes and initiatives. College leadership has demonstrated an ongoing commitment to the EPA Committee’s efforts through the allocation of resources such as reassigned time for the EPA chair, the hiring of a full-time research specialist in 2006 dedicated to outcomes assessment and Program Review, and support for assessment software and hardware as well as regular training.

All of our instructional programs have established multiple SLOs on the program and course levels, and they are regularly assessed, evaluated, and utilized to improve the instruction and curriculum of the programs. Course-level outcomes are also linked to Institutional Student Learning Outcomes (ISLOs). Program-level SLOs and AUOs are maintained on the EPA Web site by department and administrative unit. Course-level SLOs are currently maintained in the
Students completing a degree, certificate, or transfer program at Saddleback College will be able to demonstrate:

- **Effective Communication**
  - Reading Competency
  - Written Communication
  - Oral Communication

- **Intellectual and Practical Skills**
  - Computer Literacy
  - Scientific and Quantitative Reasoning
  - Information Competency
  - Critical and Creative Thinking
  - Teamwork and Problem Solving
  - Skills for Lifelong Learning

- **Community/Global Consciousness and Responsibility**
  - Knowledge of Cultural Diversity
  - Interpersonal Skills
  - Civic Knowledge
  - Ethical Reasoning and Action

- **Breadth of Subject Area Knowledge**
  - Natural Sciences and Mathematics
  - Arts and Humanities
  - Social and Behavioral Sciences

In addition, ISLOs are sometimes assessed individually. One example of this is the Information Competency ISLO. The EPA Committee devised specific SLOs around this core competency and had it assessed by faculty teaching the College-designated information competency courses. The results of these ISLOs were used to develop best practices in the teaching of information competency.

Programs and administrative units evaluate achievement using a variety of methods, such as embedded questions, performance evaluations, portfolios, and pre- and post-testing, just to name a few. The College invested in the purchase of Class Climate and ParScore (from Scantron) to collect and analyze assessment data, and many departments and units on campus are utilizing this software. Assessment is overseen by the EPA Chair and a research specialist, who work directly with individuals from departments and units across the campus in writing SLOs and AUOs, devising assessment methods, formatting reports, and using the resulting data.

The College also created the Institute for Teaching and Learning (ITL) in 2009. This Institute, organized by a joint venture of EPA, the Basic Skills Initiative (BSI), and the Distance and Online Education Committee (DE), provides ongoing training for faculty and staff in the writing and assessing of SLOs and AUOs and in methods for improving teaching and learning in courses, programs, and degree offerings. Training sessions are held throughout the year in using Class
Climate and ParScore for assessment purposes, creating syllabi based on SLOs, classroom assessment techniques (CATs), and teaching basic skills across the curriculum, just to give a few examples. The EPA Committee also holds regular sessions during each semester’s in-service activities on SLO and AUO assessment.

**Recommendation 4 (Standard IV)**

The team recommends, consistent with recommendation two of the 1998 team, that the board of trustees review and revise the “Employment Procedures for Executive Positions” so that it conforms to accepted best practices. Specifically, this process should be fair, equitable, and provide for meaningful constituency input. Once revised, the implementation of these procedures should be delegated to the chancellor and the college presidents, and the direct involvement of the board should be limited to the appointment of the chancellor (Standards IIIA.1, IIIA.3).

In April 2006 the Board Policy and Administrative Regulations Council (BPARC), comprising members from all College and District constituency groups, was convened specifically to revise Board Policy 4011.6, Employment Procedures for the Chancellor, and it was approved by the Board of Trustees in 2006. BPARC also subsequently revised and got approved Board Policy 4011, Employment Procedures for Administrators and Managers, in November 2006 and August 2009. These revised policies comply with accepted best practices as recommended by the ACCJC.

**Recommendation 5 (Standard IV)**

The team recommends, consistent with recommendation four of the 1998 visiting team, that the board of trustees cease its involvement in college and district operations and delegate all non-policy issues, including policy implementation, at the district level to the chancellor and at the college level to the president. To achieve this end, the board of trustees, district leadership, and college leadership are encouraged to:

A. Define their respective roles in decision making and clearly delineate the areas and scope of responsibility for each constituent group (Standards IB.1, IVA.1, and IVA.2).

B. Identify the roles and scope of authority of district and college committees in the decision-making process (Standards IB.1, IVA.1, and IVA.2).

C. Involve all constituent groups in a meaningful and collaborative manner in the decision-making process (Standards IB.1, IVA.1, and IVA.2).

D. Publicize the roles and responsibilities of each group through college publications and procedures (Standards IB.1, IVA.1, and IVA.2).
The College community, District administration, and the Board of Trustees have worked diligently over the past six years to address these concerns, and significant advances have been made in providing for effective participation of all constituent groups in the decision-making processes of the College and the District. Each required progress and midterm report delineated the steps taken, and each visiting team report noted that substantial progress had been made.

In 2005-2006 the College and the District participated in Level One Technical Assistance facilitated by Dr. Diane Woodruff, Interim Chancellor for the California Community Colleges, and Dr. Ian Walton, State Academic Senate President. Discussion centered on the need to clearly define the roles and scopes of authority of all constituent groups and to agree upon a process for effective participation in the decision-making processes at the College and District levels.

Since that time, board policies have been written delineating the roles for each constituent group. Each group now derives its roles and responsibilities through Government Code, California Education Code (E.C.), and the California Code of Regulations (CCR), Title 5, as well as through board policy and the accompanying administrative regulations. District and College employees, therefore, now have clearly defined roles and responsibilities for institutional governance, and multiple opportunities exist to exercise substantial authority in areas of expertise.

Of particular importance was the passage of Board Policy 2010, Delegation of Authority to the College President, in January 2009, which designates the President as the Chief Executive Officer of the College, granting the position final authority at the College level.

Across the District and the College, committees, councils, and cabinets have been formed to address issues that affect daily operations. The committees follow established lines of communication when taking action or making recommendations, and they designate representatives to carry forward their decisions, recommendations, and requests to the next-ranking committee or decision-making body. Saddleback College faculty, staff, and administrators and district personnel have worked diligently to generate collaborative, collegial, and effective participation in all College and District committees and in planning and decision-making processes.

Documentation publicizing the roles of responsibilities of each constituent group is available on the District Web site and the MySite portal. The MySite portal includes all board policies, administrative regulations, and District procedures.
Recommendation 6 (Standard IV)

The team recommends, consistent with recommendation seven of the 1998 visiting team, that representatives of all formally recognized constituent groups (trustees, chancellor, presidents, other administrators and managers, faculty senates and unions, classified senates and unions, and students) come together and take measures to reduce the hostility, cynicism, despair, and fear that continue to plague the college by:

A. Developing a positive and in-depth dialogue on essential issues (e.g., evaluation, planning and research, student learning outcomes, decision making roles and responsibilities, etc.) that will ultimately lead to strengthening student learning and success at the college (Standards IA.3, IB.1).

B. Creating an environment which ensures greater administrative stability and empowerment at the college (Standards IVA.1, IVA.2, IVB.1, IVB.2, and IVB.3).

C. Enhancing the college and district communication structure so that it is clear to everyone who the responsible party is for making decisions and how those decisions are or will be made (Standards IVA.1, IVA.2, IVB.1, IVB.2, and IVB.3).

The Accreditation Focused Visit Midterm Report of the 2007 visiting team concluded that:

In the last three years the college and the district have made great strides in responding to the recommendations of the visiting teams... [The team] commends the college for the evident progress that has occurred, including a palpable change for the better. The team is concerned that a fairly high degree of mistrust and finger pointing ... still exists on all sides when it concerns relations with the Board of Trustees and the Chancellor. [T]he Board of Trustees and the Chancellor are making considerable efforts to communicate better, to follow process and to respect the boundaries of constituent roles and responsibilities. The [visiting] team acknowledges that all of the formally recognized groups listed in the recommendation are responsible for this improvement.

Following this, the District and College leadership came together to work as joint-venture partners in developing and writing the 2008 Progress Report. A representative from the BOT and a District representative were added to the Accreditation Task Force. The work of this Task Force was collegial, informative, and enlightening for all constituent groups and created a new environment of trust, respect, and openness that continues to characterize the climate at the District and the College.

Most members of the college community now recognize that collaboration is not a simple and uncomplicated practice with a quick and easy fix. Collaboration requires a commitment to the process on the part of all participants, and constituent groups have come to understand that conflict is a natural dimension of any participatory governance system. Working through the disagreement that arises has led to increased dialogue and greater respect for each group’s perspectives.

The Board Policy and Administrative Regulation Council (BPARC) provides an excellent model of effective participation in the SOCCCD. The Council is chaired by the Deputy Chancellor and
has representation from all College and District constituent groups. In this Council, all voices are heard, debate is encouraged, and decisions are made by consensus. Proposals for the development of new policies can come from any constituent group. For example, when the need for the development of written clarification of the role and responsibilities of the College President in a multi-college district was identified, a request for policy development was submitted to the Council. The recommendation was accepted by the Chair, a policy was drafted and submitted to the constituent groups for feedback, and the policy was approved by the BOT in January 2009.

Over the past six years, the College, District, and Board of Trustees have demonstrated their ongoing commitment to collaborate in a collegial manner to resolve issues related to the continuous improvement of student learning and institutional processes. When the process works, as in the aforementioned example, the constituent groups are more willing to trust one another and engage in a positive and in-depth dialogue on essential issues. In order to facilitate open dialogue, it is incumbent upon the representatives of each constituent group to consistently share information and obtain input to ensure effective participation.

The changes made in the College’s governance structure have improved administrative stability, as evidenced by minimal vacancies in administrative positions over the past six years. The communication and trust-building that has taken place at all levels has led to a healthier, more harmonious, and more stable environment.

The College Web site includes processes for Strategic Planning, Program and Administrative Reviews, and outcomes assessment, among others. Both the College and the District also hold regular activities and forums that provide for considerable open participation and feedback.
References, Works Cited, and Links


STANDARD ONE:
INSTITUTIONAL MISSION
AND EFFECTIVENESS
Standard One
Accreditation Self Study Report
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution analyzes quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTIVE SUMMARY

Saddleback College clearly articulates a Mission Statement which, along with its vision and values, defines the educational purposes of the College, describes the student population it serves, and expresses a strong commitment to achieving student learning.
Our Vision
Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Our Mission
Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Values
Saddleback College embraces:

- **Commitment**
  We commit to fulfilling our mission to serve the south Orange County community.

- **Excellence**
  We dedicate ourselves to excellence in academics, student support, and community service.

- **Collegiality**
  We foster a climate of integrity, honesty, and respect.

- **Success**
  We place our highest priority on student learning and delivering comprehensive support for student success.

- **Partnership**
  We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

- **Innovation**
  We anticipate and welcome change by encouraging innovation and creativity.

- **Academic Freedom**
  We endorse academic freedom and the open exchange of ideas.

- **Sustainability**
  We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.

- **Inclusiveness**
  We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

- **Global Awareness**
  We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

The mission recognizes that the purpose of Saddleback College is to serve the varied educational goals of students as well as the needs of the community. Student educational goals, as well as community and workforce needs, are identified by examining data from internal and external scans, including admission data, student and community surveys, and student and
Standard One: Institutional Mission and Effectiveness

community reports. The current Mission Statement underwent significant change in 2009 and was strongly influenced by the analysis of data related to student and community needs in south Orange County.

The age, gender, ethnicity, educational goals, and enrollment status of students at Saddleback College are varied, as shown in Figures A.5 through A.9 (pp. 19-23). The majority of students (57 percent) at Saddleback are under 30 years old. There was a 3 percent increase in the 22- to 29-year-old age group for the 2008-2009 academic year. Approximately 60 percent of Saddleback students are female. The predominant ethnicities are White, Non-Hispanic (55.6 percent), declined to state/undefined (18.5 percent), Hispanic/Latino (11.5 percent), and Asian (9.2 percent). Fifty-one percent of students are enrolled in more than 12 units [1.2, pp. 11-15]. In 2007-2008 Saddleback had 1,151 transfers to UC/CSU and 552 to in-state and out-of-state private schools for a total of 1,703 transfers [1.2, pp. 46-48].

Saddleback College offers 112 Associate in Arts degrees, 92 Associate in Science degrees, 89 Certificates of Achievement, 3 Certificates of Completion, and 26 Occupational Skills Awards for a total of 322 degrees and certificates [1.3]. Fall 2009 unduplicated headcount was 28,145, which included over 5,000 students in the Emeritus institute [1.4]. Saddleback College is a south Orange County community tradition that provides world-class athletics and fine arts along with popular programs both for children (through the College’s Community Education Program) and for seniors (through the Emeritus Institute) [1.5, p. 5] [1.6]. As the 2008-2009 SOCCCD Report to the Community states:

Each year, new and innovative education and training programs are offered at Saddleback College to help our students stay ahead in the job market. From environmental studies to rapid prototyping technology, our record of keeping ahead of changes in the workplace will enable our students to compete in a global economy focused on innovation and sustainability [1.5, p. 5].

Sixty-five percent of first-time college students come to Saddleback College from either the Capistrano Valley Unified School District (42%) or the Saddleback Valley Unified School District (23%). Saddleback College has enrolled an average of 55% of Capistrano Unified’s and 40% of Saddleback Valley Unified’s graduating classes in 2008, making Saddleback College the first choice for local high school graduates [1.2, p. 31]. Ninety percent of students enrolled at Saddleback College reside within the South Orange County Community College District service areas.

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

As stated in our Mission Statement, Saddleback College enriches our students and our community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in attaining academic degrees and career technical certificates, transferring to four-year institutions, improving Basic Skills, and achieving lifelong learning. The College has continued to evolve and adapt its course offerings and services to meet the needs of
its students and community. To help students achieve their goals and in the interest of achieving the College’s mission, since its last accreditation Self Study in 2004 the College has:

- Made revisions to 4,633 courses.
- Developed 222 new courses.
- Developed or revised 15 instructional programs:
  - Theatre Arts Entertainment and Theatre Technology (certificate, degree)
  - Fine and Applied Arts (degree)
  - General Studies: Social and Behavioral Sciences (degree)
  - General Studies: Natural Sciences (degree)
  - General Studies: Fine Arts and Humanities (degree)
  - Medical Lab Technician (certificate and degree)
  - Mental Health Worker (certificate and degree)
  - Liberal Studies (degree)
  - Physical Sciences (degree)
  - Rapid Digital Manufacturing (certificate and degree)
  - Persian (degree)
  - Child Development Master Teacher (certificate and degree)
  - Child Development Site Supervisor (certificate and degree)
  - Child Development Early Childhood (certificate and degree)
  - Aquarium and Aquaculture Technology (certificate and degree)
- Developed associate degrees in 23 programs, 50 percent or more of which offer curricula that can be earned online:
  - Accounting
  - Administrative Assistant
  - Business Administration
  - Business and Commerce
  - Business Leadership
  - Business Marketing
  - Early Childhood Teacher
  - Early Interventionist
  - Infant Toddler Teacher
  - Master Teacher
  - School age Care and Recreation
  - Applications Developer
  - E-Commerce Specialist
• Network Administrator
• Software Specialist
• Web Designer
• Webmaster
• History
• Psychology
• Real Estate Escrow
• Real Estate Sales/Broker
• Social Sciences
• Sociology

• Developed online certificates in 17 programs:
  • Administrative Assistant
  • Computerized Accounting Specialist
  • Business Leadership
  • Business Marketing
  • Early Childhood Associate Teacher Occupational Skills Award
  • Early Interventionist
  • Infant and Toddler Teacher
  • Master Teacher
  • School age Care and Recreation
  • Applications Developer
  • E-Commerce Specialist
  • Network Administrator
  • Software Specialist (CIM)
  • Web Designer (CIM)
  • Webmaster (CIM)
  • Real Estate Escrow
  • Real Estate Sales/Broker

Other new or expanded services available at Saddleback College to help students achieve their goals, and aligned with the College’s mission, include:

• The new Veterans Education Transition Services (VETS) Center, which provides academic planning and counseling services to student veterans, military personnel, and their families [1.7]
• The Center for Instructional Design and Distance Education (CIDDE) [1.8]
• The Basic Skills Initiative and Freshman Academy [1.9]
The Institute of Teaching and Learning [1.10]

A Web site for Educational Planning and Assessment (EPA) [1.11] with modules for development of Student Learning Outcomes (SLOs), program outcomes, Administrative Unit Outcomes, (AUOs), instructional Program Reviews, and Administrative Unit Reviews for student support and administrative services

Increased partnerships through Cooperative Work Experience [1.12]

The Transfer Center Teacher Preparation Pipeline [1.13]

The Saddleback College Advanced Technology Center (SCATC) [1.14]

The Center for Career and Life Development

The New Child Development Center

Student Appointment Registration System (SARS)

The Learning Assistance Program (LAP)

The Student Book Loan Program

The Office of Planning, Research and Grants (OPRG)

Grants in Nursing, Health Sciences, and Business and General Sciences

Partnerships created with Arizona State University, Chapman University, Kaplan University, and Western University of Health Sciences, to name a few

Saddleback College identifies its intended student population, their educational goals and objectives, and their levels of satisfaction by using data from the initial California Community College (CCC) application, internal and external scans, reports, and surveys. Saddleback College’s commitment to its mission to foster student learning and success is evidenced by its development of additional courses, by its degree and certificate programs, by the increase in transfer success and career center services, and by expanded Associated Student Governments (ASG) opportunities. Other examples of the commitment that Saddleback College has made to its students and their success are the increase in university partnerships, the Basic Skills Initiative, the Emeritus Institute, and community education programs.

Prior to the 2009 revision of the College’s mission, vision, and values, employees were surveyed on their knowledge and perception of the College’s previous mission. The results showed that 61.9 percent of employees agreed that the mission was systematically evaluated; 47.6 percent agreed that the mission is central to College budget planning and resource allocation; and 50.4 percent agreed that all constituency groups work collegially toward achieving Saddleback College’s mission [1.15, pp. 1 & 2].

Saddleback College then established our new mission, vision, and values in July 2009 following extensive dialogue among all the constituency groups on campus. The dialogue began at a December 2008 retreat attended by governance group representatives, with a facilitated and lengthy discussion on the development of the mission, vision, and values and how they would tie into and guide the Strategic Planning Process.

The Mission Statement is reviewed annually by all participatory governance groups. The mission, vision, and values form the first step in the Strategic Planning Process; they establish
course-, program-, and institutional-level Student Learning Outcomes (SLOs), as well as the Program Review and resource allocation processes [1.16, p. 9].

Saddleback College’s purpose and commitment to student learning are explicitly stated in its mission and values as follows:

Saddleback College provides “a comprehensive array of high-quality courses and programs that foster student learning and success ....”

“We place our highest priority on student learning and delivering comprehensive support for student success” [1.1].

Student learning and success are the College’s priority and are central to every course, program, administrative service unit, and student support unit on campus. Every course, program, administrative service unit, and student support service at Saddleback College measures and evaluates outcomes annually to ensure student learning and success. Once evaluated, changes are made to courses, programs, and support services throughout the institution to improve our ability to effectively carry out our mission. As of Fall 2008 course-level SLOs existed for every course on campus.

Course-level SLOs are maintained in CurricUNET, are accessible in the schedule of classes, and may also be found in course syllabi [1.17] [1.18]. A comprehensive list of completed program and administrative unit reviews and a list of course and program learning outcomes are available on the Educational Planning and Assessment (EPA) Web site [1.11]. See Table 1.1, Examples of SLO Assessment and Their Use in the Improvement of Student Success (pp. 99-100).

The creation of a Student Learning Outcomes (SLO) Implementation Team in 2005 has led to noticeable improvements in institutional effectiveness and the assessment of outcomes. In 2005, as part of the SLO Implementation Plan, the Institutional Effectiveness (IE) office and the IE Committee were created. The IE Committee has been renamed and is now known as the Educational Planning and Assessment (EPA) Committee. The EPA Committee:

Oversees efforts to engage in an ongoing quest for quality improvement, and to document how well we fulfill our mission and goals by employing a comprehensive system of planning and outcomes assessment in all programs, student support units, and administrative service units on campus. The three components of Educational Planning and Assessment (EPA) are curriculum, Program Review/administrative unit review, and Student Learning Outcomes/Administrative Unit Outcomes [1.11].

Saddleback College has made a commitment to student learning and supports its commitment by allocating a variety of resources, including:

- Reassigned time for the EPA Chair, the SLO Facilitators, and the Curriculum Chair
- A full-time Director of Planning, Research and Grants; a Research Specialist; and a Research and Planning Analyst dedicated to assessment and Program Review
- Purchase of software and hardware (Class Climate and ParScore) for outcomes assessment
- The reformulation of the Strategic Planning Steering Committee (SPSC), now called the Planning and Budget Steering Committee (PBSC) [1.19]
• Ongoing training for faculty to promote excellence in teaching and improve student learning and outcomes assessment through the creation of the Institute of Teaching and Learning [1.10]
• Online handbook to support development of Instructional Program Reviews [1.20]
• Online handbook to support development of Administrative Unit Reviews [1.21]
• Online handbook to support development of Course and Program Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) [1.22]
• Ongoing in-service and Flex Week presentations [1.23]
• Career Center online resources for students
• My Academic Plan (MAP), a computerized academic planning program that allows students to develop a complete semester-by-semester academic plan for their specific educational goals [1.24]
• MySite, a student Web portal with access to the College’s online services. These services include registration, academic information, and resources [1.25]
• inFORM Data Warehouse, which provides faculty, department chairs, and administrators a variety of data sets, including demographics, educational status and goals, enrollment patterns, attrition, and retention [1.26]
• Increased funds for faculty development (see Table 1.4)

In addition to the above resource allocations, the SOCCCD Office of Technology and Learning Services, in collaboration with the EPA Committee, publishes the Institutional Effectiveness Annual Report (IEAR) for Saddleback College [1.2]. The IEAR describes the College’s student and employee population, course offerings, enrollment patterns, and student performance.

The IEAR is divided into nine sections: Student Profile, Instructional Offerings, First-Time College Students, Student Progress, Developmental Education (Basic Skills), Workforce Development (CTE), Student Achievement, Transfers, and Employee Headcount [1.2, p. 3]. The IEAR report helps the College community to interpret and understand other data and reports and supports the College’s need for data to support strategic planning, Program Review, enrollment management, and campuswide projects. Some examples of student success and institutional effectiveness noted in the 2008-2009 IEAR include an increase in Collegewide retention, an increase in retention by enrollment level, and an increase in Collegewide success [1.2, pp. 21-24].

SELF EVALUATION

The Mission Statement of Saddleback College underwent significant revision in 2009. The Saddleback College mission now describes its educational purpose as follows:

“Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success. It identifies its intended population as students who seek a dynamic, innovative, and student-centered postsecondary education, academic degrees, career technical certificates, transfer to four-year institutions, improvement of Basic Skills, and lifelong learning.”
Data related to enrollment patterns, student demographics, and educational goals have made it possible to develop courses, programs, and services to meet student needs and learning outcomes. The 2009 Employee Survey showed that:

- 87% agreed that the Saddleback College mission identifies the educational purpose of Saddleback College.
- 83% agreed that Saddleback College’s programs and offerings fit the stated mission of the College.
- 81% agreed that the Saddleback College mission meets the needs of south Orange County [1.15].

The 2009 Student Survey showed that:

- 92% agreed that there is a good variety of courses offered at Saddleback College.
- 85% felt that the quality of instruction provided was excellent [1.41, p. 133].

The College’s commitment to student learning is evidenced by the resources it provides to support student learning and by its ongoing efforts to evaluate outcomes at the course, program and institutional level to improve the effectiveness of the College in carrying out its mission.

**PLANNING AGENDA**

None.

**I.A.2 The mission statement is approved by the governing board and published.**

**DESCRIPTIVE SUMMARY**

The current Mission Statement was approved by the SOCCCD Board of Trustees (BOT) on August 31, 2009. The current Mission, Vision and Values Statement, as part of the 2010-2013 Strategic Plan, was fully implemented in July 2010. The process for ongoing review of the Mission, Vision, and Values Statement, the Strategic Directions, goals, and strategies are well described in the Strategic Planning Process document and in Standard 1.A.3 [1.16].

The approved Saddleback College Mission Statement is published in:

- The College catalog and in the online catalog [1.27]
- The College Web site [1.1]
- The Student Handbook [1.28]
- The Faculty Handbook [1.29]
- The Guide to Assessing Student Learning Outcomes at Saddleback College [1.22]
- The Saddleback College Program Review Handbook for Instructional Programs [1.20]
- The Administrative Unit Review Handbook for Student Support [1.22]
- The Strategic Planning Process Handbook [1.16]

In addition, the Mission Statement appears on all Consultation Council (CC) agendas to serve as a reminder that the College mission must be considered in the planning and decision-making process.
process. The Mission Statement is also displayed in all division offices, in the library, and in the Student Services Center, as well as in lecture halls, conference rooms, and selected classrooms.

**SELF EVALUATION**

The College Mission Statement is broadly disseminated in campus publications and in online resources and is visible throughout the campus. The Mission Statement is reviewed annually, and it is recommended to the College President by the Consultation Council (CC) [1.30]. After approval by the President, the Mission Statement was forwarded to the Board of Trustees for approval in its May 24, 2010 meeting [BOT 1.31]. At that May 24 meeting, the Mission Statement was tabled; its approval is anticipated in the July 2010 BOT meeting.

**PLANNING AGENDA**

None

I.A.3 **Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

**DESCRIPTIVE SUMMARY**

The process used at Saddleback College to develop its Mission, Vision, and Values Statements and its Strategic Directions and Goals is articulated in detail in the Saddleback College Strategic Planning Process [1.16]. The Mission Statement is reviewed annually by all constituent groups and revised if necessary. Beginning in January each year, members of the Consultation Council (formerly PBC) solicit input from their constituent groups. The four Strategic Planning Groups (Educational Development, Student Affairs, Operational Support and Resources and College Advancement) are charged with an annual review of the Mission Statement. The Consultation Council considers all suggestions, and a final version of the Mission Statement is recommended to the President in April and sent to the Board of Trustees for approval in May. Every third year, in conjunction with the Strategic Planning Process, the College revises the Vision and Values Statements.

In Fall 2006, at the recommendation of the Academic Senate Presidents of Saddleback College and Irvine Valley College, a District Planning Process Task Force was established to develop an approach to integrate the College and District planning processes. The Chancellor’s Cabinet was designated as the governance group charged with drafting District wide goals for consideration by the Board of Trustees. In 2009 and 2010 Districtwide goal sessions were held annually on each campus. The faculty, staff, and administrators who attended reviewed, revised, and updated the District’s Mission, Vision, and Goals. Districtwide goals are intended to be broad policy-level statements intended to provide direction and integration as appropriate for the strategic goals of each College [1.32].

Changes in administration and in the Strategic Planning Process prompted a change to the Saddleback College Mission Statement. In January 2009, under the new College President’s leadership and aligned with an updated Strategic Planning Process, a Collegewide Mission and Vision Workshop was held. In the workshop, a consultant who had worked with the existing strategic planning groups and managers in a retreat in December led a group of approximately
50 faculty, staff, and administrators in a workshop on developing new Mission, and Vision, Statements [1.33]. The input from all constituents was tallied and distributed to all participatory governance groups. From this process the Mission Statement was refined. The refined suggestions were shared with the Planning and Budget Steering Committee (PBSC) and the Consultation Council (CC). After final revisions and input from all constituency groups, including managers, staff, and faculty, updated Mission, Vision and Values Statements were approved by the CC in July and accepted by the Board of Trustees (BOT) on August 31, 2009 [1.30] [1.31].

In April 2010 the Consultation Council reviewed the Saddleback College Vision and Mission as part of the draft 2010-2013 Strategic Plan. This document was widely distributed in a Collegewide forum in May 2010 to solicit feedback from the College community. The Consultation Council conducted a final review of the Vision and Mission in May 2010 and made a recommendation to the President, who approved the Vision and Mission and the rest of the 2010-2013 Strategic Plan. BOT acceptance of the Mission Statement is anticipated in the July 2010 BOT meeting.

Through the process of participatory governance, key constituents including, but not limited to, the Strategic Planning groups and participatory governance groups have had input into the development of the Mission Statement. Extensive dialogue about the Mission Statement, its relevance to student learning, and its role in Strategic Planning have taken place in open discussion, via e-mail, and in meetings of the Planning and Budget Steering Committee (PBSC), the Consultation Council (CC), the Educational Planning and Assessment Committee (EPA), the Academic Senate, the Classified Senate and Management Leadership Team, and the Deans’ Cabinet [1.34].

Prior to the revision of the College’s Mission, Vision, and Values Statements in 2009, employees were surveyed on their knowledge and perception of matters related to the College’s previous mission. Some of the results from the Employee Survey are as follows [1.15, p. 1]:

- 82% agreed that the Saddleback College mission was clearly communicated.
- 72% agreed that the Saddleback College mission was systematically evaluated.
- 90% agreed that the Saddleback College mission supports student learning.
- 87% agreed that the Saddleback College mission identifies the educational purpose of Saddleback College.
- 65% agreed the Saddleback College mission identifies its intended population.
- 81% agreed that the Saddleback College mission meets the needs of south Orange County.
- 57% agreed that constituency groups work collegially toward achieving the Saddleback College mission (an increase from 43% in the 2007 survey and from 22% in the 2004 survey) [1.35, p. 12].
- 58% agreed that they have input into the Saddleback College mission.
- 83% agreed that Saddleback College’s programs and offerings fit the stated mission of the College.
- 79% agree that support services are aligned with the Saddleback College mission.
• 79% agreed that the College President makes decisions that are consistent with the mission of the College—this represents a 13% increase from 2007 and a 22% increase from 2004 [1.35, p. 6].

See also Figure 1.1, Selected Results of the Employee Survey 2009.

SELF EVALUATION
The survey results indicate that the Mission Statement is well communicated. The Mission Statement is reviewed annually as part of the Strategic Planning Process and is integrated into the participatory governance structure on campus. Revisions are made to the Mission Statement in response to changes in College administration, changes to the strategic planning process, or in response to data from a variety of internal and external scans, including Employee Surveys and Student Surveys. Widespread involvement of all College constituencies and a process that ensures consistent, annual review and revision combine to ensure ongoing relevance of the Mission Statement.

PLANNING AGENDA
None.
I.A.4. The institution’s mission is central to institutional planning and decision making.

**DESCRIPTIVE SUMMARY**

The Mission Statement is central to planning and decision making at Saddleback College. The Mission Statement is the foundation for and the first step in the Strategic Planning Process for the College [1.16]. All Program and Administrative Unit Reviews are linked to the College’s Mission Statement.

![Figure 1.1. Selected Results of the Employee Survey 2009.](image)
Figure 1.2. Strategic Planning Process Flowchart.

Course-, program-, and institutional-level SLOs, as well as administrative outcomes and Program Reviews, are aligned with the College mission. Resource allocation decisions are determined by the Strategic Plan in conjunction with the needs of instructional programs and administrative units expressed in completed Program and Administrative Unit Reviews.

Critical decisions regarding budget, facilities, personnel, and program development result from the planning processes. The EPA Committee ensures that the Mission Statement is aligned with course-level SLOs, program-level SLOs, institutional-level SLOs, Program Reviews, Administrative Unit Reviews, and Student Support Unit Reviews. The Planning and Budget Steering Committee (PBSC), a participatory governance committee, ensures that the Strategic Planning Process is adhered to, and resource allocation is linked to the finalized strategic plan prior to consideration by the Consultation Council (CC). The CC, a participatory governance group with broad representation, is responsible for making final recommendations to the College President for Collegewide decisions.

Guided by recommendations from the 2004 Self Study Evaluation Report, in 2005 the College developed the Planning and Budget Council (PBC) and the Institutional Effectiveness Office to fully develop, implement, and coordinate an integrated College planning and evaluation structure. In 2006 the Strategic Planning Steering Committee (SPSC) and the four strategic planning groups (Enrollment Management, Student Success, Campus Environment, and Institutional Effectiveness) were established. Through the participatory governance process these groups developed the interim 2006-2007 strategic plan as well as the 2007-2010 Strategic Plan. In 2009 these groups were restructured and evolved into the current strategic planning groups, which are Educational Development, Student Affairs, Operational Support and Resources, and College Advancement, The structure and function of these groups are described on the Strategic planning Web site and in the 2010-2013 strategic planning process. Over the
past five years the College has made the mission a central and integral part of planning and decision-making on campus.

Detailed examples of how the mission is central to planning and decision-making are evident in the Saddleback College Summary Strategic Plan for 2007-2010 and the Saddleback College Strategic Plan for 2007-2010 Annual Update [1.37] [1.38]. In alignment with the 2007-2010 mission and strategic plan, the College built laboratories to improve instruction in Culinary Arts, Business Science, and Health Sciences. The 2007-2010 strategic plan and Mission Statement also supported the expansion of the Health Sciences programs. Nursing realized a 36 percent increase in admissions, American Sign Language courses increased by 50 percent, and two new programs were developed in 2008-2009, the Mental Health Worker program and a Medical Laboratory Technician program.

Since 2007-2008 recommendations for funding from the Equipment, Technology, and Faculty Hiring Committees were made using the Strategic Plan and Program Review as a guideline. By 2008-2009, prioritizations for funding from the Equipment and Technology Committees were based on having identified the need in the completed Program Review and having a request based on the Strategic Plan or tied to the mission. In 2009-2010, in order for programs to receive funding, completed Program Reviews were required that were linked to the Strategic Plan, directions, goals, or strategies [1.39] [1.40].

The Employee Survey 2009 showed the following:

- 63% agreed that the Saddleback College mission is central to budget planning and resource allocation.
- 77% agreed that the Saddleback College mission is central to planning and decision-making.

![Figure 1.3. Selected Results of the Employee Survey 2009.](image)

**SELF EVALUATION**

The College mission is the core of the Strategic Planning Process. As the core of the Strategic Planning Process, the mission is central to the College’s decisions, especially in regard to resource allocation and institutional effectiveness. The employee responses to the survey indicate that there is widespread understanding of the role that the Mission Statement plays in planning and decision-making on campus.

**PLANNING AGENDA**

None.
I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Measures of Saddleback College’s institutional effectiveness and the assessment of outcomes have increased over the past five years. Student learning is now measured in every course and every program on campus. Outcomes for administrative services and student support are also measured annually. Institutional-level outcomes have been developed and are linked to course-level outcomes for students getting a degree from Saddleback College or transferring to a four-year institution. These institutional SLOs include:

- Effective Communication, including reading competency, written communication, and oral communication
- Intellectual and Practical Skills, including computer literacy, scientific and quantitative reasoning, information competency, critical and creative thinking, teamwork and problem solving, and skills for lifelong learning
- Community/Global Consciousness and Responsibility, including knowledge of cultural diversity, interpersonal skills, civic knowledge and engagement, and ethical reasoning and action
- Breadth of Subject Area Knowledge, including Natural Sciences and Mathematics, Arts and Humanities, and Social and Behavioral Sciences

Annually, based on the assessed outcomes, changes are made to courses and programs institutionwide to improve Saddleback College’s ability to effectively carry out its mission. See Table 1.1, Examples of SLO Assessment and Their Use in the Improvement of Student Success, and the Standard II.A.1.c discussion.

In addition to the above measures used to evaluate outcomes, the SOCCCD researcher, in collaboration with the EPA Committee, publishes an annual Institutional Effectiveness Annual Report (IEAR) for Saddleback College. The report shows specific examples of success in institutional effectiveness and describes student learning and achievement, matriculation and persistence, progression from Basic Skills, successful course completions, degrees and certificates awarded, transfer rates, career technical education, and workforce development.
<table>
<thead>
<tr>
<th>Level of Assessment</th>
<th>Outcome</th>
<th>Assessment Method and Criteria</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Anthropology 1</strong>: Students in the core course in Biological Anthropology (Anth 1) will be able to explain the four forces (or processes) of evolutionary change.</td>
<td>On an essay question embedded in the midterms of all Anth 1 sections each Spring, 75% of the students will be able to accurately distinguish between mutation, gene flow, genetic drift, and natural selection by scoring at least 8 out of a possible 10.</td>
<td>On an essay question embedded in the midterms of all Anth 1 sections in the Spring, 78% of students scored 8 out of a possible 10.</td>
<td>In the previous year, this SLO was not met. Instructors in all sections reinforced the concepts throughout the semester, leading to a 7% increase in scores.</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>English 180</strong>: Students completing English 180 will show an increase in reading rate.</td>
<td>Each student’s reading rate will be assessed during the first week of the semester using a standardized reading test, the Nelson Denny form C. During the last week of the semester, students will take the posttest, Nelson Denny form D. 80% of the students completing the course will show an increase in their reading rate (in words per minute) from the pretest to the posttest.</td>
<td>At the end of the semester, 94.6% of the students who completed the Nelson Denny form D posttest showed an increase in reading rate when compared with the pretest Nelson Denny form C results.</td>
<td>English 180 instructors will continue instruction in Rapid Reading Strategies to increase students’ reading rates.</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Sociology 20</strong>: Students will be able to correctly define race and ethnicity as fluid social and historical constructs.</td>
<td>Students will be able to correctly define race and ethnicity as fluid social and historical constructs using multiple-choice questions as an assessment tool. 70% of students will score 70% or higher on the SLO assessment questions.</td>
<td>58% of students answered the questions correctly.</td>
<td>The SLO will need to be re-assessed this next year as the goal of 70% of students answering the questions correctly was not met. This issue was discussed at the department meeting, and instructors in all sections will provide more instruction on these key concepts.</td>
</tr>
<tr>
<td><strong>Program</strong></td>
<td><strong>Adapted Kinesiology</strong>: Students in the Adapted Water Exercise and Swimming Classes will demonstrate and perform a practiced skill correctly or (because of limitations due to disability) a modified version of the skill.</td>
<td>70% of students will demonstrate normal or modified mobility skills or swimming techniques that are based on their individual ability levels, using an instructor evaluation.</td>
<td>98% of the disabled students in the Water Exercise and Swimming Class demonstrated improvement in either mobility skills or adapted swimming techniques.</td>
<td>98% of the students performed better than anticipated in the areas tested. More individual assistance and skill development concentration improved student results from the Fall Semester to the Spring Semester. Many of the DD population competed in the Special Olympics this year after learning in our program. We will continue to target this population and expand it next year with evening and weekend classes.</td>
</tr>
</tbody>
</table>
Table 1.1. Examples of SLO Assessment and Their Use in the Improvement of Student Success *(continued)*

<table>
<thead>
<tr>
<th>Level of Assessment</th>
<th>Outcome</th>
<th>Assessment Method and Criteria</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Pre-Health program in Biological Sciences: Students completing the Pre-Health Program in the Biological Sciences will be able to comprehend and evaluate content relating to human body structure, function, and disease.</td>
<td>The Pre-Health program consists of three courses: Biology 11 (Human Anatomy), Biology 12 (Human Physiology), and Biology 15 (Microbiology). 70% of the students in these courses will successfully respond to three to five written questions (or question sets) embedded in the final exams.</td>
<td>In Biology 11 (Human Anatomy) three question sets were imbedded into the final examination. 213 students completed these courses in this semester. Question Set One dealt with kidney structure and function, cell structure, and basic respiratory structure. The average score on this question set was 52.4%.</td>
<td>The questions in Biology 11 (Human Anatomy), Question Set One, did not have student responses that met the criteria agreed upon by faculty. These questions dealt with the respiratory and renal systems; two of the more difficult systems. It was decided that a homework problem set on these systems would be generated and shared with the faculty of anatomy. Additionally, a teaching workshop on these systems will be offered where faculty can share ideas on how to better teach these systems.</td>
</tr>
<tr>
<td>Program</td>
<td>Photography: Students enrolled in intermediate photography classes will demonstrate an understanding of new photographic techniques and processes.</td>
<td>At least 80% of the students will be successful in identifying photographic techniques and processes covered in class based on oral responses to a visual exam.</td>
<td>70% of the students who completed the course in Fall 2006 were able to successfully demonstrate their understanding of photographic techniques and processes on an oral-visual exam.</td>
<td>We were surprised that students didn’t reach the expected outcome. Next semester, more emphasis in instruction will be placed on the wide-angle-lens assignment. Since classes and results may vary from year to year, a study of greater duration is necessary to determine the scope of the class.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Information Competency: Students enrolled in General Education Information Competency courses will be able to locate appropriate references for their assignments.</td>
<td>Based upon an established rubric, at least 85% of students who complete a GE Information Competency course will meet or exceed the standard.</td>
<td>In Fall 2009, 87.6% of students in selected classes met or exceeded the standard based on a variety of assignments, including research papers.</td>
<td>Students performed very well on this SLO. In the Fall, we used only a test sample to assess this SLO. In Spring 2010 we will include all Information Competency courses in the assessment before making a further determination on the use of results. In the interim, we will gather the assignments of courses in which students performed exceptionally well and develop a best-practices document on the instruction of locating appropriate references for assignments.</td>
</tr>
<tr>
<td>Institutional</td>
<td>Information Competency: Students enrolled in General Education Information Competency courses will be able interpret and incorporate into their assignment sources that they have located.</td>
<td>Based upon an established rubric, at least 85% of students who complete a GE Information Competency course will meet or exceed the standard.</td>
<td>In Fall 2009, 89.1% of students in selected classes met or exceeded the standard based on a variety of assignments, including research papers.</td>
<td>Students performed very well on this SLO. In the Fall, we used only a test sample to assess this SLO. In Spring 2010 we will include all Information Competency courses in the assessment before making a further determination on the use of results. In the interim, we will gather the assignments of courses in which students performed exceptionally well and develop a best-practices document on the instruction of interpreting and incorporating appropriate resources into assignments.</td>
</tr>
</tbody>
</table>
I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY
Since the inception of California Assembly Bill 1725, participatory governance and ongoing dialogue about student learning has occurred at Saddleback College. Saddleback provides a variety of opportunities for faculty, staff, students, and administration to engage in ongoing dialogue about the continuous improvement of student learning and institutional processes. This includes but is not limited to dialogue that occurs in:

- Division and department meetings
- Department retreats
- Program Review Teams
- Administrative Unit Teams
- Service Unit Teams
- Technology Committee meetings
- Equipment Committee meetings
- Flex Week and in-service presentations
- Annual Great Teachers Seminars
- Grant and Advisory Board meetings
- Teacher Preparation Pipeline
- Basic Skills Committee meetings and Basic Skills initiative offerings
- Institute of Teaching and Learning workshops and seminars
- Center for Instructional Design and Distance Education
- Distance and Online Education Committee meetings
- Academic Senate meetings
- Classified Senate meetings
- Associated Student Government meetings
- Planning and Budget Steering Committee meetings
- Consultation Council meetings
- Management Leadership Team meetings
- Deans’ Cabinet
- Strategic Planning Groups
- Educational Planning and Assessment Committee meetings
- Curriculum Committee meetings
- Student Service Leaders Team meetings
Broad opportunities to engage in dialogue about institutional processes and student learning and encourage continuous improvement in institutional processes and student learning are supported by institutional research and data.

In department and division meetings, faculty members engage in dialogue on how to improve courses and curricula and devise strategies to improve Student Learning Outcomes. The agendas, discussions, and decisions made in major College committee meetings, including the meetings of the Academic Senate, the Classified Senate, the Consultation Council, the Management Leadership Team, the Deans’ Cabinet, the Strategic Planning Committee, the Educational Planning and Assessment Committee, the Curriculum Committee, the Student Service Leaders, and the Technology and Equipment Committee, are discussed when the committee representatives report back to the divisions in the division meetings. Minutes from the major committee meetings are posted on the College Web site to allow for retrieval and further discussion.

Within departments and programs, department chairs and faculty form Program Review teams. At Saddleback College, Program Review is a systematic process for the collection, analysis, and interpretation of data concerning a program and its curriculum and is utilized to make recommendations to improve student learning and program effectiveness. Program Reviews are a means of ensuring that the College’s programs are effective and responsive to the local College community within the limitations of available resources. Through review of Student Learning Outcomes, key program indicators, and program objectives, Saddleback College is able to evaluate its educational effectiveness and continue to offer high-quality programs. In addition to instructional Program Reviews, faculty, staff, administration, and students also engage in dialogue in Administrative Service Unit and Student Support Unit Reviews.

The Employee Survey found that 63 percent of all employees, including 88 percent of full-time faculty, reported that they participated in Program, Administrative, or Student Support Unit Reviews [1.15, p. 3]. These reviews evaluate the relevance and effectiveness of instruction and the impact that the administrative unit or student support unit has on student learning and success. These reviews incorporate data from the inFORM Data Warehouse and information from other internal and external scans and Student Learning Outcomes that describe program strengths, weaknesses, goals, and needs. As a result of these reviews, Saddleback College is able to assess instructional programs, administrative units, and student support services and to make recommendations and implement changes to continuously improve [1.36].

Annual updates to Instructional Program Reviews and Administrative Unit Reviews, including needs assessments, encourage ongoing dialogue among review team members to continuously improve student learning and to solicit resources to support student learning and success. The results of program reviews and needs assessments are presented to the Consultation Council (CC) for consideration.

As a result of ongoing dialogue and as described in Collegewide Program Reviews, the Equipment and Technology Committees support allocation of funds to address the identified needs on campus [1.40]. As a result of these funds, students benefit from resources to support learning; in the 2008 Student Survey students reported a very high level of satisfaction with the technology available to them on campus, including MySite, the open computer labs, and the College Web site [1.41, pp. 125, 126].
Standard One: Institutional Mission and Effectiveness

Ongoing dialogue on teaching and learning occurs each semester in Flex Week. Experts in teaching and learning, including the College’s faculty, staff, and administrators, share their knowledge, skills, and expertise on topics such as new strategies to improve instruction, the use of technology in the classroom, responding to changing student demographics, improving computer skills, and utilizing campus resources to improve instruction, student outcomes, and success [1.42]. In Spring 2009 Pam Cox Otto, Ph.D., was a keynote speaker during Flex Week. She shared her insight, experiences, and research with two-year Colleges on generational marketing, national trends, and working with multigenerational students. As a follow-up to her presentation, Dr. Cox Otto was commissioned to do a student and community survey (the GAP survey) and reported the outcomes to the College community [1.43]. As a result of the GAP survey, the scheduling of classes and the online schedule were reviewed and modified to meet students’ needs for more evening and asynchronous classes. The Great Teachers Seminar is another example of a program offered during Flex Week that allows faculty to share best practices and improve instruction and student learning in a collegial, supportive environment.

Grants and community partnerships promote ongoing collegial dialogue about student learning to meet targeted needs. For example, a recently completed nursing grant identified students at risk and utilized early intervention strategies to improve retention and decrease attrition in the nursing program. When the grant started in 2005, attrition was 28 percent; in 2008-2009 the attrition improved, dropping to approximately 18 percent. With the support of the OPRG, a data analysis was completed that identified factors associated with student success. As a result of the grant and the research findings, and in order to improve retention, several grant activities were institutionalized and shared with the College community.

Ongoing dialogue around best practices in teaching and learning has resulted in the development of the Institute of Teaching and Learning (ITL) and the Center for Instructional Design and Distance Education (CIDDE). The ITL was established by the Educational Planning and Assessment (EPA) Committee in order to offer faculty workshops and training to promote excellence in teaching and ensure the highest level of student learning both inside and outside the classroom [1.10]. Workshops and course topics include Instructional and Course Design, Teaching and Learning Strategies, Class Assessment Practices, Basic Skills Across the Curriculum, and Best Practices in Online Instruction.

Course-levels SLOs are now available in the course detail of the online schedule, thus allowing students to critically evaluate courses prior to enrolling in them. Through ITL, courses on using the inFORM Data Warehouse have been offered to faculty, department chairs, and administrators. Through the inFORM Data Warehouse, data sets can be generated that provide detailed information about the class’s demographics, including educational status and goals, fill rates, and success. With this kind of information it is possible for faculty to accurately interpret Student Learning Outcomes and to strategize for future improvement. Data from the inFORM Data Warehouse is invaluable for faculty and administrators responsible for scheduling classes and evaluating course and program outcomes [1.26].

In response to an identified need across the State of California to improve Basic Skills, the Basic Skills Initiative was established at Saddleback College in 2008. Basic Skills are defined as “those foundational skills in reading, writing, and mathematics, learning skills, study skills and English as a Second Language which are necessary for students to succeed in College level work.” At Saddleback the goal of the Basic Skills Initiative (BSI) is “to provide a comprehensive
and interactive Collegewide approach to building students’ Basic Skills to prepare them for success with college-level course work while supporting them to reach their educational goals. Faculty and staff across disciplines are provided support in using best practices in Basic Skills education (i.e., reading, writing, math, and ESL)” [1.9]. Preliminary data show that Basic Skills retention and success overall has improved. In Fall 2008, retention improved to 91 percent (from 87 percent in Fall 2004), and success improved to 68 percent (from 62 percent in Fall 2004). More detail on BSI success and retention is available in the 2008-2009 IEAR. As shown in the 2008 ARRC report data, Saddleback College has the highest rate within its peer group for the improvement rate of credit Basic Skills courses [1.44].

Through the Center for Instructional Design and Distance Education (CIDDE), one-on-one, small-group, and online education and dialogue related to instruction and technology are available for faculty and staff with the goal of improving instructional delivery and student learning. Through CIDDE, as well as with Saddleback College and South Orange County Community College District (SOCCCD) support, the use of technology and Internet (online) instruction has grown at Saddleback College. The growth of our distance education program over the past five years is documented in Table 1.2.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Fall 2009</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>87</td>
<td>145</td>
<td>67%</td>
</tr>
<tr>
<td>Sections</td>
<td>119</td>
<td>245</td>
<td>106%</td>
</tr>
<tr>
<td>Enrollment</td>
<td>4,701</td>
<td>10,615</td>
<td>126%</td>
</tr>
<tr>
<td>FTES</td>
<td>469</td>
<td>1059</td>
<td>128%</td>
</tr>
</tbody>
</table>

Table 1.2. Distance Education Growth at Saddleback College
(Source: inFORM Distance Education Report)

Additionally, the Distance Education Committee and the Education Department are offering an “Online Teaching Certificate.” This is a 16-unit credit certificate program comprising a series of short-term online courses housed in the Education Department of Social and Behavioral Sciences [1.45].
The impact on student learning has been significant, with retention in online (Internet) classes statistically equal to retention in classes offered face-to-face [1.2]. See Figure 1.4. Student success in Internet-based classes lags behind student success in traditional face-to-face classes by 9.4%. See Figure 1.5.

Growth and fill rates for online classes outpace traditional class offerings across disciplines and support the recommendations from the 2009 GAP survey [1.43, p. 6].

The Strategic Planning Process structures dialogue specific to improving student learning and institutional processes. The four Strategic Planning groups at Saddleback College are Educational Development, Student Affairs, Operational Support, and Resources and College.
Advancement. The Strategic Planning groups provide an opportunity for interested constituents from administration, faculty, classified management, staff, and students to participate in formal dialogue related to planning, goal setting, prioritization, implementation, and evaluation of the College’s Strategic Plan in order to effectively achieve its mission and reach its vision. Each group is a standing College committee and is composed of representatives from all College constituent groups [1.46].

Faculty, staff, students, and management who choose not to participate in a Strategic Planning group may still participate in dialogue regarding continuous improvement of student learning and institutional processes through their participatory governance groups or in Program Reviews, Student Support Unit Reviews, or Administrative Unit Reviews. (See Figure 1.7, the Strategic Planning Organizational Chart.)

Saddleback College’s effort to assess, measure, support, and improve student learning is apparent to employees, as noted by the following responses obtained in the Spring 2009 Employee Survey:

- 90% agreed that Saddleback College supports student learning.
- 85% agreed that Saddleback College assesses student learning.
- 81% agreed that Saddleback College makes changes to improve student learning.
- 77% agreed that Saddleback College allocates resources to support student learning [1.15, p. 3].

Saddleback College’s Educational Planning and Assessment (EPA) Committee oversees ongoing efforts to improve student learning, institutional processes, and quality. The EPA Committee is also responsible for documentation of how well the College fulfills its mission and goals by employing a comprehensive system of planning and outcomes assessment in all programs, Student Support Units, and Administrative Service Units on campus. The three components of Educational Planning and Assessment (EPA) are (1) curriculum, (2) Program Review and Administrative Unit Review, and (3) student-level, program-level, and institutional-level outcomes. EPA also directs the Institute for Teaching and Learning, which coordinates faculty training on campus.
Ongoing dialogue is supported by a rich collection of data and research, which is available to interested constituents in the College community. Course-level Student Learning Outcomes (SLOs) are developed and evaluated each year, and changes are made as needed to improve student learning. Currently all courses have SLOs [1.47]. Course-level SLOs are posted online in CurricUNET, and instructors are encouraged to include course-level SLOs in their syllabi [1.17]. Program-level student outcomes are posted annually on the EPA Web site. Instructional Program Reviews, Administrative Service Unit Reviews, and Student Support Unit Reviews are supported by standardized data sets through the inFORM Data Warehouse and are available online. Research and data pertaining to student learning and improving institutional processes and effectiveness are presented to the College community in a variety of forums, including Flex and in-service presentations, and to key decision-making committees such as the Academic Senate, the Consultation Council, the Planning and Budget Steering Committee, the Strategic Planning Committees, and the Educational Planning and Assessment Committee.

Figure 1.7. Strategic Planning Organizational Chart.
Data pertaining to the College community is represented in internal scan documents. These include raw data from the 2009 Employee Survey, the 2009 Employee Survey with Crosstabs, the 2008 Student Survey, and the 2008 Student Gap Survey, which are available on the Saddleback College Strategic Planning Web site [1.46]. The Saddleback College Office of Planning, Research and Grants (OPRG) also provides an executive summary of the internal scan documents; the summary is posted online. Research and data from a variety of external scan documents, including the 2008-2009 Orange County Workforce Indicators Report, the 2008 Integrated Postsecondary Education Data Systems (IPEDS) Report, the 2009 Community Awareness Benchmark Survey, and State and National Labor Market information, are also available online. In addition, they are summarized by the College OPRG and are available as an executive summary [1.46].

Evidence of institution and program performance is also available in the annual Institutional Effectiveness Annual Report [1.2]. Saddleback’s ratings for four of the seven performance indicators in the Accountability Report for the Community Colleges (ARCC) exceed the average ratings of corresponding peer groups [1.44, p. 12]. This report also describes student outreach and responsiveness to the community: “the data indicates that Saddleback has established itself as the College of choice for many of its local high school graduates and has been successful in maintaining a student body that is reflective of the ethnic diversity of the College’s service area” [1.5, p. 3].

SELF EVALUATION

There are numerous opportunities to participate in collegial dialogue about the continuous improvement of student learning and institutional processes at Saddleback College. Dialogue is broad-based and occurs both informally and formally through the Strategic Planning groups and participatory governance groups on campus. Dialogue addresses Strategic Planning and assessment of outcomes at the course, program, and institutional level as well as instruction pertaining to teaching and learning strategies to improve student learning, student success, and Basic Skills. Data and research studies are available to interested constituents and are widely utilized to make decisions that impact student learning and institutional effectiveness.

PLANNING AGENDA

None.
I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTIVE SUMMARY

Institutional goals at Saddleback College are set through the Strategic Planning Process and are based on the Mission, Vision, and Values and the strategic directions of the College. The goals are articulated through the Strategic Plan, which provides the direction of the College for the next three years. The Strategic Plan is:

... a comprehensive and collaborative tool for enabling the College to effectively achieve its mission and move toward its desired vision of the future. The purpose of this document is to outline Saddleback College’s continuous and integrated strategic planning process whereby the College collectively identifies and prioritizes College wide goals and strategies, implements these goals and strategies and measures and evaluates the outcomes [1.16].

The institutional goals and strategies as a part of the 2007-2010 Strategic Plan were developed through the Consultation Council (formerly the Planning and Budget Council) and the four Strategic Planning Groups. The four Strategic Planning Groups for the 2007-2010 Strategic Plan were Student Success, Enrollment Management, Campus Environment, and Institutional Effectiveness. These groups were restructured in 2009 and evolved into the current strategic planning groups which are Educational Development, Student Affairs, Operational Support and Resources, and College Advancement. The structure and the function of these groups are described in the Strategic Planning Process [1.16]. The 2007-2010 Summary Strategic Plan is available on the Strategic Planning Web site and identified 9 strategic directions and 56 goals [1.37]. The Strategic Directions identified for the 2007-2010 Strategic Plan were as follows:

- To select career technical programs for viability, enhancement, and development.
- To promote and enhance Health Sciences programs.
- To increase overall Saddleback College FTES growth.
- To enhance distance education offerings.
- To increase and sustain professional development for faculty and staff.
- To increase and sustain efficient use of technology campuswide.
- To provide and maintain state-of-the-art facilities.
- To enhance Basic Skills.
- To increase our transfer-ready rate [1.37].
Table 1.3 shows a sample of goals and outcomes that were developed from each of the Strategic Planning Groups in the 2007-2010 Strategic Plan (from 2007-2010 Strategic Plan Annual Update) [1.38].

**Table 1.3. Strategic Plan 2007-2010**

<table>
<thead>
<tr>
<th>Strategic Planning Group</th>
<th>Goal</th>
<th>Outcomes Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Management</td>
<td>Achieve 7,943 FTES semester by 2010.</td>
<td>Fall 2009 enrollment reached 7,947, FTES. Enrollment data for Spring 2010 is above target (as of March 13, 2010).</td>
</tr>
<tr>
<td>Student Success</td>
<td>Improve retention of students in the Nursing Program.</td>
<td>Improved retention 10%.</td>
</tr>
<tr>
<td></td>
<td>Reduce the number of students on academic probation and/or progress proba-</td>
<td>A BSI-funded grant for $16,000 along with a Foundation grant will be used for an intervention program that will include 55 workshops to be held in the Spring 2010 semester for students on academic probation, shirts, and other materials. In progress and ongoing.</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Increase faculty, staff, and administrative involvement in the development and utilization of outcomes assessment through increased communication of expectations.</td>
<td>Excellent attendance at Flex Week presentations. 100% Completion of course-level SLOs. 100% Completion of Program Reviews.</td>
</tr>
</tbody>
</table>

The College is committed to achieving the goals identified in the Strategic Plan and addressed each one annually in a comprehensive update (124 pages) that is posted on the Strategic Planning Web site. The 2007-2010 Strategic Plan was extremely ambitious; it was the College’s first attempt at a multiyear comprehensive Strategic Plan. As the Plan was written, measuring goal achievement was not always easy. As a result, only 18 percent of the goals and outcomes from the 2007-2010 Strategic Plan were met, 80 percent were ongoing, and 2 percent of the goals were deleted after further review and evaluation. Many of the goals were identified as ongoing because they lacked target dates for completion. In Spring 2010 the PBSC, with the assistance of the Chairs of the Strategic Planning Groups and the OPRG, coordinated an evaluation and update of the 2007-2010 Strategic Plan’s strategies and outcomes. Widespread dialogue in the Strategic Planning Groups addressing the institutional goals is evident in the online comprehensive updated Strategic Plan for 2007-2010.

Commitment to achieving goals is evidenced by the resources allocated to accomplish the goals. Some examples of goals that have been met include:

- Completion of the annual Distance Education Survey
- Creation of the CIDDE
- 10% increase in transfer-ready students by 2010
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- Achievement of 85% retention in Nursing
- State-of-the-art athletic Web site
- Completion of Admissions and Records’ space redesign, which includes ADA accessibility and a safe environment for students and staff
- Summer counseling in the Transfer Center

The comprehensive 2007-2010 Strategic Plan and the 2010-2013 Strategic Plan are available on the Strategic Planning Web site. Resources have been allocated to make it possible to address the goals and strategies in the plan, including 100 percent reassigned time for the EPA Chair and the hiring of a Director of Planning, Research and Grants.

According to the Employee Survey 2009, 62 percent of all employees, including 94 percent of administrators and 65 percent of full-time faculty, felt they have an opportunity to participate in the planning and goal-setting process at Saddleback College.

![Table 1.8](image)

**Figure 1.8. Selected Responses from the Employee Survey 2009 [1.48, p. 11].**

The 2007-2010 Strategic Plan served as an excellent platform from which the current 2010-2013 Strategic Plan was developed. The 2010-2013 Strategic Plan will be implemented starting
in July 2010. The Strategic Directions and Goals identified for the 2010-2013 Strategic Plan, as approved by the Consultation Council, are to:

**Improve Student Preparedness**
Saddleback College will ensure that students gain the foundational skills necessary to complete college-level work and achieve career goals.

1. 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed, and complete a professional educational plan.
2. Increase by 5% the number of individuals with an unidentified career goal who receive career assessments and job acquisition skill development services.
3. Improve the progression rate of students in Math, English, and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

**Excel in College Transfers**
Saddleback College will increase student transfers to four-year Colleges and universities.

1. Improve by 5% student transfers to four-year institutions.
2. Improve by 15% the number of students classified as transfer-ready.
3. Increase by 20% the number of students in the Honors Program.

**Enhance Resources**
Saddleback College will improve its ability to expand and develop alternative sources of revenue to support College priorities.

1. Increase external foundation contributions to $1 million annually.
2. Realize a minimum of $1 million in savings per year through the implementation of College efficiencies.
3. Meet funding requirements to fulfill the “20-year Facilities and Scheduled Maintenance Plan.”

**Foster Innovation**
Saddleback College will employ innovative teaching and technology to enhance instruction and student services.

1. Double the training services offered to faculty in the areas of teaching innovation and best-teaching practices.
2. Improve by 20% the efficiency of Collegewide communications and marketing strategies through a centralized system.

| Legend: | Strategic Direction | Goals |

**SELF EVALUATION**

Through the Strategic Planning Process and guided by its Mission, Vision, and Values, Saddleback College sets goals, directions, and strategies. The Strategic Planning Process has set institutional goals since the development of the Interim Strategic Plan in 2006. Course, Program, and Administrative Unit Outcomes, as well as Program and Administrative Unit Reviews, contribute to the Strategic Planning and goal-setting process on campus. Widespread participation in goal-setting through the Strategic Planning Process, Program and Administrative Reviews, and involvement in the SLO and AUO process on campus is evident.
An evaluation of the 2007-2010 Strategic Planning Process and Strategic Plan has resulted in changes to improve the 2010-2013 Strategic Plan and the Strategic Planning Process. As a result:

**The 2010-2013 Strategic Plan:**

- Standardizes the resource allocation process and more closely links it to the mission, vision, strategic directions, goals, strategies, and Program or Administrative Unit Reviews.
- Increases participation by limiting membership of employees to only one Strategic Planning Committee.
- Limits the Strategic Directions to four, as opposed to nine, to keep the Strategic Plan more focused.
- Limits the Goals to 9, as opposed to 56, which has proven difficult to manage and track effectively.
- Utilizes an improved goal-setting strategy to ensure goals are “SMART”: specific, measurable, attainable, realistic, and timely [1.49].

**PLANNING AGENDA**

None.

**I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

**DESCRIPTIVE SUMMARY**

Saddleback College embraces continuous and integrated evaluation, planning, and resource allocation processes. Through the Strategic Planning Process Saddleback College has integrated a systematic cycle of evaluation, planning, resource allocation, implementation, and reevaluation based on multiple data points and sources of evidence. The Education Resource Plan 2006, the Student Equity Plan, the Saddleback College Campus Master Plan, the Technology Plan, the Equipment Plan and the Faculty Hiring Prioritization Plan are integrated into the planning process on campus through the strategic plan. The current Strategic Planning Process has evolved dramatically since the Interim Strategic Plan of 2006-2007. The roles, focus and composition of the planning bodies and Strategic Planning Groups have been revised and clarified to be more efficient and better integrated into the strategic plan. Each strategic planning group maintains a website with appropriate planning documents, resources and data. The Strategic Planning Organizational Chart and time line have been updated to reflect the flow of input and information though the Strategic Planning Process [1.16, p. 14].

In response to the increased need for data-driven planning and decision-making, a research specialist was hired in 2006, and a Director of Planning, Research and Grants was hired in 2009. In addition to the Director, the Office of Planning, Research and Grants (OPRG) includes
a Research Analyst and a Research Specialist. Responsibilities of the OPRG include ensuring that the College has reliable research and appropriately interpreted data to use in planning and decision-making. The OPRG also develops annual reports and disseminates data and reports to the College community. These reports are based on input received from the Strategic Planning Groups, the Consultation Council, and the internal and external environmental scans. Data are continuously generated and integrated in course, program, and institutional evaluations.

Planning and resource allocation has become part of the systematic processes in place to improve student learning and the institution’s effectiveness. The College’s planning process is integrated, cyclical, and ongoing and is based on the following time line.

**Yearly**

Each year, the faculty evaluate Student Learning Outcomes (SLOs) at the course, program, and institutional level by using both quantitative and qualitative data. To obtain data on SLOs, faculty use information obtained from a variety of sources, including inFORM Data Warehouse, ParScore results, Class Climate surveys, embedded test questions, performance evaluations, grading rubrics, portfolio development, and critiqued performance. Career Technical Programs have annual discipline-specific advisory committee meetings to review and evaluate their programs and plan for program improvements. Annually students evaluate distance education courses in a Distance Education Survey. The data obtained are analyzed to improve the quality of courses and student outcomes.

Data are reviewed annually as part of the needs assessment in the Program Review process and address the human resource, research, technological, equipment, facilities, marketing, and outreach needs of each program or administrative unit [1.20, 1.21]. These program needs are aligned with the mission, strategic directions, and goals of the College. The Strategic Planning Steering Committee (SPSC), the Technology Committee, the Equipment Committee, the Faculty Hiring Prioritization Committee, and participatory governance committees also provide input into resource allocation decisions. These committee members engage in ongoing dialogue and make recommendations to the Consultation Council (CC) for resource allocations based on identified needs that are supported in Program Reviews and are aligned with the College’s mission, strategic directions, and goals [1.50] [1.40]. The CC makes recommendations to the president regarding resource allocations based on the strategic plan.

To inform decision making, the OPRG analyzes a variety of documents and data available annually from the Orange County Business Council (OCBC), the Annual Workforce Indicators Report, the Economic Modeling Specialists Inc. (EMSI) Reports, the ARCC Report, the Integrated Postsecondary Education Data Systems (IPEDS) Report, and VTEA Core Indicators Reports, as well as SLOs and Program Reviews. The SOCCCD researcher collaborates with the OPRG to develop an Institutional Effectiveness Annual Report (IEAR). (See discussion 1.B.1.)

The Strategic Plan is evaluated and updated each Spring semester. Annually (usually in the Fall semester), the College community engages in strategy sessions during in-service week as part of the budget and resource allocation process [1.51]. These sessions are meant to give the College community an opportunity to review the previous year’s progress toward achieving the three-year strategic goals and lay out the strategy for the coming year.
Every Two Years
Vocational programs are evaluated through instructional Program Review. Data used in the instructional Program Review process include demographic information on students, educational goals, the number of degrees and certificates awarded, the number of sections, the retention rate and success rate by course, and a summary of retention and success rates for the program. Program Review is a key piece in the planning process, as it helps determine the viability of courses and programs and identifies needs and resources required for these programs to be successful. In this process, faculty and administrators use institutional data to evaluate their strengths and weaknesses and to make changes to improve their programs and student outcomes. Every two years, campuswide student surveys are conducted to serve as assessment tools in Strategic Planning, in developing Program and Administrative Unit Reviews, and in developing Student Learning Outcomes.

Every Three Years
The OPRG reviews a variety of documents and data and at least every three years produces an executive summary from external environmental scans. The executive summary includes an economic and demographic snapshot of the present and a forecast for the next three years. The OPRG also produces an executive summary from internal scans and surveys administered to students and employees. Both of these executive summaries are shared with the College community through the Consultation Council, the participatory governance groups, and the Strategic Planning Groups, and they are posted on the Strategic Planning Web site and presented to the Board of Trustees. Every three years the College also reviews, evaluates, and updates its strategic plan to ensure the College is making progress toward achieving its goals.

Every Five Years
All nonvocational non-Career Technical Education (CTE) instructional programs as well as administrative service and student support units complete a Program Review every five years. The Educational Resource Plan and the Campus Master Plan are updated every five years; they are intended to determine the amount of space, the facilities, and the resources required to accommodate the academic programs of instruction and support services through the year 2020. The next review will be completed in 2011.

Every Six Years
On a six-year cycle, Saddleback College evaluates itself according to a formal Self Study as part of the re-accreditation requirements established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

As the Strategic Planning process evolved on campus, the College recognized the importance of research to its institutional evaluation and allocated resources to strengthen the OPRG and enhance its ability to support educational effectiveness. In 2006 the College purchased (1) Scantron hardware and software to provide a campuswide systematic tool for data collection and analysis, (2) ParScore testing software to use with the assessment systems, and (3) Class Climate survey creation and data collection software, all of which facilitated data collection and outcomes assessment on campus. There has been a significant increase in the amount of data used to facilitate evaluation, planning, and decision-making at Saddleback College, especially...
through the Program Review and outcomes assessment processes. In the 2009 Employee Survey, employees responded as follows to statements pertaining to data reliability:

- Sixty percent agreed that data were used for evaluation, 54 percent agreed that data were used for planning, and 51 percent agreed that data were used for decision-making [1.15, p. 3].

![Figure 1.9. Selected Results of the Employee Survey 2009.](image)

The College has taken measures to improve and refine the Strategic Planning Process. A planning cycle and time line have fully integrated the planning process [1.16, pp. 12-15]. A new Resource Allocation Request form has been developed as part of the Strategic Planning Process for 2010-2013. The new form requires that the request be tied to the Program, Administrative Unit or Student Support Unit Annual Review, and the College’s Strategic Plan, and it asks the requestor to describe how the resource allocation will serve the College to achieve its mission or move toward its vision. Since the outcome evaluation on this document is completed one year after the resource has been allocated, the effectiveness of this tool remains to be seen.

**SELF EVALUATION**

Notable progress in this area has resulted in a fully integrated, systematic plan of evaluation, planning, implementation, and reevaluation of student learning and institutional effectiveness based on reliable data. Institutional data are frequently used for planning, as evident in SLOs, Administrative Unit Outcomes (AUOs,) Program Reviews, and Administrative Unit Reviews. Current data are available to faculty and administrators through the inFORM Data Warehouse. Data sets can be generated that provide detailed information about a class, program, division, or the College’s demographics, including educational status and goals, fill rates, success, and enrollments. The College considers analysis and interpretation of institutional data as essential, as evidenced by the resources allocated for this purpose. In the Employee Survey 2009, fewer than 60 percent of respondents indicated that reliable data were used for evaluation, planning, and decision-making. Classes for faculty, staff, and administrators on the retrieval and use of data through the inFORM Data Warehouse have been offered across campus in an effort to change this perception.

As the planning process is refined, the College has discovered that it needs to be simplified and more realistic. The final Strategic Plan for 2007-2010 was 124 pages long with 9 strategic directions and 56 goals. The current 2010-2013 Strategic Plan has 4 strategic directions and
11 goals. Once updated in 2011, the Saddleback College Campus Master Plan, as well as the technology plan, the equipment plan, and faculty hiring prioritization plans, will be integrated into the 2010-2013 Strategic Plan. The intention of having fewer goals and strategies is to keep planning and decision-making more focused. Since the current Strategic Plan has just been implemented, many components are untested in terms of their viability or effectiveness.

As the 2010-2013 Strategic Plan is being developed, activities such as in-service presentations during Flex Week and presentations through the Institute for Teaching and Learning (ITL) will continue to be utilized to communicate information regarding the Strategic Plan. Ongoing measures to disseminate information regarding planning include (1) e-mailing planning documents to constituents, (2) posting documents on the Web sites of the Planning and Budget Steering Committee, the Strategic Planning Groups, and the EPA, and (3) supporting continued dialogue regarding planning, budget, and resource allocation in campuswide committees.

Given the importance of the College community’s input to the Strategic Plan, ongoing efforts to communicate information about the Strategic Plan to the campus community should continue.

**PLANNING AGENDA**

None.

**I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**DESCRIPTIVE SUMMARY**

The planning process at Saddleback College is broad-based and invites input from all interested campus constituencies through their participatory governance groups, Strategic Planning Groups, Academic Programs, Student Support Units, or Administrative Units (see Strategic Planning Organizational Chart and discussion in 1.B.1) [1.16]. Evidence of the broad involvement in planning is apparent in the 2007-2010 Strategic Plan, which received input on all 56 goals from a variety of committees, faculty, staff, and administrators across the campus. Over 200 stakeholders were involved in the Strategic Planning Process [1.16].

The Strategic Planning Groups currently developing the 2010-2013 plan are once again enjoying broad involvement of faculty, staff, administrators, and students engaged in the planning process. Broad involvement in planning is guaranteed by membership requirements in the Strategic Planning Groups. Participation in College planning also occurs through participatory governance groups and is available to any interested constituent on campus. In addition to the Strategic Planning Process, the Educational Resource Plan, the Campus Master plan, the Student Equity Plan, and the Equipment and Technology Master Plan all provide opportunities for input by appropriate constituencies [1.52] [1.53] [1.54] [1.55] [1.56].

Broad involvement in planning is also enhanced by the dissemination of Strategic Planning information through in-service and Flex Week activities and in department and division meetings when representatives from the Strategic Planning Groups bring information back to their divisions and departments. Posting the minutes and the planning documents of the Strategic Planning Steering Committee and the Strategic Planning Groups on the Strategic
Planning Web site further communicates planning information throughout the College. Planning also occurs at the course, program, department, and division level. Planning is apparent in Instructional Program Reviews and Administrative Unit Reviews, which are posted on the EPA Web site.

The College allocates resources to fulfill its plans when the need is aligned with the College Strategic Plan and identified by the Program or Administrative Unit Review and when funding is available. Budget allocations approved by the Planning and Budget Committee and the College President for the 2006-2007 Interim Strategic Plan and the 2007-2010 Strategic Plan are maintained by the Director of Fiscal Services [1.57] [1.58].

For example, in 2006 a research specialist was hired in response to a recommendation from the 2004 Accreditation report that the College “refine the focus of institutional research so that research and information are used systematically in planning, decision making and Program Review structures for ongoing institutional improvement” (see discussion I.B.3) [1.59 p. 6]. Reassigned time for the EPA Chair, Curriculum Chair, and SLO Coordinators was also increased to enable these faculty members to dedicate more time to evaluate outcomes, review data, and plan to support changes across campus to improve student learning and the effectiveness of the institution. In 2009 a Director of Planning, Research and Grants was hired to further support, coordinate, and expand the research planning and grant processes on campus.

Table 1.4 identifies several other examples of how planning is aligned with Saddleback’s strategic directions, goals, and resource allocation. For the complete review, see the Spring 2009 Annual Update of the 2007-2010 Saddleback College Strategic Plan [1.38].

When resources are not available from the College’s general fund, several means are used to secure funding and resources, including requesting Basic Aid funds from the District, securing grant funds, seeking funds through partnerships and advisory committees, and requesting funds from the College Foundation and the Associated Student Government. (See examples in Table 1.4.)

Basic Aid funds have been allocated by the District for equipment expenditures in a competitive process that requires a completed Program Review to justify the allocation. These allocations make it possible to offer high-quality programs and services. As an example, Basic Aid Funds requested by the Equipment Committee were allocated to the Automotive Technology Program, and the result is a state-of-the-art program with cutting-edge equipment. A spreadsheet with detailed allocations to the Equipment Committee is available on the Equipment Committee Web site [1.56].

Since 2004-2005, Basic Aid funding has covered all of the College technology expenditures and has made it possible to engage in a three-year technology refresh and update plan. Approximately $8.6 million has been allocated through the Technology Committee in the past five years. As a result, the total number of computers on campus has increased 22 percent, with additional computers in the student labs in Communication Arts, Health Sciences, and the Career Center, as well as laptop mobile carts in the Library, in Science, Math and Engineering, and in Health Sciences. When Basic Aid funding for technology started in 2004-2005, the College focused primarily on computer refresh with the goal of updating all computers on campus every three years. After desktop computers were updated, funds were available to apply to specific projects on campus, such as additional student labs, data storage, and wireless access [1.60, pp. 23 - 25].
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Table 1.4. Examples of Planning, Strategic Directions, Resource Allocation, and Improved Outcomes

<table>
<thead>
<tr>
<th>STRATEGIC DIRECTIONS</th>
<th>RESOURCE ALLOCATIONS / OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>To select career technical programs for viability, enhancement, and development.</td>
<td>Growth in 2007-2010 Automotive Technology program. 25% increase in sections; 41% increase in enrollment. Funded by Equipment Committee (Basic Aid) and partnership with Tuttle-Click Ford.</td>
</tr>
<tr>
<td>To promote and enhance Health Sciences programs.</td>
<td>Nursing admission grew 36% (from 44 to 60 per semester). Retention increased from 72% in 2005 to 82% in 2008 (grant- and partnership-funded) New Mental Health Worker and Medical Lab Technician programs (grant- and partnership-funded).</td>
</tr>
<tr>
<td>To enhance distance education offerings.</td>
<td>Fall 2007: 8,000 unduplicated headcount. Fall 2008: 9,236 unduplicated headcount. Fall 2009: 10,615 unduplicated headcount. (See discussion 1.8.1.)</td>
</tr>
<tr>
<td>To increase and sustain professional development for faculty and staff.</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Full-Time Funding/Presenter or Organizer</td>
</tr>
<tr>
<td>2004–2005</td>
<td>$350</td>
</tr>
<tr>
<td>2005–2006</td>
<td>$650 / $700</td>
</tr>
<tr>
<td>2006–2007</td>
<td>$650 / $700</td>
</tr>
<tr>
<td>2007–2008</td>
<td>$750 / $800</td>
</tr>
<tr>
<td>2008–2009</td>
<td>$1,000 / $1150</td>
</tr>
<tr>
<td>2009–2010</td>
<td>$1,100 / $1200</td>
</tr>
<tr>
<td>To increase and sustain efficient use of technology campuswide.</td>
<td>Since 2004 (1) the average computer is 3 years old, (2) computers on campus have increased 22%, and (3) 4 new computer labs have opened. MySite, My Academic Plan (MAP), and the inFORM Data Warehouse have been developed to improved access to and use of data and improve student learning and services.</td>
</tr>
<tr>
<td>To enhance Basic Skills.</td>
<td>From Fall 2004 to Fall 2008, retention increased to 91% (up from 87%); success increased to 68% (up from 62%) [1.54].</td>
</tr>
<tr>
<td>To increase Saddleback College’s transfer-ready rate.</td>
<td>48.3% CCCO Transfer Rate, 2001-2002 to 2006-2007 50.36% CCCO Transfer Rate 2002-2003 to 2007-2008 [1.2, p. 49]</td>
</tr>
</tbody>
</table>
Grant funds are sought as an alternative way to fund projects and to improve the quality of services and programs at the College. With the assistance of the OPRG, since 2006 over $10 million of grant funding has been secured for projects, including Tech Prep, Perkins II and IV, Foster and Kinship Care, Nursing Success and Enrollment Growth, Medical Lab Technology development, Rapid Technology, the Teacher Preparation Pipeline, the Basic Skills Initiative, and the Community College Collaborative.

Partnerships and advisory committees also support programs on campus, especially in Business Science, Advanced Technology and Applied Science, Honors, Journalism, Counseling, the Emeritus Institute, Child Development, Fine Arts, and the Health Sciences programs. These partnerships provide equipment, onsite training, and funds to make it possible to develop new programs, to support the growth of existing programs, and to improve the quality of instruction and services provided to students. Funds obtained through partnerships and grants in Nursing have made it possible to increase admissions to the Nursing program by 36 percent and to improve retention by 10 percent. The Medical Lab Technician certificate and degree program and the Mental Health Worker certificate program are examples of programs that have started through partnerships and grants.

Community-based partnerships support many Fine Arts programs. One example is the “Angels for the Arts” program, which comprises community volunteers who fund special projects for students and bring workshops to campus. Additionally, the cities of Laguna Niguel and Mission Viejo provide annual grants for the Performing Arts program, and the National Charity League provides volunteer ushers for Performing Arts events. Saddleback College’s radio station, KSBR, also partners with the city of Mission Viejo by promoting events and in return is allowed access to use Mission Viejo parks and the Mission Viejo Community Center for events.

Each semester, the Emeritus Institute prides itself in serving over 5,000 older adult students by offering classes through partnerships within the South Orange County Community College District. Approximately 185 classes are hosted in senior centers, community centers, libraries, churches, and other community-based facilities. A listing of currently used facilities is available in the Emeritus Institute section of the Spring 2010 Schedule of Classes [1.4, p. 12].
SELF EVALUATION

The Strategic Planning Process is broad-based and offers opportunities for input from constituencies through the Strategic Planning Groups, via Program Review, or through participatory governance groups. Over 200 individuals had a formal role in the 2007-2010 Strategic Plan. The current 2010-2013 Strategic Plan is structured to provide opportunity for even greater participation.

Through the Program Review process and aligned with the Strategic Plan, needs are identified and resources are allocated. Budget allocation records for the 2006-2007 Interim Strategic Plan and for the 2007-2010 Strategic Plan are maintained by the Director of Fiscal Services. Budget allocations in the 2007-2010 Strategic Plan are described in the annual update to the Strategic Plan and are posted. A new Resource Allocation Request form has been developed as part of the Strategic Planning Process for 2010-2013. The new form requires that the request be tied to the Program, Administrative Unit, or Service Unit Annual Review and to the College’s Strategic Plan, and it asks the requestor to describe how the resource allocation will serve the College to achieve its mission or move toward its vision. The Equipment and Technology Committees also maintain request/allocation spreadsheets that describe resource allocations through their committees that are identified in the Program Review Process. Funds from Basic Aid, Grants, Advisory Committees and partnerships, as well as the College Foundation and Associated Student Government (ASG) have led to course, program, and institutional improvement.

PLANNING AGENDA

None.

I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTIVE SUMMARY

The College collects a wide variety of assessment data, including (but not limited to) SLOs, AUOs, Program and Administrative Unit Reviews, student success, certificates, degrees, occupational skills awards, and retention and transfer rates. The Strategic Planning and Educational Planning and Assessment (EPA) Web sites contain assessment results, reports, and data that demonstrate quality assurance to interested constituencies. The Strategic Planning Web site contains data from Student and Employee Surveys, as well as local, state, and national information on workforce development related to the College’s programs and services. The former and current Strategic Plans and summaries are also posted on this site. Links to the Strategic Planning Groups (Educational Development, Student Affairs, Operational Support, and Resources and College Advancement) and other planning documents are also found on the Strategic Planning Web site. Listed below is the link to the Web site and examples of the reports provided.
Strategic Planning Web Site [1.60]

INTERNAL SCAN DOCUMENTS
* 2009 Employee Survey Results
* 2008 Student Survey Results
* 2008 Student Gap Survey Results

EXTERNAL SCAN DOCUMENTS
* 2008-2009 Orange County Workforce Indicators Report
* 2008 IPEDS Report
* 2009 Community Awareness Benchmark Survey
* State Labor Market Information
* National Labor Market Information

The EPA Web site contains information that focuses on three areas: Curriculum, Program Review, and Student Learning/Administrative Outcomes. A summary report of all Program, Administrative, and Student Service Unit Reviews is also posted on the EPA Web site. The EPA Web site [1.11], maintains links to completed Program and Administrative Unit Reviews [1.36], and completed Program/Administrative Unit Outcomes [1.47].

In addition to communicating information about institutional quality to the public through College, division, and program-based Web site postings, institutional quality is also disseminated through presentations to College constituencies in meetings, through presentations to the Board of Trustees, in accreditation and grant reports, and in marketing publications. The District’s researcher, in collaboration with the OPRG and the EPA, publishes the Institutional Effectiveness Annual Report, which is presented to the Board of Trustees and major College committees and is posted on the SOCCCD Web site (see I.B). In addition, the SOCCCD Report to the Community describes basic facts, demographics, and accomplishments of the College to interested constituencies and is posted on the SOCCCD Web site [1.5].

Many of the College programs that require accreditation, external evaluation, or certification assess results of student performance by using licensing and certification exams. For example, nursing, paramedic, Emergency Medical Technician (EMT), and Medical Assistant programs submit annual reports about student success on certification and/or licensing exams, as well as attrition and retention data. Programs with grants are required to report about matters of quality to the grantor. Career Technical Programs have advisory committees and partnerships who track progress and report on the quality of the students’ performance in annual advisory meetings. (See discussion 1.B.4.) Categorical programs, including DSPS, EOPS, CARE/CalWORKS Matriculation, the Child Development Center and the Transfer Center are required to submit annual program plans and reports that describe the quality of the programs offered.

Assessment results that describe the quality of services, the outcomes obtained, and the effectiveness of the institution are communicated through marketing efforts at Saddleback College. The Public Information Officer (PIO) provides press releases to the local newspapers and publishes “The Gaucho Gazette,” the campuswide newsletter. The PIO frequently circulates e-mails to the College community about accomplishments and successes of courses, programs, students, faculty, staff, and administration. Brochures describing the quality of programs and student services are widely available across the campus. The Dean and Department Chairs of the Advanced Technology and Applied Sciences Division publish a bimonthly report titled “Good
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Stuff,” which includes updates, accomplishments, and success stories about their students, programs, and faculty. At monthly Board of Trustees meetings the College President shares “The President’s Report,” which frequently describes recent accomplishments and information on the quality of programs and services.

A key indicator of the quality of Saddleback College is reflected in its continued growth and the “take rate” among local high school students. Sixty-five percent of students enrolled at Saddleback College are from either the Saddleback Valley School District or the Capistrano Unified School District [1.2, p. 30]. Fifty-five percent of Capistrano Unified students choose Saddleback College and 40 percent of Saddleback Valley students choose Saddleback College, making Saddleback the first-choice college for students in these feeder Districts [1.2, p. 31]. The public’s impression of the College’s quality is also reflected in the results of regularly conducted student and community surveys. In November 2008 Saddleback College hired Interact Communications to research community perceptions via a telephone survey of 400 randomly selected individuals from the community. According to the survey results:

- 77% agree “Saddleback provides high quality education” [1.61, p. 33].
- 80% agree “Saddleback College is responsive to community needs” [1.61, p. 33].
- 85.4% of respondents perceive Saddleback College as a high quality institution [1.61, p. 34].

The March 2009 GAP Survey of students found that the “second most common reason students attend Saddleback is because of its reputation” [1.43].

Impacted programs and programs with lengthy wait lists indicate that the public has a positive impression of the quality of programs at Saddleback. For example, the Nursing program admits 60 students per semester but, unfortunately, turns away over 400 students; the Paramedic and Emergency Medical Technician programs also turn away hundreds of qualified applicants each year.

SELF EVALUATION

Through regularly conducted internal and external scans, the College produces data and reports that reflect the quality of its programs and services. Information about quality is communicated via e-mail to the College community and then posted on Web sites, primarily on the Strategic Planning and the Educational Planning and Assessment Web sites. The quality of programs and services is also communicated to committees, advisory groups, grantors, College administration, and the Board of Trustees. The quality of programs and services is provided to interested constituents via informational and marketing brochures and in postings on a variety of College Web sites. Ongoing accreditations, long-standing partnerships, and student and community survey results reflect the quality of programs and services offered at Saddleback College.

PLANNING AGENDA

None.
I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTIVE SUMMARY

The Planning and Budget Steering Committee (PBSC) and the Educational Planning and Assessment (EPA) Committee, with the support of the OPRG, regularly review the ongoing research, planning, and resource allocation processes. The Strategic Planning Process describes in detail the process for planning and resource allocation on campus [1.16].

Since the Planning and Budget Council was developed in March 2005, planning, outcomes assessment, research, and resource allocation to improve student learning and institutional effectiveness have become a central focus on campus. Since the inception of the SLO Implementation Plan in 2005 and the Strategic Plan in 2006-2007, both have been revised to include course-, program-, and institutional-level outcomes; Program, Administrative, and Student Service Unit Reviews; and an integrated resource allocation process. (See Table 1.5, Time Line–Evolution of Research, Planning, and Resource Allocation Processes at Saddleback)

Although the PBSC is the primary group on campus responsible for evaluating and recommending changes to the planning process for future planning cycles, focused discussions related to planning and resource allocation have occurred in:

- Collegewide forums
- Weekly meetings of the College and Academic Senate Presidents
- Deans’ Cabinet meetings
- Consultation Council meetings
- Management Leadership Team meetings
- Student Service Leaders Team
- Strategic Planning Groups
- The Educational Planning and Assessment Committee

Saddleback is continuously developing a more-systematic approach to assessing the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and reevaluation. As the College continues to evaluate every stage of the plan, there is ongoing improvement and refinement of the planning process. Dialogue related to improving the planning process has centered on the time line, the nature of involvement of stakeholders, the integration among all planning-related units, and the decision-making processes.

Other College committees and groups consistently look for ways to improve practices. This is reflected in the work of the Faculty Hiring Prioritization Committee, the Equipment and Technology Committee, and the Program Review teams across campus. Dedication to improvement is evident in the efforts of the deans who use enrollment-management data to carry out objective assessment of trends, gaps in scheduling practices, and student demands, and the Student Service Leaders Council who utilize Student Surveys and statistics from categorical service programs to improve programs and services. (See Table 1.5)
SELF EVALUATION

Saddleback has dedicated itself to instituting a continuous improvement model of research, planning, implementation, resource allocation, and reevaluation. The PBSC, the EPA Committee, and the OPRG are continually reviewing the cycle of evaluation, planning, resource allocation and reevaluation. As noted in the Time Line-Evolution of Research, Planning and Resource Allocation Processes at Saddleback, significant changes to the cycle have been made to improve outcomes and effectiveness at the College.

The College recognized the need to make data available on an ongoing basis to assess the College’s effectiveness as well as the effectiveness of planning and resource allocation decisions. As a result, a variety of measures have been taken to increase the use of research and the availability of data for planning and decision-making (see discussion 1.B.3).
Table 1.5. Time Line-Evolution of Research, Planning, and Resource Allocation Processes at Saddleback

<table>
<thead>
<tr>
<th>Year</th>
<th>Research/ Planning / Resource Allocation</th>
<th>Comments/Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Self Study Planning Agenda Task Force</td>
<td>To prioritize the 139 Planning Agendas and identify three or four major College initiatives that would serve as the basis for planning in 2004-2005</td>
</tr>
<tr>
<td>2004</td>
<td>Institutional Effectiveness Office</td>
<td>Developed by Academic Senate as part of the SLO Implementation Plan, which establishes direct links between assessment, Program Review, and curriculum</td>
</tr>
<tr>
<td>2004</td>
<td>Technology /Equipment Requests</td>
<td>Resource allocation prioritized by division and committee</td>
</tr>
<tr>
<td>2005</td>
<td>Research Analyst</td>
<td>To support data-driven decision-making on campus</td>
</tr>
<tr>
<td>March 2005</td>
<td>Planning and Budget Council</td>
<td>Created to involve College shared governance groups in College budget and decision-making</td>
</tr>
<tr>
<td>June 2005</td>
<td>Enrollment Management Committee</td>
<td>A shared-governance group was reactivated.</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>SLO implementation plan</td>
<td>A Guide for Developing SLOs 2005-2006 was published.</td>
</tr>
<tr>
<td>2005</td>
<td>Four Strategic Planning Groups established</td>
<td>(1) Enrollment Management, (2) Student Success, (3) Campus Environment, and (4) Institutional Effectiveness</td>
</tr>
<tr>
<td>2006</td>
<td>The Educational Campus Master Plan</td>
<td>Use data to drive the Strategic Plan</td>
</tr>
<tr>
<td>2006</td>
<td>Interim Strategic plan</td>
<td>To coordinate outcomes assessment, planning, and resource allocation on campus</td>
</tr>
<tr>
<td>2006</td>
<td>Research Specialist hired</td>
<td>To support SLO and AUO assessment</td>
</tr>
<tr>
<td>2006</td>
<td>Evaluation hardware and software</td>
<td>ParScore Class Climate to facilitate outcomes assessment</td>
</tr>
<tr>
<td>2006</td>
<td>2007-2010 Strategic Plan</td>
<td>First three-year Strategic Plan (See discussion 1.B.2.)</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Technology and Equipment requests</td>
<td>Justification linked to Program Review</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Technology and Equipment requests</td>
<td>Allocation prioritized by Program Review</td>
</tr>
<tr>
<td>2008</td>
<td>A Guide to Course-Level SLOs</td>
<td>To assist faculty in writing course- and program-level SLOs</td>
</tr>
<tr>
<td>2008</td>
<td>Basic Skills Initiative (BSI)</td>
<td>To improve students skills and promote success in college-level work</td>
</tr>
<tr>
<td>2008</td>
<td>Institute of Teaching and Learning (ITL)</td>
<td>To promote excellence in teaching and improved student learning</td>
</tr>
<tr>
<td>2008</td>
<td>Center for Instructional Design and Distance Education (CIDDE)</td>
<td>To assist faculty to create and maintain online courses and use technology for instruction</td>
</tr>
<tr>
<td>2009</td>
<td>IEAR 2007-2008</td>
<td>To present and aid interpretation of data to the College</td>
</tr>
<tr>
<td>2009</td>
<td>Strategic Plan 2010-2013</td>
<td>Modified (See improved process discussion 1.B.2.)</td>
</tr>
<tr>
<td>2009 8/26</td>
<td>New Program and Administrative Review Handbooks</td>
<td>Improved systematic process utilized to evaluate instructional programs, administrative units and student support services</td>
</tr>
<tr>
<td>2009</td>
<td>Restructure four Strategic Planning Groups</td>
<td>(1) Educational Development, (2) Student Affairs, (3) Operational Support and Resources, and (4) College Advancement</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Technology and Equipment requests</td>
<td>Allocation required by Program Review</td>
</tr>
<tr>
<td>2010</td>
<td>IEAR 2008-2009</td>
<td>To present and aid interpretation of data to the College to inform decisions and improve outcomes and processes</td>
</tr>
</tbody>
</table>
The planning and resource allocation processes have resulted in a number of benefits, including significant improvements to facilities (classrooms, labs, student centers); additional technology for instructional and student services; the hiring of new classified, faculty, and administrative staff; improvements to curriculum; and the cultivation of support from major national, state, and local partners [1.38]. Further, these processes have had an impact on student learning through increased assessment, dialogue, and institutional changes.

PLANNING AGENDA

None.

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY

The goals of the Program and Administrative Unit Reviews and the SLO and AUO assessment process are to ensure the effectiveness of the College’s educational programs, student support services, and administrative services, as well as to ensure the effective and efficient use of resources. All programs and units on campus engage in these review and assessment processes [1.20].

The body responsible for ensuring that these processes are effective and adhered to is the Educational Planning and Assessment Committee (EPA). The Committee produces handbooks for the Program and Administrative Unit Review processes and the SLO and AUO assessment processes. These handbooks are updated regularly as the processes themselves are assessed and refined. (See the EPA Web site for a listing of current handbooks.)

Vocational programs complete full Program Reviews every two years; nonvocational programs and Administrative and Student Service Units complete reviews every five years. Programs that complete an external review for outside accreditation purposes need only submit the Annual Needs Assessment portion of the review.

All programs also complete an annual update of needs. Each of the resulting documents requires the faculty, staff, and Program Review team to review internal and external data and reports as they evaluate their programs and units and set their upcoming goals. In addition, each instructional program completes program-level SLOs, and each Administrative Unit and Student Support Unit completes AUOs annually. These annual reviews are part of the Program Review process and are utilized to improve instruction, support, and student services. Both qualitative and quantitative data support the SLO and AUO assessment process on campus.

Completed instructional Program and Administrative Unit Reviews, SLOs, and AUOs are received by the EPA committee and posted on the EPA Web site [1.11]. The EPA Chair reviews each Program and Administrative Unit Review for completeness. Instructional Program Reviews are then accepted by the Academic Senate and forwarded to the Vice President of Instruction and to the President. Administrative Unit Reviews are accepted by the appropriate Vice President and then forwarded to the President. The EPA Chair then schedules Program and Administrative Unit Review presentations to the Consultation Council.
Through the instructional Program and Administrative Unit Review process, needs based on data and aligned with the mission and vision of Saddleback College are identified. Once identified, requests for resources are made to the appropriate committees that are aligned with Saddleback College’s Strategic Plan, directions, goals, and strategies, and allocations are made with the goal of improving student learning and institutional effectiveness [1.39]. The quality, accuracy, and consistency of Program Reviews has been discussed in EPA Committee and PBSC meetings. The EPA Committee and PBSC have recognized that an improved process was required to track needs, resource allocations, and outcomes based on Program Reviews, and changes have been made to the Resource Allocation Request form in order to monitor allocations and outcomes more efficiently.

**SELF EVALUATION**

As indicated previously, the College engages in extensive planning at the institutional, the instructional program, and the Administrative and Student Service Unit levels. As a result of the Program Review process and SLO and AUO processes, significant improvements have been made throughout the College.

After the Program Review is completed, the results, needs, and changes since the last review are presented to Consultation Council. Completed Program Reviews are placed on the EPA Web site and are readily available to College staff, faculty, and administrators [1.36]. Some examples of achievements in instructional, Administrative Service Units, and Student Support Units are noted below.

**Table 1.6. Examples of Achievements in Instructional Programs, Administrative Units, and Student Support Units**

<table>
<thead>
<tr>
<th><strong>Instructional Program</strong></th>
<th><strong>Achievement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English as a Second Language</strong></td>
<td>As part of their Program Review, ESL conducted focus groups with students who were not succeeding in their ESL courses. It became clear that students from different countries lacked a clear understanding of how to be a student in the U.S. As a result of this Program Review, the program faculty met and devised workbooks for use in all their ESL classes [1.66].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Administrative Unit</strong></th>
<th><strong>Achievement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social and Behavioral Sciences</strong></td>
<td>Through a student survey conducted for their Administrative Unit Review, the SBS Division learned that students were having difficulty getting into classes offered during traditional College hours. Based on this information, the Division added more online and nontraditional blocks to its schedule. Currently, around 40 percent of the course offerings include nontraditional time frames and time blocks. This has led to an increase in enrollment throughout the Division and has enabled students to access the courses they need to complete.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Support Unit</strong></th>
<th><strong>Achievement</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Library Services</strong></td>
<td>As part of its Program Review, Library Services recognized the need to address the issue of establishing an electronic reserves collection, because of the growth of the College’s online course offerings and because more and more students desire electronic access to library resources. Library Services recommended hiring a Distance Education Librarian, which occurred in 2008.</td>
</tr>
</tbody>
</table>
It is evident that by using the current program, administrative and student service unit review process, as well as SLO AUO assessment, that changes are made to improve student learning, courses, programs and services on campus.

**PLANNING AGENDA**

None.
Standard One
Institutional Mission and Effectiveness
References, Works Cited, and Links

1.1 Mission, Vision, and Values: http://www.saddleback.edu/alo/
1.2 Institutional Effectiveness Annual Report (IEAR) 2008-2009
1.3 Saddleback College Catalog 2009 - 10 Degrees Certificates and Awards: http://www.saddleback.edu/cc/documents/SaddlebackCertifIndexpages44-46.pdf
1.4 Emeritus Institute http://www.saddleback.edu/emeritus/
1.6 Community Education: http://www.saddleback.edu/ce
1.7 Veterans Education Transition Services (VETS): http://www.saddleback.edu/vets/
1.8 Center for Instructional Design and Distance Education (CIDDE): http://www.saddleback.edu/ITC/cidde/
1.9 Basic Skills Initiative: http://www.saddleback.edu/bsi/
1.10 Institute of Teaching and Learning: http://www.saddleback.edu/asenate/ITL.html
1.11 Educational Planning and Assessment: http://www.saddleback.edu/asenate/epa
1.12 Cooperative Work Experience: http://www.saddleback.edu/cwe/general_info.html
1.13 Transfer Center Teacher Preparation Pipeline: http://www.saddleback.edu/transfer/tpp.html
1.14 Saddleback College Advanced Technology Center (SCATC)
1.15 Employee Survey: http://www.saddleback.edu/asenate/ACCREDITATION/documents/Employee_Survey_Results_2009_withComments.pdf
1.17 CurricUNET: http://www.curriculum.net/saddleback/index.cfm
1.18 Class Schedules and Course Catalog: http://www.saddleback.edu/cs/
1.19 Planning and Budget Steering Committee (PBSC): http://www.saddleback.edu/gov/sp/PBSC.html
1.23 2009 Fall Faculty Inservice Professional Development Programs:  
http://www.saddleback.edu/asenate/documents/FlexFall09.pdf

1.24 My Academic Plan (MAP): www.saddleback.edu (guest log in available on site)

1.25 MySite: https://www1.socccd.cc.ca.us/portal (guest log in available on site)

1.26 InFORM Data Warehouse (guest log in available on site)

1.27 Course catalogs: http://www.saddleback.edu/cc/

1.28 Saddleback College Student Handbook:  
http://www.saddleback.edu/media/pdf/handbook.pdf

1.29 Faculty Handbook 2009-2010: http://www.saddleback.edu/asenate/

1.30 Minutes of Consultation Council Meeting, July 21, 2009:  

1.31 Minutes of Board of Trustees Meeting, May 24, 2010:  

1.32 Minutes of District Goals Workshops, 2009 and 2010

1.33 Minutes of Mission Vision Workshop January 28, 2009

1.34 Strategic Planning 2010 - 2013 Presentation

1.35 Employee Voice Survey: Comparison of 2003 Data with 2007 Data:  
http://www.saddleback.edu/gov/pbc/PDF/Employee_Voice_Survey_Comparison.pdf

1.36 Completed Program and Administrative Unit Reviews: (from EPA website)  
http://www.saddleback.edu/asenate/epa

1.37 Saddleback College Summary Strategic Plan for 2007-2010:  

1.38 Saddleback College Strategic Plan for 2007-2010 Annual Update 2009:  

1.39 2010 - 2011 Budget Resource Allocation Request Form:  
http://www.saddleback.edu/gov/sp/PBSC.html


1.41 Student Survey Saddleback College, Spring 2008:  

1.42 Archived In-Service Programs:  
http://www.saddleback.edu/asenate/ArchivedIn-ServicePrograms.html

1.43 Saddleback College Student GAP Survey:  

1.44 Accountability Reporting for the Community Colleges, 2008:  

1.45 Online Educator Program: http://www.saddleback.edu/sbs/OnlineEducatorProgram.html

1.46 Strategic Planning Web site: http://www.saddleback.edu/gov/sp/
1.47 Completed SLO Assessments: (from EPA website)
http://www.saddleback.edu/ senate/epa

1.48 Saddleback College Employee Survey 2009 Results:

1.49 SMART Goals Training from the Strategic Planning Web site:
http://www.saddleback.edu/gov/sp/

1.50 Technology Requests Worksheets:

1.51 In Service Strategic Planning Kick-Off (8/19/09) from the Strategic Planning Web site:
http://www.saddleback.edu/gov/sp/

1.52 Educational Resource Plan 2006:

1.53 Saddleback College Campus Master Plan:
http://www.socccd.org/PDF/masterplan/05_116_SOCCCDMPREV.pdf

1.54 Saddleback College Student Equity Plan: http://www.saddleback.edu/vpss/documents/
StudentEquityPlan05.03.05final.pdf

1.55 Saddleback College Technology Master Plan: http://www.saddleback.edu/gov/sp/osr/
documents/TechnologyMasterPlan.pdf

1.56 Equipment Committee: http://www.saddleback.edu/gov/senate/Equipment.html

1.57 Budget Allocations Approved by the Planning and Budget Committee and the College
President for 2006-2007

1.58 Strategic Planning 2007-2010 Funding Requests/Allocations

accreditation/documents/team_evaluation_report.pdf

1.60 Institutional Effectiveness (IE) Annual Report 2007-2008:
http://www.socccd.cc.ca.us/technologyandlearning/documents/
InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf

1.61 Grants Office History 2006- 2010

1.62 Annual State of the College:
http://www.saddleback.edu/ President/documents/AnnualStateoftheCollegeFinal.pdf

1.63 SOCCCD Report to the Community, 2008-2009:

1.64 Fast Facts: http://www.saddleback.edu/media/pdf/FactSheet09.pdf

1.65 Saddleback College Community Awareness Benchmark Survey:

1.66 Success Handbooks for English as a Second Language Students
http://www.saddleback.edu/services/bsi/esl.html
STANDARD TWO:
STUDENT LEARNING PROGRAMS
AND SERVICES
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

Saddleback College offers students high-quality instructional programs in recognized and emerging fields of study that culminate in the achievement of identified student outcomes. These programs lead to degrees, certificates, occupational skills awards, employment, or transfer to other higher education institutions or programs consistent with the College’s mission. Instructional programs are systematically assessed to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this standard are broadly applicable to all instructional activities offered by the institution.
DESCRIPTIVE SUMMARY

To meet community needs and comply with our stated mission, Saddleback College offers a comprehensive collection of programs that are approved by the California Community College Chancellor’s Office (Chancellor’s Office). These programs are subject to regular curriculum and Program Review and have been developed, implemented, and assessed in accordance with approved procedures, which include a New Program Approval Process developed by the Academic Senate [2.01], established curriculum procedures [2.02], systematic Program Review [2.03], and Student Learning Outcomes (SLOs) development and assessment [2.04]. Student learning outcomes are established at the institution, program, and course levels and are reviewed and assessed to ensure they reflect the mission of the College. The College offers 204 Associate in Arts and Associate in Science degree majors, 89 certificate programs, 26 occupational skills awards, plus 3 certificates of completion issued by individual departments [2.05, pp. 45-46]. The College also meets the needs of students who are pursuing their lower-division major requirements in preparation for transferring to a four-year college or university, upgrading job skills, and improving basic learning skills. The College prides itself on being responsive to industry needs and emerging fields such as rapid digital manufacturing and prototyping development, nursing, and related professional technologies [2.06]. The Career Technology Education (CTE) certificate and TechPrep programs were created by participating College divisions to promote student achievement in emerging careers. New CTE programs and changes are also reviewed and approved through the Los Angeles/Orange County Regional Consortium [2.07] and recommended for approval by the Chancellor’s Office. Many courses offered by the divisions have articulation agreements with surrounding school districts and regional occupational programs (ROPs) so that students have clear guidance to achieve academic and career success. Similarly, the College provides lifelong learning opportunities through its general education, community education, and Emeritus Institute programs.

Student learning outcomes are a core component of the instructional programs. Beginning in 2004, with the establishment of the SLO Implementation Team, the College has worked to integrate SLOs throughout the instructional evaluation and planning process. Since 2008 all academic programs include SLOs at the course and program levels and have linked SLOs to institutional outcomes [2.08][2.09].

While the SLO implementation plan continues to progress and develop, these efforts are now institutionalized. The Educational Planning and Assessment (EPA) Committee, a standing committee of the Academic Senate, oversees the coordination of SLO development and assessment across the campus [2.10]. EPA also coordinates assessment of all administrative and student support offices by developing and assessing Administrative Unit Outcomes (AUOs) and writing Program Reviews and Administrative Unit Reviews. The Institutional Effectiveness Committee was established in 2004. The name of this committee was changed to Educational Planning and Assessment in 2008 to align with changes to the College’s Strategic Planning Process [2.11].

The College created the Institute for Teaching and Learning (ITL) in 2009 [2.12]. This institute, organized by a joint venture of the EPA, the Basic Skills Initiative (BSI), and the Distance Education (DE) Committees, provides ongoing training for faculty in the areas of assessment techniques and methods for improving teaching and learning in course, program, and degree offerings.
II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

The College Mission Statement is as follows:

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning [2.05] [2.13].

To support its mission, the College's academic programs are dedicated to maintaining high levels of excellence through curriculum development, articulation review, Program Review, and when appropriate, industry advisory group review. Each academic program and administrative unit on campus has developed its own mission statement that is linked to the College's mission. These are reported on program-level SLO and Administrative Unit Outcome (AUO) forms, as well as in Program and Administrative Unit Reviews. These documents are posted on the College Web site [2.14].

The College offers degree and certificate programs as defined by the Chancellor's Office. The College's degree and certificate programs adhere to the guidelines and mandates of the Chancellor's Office's Program and Course Approval Handbook and are consistent with requirements of the California Education Code.

Degree and certificate programs are created by faculty following guidelines established by the Academic Senate [2.01] and are continually evaluated and modified through curriculum review, Program Review, and SLO assessment [2.10]. All course offerings are created with an appropriate design that determines instructional hours, units, sequencing of courses, degree and transfer applicability, topics covered, learning objectives, Student Learning Outcomes, methods of evaluation, typical assignments, and required texts. Regardless of the method of instruction, all courses offered must conform to the same curriculum standards, and a separate review is required for courses offered through mediated instruction to ensure that regular effective contact is being maintained [2.15]. Consultation with industry partners and professionals often occurs when designing and/or revising CTE programs. Faculty and administrators review all courses and degree and certificate programs prior to approval by the Curriculum Committee. Once approved, the Academic Senate ratifies the committee's decision before forwarding the course information to the Board of Trustees (BOT) for final approval [2.02] [2.16].

A parallel path for all CTE degrees or certificates is followed through the review and recommended approval by the Los Angeles/Orange County Regional Consortium and the Los Angeles/Orange County Workforce Development Leaders (LOWDL), consisting of 28 regional colleges [2.07].

In 2008 the College adopted the CurricUNET curriculum management system that has facilitated the curriculum process for proposing, modifying, updating, and approving courses and programs, and all of our courses and programs were transferred into this system in 2009. With
this technology, it has become easier for faculty to initiate new courses and programs, modify existing programs and courses, and inactivate outdated courses. It also allows the College to include Student Learning Outcomes on the official course outlines and to store the assessment results [2.17].

A systematic Program Review process exists to ensure the quality and relevance of instruction and the effective and efficient use of resources. This process utilizes required data sets and any other necessary research, as well as the knowledge and expertise of faculty, administrators, current and former students, employers, and advisory committee members [2.03]. Program Reviews are completed on a two-year cycle for CTE programs and on a five-year cycle for all other instructional programs. Completed Program Reviews are posted on the College’s Web site [2.10], and presentations are given in front of the College’s Consultation Council so that leaders from all of the constituent groups on campus are aware of the status of each of the instructional programs on campus. All programs also submit an annual update of their Program Review to the Educational Planning and Assessment Committee. These are also posted on the College’s EPA Web site.

Significant emphasis has been placed on the use of data in the continuous improvement of the College’s course, program, and degree offerings. Data collection and use is at the center of the SLO and Program Review processes. Administrative Unit Reviews are also completed for all student support and administrative units on campus using guidelines similar to Program Review guidelines. In 2006 the College added a full-time research specialist to our Research and Planning Team, whose primary job is to work with the departments and units undergoing review to assist in the collection of data and ensure that the reports are based on the relevant data. The research specialist also works with faculty and staff in developing and implementing SLO and AUO assessment strategies. The College’s Office of Planning, Research and Grants (OPRG) is staffed with a full-time director, research analyst, and research specialist. The OPRG works closely with District research personnel to ensure the data used are accurately and consistently obtained and analyzed. The College has also created and staffed the Director of Supplemental Funding and Support Services position to supplement the work performed by a grants analyst within the OPRG.

SLO assessment and Program Review allow all departments on campus to engage in self-examination so that changes can be made in the structure of our departments, programs, courses, and teaching methodologies in an effort to allow for greater student learning and success. Significant changes have been made across the campus as a result of this data collection and review, and these are reported in the results for course-level SLOs, program-level SLOs, and in Program Reviews.

In order to meet the diverse learning needs of the community, the College has made a significant effort to expand and improve the distance education programs offered. The College currently offers over 145 distance education courses and 245 distance education sections, serving more than 10,000 students. These distance education offerings equate to over 12 percent of the classes offered by the College [2.18]. The Distance Education (DE) Committee, which is a standing committee of the Academic Senate, coordinates the distance education program. The membership of the DE Committee includes faculty, management, and staff throughout the College and District. This Committee, along with the Curriculum Committee,
ensures that instructional offerings meet curriculum requirements of the College while addressing the learning and accessibility needs of the students. The Curriculum Committee and the DE Committee work together to ensure that the quality of courses offered via alternative delivery methods remains intact. Of particular importance are the efforts to ensure that regular effective contact, as mandated by Title 5, is maintained in all our online and distance education offerings. The DE Committee has devised best practices for the presentation of DE courses and presents ongoing training to new and experienced faculty. Regular effective contact is part of the continuing instructor training. All instructors who teach a mediated course for the first time must submit paperwork documenting how this contact will be maintained [2.15]. These forms are reviewed and approved by the Curriculum Committee. The District is currently revising the Board policy on distance education to ensure that regular effective contact is addressed.

Student feedback regarding online classes (both hybrid and fully online classes) is very important, especially in light of the substantial growth of online sections over the past six years. The number of online sections offered increased from 55 in Fall 2004 to 245 in Fall 2009, an increase of 345 percent. During the same time period the student headcount for these sections increased from 2,096 to 10,615, an increase of 406 percent [2.18]. The Distance Education Committee and the Office of Planning, Research and Grants annually survey students to obtain feedback on students’ experiences at the College and to determine whether students’ online course and service needs are being met [2.19]. The information from the survey is used to evaluate online courses and programs, as well as student services available for our distance education students, and is beneficial for instructors teaching in this format to ensure that the structure of their courses meets the learning needs of their students.

While traditional classroom instruction continues to be the primary method of instruction for the College, alternate instruction methods have continued to grow. Student demand for online courses has increased for several reasons, including conflicts with work schedules, conflicts with other class schedules, family obligations, distance from school, and transportation issues [2.19].
The quality of the College’s online program is evident in the data. Retention rates in online classes are very close to the retention rates of traditional classroom classes, as shown in Figure 2.2. In Fall 2008 the retention rate in online classes was 88.84 percent, while the retention rate of traditional classroom classes was 90.74 percent, a difference of less than 2 percent.
The success rates, that is, the number of students who receive a grade of A, B, C, or CR (credit), in online classes were slightly lower than in traditional classroom classes, as shown in Figure 2.3.
Lifelong learning programs include community education and the College’s Emeritus Institute, as well as courses offered through the regular college curriculum. While the College’s Community Education program [2.21] is self-supporting, receives no College or State funding, and is separate from the academic offerings of the College, it does provide a vital service to the community. The Community Education program determines specific short-term classes and programs that will meet the needs that the College does not provide through its academic programs. Thus the Community Education program provides focused learning opportunities to the various communities the College serves.

The career technology education program [2.06], TechPrep, is an academic and community collaborative program whose mission is to bring the College, elementary schools, high schools, regional opportunity programs (ROPs), and local community business partners together in order to collaborate on career technology education. Its objective is to bridge educational programs between the College and the community in order to prepare the students for technical careers after their college experience [2.22].

The Saddleback College Emeritus Institute [2.23] was established as a unique educational opportunity for the pursuit and enhancement of lifelong learning for the adult population. As an integral part of the Saddleback College curriculum, the Emeritus Institute is a leader in providing challenging and rewarding programs specifically designed for older adults. Since its inception in 1976, this College department has increased its course offerings to over 185 classes in 30 separate disciplines held during the day at more than 25 convenient locations and successfully serves over 5,000 students each semester [2.24]. In an effort to address the possible decrease in funding in future years, the College has considered transferring Emeritus Institute classes to credit classes so that program and course offerings can be continued to the College community.

**SELF EVALUATION**

Saddleback College offers a large variety of courses focused on providing a comprehensive selection of instructional programs and courses within the community regardless of location or means of delivery. This commitment to high-quality courses and programs ensures students’ success in the attainment of academic degrees, certificates, skills awards, transfer to four-year institutions, improvement of basic skills, and lifelong learning, all of which are at the core of the College’s mission. The College has taken seriously the charge to uphold the integrity of instructional offerings while meeting the needs of students and the surrounding community. Regular assessments are performed to ensure continuous improvement through Student Learning Outcomes, and Program Review has become a key focus of the College.

The College has continued to meet the diverse learning needs of the community by offering courses using different modalities. Classes have been offered on the Saddleback campus, at off-campus locations, through television and radio, and online. While different delivery modalities will provide student access to successfully complete their learning objectives, the Curriculum and Distance Education Committees monitor and approve all offerings in order to ensure that program and course quality and rigor are consistently maintained. Full- and part-time faculty are actively involved in program and course development, and they are encouraged to participate in ongoing teaching skills and technology training in order to ensure that all programs meet the needs of students.
PLANNING AGENDA

The College has identified the need for leadership in developing its distance education programs and has created the Director of Online Education and Instructional Technology Training position responsible for developing, monitoring, and assessing distance education programs and courses and training in instructional technologies. The hiring process to fill this position is under way.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTIVE SUMMARY

The College, working through the Academic Senate, has emphasized the importance of meeting the needs of students and the surrounding community. Recognizing the diverse composition of College stakeholders and the need to ensure that the College is, in fact, meeting their needs, the Academic Senate authorized and supported committees to oversee curriculum, Program Review, and student learning objectives. These three efforts were unified and coordinated under the title of Institutional Effectiveness (IE). In 2008 the IE committee was formalized and renamed Educational Planning and Assessment (EPA) [2.10].

The College maintains a comprehensive Program Review process: instructional programs and administrative units are reviewed on a scheduled cycle, in addition to an annual update. The CTE curriculum is reviewed on a two-year cycle, and all other programs are reviewed on a five-year cycle. The results of the instructional Program Reviews ensure that the programs provide a rigorous educational environment while meeting the needs of the students and the community. The Program Review Process includes a discussion of how Student Learning Outcomes are being utilized to improve all courses and programs at the College. All instructional programs have developed and assessed Student Learning Outcomes on the course and program levels, linked these to institutional SLOs, and have modified courses or programs to meet students’ needs based on the results of this assessment. All Student Support and Administrative Service Units are also subject to a review process similar to the review process of instructional programs, including the assessment of AUOs, to ensure that student and community needs are met in these areas.

The Office of Planning, Research and Grants (OPRG), whose mission is to gather data from focused research, surveys, and other sources, supports the review and outcome assessment processes to ensure that they are based upon relevant data. The OPRG has a director and is staffed by a research analyst and a research specialist who are dedicated to working with faculty, staff, and management in the development of Program and Administrative Reviews and the assessment of SLOs and AUOs. For each instructional program undergoing review, the research specialist produces a data set of important information. Chairs and managers work with the specialist on the development of other data-based reports as needed. The research specialist also works with programs and administrative units in the assessment of their outcomes and the reporting of the results.
The District, in conjunction with the research offices at both Saddleback College and Irvine Valley College, has developed an important source of information: the inFORM Data Warehouse. All administrators, administrative assistants, and department chairs have been trained in the use of this data warehouse, and all are able to generate a wide variety of reports from its data. These reports are utilized in Program and Administrative Reviews across the campus.

As part of our Strategic Planning Process, the College also conducts an external environmental scan to identify changing demographic and economic needs [2.25]. The scan includes information provided by the College’s Marketing Department that is used to identify opportunities to better serve the College community. The Strategic Plan is developed every three years and updated annually to ensure the College is achieving its mission.

The College has also conducted comprehensive student surveys to identify students’ needs and interests [2.26]. According to the most recent survey results, the College has done very well. The data, along with other College demographics, are monitored to determine student interests and how well the College is meeting their needs. These internal scans are also conducted regularly and used in the College’s planning and monitoring processes.

Many Saddleback students attend the College with the intention of transferring to a public or private four-year university. The majority of Saddleback’s transfer students attend the three closest four-year universities: University of California, Irvine; California State University, Long Beach; and California State University, Fullerton. Figure 2.4 illustrates the College’s consistent successes in assisting student transfer to UC and CSU campuses.

The College tracks student transfers to four-year public universities within California in order to determine whether the College meets its mission of assisting students to prepare for success in continued learning pursuits at the four-year university level. Table 2.1 shows that the top transfer institutions for Saddleback students are the University of California, Irvine; California State University, Long Beach; and California State University, Fullerton.
### Table 2.1. Top Transfer Institutions for Saddleback College Students [2.20]

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</thead>
<tbody>
<tr>
<td>California State University, Fullerton</td>
<td>400</td>
<td>482</td>
<td>426</td>
<td>435</td>
<td>424</td>
<td>462</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>115</td>
<td>119</td>
<td>130</td>
<td>118</td>
<td>113</td>
<td>121</td>
</tr>
<tr>
<td>California State University, Long Beach</td>
<td>122</td>
<td>130</td>
<td>133</td>
<td>174</td>
<td>119</td>
<td>100</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>56</td>
<td>59</td>
<td>63</td>
<td>67</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>45</td>
<td>48</td>
<td>72</td>
<td>79</td>
<td>84</td>
<td>58</td>
</tr>
<tr>
<td>San Francisco State University</td>
<td>44</td>
<td>27</td>
<td>26</td>
<td>27</td>
<td>19</td>
<td>52</td>
</tr>
<tr>
<td>University of California, San Diego</td>
<td>30</td>
<td>26</td>
<td>39</td>
<td>42</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>California State Polytechnic University, Pomona</td>
<td>23</td>
<td>26</td>
<td>24</td>
<td>26</td>
<td>33</td>
<td>32</td>
</tr>
<tr>
<td>University of California, Berkeley</td>
<td>33</td>
<td>32</td>
<td>22</td>
<td>30</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>University of California, Santa Barbara</td>
<td>24</td>
<td>32</td>
<td>10</td>
<td>21</td>
<td>32</td>
<td>31</td>
</tr>
<tr>
<td>California State University, San Marcos</td>
<td>23</td>
<td>24</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td>Humboldt State University</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>California State University, Northridge</td>
<td>7</td>
<td>10</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>University of California, Riverside</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>University of California, Santa Cruz</td>
<td>8</td>
<td>11</td>
<td>8</td>
<td>13</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>California State University, Dominguez Hills</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>9</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>San José State University</td>
<td>6</td>
<td>11</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>California State University, Los Angeles</td>
<td>1</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>California State University, Chico</td>
<td>10</td>
<td>17</td>
<td>5</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>California State University, Sacramento</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>
In addition, Saddleback College students also transfer to in-state and out-of-state private institutions. Figure 2.5 illustrates the consistent growth in the number of students transferring to private four-year institutions.

![Graph showing transfer to in-state and out-of-state private institutions]

**Figure 2.5. Transfer to In-State Private (ISP) and Out-of-State (OOS) Private Institutions [2.20].**

The DE Committee, along with the OPRG, conducts an annual survey of students in online classes. Results from the most recent survey (Fall 2008) reveal that the majority of students are quite satisfied with the overall quality of our distance and online education program. Of the students surveyed, 76 percent said they will continue to take online classes at Saddleback College, and 91 percent said they would recommend our online courses to friends. The College also ranked between “excellent” and “very good” on questions asking students to evaluate the responsiveness of faculty, clear expectations of faculty, timely updating of course materials, timely grading of exams and assignments, the application process, counseling and advisement, disabled student services, library services, and technical support.

**SELF EVALUATION**

The College’s Program and Administrative Unit Review process has proven to be effective. The EPA coordinates the oversight of curriculum review, Program Review, and student learning objectives in a unified organizational structure focused on achieving effective gathering of data through research and analysis, evaluation of program effectiveness, and program improvement. All programs and units on campus produce reviews on a regular cycle, in addition to annual updates of these reviews. The reviews are linked to the Planning Process in order to ensure that improvements are continually being made.

The College’s Strategic Planning Process is a thorough planning and management tool that utilizes the input from the College community and external scan information related to the needs of the surrounding communities. In 2006 the College developed the 2007-2010 Strategic
Plan [2.27], a comprehensive roadmap that provides guidance in curriculum and program enhancement, College growth management, faculty development, and community service. The intent of the plan was to have it reviewed and updated on a regular basis so it would reflect the future needs of the College and the communities that the College serves. The College is developing a 2010-2013 Strategic Plan that will continue to reflect the feedback from all the constituent groups [2.11].

Student Services has also been effective in meeting the needs of students and the community. The results of the Student Satisfaction survey suggest that Student Services has been very effective and that it continues to improve its services. Students responded to the 2008 Student Survey favorably in the area of services that helped them achieve their academic goals. Services such as career guidance and placement, counseling, financial assistance, and learning assistance received high ratings. Figure 2.6 shows students’ responses to questions on student services used by the respondents.

![Figure 2.6. Students’ Responses to Questions on Student Services. (Source: Saddleback College Spring 2008 Student Survey [2.24].)](figure)

**PLANNING AGENDA**

None.
II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTIVE SUMMARY

The College offers programs and courses (1) at a variety of times, including daytime, evening, and weekends; (2) in a variety of formats, including distance learning classes, primarily hybrid or online classes, but with a few video and audio courses as well; and (3) at multiple sites to accommodate students’ needs. Programs and courses are offered year-round, including regular, late-start, and short-term classes. The delivery systems and modes of instruction are identified in the official course outline as “method of instruction.” Faculty selects the most appropriate method of instruction for a course based on intended outcomes and student population. Some courses are offered by more than one method of instruction, based on student needs.

The College offers Fall and Spring terms, which are 16.6 weeks in duration and which include full-term courses, late-start 12-week courses, a first 8-week session, and a second 8-week session. The College also offers three Summer sessions, which include 12-week courses, 8-week courses, and 6-week courses. In all terms, courses are offered in a variety of modalities, including traditional classroom, hybrid, and fully online.

The College publishes the course schedule in a print format and online. Due to cost concerns, the College has reduced the number of print copies distributed to the community; once again, the identical online version of the course schedule is available on the College Web site. For those students and community members who are more comfortable with the traditional print document, the College makes the printed format available at the Counseling office, the Library, and the college bookstore. Courses offered in mediated form are indicated in the class schedule [2.28]. In addition, students can find information on distance education offerings on the Distance and Online Education Web page [2.29]. The College has been teaching distance education classes for many years via video delivery on the College television station, Channel 39. Online classes were added beginning in 1999. Now, the vast majority of our distance education offerings are online, along with a few video and audio courses. Growth in this area is significant, and as shown above, our offerings have increased over 345 percent in the past five years.

In order to ensure the quality of online instruction, the College has developed the Center for Instructional Design and Distance Education (CIDDE). This Center has three full-time application specialists who work with the faculty to create and improve their online or hybrid courses. Workshops are offered on Blackboard, Camtasia, PowerPoint, and other instructional technologies. The CIDDE staff often work one-on-one with the faculty in these areas. Additional workshops are also offered through the Institute for Teaching and Learning.

The DE Committee has also created a fully online occupational skills award for online educators. This 12-unit program offers classes in areas such as online teaching modalities, effective interaction, assessment techniques, and accessibility [2.05]. These courses were offered for the first time in Spring 2010.
SELF EVALUATION

By offering many of its courses in a number of different methods of instruction, the College meets the needs of a wide variety of students. Traditional courses are still predominant, but based upon student demand, as evidenced in enrollment patterns, the Distance Education Student Survey, and SLO assessment, more College courses are being offered in the online format. Currently, approximately 12 percent of the College’s class offerings are via distance education.

Because of the emphasis placed on the growth and quality of distance education, the College needs to dedicate leadership to developing, monitoring, and assessing DE programs and courses. While the DE Committee performs some of these functions, a director is needed to ensure that the needs of students within the program are being met. This position is planned to be hired in 2010-2011.

PLANNING AGENDA

None.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

The College has embraced the assessment of Student Learning Outcomes throughout the institution. As part of the implementation of Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs), the College created the Student Learning Outcomes Implementation Task Force and SLO Implementation Plan in 2005, requiring all instructional programs and Student Support and Administrative Service Units to identify and assess SLOs and AUOs. Understanding the importance of SLOs, the implementation plan linked the process to Program and Administrative Unit Reviews and curriculum revision. The College adopted the five-column Nichols model to monitor the progress of the implementation.

The Nichols model is a widely accepted process model used to facilitate the development, assessment, and revision of program and course offerings based on defined SLOs. Because the process provides a context for the assessment and improvement of student learning, it is also an important element of institutional strategic planning at the College. Within this context, program and course planning comprise clearly defined goals related to the improvement of student learning as well as the method to assess the accomplishment of the goals. Once assessment data is obtained, the process guides the organization to determine the steps required to improve program and course offerings. Understandably, the adoption of the model requires a thorough implementation plan and an ongoing commitment to the process.

The SLO Implementation Plan created a time line where SLOs were developed at the institution, program, and course levels. All of our instructional programs have established SLOs on the program and course levels, which are regularly assessed and utilized in order to continually improve curriculum. Course-level outcomes are also linked to institutional SLOs. Program-level SLOs and Program Reviews are maintained on the College Web site by department [2.30].
Course-level SLOs are put into the CurricUNET system and are a part of the official course outline [2.17]. These are linked to Institutional-level outcomes for students getting a degree or certificate from Saddleback College or transferring to a four-year institution. These SLOs are as follows:

Students completing a degree, certificate, or transfer program will be able to demonstrate [2.31]:

<table>
<thead>
<tr>
<th>Effective Communication</th>
<th>Intellectual and Practical Skills</th>
<th>Community/Global Consciousness and Responsibility</th>
<th>Breadth of Subject Area Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reading Competency</td>
<td>• Computer Literacy</td>
<td>• Knowledge of Cultural Diversity</td>
<td>• Natural Sciences and Mathematics</td>
</tr>
<tr>
<td>• Written Communication</td>
<td>• Scientific and Quantitative Reasoning</td>
<td>• Interpersonal Skills</td>
<td>• Arts and Humanities</td>
</tr>
<tr>
<td>• Oral Communication</td>
<td>• Information Competency</td>
<td>• Civic Knowledge and Engagement</td>
<td>• Social and Behavioral Sciences</td>
</tr>
<tr>
<td></td>
<td>• Critical and Creative Thinking</td>
<td>• Ethical Reasoning and Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teamwork and Problem-Solving</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Skills for Lifelong Learning</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• Knowledge of Cultural Diversity</td>
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<tr>
<td></td>
<td>• Interpersonal Skills</td>
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<td></td>
<td>• Civic Knowledge and Engagement</td>
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<td>• Ethical Reasoning and Action</td>
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<td>• Natural Sciences and Mathematics</td>
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<td>• Arts and Humanities</td>
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<tr>
<td></td>
<td>• Social and Behavioral Sciences</td>
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</tbody>
</table>

Programs evaluate achievement using a variety of methods and instruments. For example, studio courses may utilize exams but also rely on portfolios and critiqued performance; physical education course assessment relies more on performance and/or journals rather than on written examinations; lab science courses use a combination of experiment, investigation, and tests of hypotheses; health care courses use a combination of examinations, development of treatment plans, and clinical performance standards. Some business courses are also performance-based. Other CTE programs, such as Nursing, Cosmetology, Emergency Medical Technician (EMT), and Paramedic, use state licensure as a measure of student success. Computer Maintenance Technology has A+ training, and ServSafe training is for Sanitation and Safety in Foods. Most other courses use exams, including pre- and post-testing, and/or papers to assess student achievement of learning outcomes. The College invested in the purchase of Class Climate and ParScore from Scantron for the collection and analysis of assessment data. Training on these programs is held throughout the year, and many departments are utilizing this software [2.32].

The OPRG has a research analyst and specialist who works with the departments in the creation of assessment methods, the formatting of reports, and the use of the resulting data. The SLOs, the assessment results, and the ways in which these results were utilized are reported annually for all courses and programs. Programs also document how SLOs were utilized to make improvements in their Program Reviews. Course-level assessment data is maintained within the CurricUNET system, and program-level assessment data is posted on the EPA Web site.
The EPA Committee oversees this outcome and assessment process, and the EPA chair monitors and documents compliance. Through the Institute for Teaching and Learning (ITL), coordinated by the EPA, faculty are provided with ongoing training on assessment techniques and skills for the improvement of teaching and learning.

SELF EVALUATION

The College has made the assessment and utilization of SLOs a top priority. Regular meetings during our in-service week each semester stress the importance of SLO assessment and utilization, and ongoing workshops, organized through the Institute for Teaching and Learning, take place throughout the academic year. These include workshops on assessment techniques, teaching pedagogies, and Basic Skills instruction [2.12] [2.33]. Two full-time employees, the EPA Chair (a faculty member given 100% reassigned time) and the research specialist, are dedicated to outcomes assessment and Program Review.

Assessments for program- and course-level SLOs have been ongoing since 2005. Program-level SLOs have been assessed and reported annually since that time. Efforts to increase and document course-level SLOs were undertaken in 2007; as a result, all courses offered at the College are now assessed annually, and the data is input into our CurricUNET system. These course-level SLOs are also linked to institutional SLOs. All programs discuss how they have implemented SLO assessment and utilized the results to improve their programs and course offerings.

PLANNING AGENDA

None.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode or location.

DESCRIPTIVE SUMMARY

With the support of the administrators, staff, and Academic Senate, all courses and programs are designed, approved, and evaluated by the faculty. Ideas for instructional courses and programs originate from a variety of sources, including standing committees, ad hoc committees and task forces, advisory and community partners, and agencies with whom we maintain constant relationships. Ideas are forwarded to the appropriate department or division for review and implementation.

The Academic Senate, the Curriculum Committee, the Educational Planning and Assessment Committee, and the College administration and staff have established processes that guide the development and evaluation of courses and programs. The support from all constituent groups facilitates the development and evaluation of courses and programs. The Board approves the addition, deletion, or modification of any credit or noncredit course, as well as Collegewide
degree and certificate programs, prior to submission for State approval. While all constituent
groups are part of the curriculum development process, it is the faculty members who are
primarily responsible for the evaluation and development of academic courses and programs.

The Curriculum Committee has clearly defined procedures to design and approve all courses.
All courses and programs, whether credit or noncredit, on-campus or off-campus, or through
mediated instruction, are carefully reviewed, evaluated, and approved or disapproved by the
Curriculum Committee. Once curriculum is approved, the effectiveness of teaching and learning
is assessed through the SLO and Program Review processes developed by the EPA Committee [2.10].

With the opening of the Advanced Technology & Education Park (ATEP), the College has
participated in providing program and course content to students who enroll in this remote
location. The Rapid Prototype Development program (RapidTech), initially established through
a National Science Foundation grant [2.34] at Saddleback College, has been moved to the ATEP
site to provide on-going program offering at the site.

While ATEP’s mission [2.35] is to foster workforce development and career-focused
opportunities for emerging technologies, it also launched a special pilot program, the Academic
Foundation Summer Institute, with courses from Saddleback College and Irvine Valley College
that focused on writing, reading, and math to help students prepare for college or improve their
basic skills. Students from the Orange County Rescue Mission’s Village of Hope, a state-of-the-
art homeless facility in Tustin, were the first group to participate in this program. The Academic
Foundation Summer Institute was formed to help further the educational goals of Orange
County’s homeless, impoverished, and disadvantaged.

The College recognizes the importance of providing programs and courses to the adult
community surrounding the College. Established in 1976, the College’s Emeritus Institute [2.23]
has provided focused non-credit courses for the adult population with the mission of promoting
lifelong learning through challenging and rewarding programs designed specifically for older
adults. Courses are given at both on-campus and off-campus locations in order to make
attendance more convenient. EI programs are an important part of the College curriculum,
serving more than 5,000 emeritus students per semester.

Saddleback College has established a successful Community Education (CE) program [2.21].
Serving the surrounding communities, the CE program establishes, promotes, and administers
short-term not-for-college-credit courses that are designed to meet the needs of community
members who are preparing for college (College for Kids) or who are seeking general knowledge
and self-improvement or continuing lifelong learning. The program is self-supporting, receives
no funds from the College or the State of California, and is separate from the academic offerings
of the College. The courses offered by CE vary throughout the year to reflect the program and
course needs of the community. The CE program consults with the College on programs that will
be offered so that they do not overlap with the College’s academic offerings.

The Curriculum and Distance Education committees monitor and provide assurance that the
quality of programs being offered in the name of the College are of high quality and rigor
regardless of the method or modality of instruction. The College had become aware that
students in certain programs could complete more that 50 percent of existing programs from
alternative modalities other than from the College’s on-campus offerings. In accordance to
ACCJC guidelines, the College submitted a written substantive change proposal to ACCJC for approval for the increased offerings of course titles [2.18] [2.36]. The ACCJC Committee on Substantive Change has accepted the submitted proposals by the College.

The College is committed to continually improving its high-quality instructional programs. One example is that the College’s commitment to curriculum development integrates the mission and goals of the California Basic Skills Initiative [2.37]. This commitment has resulted in a five-year action plan for faculty training and professional development in Basic Skills and course development across the disciplines. Assessments related to the Basic Skills Initiative (BSI) are being conducted to analyze student needs for Basic Skills instruction through various pilot projects on campus (e.g., Physiology, Anatomy, Counseling, and ESL).

The Basic Skills Initiative Committee has been coordinating a multidivisional effort to meet the needs of all students so that they will possess the “college skills” needed to succeed in their college endeavors. The mission of Saddleback’s Basic Skills Initiative is to establish a comprehensive and interactive Collegewide approach to building students’ basic skills to prepare them for success in college-level course work while supporting them to reach their educational goals. The Committee, composed of faculty throughout the College, integrated identified Basic Skills across the curriculum based upon input from the entire college community. The Basic Skills Initiative required that all students demonstrate written and oral communication skills. Additionally, the Academic Senate, with support from the BSI Committee, has taken the initiative to emphasize a reading competency requirement for students seeking an AA degree. In order to ease the transition of underprepared students from high school to college, the committee has inaugurated an intersegmental council with Basic Skills faculty from the College and from local high schools.

Some of the benefits achieved by the Basic Skills Initiative include the highly recognized Algebra2Go series [2.38], which provides an innovative method of teaching students the basic math skills they need in order to succeed in their future academic and career pursuits.
Algebra2go is a free Internet-based resource, supported by the College, established to provide supplemental mathematics learning materials. This student-driven project continues to evolve in an organic development process. The mission is to create a learning culture that promotes success by using the Internet to create a path lined with unrestricted resources that direct foundational math students toward their educational goals.

**SELF EVALUATION**

All academic programs are regularly reviewed as part of the Program Review process. The College encourages all faculty to participate in developing Program Reviews and course curriculum. Prior to a review, the program faculty are provided with a report template and a standardized data set by the research specialist. Data include enrollment trends, grade distributions, success and retention rates, staffing and budget information, and when appropriate, Student Surveys [2.39]. Using the data, the faculty members write a self-study document analyzing the reports, answering prescribed questions, and formulating departmental priorities and recommendations [2.03]. These reports are linked to our Strategic Planning Process and all decision-making at the College, including budget allocations.

In order to ensure that classes provide quality teaching, courses are reviewed every two years for CTE programs and every five years for all other programs [2.02] [2.03]. Departments review their courses, make any needed changes, and send them through the curriculum-approval process. Other reviews and changes may be prompted by technological or other content developments inherent in the field or by notice from the Articulation Office that a transfer institution recommends course revisions in order to maintain transferability.

Another method by which the College ensures quality is through the institutionalized faculty hiring and evaluation processes [2.40] [2.41]. These processes begin with rigorous application and screening. All faculty teaching credit courses are required to hold minimum qualifications for their disciplines, as determined by the State Academic Senate. The College employs a four-year tenure-review process followed by a formal evaluation every two years for those who succeed in becoming faculty members. Adjunct faculty are also evaluated every two years, in accordance with the faculty contract. The District’s Office of Human Resources and the division deans maintain the evaluation schedule for faculty. Evaluations for nontenured faculty are conducted by division deans and department chairs; evaluations for tenured faculty are conducted by division deans; and evaluations for adjunct faculty are conducted by either the department chair or the division dean [2.42].

The Community Education program complements the academic curriculum by offering not-for-credit, short-term, fee-based seminars and workshops. The Academic Senate and a subcommittee of the Curriculum Committee review the Community Education schedule of classes, which is published and mailed to district residents three times per year. Community Education classes are developed and offered in response to community needs as identified by feedback from participants, past enrollment data, popularity of similar programs offered elsewhere, and current trends. During the 2008-2009 academic year, student enrollment reached 1,976 in Fall 2008; 2,043 in Spring 2009; and 7,419 in Summer 2009 [2.43].
PLANNING AGENDA

None.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate courses and programs. The institution recognizes the central roles of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

In accordance with District Board Policy 6100, courses and programs are conceptualized, created, and evaluated in accordance with the College’s Mission Statement and student and/or community needs or interests [2.44]. As required by the California Education Code, faculty plays a central role in the conceptualization and design of course and program offerings. Following established course-development procedures, course proposal and outlines are discussed with appropriate academic administrators, the Curriculum Committee, and other department members prior to formal writing and submission to the Curriculum Committee. The Curriculum Committee, the Academic Senate, the Vice President for Instruction, the President, and the BOT are involved in the development, review, and approval process of all academic courses, programs, certificates, occupational skills awards, and degrees. In the final approval step, the BOT relies primarily upon the recommendation of the faculty in academic and professional matters, as required by Education Code.

Quality review and the approval process begin with instructional faculty and department chairs, who are the content experts. All courses, regardless of the type of credit awarded, undergo a technical and quality review after the initial faculty review, to assure that the objectives, outcomes, and methods of evaluation are clearly stated and that assignments are appropriate for the course. All prerequisites, co-requisites, recommended preparation courses, and course limitations are reviewed and validated. Following the technical review, course additions, changes, and deletions are presented to the Curriculum Committee for consideration. The Curriculum Committee consists of faculty and deans from all College divisions. Once approved by the Academic Senate, curriculum is sent to the College President for informational purposes and to the BOT for approval. Additionally, catalog and schedule descriptive summaries, hours and units, transferability and GE applicability, and course content are included in the review. Following Board approval, course additions and revisions appear in the College’s Fall catalog each year. The Curriculum Procedures and Resources [2.02] contain detailed descriptive summaries of the curriculum-approval process.

All courses and programs also engage in SLOs assessment and Program Review. A full-time faculty member with 100 percent reassigned time chairs the EPA Committee. One of the assigned responsibilities of the EPA Chair is to develop procedures for assessment and review. Handbooks on these procedures are updated annually and posted on the EPA Web site [2.03] [2.10]. Completion dates for each of these processes are distributed to the department chairs and communicated to division offices. The EPA Chair monitors the completion of SLO assessment and Program Review and is responsible for notifying all of the department chairs of their deadlines. While not a part of the curriculum-approval process, all courses and programs
are monitored to ensure that SLOs have been developed and that SLO assessment is ongoing. The SLOs also become part of the official course outline once they are input into CurricUNET and approved by the EPA Chair.

SELF EVALUATION
The College has an effective process for establishing quality courses. This process includes faculty and administrative involvement. The Educational Planning and Assessment EPA Committee (formerly the Institutional Effectiveness Committee), which oversees curriculum, Program Review, and Student Learning Outcomes, has been established to provide uniform oversight of the quality of the College’s instructional programs. The EPA has provided leadership, guidance, and training throughout the College by providing implementation standards and milestones in order to meet the SLO and Program Review implementation requirements of ACCJC. The EPA keeps the College administration, Academic Senate, faculty, and staff focused on the importance of SLOs, AUOs, Program Reviews, and Administrative Unit Reviews and on their successful implementation. Further, since 2005 the EPA Committee has provided training to faculty and staff on the creation, implementation, assessment, and use of assessment data to improve instructional offerings on the institution, program, and course levels. The EPA continues to present SLO, AUO, Program Review, and Administrative Unit Review training during College Flex Week in-service week prior to the start of the Fall and Spring semesters.

The EPA also partnered with the Distance Education Committee and the Basic Skills Initiative Committee to establish the Institute for Teaching and Learning (ITL). Throughout the year the Institute offers a wide variety of workshops and courses on instructional and course design, teaching and learning strategies, class assessment practices, teaching basic skills across the curriculum, and best practices in online instruction [2.12].

PLANNING AGENDA
None.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTIVE SUMMARY
Through the SLO and Program Review processes, faculty are engaged in SLO assessment across the campus. Academic departments meet to discuss the creation of SLOs, the methods of assessments to be utilized and the criteria for success, and the use of assessment results. The College’s philosophy on the primary purpose of SLO assessment is to open dialogue among faculty within a particular discipline and across disciplines (where appropriate) so that the College continually improves its teaching and learning strategies and pedagogies. Changes made as a result of SLO assessment are documented in CurricUNET for course-level SLOs and on the program-level SLO forms, and changes are discussed in Program Review.
Many instructional and student services programs, and all CTE programs, have advisory committees that assist in developing new programs and/or in revising existing curriculum. These committees are composed of students, faculty, staff, and private industry, and they meet annually. Based on the input of various advisory groups, the faculty work to bridge the needs of the community workforce with the courses offered by the College. Specific examples of such advisory committees are evidenced in Business Science, Advanced Technology and Applied Science, Health Sciences, Honors, Journalism, Counseling, the Emeritus Institute, Child Development Center, Extended Opportunity Program & Services (EOPS), Disabled Students Programs and Services (DSPS), the Transfer Center, and Matriculation, as well as High School Advisory Committees. The Technology Preparatory (TechPrep) Committee also determines equivalencies between high school and college courses and establishes articulation agreements granting high school students college credit for selected courses. The CTE Planning Team, which includes members from all appropriate disciplines, reviews the annual Perkins IV requests.

Grades play a major role in determining student competency. Course-level grading is established by faculty and published in course syllabi. Colleagues who teach the same course establish grading consistency. While grades are an important element in determining student achievement and competency, the College also assesses SLOs to determine how students are achieving success in specific areas of a course or program so that improvements can be made. Institutional SLOs are also assessed to ensure that courses and programs continue to focus on meeting the College’s mission.

Program advisory committees have been established throughout the College to consult with academic departments to ensure that programs meet the needs of the College community. All committees meet at least annually. Depending on the program, meetings are conducted more frequently. For example, the Emeritus Institute Advisory Committee meets at least once every semester. The director and department chairs present an overview of programs, facilities, and curriculum, and advisory committee members discuss community and student needs. This process helps to ensure that community and student needs are addressed and met whenever possible.

**SELF EVALUATION**

The College relies on faculty expertise with the assistance of advisory committees, when applicable, to identify competency levels and SLOs for courses, programs, certificates, and degrees. As with most other higher education institutions, faculty members rely on grades and satisfactory completion of courses to assess how well students are doing within a class or program. In addition to grades, since 2005 the College has added SLOs to our assessment techniques so that faculty can pinpoint the specific areas that require improvement on a course, a program, or an institutional level. In addition, the career and technical education programs, with input from their advisory committees, ensure that students progress toward achieving their educational goals and industry requirements.

**PLANNING AGENDA**

None.
II.A.2.c. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

The Curriculum Committee is responsible for maintaining high-quality, broad-based, rigorous programs that meet the needs of the College community. Working with the faculty, the content experts, the Curriculum Committee oversees the development, evaluation, and revision of instructional programs and courses. The faculty place courses within programs in order to ensure student success. Courses within programs are sequenced to assess student achievement of learning outcomes and to ensure that learning expectations of courses within programs are consistent. Effective sequencing of course work occurs within all occupational certificates and degrees.

Coursework leading to a degree, an occupational skills award, or an occupational certificate is offered during the Fall, Spring, and Summer semesters and is sequenced to enable students to complete requirements in a timely fashion.

Quality of instruction is maintained by the College’s formalized Program Review process. All programs are subject to review on either a two- or a five-year cycle, with annual updates provided to the Curriculum Committee. Part of the Program Review process includes determining whether programs and courses are relevant to the College mission. As part of the process, courses are reviewed to determine their relevance and those that are determined to be outdated or unnecessary are eliminated. Generally, the identification of courses that may be eliminated is based upon how frequently the course has been offered. Most courses that are eliminated from the catalog have not been offered in three years. The Academic Senate approved a policy and process for program discontinuance in 2005 [2.45]. In the event a program has been identified for discontinuance, the Division determines a program completion plan for students who are already advancing through the program. Students are informed of the discontinuance decision and provided information to complete the program through courses that are phased out, independent study with subject area faculty, or transfer to nearby colleges who have similar programs.

High-quality instruction is also ensured through the hiring process for both full- and part-time faculty. All faculty must meet minimum teaching standards. Through the Office of Articulation, courses used for lower-division transfer are reviewed by Saddleback College faculty and by instructors from the college or university to which the course will transfer. Articulation agreements are developed to ensure the College’s curriculum is equal in depth and rigor to the courses offered by the institutions to which Saddleback College students transfer.

District administration and the Faculty Association have established the faculty evaluation process in accordance with the Education Code. The process is regularly reviewed and updated by the Academic Senate, Faculty Association, and administration and is implemented by the faculty and administration to ensure that both untenured and tenured instructional and noninstructional faculty are evaluated by other faculty and administrators with regard to their expertise, organization, communication skills, variety of teaching methods, and the quality of their assessments. Adjunct faculty members are evaluated using a process established in their
contract that includes evaluations by either the division dean and/or the department chair. The formal evaluation is approved by the division dean [2.40] [2.42].

**SELF EVALUATION**

Faculty, as the College’s content experts, are primarily responsible for all matters concerning breadth, depth, rigor, sequencing, time to completion, and criteria for evaluation of courses and programs. Multiple methods to assess the breadth, depth, rigor, sequencing, time to completion and synthesis of learning for its programs include assessing student learning using surveys, tests, labs, evaluations, and critiques of created and performed work. Further, the Office of Planning, Research and Grants provides department chairs with data sets relative to retention and success rates of students by course and semester. Student surveys provide instructors feedback regarding student satisfaction with the overall instructional program [2.26]. Surveys are completed regularly on a Collegewide basis; surveys are also completed within particular programs during their Program Review Process. Departments utilize the data gathered through the data sets, student surveys, and SLO assessments to analyze their performance and make improvements. These processes ensure a very high rate of acceptance of courses for transfer to four-year institutions.

**PLANNING AGENDA**

None.

**II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.**

**DESCRIPTIVE SUMMARY**

The faculty determine delivery modes and teaching methodologies based upon both student needs and the most effective methods for teaching particular disciplines. The DE program has expanded its offerings so that in Fall 2009, 245 sections were offered by mediated modes of instruction, an increase of 106 percent from Fall 2005. Similarly, enrollment figures for the DE program were 4,701 in Fall 2005 and 10,615 in Fall 2009, an increase of 126 percent [2.18].

<table>
<thead>
<tr>
<th>Table 2.2. Distance and Online Education [2.18]</th>
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<td>Courses</td>
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<tr>
<td>Courses</td>
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<td>Enrollment</td>
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<td>FTES</td>
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Figure 2.8. Census Enrollment by Instruction Method [2.20].

As evidenced by the growth of DE course offerings and the use of alternative locations throughout the community, the College identified a substantive change in the modality of instruction. While the College continues to embrace traditional instructional models, it now offers students the opportunity to earn more than 50 percent of their units towards certain degrees and certificates online or at an alternative instructional location, such as ATEP. Accordingly, the College has identified this change and has notified the Committee on Substantive Change at ACCJC. The Curriculum and DE Committees maintain their oversight of programs and courses affected to ensure that the quality and rigor of the offerings are maintained. Each of the programs in which 50 percent or more of a degree or certificate can be earned online or at an alternative instructional location must undergo Program Review on a regular basis under the same guidelines of traditional instructional offerings [2.18, p. 30] [2.36, p. 18].

The Curriculum Committee reviews and approves new distance education courses and ensures that the proposed method of instruction for each new course is appropriate for the curriculum. Furthermore, the Curriculum Committee ensures that all DE courses meet State regulations for regular effective contact and are ADA-compliant [2.15].

The DE Committee, through the Institute for Teaching and Learning (ITL), offers continuous training to faculty to ensure the quality of the distance and online education program. The DE Committee is represented by faculty, staff, and administrators from many divisions and units on campus.

The College, working in conjunction with the DE Committee, established the Center for Instructional Design and Distance Education (CIDDE) to support faculty and staff in effectively using instructional technology, both inside the classroom and in online courses. CIDDE regularly
provides training to faculty and staff during in-service and Flex Week, as well as continuing education and technical support throughout the year.

The Emeritus Institute (EI) offers curriculum for a diverse population by offering off-campus credit and noncredit courses for older adult learners. Courses are offered in convenient locations such as senior centers and retirement communities. EI offers over 360 sections each academic year, covering all disciplines. All EI courses are reviewed and approved by the Curriculum Committee.

The College’s divisions use various delivery modes and teaching methodologies in an effort to reflect the needs and learning styles of students. An example of the College’s successes can be observed in the Liberal Arts and Learning Resources Division, which encourage students to contribute to several award-winning student publications in order to showcase students’ achievements, as shown in Table 2.3.

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<thead>
<tr>
<th>Publication</th>
<th>Type of Deliverable</th>
<th>Student Involvement</th>
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<tr>
<td>The Lariat</td>
<td>College Newspaper (online and print)</td>
<td>Journalism 120 students</td>
</tr>
<tr>
<td>International Voice</td>
<td>Annual Publication</td>
<td>ESL Department students</td>
</tr>
<tr>
<td>Orange Appeal</td>
<td>College Magazine</td>
<td>Journalism 125 students</td>
</tr>
<tr>
<td>The Wall</td>
<td>Juried Annual Publication</td>
<td>Collegewide contributions created by English 160 students</td>
</tr>
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</table>

**SELF EVALUATION**

The Distance Education Committee has been active for many years in helping to improve and develop the College’s distance and online education program and offerings. The Committee has addressed and resolved numerous technical, transfer, and technology issues and has provided training to faculty and staff in methods to take advantage of available tools to meet the needs of the community. The establishment of the Center for Instructional Design and Distance Education (CIDDE) to support faculty and staff in using technology in instructional curriculum has effectively supported the College’s effort to increase technology in the classroom as well as online and in hybrid methodologies. The ITL also offers classes on online pedagogies to assist faculty in the creation and ongoing development of their online courses.

The Emeritus Institute is a vital component of the College mission and has a consistent enrollment of more than 5,000 students each semester. In the Fall 2009 semester, EI’s enrollment was 5,376 [2.24]. This program is designed, administrated, reviewed, and evaluated periodically under established institutional procedures.

**PLANNING AGENDA**

None.
II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

All programs and courses regularly undergo review and reapproval by College faculty. Program Review assesses the relevance, appropriateness, currency, and predicted future needs of instructional offerings of the College and the effectiveness of College programs and courses through SLOs. Departments analyze data sets provided by the Office of Planning, Research and Grants, which include degrees and certificates awarded, numbers of new courses and courses updated, number of sections offered and format offered, average class size, FTES generated, cost per FTES, rates of success and retention, resources invested, number of full-time faculty, number of adjunct faculty, and supply and equipment costs. Departments are also provided a listing of courses that require revision and updating, including course content and SLOs from the Curriculum and EPA Committees. Input from advisory committees is used to evaluate program needs and relevance to assess currency and to plan for future needs.

Departments are required to evaluate their programs, degree offerings, and courses through regular Program Reviews and annual updates. These reviews utilize data from various sources, including SLO assessment, in their evaluation. For planning purposes, Program Reviews are the starting point of the College’s Strategic Planning Process. The Strategic Planning process is discussed further in Standard I, Institutional Mission and Effectiveness, and Standard IV, Leadership and Governance.

SELF EVALUATION

The College’s systematic review is used to assess course and program relevance, appropriateness, program and course currency, future needs and plans, and achievement of SLOs. The reviews determine the needs for staffing, budget, facilities, and equipment. The results of the Program Reviews are used as a basis for departmental input in the Strategic Planning Process for the College. Program Reviews and needs assessments are linked to all budgeting allocation requests and have led to the hiring of additional faculty, the addition of new facilities and/or buildings, and the purchasing of new equipment. As the instructional programs evolve, they are reviewed for relevance and appropriateness.

The College’s systematic review of its curriculum and instructional programs, as well as the review of all student support and administrative units on campus, is serving students well, and improvements have been made across the campus as a result of these ongoing processes (see Standard I.B.1).

PLANNING AGENDA

None.
II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure activity of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY

The College systematically engages in ongoing evaluation and integrated planning for courses and programs through the SLO and Program Review processes. SLOs are assessed and the results utilized for program and course improvement on an annual basis. All programs also undergo regular Program Review, which address how SLOs are being assessed and utilized. Moreover, Program Reviews are linked to the College’s Strategic Planning Process.

The Office of Planning, Research and Grants was created in 1999 and has supported institutional research and facilitated institutional planning. The Office is headed by a Director, and two full-time researchers are dedicated to SLO/AUO assessment and Program/ Administrative Unit Reviews.

The assessment of SLOs/AUOs and Program/Administrative Unit Reviews is an integral part of the College’s Strategic Planning Process [2.09]. As the Strategic Planning Process document states:

Saddleback College’s strategic planning process is a comprehensive and collaborative tool for enabling the college to effectively achieve its mission and move towards its desired vision of the future .... Saddleback College uses a bottom-up approach to strategic planning, which both begins and ends with all instructional programs and student support and administrative service units on campus and with input from all campus constituent groups .... Once the Strategic Plan is finalized, budgeting and other resource allocation decisions will be largely informed by the Strategic Plan, in conjunction with the needs of instructional programs and administrative units on campus as expressed in completed Program and Administrative Unit Reviews.

The College values ongoing planning and systematic evaluation and has created the Educational Planning and Assessment Committee to coordinate the curriculum, Program/Administrative Unit Review, and SLO/AUO planning and coordination process. All instructional programs and student support and administrative service units on campus assess outcomes on an annual basis and complete reviews of their programs/units on a regular cycle. They also produce an annual update to their review, and these are utilized in decision-making at the College.

SELF EVALUATION

The information developed through the Program Review and SLO review processes provides faculty valuable information for evaluation and planning of College programs and courses. The information provided is a result of the College’s successful efforts to provide ongoing systematic evaluations that share both common and unique evaluation criteria. Several sections in Standard I include extensive details regarding the College’s planning processes, including how evaluations and budget requests are integrated into the Strategic Plan. This systematic and consistent approach allows academic planning to be integrated into overall College and District
planning efforts. The College engages in ongoing systematic and planning of its programs and services through student surveys, staff surveys, and reports.

PLANNING AGENDA
None.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESRIPTIVE SUMMARY
As part of ongoing outside accreditation standards and the assessment of Student Learning Outcomes (SLOs), some programs utilize standardized testing. For example, the Nursing program uses two tests: Critical Thinking and the Test of Essential Academic Skills (TEAS) for placement and/or remediation and to define students’ learning styles prior to acceptance into the program. Written standardized examinations at the completion of this program are yet another measure of student achievement. The National League for Nursing requires validity testing as part of its accreditation review. All tests are assessed for inter-rater reliability and content and construct validity.

SELF EVALUATION
The College has taken steps to validate the effectiveness and validity of standardized testing utilized in some of our programs:

• The Matriculation Office [2.46] administers standardized bias-minimal assessment tests for mathematics, English, reading, and English as a Second Language (ESL). These are state-approved proficiency exams that provide information for student placement in math and English. A study of disproportionate impact for each test is completed every six years for validation of the instruments.

• The Nursing Program uses the Test of Essential Academic Skills (TEAS) for placement and/or remediation prior to entrance into the Nursing program. Nationally normed, reliable and valid, nursing content mastery exams are given to students each semester in the program. These exams guide student remediation and preparation for their licensing exam. Prior to completing the program, students take a comprehensive predictor exam that provides them with a “predictability of success” score on the National Counsel Licensing Exam (NCLEX). In addition to using standardized tests, the Nursing program uses ParScore and ParTest to monitor the reliability and validity of the faculty-generated tests administered to students in the program.

• The developers of these examinations are being reviewed to assure the effectiveness of their instruments for measuring student learning and for minimizing test biases.

• Other academic departments are evaluating the appropriateness of common examinations for their areas.
PLANNING AGENDA
None.

II.A.2.h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY
Each course outline of record states both the SLOs and other methods of assessment used for grading and awarding credit. In compliance with the California Code of Regulations, Title 5, the Curriculum Committee requires these elements. Credits and grades are awarded based upon student attainment of the learning outcomes and other objectives. This information is provided directly to students in the course syllabi and in the College’s online course schedule. The College catalog outlines the grading system in use, academic standards, qualifications for honors, policies on prerequisites, and how to question those policies. Board Policy 5300 [2.47] covers grades and is consistent with Title 5 regulations. Articulation with four-year colleges and universities ensures that credits are awarded consistent with accepted norms in higher education. Units of credit are awarded based on the generally accepted Carnegie Unit, in which 18 hours of standard lecture equal 1 unit of credit.

To ensure integrity in online education, it is essential that the identity of online students is verified so that credit is correctly awarded. Saddleback College uses the Blackboard course management system, which requires student authentication through the use of unique user IDs and passwords. After the Blackboard upgrade scheduled for August 2010, Acxion identity verification software will be used to verify identities. This software uses random verification during online assessments through the use of challenge questions based on student-supplied data.

SELF EVALUATION
Institutional processes to award credit based on student achievement are working well. The College meets the standard.

PLANNING AGENDA
None.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

DESCRIPTIVE SUMMARY
The College ensures that current and prospective students receive clear and accurate information about educational courses and programs. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected Student Learning Outcomes. The EPA Committee reviews and approves each course outline to ensure that SLOs are currently being implemented and assessed. Degrees or certificates
awarded are based on completion of requirements of course work and experiential training as published in the annual course catalog. In every course, students receive a course syllabus that specifies learning outcomes consistent with those in the officially approved course outline. The College’s curriculum process provides an avenue for consistent learning outcome statements and measures. Departments or programs requiring licensure or certification track learning outcomes in terms of student success on pre-licensure/pre-certification examinations. Students completing CTE and occupational certificates, occupational skill awards, and degrees demonstrate technical and professional competencies that meet employment and other applicable standards. These students are prepared to sit for, petition, or apply for external licensure and certification.

An example of the quality of the College’s programs to prepare our students for external licensure and certification is our nationally recognized Nursing program. The program, accredited by the National League for Nursing (NLN) and the Board of Registered Nursing (BRN), provides the education and training necessary to develop competent nursing practitioners with the intention of sitting and passing the State of California’s National Counsel Licensing Exam (NCLEX). As evidenced by published NCLEX Nursing Pass Rates, the program has established itself as a national leader in the development of professional nurses who serve our extended community.

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<td>86% – 87%</td>
<td>91.67%</td>
<td>96.88%</td>
<td>99.05%</td>
<td>94.40%</td>
<td>95.58%</td>
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</tbody>
</table>

Another example is our child development program, which prepares students for certification by the Department of Social Services and the Department of Education. All of the courses offered in the program meet the criteria established by the National Association for the Education of Young Children (NAEYC) and enable students to transfer to four-year colleges to obtain their bachelor’s degree as required by Title 5 programs in California and Head Start Programs nationally. The college currently has child development articulation agreements with California State University at Fullerton and University of La Verne.

All course-level SLOs are also linked to an institutional SLO which lists the competencies that students will attain if they complete a degree or certificate at Saddleback College or transfer to a four-year institution. These institutional SLOs were developed by the EPA Committee and approved by the Academic Senate. They are published on the College Web site, in the College catalog, and in the Student Handbook [2.05] [2.31] [2.48].

**SELF EVALUATION**

Institutional processes to award degrees and certificates based on student achievement of learning outcomes are working effectively.

**PLANNING AGENDA**

None.
II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

DESCRIPTIVE SUMMARY

The general education component for each degree program is defined in the Saddleback College Catalog [2.05]. For A.A. and A.S. degrees, general education core requirements include language and rationality, mathematics competency, reading competency, and information competency. Breadth requirements include humanities, fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, cultural diversity, and physical education.

The College catalog includes Saddleback College goals and clearly states that the rationale for general education is to provide an opportunity for students to learn principles and concepts “unique to and shared among various disciplines” [2.05, pp. 7, 40]. Effective reading, writing, speaking, and critical thinking skills are curriculum elements of every general education course.

The process of establishing and reviewing the general education (GE) requirements is evaluated through participatory governance. Department faculty, the department chair, and the respective dean review proposed courses. College goals, the GE Committee, the Curriculum Committee, and the Academic Senate determine the review criteria. The GE Committee and the Articulation Officer review each course for subject matter, rigor and depth, scope and level of material to be covered, and use of communication, critical thinking, and information competency skills. Criteria for judging the appropriateness of general education courses are available in the Saddleback College Curriculum Procedures and Resources, Appendix X [2.02].

Board Policy 5600 lists general education requirements for A.A. and A.S. degrees. This policy includes a philosophy statement based on Title 5 regulations. Board Policy 5600 was last revised in May 2009 [2.49].

In 2009 the EPA Committee developed Institutional SLOs based upon the College’s degree and transfer programs, and the Academic Senate approved these SLOs. All course-level SLOs are now linked to Institutional SLOs so that the College can ensure that all students completing a degree or transfer program at Saddleback have attained all the learning outcomes. The Institutional SLOs are published on the College Web site, the College catalog, and the Student Handbook [2.05] [2.31] [2.48].

SELF EVALUATION

In accordance with stated BOT policy, the College reviews each course to determine the appropriateness of each course for inclusion in the general education curriculum. As defined in the College Catalog, general education course offerings satisfy the core requirements of language and rationality, mathematics competency, reading competency, and information competency. Breadth requirements include fine arts, humanities, natural sciences, social and behavioral sciences, life skills/critical thinking, cultural diversity and physical education. Departmental faculty, serving as subject experts, GE Committee, the Curriculum Committee,
and the Articulation Officer review courses and programs in order to ensure that each offered
general education course meets the criteria specified.
The College has linked course-level SLOs to institutional SLOs so that all students who complete
a degree or transfer program at the College will have attained all of the institutional learning
outcomes.

PLANNING AGENDA
None.

II.A.3.a. General education has comprehensive learning outcomes for the students who
complete it, including the following:

An understanding of the basic content and methodology of the major areas of
knowledge: areas include the humanities and fine arts, the natural sciences, and
the social sciences.

DESCRIPTIVE SUMMARY
All Saddleback College degree programs require students to complete a series of general
education courses. Students who fulfill these general education requirements will have
successfully completed broad introductory courses in fine arts, humanities, natural sciences,
and social and behavioral sciences as part of these breadth requirements. The General
Education Committee reviews course criteria for inclusion in general education, and the
Curriculum Committee reviews the course for content and methodology. Competence in and
understanding of basic content and methodology are demonstrated by students in all academic
areas through successful course completion and are judged by individual instructors through
classroom performance evaluation methods, such as written reports, tests, projects, and oral
presentations.

The Curriculum Committee requires faculty to update and propose all new courses utilizing
a rigorous process. All new and newly modified courses are reviewed by faculty and
administrators on the Committee to ensure that courses meet the requirements and articulation
standards for general education.

Graduation requirements for an associate’s degree require minimum competency levels in
reading, writing, and mathematics, as well as minimum competency levels in oral and written
communication, scientific and quantitative reasoning, and critical analysis/logical thinking. The
College Catalog details the minimum requirements for the associate’s degree and establishes
that students must maintain a 2.0 cumulative grade point average in order to graduate and
remain in good academic standing.

The EPA developed (and the Academic Senate approved) institutional SLOs, which include
an understanding of the basic content and methodology of the major areas of knowledge,
including the fine arts, humanities, natural sciences, and social and behavioral sciences. The
institutional SLOs are linked to the general education and transfer requirements and include
breadth of area subject knowledge in natural sciences and mathematics, arts and humanities,
and social and behavioral sciences. These institutional SLOs are linked to course-level SLOs, so
that all students will take courses at some point that demonstrates their competency in these areas.

**SELF EVALUATION**

The General Education and Curriculum Committees are responsible for the evaluation, selection, and review of courses that constitute the general education component. The Committees review and follow the standards set forth in Title 5, Section 55806. The standards are provided to all members of the Committees as part of the Curriculum Procedures and Resources Manual [2.02].

**PLANNING AGENDA**

None.

**II.A.3.b. General education has comprehensive learning outcomes for the students who complete it, including the following:**

A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

**DESCRIPTIVE SUMMARY**

Language and rationality, reading competency, mathematics competency, and information competency are essential components of the core requirements in the degree programs at Saddleback College. In addition to writing in English classes, the College encourages writing across the curriculum. The College general education breadth requirements include natural sciences, social and behavioral sciences, life skills/critical thinking, physical fitness assessment, and cultural diversity in its degree programs.

Institutional SLOs in this area include effective communication in written and oral communication, and intellectual and practical skills, including computer literacy, scientific and quantitative reasoning, information competency, critical and creative thinking, teamwork and problem-solving, and skills for lifelong learning. In addition, the College is working on developing learning outcomes for some of these core competencies that can be used by disciplines across the campus. In 2009, for example, the EPA Committee developed general SLOs for information competency. These were utilized by instructors who teach the curriculum-approved information competency courses on campus.

In line with the College’s mission, the College participated in the California Basic Skills Initiative (BSI). The College’s BSI Task Force [2.37] developed a plan that addressed a strategic process to improve student access and success during their academic and lifetime endeavors. Disciples from across the College addressed the student learning needs in the areas of reading, writing, ESL, math, and information competency. As a result of their efforts, on-going faculty and staff training is being conducted throughout the academic year in structured classes and presentations discussing trends, techniques, and issues related to Basic Skills. Informal
gatherings, named “Café BSI,” are also regularly hosted by the BSI Committee to provide an opportunity for faculty to get together to share ideas.

Course and section offerings have continued to grow as student needs are assessed and included in the College’s Strategic Plan. The BSI Committee and the Divisions involved with Basic Skills-related course work meet regularly throughout the semester in order to coordinate and improve the BSI program. The following table summarizes the College’s Basic Skills offerings:

<table>
<thead>
<tr>
<th>Basic Skills Sections Offered by</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling and Special Programs</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>136</td>
<td>139</td>
<td>158</td>
<td>159</td>
<td>156</td>
</tr>
<tr>
<td>Math, Science, and Engineering</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>158</strong></td>
<td><strong>160</strong></td>
<td><strong>181</strong></td>
<td><strong>180</strong></td>
<td><strong>179</strong></td>
</tr>
</tbody>
</table>

As a result of these offerings, students are beginning to benefit from the BSI Committee effort. A few examples of current programs that were developed include:

- **Algebra2Go** – This offering is a free resource Web page supported by Saddleback College for educators and students of all ages who want supplemental materials to support both the learning and the teaching of mathematics. The mission of the project is to create a learning culture that evokes success. This is to be accomplished using the Internet to create a path lined with unrestricted resources that directs foundational math students toward their educational goals. Its entry point lies somewhere within the high school framework and its exit within the College’s mission and vision [2.38].

- **Freshman Academy** – This BSI effort included addressing students’ success as they make the transition from high school to college. The goal is to engage the new college student with an exciting learning experience. The Freshman Academy focused on those students whose matriculation scores indicated an unpreparedness for the academic rigor of college reading, writing, math, and study skills. The first-year program included recommended academic course work in smaller class sizes using the same instructors and student peers. Students in the program receive focused academic and career counseling as well as tutoring and faculty mentoring [2.50] [2.51].

**SELF EVALUATION**

The College has taken an active approach to developing students to be productive lifelong learners. The College offers classes that challenge students at all levels: (1) articulated transfer-level classes to assist students to progress in their future academic pursuits, (2) CTE courses to meet the needs of students looking for vocational training, and (3) Community Education and Emeritus Institute courses to meet the needs of those in community looking to improve their lifelong learning skills.
The curriculum requirements of students looking to achieve degrees, certificates, and skills awards include general education requirements that will provide the student with skills that will benefit them for their lifetime.

Through the efforts of the Basic Skills Task Force and participating divisions and departments the College particularly focuses on including at all student learning levels basic skills such as skills in oral and written communication, mathematics, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking, as well as the ability to acquire knowledge through a variety of means. Census enrollment for Basic Skills classes has been consistently increasing, and students are benefiting from the focus placed on Basic Skills for learners at all levels.

**PLANNING AGENDA**

None.

**II.A.3.c. General education has comprehensive learning outcomes for the students who complete it, including the following:**

A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**DESCRIPTIVE SUMMARY**

Saddleback College breadth requirements include humanities, fine arts, natural sciences, social and behavioral sciences, life skills/critical thinking, physical assessment, and cultural diversity. Within these areas of study, as well as throughout its academic offerings, the curriculum provides students with guidance toward becoming ethical human beings and effective citizens. Our institutional SLOs in this area include knowledge of cultural diversity, interpersonal skills, civic knowledge and engagement, and ethical reasoning and action.

In 1994 the College established the Cross-Cultural Studies Program to address the needs of its diverse student body and to create a climate more hospitable to members of underrepresented groups. In addition to its courses, the program organizes events to broaden the College community’s exposure to a wide range of diversity topics. The program’s chair and an advisory committee of ten faculty members oversee the academic curriculum, organize events to raise awareness of diversity on campus, and work diligently with Associated Student Government (ASG) and other campus supporters to secure funding for cultural programming.

In order to meet the College’s general education diversity requirement, all students who graduate are required to enroll in one course from a list compiled by the General Education Committee [2.05]. In Fall 2010 this requirement will be changed to focus specifically on cultures within the United States. The number of courses to meet the requirement will therefore be more focused and more specific to the cultural diversity that students encounter in their daily lives.
SELF EVALUATION
Through the College’s general education program, the College helps students to recognize and apply the attributes to be an ethical and effective citizen and human being. Understanding the diverse cultures in our community will help students be aware of their place in the global community. Faculty are encouraged to refine learning outcomes by considering diversity and background. Faculty are challenged to help students develop an appreciation for the arts, a sensitivity to diverse viewpoints, and a sense of civic responsibility.

PLANNING AGENDA
None.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY
Degree programs require completion of general education requirements or IGETC or CSU General Education and a minimum of 18 units in a major or area of emphasis for a total minimum of 60 units [2.05].

SELF EVALUATION
All College programs focus on one or more disciplines or areas of study.

PLANNING AGENDA
None.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY
Saddleback College offers 89 occupational programs that lead to a degree or certificate and 5 Career Technical “certificate-only” programs. Through input from members of the Career Technical Education (CTE) Committee, the curricula for these programs are developed, kept technically and professionally current, and meet employment expectations. Advisory committees meet annually, and minutes from those meetings are kept in the respective division office.

Four programs prepare students for state licensing exams: Cosmetology, Emergency Medical Technician (EMT), Nursing, and Paramedic. The curricula for these programs are based on state and accrediting body guidelines. The Nursing program is accredited by the Board of Registered Nursing in the State of California and by the National League for Nursing. The EMT Program and Paramedic Program have received accreditation by the National Registry of Emergency Medical Technicians/Paramedic Committee on Accreditation of Emergency Medical Programs.
The Department of Consumer Affairs approves the Cosmetology program through the Board of Barbering and Cosmetology.

**SELF EVALUATION**

While state licensing exams provide competency assessment in the four programs mentioned above, there is little evidence of technical and professional competency in other programs that require exams from nonstate agencies. Interior design, computer technology A+ certification, real estate, landscape design, and marine science technology have association exams. Individual departments track success, but the College does not track the success of these students.

**PLANNING AGENDA**

None.

**II.A.6.** The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

**DESCRIPTIVE SUMMARY**

Information about programs and courses is clearly written and updated annually in the College Catalog. The Catalog addresses all academic programs offered and includes information on the purpose of the program, enrollment procedures, and courses required for program completion. The College Catalog (available both in print and through the College Web site) and the class schedule provide course descriptions, required pre- and co-requisites, recommended preparation for enrollment, and course limitations.

Course descriptions, hours, units, assignments, content, objectives, and methods of evaluation must be stated for every course before the Curriculum Committee can approve it. Student learning outcomes, which are also included on the official course outline, are not currently part of the curriculum-approval process but are added separately and coordinated by the EPA chair. This information is provided to all faculty teaching a course and is available online to all students through our online course schedule.

Courses are reviewed on a regular basis to ensure that they are current and appropriate. All CTE courses are reviewed on a two-year cycle and all other courses on a five-year cycle [2.03].

All credit classes have syllabi that reflect the purpose, content, objectives, outcomes, and requirements of courses. Syllabi are updated and submitted to the division dean every semester.

**SELF EVALUATION**

College faculty take an active role in developing, assessing, and revising programs and courses so that the learning objectives are consistent with the officially approved course outline. This process includes providing proper descriptions of purpose, course content, course
requirements, and Student Learning Objectives. Course syllabi are made available to all students online or in hard copy. Division offices collect course syllabi for all classes and keep these documents in either an electronic file or a paper file.

Approval by the Curriculum Committee and annual evaluation combine to ensure that learning objectives are a stated goal of all college courses and are accurately represented in the College Catalog.

**PLANNING AGENDA**

None.

**II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.**

**DESCRIPTIVE SUMMARY**

The College has articulation policies in place to ensure that students are given credit for classes taken at other institutions. Approval for giving credit for such classes is given by the department chairman or subject area expert to ensure that those courses are comparable to or acceptable in lieu of courses offered at Saddleback College. Full reciprocity exists for courses completed at Irvine Valley College that have comparable courses at Saddleback College.

The College may grant credit for college units earned at regionally accredited institutions of higher education. Generally, the Counseling Department determines equivalency of courses; specifically, the College’s Articulation Officer, in consultation with the appropriate faculty member, determines any questionable course credit application. The College registrar ensures that the transcript is official and that the institution is regionally accredited. Comparability for courses taken at other California public colleges and universities can be determined by the Articulation System Stimulating Inter-institutional Student Transfer (ASSIST), the online statewide database of articulation, and by the College Catalog. Whenever it may not be readily apparent if a course from another institution is comparable, the student is asked to obtain an official course outline. If the counselor and/or the college Articulation Officer cannot make a determination on comparability, the course outline is submitted to the chair of the discipline or the appropriate dean. The faculty or the dean makes the final determination on course comparability.

**SELF EVALUATION**

Saddleback College regularly reviews the articulation policies of the University of California (UC) system, the California State University (CSU) system, and of private colleges and universities to determine the College’s articulation compliance for each institution. Often, private universities in California and out-of-state colleges present special articulation questions. In such cases,
the Counseling Department and the Articulation Officer coordinate inquiries and will request information and clarification from division and departmental discipline experts as needed. Students can access Saddleback College’s articulation agreements with UC and CSU universities, and for institutions with which Saddleback has no articulation agreement, students can consult the ASSIST database. Links to the ASSIST Web site have been provided on the Transfer Center site and Saddleback College homepage. Accurate course articulation also requires the collaboration of the partnering institution, which is often difficult to achieve with other colleges with limited resources.

The College counsels students in the Transfer Center and in general Counseling to provide information and guidance to interested students on transfer requirements and strategies for universities and colleges in and out of the state. Students may arrange for appointments with counselors, or they may walk in on a next-available basis. The Transfer Center assists students who are participating in the UC Transfer Success Project by providing online information and encouraging students to meet with counselors to ensure their success in the program.

PLANNING AGENDA
None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY
Few programs have been slated for elimination, but in such cases policies are currently in place to allow students to complete such programs. Once the decision is made to close a program, new students are no longer accepted; however, all continuing students will have the opportunity to complete the program. When program changes are made, students are given written notice about the changes. All incoming students must follow the new program curriculum, but students who began the program before it was changed may either continue under the old curriculum or elect to change to the new curriculum [2.05, p. 27]. The Academic Senate has provided guidance in developing the policy and the process for program discontinuance [2.45], thus providing the College with direction to ensure that students have the opportunity to complete their education in a timely manner with a minimum of disruption.

When programs are slated for elimination, students are notified, and a plan is developed to assist them in successfully completing the program in a timely manner. Initially, the College develops a plan to phase out offered classes within a reasonable period. However, if it is impractical to continue traditional instruction, arrangements can be made between students and the program faculty to complete the program under an independent-study arrangement. On rare occasions when such efforts did not provide students with enough assistance, the College has arranged for students to complete the program through a nearby local college that offers a similar program.
SELF EVALUATION

In 2005, in accordance with Title 5, Section 51022, and Education Code 78016, the Academic Senate approved the Saddleback College Policy and Process for Program Discontinuance. This policy addresses the process to ensure that students have the opportunity to complete their education. Adequate notice regarding the elimination of the program or a change in the program is provided to the College community in the form of study and deliberations by the Program Discontinuance Committee, approvals by the Academic Senate for recommendation to the Board of Trustees for ratification. This Academic Senate policy was reviewed and updated in 2005. The District does not have a specific Board Policy addressing program discontinuance or substantive change.

When program requirements experience substantial change, the College is required to provide adequate notice to the College community and to receive approval by the Chancellor’s Office and ACCJC. In such cases, the College has submitted the required substantive change notifications as directed by ACCJC [2.18] [2.36].

PLANNING AGENDA

The District Board of Trustees will develop a board policy that addresses program discontinuance and substantive program change.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

The College ensures that students and prospective students receive clear and accurate information about courses, programs, and transfer policies. The appropriate information is available in the College Catalog, which is published annually. The catalog is available in print and online (through the College Web site). In addition, the Student Handbook, which is also available in print and online, provides the campus community with valuable information regarding College policies, procedures, services, and other information.

The College community regularly reviews the policies and practices regarding publications to ensure their integrity. The Vice President for Instruction, the Vice President for Student Services, the Curriculum Office, the Curriculum Committee, divisions, departments, and faculty review the College Catalog annually. All department chairs and their associated faculty also review the accuracy of their degrees, certificates, occupational skills awards, and courses as listed in the catalog annually. Counseling Services, Special Programs, and division representatives annually review the Student Handbook. While the College provides these documents both in print and online, the College made the decision that the most accurate and up-to-date information would be in the online versions of the College Catalog and Student Handbook. Due to the cost of print publication and improved student access to online services, the College has decided to provide
limited print versions and to focus on providing accurate and timely online information through the College Web site.

The College Public Information Office manages information policies and ensures the accuracy of College publications. The College Webmaster ensures the accuracy of the Saddleback College Web site with the assistance of the College Web-Site Committee.

**SELF EVALUATION**

Various College offices and constituencies review and revise College publications. Policies and practices are developed and monitored by the Academic Senate, College management, faculty, and staff. In order to ensure that College publications comply with established policies and practices and support the mission of the College, the College has a Director of Public Information and Marketing and a Public Information Officer who manage policies and ensure the accuracy of the College’s publications.

**PLANNING AGENDA**

None.

**II.A.7.** In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

**II.A.7.a** Faculty distinguish between conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**DESCRIPTIVE SUMMARY**

The District Academic Freedom Statement, Board Policy 6120, revised in October 2005, was created by District personnel and adopted by the BOT. It is available on the District Web site [2.52]. This policy encourages and protects academic freedom and responsibility, as suggested by ACCJC. The College’s Academic Senate details the importance of maintaining academic freedom in its Faculty Code of Ethics and Professional Standards [2.40].

**SELF EVALUATION**

The College and the District promote the continued emphasis of academic freedom. College and Board policies detail the importance of academic freedom in the educational process and commitment to the maintenance of the integrity of the teaching-learning process. The entire College community bears the obligation to protect, preserve, and promote academic freedom within the institution.

**PLANNING AGENDA**

None.
II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY
The Academic Honor Code and Dishonesty policy is clearly defined in the Student Handbook [2.48, pp. 39-40] and the Saddleback College Catalog [2.05, pp. 22-23], along with recommended sanctions and disciplinary action for violations of the Code. The bases for the policy are found in SOCCCD Board Policy 5401 and 5404 [2.53] and are modeled after the California Education Code 66300, 72282, 72292, and 76033.

SELF EVALUATION
This policy is clear and consistent. It reflects established codes of conduct with defined penalties for abuse. Enforcement of the policy is provided by the Office of the Vice President of Student Services.

PLANNING AGENDA
None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

DESCRIPTIVE SUMMARY
As a public institution, all of Saddleback’s policies and codes of conduct reflect the College’s Mission, Vision, and Values statements. Students are made aware of the existing Student Conduct Code through publication of the Code in the College Catalog, in the schedules of classes, and in the Student Handbook. Faculty incorporate select provisions of the Code in their course syllabi. As a standard practice, the Vice President for Student Services provides a copy of the Student Conduct Code to any student alleged to have violated the Code. Board Policy 5401 reinforces the District’s commitment to the Code [2.53].

The Academic Senate established a Faculty Code of Ethics, which is available in the Faculty Handbook and online on the College Web site [2.40] [2.54]. The Code of Conduct for faculty and staff are addressed in published Board of Trustees’ policies, as noted below [2.55]:

<table>
<thead>
<tr>
<th>Board Policy</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BP 1400</td>
<td>Code of Ethics for Board of Trustees</td>
</tr>
<tr>
<td>BP 3003</td>
<td>Fiduciary Responsibilities and Ethics (of District Employees)</td>
</tr>
<tr>
<td>BP 4000 series</td>
<td>Personnel</td>
</tr>
</tbody>
</table>

All District employees are subject to the requirements of the California Education Code. Other conduct-related issues are addressed in the respective collective bargaining contracts.
As part of the College’s offerings of in-service workshops, regular presentations regarding code of conduct, discipline, and other standards are present to faculty and staff.

As a public institution, the College does not seek to instill specific beliefs or world views in our students, nor does it require specific beliefs or world views of faculty and staff.

**SELF EVALUATION**

The College has institutionalized specific Codes of Conduct of staff, faculty, administrators, and students by providing clear prior notice of such policies, including statements in the College Catalog, the Faculty Handbook, and the Student Handbook.

**PLANNING AGENDA**

None.

**II.A.8. Institutions offering curricula in foreign location to students other than U.S. Nationals operate in conformity with standards and applicable Commission policies.**

**DESCRIPTIVE SUMMARY**

Saddleback College does not offer curricula in foreign locations to students other than U.S. Nationals.

**PLANNING AGENDA**

None.
II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve effectiveness of these services.

II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

Consistent with the mission of Saddleback College, Student Services offers support mechanisms that benefit enrolled students. Most of the College’s support services are centrally located, are easily accessible, and are staffed by well-trained and qualified staff. Saddleback College provides a comprehensive array of support services that address students’ diverse needs and that focus on student success. The Student Handbook [2.48] and the Saddleback College Catalog [2.05] contain descriptions of all support services, including locations, phone numbers, e-mail contacts, and hours of operation.

The Saddleback College Web site (http://www.saddleback.edu) also provides information about College programs, policies, and services. Students may access individual College records and personal information through their accounts on the MySite, the College’s portal.

One way of ensuring student success is for students to take advantage of the academic student services on campus. The College has an extensive cadre of student support services to meet the needs of our student population, including the following:

Admissions, Records and Enrollment Services

The Office of Admissions, Records and Enrollment Services assists with applications for enrollment and all enrollment-related services; with registration and transcript requests; and with degrees, certificates, and occupational certificates. All Admissions and Records policies and regulations adhere to State, Federal, and local rules and regulations.

Associated Student Government and Clubs

The Associated Student Government (ASG) plans, organizes, promotes, sponsors, and finances a comprehensive program of activities and services for all Saddleback College students. ASG’s objective is to complement Saddleback College’s academic programs of studies and enhance the overall educational experience of students by participation in social, cultural, intellectual,
recreational, health, and governance programs. ASG, along with numerous campus clubs, participate in the planning and execution of special events on and off campus.

The College Bookstore
The Saddleback College Bookstore offers a wide variety of texts and general books, supplies, software, gifts, and Saddleback clothing. The College Bookstore is operated by Follett College Stores under contract with the District and with Saddleback College.

California Work Opportunities & Responsibility for Kids (CalWORKs)
The CalWORKs program provides counseling and support services such as referrals for childcare, as well as work-experience and work-study opportunities for students currently receiving benefits from Temporary Aid to Needy Families (TANF) and/or from CalWORKs. This program assists students preparing for immediate and successful employment.

Campus Safety and Security
The Saddleback College Campus Police is a service-oriented police agency. The Campus Police Department is staffed by fully sworn police officers, trained and regulated by standards established by the California Peace Officer Standards and Training (P.O.S.T.) Commission. Campus police officers are responsible for patrolling campus grounds, taking crime and incident reports, conducting investigations, enforcing all applicable laws and traffic regulations, and providing a safe environment for students, faculty, staff, and guests.

Center for Career and Life Development (CCLD)
The CCLD is a comprehensive center and computer career lab, offering a multitude of resources and services to assist individuals with career and life development. The CCLD offers the following services and programs:

Career Guidance Services are available to community members and students. The services include career books and resources; information regarding majors; educational and training information; financial aid, grants, and scholarship information; College Catalogs and other resources; interest, values, skills, and personality assessments; and standardized testing (for a nominal fee).

Job/Career Search Services are available to students and recent graduates. Services include job and career planning; a Web-based job/internship posting board (Gaucho Jobs); tips on resumé writing, interviewing techniques, and career searches; career-related books and videos; and on-campus employer recruitment.

Reentry Services are available to current Saddleback students and to applicants planning to reenter college. Services include needs assessments; advisement; resources; referrals to appropriate contacts; education and career direction; personal, educational, and career-related workshops; support groups; annual conferences; and scholarship information.

Child Development Center
The Saddleback College Child Development Center offers services for preschool-age children at least two years of age. Children may remain in the program until they enter kindergarten.
Priority is given to children of Saddleback students carrying six or more units; however, children from the general community are also invited to attend.

**Cooperative Agencies Resources for Education (CARE)**

As a supplement program of EOPS, CARE provides educational support services for EOPS-eligible students who are single heads of households receiving benefits from CalWORKs (California Work Opportunity & Responsibility to Kids).

**Counseling Services**

Saddleback College provides complete counseling and career development services. Services include individual and/or group counseling for personal concerns and career decision-making; assistance with educational program planning and course selection; preparation for transfer, a degree, or a specific job; and assistance with beginning school or returning to school. Students are encouraged to avail themselves of these services.

A major function of counseling is to provide students with information about themselves that will assist them to succeed in their studies. Accurate information is essential to effective planning. Counselors serve as valuable resources in this process. Counselors are available day and evening, either by appointment or on a drop-in basis. Online advising may not be used for such tasks as evaluating transcripts or personal counseling, but can be very useful for obtaining answers to a wide variety of counseling-related questions.

An example of how the College strives to meet the counseling needs of all student constituencies is how the Counseling Department works with student-athletes. The College has approximately 400 student-athletes competing in Fall and Spring sports. The Counseling Department provides personal, career, and academic counseling to help student athletes stay eligible for competition, complete requirements for an associate degree, and transfer to the university of their choice. In addition to individual counseling appointments, services include a course in Career Planning (Applied Psychology 160) for student-athletes and workshops such as “How to Pick a Major,” “Help with the UC/CSU Application,” and “Requirements to Transfer to an NCAA Institution.” In addition, walk-in counseling sessions are provided in the PE area for students with limited time for appointments due to their athletic schedules. A counselor specializing in student-athletes maintains a Web site dedicated to student-athlete success. The site highlights links to tutoring services in the LAP, scholarships opportunities, the Honors program, and information on eligibility, transfer, and career resources [2.56].

**Extended Opportunity Program & Services (EOPS)**

EOPS is a State-funded program that serves students who are educationally and financially disadvantaged. A main objective of EOPS is to ensure participants equal access to success while achieving a certificate, an associate of arts (AA) or associate of science (AS) degree, and/or meeting four-year-university transfer requirements. This special program provides services that assist qualified students in overcoming obstacles to college education. These services may include academic, career, and personal counseling; book service; priority registration; tutoring; college application and financial aid application assistance; and assistance in transferring to four-year colleges and universities.
Financial Assistance & Scholarship Opportunities

Saddleback College offers a full array of financial aid programs in the form of grants, employment, loans, and scholarships. These funds are intended to assist students with the cost of their education, including fees, books, supplies, food, housing, transportation, and personal expenses.

The Financial Assistance & Scholarship Office is committed to helping students who might not otherwise be able to attend college. Although the primary responsibility for financing an education lies first with the student and his or her family, the College recognizes that many families have limited resources and are unable to meet the cost of a college education. Our programs are designed to help students meet these needs.

In determining a student’s need and resources, Financial Assistance considers three things: family’s income and family’s assets; student’s assets and earnings; and all other resources available to the student.

The Financial Assistance Programs offered at Saddleback College include the following:

- Federal Pell Grant
- Board of Governors Fee Waiver Program (BOGFW)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Extended Opportunity Program and Services Grant (EOPG)
- California Grant Program
- Bureau of Indian Affairs Grant (BIA)
- Saddleback College Scholarship Program
- Federal Work Study (FWS)
- Federal Perkins National Direct Student Loans (Formerly NDSL)
- Federal Stafford Loan (both subsidized and unsubsidized)
- Saddleback College Emergency Loan Program
- Academic Competitiveness Grant (ACG)
- California Chafee Grant Program
- Child Development Grant Program

International Student Office

The International Student Office provides services to international students who hold F-1 visas (student visas) by assisting them in the admissions, assessment, and orientation processes and with home-stay and visa applications, as well as with preparing documents required by the United States Citizenship and Immigration Services. The International Student Office also coordinates events on campus to promote global awareness and cooperates with community organizations in international friendship programs.
Matriculation / Assessment & Orientation

Saddleback College acknowledges the importance of maximizing students’ abilities to make individual choices based on accurate, relevant information and is committed to developing, implementing, and refining policies and procedures that are in the best interest of students. Matriculation is a process designed to assist students in achieving their educational goals at Saddleback College. The matriculation process consists of three steps: (1) orientation, (2) assessment in math, English and reading, and (3) group advisement. The Matriculation Office also evaluates math and English prerequisite courses taken at other schools and provides follow-up services, including probation intervention services. These services include workshops and individual counseling sessions to address obstacles to student success.

Saddleback College Cafeteria / Food Court

The Saddleback College Cafeteria / Food Court offer students a full range of food services. Vending machines, coffee carts, and food carts are located throughout the campus. Students’ suggestions for food service may be submitted through participation on the Food and Beverage Committee, the Student Development Office, or directly to the cafeteria manager. The cafeteria also offers catering for special events.

Disabled Students Programs and Services (DSPS)

The Special Services Program at Saddleback College provides the following support services for eligible students at Saddleback College: academic, personal, and career counseling; priority registration; accommodated testing; mobility orientations and campus-accessibility maps; note-taking, reader, and transcription services; printed enlargement; alternative media production; adapted computer labs; sign-language interpreter services; and liaison with faculty and community agencies. In addition, Special Services offers specialized courses in strategy training, Basic Skills, lip-reading, and adapted computer and adapted kinesiology (formerly physical education).

Student Health Center

The Student Health Center provides health care and personal counseling to all students enrolled in on-campus classes during the current semester in order to facilitate the physical, emotional, and social well-being of students in ways that will increase their potential for educational success. A team of health professionals comprising physicians, registered nurses, psychologists, and counseling interns provides care. Services include limited medical intervention and treatment, personal and crisis counseling, general health assessment and education, vision and hearing screenings, emergency first aid, insurance for college-related injuries, limited immunizations, and HIV, STD, and TB testing. Special programs and activities conducted throughout the year address issues related to substance abuse and other high-risk health behaviors.

Student Payment Office

The Student Payment Office (1) disburses financial aid checks, (2) processes refund requests, and (3) collects fees, fines, deferral payments, and returned-check fees.
Student Outreach Office

The primary goal of the Student Outreach Office is to attract new students to Saddleback College. This goal is accomplished through various activities, such as high school visits, school presentations, participation in college fairs, campus tours, community outreach, and coordinated campus events. On-campus events include Welcome Day, Family Night, and Senior Day. Services include providing potential students with specific information about admissions, orientation, assessment, advisement, and registration.

The Learning Assistance Program (LAP)

The Learning Assistance Program provides free tutoring for Saddleback College students. Varied tutoring services are available to satisfy student needs: one-to-one, small group, drop-in, and study-skill workshops. The Interdisciplinary Computer Center (ICC), a component of the LAP, offers students assistance with Microsoft Office programs, the Internet, and student e-mail.

The Saddleback College Library

The Saddleback College Library provides a representative collection of electronic books, periodicals, audiovisual materials, and an extensive textbook reserve collection to assist students and faculty with their research and personal information needs. Librarians assist students with research and teach a series of Information Competency workshops and credit courses.

Transfer Center

The Transfer Center provides information and services, and it sponsors special events for students who are preparing to transfer to four-year colleges and universities. The Center provides information about transfer programs and general education requirements, arranges appointments with representatives from four-year colleges and universities, and offers assistance with online applications for admission to California State University (CSU) and University of California (UC). The Transfer Center sponsors mini-fairs each semester and a Transfer Day in the Fall semester with representatives from colleges and universities throughout California and out-of-state universities, and it conducts workshops on the transfer process. The College also participates in an SB70 grant entitled Preparing for a Career in Teaching (PACT). This grant provides counseling and resources for future teachers. The Teacher Preparation Pipeline Grant (TPP) offers field experience and a transferable teaching methodology class in the Career Technical Education (CTE) area. Resources available for student reference are college catalogs, articulation agreements, online computer resources, and transfer counseling.

Veterans Affairs and Services

The Veterans Office assists students in completing paperwork required for VA education benefits. The College encourages students who qualify for VA education benefits to take advantage of their entitlement. In addition to providing education benefits to veterans, the Veterans Office provides education benefits to dependent children and spouses of veterans who died or are permanently and totally disabled due to a service-connected disability.
Veterans Education and Transaction Services (VETS)

The VETS program mission is to provide current or prospective Saddleback College students who are United States military veterans, active military, and their families with access to educational opportunities and the necessary support services to reach academic success, achieve their career goals, and transition back to civilian life.

To ensure quality of service, many support services have mandated Program Reviews by third-party agencies. The Student Financial Assistance Office, the Student Health Center, the Child Development Center, and categorically funded programs such as EOPS, DSPS, CalWORKs, CARE, Admissions and Records, and Matriculation are reviewed by the State Chancellor’s Office or a designated agency. Other student services areas have completed their own self study with the assistance of the Office of Planning, Research and Grants, as well as the Program Review Committee. These Program Reviews are available on the EPA Web site [2.10]. To further ensure the quality of services provided, several departments are required to file annual program plans with the State Chancellor’s Office. These departments include DSPS, CalWORKs, EOPS, CARE, Matriculation, and the Transfer Center.

Most of the College’s student support services are also now offered online in an effort to better serve both distance education students and traditional students. These services include:

- Fully online application and registration process
- Comprehensive College Web site
- Online orientation for new students (https://www.saddleback.edu/matriculation/orientation.html)
- Online advisement (https://www.saddleback.edu/matriculation/advisement.html)
- Online financial aid assistance and application (https://www.saddleback.edu/fao/)
- Virtual office hours by the College’s online faculty
- Online technical support center (http://d2.parature.com/ics/support/default.asp?deptID=8154)
- Online library resources, including:
  - Online catalog (http://sirsi.socccd.cc.ca.us/uhthbin/cgisirsi.exe/P67IBFalV3/0/0/57/49?user_id=WEBSERV-S)
  - Online databases (https://www.saddleback.edu/library/journals.html)
  - E-reserves (http://socccd.docutek.com/eres/default.aspx)
  - Extensive e-book collection

SELF EVALUATION

One of the most important ways in which the College determines the quality of Student Services is to ask for feedback from the service recipients. During the Spring 2008 semester Saddleback College conducted a Student Satisfaction Survey [2.26].

More than 76 percent of students surveyed indicated that they were satisfied with Student Services offered. When asked about Admissions and Records, more than 90 percent of students indicated that they were satisfied with the application process for admission, the registration
process, the handling of transcript requests, and the application process for graduation and for certificates. More than 62 percent of students indicated that they were satisfied with campus parking services such as the online parking permit process, the availability of parking, and in-person parking assistance.

Another important way in which the College determines the quality of Student Support Services is by asking employees for their feedback. Based on the 2009 Saddleback College Employee Survey [2.57], 82 percent of employees indicated that they agreed that Saddleback College provides its students with high-quality support services. Moreover, when asked whether persons with disabilities were able to access all campus buildings, more than 64 percent of employees indicated that they agreed.

Various studies demonstrate that 60 to 80 percent of students who received Matriculation services persisted Fall to Spring as compared to the 40 to 60 percent persistence rate of those students who did not receive Matriculation services [2.58].

Recipients of Matriculation services have also demonstrated higher GPAs, a higher completion rate of degrees and certificates, a higher number of transfers to four-year institutions, and more successful entry into the job market. Proposed budget cuts will certainly impact the College’s ability to serve all students and support their success.

While it may appear to be logical and even superficially desirable to relax many regulatory requirements in the face of such drastic budget cuts, it is hard to support broad sweeping “relief” from compliance that would undermine the very foundation of equity and access upon which the community college system is built. A 60 percent cut in funding will impact the College’s ability to serve all students and support their success. Specifically, no evening and weekend testing sessions will be offered, the number of placement test sessions during the year will be limited, all in-person follow-up advisement sessions will be exhausted, and summer counseling in May and June will be significantly diminished.

PLANNING AGENDA

None.

II.B.2. The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

II.B.2.a. General Information

The College’s official name, addresses, phone numbers, Web sites, and other contact information are published in the College Catalog. The Catalog may be purchased in the bookstore or can be accessed through the College Web site (http://www.saddleback.edu). The Catalog includes the College’s Mission Statement, the academic calendar, a statement on student rights, a code of conduct, academic grievance procedures, information regarding certificates and associate degrees, general education transfer patterns, major requirements, and descriptions of all approved courses. Student financial aid information and other support services are also included.
II.B.2.b. Requirements
Admission requirements and student fees are listed in the College Catalog. Both the printed and online versions offer a transfer curriculum, and both list the requirements to complete the CTE or occupational certificates, occupational skills awards, and associate degrees.

II.B.2.c. Major Policies Affecting Students
All major policies that affect students are described in the College Catalog, including policies concerning the academic honor code, student nondiscrimination, transfer regulations, student grievance procedures, sexual harassment, ADA compliance, refund of fees, and academic deadlines.

II.B.2.d. Location of Publications Where Other Policies May Be Found
The current Board Policy Manual can be found in the College library or online (http://www.socccd.cc.ca.us). The Student Handbook [2.48] is provided to students during orientation/advisement sessions as well as other Matriculation and Counseling activities. The Schedule of Classes [2.28] is available both in print form and online on the College Web site. All College publications are available for reference in the library.

DESCRIPTIVE SUMMARY
The College Catalog [2.05] is published every year and is made available to students, faculty, and staff. The Catalog is also available for purchase in the College bookstore; reference copies are available in the Counseling Center; the Center for Career and Life Development; the Office of Admissions, Records and Enrollment Services (during registration periods); and through the College Web site (www.saddleback.edu). All faculty, offices, and departments on campus are provided with copies of the Catalog on a yearly basis. To ensure the accuracy of the College Catalog, page proofs are sent to each division and department responsible for material in the Catalog.

SELF EVALUATION
The 2008-2009 Saddleback College Student Handbook received the Silver Medallion of Achievement from the National Council for Marketing & Public Relations. Major policies and information are included in both the Course Catalog and the Student Handbook. The College Web site contains the most recent information pertaining to the Schedule of Classes. The Saddleback College Student Handbook and the Catalog are reviewed annually for accuracy by appropriate departments.

PLANNING AGENDA
None.
II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

DESCRIPTIVE SUMMARY

The College researches and identifies the learning support needs of its student population on three levels: institutional, program, and support services. To ensure quality of service, many support services have mandated Program Reviews by third-party agencies. The State Chancellor’s Office or a designated agency reviews the Student Financial Assistance & Scholarship Office, the Student Health Center, and categorically funded programs such as the Office of Admissions, Records and Enrollment Services; DSPS; EOPS; CalWORKs; CARE; and Matriculation. Other student services areas have completed their own self-study with the assistance of the Office of Planning, Research and Grants, as well as the EPA Committee. These Program Reviews are available on the EPA Web site [2.10]. To further ensure the quality of services provided, several departments are required to file annual program plans with the State Chancellor’s Office. These departments include DSPS, CalWORKs, EOPS, CARE, Matriculation, the Child Development Center, and the Transfer Center.

The institutional-level programs designed to identify student learning needs include the matriculation process of admissions, assessment/test, orientation, advisement, and follow-up counseling sessions [2.59]. The Probation Intervention Program provides students on academic probation services such as mentoring, workshops, counseling, monitoring of academic progress, and dedicated tutoring. The Office of Special Services for Students with Disabilities [2.60] also offers alternate media resources, counseling, and testing services to accommodate the needs of students with disabilities and also to determine if outside personal factors may have led to academic difficulties. Once student needs are assessed, the institution provides academic support services through the Reading Lab, the Writing Center, and the Learning Assistance Program (LAP).

The SARS Early Alert Referral System is an institutional-level program designed to offer faculty the opportunity to provide timely feedback to students who are experiencing academic difficulties in full-term credit courses and to recommend ways to improve their performance. Although the program was purchased, it was never implemented due to a shortage of ITC resources.

The InForm Data Warehouse [2.61], the SOCCCD’s official source for historical information about students, is indispensable for Program Review, enrollment management, and research studies identifying student learning needs. The SARS Early Alert Referral System improved the College’s ability to use data more effectively by studying student activity and frequency of service use. The Office of Planning, Research and Grants supported the College’s specialized research studies.
on and surveys of student needs, evaluated the College’s effectiveness in serving students, and provided support for Program Reviews. The Educational Development Committee addresses retention and enrollment management with ties to marketing, student services, and instruction to make effective decisions about student learning needs and institutional effectiveness.

The Academic Senate’s and the College administration’s commitment to Program Review has focused on improving the review process for both academic and administrative programs. The review process gives each department a better understanding of student learning needs through comparisons, surveys, data, and analysis. Student Services and instructors work together to identify student support needs and ensure that students’ needs are effectively addressed.

SELF EVALUATION

The College does an excellent job of addressing student needs. This is ensured through consistent monitoring and evaluation of Administrative Unit Outcomes (AUOs), Program Reviews, faculty and student satisfaction surveys, committee and advisory group input, and the support of the Office of Planning, Research and Grants. Student Services programs and departments collaborate to collect, analyze, and interpret data concerning the College’s various services and programs and make recommendations to improve the effectiveness of and the overall impact on student learning.

The College has conducted various surveys and shared pertinent results with Student Services staff to use for planning and implementing program improvements. Student Services staff members participate in the planning process by serving on participatory governance committees.

PLANNING AGENDA

None.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTIVE SUMMARY

Reliable College program information and services can be obtained in person, on the telephone, and on the Internet. Most services are provided between the hours of 8:00 a.m. to 5:00 p.m., Monday through Thursday, and 8:00 a.m. to 12:00 p.m. on Fridays. In addition, the Office of Admissions, Records and Enrollment Services, Counseling Services, and the Center for Career and Life Development offer evening hours. The College Information Center also provides additional services for students. The Center is located in the lobby of the Student Services Building and is open from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. through 5:00 p.m. on Friday.

The focus of Student Services has been to develop self-directed, information-based resources to assist students with their service needs, in-person as well as online. Students are able to apply for admissions through CCCApply, the statewide application system. This service increases the
access to distance education students as well as to students who may have difficulty coming on campus during traditional business hours. This service allows students to enroll in classes, drop classes, check grades, and pay enrollment fees on the Internet. MySite allows many part-time, evening, and weekend students to access services at their convenience. Textbooks can be purchased online, in-person, or by mail.

Various departments within Student Services have developed online services to assure equitable access, such as e-Advise, My Academic Plan (MAP), online appointment scheduling (e-SARS), and a streamlined financial aid application process for FAFSA and scholarships.

The Office of Matriculation has made significant advances in its online services, including assessment appointment scheduling, online orientation, and an online advisement program to maximize access to all students.

The Office of Admissions, Records and Enrollment Services, the Financial Assistance & Scholarship Office, the Office of Matriculation, the Counseling Division, EOPS, CARE, CalWORKs, the Transfer Center, the Center for Career and Life Development, and many other Student Services departments have faculty and staff that are bilingual in English, Spanish, Farsi, Mandarin, Vietnamese, Swahili, Zulu, Arabic, and American Sign Language.

Through the Office of Special Services, Disabled Students Programs and Services (DSPS) provides special assessment services and instruction for students with physical limitations, psychological disabilities, or chronic health impairment. The Special Services and Adapted Kinesiology faculty and staff coordinate with all other departments on campus either programmatically or on a case-by-case basis. The College’s ability to meet students’ needs is based largely on the cooperation of all academic divisions, administrative offices, and other support services throughout the College. The College continues to address physical-access issues as it addresses ongoing building-renovation projects and relocation of classroom space.

Student Services has also developed a strong interdepartmental team of professionals who work together to address the needs of students who have psychological disabilities and/or who need in-depth personal counseling. The team includes Counselors and Learning Disability Specialists in Special Services, selected counselors in the Generalist Counseling Department, a licensed clinical psychologist in the Student Health Center who supervises psychology interns, and a Director the Student Health Center with a strong background in psychiatric nursing. In addition, the College also has a Psychological Disabilities Team and a Crisis Intervention Team on campus.

In Spring 2009 Saddleback College implemented the Book Loan Program for students on campus who did not have the resources to purchase textbooks. The Associated Student Government donated $5,000, which was matched by the Foundation Board, to purchase books to place in the reserve section of the library for students to access as an alternative to purchasing books for their classes.

**SELF EVALUATION**

According to the Office of Admissions, Records and Enrollment Services, 2007-2008 SLO online applications increased to 87 percent in 2008 compared to 62 percent in 2005 [2.14]. Furthermore, online registration for Emeritus students increased to 33 percent in 2008 compared to 25 percent in 2005. Admissions and Records staff members visit Laguna Woods
Village at the start of each semester to conduct in-person registration for the senior population who are unable to utilize online registration. Online application and registration services are growing in popularity among other students. According to the Spring 2008 Student Survey, more than 85 percent of students indicated that they were satisfied with online services. Categorically funded Student Services programs are reevaluating hours of operation and services in response to State budget cuts. The College has managed to backfill all but 16 percent of the deficits for the 2009-2010 fiscal year. As the State struggles monetarily, so will State-funded categorical programs. The College will be challenged to address the allocations deficits for the next several years to maintain equitable access to services.

PLANNING AGENDA

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

DESCRIPTIVE SUMMARY

In keeping with the College’s Mission, Vision, and Values, the administration, faculty, and staff work together to provide programs and opportunities to students to participate in a vast array of College policy-making committees and extracurricular activities. The College supports the belief that a student who participates in college life will perform exceedingly better during his or her academic tenure at Saddleback than those who do not.

Student Services places high priority on student learning and on delivering comprehensive support for student success. The Student Development Office provides a comprehensive leadership program for a diverse set of students. Students have the opportunity to participate in Associated Student Government (ASG) and in more than 35 student-driven clubs that cover a large spectrum of interests and many co-curricular groups, honors societies, and leadership training workshops.

The ASG plans, organizes, promotes, sponsors, and finances a comprehensive array of activities and services for students. All persons enrolled at Saddleback College are members of the Associated Students of Saddleback College (ASSC). Participation in ASG offers students a unique opportunity to explore and develop leadership potential while providing services and a comprehensive activities program for Saddleback students.

The ASG itself offers three distinctly different branches. The first branch is the Student Senate, which focuses on bringing information about academic programs and student services to its peers. Student Senate oversees three standing committees: the Judiciary Committee, the Diversity Student Council, and the Budget Committee. The Judiciary Committee provides oversight and encouragement for all students who participate in the ASG. The Diversity Student Council is available for all Saddleback College students and focuses on promoting the importance of Collegewide diversity. The Budget Committee is responsible for receiving and evaluating allocation requests for ASG funds.
The Events Cabinet, the second branch of the ASG, focuses on campuswide activities such as Awareness Week, Earth Week, and Homecoming. The Events Cabinet holds many ad hoc committees during the year to meet the needs of event and program planning. Ad hoc committees serve the community through food and toy drives and also provide events to bring the community together, such as working with the Alumni Association to plan the annual Homecoming Festival.

The third branch, Inter-Club Council, is a constituency of campus club representatives who are included in College policy decisions from the ASG and who decide how to spend the Inter-Club Council midyear allocation funds.

All ASG members are encouraged to participate in at least one Collegewide committee per semester.

Academic departments sponsor speakers and offer performances to enhance classroom instruction. The Humanities Hour, cosponsored by the Liberal Arts and Learning Resources Division and the Social and Behavioral Sciences Division, invites speakers to the campus to discuss prominent issues. The Fine Arts & Media Technology Division showcases artists in a variety of media; exhibits and performances are available to faculty, students, staff, and community members throughout the year.

**SELF EVALUATION**

Students are encouraged through many offices throughout the campus, but specifically through the Student Development Office, to participate in on-campus and community activities. Events sponsored by the Diversity Student Council, the Inter-Club Council, the Student Senate, and the Events Cabinet promote students’ understanding of personal and civic responsibility. Each year the Diversity Student Council continues to provide culturally diverse events planning. Participants on the Student Senate are responsible for upholding the standards of a fiscally conscientious budget. The Events Cabinet provides events on-campus that support the community, such as food and toy drives. The Events Cabinet also plans events that bring the community together, for example, by working with the Alumni Association to put together the annual Homecoming Festival.

Leadership workshops, participation in student government, and campus clubs encourage personal, aesthetic, and intellectual development. Leadership workshops require student participants to think logically and abstractly about leading in a school environment and outside the school environment to develop students’ social abilities. Leadership opportunities are available in many forms across the Saddleback campus. Any student is able to participate in the leadership workshop series, start a new club, and join the Associated Student Government of Saddleback College. Participating in student government offers opportunities for students to participate in many different types of leadership situations. A student who joins and leads a campus club is afforded the opportunity to find a specific discipline he or she enjoys and to make it his or her own.

**PLANNING AGENDA**

None.
II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

Saddleback College has maintained a counseling program since its establishment in 1968. The mission of the Saddleback College Counseling Division is to “provide current and prospective students with the counseling and instruction necessary to successfully reach their academic, career and personal goals” [2.59]. The Office of Counseling Services evaluates its counseling services to support student development and success through Program Review, annual student satisfaction surveys, and high school advisory groups.

The Counseling Division consists of 13 full-time generalist counseling faculty members who are highly trained in providing personal, academic, and career counseling to students. Counselors also provide crisis intervention, when needed, in the Counseling Office. If a student’s crisis requires extensive, in-depth counseling services, that student is referred to the Student Health Center, as well as to local community agencies specific to the particular need. All Counseling faculty have master’s degrees in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, social work, career development, marriage and family therapy, or marriage, family, and child counseling from an accredited college or university. Three members of the generalist counseling faculty hold doctorates.

In addition to the 13 full-time generalist counselors in the Counseling Division, there are 3 counselors in the Disabled Student and Special Services, 2 Learning Disability Specialists, 2 counselors in EOPS, CARE, and CalWORKs, and 6 hourly counselors in the Transfer Center, of which 2 concentrate on the Teacher Preparation Pipeline Grant. The Counseling Division also hired an additional 31 hourly counselors to address the increasing demands for counseling services.

![E-Advice Usage](image)

**Figure 2.9. E-Advice Usage, 2005 to 2009.**
The Division also utilizes technology in its support of student success. In 2001 E-Advise was launched. This service allows students to get quick questions answered via e-mail. Once implemented, this service grew quickly. However, due to lack of funding for staffing, the service suffered over subsequent years, as detailed in the chart to the left. The District Information Technology staff and Counseling faculty developed a unique online advisement tool called My Academic Plan (MAP). This online program allows students to select courses to enroll in depending on their academic goal. The system covers AA degree planning and transferring to the CSU and/or the UC system. The program introduces students to the concept of academic program planning, including general education and lower-division major preparation. As part of their decision-making process, students can compare major requirements offered at different schools. MAP is in its infancy stages. As more and more counselors are trained in using the program within their counseling appointments, utilization of E-Advice will increase. Since MAP went online April 27, 2007, Saddleback College students created a total of 35,145 MAP plans.

The Division has conducted online orientation services for the past year. The Matriculation Office introduced online advisement in November 2009. It will be interesting to see how the online advisement offered through the Matriculation process dovetails into the student use of MAP. Technology brings a variety of new advisement techniques, limited only by the developer’s imagination.

Counseling faculty are an integral part of the College community and serve on numerous committees, including the Academic Senate; the Curriculum Committee; the EPA Committee; the Basic Skills Initiative Task Force; the Technology Committee; the Scholarship Committee; the Commencement Committee; and the Tenure Committee. Counselor training and staff development activities are ongoing. Flex activities such as Blackboard training, technology training, CurricUNET training, and other various best practice presentations are offered before each semester begins, and counselors are required to fulfill 38 hours of Flex activities. Attendance at the CSU and UC counselor conferences is strongly encouraged. In addition, during departmental meetings, presentations from university representatives and instructional division updates are given. Counselors attend weekly articulation meetings, and professional development opportunities are offered throughout the semester.

Counselors are trained to interpret a variety of career assessments, such as COPSystem, Self-Directed Search, Strong Interest Inventory, Campbell Interest and Skills Survey, and the Myers-Briggs Type Indicator. During career counseling appointments, printed interpretive results are given to students. Students are referred to the Center for Career and Life Development to research results of the assessment instruments for potential careers, majors, and employment opportunities. Students needing further assistance will be referred back to the counselor for further clarification.

Counselors also teach Educational, Vocational, and Career Planning courses to help students with career exploration and college search to reach their personal and academic goals.

**SELF EVALUATION**

Counseling services are evaluated regularly through questions on the annual counseling student survey, statistical reports from the counseling scheduling system (SARS), institutional research,
the Program Review process, and the development and assessment of SLOs and AUOs [2.14] [2.62].

The Counseling Department recently developed a counseling survey that was administered to students in Spring 2007. The Counseling Department decided to administer the same survey again two years later when the counseling appointment length went from 30 minutes in 2007 to 60 minutes in 2009 to see if student satisfaction of counseling appointments increased or decreased.

The only notable difference between the 2007 survey and the 2009 survey was on the last five questions pertaining to counseling satisfaction. On all five counseling satisfaction questions there was a higher ‘strongly agree’ response on the 2009 survey in comparison to the 2007 survey. Data from the 2009 counseling survey indicates that students are extremely satisfied with the counseling they are receiving when there is a sufficient amount of time.

Counseling also tracks service data through the SARS Early Alert Referral System. The statistical data from this system reveal significant increases in student contact and in counseling services, as outlined Table 2.6.

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<td>1,282</td>
<td>1,672</td>
<td>1,009</td>
<td>597</td>
</tr>
<tr>
<td>Waiting-List Growth</td>
<td>52</td>
<td>124</td>
<td>569</td>
<td>1,435</td>
</tr>
</tbody>
</table>

* Fewer individual appointments in 2007-2008 and in 2008-2009 due to increased appointment time from ½ hour to 1 hour beginning Fall 2007.

As outlined in Table 2.6 above, individual student appointments decreased because of the increase in appointment duration. Walk-in appointments and the student waiting list have progressively increased over the last four academic years, resulting in a higher demand for counseling services.

As with most California community colleges, there are not enough counseling resources to meet student demand, given the increase in student growth. Consequently, the Counseling Division recently began scheduling half-hour appointments versus one-hour appointments, resulting in lower student satisfaction and students feeling rushed. Furthermore, there are not enough full-time faculty to provide continuity and the breath of services in the counseling program and still have time available to dedicate faculty time to conducting Program Review. Counselors also need more time and resources to develop technology solutions for the growing student demand on campus and by distance education. There is a great demand for more distance education resources and for identifying processes to meet the needs of distance education students. However, this will require more faculty training to access and to utilize the resources, and this will require more technical support from the District’s and the College’s Information Technology (IT) Services.
With current and potential budget cuts, valuable counseling hours will be greatly reduced, resulting in many students not receiving counseling services. This reduction in State resources contributes to the student population in Orange County becoming more transient (i.e., attending multiple campuses within Orange County), resulting in multiple transcripts that must be evaluated and requiring more counseling time and greater training to ensure accuracy in the advising process. Cuts in DSPS, EOPS, CARE, and CalWORKs have increased demand for general counseling to cover their counseling-hour deficits. The central challenge for counselors is to design better service delivery methods, given the reduction in faculty, resources, and funding.

PLANNING AGENDA
The Counseling Division will work with the District and College IT services to improve online resources.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY
The College offers a wide variety of programs that support student understanding and appreciation of diversity. The Cross Cultural Studies (CCS) Advisory Committee maintains a center with a resource collection of books and DVDs for faculty to use in their classes or for extracurricular events. The CCS committee also holds events on issues of diversity throughout the year.

The Associated Student Government also supports the appreciation of diversity through the following group activities:

Diversity Student Council
The Diversity Student Council of Saddleback College will promote and encourage cultural learning by creating opportunities for students to exchange ideas about values and life in an open-minded environment. The Diversity Student Council encourages interaction between different cultures and respect for varying viewpoints. The Diversity Student Council plans events such as Cambodian New Year, Black History Month, and Women’s History Month.

Inter-Club Council
The Inter-Club Council (ICC) oversees 30 to 40 clubs each semester whose interests run from religion and culture to politics and human studies. Each year the ICC, along with other campus clubs, plans the Multi-Cultural Fair, which celebrates diversity across the campus and across the globe.

Appreciation of Pilipino American Culture
The mission of the Appreciation of Pilipino American Culture (APAC) Club is to promote awareness of Filipino cultural and heritage, to help accomplish educational goals, and to aid the Filipino community through fundraising opportunities.
Black Student Union

The main focus of the Black Student Union (BSU) is to promote a sense of unity among African-American students in the community. The mission of the BSU is to stimulate the intellectual, political, cultural, and social growth of all students through numerous activities, programs, and fundraisers.

Free Thinkers

The purpose of the Free Thinkers Club is to establish a positive social environment for Saddleback College students who are skeptics, atheists, agnostics, freethinkers, secularists, and critical thinkers. The Club also counters the growth of irrationality and disdain for science and critical thinking and provides a campus voice on the importance of church and state. In addition, the Club seeks to establish an environment of free discourse and discussion on controversial issues of science, religion, and government and to enrich Saddleback College campus life by sponsoring educational events and fostering student dialogue on matters of reason, science, and belief.

Model, Value and Creation of Peace

Model, Value and Creation of Peace encourages students to become involved in the community through College-sponsored activities such as environmental awareness, cultural diversity, victory over violence, and Buddhism.

Latin American Film & International Film

This twice-monthly event is one of the culturally diverse programs provided by academic departments. This particular event, sponsored by faculty in the International Languages Department, provides students with the opportunity to view films on campus such as “Che,” the story of Ernesto “Che” Guevara, an Argentinean Marxist revolutionary.

Dia De Los Muertos

Faculty in the International Languages and Social and Behavioral Sciences Departments annually host a celebration to honor this Mexican holiday.

The clubs and events listed above represent only a small number of the diverse clubs, events, and programs the College offers.

SELF EVALUATION

The College designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. Through the efforts of the College’s ASG and the faculty Multicultural Committee, programs are provided to students and the community that promote an understanding and an appreciation of the variety of backgrounds inside and outside the College community. Academic departments also strive to provide ethnic and culturally diverse programs and events that will encourage growth and acceptance of all cultures in the community.

As part of its commitment to diversity, the College developed a 21-unit associate degree program entitled Cross-Cultural Studies, which emphasizes course work in multicultural
experience and includes electives in social and behavioral sciences, humanities, and arts. The General Education Committee also established a cultural diversity graduation requirement that enhances student understanding and appreciation of diversity.

In Fall 2009 the Diversity Student Council encouraged students to submit photos, paintings, or collages that represented how the students thought of themselves in a diverse world. From the photos and paintings submitted, the Diversity Student Council then assembled a photo mural showing how students across the campus envisioned themselves.

The Appreciation of Pilipino American Culture (APAC) Club hosts a fashion show each year to raise money for various charities throughout the Philippines. In 2008 APAC raised over $2000 to donate to Gawad Kalinga, a charity that provides food and clothes to residents of the Philippines.

**PLANNING AGENDA**

None.

II.B.3.e. **The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

**DESCRIPTIVE SUMMARY**

The College utilizes the Statewide CCCApply Application for admission purposes. The Office of Civil Rights has certified this application. Bilingual support is offered by phone, by e-mail, or in person through the Office of Admissions, Records and Enrollment Services. The office lobby was recently remodeled to provide ten Internet-based computer workstations and printers for students to use for the online admission and registration processes.

Saddleback College uses only State-approved assessment placement tests. These tests are locally validated and have minimum cultural and linguistic biases. Validation studies are conducted by the subject matter department and the Office of Planning, Research and Grants. All tests use multiple measures that are conducted through a student survey during the assessment session for ESL, English, reading, and math. Designated questions are weighted within the survey to emphasize assessment areas that have been identified as important to student success. The raw score plus the weighted scores are used to determine placement. These measures are incorporated into all placements electronically. The College has validated all multiple measures. All validation studies for these assessment instruments are up-to-date. The current test instruments used for placement are:

- **Reading:** Nelson-Denny Form H (valid until March 1, 2014)
- **Math:** Mathematics Diagnostic Testing Project (MDTP): Algebra Readiness Test, Elementary Algebra Test, Intermediate Algebra Test, and Pre-Calculus Test (valid until March 1, 2012)
- **ESL:** Combined English Language Skills Assessment (CELSA) (valid until July 1, 2011)
- **English:** Accuplacer Sentence Skills (valid until March 1, 2012)
• English Writing Sample (valid until March 1, 2012)
• California Chemistry Diagnostic Test (administered by Chemistry Department; implemented summer 2009) (valid until March 1, 2012)

SELF EVALUATION
According to the Office of Admissions, Records and Enrollment Services (2007/2008 SLO), online applications increased to 87 percent in 2008 compared to 62 percent in 2005. According to the 2008 Student Survey Form 1 [2.26], when asked about Admissions and Records, more than 90 percent of students who responded indicated that they were either “satisfied” or “very satisfied” with the application process for admission.

Although the College utilizes State-approved matriculation assessment tests, it must ensure regular evaluation of the effectiveness and utility of these assessment tests. Each placement test administered at Saddleback (for reading, writing, math, and ESL) has been monitored through an in-house validation study that confirms the validity and reliability of our tests. The discipline specialists play a major role in the selection and validation of an assessment test. Assessment tests are offered on campus both during the week and on weekends. College orientation and advisement sessions can be completed on campus or online.

PLANNING AGENDA
None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY
Board Policy 5615 [2.63] addresses the issue of confidentiality of records. Permanently retained student records include applications, student enrollment data, transcripts, and grade information. The primary location for student records for Irvine Valley College and Saddleback College is the District SIS database. District IT backs this system up nightly and performs a separate backup each Sunday. This Sunday backup is electronically and securely transferred to a storage facility on the East Coast. These backups are retained for two months. Access to the system is based on an employee’s job classification, which is designed based on the responsibilities of that position.

Hard-copy transcripts prior to 1981 are stored in fire-protected vaults within secure mobile storage containers on campus property. Access to these documents is protected by a twin-lock system that requires two keys for access (one key from Admissions and Records and another key from the Maintenance Department). The transcripts, prior to 1981, have been digitized on optical media for ease of retrieval and are kept locked in the Admissions and Records office. Some older applications and enrollment data are preserved and retained on microfilm and microfiche and are stored in the Admissions and Records office. Paper applications that have not been imaged are kept in the Saddleback College library building in a locked storage location.
Physical documents accepted by the Office of Admissions, Records and Enrollment Services are imaged on site. Admissions and Records grants employees access by first assigning a user name and password. The various documents imaged are assigned a document type. The level of access (i.e., document types) has been predetermined based upon the employee’s job classification and responsibilities. This system is completely backed up monthly by campus IT. Differential backups are made nightly. The backups are stored in another building on campus. While offsite storage has been discussed, the documents are not currently backed up offsite.

New and existing staff members undergo training on records systems and security as well as the protocols for confidentiality of records and for releasing information to students.

Students have access to their Saddleback College records via MySite, the College’s secure Web portal, with their unique user ID and PIN. Students requesting their records or completing enrollment transactions in-person are required to present authorized photo identification.

Board Policy 5615 addresses the issue of confidentiality of records. With the exception of State, local, or Federal government officials, the College does not release personally identifiable student data without the student’s prior written permission.

Information concerning whether a student is currently enrolled and/or has received degrees and awards from the college is regarded as directory information. A student may request that no student information be released by submitting a written authorization to the Director of Admissions and Records.

Grades and positive attendance issued by faculty are maintained on the computer system. Faculty enter grades and positive attendance online and access the online system via their unique IDs and passwords.

Information regarding Access to Records and Release of Information is published annually in the College Catalog.

**SELF EVALUATION**

The College and the appropriate departments have carefully guarded student records and have followed all Federal and State requirements for maintenance of confidentiality as well as release of information. Records are stored in the form of hard copy, optical images, compact disks, and microfilm. The College is developing a long-term strategy to digitize information by working with College IT and outside companies that specialize in electronic archival systems.

**PLANNING AGENDA**

None.
II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The mission, philosophy, functions, and goals of the South Orange County Community College District require that a systematic review of all programs be conducted to ensure quality and relevance of instruction and effective and efficient use of resources. This systematic process is Program Review, a cooperative effort utilizing the knowledge and expertise of faculty, administrators, current and former students, employers, and advisory committee members. Student Services undergoes Program Review at least once every five years and performs Administrative Unit Outcomes every year. The Counseling Division, the Center for Career and Life Development, the Transfer Center, Admissions and Records, the Health Center, the Reentry/Women’s Center, and the College bookstore are all part of the review cycle.

As previously stated, many support services have mandated Program Reviews by third-party agencies. The Student Financial Assistance & Scholarship Office, the Student Health Center, the Child Development Center, and categorically funded programs such as EOPS, DSPS, CalWORKs, CARE, Admissions and Records, and Matriculation are reviewed by the State Chancellor’s Office. Other student services areas have completed their own self-study with the assistance of the Office or Research Planning and Grants, as well as the Program Review Committee. To further ensure the quality of services provided, several departments are required to file annual update. DSPS, CalWORKs, EOPS, CARE, Matriculation, and the Transfer Center also submit Needs Assessments for review.

SELF EVALUATION

The planning and evaluation completed in Student Services has improved service to students and has confirmed that the programs are effective and appropriate to meet student demand. Results from the Spring 2008 Student Survey indicated that the majority of students are very satisfied with Student Services. Moreover, more than 96 percent of students who responded indicated that they were satisfied with MySite, the online College portal.

PLANNING AGENDA

None.
II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

The Saddleback Library’s collection consists of more than 90,000 printed books and e-books, 130 print periodical subscriptions, and in excess of 10,000 full-text periodicals accessed via 16 subscription databases covering magazines, journals, newspapers, and government documents. Seventy-seven Internet workstations provide access to the online catalog and library databases, Microsoft software, and student e-mail. Two Internet workstations comply with ADA guidelines and are available to students with special needs. In addition, four workstations are dedicated exclusively to the online catalog and two more workstations are dedicated to use with CDs that accompany textbooks.

In 2007-2008 the librarians undertook a comprehensive review of the Library collections in preparation for the Library’s renovation. Approximately 40 percent of print and nonprint materials were discarded because they were outdated, not being used, or in the case of audiovisual materials, lacked close-captioning. The print periodicals collection was also reviewed against usage statistics and full-text holdings of the periodical databases. In Fall 2008 the Library subscribed to 272 hard-copy periodicals, and by Spring 2009 the print periodicals holdings and subscriptions were reduced to 130 print titles.

The Library’s Web site (http://www.saddleback.edu/library/) permits students and faculty to access almost everything required to support academic and personal research needs. Students and faculty can consult the online catalog to search the print and eBook collection, watch short videos that explain how to search the journal and magazine databases, and get research
assistance through e-mail and chat reference. The databases provide a variety of useful research features that include many full-text and full-image sources. Indexing for current and older material is available along with printing and e-mail capabilities.

Access to these resources and services is available from any computer with Internet access, 24-hours a day, seven days a week. Off-campus access authentication to the online databases and eBooks is provided via EZproxy.

The Library has provided e-mail reference service to students, faculty, and the community at large since 2002. This service is staffed by a Saddleback College librarian during the regular workweek, and patrons receive replies within 24 hours. Starting in January 2009, the Library joined QuestionPoint (QP), a live-chat reference service available 24 hours a day, 7 days a week, and sponsored by the Community College Library Consortium. The QP librarians are able to provide assistance in most cases to Saddleback College patrons because QP has access to information about local resources and services.

Since Fall 2008 the holdings of the Library’s reserve collection have increased significantly. In response to the greater need for textbook support, the Associated Student Government, the College Bookstore, and the Library have collaborated in this effort. In Fall 2009 a new e-reserves system was launched, initially with materials produced by instructors. Eventually the e-reserves collection will contain a full range of materials, including copyrighted resources and e-textbooks.

Library faculty members select and maintain traditional, electronic, and Web-based learning and information resources. Librarians actively solicit recommendations from faculty, students, staff, and community members. Gift materials are welcome and added when appropriate to support the College curriculum. Librarians use selection tools such as professional library journals, publishers’ catalogs, online sources, instructor bibliographies, and faculty recommendations to select new materials and review existing collections. Librarians act as liaisons to instructional divisions to further refine the acquisition of Library materials to support College-wide instruction [2.64].

The Library receives technical support for instructional technology from the Innovation and Technology Center (ITC) staff. The ITC is responsible for supporting all College instructional technology needs. The ITC installs hardware and software and maintains computers and media-related equipment throughout the College. The ITC also ensures that selected software and equipment are compatible with those already present in the College system, meet minimum College standards, and can be maintained by ITC technicians.

**SELF EVALUATION**

Since the 2004 Self Study, the Library has undertaken several initiatives to modernize its collections and enhance access to resources and services. The effect of these assessments helped to build a more-focused collection that supports the current College curriculum. To expand and improve access to resources, the librarians have been building the Library’s electronic resources, though print resources continue to be acquired as necessary. The updated collections and services position the Library well to enhance access to resources and services while Library services are provided from The Village (an area in the lower campus) during and beyond the two-year Library Building renovation.
Every year librarians consult database-use statistics as part of the annual renewal cycle. The same evaluation of database-use statistics applies to the print periodicals and reserves collection. Faculty and students are utilizing the electronic resources, as evidenced by increased usage statistics [2.65].

Input from faculty helps ensure that the equipment acquired and maintained by the ITC meets minimum standards developed to support the instructional program.

In the 2009 Employee Survey [2.56], 60 percent of the full-time faculty and 53 percent of the part-time faculty agreed with this statement: “The Library holdings are sufficient in quality to meet the needs of the college’s educational programs.” Similarly, 55 percent of the full-time faculty and 50 percent of the part-time faculty agreed to this statement: “The Library holdings are sufficient in quantity to meet the needs of the college’s educational programs.”

The learning resources materials budget has been augmented since the 2004 Self Study, which has allowed it to support the changing needs of its users. Library expenditures in 2004-2005 were approximately $132,000. In 2008-2009 the Library spent over $185,000 in library materials.

The results of a Collegewide Spring 2008 Student Survey were gratifying: Almost 28 percent of respondents replied that the Library is the campus service or program they use most often [2.26].

PLANNING AGENDA

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

The Library promotes its resources to students, staff, and faculty through instruction, orientations, in-service presentations, information competency (IC) workshops, The Lariat (the student newspaper), College publications, the Library Web page, and printed materials. The Instruction Librarian coordinates the Library’s information competency program. Three information competency credit courses and six information competency workshops are available to students throughout the year. Credit courses and IC workshops can be found on the Library’s Web site [2.66].

The IC program reaches over 2,000 students per year with more than 1,300 students attending the instructor-requested orientations. The Instruction Librarian works closely with faculty to encourage student attendance in the IC workshops. The Library’s instruction policy is to encourage faculty whenever possible to send their students to the IC workshops. The policy is flexible enough to accommodate faculty requests for tailored library orientations, particularly when it concerns the needs of Basic Skills students.

In Fall 2006 the Instruction Librarian recommended (and the librarians approved) the acquisition of new software to record student attendance at the workshops. This software has facilitated
record keeping greatly. It also encourages more faculty to participate in the IC program through their recommendations or requirements that students attend the workshops. The software supports generating reports upon instructor request. Statistics collected by the Instruction Librarian demonstrate that an increasing number of students are receiving instruction to strengthen their IC skills.

The Instruction Librarian and the Library Department Chair have been working to create new curriculum for the IC workshop series in order to encourage even more students to take advantage of the IC program by offering students a credit option. Though past efforts have not been successful, the librarians are exploring new options with the support of the Curriculum Committee chair.

The Instruction Librarian has been involved in several IC assessment efforts whose purpose has been to identify students’ level of information competency in Basic Skills and transfer courses. The IC workshop series is assessed during the Fall semester, but the workshops, each lasting one hour, are designed to stand alone in support of assignments that are being evaluated by classroom instructors, so the data collected has not yielded useful results that have been used to make concrete improvements. Revisions to the workshop series have been made, however, as a result of her work with English Department faculty. The documenting sources workshop was redesigned to focus on teaching students how to avoid plagiarism in response to professors’ concerns about the prevalence of student cheating.

In 2008-2009 the Instruction Librarian began to work with a task force of the Educational Planning and Assessment Committee to assess the IC graduation requirement that has been in place since Fall 2002. The task force created a definition of IC, a rubric that will be used to assess IC assignments for various disciplines, and an implementation schedule for Fall 2009. This is the first assessment of an institutional-level outcome. An article that describes the project appeared in the first ITL newsletter [2.12].

The Instruction Librarian is actively involved in the Basic Skills Initiative. She applied for and received funding for research projects to determine the IC skills of Basic Skills and transfer students and a focus group. The data from this research will be applied in Spring 2010 when the Instruction Librarian will be teaching in a learning community with a Reading/English instructor that is part of the Freshman Academy (see II.A.3.b).

The librarians teach three library research credit courses. Although it is sometimes difficult to fill the classes, the students who take them value the course and wish they had taken the course earlier in their academic careers. All the library credit courses are now offered online, and the College has tried scheduling the classes as 8- and 12-week classes with some success. Effective Fall 2007 the College received approval of UC transferability for the Advance Information Competency course (now LIB 2; formerly LIB 102).

Since 2006 the librarians have tried to assess the credit courses, but due to the relatively small number of students, this has been challenging. In 2008 the three librarians who teach the courses dropped the pre- and posttest they were using and designed a rubric to score the final project. Using the rubric has been successful and has allowed improvements to the final project.

In Fall 2008 the College hired a Distance Learning (DL) Librarian to support the needs of distance learning students and faculty. During her first year, she created article database videos for distance learning students to learn to use library databases [2.67]. As a liaison to the distance
learning faculty, the DL librarian markets new library services such as online reference services and new databases. She also serves on two College committees to redesign the Distance and Online Education Web site [2.29] and to create curriculum for the Online Teaching Certificate [2.12].

The DL Librarian works with staff in the Center for Instructional Design and Distance Education to create a “Library presence” in Blackboard that will enable the delivery of library instruction using Blackboard features like CCC Confer [2.68] and the discussion board. Additionally, the DL and Instruction Librarian are collaborating to develop three online IC workshops. The Distance Learning and Systems Librarians worked closely to design and implement a Library Services page [2.69] for faculty and students as well as streamline some services in the online environment to make the Web site more user-friendly for all.

In the 2009 Saddleback College Employee Survey, 65 percent of the full-time faculty replied that they agreed with the statement, “The library's reference and instructional services meet the needs of the college’s educational program” [2.57].

SELF EVALUATION

The Library has strong IC workshops and credit courses. Since 2002 the College has had an IC graduation requirement. The librarians are active participants in department, program, and institutional assessment efforts. While efforts to assess the effectiveness of the library credit course and the IC program have been challenging, the IC Librarian continues to search for meaningful ways to work with faculty and to reach more students. The recently hired Distance Learning Librarian is actively working to support the needs of distance learning students and faculty.

PLANNING AGENDA

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTIVE SUMMARY

Since the 2004 Self Study, Library hours have been restored to 66 hours a week. During the summer, the Library is open 60 hours a week. Reference librarians are on duty to assist students, faculty, staff, and community members with their research and personal information needs whenever the Library is open. To assist students attending classes at alternate locations or distance education, e-mail reference and 24/7 chat reference services are provided. A full-time technical support staff member and student assistants staff the Help Desk in the Library, where students can get dedicated assistance with their technical needs. Statistics are maintained to track services.

The 77 library computer workstations provide public access to the resources of both the Saddleback College and the Irvine Valley College libraries. A basic suite of software (e-mail, word processing, presentation, spreadsheets) is also available. Since Fall 2003 wireless technology
allows students and faculty to connect campuswide to the District network. The District’s electronic resources access policy is enforced by requiring all users to accept the policy during the log-in process in all campus computer labs. Off-campus access to the online catalog and authentication to all other electronic learning resources is provided to students, faculty, and staff via EZProxy.

The Library has created a guest log-in for community users (nonstudents) that requires users to sign up and to provide a photo ID. The username and password are created overnight. With their usernames and passwords, guests can log into the District network and use computers and library resources on site.

The Learning Assistance Program (LAP) provides students with peer tutoring in all academic subjects, tutor training, and various workshops. Services include one-on-one, small-group, drop-in, and in-class tutoring sessions. A pilot program for online tutoring has expanded tutoring services for online English students. The Interdisciplinary Computer Center (ICC) provides 42 computer workstations and software for use across the curriculum. Instructional assistants provide supervision and training to peer tutors and to students, and they act as liaisons between faculty and the LAP. The LAP/ICC is open 54 hours per week (12 hours each day on Mondays to Thursdays, and 6 hours on Fridays). The services of the LAP/ICC are made possible by more than 100 tutors; over half of the tutors volunteer their time. The resources of the LAP/ICC are promoted to student clubs, at campus events, in student orientations, and in faculty in-service programs. The resources are also promoted through Web pages; College print materials; The Lariat; flyers, posters, and bookmarks; spots on the College radio station, KSBR; electronic marquees on the campus; and on Channel 39 (Saddleback TV). Approximately 2000 students use the LAP each semester. Over 50,000 tutoring hours are tracked each year.

The College also has several additional well-established learning support services for students. The Reading Lab and Language Lab are open 53 and 56 hours a week, respectively. The Writing Center, managed by the English Department, is open 29 hours a week (including Fridays). All these labs have workstations with Internet connections and basic software, and they are staffed by instructional assistants with faculty oversight to provide students with additional instructional support. All the learning support labs track student attendance using SARS Early Alert Referral System software. The data are analyzed and used to verify that students who use these labs and are enrolled in related courses have completed required reading or writing lab work, have achieved benchmarks in defined skill areas, and have demonstrated holistic improvement as critical readers and/or writers.

The ITC focuses on three primary areas of instructional support: computer and network management, user support and training, and audiovisual support. This past year the College opened two new facilities to help support technology needs on campus. The Center for Instructional Design and Distance Education (CIDDE), which opened in Fall 2008, focuses on computer application support and training and works closely with our distance education faculty. The ITC moved into its new facilities in Spring 2009 and added the Audio Visual Department as part of its support group. The ITC along with the Audio Visual Department is open and available for campus support 57 hours a week. The Center for Instructional Design and Distance Education is staffed 58 hours per week and also offers online assistance through Presidium help desk services 24 hours a day, 7 days a week.
SELF EVALUATION
The results of a Collegewide Spring 2008 Student Survey were gratifying. Almost 28 percent of respondents replied that the Library is the campus service or program they use most often [2.26, p. 12]. In the 2009 Employee Survey, 66 percent of the respondents agree with this statement: “The Library provides access to library resources.” A breakdown showed that 78 percent of full-time faculty and 66 percent of part-time faculty agree with this statement [2.57].

PLANNING AGENDA
None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY
All library materials have electronic security strips that prevent items from leaving the library if they are not properly checked out. Library building security is problematic, and this problem will be addressed when the building is renovated. The Library will be moved to a temporary location (the Village) while the renovation is in process. Security and maintenance is in place. The 3M security gates and all other security systems will continue to be used in the temporary location. The renovated building will have state-of-the-art security.

Equipment maintenance will not require any changes in the temporary location. In fact, it is possible that service might improve due to its proximity to the ITC in the Village. The ITC ensures that the computer systems and the information it processes is secure from unauthorized access or use and is safe from destruction, theft, and damage [2.70, p. 12].

Student and staff network access has been in place since 2003. The campus wireless network has been operational campuswide since 2006. For community users (nonstudents and nonstaff), the Library provides a guest log-in that requires users to sign up and to provide a photo ID. Guest usernames and passwords are created overnight. With their usernames and passwords, guests can log into the District network and use onsite computers and library resources. This guest log-in does not permit offsite access to Library resources.

SELF EVALUATION
The College’s Technology Plan is comprehensive and is reviewed each year. Although the Library and other computer labs are serviced by ITC technicians, the number of technicians available is insufficient to address the needs of all College instructional computer labs. The Library renovation plans address the security of the Library building.

According to the 2009 Employee Survey, 68.5 percent of all respondents agreed to this statement: “I have the opportunity to provide input on prioritizing technology needs that affect my area.” A breakdown showed that 80 percent of the full-time faculty and 54 percent of the full-time classified staff agreed with this statement.

In response to the statement “The College allocates technology resources and services in a manner that supports and enhances the institution,” 54 percent of all respondents agreed. A
breakdown showed that 68 percent of the full-time faculty agreed and 46.5 percent of the full-time classified staff agreed.

PLANNING AGENDA

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

The Saddleback College and the Irvine Valley College libraries have an informal agreement to serve each other’s students. This agreement is facilitated by a Districtwide online catalog that highlights local campus resources while also displaying the resources of the sister campus. Saddleback College students are informed through classes and campus media that all resources in the database are available to them either by going directly to the IVC Library or by submitting interlibrary loan requests at the Reference Desk. Requested items are delivered to the requesting library for student use within 48 hours. Interlibrary access to periodicals and audiovisual resources within the District is currently limited to faculty and staff.

In Spring 2009 the staff of both the Saddleback and the Irvine Valley College libraries initiated a once-a-semester meeting to enhance communication between the libraries’ staffs.

Saddleback College and California State University, Fullerton have formal reciprocal agreements to serve each other’s students and faculty. All Saddleback College students have full library privileges at the CSUF Library in Fullerton through its open-access policy. Saddleback College faculty may secure library privileges at the University of California Irvine (UCI) Library by presenting a College business card. The Saddleback College Honors Program students enjoy additional library privileges with UCI and UCLA libraries.

These formal agreements are evaluated periodically.

SELF EVALUATION

The Library meets the standard.

PLANNING AGENDA

None.
II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The Library Department conducted Program Review in 2005 and will prepare its next Program Review in Spring 2010. The Library’s mission was reaffirmed and forms the foundation of all assessment activities. In addition, Library services are assessed annually through Administrative Unit Outcomes.

Librarians regularly and systematically evaluate library and learning resources in the collection. During the 2008-2009 academic year, librarians conducted a comprehensive evaluation of all library resources in preparation for moving to a temporary location while the Library Building undergoes renovation. The print collection was reduced from more than 100,000 to approximately 56,000 volumes. Print materials were discarded primarily due to their age or nonuse, and in some cases because academic programs (e.g. paralegal studies) had been eliminated.

In order to enhance access to the Library collection during the renovation and because of the limited space available in the Library’s temporary location, electronic resources are being considered as often as possible, although print resources are acquired as needs dictate. Electronic resources are evaluated several times during the year to determine effectiveness and value to student research and information needs. Librarian liaisons to campus divisions and disciplines consult with faculty when weeding the book collection and when acquiring new resources.

Reference statistics are used to determine reference and instruction schedules of librarians. Reference activity and Help Desk statistics are collected every semester and are reported in the Library Department’s Annual Report to the State Chancellor’s Office and other State and national reports.

Librarians and College faculty work closely to ensure that the Library is able to serve students’ needs. The College faculty is asked to assess subject-specific Library instruction sessions and the new Information Competency workshops.

Library faculty meets bimonthly with the dean and the LAP director to discuss local issues and new College developments that impact its programs. The meetings provide a forum to improving support and to access to learning resources materials.

The LAP regularly seeks student feedback and faculty input about the success and impact of LAP services to students. The Spring 2008 Student Survey asked respondents about the programs or services they used, and the LAP was rated the second-highest program just under the Library with a 92 percent satisfaction rate. In terms of the LAP’s services, information about the program, and its location, students rated their satisfaction between 87 percent and 90 percent [2.26, questions 3.10, 11.1, 11.2, and 11.3].
SARS Early Alert Referral System is used to track all students and tutoring in the LAP. To evaluate the learning support provided to students by the LAP, the College research and planning analyst compared the retention, persistence, and success of students who use the LAP with the general student population. The data provide evidence that students who use the LAP achieve significantly higher Student Learning Outcomes in the areas of retention, persistence, and success than the overall student population [2.71].

The results of these evaluations are used to improve and expand tutoring services to Saddleback students in new and innovative ways. For example, online tutoring was established to reach students enrolled in online classes. In addition, tutoring was added as a required component of the new Freshman Academy launched in the Fall 2009 semester.

The ITC, with the help of the college’s Technology Committee, has centralized technology requests and purchases and has developed a set of standard specifications for computer hardware and software. With District funds for technology, the College has been able to replace classroom equipment and update computers in computer labs, the Library, and in offices using a three-year replacement schedule [2.70].

**SELF EVALUATION**

The Library evaluates its information and learning resources in a variety of ways that result in overall program improvement. As a result of the 2004 Self Study and the requirements for systematic and ongoing evaluation, the Library Department participates actively in the College’s efforts to assess student learning and improve its programs through the evidence collected. One recent example of these efforts is that in Spring 2010, the Library is piloting a service-tracking software that will facilitate recordkeeping and possibly result in adjustment of service schedules.

The ITC evaluates itself against the California Community Colleges Telecommunications and Technology Infrastructure Program (TTIP) state guidelines in the areas of staffing, numbers of computers, printers and software. For the past four years the college has been fortunate to receive additional technology funding (Basic Aid) from the District, which has allowed for the replacement and upgrading of almost all computing equipment on campus. This technology refresh along with the purchase of new technologies such as wireless Internet for the entire campus, centralized, secure data storage and the deployment of new, more cost effective virtual technologies has helped maintain and advance the state of technology for our students.

To assess the effectiveness of its programs, the LAP relied on research support from the Office of Planning, Research and Grants (OPRG), and the research analyst will continue to provide ongoing research support. The SARS Early Alert Referral System helps the Reading, Writing, and Language Labs to ensure they are meeting student needs. The data collected have helped the labs to increase service hours. The results of the Reading Department Program Review will help to improve the effectiveness of the program.

**PLANNING AGENDA**

None.
Standard Two
Instructional Programs and Student Services
References, Works Cited, and Links

2.01 Saddleback College Policy and Process for New Program Approval:
http://www.saddleback.edu/asanet/documents_resources_links.html

2.02 Saddleback College Curriculum Procedures and Resources Manual

2.03 Saddleback College Program Review Handbook:

2.04 SLO/AUO Handbook:

2.05 Saddleback College Course Catalog: http://www.saddleback.edu/cc/

2.06 Saddleback College Career Technical Education and Workforce Development:
http://www.saddleback.edu/cte/index.html

2.07 Los Angeles/Orange County Regional Consortium: http://www.laocrc.com

2.08 Saddleback College Final Course Level SLO Listing: http://www.saddleback.edu/asanet/epa/documents/FINAL_COURSE_LEVEL_SLO_asof9-10-08_ForIEwebsite.xls

2.09 Modifying and Creating Course Level SLOs in CurricUNET:

2.10 Educational Planning Assessment Web site: http://www.saddleback.edu/asanet/epa

2.11 Saddleback College 2010-2013 Strategic Planning Process:

2.12 Saddleback College Institute of Teaching and Learning:
http://www.saddleback.edu/asanet/ITL.html

2.13 Saddleback College Mission, Vision, and Values: http://www.saddleback.edu/alo/

2.14 Saddleback College Completed Student Learning Outcomes Forms:
http://www.saddleback.edu/asanet/epa/SLOassessmentforms.html

2.15 Saddleback College Course Approval Form (Form C-2 DE):
http://www.saddleback.edu/asanet/epa/C2FormApproved5-7-09.doc

2.16 South Orange County Community College District Board Policy 6100—Curriculum:

2.17 Saddleback College CurricUNET: http://www.curricunet.com/saddleback/index.cfm

2.18 Substantive Change Proposal: Distance and Online Education:

2.19 Saddleback College 2009 Distance Education Student Survey: https://www.saddleback.edu/asanet/documents/DE_Survey2009_Results.pdf
2.20 Saddleback College Institutional Effectiveness Annual Report, 2008-2009
2.21 Saddleback College Community Education Web site: http://www.saddleback.edu/ce/
2.22 Saddleback College TechPrep Web site: http://www.saddleback.edu/ap/tp/
2.23 Saddleback College Emeritus Institute Web site: http://www.saddleback.edu/emeritus/
2.25 Saddleback College Strategic Planning Web site: http://saddleback.edu/gov/sp/index.html
2.29 Saddleback College Distance Education Web site: http://www.saddleback.edu/de
2.30 Saddleback College Programs, Student Support Units, and Administrative Service Units: http://saddleback.edu/asenate/epa/programsandunits.html
2.31 Saddleback College Institutional Learning Outcomes
2.32 Scantron Corporation’s ParScore/Class Climate Write Up on Saddleback College: http://www.scantron.com/downloads/CC_Par_SS_Saddleback.pdf
2.33 Saddleback College Flex Development: http://www.saddleback.edu/asenate/flex_inservice.html
2.34 RapidTech: National Center for Rapid Technologies: http://www.rapidtech.org/
2.35 Advanced Technology Education Park Web site: http://www.atep.us
2.36 Substantive Change Proposal: A Location Geographically Separated from the Main Campus at Which Saddleback College Offers at Least Fifty Percent of Educational Programs: http://www.saddleback.edu/asenate/accreditation/documents/FinaltosendSCSubstantiveChangeProposal50PercentatATEPr2.pdf
2.37 Saddleback College Basic Skills Initiative Web Site: http://www.saddleback.edu/services/bsi
2.38 Saddleback College Algebra2Go: http://www.saddleback.edu/faculty/lperez/algebra2go/index.html
2.39 Saddleback College Sample Program Review Data Set
2.40 Saddleback College Faculty Handbook: http://www.saddleback.edu/asenate/documents_resources_links.html
2.42 Faculty Performance Evaluation Review:
http://doclibrary.socccd.edu:2656/Documents/Human%20Resources/Operations/
FacultyPerformanceEvaluationInstrument-2006-12-11.doc

2.43 Saddleback College Community Education 2008-2009 Enrollment

2.44 South Orange County Community College District Board of Trustees Policy on

2.45 Saddleback College Policy and Process for Program Discontinuance:
http://www.saddleback.edu/asenate/documents_resources_links.html

2.46 Saddleback College Matriculation Department Web site:
http://www.saddleback.edu/matriculation/

2.47 South Orange County Community College District Board of Trustees Policy on Grading
Policy BP 5300:
http://www1.socccd.cc.ca.us/docs/board/policies/BP-5300GradingPolicy.pdf

2.48 Saddleback College Student Handbook: http://saddleback.edu/media/pdf/handbook.pdf

2.49 South Orange County Community College Board of Trustees Policy on Associate Degree
Requirements BP 5600: http://www1.socccd.cc.ca.us/docs/board/policies/BP-5600
AssociateDegreeRequirements-2.pdf

http://www.lariatnews.com/new-program-to-target-freshmen-1.2147544

2.51 “Introducing the Freshman Academy,” Saddleback Institute for Teaching and Learning,

2.52 South Orange County Community College Board of Trustees Policy on Academic
Freedom BP 6120: http://www1.socccd.cc.ca.us/docs/board/policies/BP-6120Academic
Freedom.pdf

2.53 South Orange County Community College Board of Trustees Policies on Student Code of
Conduct BP 5401 and BP 5404: http://www1.socccd.cc.ca.us/docs/board/policies/
BP-5401.pdf and http://www1.socccd.cc.ca.us/docs/board/policies/BP-5404-
SexualandOtherAssaultsonCampus.pdf

2.54 Saddleback College Faculty Code of Ethics:
http://www.saddleback.edu/asenate/documents_resources_links.html

2.55 South Orange County Community College Board of Trustees, Board Policies:
http://www.socccd.edu/about/about_boardpolicy.asp

2.56 Saddleback College Athletic Counseling Web site:
http://www.saddleback.edu/faculty/mlong/

2.57 Saddleback College 2009 Employee Survey: http://www.saddleback.edu/asenate/
ACCREDITATION/documents/Employee_Survey_Results_2009_withComments.pdf

2.58 California Community Colleges Matriculation Professional Association – 2009 Talking
Points – Positions on Proposed Categorical Budget Cuts: http://www.saddleback.edu/
asenate/ACCREDITATION/documents/2009CCCMPATalkingPoints.doc
2.59 Saddleback College Counseling Services and Special Programs Web site: http://www.saddleback.edu/counseling/

2.60 Saddleback College Disabled Students Programs and Services Web site: http://www.saddleback.edu/dspss/

2.61 SOCCCD inForm Data Warehouse: http://sharepoint.socccd.org/sites/dw/Saddleback/default.aspx

2.62 Saddleback College Annual Counseling Student Survey

2.63 South Orange County Community College District Board of Trustees Policy on Student Records and Directory Information BP 5615: http://www1.socccd.cc.ca.us/docs/board/policies/BP-5615-StudentRecordsandDirectoryInformation.pdf

2.64 Saddleback College Library List of Subject Responsibilities

2.65 Saddleback College Library Database Use Statistics

2.66 Saddleback College Library Credit Courses: http://www.saddleback.edu/library/instruction/courses.html

2.67 Saddleback College Library Journals and Magazines: Find Articles in Online Databases: http://saddleback.edu/library/journals.html

2.68 CCC Confer: http://www.cccConfer.org
Elluminate, Inc.: http://www.elluminate.com

2.69 Saddleback College Library, Library Services Web site: http://www.saddleback.edu/library/services.html

2.70 Saddleback College Technology Plan: http://www.saddleback.edu/asenate/ACCREDITATION/documents/TechnologyPlan.doc

2.71 Saddleback College Learning Assistance Program (LAP) Program Review: http://www.saddleback.edu/asenate/epa/LAPProgramReview.htm
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY
The qualifications for each job vacancy are linked to position requirements and responsibilities and to standards established by the Office of Human Resource. The Office Human Resources establishes hiring criteria by matching position requirements and responsibilities to industry standards. Job descriptions for all positions established on campus are written by a consultant and approved by the appropriate collective bargaining unit and the College President.

SOCCCD has established comprehensive practices to assure that qualifications for each position are closely matched to specific program needs and serve to support the goals of students.

Full-Time Faculty Qualifications
Applicants for faculty positions must meet the minimum qualifications or the equivalent of the minimum qualifications as described in the position announcement. The process for establishing minimum qualifications for faculty positions is defined by State law (Title 5, Sections 53400-53430) [3.1].

The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their “Discipline List of Minimum Qualifications for Faculty and Administrators in California Community Colleges” [3.2]. Saddleback College firmly holds to the standards presented in the “Disciplines List.”

Applicants who do not meet the minimum qualifications for a faculty position as published in the position announcement may apply for equivalency in accordance with the California Code of Regulations, Title 5, Section 53430, and the California Education Code §87359 [3.3] [3.4]. Equivalency policies are detailed in Board Policy 4011.1 [3.5].

Saddleback College considers the granting of equivalency as a serious matter that must be done legally while maintaining the College’s high standards of employment.

Classified Employees’ Qualifications
The qualifications for each classified staff position are linked to the position requirements and responsibilities and to standards established by the Office of Human Resources (Human Resources). Human Resources establishes classified staff qualifications by matching the position requirements and responsibilities to industry standards. All classified position descriptions include minimum education and experience requirements, knowledge and abilities required by the position, and information regarding the working conditions, physical demands, and potential hazards (if any) related to the position.

Board policy requires the Office of Human Resources to verify a prospective employee’s educational or professional certification, experience, or any other prerequisites for employment [3.5].
Standard Three: Resources

**Academic Administrators’ Qualifications**
Academic administrators (administrators who have general or specific duties involved in supervising faculty) have two basic requirements: (1) possession of a master’s degree, as defined in “Minimum Qualifications for Faculty and Administrators in California Community Colleges” and in Title 5, Sections 53400-53430, and (2) meeting the needs of the District. This second requirement may include more-specific degree requirements, degree majors, or additional educational requirements as defined by the needs of the District and experience requirements as defined by the District [3.2] [3.1].

**Classified Managers’ Qualifications**
Minimum qualifications for all classified managers (nonacademic management positions) are determined by the needs of the District. Education, experience, and job requirements are based upon conducting classification surveys with other community colleges. In general, classified managers must (1) possess, at minimum, a bachelor’s degree in a specialized area and (2) meet or exceed the experience criteria based upon the needs of the position.

**SELF EVALUATION**
The College follows practices that cover all personnel and that identify specific processes for hiring all personnel in relation to job requirements, qualifications, and alignment with the institutional needs of the College.

**PLANNING AGENDA**
None.

**III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or services to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**DESCRIPTIVE SUMMARY**
All employment at Saddleback College is overseen by the South Orange County Community College District (SOCCCD) Office of Human Resources (HR) consistent with law, Board policies, and administrative regulations. Board policies (BP) and administrative regulations (AR), which are developed through a consultation process, describe in detail the employment procedures used to ensure the recruitment and hiring of highly qualified personnel. Policies are in place to standardize the hiring of all full-time faculty [3.5] [3.6], Classified staff [3.7] [3.6], administrators and managers [3.8] [3.6].
These Board policies reflect a hiring process that is specific to each position’s role in the operation of the College. Hiring for all positions involves broad faculty and/or staff and management participation.

Human Resources advertises College job openings internally (Districtwide) and on various external sites. All job announcements are posted under the “jobs” link on the SOCCCD Web site and on the College cable television station. Human Resources maintains a high profile at the southern and northern California Community College Registry Job Fairs and participates in many regional job fairs to recruit new faculty members.

Human Resources routinely investigates ways to integrate new media, social networking, and Web 2.0 technologies into its recruitment strategies. For example, Human Resources has recently creating a Facebook page on which it routinely posts job announcements. General, diversity-related, academic, and dedicated sites are used to attract a diverse pool of applicants. Job descriptions for classified staff, administrators, and classified management positions are posted on the job site. Job announcements are also listed in local and professional newspapers and journals when deemed appropriate. A list of the many advertising resources used by the District can be found in the References section [3.9].

Prospective applicants can review openings and apply for jobs online. All postings include an overview of the College, a brief summary of the job and/or job description, a description of the hiring and selection process, and instructions on how to apply.

The procedures for selecting faculty, classified staff, administrators, and managers vary, as described in the following sections.

**Full-Time Faculty Hiring Process**

Board Policy 4011.1 clearly defines the hiring procedures for full-time faculty [3.5]. New full-time faculty hires are based upon identified program needs, as established through the Program Reviews of instructional divisions, as well as on broader institutional requirements.

The Vice President for Instruction and the division deans analyze faculty positions and supporting data, such as full-time equivalent students (FTES), enrollment trends, division or department goals and objectives, and the College Strategic Plan and present their input to the Academic Senate’s Faculty Hiring Prioritization Committee. This committee is the Academic Senate’s internal process for identifying and prioritizing the hiring of new and replacement faculty members. The Committee consists of one representative from each of the academic divisions, each of the academic deans, the Vice President for Instruction, and an Academic Senate representative, who chairs the committee.

The Academic Senate’s recommendations regarding priorities for faculty positions are submitted to the College President.

By October of each academic year, following approval by the Chancellor, the College President submits to the Board of Trustees a ranked list of recommended full-time positions for the subsequent year, compiled by an internal process. The Board will either approval (authorize for announcement) or disapprove (not authorize for announcement) each recommended position.

Once a position has been approved by the Board, the College President will open recruitment for the position by submitting a request to Human Resources to fill the position. Human
Resources then appoints an HR specialist to administer the hiring process for that position. The HR specialist oversees scheduling, membership, voting, interview questions, tallying, and screening of all candidates in the hiring process.

Human Resources also assigns an Equal Employment Opportunity (EEO) representative to all search committees.

Each academic department approved for a new faculty hire forms a search committee of five to seven faculty members. No fewer than three members of the committee must be experts in the academic discipline of the recruited position, and they may be drawn from District faculty and staff or from external sources. All faculty appointments are approved by the Academic Senate.

The HR specialist briefs each screening committee to ensure that committee members understand the hiring procedures, and the committee’s EEO representative ensures that proper procedures are followed.

All applicants are required to submit official transcripts. Human Resources reviews the validity of each transcript and verifies educational degrees through the National Association of Credential Evaluation Services (NACES). Individuals who have completed college or university course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts, degrees, and other relevant documents. The applicant bears the responsibility to document equivalency to accredited U.S. institutions. Firms such as Educational Records Evaluation Service and the International Education Research Foundation are used to evaluate foreign-degree equivalency.

Each application receives an independent evaluation according to job-related criteria by each member of the search committee. Using a final list of applicants ranked by score and without names, the HR specialist and the committee chair meet to determine the lowest score to qualify for an interview. Based on the lowest qualifying score, the Office of Human Resources will assemble a list of candidates to be interviewed. Once a list of at least three candidates has been established for interviews, the HR specialist schedules candidates for a first-level interview.

A thorough review of the applicant’s documents is conducted. Questions are developed by the committee, which will ascertain an applicant’s knowledge in the discipline and his/her commitment to the mission and core values of the College. Additionally, every committee asks at least one question designed to demonstrate that the applicant understands diversity and has experience working with a diverse population of students.

The College uses several means to define and evaluate effective teaching in its hiring processes. For example, as part of the interview process, the applicant is often required to demonstrate effective teaching through an exercise designed by the committee and deemed appropriate for the discipline. For example, the Mathematics Department may ask the candidate to teach a lesson to a small group of students, or the Computer and Information Management Department may ask the applicant to demonstrate how to use a specific software program.

After the conclusion of the interviews, the chair and the HR specialist assemble a ranked list of candidates and their final scores. Using this list, the committee determines the lowest score to qualify as a preliminary finalist for a second-level interview with the College President and one of the College Vice Presidents. The College President consults with the search committee chair and discipline experts after the second-level interviews and before any offer of employment is
made. The College President makes the final selection of the candidate for recommendation for appointment to the job.

Reference checks are conducted by the search committee chair or designee and Human Resources. Before a candidate is forwarded for Board of Trustees approval, the Office of Human Resources verifies transcripts, professional references, and other pertinent information listed on the application.

**Classified Staff Hiring Process**

In the 2007-2008 academic year, the Planning and Budget Council (PBC), now known as the Consultation Council (CC), assumed responsibility for classified hiring prioritization so as to more closely tie hiring to Program Review and Strategic Planning. In an effort to approve the classified hiring process, a new process was established and implemented in Spring 2010 [3.10]. Under the new process, funding for replacement positions remains with the department; funding requests for new positions follow a competitive process.

New staff positions are requested by supervisors through the Program Review process, and these requests are consolidated by the appropriate Vice President, who prioritizes and brings the requests to the CC, the College’s main governance group for new discussion and ranking of new staff position requests. The CC creates one prioritized listing of classified staff from which the President approves requests based on available funding.

When the need for hiring a new classified staff employee is determined and is recommended by the College President and approved by the Chancellor, a “Request for Announce Form” is completed and submitted to Human Resources [3.11]. Human Resources processes the request with sufficient time to advertise the position for the prescribed number of days. Whenever feasible, all positions (except for lateral openings) are advertised for at least ten days in order to maximize the effectiveness of the advertisement. The hiring manager works with Human Resources to promote the open position.

Advertising efforts vary depending upon the specific job opening and generally span both electronic job boards and print outlets as previously described. If the opening is new to the District, the job description content is drafted by the supervisor with assistance from Human Resources. The draft job description is reviewed by an outside consultant and compared to the local labor market for comparable duties, salary, and minimum qualifications. Once the draft is formally reviewed and finalized, it is presented to the Board of Trustees (BOT) for approval. Once approved by the BOT, the position is then available for posting and filling by a qualified candidate.

Job applications, resumes, and other required materials are accepted only by Human Resources via the District’s online employment Web site at http://www.socccdjobs.com.

Applications for classified positions undergo a rigorous review process. The Office of Human Resources screens applications for completeness and for minimum qualifications as specified in the job announcement prior to submission to the search committee. The search committee chair has the option to be involved in the minimum qualification screening process. If the need arises, HR will consult with the chair on matters of interpretation of minimum qualifications.
The application materials for all applicants meeting the minimum qualifications are reviewed and ranked online on the District’s employment site. Each application receives an independent evaluation according to job-related criteria by each member of a search committee of faculty, classified staff, and administrators.

Using a final ranked list of candidates by score and without names, a Human Resources specialist and the search committee chair meet to determine the lowest score to qualify for an interview. Once the paper screening and ranking process is completed, the search committee chair determines the number of applicants to be interviewed.

Each candidate is asked the same questions and in the same order. At the conclusions of the interviews and any subsequent discussions, each committee member determines a final interview score for each candidate. Reference checks are made in accordance with administrative regulation guidelines prior to submission of the recommended applicant to the College President.

This interview and selection process ensures that the applicant who is successful in the process is qualified to support the programs and services of the College.

**Part-Time Faculty Hiring Process**

Applications for part-time faculty positions are continuously accepted. Human Resources maintains a candidate pool on the District employment Web site for each discipline.

Due to the nature of part-time faculty hiring, the hiring process for part-time faculty varies among divisions. The department chair or the division dean (sometimes with other faculty members) interviews part-time faculty applicants. Part-time faculty must meet the minimum qualifications required of full-time faculty and are required to submit official transcripts prior to Board approval.

Once a candidate has been selected, the division dean forwards the name to the appropriate Vice President (e.g., the Vice President for Student Services, for counselors, and the Vice President for Instruction, for instructional faculty and librarians). Human Resources reviews the candidate’s qualifications to ensure that the minimum qualifications for the position are met, and an offer of employment is extended to the applicant.

**Administrators and Managers Hiring Process**

The hiring process for College administrators and managers is set forth in Board Policy 4011, Employment Procedures for Administrators and Managers [3.8]. It is the responsibility of the College President to ensure the integrity of the hiring process.

When the need for hiring a new administrator or manager is determined and recommended by the College President, upon approval by the Chancellor, a Request to Announce Form is completed and submitted to the Human Resources [3.11].

Upon receipt of the Request to Announce Form, a job description is developed by the Office of Human Resources in conjunction with the administrator responsible for the area to which the position is to be assigned.

Human Resources advertises the open position and is responsible for maintaining the recruitment file and application materials for each position. Jobs opening are listed in the
California Community College Job Registry, the “Chronicle of Higher Education,” major
daily newspapers (as deemed appropriate), discipline-specific periodicals, and association
publications. Job announcements and brochures are posted electronically (as previously
described) and in print and include the position description, representative duties, education
and experience requirements, compensation and benefits information, conditions of
employment, required materials, and a description of the application and selection process.

Search committees for administrator and manager positions consist of up to seven
administrators and managers and a committee chair (appointed by the College President), one
faculty representative (appointed by the Academic Senate President), one faculty representative
(appointed by the SOCCCD Faculty Association), and one classified employee (appointed by
the California School Employees Association). Human Resources appoints a nonvoting EEO
representative and assigns an HR specialist to assist with the search process.

At the conclusion of interviews, the committee and the HR specialist assemble a ranked list of
candidates and their final scores. Using this list, the committee determines the lowest score
to qualify as preliminary finalist for a second level interview. The committee should forward at
least three finalists for the second-level interview. The College President, in consultation with
the selection committee chair and Vice Chancellor of Human Resources (HR Vice Chancellor),
may decide to proceed with fewer than three finalists, to reopen recruitment, or to terminate
the process.

The HR Vice Chancellor, in conjunction with the screening committee chair, conducts the
reference checks and records the information on the appropriate form. An HR specialist verifies
all the data on the candidate’s application.

Using an unranked list of finalists, the College President and other invited administrators,
managers, or individuals interview the candidates. Ultimately, the selection of the finalist for the
position is the College President’s decision.

SELF EVALUATION

Saddleback College has been fortunate over the years in hiring and retaining a qualified faculty
and staff. This is due, in part, to the rigorous processes in place for recruiting and selecting
candidates and the desirability of living and working in south Orange County.

The District has the policies, procedures, and documentation in place to ensure that it continues
to recruit, develop, and retain the best-qualified personnel available to deliver and support
quality programs and services. The College faculty, administrators, managers, and classified staff
play an active role in planning the College’s future staffing needs. While Human Resources is
a customer-service-oriented office, it is also responsible for adherence to the Education Code,
collective bargaining agreements, Board policies, and administrative regulations.

The College’s Program Review process provides an integrated approach to determining the level
of staff and administrative support needed for the work of the College. A prioritization process
has been developed to address the competition for the limited resources for College staffing
needs. This provides an equitable process to review and recommend positions for classified staff
in parallel with the annual Strategic Planning Process.
The College does not hire just to fill a vacancy. Screening committees are informed that the College is willing to go out a second time if a candidate meeting Saddleback College’s standards cannot be found.

Screening committee members are well trained and sign an agreement that they have no conflict of interest in their roles. They use only job-related criteria to evaluate all applicants, almost always resulting in an offer to a well-qualified candidate. In the most recent Employee Survey of those who have served on a screening committee, 73 percent of the respondents agreed that all procedures and policies were followed [3.12].

A common concern about the recruitment process is the time it takes to fill an open position. A number of factors contribute to this situation. One factor is the increased number of applications received for each job opening. No doubt this has occurred in part due to the poor economy. Some openings have received hundreds of applications, which must then be reviewed for minimum qualifications by a Human Resources specialist. Due to the large applicant pools, the review time spent in the Office of Human Resources significantly delays the selection process. Another contributing factor is that faculty hiring is a priority in Human Resources. This often means there are fewer Human Resource specialists available for assisting with processing classified staff, administrator, and manager position openings. A third reason for delays in the hiring process is that paperwork is lost or stalled when “moving” around the College for approvals. Finally, large screening committees can take weeks to screen applications, making it difficult to coordinate schedules and complete the selection process in a timely manner.

In an attempt to reduce the time and to improve the recruitment process, Human Resources has proposed several modifications, which are currently being piloted. For example, the Employee Documents link in MySite (an information portal available to all faculty and staff) has been updated. Screening committee members can now access a candidate’s application documents and view them online by category or by activity. Answers to most the most common selection process questions are readily available on the newly implemented “Human Resources Wiki.” This Wiki uses an intuitive question-and-answer format to guide users through most of the steps in the hiring processes [3.13].

The College has a long-standing preference for filling full-time faculty positions with individuals who meet or exceed the minimum qualifications through degrees rather than equivalencies. A majority of our part-time faculty are practitioners who work in the community and bring their unique experiences to our students. Many of our faculty hold positions of leadership in statewide and national professional organizations and shape and influence community college education beyond Saddleback College.

PLANNING AGENDA

None.
III.A.1.b  The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

Regular written evaluations are conducted for all faculty, classified staff, and leadership (administrators and managers) personnel. Faculty evaluation follows the negotiated procedure described in the collective bargaining agreement between the District and the SOCCCD Faculty Association (an affiliate of CTA/NEA) [3.14].

Classified staff evaluations follow the procedures described in the collective bargaining agreement between the California School Employees Association, Chapter 586, and the District. [3.15] Classified employees holding those positions described as Campus Security Officer, Police Officer, and Police Officer Lead are evaluated using the procedures described in the collective bargaining agreement between the District and the South Orange County Community College District Police Officers Association (POA) [3.16].

Board policies and regulations are in place for the evaluation of leadership personnel, both classified managers and academic administrators [3.17] [3.18].

All evaluation procedures are administered through the Office of Human Resources (HR). Evaluations are completed according to a time line and are documented and monitored by the appropriate administrator.

Tenured Faculty Evaluation

The primary goal of the tenured faculty evaluation process is “... to improve the teaching/learning process and the delivery of student services ...” [3.19]. Tenured faculty members are scheduled for evaluation at least once every two years. Evaluation is a two-part process–student evaluations and an administrative review.

The student evaluations are arranged through the appropriate Vice President’s office and are obtained in each class. The student evaluations are property of the faculty member and are returned to the faculty member at the end of the semester in which they are collected.

The administrative review consists of the appropriate Vice President, dean, or designee making a scheduled classroom/worksite/electronic visit, completing a formal evaluation, and conferring with the tenured faculty member [3.20]. The evaluator seeks to assess the faculty member’s overall performance, including teaching ability, subject matter competence, participation in campus life, and whether the faculty member meets professional expectations [3.21]. The evaluated faculty member participates in the process by submitting relevant documents to the evaluator. Submissions may include a self assessment regarding stated goals and professional growth, class syllabi, sample tests, and other related materials. The evaluator holds a final evaluation conference with the faculty member during which all items in the evaluation process are reviewed.
The faculty member being evaluated may also elect to have a second evaluation by a tenured faculty member of his or her choice. The second evaluation is intended for improvement of the faculty member, and it may become a part of the personnel file.

If the evaluator feels that a faculty member’s overall rating is “unsatisfactory” or “needs improvement” and is not meeting the expected performance level, then a plan of action is presented to the faculty member which details the activity or activities for enhancement, the date of completion for each activity, and material which will be acceptable as documentation of action completed. The faculty member will be evaluated again within 12 months.

All written records, findings, and reports are maintained in the Office of Human Resources. According to the time line defined in the collective bargaining agreement, the formal evaluation process must be completed within one year of its initiation, or the process must begin anew [3.22].

**Probationary Faculty Evaluation**

Evaluation procedures for probationary (tenure track) faculty members are defined in the 2007-2010 Academic Employee Master Agreement [3.14]. The evaluation process is designed to serve two purposes: (1) to ensure that new faculty hires understand their responsibilities to the students, to the College, and to their own professional development and (2) to ensure that Saddleback College maintains high-quality instruction.

The probationary faculty evaluation is a three-step process:

1. The first step is conducted by a tenure review committee (TRC). Each tenure track faculty member is assigned a TRC that follows the probationary faculty member through the four-year probationary period. The TRC is appointed by the probationary faculty member’s division dean and comprises the dean and a minimum of two tenured faculty members from the department or from a related department. The appointment of faculty to the TRC is made with consultation and consensus between the dean and the department chair.

   The TRC conducts scheduled classroom/worksite/electronic visitation(s) as needed and submits written comments to the dean. The TRC also reviews items relevant to the instructional duties assigned to the probationary faculty member, including, but not limited to, participation in curriculum development and review and in the development and assessment of Student Learning Outcomes (SLOs). Any information included in the probationary faculty member’s evaluation regarding participation in the curriculum or the SLO processes are verified and documented. The TRC meets with the probationary faculty members to discuss its evaluation report.

   If the faculty member’s performance is judged to be unsatisfactory or needs improvement, the TRC will develop a plan of action, which includes follow-up activities, dates of completion, and measurable outcomes to address the issues.

2. Student evaluation is the second step in the probationary faculty evaluation process. The student evaluations are arranged through the appropriate Vice President’s office and are obtained in each class. The student evaluations are made available for the faculty member to review and are shared with the TRC at the discretion of
the probationary faculty members. The student evaluations are the property of the faculty member and are returned to the faculty member at the end of the semester.

3. The third step in the evaluation process is an administrative review. The administrative review is conducted annually by the appropriate Vice President, dean, or designee. In this administrative review, the administrator reviews all data and documentation provided by the TRC as compiled through the tenure review process. A recommendation of renewal or nonrenewal is submitted by the dean to the appropriate Vice President, who then reviews the recommendation and forwards his or her recommendation to the College President. The President reviews the recommendation and forwards his or her recommendation to the Chancellor. The Chancellor reviews the President’s recommendation, and in turn, forwards his or her recommendation to the Board of Trustees.

Part-Time Faculty Evaluation

Evaluation schedules for part-time faculty are coordinated by the division dean. Part-time faculty are evaluated once in the first semester of employment and every fourth semester thereafter. The administrative review consists of scheduled classroom/worksite/electronic visit(s), a formal evaluation, and a conference with the part-time faculty members. Evaluations culminate in a written rating report, which is retained in the employee’s personnel file. The evaluator may conduct as many classroom observations as deemed necessary to assess the instructor’s effectiveness. The process also includes student evaluations [3.24].

Classified Staff Evaluation

Each permanent classified employee receives a written evaluation at least once every two years. New classified employees are placed on a 12-month probationary period. During this probationary period, employees are evaluated once during the initial six months of employment, and again prior to the end of the probationary period.

Human Resources sends reminders to managers to notify them when classified personnel evaluations are due, and HR holds workshops on effective evaluation techniques. Human Resources receives all completed evaluations for inclusion in each employee’s personnel file. The evaluation process provides a method for measuring employee performance based on the employee’s classification standards and requirements as stated in the employee’s position description. Managers provide guidance to staff in support of their daily work activities. Evaluations are based on the direct observation and knowledge of the evaluator. The evaluation process provides for input by the supervisor and the employee [3.25].

Once an evaluation is completed, the area administrator reviews the evaluation with the employee. When there is concern, the area administrator discusses strategies for improvement with the employee. Any negative evaluation includes specific recommendations for improvement (e.g., a remediation plan) and provisions for assisting the employee in implementing any recommendations made.

Campus Security Officer, Police Officer, and Police Officer Lead Evaluation

All employees in this classification receive an annual written performance evaluation. New employees serve a one-year probationary period. During this probationary period, the work
performance of the employee is evaluated by the immediate supervisor at three months, five months, and eleven months of employment.

All evaluations address those areas that need improvement and identify those areas in which an employee meets or exceeds Police Department standards.

If necessary, the evaluation may also set forth an improvement plan developed by both the supervisor and the employee. The plan outlines specific steps that the employee can take to improve in the identified areas.

**Administrative Evaluation**

Administrators, managers, and confidential employees (leadership personnel) are evaluated semiannually during the first year of employment and annually thereafter. The evaluation is completed by the immediate supervisor on a designated District form [3.26].

These formal evaluations are designed for leadership personnel to achieve and maintain high levels of work performance. The evaluation process begins with the establishment of mutually agreed-upon goals and objectives for the year, which set the benchmarks against which the employee’s accomplishments will be objectively reviewed. If necessary, a remediation plan is provided for “needs improvement” or “unsatisfactory” marks on the evaluation form [3.26].

The completed evaluation is shared with the employee, forwarded to the College President and the Chancellor for review, and transmitted to the Office of Human Resources.

**SELF EVALUATION**

The College is committed to providing timely and effective performance feedback to employees, feedback intended to encourage their improvement and ultimately improve the quality of the learning environment for Saddleback students.

The College abides by established policies and procedures, contracts, and laws regarding all employee evaluations. Evaluations are conducted by the employee’s immediate supervisor, as identified in the employee master agreement or Board policy.

The administrative review portion of the full-time faculty evaluation has been improved to include areas of professionalism and duties directly relevant to the faculty member’s participation in the development and assessment of Student Learning Outcomes. Although the faculty contract stipulates that student evaluations will be part of the evaluation process for faculty, the instrument has not yet been agreed upon by the District and the Faculty Association. Currently, therefore, student evaluations are not being utilized. This is being rectified through continued negotiations.

The number of part-time faculty that must be evaluated each year poses a challenge in terms of time and human resources.

The narrative section of the classified evaluation form provides evaluators an opportunity to be as thorough or brief as they choose in the evaluation process. Because guidelines are not specific, the narrative portions of evaluations are used inconsistently. Some evaluators write only a few sentences, while others use the narrative sections to focus upon the employee’s strengths and/or areas that need improvement.
The District has implemented a tracking procedure for monitoring due dates for classified employee and faculty evaluations to ensure they are completed in a timely fashion. Some administrators and classified managers have been trained by Human Resources to use the FRISK evaluation model [3.27].

Regular evaluations are conducted to provide input from both the supervisor and the faculty or staff in the individual’s performance. While administrators and classified managers are evaluated on their attainment of mutually agreed-upon goals, classified staff and faculty are not. Classified staff and faculty evaluations are more quantitative and do not include goal-setting for effectiveness or improvement in performance.

**PLANNING AGENDA**

The College will develop clear tenure-review guidelines for conducting faculty evaluations and will improve the process for tracking all faculty evaluations.

**III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

**DESCRIPTIVE SUMMARY**

As mentioned previously, Saddleback College is committed to student learning and student success. As part of their regular responsibilities, Saddleback faculty engage in the assessment of Student Learning Outcomes (SLOs) in all of their courses. In addition, faculty are evaluated on their compliance with this responsibility as part of the faculty evaluation process [3.19] [3.20].

The District’s Information Management System, InForm, and its curriculum development and depository system, CurricUNET, contain student success data such as enrollment trends, grade distribution, and completion and retention rates. The availability of these data has changed the context of student success from retention, persistence, and transfer to SLOs. As a result, the focus of such discussions has been redirected from teaching to learning and to whether or not students can demonstrate their understanding and knowledge through practical application.

While the idea of identifying and assessing SLOs is a relatively new discussion for many faculty, it is not new to the College. Career technical education programs have been using performance-based, licensure, and certification exam outcomes as a measure of student learning for many years. Also, departments with sequential courses such as English as a Second Language, mathematics, the sciences, and modern languages have been required to document student learning as a prerequisite to enrollment in the next-level course.

Writing and assessing SLOs is a coordinated effort across the campus, utilizing the expertise of faculty, staff, and management within each department and unit. The faculty members of all disciplines work together on developing and assessing SLOs for their discipline. Their efforts are coordinated by each department chair, who is responsible for inputting course-level outcomes into CurricUNET, linking them to institution-level outcomes, and submitting the completed forms for program-level outcomes [3.28]. All course- and program-level SLOs are developed by the discipline faculty with the assistance of the Educational Planning and Assessment (EPA)
Chair, who serves as the SLO coordinator on campus. Institution-level SLOs are developed by the EPA Committee and approved by the Academic Senate.

Discipline faculty, working as a team, develop the method of assessing each course- and program-level SLO and establish the criteria for success. In the 2005-2006 academic year, the College adopted the Nichols five-column method for reporting SLOs, which includes the SLO, the method of assessing the SLO, the criteria for success, and the use of those results. This form is used to guide our process of SLO development and assessment [3.29].

In the last few years, the professional development activities held during the College’s Flex Days have focused on SLOs. Also faculty and administrators have attended workshops and formal training sessions related to SLOs both on and off campus.

The Curriculum Committee now requires SLO statements for all new courses and for courses submitted for adoption or modification. Course modifications include changes to course curriculum, pedagogical methods, course sequencing, and so on. The Program Review guidelines emphasize the importance not only of SLOs but also of Administrative Unit Outcomes (AUOs), outcomes similar to SLOs which are developed by the College’s student-support and administrative services units. The faculty, staff, and managers within each of these units are responsible for the development and assessment of unit-level AUOs. These efforts are also coordinated by the EPA Chair.

Examples of workshops offered in the 2009-2010 academic year include the teaching of Web-enhanced courses, building better syllabi, service learning, and reading strategies to better engage students. The Institute for Teaching and Learning (ITL) allows faculty from across the campus to come together to discuss student learning and success [3.30].

The EPA Committee is a standing committee of the Academic Senate and is responsible for coordinating all SLO and AUO efforts on campus. The EPA Committee is chaired by a faculty member with 100 percent reassigned time. The College also hired a full-time research specialist in 2008-2009 who works exclusively on SLOs/AUOs, Program Reviews, and Administrative Unit Reviews. Her responsibilities include working with faculty, staff, and managers to gather data necessary for meaningful evaluation and help to interpret the results so that improvements can be made.

The EPA Chair and research specialist work independently with discipline faculty and department chairs in writing and assessing SLOs. This individual attention has proven to be the most effective means to improve faculty performance in these areas. After several meetings, faculty are often more confident in continuing this work on their own. The EPA Chair, however, constantly monitors the work submitted by faculty and will initiate subsequent meetings if faculty understanding of the process is not satisfactory or if the work is incomplete.

The College purchased Scantron’s ParScore and Class Climate system for use in assessment and evaluation. This system provides the College the opportunity to report and analyze yearly SLO assessment, as well as to produce longitudinal studies.

SLO assessment findings are used to improve student learning at the course and program levels. Institutional SLOs (ISLOs) were developed for Saddleback’s degree, general education, and transfer program core competencies. These ISLOs are maintained in the CurricUNET curriculum system. Each ISLO report assists the College in evaluating the level to which students are
learning each of the core competencies. When deficiencies are noted, workshops are held for faculty teaching those courses with the goal of improving student learning.

Another method faculty use to improve their teaching is to collaborate with colleagues whose students have successfully achieved the stated learning outcomes. In addition, faculty seek new materials and ways to enhance the existing learning materials. For example, faculty use technology such as online databases, online video clips of teaching demonstrations, interactive Web sites, and specialized computer software. Smart classrooms—those equipped with a computer, a permanently mounted projector system, and other multimedia equipment—are readily available to faculty who wish to incorporate them into their teaching methods. SLO assessment informs faculty as to the effectiveness of their teaching and provides information faculty need to further improve their teaching techniques, procedures, and use of learning resources.

In addition to these Collegewide in-service efforts, faculty members participate in department and/or discipline professional development activities, which are focused on course and program SLOs. The College Institutional Research Department offers workshops to assist departments to develop, refine, and assess their course and program SLOs. (For additional information on SLOs, see Standards I and II.)

**SELF EVALUATION**

The College has made steady progress on planning and developing SLOs for the “core competency” courses, program/certificate courses, and standalone courses. Assessment planning and measuring as well as providing a dialogue on assessments have been the focus of the 2007-2008 and 2008-2009 academic years. Time lines have been discussed at the Consultation Council (CC) for ongoing assessment.

Methods of assessing SLOs and the discussion and analyses of the results vary from department to department; some departments and individual faculty members are more deeply engaged than others. Nonetheless, all departments participate in discussions related to SLOs. Some of the most extensive discussion related to SLOs occurs in committees such as the Curriculum Committee and the EPA Committee. Faculty members from various disciplines serve on these committees, sharing their experiences and insights and carrying the discussion back to their respective departments.

The College has proactively addressed faculty members’ participation in SLO development and assessment by making it a part of the evaluation for all faculty. During the evaluation process, the evaluator is asked to evaluate the faculty member’s participation level in creating, assessing, and/or discussing SLOs. As a result, most faculty members are now fully engaged in using the SLO assessment process to improve their instruction and student learning.

Administrators are asked, as part of their annual Self Evaluation, to identify their accomplishments based on objectives included in the SLOs. Thus the ISLO objectives serve as a means for assessing administrators’ active involvement in achievement of the College’s ISLOs.

Classified managers and staff who are closely linked to instruction (e.g., instructional assistants) have begun to recognize the role they play in student learning process. For example, the Director of the College’s tutoring center, the Learning Assistance Program (LAP), works directly
with the tutoring staff to develop the LAP’s SLOs, which are assessed and reported on the program level in a similar fashion to instructional program SLOs.

According to the Spring 2009 Employee Survey, approximately 69 percent of the respondents agreed with this statement: “I have had the opportunity to have input into Student Learning Outcomes (SLOs) at Saddleback College.” This positive response demonstrates commitment to the SLO process [3.31].

PLANNING AGENDA
None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTIVE SUMMARY
The District and the College have written policies that provide standards for ethical conduct of its personnel to encourage them to conform to such standards as stated in Federal and State laws and by professional educational organizations. These policies also delineate processes for resolving internal disputes in a collegial and ethical manner.

The Board of Trustees sets standards for the conduct of its own members through Board Policy 1300, Code of Ethics for Members of the Board of Trustees [3.32]. Additionally, the Board’s prohibitions against divided loyalties (e.g., financial interest in contracts and holding incompatible offices) and the requirements of disclosure of certain economic interests are addressed in Board Policy 154 and Administrative Procedure 154, Conflict of Interest [3.33], and in Administrative Regulation 4000.9, Conflict of Interest Code [3.34]. Together, these policies and procedures embody the institutional Conflict of Interest Code required by California law.

Each College employee group has a code of ethics:

- The District Leadership Team (DLT) formed a subcommittee that developed a Statement of Ethics, and the DLT adopted it for all College and District administrators and managers [3.35].
- In 1998 the Academic Senate drafted and approved the “Faculty Code of Ethics and Professional Standards” [3.36].
- The classified staff has its own ethics statement through its affiliation with CSEA [3.37].
- The Associated Student Government has a code of ethics [3.38].
- The Police Officers Association follows the Law Enforcement Code of Ethics Statement [3.39].

Any unethical behavior is addressed through the evaluation process and/or grievance procedure.

SELF EVALUATION
The Board of Trustees, the College Academic Senate, the District Leadership Team, the bargaining group, and the Associated Student Government each has its own code of ethics,
which provides guidance to each group; however, these documents fall short of having the influence and impact that a College code of ethics would have for all personnel. A thoughtful debate regarding College culture and standards of behavior should take place that fully engages all groups. Each group’s ethics statements needs to be distributed annually and included in new-employee orientation.

PLANNING AGENDA

The ethics statements will be reviewed annually by the appropriate groups, disseminated to each group’s membership, and included in new-employee orientation.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY

The California Code of Regulations, Title 5, Section 51025, requires each community college district to employ a specified minimum number of full-time faculty. This requirement is expressed in terms of full-time equivalent positions and is commonly referred to as the full-time “faculty obligation number” (FON). In the 2008-2009 academic year, the SOCCCD had a FON of 305.8 (56.90 percent) for both Colleges in the District.

Title 5, Section 51025, also requires community college districts to increase the number of full-time faculty annually in proportion to the amount of growth in credit-funded full-time equivalent students (FTES). However, due to budget conditions, on November 3, 2008, the Board of Governors of the California Community Colleges determined that inadequate funds had been provided to support an increase in the obligation. Therefore, the FON for the 2009-2010 academic year remained the same as in 2008-2009 [3.40].

It is generally recognized campuswide that more full-time faculty are needed to effectively carry out the work of the College, especially as faculty now have the additional duty of documenting SLO data and the decisions that are made based on the assessment results. The Board of Trustees, too, has recognized the need for additional faculty and has committed to hiring full-time faculty above the FON required by the California Community Colleges Chancellor’s Office [3.41]. At its September 2009 meeting, the Board of Trustees approved, budget permitting, the hiring request for ten new tenure-track faculty positions for the College in the 2010-2011 academic year.

College data show that from 2004-2008 full-time equivalent faculty have increased 13 percent, classified staffing increased 18 percent, and administrative and management staffing remained unchanged. In this same time period, student enrollment grew approximately 11.27 percent [3.42]. Many of the new classified and management positions were temporary, grant-funded positions.

The College has a process in place to determine its human resources needs. As previously mentioned, the College follows a standardized hiring prioritization process for each employee
Standard Three: Resources

group—faculty, classified staff, and managers and administrators. These processes consider Program Review documents and data.

Staffing for new faculty positions is based on multiple criteria. The department requesting a new position provides the Faculty Hiring Prioritization Committee with information outlining how the position supports the needs of the College. The Faculty Hiring Prioritization Committee reviews and evaluates all of the faculty positions requested by each department or unit, measuring each request against criteria such as departmental and discipline needs, student demand for classes in the discipline, the ratio of full-time to part-time faculty in the discipline, ISLOs, and the College’s mission. The Committee sends a prioritized list of recommended positions to the College President, who analyzes them in light of the College’s needs, priorities, fiscal considerations, and other requirements related to full-time faculty, as well as his own vision for the future of the College. He then forwards the final recommendations to the Chancellor for review and to the Board of Trustees for approval.

The need for classified staff is reviewed by considering institutional needs and the College budget. A determination is made if a replacement or a new position is to be funded or not funded for the current year, deferred to a future time, or left vacant.

The administrative structure of the College divisions is developed by the College President in consultation with the Vice Presidents, and the President’s recommendations are subject to approval by the Chancellor and the Board of Trustees.

Resource allocations for all new positions that require general-fund monies are identified through the Strategic Planning Process.

A good indicator of the quality and the expertise of our faculty, classified staff, and classified managers is their length of service to the College and their educational preparation and training. Because they have a markedly longer service record than the administrators, it is the they who give stability and consistency to the College. According to the Office of Human Resources:

- Nearly 60% of our tenured faculty have been with the College more than 10 years. More than 35% have 20 years or more of service to the College, and 12% have more than 30 years of service. Our most senior faculty member, with over 40 years of service to the College, is the only remaining “founding faculty member” [3.43].
- More than 10% of our part-time faculty have been with the College more than 10 years, 9% have been with the College more than 15 years. Six part-time faculty have been with the College more than 30 years.
- Nearly 40% our classified staff have more than 10 years of service to the College. Slightly more than 25% have been with the College more than 15 years, and almost 16% have more than 20 years of service. Eight (3%) of our classified staff have been with the College more than 30 years.
- Our educational administrators are relatively new to the College; 80% have 10 or fewer years of service with the College. Two of our most senior administrators have been with the College more than 25 years.
- More than 40% of our classified managers have more than 15 years of service to the College, 28% have more than 20 years, 16% have more than 25 years, and 13% have more than 30 years of service to the College.
Of our tenured faculty 52 (29 percent) have doctorates, 15 (31 percent) of our probationary faculty have doctorates, and 10 percent of our part-time faculty have doctorates. It is important to note that none of our faculty positions require this advanced degree. However, as the data indicate, faculty in all categories exceed the minimum requirements for their positions [3.43].

The personnel turnover rate at Saddleback College is low, and there have been very few terminations, indicating a good match between new employees’ qualifications and their job responsibilities.

The development of administrative positions is conducted with the District’s overall review. In the Employee Survey of Spring 2009, responses to item 6.2, “Saddleback College program and service needs are used for human resource decisions,” indicate that only 45 percent of the respondents agree with the statement, 19 percent disagreed, and 35 percent were neutral.

**SELF EVALUATION**

The Program and Administrative Unit Review process has kept the institution on track with identifying staffing needs. Program Reviews increase the correlation between institutional planning and staffing decisions to provide an improved methodology for maintaining the appropriate level of faculty and staff required to maintain the depth, breadth, and responsiveness of our quality programs. Workload issues and workspace issues can be anticipated and addressed to maintain high morale because employees have the tools needed to succeed.

Full-time faculty and staff have a vested interest in the College and its students and contribute significantly to the success of its programs. Because of these factors, hiring more full-time faculty and staff where needed has enhanced the quality and diversity of our program offerings.

The College has the processes and procedures in place for determining staffing levels needed to maintain its programs and services. Unfortunately, during the present economic crises, the hiring of new and replacement staff has come under greater scrutiny. Consequently, College personnel must find ways to continue to provide services or cut back programs and services while positions remain open. Because of this atypical situation, Saddleback College faculty and staff have displayed a strong commitment to continuing to serve large numbers of students who need educational programs.

As the College successfully competes for grants, it needs to carefully monitor categorically funded positions to ensure consistency with the position’s responsibilities and compensation structure.

The College has not established division benchmarks for appropriate work levels and/or staffing needs, even though a Deans’ Workload Survey has been conducted. There is concern among administrators that their heavy workload may limit their ability for professional growth. A Statewide comparison of the number of students per administrator shows that Saddleback College is ranked 102 out of 110 colleges by college size [3.44].

**PLANNING AGENDA**

None.
III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

SOCCCD has personnel policies and procedures in place that ensure fairness and equity in its employment procedures. Personnel policies are drafted in the District Office of Human Resources (HR) with input through the consultation process with the Colleges’ shared governance committees and through negotiations between the District and the collective bargaining units. Draft policies and administrative regulations are reviewed and approved by the Board Policy and Administrative Regulations Advisory Council (BPARC) and, when approved, are forwarded to the Chancellor for review and submission to the Board of Trustees for approval and adoption. This is an ongoing process that ensures that existing policies are reviewed regularly and new policies are developed when needed to maintain the District’s commitment to unbiased and impartial treatment of its employees.

All personnel policies are located in the Series 3000 (Personnel) section of the Board Policies and Administrative Regulations publication. They are developed to ensure that District policies and procedures regarding areas such as employment, nondiscrimination, evaluation of employees, and resolution of employee complaints are applied fairly and consistently. Board policies and administrative regulations are available to all employees through the Documents link in MySite (the District’s information portal) [3.45].

Procedures governing grievances procedures and appropriate complaint forms can be accessed on the Human Resources Wiki [3.13]. Human Resources is also responsible for ensuring that grievance procedures are consistently and fairly administered to all College personnel.

Grievance procedures are defined under the individual employee agreements: faculty, classified staff (CSEA members) [3.15], and police officers (POA members) [3.16]. The grievance procedures are readily available to all employee groups from the Human Resources Wiki [3.13] and the Harassment Policy and Complaint administrative regulation [3.46].

All new-employee selection committees have an Equal Employment Opportunity (EEO) representative to ensure that selection procedures are applied fairly and consistently. EEO representatives are required to attend training prior to serving on the committee. All employees who participate on a hiring committee are required to receive EEO training and to complete confidentiality statements prior to the screening and selection process. The EEO training outlines the laws regarding discrimination and the roles of the EEO representative, the committee, and the committee chair.

**SELF EVALUATION**

The EEO representatives should be retrained yearly to ensure consistency in the application of new policies and procedures and any new legislation that may impact the hiring process.

**PLANNING AGENDA**

None.
III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY
As mentioned above, Board policies, administrative regulations, and collective bargaining agreements govern the personnel practices at the College. The Board policies and administrative regulations for all personnel are revised by the Office of Human Resources in consultation with College administrators, managers, and governance committees.

Employment regulations that have been negotiated with the following employee groups are noted in the collective bargaining agreement:


In addition to the collective bargaining agreements, the District has general policies and regulations in place that govern the treatment of all personnel at the College. These agreements can be found in the 3000 Series (Personnel) in the Board Policies and Administrative Regulations publication.

The District subscribes to the California Community College League Model Policy Service. The legislative history of policies and authorizing statutes and regulations are noted in all Board policies and regulations where possible for ease of research and interpretation. Consultation is observed in developing policies of concern to the District and College constituency groups. A Districtwide policy committee, the Board Policy and Administrative Regulations (BPAR) Advisory Council, which represents all constituency groups, is charged with identifying and recommending all policies legally required by State and Federal law and by the Accreditation Commission. The BPAR Council maintains a systematic and periodic review of all existing College policies to ensure that they are legally current and in accordance with the provisions of Title 5 of the California Code of Regulations.

Reporting to the Deputy Chancellor, the BPAR Council is the consultative body for policies and regulations. The Council comprises the three District Vice Chancellors, both Colleges’ Vice Presidents for Instruction and Vice Presidents for Student Services, both Colleges’ Academic Senate Presidents, both Colleges’ Classified Senate Presidents, the SOCCCD Faculty Association President, two instructional deans, and a member of the Office of Human Resources. The BPAR Council meets regularly (approximately every two weeks, except during holidays) to review existing policies and regulations as well as review the need to develop and implement new policies and regulations. The Council provides recommendations to the Chancellor, the Chancellor makes policy recommendations to the Board of Trustees, and the Board then votes on the Chancellor’s recommendations or policies.

The BPAR Council is charged with developing a schedule to address existing gaps in policies, a process for on-going review, and a process for assisting with new-policy development. Priority is given to policies and procedures that do not currently exist but have been identified as legally
Standard Three: Resources

required and to those that are currently identified as legally inaccurate or that need to be reconciled with other legal documents of the District such as collective bargaining agreements.

Questions about existing policies and procedures can be referred to appropriate administrators and to Deputy Chancellor for clarity about the administrative regulation associated with implementation of any given policy.

Personnel in Human Resources routinely address a range of questions regarding policy application with the goal of consistency in application and administration.

Changes in policies and procedures that are pertinent to faculty are communicated to administrators and the College Academic Senate. The administrators and Senate officers, in turn, communicate the updated policies to the faculty.

Policies concerning discrimination, sexual harassment, and equal employment opportunity exist in Board Policies 4000.4 [3.48] and 4000.5 [3.51]. Grievance procedures are included in Administrative Regulation 4000.5 [3.50].

Training in prevention of discrimination and harassment is required of all administrators and managers. Equal employment opportunity training is available to all faculty and is required for representatives serving on screening committees for faculty positions.

SELF EVALUATION

The District has extensive policies to ensure fairness in its employment procedures, is quick to follow up on any known policy violation, and investigates if necessary.

The District Office Human Resources works with the College Presidents and participatory governance committees at each College to ensure that the personnel-related board policies and administrative regulations are developed and updated as needed. Updates are disseminated Districtwide and posted in the Documents Section of the MySite portal [3.51] and in the Human Resources Wiki [3.13].

Human Resources ensures that policies and regulations are adhered to and that treatment of all personnel is fair and equitable.

College community awareness of the existence of personnel policies could be improved. This effort has begun through updates to the District information portal (MySite). Through the Human Resources Wiki, all employees now have improved access to personnel policies and procedures and to the most current documents and forms [3.13].

PLANNING AGENDA

The College, through its relevant governance groups, will work with District Human Resources to institute an ongoing, systematic review of all personnel-related policies and procedures.
III.A.3.b. The institution makes provisions for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

Extensive individual employee data are maintained in electronic form by the Office of Human Resources. Employee data are managed with strict security; access is limited to the Human Resources personnel. Hardcopy personnel files, including evaluations for all employees, are maintained in fireproof, secure file cabinets in the Office of Human Resources.

Each employee has the right to inspect materials in his/her personnel file consistent with State law, Board policy, and collective bargaining agreement provisions. A Human Resources employee is present when the records are reviewed and makes photocopies of any documents that may be requested by the employee. The District does not charge a fee for employees to make copies of their personnel files.

Human Resources offices and file cabinets that contain confidential documents are locked and are secured at the end of each business day. Human Resources receives fingerprint information on a secure network computer in an internal, secure location.

Board Policy 3008 [3.52] and Administrative Regulation 3008 [3.53] explain the process for retaining and destroying (shredding) records, as described in the Records Retention Manual [3.54]. Human Resources evaluates Public Records requests and subpoenas served on the College in order to ensure that any release of documents containing personal information conforms to Board policy and to State and Federal regulations.

SELF EVALUATION

The need for confidentiality of personnel records is continually stressed to all Human Resource personnel. There has never been an incident of inappropriate release of personnel information by Human Resources staff, and no staff member has ever been disciplined for inappropriate handling of personnel materials.

All District and College personnel are made aware of District and Board policies and Administrative Regulations that must be followed related to the release of personal, confidential, and privileged information.

Medical records are maintained in secure cabinets separate from the personnel files. The District protects all medical information regarding an individual according to the Confidentiality of Medical Information Act (CMIA), Calif. Civil Code, Section 56 et seq., and the Health Insurance Portability Accountability Act (HIPAA), Public Law 104-196 [3.55].

A Districtwide Records Retention Committee reviews all record-retention systems and makes changes to ensure uniform access and storage [3.55].

Personnel files are maintained only in the Office of Human Resources filing cabinets, and only employees, supervisors, and Human Resources staff members have access to the filing cabinets. There is a sign-out card for each file that records who has reviewed the files. When a file is being reviewed, a Human Resources staff member is present to ensure items placed in the files remain in the files and that no materials are added to the file.
III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Board policies and administrative regulations are followed strictly to foster equity and promote diversity in the District and on the College campus. These policies and regulations are addressed in the College’s statement of Values, the Student Equity Plan, the Staff Development Plan, and Associate Student Government programs.

The College’s commitment to recognizing and addressing the importance of equity and diversity is demonstrated by the College’s values statement, which guides the implementation of the College Mission Statement. The values statement includes “inclusiveness” and states that “We cultivate equity and diversity by embracing all cultures, ideas, and perspectives” [3.56].

Board Policy 4010 further states the College’s commitment to diversity:

The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and professional development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates [3.57].

SELF EVALUATION

Ensuring diversity in faculty recruitment and retention at Saddleback College and in the SOCCCD is an ongoing process. The College has established policies to address equity and diversity issues for all employees and students of the College. The policies are applied consistently and fairly.

The District is committed to maintaining hiring and staff development processes that support both equal opportunity and diversity and that provide equal consideration for all candidates as required in Federal and State law.

College faculty, staff, administrators, and managers recognize and celebrate diversity. Institutional practices and organizations support the diversity of the staff, which in turn promotes recognition of and appreciation for diversity of the students.

On its Web site (http://socccd.edu/humanresources/hr_about.html), the SOCCCD proudly boasts:

The South Orange County Community College District does not discriminate in employment on the basis of race, color, ancestry, national origin, religious creed, sex, physical handicap (including AIDS), medical condition (cancer-related), age (over 40), sexual orientation, or marital status and is subject to Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and California Labor Code 1102.1 [3.58].

All faculty job announcements include two key statements that underscore the College’s commitment to diversity. First, announcements state that faculty positions require that
applicants show “Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.” Second, each announcement includes this statement: “South Orange County Community College District is an Equal Opportunity Employer.”

PLANNING AGENDA

None.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY

The College demonstrates its commitment to diversity through its Board policies, administrative regulations, shared governance committees, and campus activities for employees and students.

As previously mentioned, the District is committed to the principles of equal employment opportunities. It is the District’s policy to ensure that all qualified job applicants have full and equal access to employment opportunities and are not subjected to discrimination in any District program or activity.

The District has an Equal Employment Opportunity (EEO) officer, who is also the Assistant Director of Human Resources. The EEO officer is responsible for ensuring that hiring committees comply with Board policy and with established hiring procedures, so that applicants receive fair and equitable treatment. It is also the responsibility of the EEO Officer to provide sexual harassment and diversity training to College personnel and to assist in the investigation of employee complaints of discrimination.

The Human Resources staff addresses the means of selecting and training screening committees. The hiring process for permanent faculty requires hiring committees to attend EEO training. The Office of Human Resources annually reports the District’s workforce composition.

The Cross Cultural Studies (CCS) program was established in 1994 to address concerns about sensitivity to diversity on campus. The CCS program is an academic program leading to an AA degree, and the CCS Center houses a wide array of materials on issues of diversity. The CCS Committee, a standing committee of the Academic Senate, oversees the program. The Committee is also responsible for extracurricular programs on campus featuring guest speakers, panel discussions, and film showings that lead to greater awareness of diversity issues.

The Associated Student Government (ASG) offers a number of venues for greater understanding and further exploration of cultural diversity among students and campus personnel.

Newly established in the 2008-2009 academic year, the Saddleback College Diversity Student Council (DSC) is a component of the Student Senate that promotes cultural diversity and tolerance through programs and events offered to the student body. The DSC has organized events for Persian New Year, Cambodian New Year, and a Black History Month Series. The DSC is open to the entire student body, as well as campus organizations. In previous years the DSC worked closely with the Persian Club, the African Student Union (ASU), and Appreciation of Pilipino American Culture (APAC) in coordinating events.
ASG also financially supports campus activities, group projects, and a variety of events each year that support cultural diversity. Additionally, faculty and staff are invited to apply for grant funding for their own projects [3.59]. The student clubs that foster appreciation of different cultural experiences include Appreciation of Pilipino American Culture (APAC), the Black Student Union, the Campus Crusade for Christ, the Christian Students Club, the Gay & Straight Alliance, the German Club, the Latin American Film Club, Latter-Day Saint Students, and the Muslim Student Union [3.60].

Through the efforts of the International Student Program Office, the College makes every effort to integrate the international student population into campus life [3.61].

**SELF EVALUATION**

Saddleback employees embrace the diversity within the community. ASG’s Diversity Student Council and the Inter-Club Council have contributed to an already-positive understanding of, concern for, and support for issues of diversity and equity.

**PLANNING AGENDA**

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**DESCRIPTIVE SUMMARY**

The Office of Human Resources gathers data from all job applicants consistent with Equal Employment Opportunity (EEO) reporting categories and requirements. Using these self-reported data, the District produces an annual report of the composition of permanent positions by gender and by ethnicity. The annual report includes a breakdown of the new hires in each of the position categories (i.e., faculty, classified staff, classified managers, and administrators).

Applicant pools for all positions are assessed by Human Resources before the applicant pool is released to hiring committees. The Director and the Assistant Director of Human Resources systematically review the advertising used to promote all positions to determine whether additional focused recruiting is necessary to increase the numbers of underrepresented applicants. When additional recruiting is deemed necessary, deans and department chairs are consulted for recruitment purposes.

Board Policy 4000.5 identifies the regular process by which the District works diligently to ensure all complaints are investigated and resolved according to the policy [3.49].

The District annually reviews all of its employment records through the submission of the MIS Report to the System Office as well as the Equal Employment Opportunity 6 Report. This provides a detailed breakdown of all employees [3.62].
SELF EVALUATION

Procedures are in place for staff and students to address concerns about fair and honest treatment. The District has conducted training programs about sexual harassment and unlawful discrimination in the past and will schedule training for all employee groups in 2010. This training was completed online by the District Leadership Team members in accordance with California AB 125 through Keenan SafeColleges.

PLANNING AGENDA

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

DESCRIPTIVE SUMMARY

The College subscribes to, advocates, and demonstrates integrity in the treatment of faculty, staff, and students through deliberate and strategic venues. Specifically, the three key methods for ensuring integrity are (1) the College Strategic Plan, (2) Board Policies and Administrative Regulations, and (3) Saddleback College’s commitment to shared governance.

Four of the College’s Value Statements, which support the College Mission Statement, underscore Saddleback’s pledge to treat administrators, faculty, staff, and students with sincerity and autonomy. These values are:

- **Collegiality**–We foster a climate of integrity, honesty, and respect.
- **Partnership**–We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.
- **Academic Freedom**–We endorse academic freedom and the open exchange of ideas.
- **Inclusiveness**–We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Board policies and administrative regulations are the mechanism for ensuring that campus processes maintain integrity and transparency. Beginning with Board Policy 112, Duties and Responsibilities of the 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 Section 70902” [3.63].

Board policies are readily available on the District information portal, MySite, for faculty, staff, and administrators, and on the District Web site for students and the public. The Education Code of the California Community Colleges requires that community colleges genuinely and effectively include campus constituencies in the institutional decision-making process. This process is identified as “shared governance.” The inclusion of the Board, faculty, staff, and students in campuswide decisions is outlined below.

Board Policy 2100.1, Delegation of Authority to the Academic Senate, states: “… it is the policy of the Board of Trustees that there shall be appropriate delegation to the college academic senates of responsibility for and authority over academic and professional matters” [3.64].
Board Policy 2100.2, Role and Scope of the Academic Senates, defines the role and scope of authority of the District’s Academic Senates in relation to the Board of Trustees [3.65].

Board Policy 4056, Classified Employees Participation in Decision Making, provides the classified staff “…opportunities to participate effectively in District and college governance, and in the joint formulation and development of District policies and procedures, that the Board reasonably determines, in consultation with the Classified Senates, have or will have a significant effect on staff” [3.66].

The above-listed policies provide a strong framework to ensure equitable treatment, and they are supplemented with additional training. Every two years all supervisors within the District are required to go through unlawful-discrimination training. Annually there are workshops that deal with students’ rights and unlawful discrimination.

**SELF EVALUATION**

SOCCCCD’s Board Policies and Administrative Regulations and Saddleback’s shared-governance model work collaboratively to uphold institutional equality and integrity for faculty, staff, administrators, and students.

Collaboration is not always a perfect process, but the campus climate and culture have begun to rely on broad dissemination of information and civil discourse. The College receives only a few employee grievances and formal complaints regarding unfair treatment or discrimination each year, and after investigation, very few of those have been found to have had merit. Three discrimination complaints were made in the 2008-2009 academic year. Two were addressed and investigated, and one was found to have no merit [3.67].

**PLANNING AGENDA**

None.

**III.A.5.** The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**III.A.5.a.** The institution plans professional development activities to meet the needs of its personnel.

**DESCRIPTIVE SUMMARY**

All full-time faculty are required to participate in professional development activities for a minimum of 38 hours during each academic year [3.68]. The District calendar devotes 9 days of the required 175 annual teaching days to professional development for faculty. These days are referred to as “Flex Days.” Faculty may elect to participate in a planned program of lectures and workshops or to perform individual activities on the designated Flex Days or any time during the academic year. Opportunities for classified employees are incorporated into the College Flex Days program [3.69].

The College Academic Senate, with participation from former Senate officers, has developed and implemented an orientation program for new faculty. Faculty, classified staff, and
administrative staff are encouraged to participate in staff development seminars and workshops. Additionally, all probationary faculty are expected to provide documentation to their Tenure Review Committee (TRC) that they are actively maintaining currency in their discipline through professional literature, professional memberships, workshops, conferences, or other activities.

The Academic Senate’s Faculty Development Flex Committee [3.70] and Faculty Development Funding Committee [3.71] are the major sources for planning and support of faculty professional development activities. The Faculty Development Flex Committee oversees the planning and implementation of Flex Day activities. As its name implies, the Faculty Development Funding Committee is responsible for the distribution of funds available for faculty professional development.

Each year approximately 250 funding awards are made to full- and part-time faculty to attend conferences or work on independent projects. Faculty development funds are also utilized to provide technology training through the Innovation and Technology Center (ITC), the Center for Instructional Design Distance Education (CIDDE), and the Institute for Teaching and Learning (ITL) established by the Educational Planning and Assessment Committee.

Ideas for Flex Day professional development activities are solicited through an Employee Survey, evaluation findings from previous professional development activities, and discussions of various campus concerns during Academic Senate and shared governance committee meetings. Traditionally, the Office of Human Resources sponsors a CalSTRS update/benefits workshop and, based on feedback from faculty members, will be adding a CalSTRS financial planning workshop in future Flex Day programs.

From the academic years 2004-2005 to 2009-2010, the awareness of faculty development funding has grown considerably. In the 2004-2005 academic year the College funded only 77 professional development requests. Only full-time faculty were eligible to receive funding at that time. Currently, full funding (with strict limits in each category) is available to full-time faculty and proportional funding is available to part-time faculty. With the current funding level and procedures, more than 150 faculty members can be funded to attend conferences in any academic year.

According to their collective bargaining agreement, full-time faculty members are eligible to apply for sabbatical and professional development leaves [3.72]. The sabbatical is intended for the professional enhancement of the faculty member, which shall be to the benefit of the faculty member, his/her College, students, and/or the District. The value of what the faculty member may contribute following his/her return includes, but is not limited to, the areas of pedagogy, curriculum development, and the culture of the College and the community. Every year the District makes available up to 29 semesters of sabbatical leaves. The formula for calculating the number of sabbaticals is a negotiable item, and this figure is a percentage of the total number of full-time faculty.

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

The Great Teachers Seminar (GTS), currently being planned for the third year, inspires and motivates faculty to improve classroom performance. In the GTS, faculty share successful
strategies, solutions to common problems, comments on inspirational books, and accounts of favorite teachers. The most important GTS byproduct is the sense of unity and belonging that it fosters. Approximately 30 full- and part-time faculty participated in the last GTS event.

The Educational Planning and Assessment (EPA) Committee established an Institute for Teaching and Learning (ITL), and the focus of the ITL is to identify and present workshops on best teaching practices. The Office of Instruction has identified classified support training for in-house computer information technology systems, such as CurricuNet, iNFORM, Student Information System (SIS), and the District’s financial system, Escape.

Professional Development Leaves may be granted for professional development, which may include additional schooling and/or training, participation in faculty exchange programs, a project/activity that would benefit the College and/or District, involvement in research efforts, and acceptance of long-term assignments to other higher education institutions, agencies, corporations, foundations, or to the government.

Human Resources also hosts professional development activities specifically for administrators and managers. Using the results from an annual survey of the District Leadership Team (DLT), Human Resources designs professional development activities around the top priorities. For a number of years the legal firm of Liebert Cassidy Whitmore has provided training on topics such as absenteeism prevention, performance management, the Education Code and Title 5, equal employment opportunity, and current developments in workers’ compensation. In 2008-2009 the DLT participated in a self-paced online series entitled “Supervision Series: Essential Skills of Leadership.”

Human Resources also coordinates and documents the State-mandated harassment-prevention training for all employees, which is conducted annually during Flex Day activities. Also during Flex Day activities, Human Resources facilitates a performance evaluation training program called “FRISK” (Facts Rules Impact Suggestions Knowledge) for all administrators and managers [3.73].

Classified staff are permitted, with management approval, to attend Flex Day activities. During the spring break the classified staff have one day set aside for Districtwide classified staff professional development. In addition, professional development funds are available to the classified staff. A Staff Development Committee manages the professional development fund and allocates funding on a proposal basis.

From the 2006-2007 to the 2009-2010 academic years, funding of the Staff Development Committee has grown considerably. All permanent full- and part-time classified staff are eligible to receive funding for appropriate classes, books, tuition, and conference fees. Classified staff are encouraged to participate in different activities throughout the State to broaden their horizons and to create new learning opportunities for themselves and their colleagues. Classified staff members have attended the Community College League of California Conference (CCLC). Others attended the Classified Leadership Institute (CLI), a yearly event sponsored by the California Community College Classified Senate. During the year the classified staff also participated in activities on and off campus to help strengthen and bolster team-building among the College’s classified staff.
Many of the classified staff attend formal classes with the goals of obtaining a degree or an advanced degree. Therefore, besides enhancing their work at the College, they are also provided with assistance in personal growth and advancement in their respective career goals.

In the 2007-2008 academic year, when professional development funding was at an all-time high, the College expended $28,000 on classified staff development activities. The following year, the College funded an additional $25,075 for classified staff professional development requests.

Each College academic administrator has a modest budget for professional development. The President and the Vice Presidents have professional development funds available for their use as well.

Total college-wide expenditures for all funds/accounts including ASG and Foundation totaled $443,147 in 2009-2010 [3.74].

Board Policy 4111, Administrative/Classified Leadership Leave (Without Loss of Pay), provides up to 60 calendar days of leave for all administrators and classified managers [3.75]. Because it is often difficult for an administrator or manager to participate in professional development activities that require an extended period of time (e.g., a university course or a certification program), this policy is available for such purposes.

Wherever possible, professional development offerings and activities are linked to the College’s Mission Statement and to the ten Value Statements that guide the implementation of the Mission Statement [3.76].

**SELF EVALUATION**

The District and the College provide a wide variety of professional development opportunities to College faculty, staff, administrators, and managers throughout the year. The College solicits evaluation surveys to identify areas of strength and areas that need improvement. The comments from these surveys are incorporated into the planning of future professional development programs and opportunities. The evaluation findings also assist the College to ensure meaningful professional development activities are being made available to all members of the College community.

In addition to evaluating the quality of the professional development events, faculty are evaluated on their participation in professional development activities. Probationary faculty participation is evaluated by the Tenure Review Committee. Full-time faculty are held accountable for their minimum 38 hours of Flex Day professional development.

Upon completion of sabbaticals, recipients are required to submit a report of activities to the Sabbatical Leave Committee demonstrating their accomplishment of sabbatical goals. Sabbatical recipients also share their experiences with their colleagues through presentations during Flex Days.

**PLANNING AGENDA**

None.
III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

In lieu of attending planned Flex Day activities, faculty who undertake and complete an individual project related to staff, student, or instructional improvement must complete an evaluation form before Flex Day credit is granted [3.77]. The evaluation results are analyzed to plan future Flex Day activities.

Faculty who received funding for off-campus activities must fill out an evaluation form specifying the benefits derived from the activity and the benefits to the individual and the College [3.78]. Classified staff members are required to assess how professional development activities have benefited them and to report what they have learned by completing an accountability form required by the Classified Senate and the Staff Development Committee [3.79].

The College solicits evaluation surveys to identify areas of strength and areas that need improvement. The comments from these surveys are incorporated into the planning of future professional development programs and funding opportunities. Through constant reevaluation of programs, the College ensures meaningful professional development activities to all members of the College community.

Administrators are not required to complete a written evaluation of their professional development activities. Instead, they provide oral reports to their colleagues and to their division or unit employees on relevant information.

SELF EVALUATION

In the Spring 2009 Employee Survey, 58 percent of the respondents replied positively to question 6.1: “My development/training needs have been identified and addressed” [3.80].

Although evaluation forms are available for all activities and opportunities offered through the professional development committees, participants often do not complete the forms. Submitted evaluations are carefully analyzed to improve staff development programs. If an activity receives a poor rating, the activity is not offered again unless revisions are made.

Given the significant increase in professional development funding in the last five years, the College should seek to improve the return rate of the evaluation instruments. Post-evaluations (for example, a follow-up two or four weeks after the activity) could also be utilized to show the effectiveness of the activity and to determine how useful attendees consider the information learned. The survey findings should be used to make improvements to existing activities and to develop new activities.

Faculty are evaluated on their participation in professional development activities during their scheduled performance review. This evaluation helps to ensure that faculty are maintaining currency in professional knowledge through professional literature, professional memberships, workshops, conferences, or other activities.
Upon completion of sabbaticals, recipients are required to submit a report of activities to the Sabbatical Leave Committee demonstrating their accomplishment of their sabbatical goals. Sabbatical recipients share their experiences with their departments, with the entire College (during Flex Day activities), and with the Board of Trustees.

**PLANNING AGENDA**

The College will work with the faculty and classified staff development committees to ensure that evaluations are completed and the findings are reviewed with the goal of improving staff development activities.

**III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY**

The College’s 2010-2013 Strategic Plan and the Strategic Planning Groups (Educational Development, Student Affairs, Operational Support and Resources, and College Advancement) are planning to integrate human resource planning in their strategies and their recommendations to the Consultation Council (CC). Specifically, these plans will attempt to establish concrete links to budgeting, thereby increasing their usefulness in planning and/or evaluating human resource needs.

As previously mentioned, Saddleback College evaluates its human resource needs annually through the individual Program Review needs assessment. The Program Review process identifies human resource needs and is linked to the Strategic Plan. The identified needs are prioritized in each unit or division and form the foundation for hiring positions.

To determine the need for more employees in any classification or area, the institution relies primarily on Program Review documents.

**SELF EVALUATION**

College leadership is implementing the 2010-2013 Strategic Plan to ensure that staffing decisions are linked to budget. The College is confident in its current efforts and directions to integrate human resource planning with institutional planning and to assess the effective use of human resources. Using the results as the basis for improvement allows the College to systematically assess the effective use of human resources and use the results of the evaluation as the basis for improvement.

**PLANNING AGENDA**

None.
III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support learning programs and services and improve institutional effectiveness.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY

The criteria and processes the College uses to evaluate the sufficiency and safety of its facilities when considering remodeling, department relocation, building a new facility, or performing annual evaluations are based on consultation, committee approval, and appropriate planning documents. The College supports and integrates campuswide facility needs into the College Strategic Planning Process, scheduled maintenance plans, the Facilities Master Plan, and the District Education and Facilities Master Plan. The campus uses appropriate planning documents when addressing the needs and safety concerns of our facilities, for example, the Five Year Education and Facilities Master Plan [3.81], which uses enrollment data to project enrollment during the five year duration of the plan, and CPEC enrollment projections derived from projected high school graduation rates. Since the last accreditation the College/District has invested significant resources into campus buildings. Projects include the addition of a Health Science Building, a temporary classroom cluster known as “The Village,” extensive renovation of the Business and General Studies building, and extensive renovation of the Library building is under way. Since 2004, $125M has been allocated to Saddleback College for facilities upgrades [3.82].

The College Three Year Strategic Plan [3.83] is also developed using various data sources, including the Facilities Maintenance and Operations Department Program Reviews [3.84] [3.85], District goals, and monthly safety inspection results as performed by the Facilities Maintenance and Operations (FMO) management team. In 2009-2010 the top District goal was to develop a plan to meet all capital and scheduled maintenance needs. As a result, the College developed a 20-year Facilities and Scheduled Maintenance Plan that included a funding component.

Annually, the Risk Management Department and Keenan & Associates review and update the District’s Injury and Illness Prevention Plan [3.86]. The College’s facilities staff receives monthly on-the-job safety training in conjunction with reviewing these plans. The District property and liability carrier, Keenan & Associates, conducts annual inspections (State Wide Association of Community Colleges, SWACC) [3.87] of College facilities to identify any potential safety risks and reports all risks to the Director of Facilities for correction. The College is committed to maintaining a safe campus and addresses all recommendations in the Keenan & Associates report. Keenan & Associates completes a follow-up audit report to ensure all safety risks have been addressed.

Consultation with the units of Disabled Student Services, Environmental Health and Occupational Safety, and the Campus Police ensures that the College provides safe egress
and regrass travel access to all facilities. In addition, facilities plans are reviewed annually and approved to meet all appropriate building, fire, seismic, and environmental health laws and requirements. Facility deficiencies and safety concerns are addressed by developing a prioritized list of project needs and managing those projects (once they are approved) in the weekly facilities management meetings. The Safety Committee, the Student Affairs Planning Group, and the Operational Support and Resources Planning Group, which comprises classified staff, faculty, and administrators, ensure that the College complies with established safety standards. The College also has a Crime Awareness and Prevention Program [3.88] to ensure and maintain safety campuswide.

**Be Safe**

Campus Safety has researched, purchased, and implemented a proactive emergency response system. This new program, called “Be Safe,” is a very powerful data-driven tool that will increase our ability to maintain a safe campus and effectively respond to emergencies.

“Be Safe” provides police, fire, SWAT, and other emergency teams with accurate and detailed information on floor plans, building demographics, and many other unique features of the campus. This program provides emergency teams and administrators with up-to-date information about any facility on the Saddleback College campus. In the event of an emergency, this information is instantly accessible, thus allowing critical decisions to implement strategies to protect life and property to be made quickly and effectively.

“Be Safe” is a proactive system, and it facilitates clear communications among College resources and emergency first responders with critical information about the entire campus. This system engages and integrates students, administrators, and emergency response teams.

The College is also in the process of implementing Blackboard Connect™, the Cisco AlertMe System on VOIP, a Campus Police Department equipment upgrade, and a new mobile emergency operations center.

**Blackboard Connect™**

Blackboard Connect™ is a mass notification system that can be used to inform the College or the District community of time-sensitive situations or just day-to-day events when safety, reliability, efficiency, and speed are needed. The Blackboard Connect™ service provides the College and the District with the capability to reach students, faculty, and staff via voice, text, and email.

**CISCO AlertMe System on VOIP**

The Cisco AlertMe System is a mass broadcast and notification system that can be used by the College and Campus Police personnel to push immediate voice and text messages to every telephone on campus. The voice-alert messages automatically sound on the telephone’s external speakers, and the accompanying text message appears on the telephone’s LCD display so the device receiver does not have to be picked up to receive these messages. In 2007 the CISCO AlertMe System proved very useful and helpful in facilitating the real-time evacuation of the campus when smoke from wildfires caused unhealthy air quality campus-wide. AlertMe has also been used to conduct building evacuations during fire drills and in
other scenarios conducted by Campus Police and local law enforcement agencies in exercising mutual aid protocols and emergency response procedures.

**College Police Department Equipment Upgrade**

Campus Police completely upgraded its officers’ uniforms and equipment, including less-than-lethal force options, tactical firearms, and ballistic vests and helmets. All officers have successfully completed POST training on the upgraded equipment and in the techniques of rapid deployment in response to immediate threats and in critical-incident management. The equipment was last upgraded in 2009.

**New Mobile Emergency Operations Center**

When the College’s Communications Arts Department no longer needed an old recreational vehicle (RV) that was used for Channel 39 and KSBR broadcasts, the Campus Police refurbished the RV and transformed it into an emergency mobile command post for the College. Today, the RV serves as a flexible and effective tool for emergency management.

A number of plans and documents are used to determine the sufficiency of our classrooms, lecture halls, labs, and other facilities. Among these documents are the Five Year Education and Facilities Plan, the Facilities Program Review, Employee Surveys [3.89], and Student Surveys [3.90]. These plans provide data to guide our physical development and to accommodate enrollment studies, student use of facilities, and educational programs. One mechanism in place to determine how effective our facilities meet the needs of programs and services are Employee Surveys (see document evidence). Student Surveys are also conducted by the Student Services Department. In addition, the College President, the Director of Fiscal Services, both Vice Presidents, and the Director of Facilities review proposed academic program plans and the Facilities Master Plan to ensure they are integrated and congruent.

When issues arise, action is taken to ensure sufficient facilities are available. For example, it became clear early in 2009 that, based on enrollment demands, sufficient classrooms would not be available for the 2010-2011 academic year. College administration worked with District administration, and as a result, modular buildings were installed on the campus in Spring 2010 to ensure sufficient classroom space to meet student demand.

According to the 2009 Employee Survey:

- Most employees feel that campus traffic congestion is a problem. Congestion is most evident during the first few weeks of each semester, when the College normally has a larger influx of new students.
- Employees feel that while there is adequate parking during the workday, the parking lots are not located favorably in regard to the layout of campus buildings.
- The majority of the respondents feel that the campus has adequate lighting. This success is due in part to the active work of the Campus Safety Committee.
- The vast majority of employees are very satisfied with the ease of travel on our campus walkways and pathways.
- Employees feel that Campus Police officers are highly visible on campus, and as a result, over 85% of respondents also feel safe while on campus.
• Most employees are neutral regarding their perception that people with disabilities have reasonable access to all campus buildings.
• Employees feel that their actual physical work environment is more than adequate.
• Half of the employees feel that our campus facilities support student learning. A newly refurbished General Classroom Building was reopened, and a new Health Science Building has been constructed since the College’s last employee survey.
• Most respondents either agreed or strongly agreed that the Facilities Maintenance and Operations Department responded to work orders in a timely and accurate manner. This may be partially attributed to a recently implemented new computerized work order system.

According to the 2008 Student Survey:
• The vast majority of students were extremely satisfied with the performance of the Campus Police. This was reflected in the survey numbers for all police services, which included the online parking permit process, the availability of parking on campus, in-person parking assistance, and Escort Services.
• Almost 100% of library users felt that the library facilities were clean. The Saddleback College Library is our oldest building on campus, and this positive response directly reflects the services provided by the Facilities, Maintenance and Operations (FMO) Department.
• As might be expected, 60% of our students favor a smoke-free campus. We have helped support this sentiment by enforcing a smoke-free zone around all campus buildings.

Saddleback College meets its facilities needs by assessing usage data, both evaluations and surveys, to ensure the maintenance and safety of all campus buildings. Campus Safety and Facilities, Maintenance and Operations (FMO) consistently provide quality services to our faculty, staff, and students. Critical to this success are the monthly reports generated by our new Advanced Maintenance Management System (AMMS) [3.91]. The FMO Director reviews the work orders generated by AMMS and uses them as a management tool to monitor, supervise, and evaluate the workload and services provided to all College groups.

Saddleback College tracks facility evaluation results and communicates any deficiencies to the appropriate specialists in FMO. Complaints received are filtered, and changes are proposed, approved, and implemented based on budget feasibility. The College prioritizes the needs identified from statements gathered in this evaluation process, shares accolades with FMO staff as appropriate, and consults on ways to improve services based on relevant factors such as enrollment growth and time constraints. The equipment that FMO maintains undergoes regularly scheduled preventative maintenance that is tracked in the annual inventory reports. Educational equipment (such as computers) is managed by Educational Services.

Saddleback College currently offers three modes of delivery for its distance education classes:
• Internet
• Radio
• Television
Distance education over the Internet is handled through the Blackboard course management system. Currently the District contracts offsite Blackboard services through Blackboard Managed Hosting, which provides staffing 24 hours a day, 365 days a year, and guarantees 99.7 percent uptime. This method of deployment has proved successful for the College over the past several years and has been a cost-effective solution to purchasing and maintaining our own servers.

The College's radio and cable television stations are both part of instructional programs under the Communication Arts Department. Both of these broadcast facilities are on-air 24 hours a day, 7 days a week. Equipment funding for these facilities comes from a variety of different sources. Each year the College Equipment Committee asks the instructional divisions to prioritize their equipment needs. Depending on available funds, the radio and television stations receive new and replacement equipment through this process. A few years ago the College used Basic Aid technology dollars to replace the television cable channel head end with a new digital playback system. The radio station supplements its equipment funding through grants and fundraising efforts. Recent grants have been used to replace the station's transmitter and antenna.

Maintaining and updating the equipment for all three of the College's distance education delivery modes continues to be expensive and challenging. At this point, the equipment for all three modes of delivery is up-to-date and in good operating order. Saddleback’s choice to have the District Blackboard course management system hosted off-site is working well and has minimized equipment and staffing costs while ensuring reliability. The cable TV channel (Channel 39) equipment is current and capable of handling all the College’s television broadcast needs. The College radio station (KSBR) recently received new transmitting equipment and studio upgrades.

**SELF EVALUATION**

Numerous plans and procedures have been put in place to effectively manage physical resources, and they are working well.

The Five Year Education and Facilities Master Plan, a very detailed and data-driven plan, was very well constructed by an all-inclusive shared governance process.

The College's revised 2009 Strategic Planning Process [3.92] and the Strategic Plan itself is well planned, executed tied to resource allocation, and disseminated Collegewide.

The Facilities, Maintenance and Operations (FMO) Department Program Reviews include the main core of the FMO Department. Future FMO Program Reviews must include the entire FMO Department and must be more comprehensive and more detailed. Program Reviews should focus on generating more-useful data, additional options, and recommendations for improvements. Department managers must undergo additional Program Review training.

Launched in May 2008, the Advanced Maintenance Management System (AMMS) is a very powerful recordkeeping and management tool. This system has the capabilities of providing management with accurate and useful data for decision-making. Management must and will provide additional training to staff to be able to fully utilize AMMS reports. FMO sent three additional staff for AMMS training in January 2010 to learn how to better utilize the system and to more effectively meet the needs of the College.
Effective use of facilities is determined in a number of ways. The College utilizes the Ad Astra scheduling system to ensure the efficient space use and space allocation. The five-year Education and Facilities Master Plan and the three-year Strategic Plan are followed, and each provides a mechanism for evaluation. Student and employee surveys and ongoing inspections by Administration, District Risk Management, and FMO are conducted. In addition, fire inspections and safety inspections are conducted by external entities, and the results are used as a basis for improvement. Issues that arise unexpectedly are reported on the maintenance work order system and are addressed in a timely manner.

A major challenge faced by the College is obtaining funding for new buildings and for upgrading existing facilities and land. Unlike many other Districts, the SOCCCD has not elected to issue a bond for new facilities and facilities improvement, but relies primarily on state funding and excess property tax revenue (Basic Aid) to fund facilities. Obtaining State and Basic Aid funding has proven to be a challenge for the College. A positive step in the planning process has been the development of the 20-year Facilities and Scheduled Maintenance Plan, which identifies (for the first time) the huge facilities needs of the College, along with an estimate of annual funds required to meet the plan [3.93]. The District is in the process of finding ways to establish funding sources to address the plan.

**PLANNING AGENDA**

The College will explore and secure funding sources for the 20-year Facilities and Scheduled Maintenance Plan.

**III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

**DESCRIPTIVE SUMMARY**

The planning document that drives the building of new facilities and the major renovation of existing facilities and infrastructure is the Education and Facilities Master Plan. The District (using a consulting firm) oversaw the development of this five-year plan, but the sources of information were College staff and College data. The plan established current space inventory broken down by category i.e. lab, classroom, office space etc. An enrollment projection by discipline was established and then a long term capital plan was developed to meet student needs by discipline. This plan projects out building needs to 2020, and breaks down implementation into three phases.

College plans for scheduled maintenance upgrades are developed by the College’s Facilities Committee. As a first step, the Committee reviews the Saddleback College Mission and Vision Statements and the College’s Strategic Plans. These documents, along with appropriately allocated funding, guide the support and distribution of physical resources and student educational support services. Budget planning for physical resources is integrated with Strategic Plans and other College and District planning documents. In all the planning documents, it is the responsibility of the Facilities, Maintenance and Operations (FMO) Department to provide direction and oversight for planning and construction. When planning building renovations and construction projects, the College considers the needs of programs and their end-users by first
determining (through feasibility studies) the components of the needs. Plans for buildings go to
the District, and if approved, consultation begins with the department heads and end-users. The
driving forces in building a campus structure are a needs assessment, a campus space review,
and of course a review of the appropriate planning documents to integrate with Saddleback’s
Strategic Plan, which has a budget component, a campus space component, and a construction
component. Consultants are obtained, including specialists in ADA compliance. The institution
and the FMO Department have been engaging in results-oriented planning processes on an on-
going basis.

The Facilities Committee determines and prioritizes service and equipment replacement
and maintenance needs. Documentation of meeting agendas and project status reports are
recorded.

The Facilities Committee evaluates the effectiveness of the College’s facilities and equipment in
meeting the needs of programs and services by reviewing the appropriate documents. Program
Reviews for Maintenance, Transportation, and Custodial Services are submitted.

An FMO project list [3.94], which is noted in the evidence of documents, lists the current and
completed projects and status reports from 2003 to the present. These reports are reviewed
in weekly management meetings. The institution uses its facilities effectively by maintaining
classrooms that support the recommended FTES ratio. Labs are maintained and used based
on classes and lab integration. The physical condition of College facilities used by students,
community education programs, and the surrounding communities creates an environment
conducive to an effective learning experience, as evidenced by student and staff surveys.

Program and service equipment and technology needs are met via the Strategic Planning
Process. As part of planning, the College has established Equipment and Technology
Committees that prioritize equipment requests based on replacement needs, Program Review,
and the Strategic Plan.

SELF EVALUATION

The Education and Facilities Master Plan has been followed within reasonable limits. Only
factors such as funding availability or change in anticipated student demand have resulted in a
deviation from the approved plan. For example, the funding of the Library remodel by the State
resulted in that project jumping to the top of the prioritized list.

Facility needs are well researched and documented in College plans; however, funding new
buildings, scheduled maintenance, and facility and site upgrades continue to be a significant
challenge. The College has unfunded scheduled maintenance needs totaling $5 million to $9
million per year for the next 10 years. The District and the College are working together on a
funding plan to address these needs.
Equipment and technology has been well funded. Table 3.1 shows total equipment funds expended Collegewide.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>$ 974,733</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$ 1,114,073</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$ 1,618,202</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$ 2,612,434</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$ 2,167,387</td>
</tr>
</tbody>
</table>

Funds for technology have been allocated from District Basic Aid, and regular annual allocations have allowed the College to aggressively fund technology on campus.

The combined planning efforts of the FMO and all College planning groups are effective and adequately meet the needs of students, faculty, and staff.

The College maintains a Mission Statement that continuously supports the current needs of its students and the communities the College serves. The Mission and Vision Statements are updated as needed to reflect the direction and purpose of the College.

**PLANNING AGENDA**

None.

**III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

**DESCRIPTIVE SUMMARY**

The Facilities, Maintenance and Operations (FMO) Department is responsible for the maintenance of all campus facilities to ensure compliance with campus and District plans, to ensure a safe, secure, clean, accessible (ADA) environment, and to provide adequate maintenance of campus grounds. FMO implements scheduled maintenance and inspection checks of College facilities and equipment, including security checks when appropriate.

The College also has an Evening and Weekend Administrator Program [3.95] that rotates administrators, managers, and Vice Presidents to serve as College representatives in the evenings until 10:00 p.m. and on Saturdays from 8 a.m. to 2 p.m. The main purpose of the assigned administrator is to travel about the campus, be visible, be easy to locate, handle conflicts that arise, perform safety checks, and document and report facility concerns.

The Office of Instruction selects off-site facilities with input from divisions to ensure the facilities are adequate and that they are in compliance with relevant safety and security requirements. Prior to contracting with an off-site location, College administration visits each proposed off-
site location to ensure it is suitable, meets student and instructor needs, and is safe. During the course of the semester, administration staff visit the classes to evaluate the instructors and locations, and they work closely with the site owners to ensure the safety of students and College equipment. Faculty provide feedback if any problems arise during the semester, and the administrator and/or Vice President resolves any issues. If a site proves to be unsatisfactory, that site will not be used again. Saddleback College supports the use of off-site classes when the location chosen meets student needs and on-campus classes are not adversely affected.

**SELF EVALUATION**

The College campus is clean, safe, and accessible. Student and employee surveys support the fact that the campus buildings and grounds meet these criteria. Off-campus facilities meet the needs of College students as evidenced by long-standing agreements with these facilities. The College maintains sufficient control by eliminating the use off-campus facilities that do not adequately meet the needs of students, faculty, and staff.

The Evening and Weekend Administrator Program is effective and provides needed supervision campuswide to augment campus safety efforts in handling various situations. The program helps not only to better serve and protect students but also to minimize College liability.

**PLANNING AGENDA**

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**DESCRIPTIVE SUMMARY**

The College assesses its facilities use and needs through Program and Administrative Unit Review. Each Program Review is required to complete a facilities needs assessment and an annual update and review. The Program Review is used as part of the planning process.

The Education and Facilities Master Plan identifies facilities needs. Needs for facilities, including type and size, are assessed at the program level, and the Education and Facilities Master Plan is derived from this assessment.

The Facilities Committee evaluates requests from campus communities and establishes a prioritized list of projects. The Facilities Committee then makes recommendations for funding based on prioritized lists.

On a regular basis Student Services, with input from each of the ten managers reporting to the Vice President of Student Services (VPSS), assesses the usage of the Student Services Building and of other buildings and space on campus for delivering Student Services. Each assessment is shared first with the Student Services team. Next, the results are shared with Senior Staff (the Vice President of Instruction, the VPSS, the Director of Fiscal Services, and the President). Results include mutual usage of space by compatible programs, occasionally moving programs to more adequate space, moving programs due to necessity in a remodeling process, and
better usage of space to improve service to students. Annually, each Student Services program determines if the space allotted for the unit is adequate to serve students and is appropriate for staff to work in. Based on the unit’s Program Review, annual assessments, and Collegewide remodels and projects, improvements have been made within the confines of the allotted space.

Each Program Review is also required to identify technology and equipment needs. Annually, each division submits prioritized requests to the Equipment Committee and the Technology Committee, based on information contained in the Program Review. Each division, through its own process, which includes faculty and staff participation, submits a prioritized list of equipment and technology needs to the appropriate committee.

The Equipment Committee verifies Program Reviews have been completed for each request, and priority is given to those requests with a documented need identified during the Program Review process.

The Technology Committee develops and maintains a three-year plan. The Technology Committee plans for and funds both hardware and software needs. The first priority of the plan is to maintain currency of technology in the classroom setting and to fund “technology refresh” needs (replacement). The Committee meets annually to review and revise the technology plan. Completion of Program Review and identification of new technology needs in the Program Review documents are part of the decision process.

The Program Review process includes an evaluation component that is used to evaluate the effectiveness of equipment, technology, and equipment. The results of this process are used as a basis for future planning and continuous improvement.

A facilities update is submitted as part of the Board agenda every month to ensure the Board of Trustees has current knowledge of facilities projects.

**SELF EVALUATION**

The system by which facilities, equipment, and technology needs are planned for and evaluated is effective. The Facilities Committee, the Equipment Committee, and the Technology Committee do an effective job of identifying and prioritizing the program needs that best support institutional goals and the College infrastructure in an all-inclusive shared governance manner.

**PLANNING AGENDA**

None.

**III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**DESCRIPTIVE SUMMARY**

The Education and Facilities Master Plan is the document that drives the building and major retrofit of facilities. This plan is the result of an extensive, collaborative process that includes significant participation of College faculty and staff.
This plan identifies in detail all existing facilities by building. Full-time-student capacity needs are projected by program, and a plan to accommodate those needs is developed. The FTES projections and programmatic needs are developed by the Instructional and Student Services Divisions and are supported by the Institutional Research Department and the Vice Presidents. This plan includes projected need for classrooms, laboratory space, athletic fields, student service space, office space, parking and roads. The needs are then prioritized and a phased plan is developed. This plan is used to supply the State Chancellor’s Office with information regarding District priorities for facilities funding.

Implementation of the plan depends on funding sources. If funding is readily available for a lower-priority project, the College will begin implementing the project to take advantage of the funding source. A recent example is the Library renovation, a lower-level project than the retrofit of the Advanced Technology and Applied Science Building; however, the State funded the Library renovation project with a time line so that the project was commenced.

The College has significant documented scheduled maintenance needs and struggles to meet those needs both from a funding and a human resources perspective. Until 2009 there was no cohesive plan to meet the scheduled maintenance needs of the College.

In early 2009 the College was instrumental in developing the number one goal of the District, which is to develop a plan to meet all capital and scheduled maintenance needs. Consequently, a 20-year Education and Facilities Master Plan was developed that for the first time clearly documents the scheduled maintenance needs and liability of the District and College.

The Facilities Committee uses an integrated strategy that considers building processes, plans, and equipment required to plan for total ownership costs of College facilities. The College President, the FMO Director, and the Director of Fiscal Services evaluate proposed projects and major equipment requests and analyze the anticipated return on investment and the effect the decision will have on the facilities and maintenance budgets now and in the future. They also balance equipment needs that may have higher costs with the educational component and the facilities component.

The planning process is integral part of ensuring that capital projects support College goals. Again, the College reviews unit or departmental goals and objectives in conjunction with the College’s mission, goals and objectives, and its Strategic Plans. The budget is driven by the long-range planning process. The process has proven to be effective, as measured by the College’s ability to adequately maintain its facilities and project a budget for scheduled maintenance projects.

The College has taken an aggressive approach to utility savings retrofits and sustainability measures. In 2003 the College installed a 1.5-megawatt cogeneration plant that produces over 8.5 million kilowatt-hours per year. The heat generated by this process is then utilized to supply thermal energy to the College’s swimming pool and its buildings. This process results in an annual savings of approximately 350,000 therms of natural gas and $480,000.

In January 2009 the installation of an absorption chiller was completed. An absorption chiller generates chilled water for air conditioning by utilizing heat generated from the electrical generators. This improvement provides over 400 tons of cooling capacity and will save an estimated 1.4 million kilowatt-hours and $200,000 per year. This cooling system will provide all of the College’s cooling needs during the winter and half of the cooling needs during the
summer. The cost for these improvements, $1.49 million, qualified for a public utility company rebate of $408,000.

Other areas of sustainability that should be noted are the College’s recycling program and the use of reclaimed water for irrigation. Each year since 2003 the recycling rate for the College’s waste was over 50 percent of the total amount of waste generated by the campus. In 2006 and 2007 the recycling rate was over 70 percent. Since 1995 the College has been utilizing reclaimed water for the irrigation of landscaped areas, resulting in an annual savings of over $75,000 and an annual reduced consumption of 68 million gallons of domestic water.

SELF EVALUATION

The College is serious in its efforts to address scheduled maintenance needs. The College has spent $38 million in scheduled maintenance over the past ten years [3.96]. Realizing this is a priority, the Board of Trustees (showing its commitment) has recently adopted a 2009-2010 goal [3.97] to develop a funding plan for scheduled maintenance and facilities at Saddleback College.

The College has completed many successful new building construction projects and renovation projects. The College has experienced problems with the “low-bid process,” which, unfortunately, does not ensure the best-qualified and most-competent contractor. Therefore, on major building construction and renovation projects, management has the burden and expense to guard against subpar quality workmanship, project delays, and contractor errors and misjudgments, which could obviously lead to unnecessary litigation.

Leadership in Energy and Environmental Design (LEED) is a nationally accepted standard that promotes healthier indoor air and efficiency in energy and water usage. In alignment with the Mission, Vision, and Values of the College related to sustainability, the College has begun to research LEED building certification. The College is committed to “going green” ideas and values and intends to continue to explore “going green” concepts and alternatives, including the feasibility of LEED building certification, sustainability, energy conservation, and alternatives. The College intends to implement these alternatives throughout the College campus as appropriate.

The design-build process is anticipated to yield better results, such as lower overall project cost, shorter project duration, superior project quality, and better contract features and warranties.

The College sends administrators and managers from different departments to various “going green” conferences in an effort to bring new ideas to the campus for consideration.

The College’s investment in utility savings projects has been significant. In addition to reviewing the criteria for viability, before implementation of utility savings projects the long-range financial impact and the College’s mission of sustainability is considered. Sustainability measures implemented at the College have resulted in annual savings of 2.4 million kilowatt-hours, removal from the electrical grid of an additional 8.5 million kilowatt-hours, a savings of 350,000 therms of natural gas, reducing consumption of domestic water by 68 million gallons, and a cost savings of $905,000.

Presently, there are several projects in process that will address additional sustainability issues. These include the installation of an upgraded energy-management system, a new cool-roof
system for the Student Services Building, and an evaluation of campus irrigation systems by the Moulton Niguel Water District.

**PLANNING AGENDA**

None.

**III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

**DESCRIPTIVE SUMMARY**

Physical resource planning is integrated with institutional planning in a number of ways. The Strategic Planning Process starts with Program Review. Each Program Review requires a study of physical resource needs, including facilities, equipment, and technology. The results of Program Review are used as a basis for requests to the appropriate planning committee: the Technology Committee, the Equipment Committee, and/or the Facilities Committee. These groups then prioritize funding; as part of the process, they consider Program Review data. These committees develop equipment, technology, and facilities plans (scheduled maintenance) and send them to the Planning and Budget Steering Committee (PBSC). The role of PBSC is to review the College budget and recommend funding the plans to the Consultation Council (CC). The Program Review cycle requires an evaluation of resources obtained, and the results are used as a basis for further planning.

The Education and Facilities Master Plan is developed using program needs as source data. The data are analyzed and converted to facilities needs. The plan is implemented in priority order; however, if unforeseen situations occur that require the College to re-assess what was anticipated in the plan, the College and the District maintain the flexibility to deviate from the plan and thus ensure that students’ needs and program needs are met.

**SELF EVALUATION**

The planning and budget process is well documented; it is transparent and works well. The loop of evaluation and continuous improvement is in the planning cycle. As with all plans, the outcomes are based on Mission, Vision, and Values. Each of these components of the plan is a result of a collaborative College effort. Some individuals have a specific preference for the direction of the College plan that may not be represented adequately in their opinion; however, the College is pleased with the openness of the planning process and the opportunity provided for input.

All new-building construction, renovation, equipment, technology, and maintenance needs are identified and prioritized according to how they will assist the College in meeting its goals to support students. The College relies on accurate data as a basis for planning.

**PLANNING AGENDA**

None.
III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, Collegewide communications, research, and operational systems.

DESCRIPTIVE SUMMARY

Over the past ten years Saddleback College has used a centralized planning process to determine the College’s technology needs. The importance of technology is well recognized by the College and by the District, and as a result technology has been given a high funding priority over the past five years. As divisions and departments have grown and changed, the College faculty, staff, and administration have worked together through a committee process to identify hardware and software requirements.

Saddleback College’s Technology Committee was established in 1999 with the mission to effectively implement information technology on campus through its Technology Plan. The Technology Plan addresses computer hardware, software, data infrastructure, instructional delivery systems, and telephone systems.

Technology Committee membership consists of a committee chair, administrators (2), classified management (2), classified staff (3), CSEA (1), Classified Senate (1), Associated Student Government (1), and a representative from each instructional division (9).

The Committee is charged with maintaining, upgrading, and expanding existing technology at the College and integrating this information into a comprehensive Collegewide plan. The Technology Plan is always evolving and changing as the College’s need for technology grows. According to the Committee:

The term Technology is defined as all computer hardware, software, and technology infrastructure essential to the delivery of information (gathering, storing, retrieving, communicating, or displaying) in text, image, or digitized form. Technology includes both academic and administrative computing systems as well as related software, instructional delivery systems (multimedia, data, and video distribution), communications links, telephone systems, and all integrated systems and software which support the above.

Priorities for the Committee are outlined in the Plan and set the general direction for the Committee to follow:

- The first priorities are students, faculty, and staff support personnel and administration staff who will be affected in computer demonstration classrooms, in computer classrooms, in laboratories, and in College offices and support service areas.
Standard Three: Resources

- Second, the research and acquisition of curriculum-based software for classrooms and labs.
- Third, identifying appropriate funding mechanisms for the Plan, such as State Block Grant Instructional funds, Basic Aid funds, Partnerships, State Lottery money, and other categorical or general fund allocations.

Each spring the Technology Committee convenes to review and revise the Technology Plan. A technology worksheet is distributed to all employees in order to collect information regarding technology needs from faculty, staff, and administration. These findings are incorporated into a three-year timeline. The information is then summarized on a technology worksheet and used to identify budget requirements for the next fiscal year. During the fall semester the Technology Committee evaluates requests and hears presentations from instructional divisions in order to make final recommendations to the Planning and Budget Steering Committee. Completion of Program Review and identification of technology needs in the Review are considered.

Over the past several years the Technology Committee recommended and approved many technology advancements for the campus, for example:

- 183 wireless access points were placed in buildings and on rooftops, allowing students and staff Internet access throughout the campus.
- 99% of the classrooms on campus are equipped with permanently installed media systems.
- The College now deploys virtual server technology and has plans for virtual desktops.
- All College data are now stored on a central storage area network (SAN) that is secure and backed up nightly.

The roles of District IT and the ITC are closely linked, with each group providing critical services needed to assist students. District IT manages many core services that are used by Saddleback, IVC, and ATEP. The College Technology Services Group is primarily focused on academic computing—faculty, staff, library, and labs.

Technology Services at Saddleback College consists of two functional units: The Innovation and Technology Center (ITC) is charged with purchasing, installing, and maintaining technology, and the Center for Instructional Design and Distance Education (CIDDE) provides user support and training. The Audio Visual Department, part of the Technology Department, services equipment and assists faculty with classroom media systems.

The ITC provides technical support for instructional labs, faculty, staff, and administrators. Its hours of operation are from 7:30 a.m. to 7 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday. The staff in this area are well qualified to solve the majority of hardware, software, and network problems on campus.

The CIDDE is the campus’s primary support area for distance education. Its hours of operation are from 7 a.m. to 7 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday. CIDDE provides all the faculty and staff training for computer applications and digital media devices such as cameras and iPods.
SELF EVALUATION

The College is committed to providing up-to-date technology to all areas of instruction. The College goal is to refresh hardware every 3 to 4 years to ensure that student classrooms, labs, and library spaces run the latest software applications.

The current process for evaluating technology needs is working well for the College. All constituent groups at the College are represented, and the annual technology request process allows for input from every College employee. The College has been fortunate to receive Basic Aid funding from the District, directed specifically at refreshing technology.

In the most recent Employee Survey 70 percent of respondents reported that they agreed or strongly agreed that the College allocates technology resources in a manner that supports and enhances the institution.

The two new technology facilities built this year have greatly expanded the ability of the technology staff to support faculty, staff, and students. The Center for Instructional Design and Distance Education (CIDDE) provides the tools necessary to assist our distance education faculty. The new Innovation and Technology Building in The Village provides improved facilities for ITC staff and allows space to incorporate Audio Visual Department staff in the same location. AV staff and ITC staff had previously been located in different campus buildings. This new space also provides a secure parking location and easy loading of equipment for ITC/AV vehicles on campus.

PLANNING AGENDA

None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTIVE SUMMARY

During the 2008-2009 academic year, the College constructed two new facilities to support technology services. These new facilities replaced an older single building dividing technology services into two more specialized areas.

The Innovation and Technology Center moved into its new building in May 2009. This facility houses all the computer technical staff, Audio Visual staff, and Web services staff. These groups support all of the faculty and staff computers, computer labs, servers, network infrastructure, telephones, and classroom media equipment for the campus. The ITC’s hours of operation are from 7:30 a.m. to 8 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday.

The Center for Instructional Design and Distance Education (CIDDE) is a new technology area located in the Business and General Studies Building. This training facility serves as the College’s primary support area for distance education for faculty and staff and for computer application support for the campus. With the rapid growth in online education, Saddleback College felt the need to increase support for faculty training. The CIDDE offers a 25-seat computer lab, two soundproof booths for audio and video recording, video transfer and editing stations, and a
Standard Three: Resources

document scanning area. The hours of operation are from 7 a.m. to 7 p.m., Monday through Thursday, and 7 a.m. to 5 p.m. on Friday.

Saddleback College currently supports over 2000 desktop computers covering all operational areas on campus–labs, library, faculty, administration, and staff. The goal is to replace one-third of these units each year, placing the newest technology in the classrooms and laboratories, where it will most directly impact student learning. The computers removed from classrooms and labs will be utilized in less-demanding technical locations. Approximately half of the computers on campus reside in labs, computer classrooms, and student areas.

Saddleback College currently employs 17 staff members to support Information Technology. The Director of Technology Services supervises one network administrator, five and two-thirds network system technicians, four application specialists, one Webmaster, two and two-thirds multimedia technicians, and two administrative assistants. The areas supported under this department are computer support services, audiovisual services, and user services, including distance education.

The College maintains an up-to-date Web presence, and its upgraded site recently won the Second Place award from the California Community College Public Relations Organization Conference. The Web site goes through a regular review process and is managed by a College Web committee under the direction of the Director of Public Information and Marketing. The primary goal of the committee is to keep site information accurate and to maintain a consistent, inviting, uniform look for the site.

Over 90 percent of the College classrooms have multimedia equipment. Each year for the past five years the College has added permanently installed media equipment to campus classrooms. Faculty have a variety of computer and audiovisual technology such as computers, Internet access, video projectors, and DVD/VHS playback equipment to assist with classroom instruction.

Saddleback College’s Library has continued to maintain and expand its online resources. Resources have been made available to both on-campus and distance education students through online services such as Academic Search Premier, InfoTrac, JSTOR, and ProQuest. Additionally, a large number of specialized research tools and newspapers are available. A complete listing is available at http://10.151.252.140/Library/journals.html

Distance education at Saddleback College has grown at a rate of 20 percent in the last year. This extreme growth has forced the District to reevaluate Blackboard, the technology used to deliver its course management system. Over the past year the number of concurrent user software licenses increased from 15,000 to 38,000. A second application server was added to the computing cluster. Bandwidth and storage capacity were increased, and arrangements were made to have access to the services of a Blackboard complex hosting manager specialist.

In addition to allocating resources to hosting Blackboard, the District also helped students use the Blackboard system by contracting Presidium, an online 24/7 help service, to be the primary help desk for all incoming student calls. This service allows students to use instant messaging, to access a telephone help desk, and to post help documents. The College will evaluate the usefulness of Presidium over the next year.

Additional services have also been obtained to assist faculty with their course content. The College has entered into an agreement with iTunesU and EduStream to handle video streaming
content. In addition, the College is incorporating Elluminate Live (the software engine that powers the Statewide CCC Confer online meeting software) into Blackboard to provide synchronous meeting capabilities, including PowerPoint presentations, voice, and digital video. Wherever possible, the College has made student services available online, giving students added flexibility with their schedules and minimizing the number of trips to the campus. Some of the services available follow:

**MySite**

MySite is the enterprise Web portal that provides personalized online services to faculty, staff, and students at Saddleback College and Irvine Valley College. It provides students the ability to create academic plans, add and drop classes, view their semester grades, review transcripts, track the status of classes during registration, access email, view College announcements, change their mailing address, forward their College email, review appointment dates, order textbooks, store personal Web links, set automatic reminder emails, and more.

Faculty can view their class schedules, download rosters, generate late add permit codes (APCs), submit grades, order books, and manage their class Web site. Staff can use MySite to review their vacation-leave balances, review employee benefits, access employee documents, and review online pay stubs.

Within Student Services, the Student Information System (SIS) modules on MySite are either currently in production or are already in use. These modules have been created by District IT and the vendor Neudesic to assist students in accumulating data and processing reports. The ability for the District to develop a homegrown Student Information System (SIS) with input from each individual department has been a major process, yet it has resulted in SIS modules that increase the efficiency and the output of Student Services programs.

Departments in the Counseling Services and Special Programs Division use SARS, a scheduling system developed for community colleges. This system is vital in accumulating data for Management Information Systems (MIS) reports, for planning, and for the flow of daily activities. Each office arranges student appointments in SARS and, once fully completed, uploads the data to SIS.

The MySite portal went online in August 2000, and as of September 2009 nearly 250,000 people have used this service. MySite received the 2001 Technology Focus award from the California State Chancellor’s Office and the 2004 Digital Education Achievement Award from the Center for Digital Education.

**MAP (My Academic Plan)**

My Academic Plan (MAP) is a program designed to guide students through the process of creating their own personal academic plan. Using MAP assumes that students have a clearly defined educational goal. If they are undecided, MAP will be limited to selecting possible options to determine what course work would be required. Many of the College’s programs and departments are seeking paperless systems, and MAP has been instrumental in allowing some areas to move to an online version of the Student Educational Plan.
**Student Online Orientation and Advisement**

The orientation and advisement sessions are mandatory processes for certain students that are required to complete the matriculation process. These services, which are fully accessible online, introduce students to the services available on campus, in College programs and majors, and in campus life, and they provide advice on student success.

**EAdvise**

Students have the ability to ask brief questions of counselors online through EAdvise. Counselors on campus monitor the e-mail address linked to the EAdvise site, which is accessible from the College Web site. When full counseling sessions are required, students are directed to come into the Counseling Office.

**Social Networking**

The College uses social networking services such as Facebook and Twitter as tools to communicate with students. In its continuing efforts to seek ways to improve communications with students, the College is implementing a new service, ConnectEd, which allows student contact through text messages, email, and phone. This service will be used primarily for emergency notifications and alerts, and secondarily for class cancellations and important registration information.

**SELF EVALUATION**

In the recent Employee Survey, 66 percent of the respondents reported that they agreed or strongly agreed that the College commits sufficient resources to facilitate reliable online education technology [3.89].

Saddleback College is responding to the growth in distance education and has recently purchased major upgrades to the Blackboard hosting services. The reliability and speed of the servers was increased, and the support services were upgraded.

Web-based services for students are continuously being evaluated and upgraded. MySite, now in its second generation, regularly adds new features to make students’ registration experiences easier and faster.

The numbers of available online library resources have increased substantially over the past several years. Resources now include a wide variety of online databases, magazines, and newspapers.

The majority of all classrooms on campus now have permanently installed media equipment, allowing faculty to incorporate technology into their lectures.

The College continues to assess the performance of Blackboard, Presidium, EduStream, iTunesU, and Connect ED to ensure that the services provided meet the needs of our students and faculty.

As opportunities become available, more student-related services are converted to online access, making it convenient for students to utilize College resources.
PLANNING AGENDA

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

Since the Innovation and Technology Center was established in 1994, the ITC has provided faculty and staff at Saddleback College with a valuable resource both to use the latest technology and also to receive training on the latest technology. In 1995 the District rolled out its first technology initiative (DTI 1), which provided network connectivity to every classroom and every office and placed a computer on every full-time faculty and staff desktop. From that starting point the College has offered training on all types of desktop software, distance learning tools, and District software programs.

Faculty and Staff Access to Technology

The Center of Instructional Design and Distance Education (CIDDE) is the primary location for faculty and staff training. This new facility is equipped with a 25-station training lab with Macintosh computers that run either Windows OS or Mac OS, thus allowing for a wide variety of training options. In addition to group training, faculty and staff are able to schedule one-on-one time with the application support staff to focus on specific needs. This facility also offers faculty and staff opportunities to use digital cameras, scanners, and video transfer and editing equipment, and it offers two soundproof booths for recording audio and video.

CIDDE offers classes throughout the year, allowing faculty the opportunity to update their skills on the latest versions of software, pick up some new tips or tricks, pursue distance education, and more. Each summer CIDDE offers a week-long Tech Expo. These sessions are focused on introducing faculty to the newest technology trends that can be used in the classroom or online. Among the topics covered in Summer 2009 were:

- Elluminate – Taking class lectures online
- Social Networking – Wikis, Blogs, Twitter, Facebook, MySpace, and Flicker
- PowerPoint – adding creative elements
- Camtasia – video podcasts
- Faculty feedback on the CIDDE from has been very positive.

Student Access to Technology

Ever since the first major computer rollout in 1996, the College has always made the newest technology available to students. Curriculum-specific labs have increased in number, allowing each academic division to provide specialized computer labs and software. The number of student computer facilities has also steadily increased over the years; currently, over 1000 computers are dedicated specifically to student use, as detailed in Table 3.2:
The campus supports primarily Windows-based computing; however, the College, following industry standards, uses Macintosh computers in the areas of graphic arts, digital photography, video and audio production, and desktop publishing. Table 3.3 shows some of the many technology subjects for which training is available for Saddleback students.

The Saddleback College Library is equipped with 75 computer stations, allowing students to do Internet research and work on class assignments. The computers are available on an open basis, giving students opportunities to work between classes. The College’s Information Management Center (IMC) also serves as an open lab, giving students access to computers on a walk-in basis.
Table 3.3. Examples of Technology Training Available to Saddleback Students

<table>
<thead>
<tr>
<th>• Visual Basic</th>
<th>• XML, XHTML</th>
<th>• Code Warrior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Java</td>
<td>• MCITP Certification</td>
<td>• Grammar Sense</td>
</tr>
<tr>
<td>• Microsoft Office Suite</td>
<td>• Visual Studio</td>
<td>• Practical Grammar</td>
</tr>
<tr>
<td>• Keyboarding</td>
<td>• Microsoft Active Directory</td>
<td>• eEnglish Grammar</td>
</tr>
<tr>
<td>• Unix/Linux</td>
<td>• Photoshop</td>
<td>• GIS – Geographic Information Systems</td>
</tr>
<tr>
<td>• Windows Operating Systems</td>
<td>• Protocols</td>
<td>• SPSS – Statistical Analysis Software</td>
</tr>
<tr>
<td>• SQL and MYSQL</td>
<td>• Solid Works</td>
<td>• Lightroom</td>
</tr>
<tr>
<td>• Desktop Publishing</td>
<td>• Illustrator</td>
<td>• Adobe Audition</td>
</tr>
<tr>
<td>• Microsoft Project</td>
<td>• InDesign</td>
<td>• Final Cut Pro</td>
</tr>
<tr>
<td>• QuickBooks</td>
<td>• Animation Software</td>
<td>• MCSE Certification</td>
</tr>
<tr>
<td>• PHP</td>
<td>• After Effects</td>
<td>• AJAX</td>
</tr>
<tr>
<td>• Cisco Networking</td>
<td>• AutoCAD</td>
<td>• Derive</td>
</tr>
<tr>
<td>• Flash</td>
<td>• Master Pronunciation</td>
<td>• Eclipse</td>
</tr>
<tr>
<td>• ASP.Net</td>
<td>• Developing Writing</td>
<td></td>
</tr>
</tbody>
</table>

Our Disabled Students Programs and Services (DSPS) offers a wide variety of support services and specialized instruction. This department’s High Tech Center uses the latest hardware technologies and provides a wide variety of software, such as Dragon, Naturally Speaking, Jaws, Zoomtext Extra, and Kurzweil 3000. The College follows Web accessibility guidelines in its services to people with disabilities.

The Learning Assistance Program (LAP) houses the College’s Interdisciplinary Computer Center (ICC). The ICC is open to Saddleback College students at no cost on a first-come, first-served basis. Trained staff members are available to assist beginning computer users and to answer their computer-related questions. Software applications from several disciplines are available in the LAP, allowing students additional lab time outside of their classes.

Students also have access to technology resources through the College’s wireless network, which allows students to access the Internet both inside and outside all the buildings on campus. After students identify themselves through a secure logon, they have full access to the College’s Internet services.
SELF EVALUATION

In the recent College employee survey, 74 percent of respondents agreed or strongly agreed that the College provides appropriate technology hardware and software training for College operations and instructions [3.89].

1. The new Center for Instructional Design and Distance Education (CIDDE) offers many new opportunities for faculty training. The equipment and strong support staff available are helping the College make progress on its goal of increasing distance education use.

2. Students at Saddleback College have tremendous opportunities to integrate technology in their area of study. Nearly every division now has a specialized computer lab facility with software specifically tailored to its disciplines. The College plans to continue its efforts to fund and maintain a 3-year to 4-year refresh for student computing.

PLANNING AGENDA

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

Each year during the Spring semester the Technology Committee solicits input from the divisions, departments, and Student Services to identify the technology needs on campus. The information collected is used to formulate a Technology Master Plan, which is then used for budget planning [3.98].

Over the past five years the College, with help from the District, has aggressively funded all areas of technology on campus. Starting in 2004 the District began allocating additional Basic Aid dollars to the College to assist with the refresh of technology equipment. These funds have allowed the College to remain on track with a consistent refresh plan for computer hardware and software. Please see Figure 3.1.

Once a technology budget has been established, the Technology Committee recommends equipment and software purchases. All College computer labs and student computer areas are upgraded on a three-year schedule, ensuring that divisions will be able to run the most current versions of software applications. Faculty, staff, and administration are also on a rotating schedule and receive new computer hardware every three to four years. College IT is currently in the process of refreshing the 280 full-time faculty computers on campus.
The College utilizes several technologies to address disaster recovery, security, and data storage. Over the past three years the College has purchased and upgraded a centralized storage area network (SAN) to serve as the College’s primary data storage for faculty and staff. The device uses RAID (Redundant Array of Inexpensive Disks) technology and redundant power and UPS (Uninterruptible Power Supply) to ensure continued operation. All critical College data are backed up on a nightly basis.

The security of the campus network is addressed on many levels. The physical infrastructure is isolated in locked areas accessible only to IT and maintenance staff. The College uses Microsoft’s active directory to control passwords and set policies on the network. District policy requires that anyone using the College’s data network must log on using a secure password. The District’s Internet connection uses a Cisco PIX firewall to provide traffic filtering. Wireless networks on campus are divided into two user groups, staff and students, to prevent access to any service not specifically allowed under College policy.

Symantec Antivirus provides protection against computer viruses. The District has purchased a site license for this enterprise-level software suite. It is installed on all campus computers and is updated remotely as new virus definitions are made available.

Over the past several years the College has invested in two large infrastructure upgrades—phones and wireless. In 2003 District IT and College IT Departments together identified a new phone system to link the District, Saddleback, and IVC. A committee was formed to gather the needs of all departments on campus and design a system to accommodate those needs. This project was funded by the Board of Trustees, who allocated $4.5 million from Basic Aid. The project took two years to complete and included entirely new network infrastructure capable of handling voice, video, and data.

In 2006 the College installed 183 wireless Internet access points throughout the campus, both inside classrooms and on building rooftops. Cisco’s Clean Access provides a secure password-protected sign-on for students and staff. The College’s wireless coverage extends throughout all buildings and also covers the majority of the College’s property.
Saddleback staff and faculty have been looking forward to future computer technologies in an effort to create more-efficient, cost-effective solutions in server and desktop computing. For several years now, the College’s data center and lab servers have been employing virtual technologies through VMware. This has allowed IT to reduce hardware costs, improve services, and save electricity. The College is now in the process of purchasing virtual desktop technology and plans to deploy both thin and zero clients in our library and several labs on campus.

SELF EVALUATION

The College has a system in place for planning, acquiring, and maintaining technology that is integrated with planning and Program Review. The College’s Technology Plan looks ahead three years to cover short-range planning. The College and the District deploy security measures to prevent unwanted access to the network and to provide secure, reliable data storage.

Saddleback College plans to acquire and test more virtual technologies in an effort to reduce hardware costs and increase staff productivity.

PLANNING AGENDA

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

Saddleback College’s technology resources are evaluated each year by the Technology Committee. The yearly requests submitted by the divisions and operational units on campus are discussed and evaluated to form a three-year plan to address both new technology and hardware refresh. Following the guidelines outlined in the Technology Plan, the Technology Committee agrees on the equipment to be purchased.

Guidelines for Technology Refresh

**Faculty PC Refresh.** Working in concert with the College deans, IT staff members identify full-time faculty systems that are in need of replacement (typically systems over three to four years old). Replacement systems are funded from the IT budget. This program does not cover or include costs for nonstandard software, peripherals, or consumables (batteries, toner, media, etc.). Additional costs are the responsibility of the individual department. Systems to be refreshed are typically identified in the summer and replaced in late summer through early fall.

**Academic/Instructional Computing Facilities.** The Office of Information Technology refreshes academic and instructional computing systems in the shared-computing facilities as needed and as available funding permits. Replacement systems include standard software and may also include peripheral devices (printers, scanners, etc.). Department-specific software and hardware needs are typically funded through the requesting department.

The College’s data infrastructure is in excellent condition and has been upgraded on an as-needed basis. Several of the recent projects include:
• The College’s Internet connection was upgraded to one gigabit. Both Saddleback College and the District share a single Internet connection from The Corporation for Education Network Initiatives in California (CENIC). The bandwidth of this connection was recently upgraded, which has proved to be extremely helpful to our distance education students who stream media content both on and off campus.

• The District’s e-mail system was upgraded to Microsoft Exchange. All College faculty and staff were migrated over to the new system. This was a vast improvement over the previous Netscape system.

• The College expanded its wireless network from two locations (cafeteria and library) to include the entire campus, inside and outside.

• The District phone system was upgraded to Cisco Voice Over IP (VOIP).

• The District data network was upgraded four years ago to a redundant Cisco system.

The District’s Online Education Council meets on a bimonthly basis to discuss the status of the College’s distance learning programs and the required equipment and software used to manage them. Recommendations for changes or improvements are made through the Consultation Council (CC) and taken to District IT and the Board of Trustees for approval and funding. Distance education students are surveyed each year to provide feedback on course management system performance.

SELF EVALUATION
The College’s network hardware and infrastructure are sufficient to support and enhance its programs and services. The entire network was replaced in 2006 to support the new VOIP phone system.

Faculty, staff, and students have opportunities to provide input on the quality of the campus technology, and their input is considered when purchases and upgrades are made.

PLANNING AGENDA
None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY
The College uses the Strategic Planning Process to increase and sustain efficient use of technology campuswide. Through Program Reviews, master plans, and consultation with the Technology Committee, technology decisions are based on College needs.

Each year the College surveys students and staff to evaluate their overall satisfaction with technology services and programs. Survey questions ask about the efficiency, effectiveness, and availability of technology for distance education, training, resource allocation, and IT support services. The survey results are distributed throughout the campus and used to guide future technology decisions [3.91].
The Technology Committee systematically gathers and prioritizes technology needs on campus. This Committee has helped to create a centralized vision for campus technology and to maintain a unified purchasing strategy. Funding for technology has come primarily from the District’s Basic Aid allocation and has allowed College technology to advance rapidly over the last five years.

The current goal of the College is to establish a technology replacement schedule that ensures that the needs of students, faculty, and staff are met. The Technology Committee evaluates both computer equipment and infrastructure on a yearly basis.

**SELF EVALUATION**

Through the College’s centralized planning process, technology needs are integrated with Strategic Planning and Program Review.

**PLANNING AGENDA**

None.

**III.D. Financial Resources**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

**DESCRIPTIVE SUMMARY**

Saddleback College is part of the South Orange County Community College District (SOCCCD), which is a Basic Aid district. The Board of Trustees has adopted budget development guidelines that are designed to maintain the financial integrity of the District and the Colleges [3.99]. These guidelines were developed in conjunction with the College and District.

The District Resources Allocation Committee (DRAC), which has College representation [3.100], is responsible for making budget recommendations to the Chancellor and ensuring that recommendations consider budget development guidelines. One of the guiding principles to resource allocation is that the Colleges and the District are allocated revenue using the State SB361 funding formula for all ongoing operating expenditures. Property tax revenue anticipated over and above the State funding formula is designated as Basic Aid funding and is used for one-time expenditures [3.101].

A District budget allocation model [3.102] is the computational tool used to allocate general fund unrestricted resources to Saddleback College. The College and the District work together closely to determine FTES calculations and income projections, and they meet prior to submission of FS320 reports to ensure College plans are reflected in the FTES submission.
Saddleback College has efficiently and prudently managed its financial resources. During College budget planning, the relationship between ongoing revenue and ongoing expenditure has always been considered, and the College has been careful not to obligate short-term revenue to long-term expenditures. As a result, the College has had sufficient resources to support existing instructional programs and support services and has been able to allocate resources to address institutional plans.

This planning strategy has served the College well and, during periods of reduced budgets (as experienced in the 2009-2010 fiscal year), has enabled the College to continue to support instructional services and student services without the need for sudden and dramatic budget cuts. Additionally, the College has been in a fiscal position to move forward and continue to apply funds to institutional plans. The College has consistently ended the fiscal year with a healthy ending balance, as evidenced in Table 3.4.

Table 3.4. Ending Balance, FY 2004-2005 to FY 2008-2009

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>$5,502,254</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$8,867,624</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$5,303,420</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$8,606,786</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$7,621,138</td>
</tr>
</tbody>
</table>

The College is keenly aware of the 50 percent law, which requires that a calculation (by State formula) of 50 percent or more of the institution’s resources be expended for direct instruction. In 2006-2007 the College began to compute the 50 percent law calculation based on College expenditures only. This enables the College to track its effect on the overall District calculation as well as to ensure maintenance of effort. The 2006-2007 calculation was 57.75 percent, and it increased to 58.52 percent in 2007-2008 and to 60.5 percent in 2008-2009.

In addition to the College’s unrestricted general fund, the College receives restricted funds for State-funded categorical programs, local income (such as material fees, parking and health center revenue), grants and agreements, Community Education, and Student Government and Foundation revenue. In recent years the College has placed increased focus on revenue generation from successful grants, which has increased available resources [3.103]. The College’s restricted and unrestricted general fund budget for the 2009-2010 fiscal year totaled $103,853,262. The District budget for all funds totaled $435,573,653 [3.104].

The District has established an unrestricted general fund contingency of 7.5 percent, and the College maintains an additional contingency within its operating budget, which was $2.75 million in 2009-2010.

The SOCCCD has prepared well for most long-term financial obligations such as retiree health benefits, and the College and the District have fully paid off all prior-year debt obligations. A plan is currently being developed to address long-term funding needs for buildings and scheduled maintenance.
SELF EVALUATION

A conservative approach to resource allocation has been adopted. By ensuring the College operates within a resource allocation determined by the SB361 funding formula, the College has created a formula by which College operations are protected from the volatility of property tax revenue, thereby eliminating the possibility of devastating cuts to programs and services in case the District’s Basic Aid status ever changes. Further, property tax revenue collected over and above the SB361 calculation is allocated and expended as received, and the District has not obligated future anticipated property tax revenue by incurring debt.

Both the District and the College allocate resources in a fiscally prudent and responsible manner. One of the College’s strengths is the manner in which it approaches financial planning. College finances are managed conservatively to ensure students’ needs are met on both a short- and a long-term basis. College financial planning, over recent years, anticipated declines in operational revenue combined with inflationary increases in expenditures. This short-range and long-range planning has enabled the College to maintain fiscal integrity, as evidenced in the College’s 2009-2010 adopted budget. No general fund reductions were made, 23 new and replacement faculty positions were hired, and the general fund offset a portion of the State reductions to categorical programs [3.105]. For 2009-2010 zero-growth and cost-of-living allocations were received, and expenditures increased due to step-and-column increases, health and welfare increases, a 1 percent salary increase for faculty and classified staff, and other inflationary increases. Due to the College’s conservative long-range fiscal planning, the 2009-2010 College budget was balanced with a $2.75 million contingency. The 2009-2010 budget also provided resources to address College plans, including the hiring of 23 new and replacement faculty. The 50 percent calculation of direct instructional support has been maintained at a level higher than the benchmark year of 2006-2007.

District reserves were established at a very healthy 7.5 percent, which totals $10.4 million, and prudent resource management has precluded any need to access this contingency.

In the 2009 Employee Survey 77 percent of respondents either strongly agreed or agreed that Saddleback College allocates resources to support student learning; 14 percent of respondents were neutral.

PLANNING AGENDA

None.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

DESCRIPTIVE SUMMARY

The Mission and Vision Statements are the bases for all financial planning and decision-making at the College. In 2005 the College developed a Strategic Planning Process that begins with a Mission and Vision Statement from which all strategic directions, goals, and strategies are developed.

Moreover, all planning on the level of academic programs and administrative units also begins with the College Mission. Each department and unit develops a Mission Statement in alignment
with the College’s mission in order to develop Student Learning Outcomes or Administrative Unit Outcomes.

Requests for funding require aligning the use and expenditure of resources with the College’s mission and its Strategic Planning goals and strategies.

**SELF EVALUATION**

Saddleback College has a reputation for excellence in academics and service to students. As a result of the College’s strong commitment to its mission and to continuous improvement and innovation, its financial resources are necessarily in great demand by all groups on campus, thus increasing the importance of linking financial planning to institutional planning in order to make decisions that best utilize College resources.

**PLANNING AGENDA**

None.

**III.D.1.a. Financial planning is integrated with and supports all institutional planning.**

**DESCRIPTIVE SUMMARY**

The budget development and planning processes of the College ensures that financial resources are used to address College plans. The process of institutional planning and the integration of those plans have continued to develop and grow within the College culture.

In 2006-2007 a Planning Steering Committee [3.106] was formed to revise the budget and planning process, and a one-year interim strategic plan [3.107] was developed. Concurrently, the College assessed the effectiveness of prior planning processes and worked on a new format for a three-year plan. The 2007-2010 Strategic Plan [3.108] was developed and has been the guiding force for allocation of new resources.

In 2009, to ensure continuous evaluation of existing planning processes, and to ensure full integration of planning and resource allocation, a Planning and Budget Steering Committee (PBSC) was formed. The purpose of the PBSC was to evaluate past planning practices and to refine the planning and budget process to ensure a continuous and integrated Strategic Planning Process and to ensuring that the College collectively identifies and prioritizes Collegewide goals and strategies. The PBSC implements these goals and strategies and measures and evaluates the outcomes while understanding planning improves the efficiency and effectiveness of the College and facilitates better-informed decisions about the allocation of College resources. The President approved a new Strategic Planning Process [3.92] in August 2009.

The PBSC guides and oversees Strategic Planning. All financial decisions go through this body to ensure that all requests for expenditure are in alignment with the College’s Strategic Plan before they are forwarded to the Consultation Council (CC), which in turn makes recommendations to the President.

Both the PBSC and the CC include representatives of all College constituent groups, and both groups are primarily recommending bodies; final decisions and accountability rest with the President. Based on input from the recommending bodies, the President’s Executive Team
(the Vice President for Instruction, the Vice President for Student Services, and the Director of College Fiscal Services) meets with the President to set spending priorities and to ensure that these can be accomplished with a balanced budget.

In recognition of the importance of the budget and of integrated Strategic Planning, the College determined the need to add a full-time administrator. Consequently, an academic administrator position titled “Director of Planning Research and Grants” was established, and the position was filled in July 2009. This position has the responsibility to facilitate and ensure that the Strategic Planning Process is followed correctly and is on schedule. The PBSC has co-chairs (the Director of Planning, Research and Grants, and the Director of College Fiscal Services), which creates a working relationship between the two offices that strengthens the integration of planning and budget.

Strategic Planning is designed to lay the foundation for all resource decisions. The Saddleback College Strategic Plan reflects a strategic assessment of what will best support student needs, now and in the future, and how existing programs need to be adjusted to better address changing needs. Program Reviews are conducted every three years by all instructional, student service, and business service units of the College. These reviews are central to planning and allow for both short- and long-term planning. Additionally, Program Reviews are the baseline document for programs and units to outline resource needs. On an annual basis, through the needs assessment process, resources are requested via the Resource Allocation Request form.

The Educational Planning and Assessment (EPA) Committee is responsible for ensuring that all instructional programs and administrative units on campus complete a Program Review (in accordance with the policies established by the Academic Senate) or an Administrative Unit Review (in accordance with the policies established by the Consultation Council). The EPA Committee is also responsible for ensuring that all instructional programs and administrative units on campus complete Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs). These documents form the basis of the College’s Strategic Planning Process.

All resource allocation decisions are largely informed by the Strategic 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 that demonstrates an alignment between the Strategic Plan and a specific Program or Administrative Unit Review.

All resource allocation requests are submitted to the PBSC for review before they are forwarded to the Consultation Council for action recommendations. The EPA and the PBSC review Program Review and unit plan findings and funding for strategic, educational, and operational priorities, and they recommend actions to the Consultation Council, which makes recommendations to the President. Additionally, PBSC collaborates with the Facilities Planning Committee, the Faculty Hiring Prioritization Committee, and the Academic and Classified Senates to develop annual budgets and midyear adjustments as needed. The College President presents budget and financial data at periodic planning retreats for review and recommendation by a broad representation of campus constituents.

Based upon all of the College’s planning decisions, a budget is developed each year. Due to insufficient information from the State prior to adoption of the annual budget and the uncertainty of the State making revisions to the budget during the funding cycle, the College’s
financial planning process is, by necessity, flexible. Within those parameters, the planning process is linked to our mission, our current Strategic Planning goals and strategies, and our Educational Facilities Master Plan. Throughout the year, all requests for discretionary budget increases, new positions, equipment, technology, and facilities are required to demonstrate specific links to the institutional plans and are reviewed in the context of how those requests align with College-determined planning goals.

Faculty have the most direct impact on students. Thus requests for new faculty support College goals that relate to student learning and success. The Academic Senate oversees a faculty hiring prioritization process in which alignment with the College’s Strategic Plan is one of the key determining factors. The resulting prioritized list is then forwarded to the President for further action. PBSC oversees a revised process for hiring new classified staff and managers, and this process also requires alignment with the Strategic Plan. Final approval of all positions rests with the President, who determines hiring priorities in conjunction with the budget and the most critical needs to meet College goals.

Beginning in 2009 and on an annual basis, the PBSC:

- Reviews resources and make recommendations for the College budget based on principles and practices set forth in the College Budget Development Manual and in alignment with the Strategic Plan.
- Notifies the College community of funding appropriations and direction for expenditures in accordance with the Strategic Plan.
- Monitors budget and resources to ensure success of the Strategic Planning Process.
- Completes an Annual Review of the Strategic Plan in the spring of each year, and makes suggestions to the Consultation Council (CC) for reprioritizing goals and strategies.

Each spring, the CC may reprioritize strategies based upon the Annual Review and an evaluation of the accomplishments during the year. The strategic directions and goals, however, remain constant for the entire three-year period of the plan. This Annual Review allows for revision of the College mission, and every third year the College revises its values and vision along with the mission. This review also ensures that the College and District mission are in alignment as prescribed in Board Policy 101 [3.109].

At all levels College leadership is intimately involved in this process. An annual presentation is made to the Board of Trustees describing the College Strategic Planning and Budget process [3.110].

**SELF EVALUATION**

Financial planning at Saddleback College is integrated with all institutional planning. Saddleback College’s financial planning processes are structured to reflect and support broad institutional planning. Most importantly, financial planning is linked to the Strategic Planning Process.

In the past, the allocation of resources was often a cause of disagreement and conflict. With the establishment of our Strategic Planning Process in 2005, however, decision-making has become more transparent and inclusive, alleviating much of the previous conflicts. It is imperative that the College continues to link its financial allocations to the planning processes so that all decisions are clearly justified and understood by the College community.
Institutional leaders are an integral part of the planning and budget process, and the College annually provides the Board of Trustees with information by detailing the planning and budget process.

**PLANNING AGENDA**

None.

**III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.**

**DESCRIPTIVE SUMMARY**

Assessment of available resources is an ongoing, year-round, multiyear process at Saddleback College. Funding for College programs and services is realized through multiple funding sources. The primary funding source is the general fund unrestricted allocation, which is calculated using a revenue-based District resources allocation model, and the allocation of these resources is guided by District Budget Development Guidelines. The College also receives funds from State categorical programs; local revenue; grant revenue from Federal, State and local sources; Community Education; Associated Student Government; and Foundation revenue.

Unrestricted general fund operating revenues allocated to the College are calculated using a revenue-based formula. The revenue calculated to fund this formula is that allowable under the State SB361 funding formula, even though the College is part of a Basic Aid district. The DRAC formula operates as though the College were a single-college district, and it calculates a revenue allocation to the College based on full-time equivalent student (FTES) numbers reported for the prior year. The income projection used to fund the FTES is taken directly from the State apportionment calculation for the prior year, and adjustments in the final State budget, positive or negative, such as cost-of-living adjustments and growth, are factored into the revenue calculation.

Nonresident tuition FTES income, again based on prior-year actual receipts, is added to the income formula. Prior-year ending balances for the District are added to the overall income, and a budget allocation is set for the College. The College allocation is then assessed for District Services such as payroll, accounting, and purchasing and is assessed for the contingency and for Districtwide general expenditure items that cannot be attributed to one College or the other, e.g., legal fees. The ending balance for the College, whether positive or negative, is added or subtracted to the income allocation.

Restricted State-funded categorical budgets are typically budgeted conservatively at 95 percent of the prior year until final allocations are known. Once final allocations are known, budget amendments are made. Recent significant reductions in State-funded categorical programs have resulted in the College’s reducing the budgets for these programs to the funding levels as prescribed by the State [3.105]. Local income, such as parking revenue or health fee income, is budgeted at prior-year actual income levels. Student fee income is budgeted at prior-year income levels and is adjusted in the spring after spring enrollment revenues are known [3.111].
A formal grant award or partnership agreement must be received and Board-approved before a budget is established for the activity. Community Education revenues are budgeted slightly below prior-year actual income levels, and Student Government revenue is calculated using the minimum guaranteed income derived from vending contracts.

The Planning and Budget Steering Committee, as its name indicates, reviews and studies budget materials for all funds, programs, grants, and projects. This Committee makes recommendations to the Consultation Council regarding the allocation of funds, and the CC, after review, will make a recommendation to the President, who ultimately makes the final decision as to the allocation of resources to address College plans.

**SELF EVALUATION**

The DRAC model was developed through a shared governance process that includes representatives from Saddleback College, its sister College Irvine Valley College, and District Services [3.100]. The DRAC Committee meets several times per year, and the College can and does submit agenda items that may lead to modifications of the allocation model to continue to ensure that funds are allocated equitably. A recent example of a modification is that funded FTES are averaged over the previous three years to guard against sudden changes in FTES and to allow budgets to be adjusted over time. The process is clearly understood by all those involved; however, the details of the allocation formula are complex, and survey results show that 42 percent of those responding either disagree or strongly disagree that District funds are allocated through a process that is clearly understood.

For College planning purposes the DRAC formula works very well. Because the formula is clearly understood and the fundamental principles of the model do not change, the College can clearly plan to allocate its resources with an understanding of the effect on income the following year. Because the rules surrounding income generation for the College will not change unless a recommendation is submitted by DRAC and approved by the Chancellor, the College is provided the tools to plan strategically. Additionally, the method used to calculate revenue for distribution through the model is reliable and consistent. The major challenge is adoption of a State budget to provide guidance as to the allowable income for growth, COLA, and more recently, reduction in base workload measures. While this is not unique to Saddleback College, inconsistency and indecision in the State budget allocation process has been a challenge. A major strength of the allocation formula is that the College can retain its unrestricted ending balance, which enables multiyear planning. Additionally, because the College is funded for operations using the SB361 funding formula, the integrity of the College budget and the programs and services it supports are protected if the District were to lose Basic Aid status.

Typically, due the conservative method used (95 percent of prior-year allocations) to establish categorical, restricted budgets, midyear budget adjustments reflect an increase in available resources, and ending balances in programs, where allowed, are positive.

Revenue planning reflects a realistic assessment of available financial resources and prevents the establishment of expenditure budgets until documented evidence of resource availability is obtained. This has enabled the College to plan realistically and maintain activities funded through the Planning Process.
PLANNING AGENDA

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTIVE SUMMARY

Annually, the Board of Trustees, as part of the adoption of District budgets, revises (if necessary), reaffirms, and approves District budget development guidelines [3.99]. These guidelines include a philosophy adopted by the Board of Trustees that guides resource allocation. This philosophy is:

The Board of Trustees shall support and follow fiscal policies that:

1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students.

These guidelines were originally developed through a shared governance process whereby DRAC developed and recommended proposals to the Chancellor, who worked with the Board of Trustees to finalize the guidelines. Annually, DRAC may recommend adjustments to these guidelines for consideration, and the Board of Trustees will also make adjustments to the guidelines as necessary.

In 1996 and 1999 the District entered into two certificates of participation (COPS), long-term debt instruments, each of which included a 25-year repayment schedule. In accordance with the budget development guidelines, a plan to retire the COPS debt by June 1, 2008, was established. This goal was met with the 1999 agreement being paid in full in the 2004-2005 fiscal year, and the 1996 agreement was paid off in June 2008. All long-term debt has been paid off, and the District has not entered into any additional debt agreements.

Since the last accreditation, long-term debt obligations have become a focus with the new Government and Accounting Standard Board (GASB) Statements 43 and 45 that require annual reporting of post-employment benefit liability. These statements establish standards for the measurement, recognition, and display of Retiree Other Post Employee Benefits (OPEB) expenses, expenditures, and related liabilities in the financial reports of State and local governmental employers. A consultant was hired to assist the District in the navigation of this process, and after an open-bid process the Board of Trustees approved the Futuris program, administered by Keennan and Associates. A Retirement Board of Authority was established to guide and oversee the implementation of the GASB standards. The members of this Retirement Board are:

- Deputy Chancellor (Chair)
- Director of District Fiscal Services
- Vice Chancellor of Human Resources
The Board of Trustees by resolution [3.112] established a Retiree Other Post Employee Benefits (OPEB) Irrevocable Trust to fund to become operational on June 1, 2008. This trust was fully funded in June 2008.

In 2002-2003, in response to unpredictable utility rates and the need to replace the boilers in the College central plant, a cost assessment determined it fiscally prudent to invest in a cogeneration system. The College determined that the funding for boiler replacement, utility rebates ($883,000), and the savings in utility bills would finance the debt payments on the loan to fund the project. The College applied scheduled maintenance funds and College funds to the $8.4 million project and issued debt in the amount of $5.2 million in the form of two “lease agreements.” This debt was scheduled to be paid off over a 10-year period, with the final payment due in August 2013. The College planned for and retired the debt on the first obligation in 2004-2005 and on the second obligation in 2007-2008, five years ahead of schedule. As a result, the College now has no long-term debt obligations.

The College, as a general rule, does not enter into lease purchase agreements. The exception is when a cost benefit study clearly demonstrates the debt to be a long-term financial benefit. Technology and equipment are purchased outright on an annual basis as funding permits. In 2007-2008 a need for an absorption chiller for the central plant was identified by the Department of Maintenance and Operations. A cost-assessment study determined that the College infrastructure would derive long-term utility savings from this addition. This project was fully funded from the College budget in 2007-2008, and the College is now realizing annual utility savings to assist with other budget challenges. By investing in this project at a time when funds were available, the College derived expenditure savings in future-year utility budgets, thus helping to balance budgets in leaner years.

As part of the District planning process, goals are established with input from both College’s and the District’s Services personnel. In Fall 2009 the number one goal for the District was to “develop a plan to meet all capital and scheduled maintenance needs” [3.97]. Consequently, the College made a 20-year Facilities and Scheduled Maintenance Plan needs assessment, and a funding plan was developed in conjunction with District Services to address that need [3.93]. This plan demonstrates significant needs for scheduled maintenance repairs on the Saddleback College campus. In 2009 the State Chancellor’s Office conducted an independent and objective facilities condition assessment. According to the state assessment, the cost of repairs at Saddleback College was identified at $76,195,000; at Irvine Valley College, $7,846,000.

**SELF EVALUATION**

The College and the District excel in the area of planning for future liabilities and reducing or eliminating long-term debt commitments. College constituent groups were instrumental in the development of the Board Budget Development Guidelines and support the philosophy of those guidelines.

The positive outcome of that 20-year Facilities and Scheduled Maintenance Plan is clear; however, due to the deterioration of College facilities and the College’s huge scheduled maintenance needs in the future, it is imperative the College stay focused on acquiring funding
for the plan. It is also important that the College continue to secure a much larger share of the District’s available scheduled maintenance funds, given the fact that the independent assessment demonstrated that Saddleback College’s needs are ten times higher than that of our sister College.

The College and the District have been careful not to obligate future budget years with automatic debt payment, and when it has been fiscally prudent to do so, future debts have been retired ahead of schedule.

**PLANNING AGENDA**

As outlined in the 2010-2013 Strategic Plan, the College will ensure that its 20-year Facilities and Scheduled Maintenance Plan is a high priority for allocation of District funds.

**III.D.1.d.** The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

**DESCRIPTIVE SUMMARY**

Annually, in early spring, Budget Development Guidelines are reviewed, revised, and published [3.99]. These Guidelines are distributed to all managers Collegewide, and they, in turn, distribute the Guidelines in their respective divisions. The Guidelines are also available online [3.99].

The District Resource Allocation Committee, which has representation from all constituent groups, meets several times a year to refine the District budget allocation model and to determine the funds available to fund the allocation formula.

The College’s planning process, which ultimately results in budget allocation, is a transparent process and is open to all who choose to participate. Planning and Budget Committees include:

**Consultation Council (19 members)**
- President (Chair; nonvoting)
- Vice President for Instruction
- Vice President for Student Services
- Academic Senate President
- 4 Additional Academic Senate representatives
- Classified Senate President
- CSEA appointment
- 1 Additional Classified representative
- ASG President
- 1 Additional ASG representative
- 2 Deans
- Director of Planning, Research and Grants
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- Director of College Fiscal Services
- 1 External Affairs representative
- 1 Additional Classified Management representative

Planning and Budget Steering Committee (up to 13 members)
- Director of Planning, Research and Grants (Co-chair)
- Director of College Fiscal Services (Co-chair)
- Vice President for Instruction
- Vice President for Student Services
- Academic Senate President or designee
- Educational Planning and Assessment (EPA) Chair
- Classified Senate President or designee
- CSEA appointment
- 1 Dean
- Elected Chair of each Strategic Planning Group (if not already included)

Educational Development Strategic Planning Group (at least 14 members)
- Vice President for Instruction
- 3 Deans or Assistant Deans (preferably 2 from Instruction and 1 from Student Services)
- Curriculum Chair
- Basic Skills Initiative Chair
- At least 4 additional Academic Senate representatives (preferably from both Instruction and Student Services)
- 2 Classified Senate representatives
- 1 or 2 ASG representatives
- 1 Classified Management representative

Student Affairs Strategic Planning Group (at least 16 members)
- Vice President for Student Services
- 3 Deans or Assistant Deans (preferably at least 1 from Instruction and 1 from Student Services)
- Matriculation Coordinator
- Transfer Coordinator
- At least 4 additional Academic Senate representatives (preferably from both Instruction and Student Services)
- 2 Classified Senate representatives
- 1 or 2 ASG representatives
• LAP Director
• 1 Additional Classified Management representative
• Director of Facilities, Maintenance and Operations
• 2 Deans or Assistant Deans
• At least 2 Academic Senate representatives (preferably 1 from Instruction and 1 from Student Services)
• Disabled Students Programs and Services (DSPS) representative
• 2 Additional Classified Senate representatives
• 1 or 2 ASG representatives
• Director of Fiscal Services
• Director of ITC
• 1 Additional Classified Management representative

College Advancement Strategic Planning Group (at least 15 members)
• Marketing Director
• 2 Deans or Assistant Deans (preferably one from Instruction and one from Student Services)
• At least 6 Academic Senate representatives (preferably from both Instruction and Student Services)
• Coordinator of Outreach and Recruitment
• 1 Additional Classified Senate representative
• 1 or 2 ASG representatives
• Foundation Director
• Community Education Director
• 1 Additional Classified Management representative

Educational Planning and Assessment Committee (12 members)
• EPA Chair
• At least 4 additional Academic Senate representatives (preferably at least 1 from Instruction and at least 1 from Student Services)
• 2 Deans
• Research Analyst
• Research Specialist
• 2 Additional Classified Senate representatives
• 1 Classified Manager
Technology Committee (20 members)
- 1 Chair
- 2 Deans
- 9 Faculty (1 per division)
- 1 Student
- 1 Classified Senate
- 1 CSEA
- 3 Classified Staff
- 2 Classified Managers

Equipment Committee (9 members)
- 2 Deans
- 2 Faculty
- 1 Student
- 1 Classified Senate
- 1 CSEA
- 1 Classified Manager
- 1 Director of Fiscal Services

Although there is a membership listed for each planning group, all are welcome to participate in the planning and budget process, and all are encouraged to provide input. All College employees, through their division process, have the ability to submit a planning or funding request to the planning committees. The deliberations in these committee meetings and the prioritization that results from their deliberations are fundamental to the budget development process, because the prioritized plans that they develop are used to make resource allocation recommendations to the President.

During budget development, regular State, District, and College updates are provided in the planning committees. Individual managers and division heads work directly with the Office of Fiscal Services to develop divisional budgets, and Fiscal Services distributes information on a regular basis, including current copies of proposed budgets, details of assumptions in those budgets, request for input, and deadlines required in order to meet established budget development guidelines.

SELF EVALUATION
The College has progressed, grown, and developed significantly in the area of financial planning and budget development. The committees in place and the representation on those committees represent a significant number of faculty, staff, and managers.
Of those responding to the Employee Survey:

- 55% agreed or strongly agreed Saddleback College uses the Strategic Planning Process when making decisions regarding the allocation of new resources; only 14% disagreed; the remaining respondents were neutral.
- 77% agreed or strongly agreed Saddleback College allocates resources to support student learning.
- 55% agreed or strongly agreed Saddleback College uses reliable data for planning; only 13 percent disagreed; the remaining respondents were neutral.
- 74% agreed or strongly agreed they have the opportunity to provide input on prioritizing equipment needs that affect their area.
- 71% agreed or strongly agreed they have the opportunity to provide input on prioritizing technology needs that affect their area.
- 49% agreed or strongly agreed they have the opportunity to provide input on prioritizing human resource needs that affect their areas; only 24% of respondents disagreed; the remaining respondents were neutral.

**PLANNING AGENDA**

None.

**III.D.2.** To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

**III.D.2.a.** Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

**DESCRIPTIVE SUMMARY**

An audit of the District’s financial statements and supplementary information, including reports on compliance, is conducted in the fall of every year. This audit is performed by an independent certified public accounting firm. The audit is designed to provide reasonable assurance whether the financial statements are free of material misstatement. It considers the District’s internal controls over financial reporting, which includes examining, on a test basis, evidence supporting the amounts and disclosures on financial statements. The audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation [3.113].

**SELF EVALUATION**

The accuracy of the College’s and the District’s financial management is reflected in the limited number of audit findings. The last two audits have resulted in a total of one finding, none in
2006-2007, and one related to compliance in 2007-2008. The finding was corrected before the following year’s audit. The audit is presented to the Board of Trustees at the November Board meeting.

**PLANNING AGENDA**

None.

**III.D.2.b. Appropriate financial information is provided throughout the institution.**

**DESCRIPTIVE SUMMARY**

The Board of Trustees approves budgets and audits in open session. After each Board meeting, usually the following day, the District Director of Public Affairs and Inter-governmental Relations sends Board highlights to every College employee. These highlights cover all agenda topics and any action taken, and copies of presentations are attached, together with links to pertinent documents [3.114].

The development of the Saddleback College budget document begins in early spring, and the process is concluded with Board approval of the final budget, usually at the August Board meeting. Budgets are separated into the unrestricted general fund and restricted general fund budgets, the Associated Student Government budget, the foundation budget, the community education fund budget, and the child development fund budget. All budget codes are consistent with the State budget and accounting manuals, and all accounts are consistent with the District chart of accounts [3.115]. College unrestricted general fund revenues are budgeted at the amount calculated and allocated to the College using the DRAC model. In addition, categorical budgets are typically conservatively budgeted at 95 percent of prior-year actual revenue, pending final allocation as notified by the State, usually in October. More recently, due to significant State categorical budget reductions, categorical budgets have been cut to a level following the most current information available from the State. Federal and State grants are budgeted in accordance with award notification information, and budgets are established after written confirmation of award and Board acceptance. Local revenue is budgeted based on prior-year revenues, and if necessary midyear adjustments are made to account for increases or decreases in projected revenue. All audit reports for the last several years have reflected appropriate budget and financial documents and appropriate allocation and use of financial resources to support student learning and student services.

During the course of budget development the College Budget Office works closely with division deans and directors, and budget printouts are regularly forwarded to departments throughout the College for input and review. Tentative and final budget documents are submitted to the Board of Trustees for comment and approval. These documents are available for Collegewide review. At the District Board meeting the Deputy Chancellor of the District, together with the District Fiscal Director and the College Fiscal Directors, gives a budget presentation. These presentations and budget documents are open to all College members and are also posted on the District Web site.

After Board approval of the final budget, the Escape accounting system is populated with the College budget, and College personnel responsible for College accounts have access to
appropriate accounts; there are no restrictions on department or division access in the Escape accounting system. In addition, during the budget process PBSC, the Consultation Council, and the Deans’ Cabinet are regularly apprised of the most current budget data. Annually, the Consultation Council and the PBSC attend a one-day retreat for the specific purpose of reviewing the College budget. Collegewide budget updates are issued by the President.

A Fiscal Office Guide (FOG) that explains College and District procedures relating to financial matters was developed as a resource guide. Previously this guide was distributed in hardcopy format; recently the guide was added to a newly created Fiscal Office Web page [3.116].

SELF EVALUATION

Financial information is provided throughout the institution in forums, in-service, management meetings, division and department meetings, standing committees, and online. The information is housed in several different locations, depending on whether the information is District-related or College-related, and as a result access to information is not simple.

In the Employee Survey, 83 percent of respondents indicated they are informed in a timely manner of significant Collegewide issues.

PLANNING AGENDA

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTIVE SUMMARY

Board Policy 3100 [3.117] states, “Unrestricted general reserves shall be no less than 7.5 percent.” In addition to this reserve required by Board policy, each College maintains its own reserve.

The District is a Basic Aid district, that is, the revenue received from property taxes exceeds the funds it would receive through SB361, the State’s funding model for community colleges. Revenue is received monthly, with the largest tax payments made in December and April. The Capital Outlay fund has a substantial cash balance committed to specific future capital projects. This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the State Budget and Accounting Manual. The District is not self insured but participates in several Joint Power Agreements, such as Statewide Association of Community Colleges (SWACC) for property and liability, Self Insured Schools of California (SISC) for medical, and Protected Insurance program for Schools (PIPS) for workers’ compensation, thus lessening risk factors and reducing costs [3.118].

SELF EVALUATION

The District reviews its coverage annually in the spring and carries an excess liability policy. The District implemented an irrevocable trust for its OPEB obligation in spring 2008 and fully funded the liability in June 2008.
PLANNING AGENDA

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

The College uses Escape accounting software to establish budgets and expend resources. Budgets are accounted for using an account code structure, which allows the Escape software to direct transactions to those fiduciarily responsible for the accounts related to those specific transactions. Purchase orders are created online and go through an automated approval process, and those approval requirements are built into the system based on account code structure. Control mechanisms are in place to ensure that requisitions cannot be submitted unless sufficient resources are available. Approvals are in place for all requisitions, depending upon the classification of the expenditure. For example, Board policy 6140 [3.119] requires that the College President approve guest speakers; by account code all requisitions for guest speakers are ultimately submitted to the President’s office. Similarly, this process identifies other expenditure-type requests and requisition-type requests according to the College’s account code structure. All departments have access to the Escape online system, and any College employee can access the system by requesting or requiring access. All Escape users have full access to all College accounts in the Escape system and can develop real-time reports if needed. If departments or employees request or require reports that are more complex than the reports that Escape provides, the College’s Fiscal Office is available to assist.

The Student Financial Assistance Office determines eligibility and enters the awards into the Powerfaids system. The District Business Services Office draws down the funds (G-5) three days prior to the disbursement date, following the Federal guidelines that require the funds must be spent within three days of receipt. An independent certified public accounting firm audits the Student Financial Assistance Office and the District Business Services Office as part of the annual audit. In the District’s financial statements, financial aid is accounted for in a separate fund.

Every Saddleback College group raising funds for College programs and scholarships is required to sign a fundraising agreement with the Foundation office. This agreement states that the group will follow established guidelines and procedures of the Foundation and the SOCCCD. A group representative signs the document as the account administrator, the dean or supervisor cosigns, and the Foundation Director cosigns. This document then authorizes deposits and expenses from the account [3.120]. The account is assigned a name and given a code designation so it can be tracked in the Escape accounting system.

New account administrators are given a copy of the Saddleback College Foundation policy guidelines, procedures, and accepted nonprofit standards for fund expenditures [3.121]. Money raised from fundraising activity is recorded on a Deposit Advice form [3.122]. The money and the Deposit Advice form are given to a campus safety officer, who signs a receipt
for the funds and hand-delivers them to the District Business office. The District Business Office matches the amount of the deposit indicated on the form and prepares a bank deposit.

A second copy of the Deposit Advice form is sent to the Foundation Office, which checks to ensure that funds are coded correctly so they are deposited into the correct account. The donation information is then recorded as a permanent record into a donor database, and tax ID letters are generated and sent. This form is then sent to the District Business Office, which matches the forms and inputs the deposits into the ESCAPE accounting system. The Escape record of each project can be accessed at any time for review by the Foundation, the District, and the account administrators.

All funds expended from Foundation accounts must be requisitioned by account administrators. The expense request goes through an approval process in the following order: the dean, the Vice President, and then the Foundation Director. After approval by all, requisitions are sent to the District Business Office to be processed and checks cut. If the expense is a direct reimbursement, receipts, invoices, or other forms of verification must be sent to the Foundation Office for review. If the item or service is ordered, a purchase order and an invoice are required for payment.

Before any expenses over $5,000 can be approved by the Foundation Director, the requisitions are reviewed by the Foundation’s Board of Governors Finance Committee at its monthly meeting.

The Finance Committee annually prepares and adopts a budget of operations income and expenses [3.123]. At each of its monthly meetings, the Finance Committee reviews actual versus budgeted expenditures and income and makes adjustments when necessary.

Board Policy 3102 [3.124] and Administrative Regulation 3102 [3.125], in accordance with Government Code 53635, allows for District funds to be maintained by the County Treasurer’s Investment Pool or the State Local Agency Investment Fund (LAIF). Quarterly reports are made to the Board of Trustees at regularly scheduled public meetings showing the account balances and yields.

Saddleback College and the South Orange County Community College District have controls in place that assure effective oversight of all financial matters. Acceptance of grant funds requires Board of Trustees approval. Once the grant has been authorized, the Fiscal Office prepares a budget amendment, which is submitted to the Board. Once the budget is authorized, fund balances are entered into the Escape system, which prevents approval of purchase orders in excess of budget funds. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by the Project Director, the grant administrator, the grants monitor, and the Fiscal Office. The grant project staff, in conjunction with a representative from the Office of Planning, Research and Grants, monitors fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standards. Regular reporting is completed in accordance with grant specifications. The District accounting staff reviews project reports to verify that they are accurate before the report is certified by the Deputy Chancellor or his designee. Similar processes are in place that assure the appropriate oversight and management of externally funded programs, such as Perkins appropriations and State-funded categorical programs.
All contracts are managed by the Office of the Deputy Chancellor, who has authority to approve contracts that do not exceed $100,000. The Deputy Chancellor submits a report to the Board of Trustees on a monthly basis listing all contracts that he has approved for Board ratification. Contracts that do not fall within the parameters set for the Deputy Chancellor are submitted directly to the Board for approval. Contract expenditures and payments are managed through the Escape system, which monitors purchase orders and payments.

The College Foundation Board of Directors and the Foundation Director are responsible for overseeing funds deposited with the Foundation, which includes funds generated by auxiliary organizations. Monthly investment reports as well as income and expenditure documentation are submitted to the Foundation Board on a monthly basis for its review and approval. Reports are also regularly submitted to the Deputy Chancellor and the Board of Trustees.

The Office of the Deputy Chancellor manages institutional investments and asset management. Funds are invested in compliance with the law through the County Treasurer’s Office. Monthly informational reports are submitted to the Board of Trustees.

Table 3.5 displays the District’s audit findings for the past six years and the resulting action.

<table>
<thead>
<tr>
<th>Year</th>
<th>Findings</th>
<th>Recommendation Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>08-1 Indirect Costs (Saddleback)</td>
<td>Yes</td>
</tr>
<tr>
<td>2006-2007</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>2005-2006</td>
<td>06-1 Noncredit Course Assessment</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>06-2 CalWORKS</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>06-3 Concurrent Enrollment</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>06-4 Federal Payroll Distribution (compliance)</td>
<td>Yes</td>
</tr>
<tr>
<td>2004-2005</td>
<td>05-1 Board Minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>2003-2004</td>
<td>04-1 Timing of the Return to Title IV Funds (IVC)</td>
<td>Yes</td>
</tr>
<tr>
<td>2002-2003</td>
<td>03-1 Timing of the Return of Title IV Funds (IVC)</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>03-2 Submission of Final Report – VATEA (Saddleback)</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>03-3 Concurrent Enrollment (IVC)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**SELF EVALUATION**

The College and the District exercise effective oversight and control over all financial and business activities of the College and the District. Systems are in place to provide checks and balances. Internal control is assessed by the District Office, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines or The Blue Book (Accounting, Recordkeeping, and Reporting by Postsecondary Educational Institutions for Federally Funded Student Financial Aid Programs). After each check disbursement the Student Financial Assistance Office and the District Office compare revenues and expenditures.

For each of the past six years the independent auditor reports have been unqualified for the District’s financial statements. The District received unqualified reports from the auditors on
compliance for five of the past six years. The recommendations on the findings have been implemented.

PLANNING AGENDA
None.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution

DESCRIPTIVE SUMMARY
The College takes pride in receiving strong audit reports. In addition to all funds of the College and the District being subject to audit, the Foundation has a separate annual audit.

Board Policy 3610 [3.126] requires that the Foundation provide each year a written report of its finances and activities to the Board of Trustees at its June meeting. Each year at its June Board meeting retreat, the Board of Governors of the Foundation reviews and updates its mission, goals, and objectives [3.127]. The President participates in this planning activity and shares the College mission and vision. The President is a member of the Executive Committee of the Foundation Board of Governors [3.128] and is an integral part of the Foundation’s planning of activities [3.129]. The Foundation has adopted a code of ethics and a conflict-of-interest statement. Board members are required to sign an agreement each year [3.130]. Each year the auditors personally interview the Foundation Treasurer, Director, and President on any areas of concern that might create a possibility of fraud. This follows the Statement on Accounting Standards (SAS) 99 [1.131].

SELF EVALUATION
All College and District funds, including general fund, State and Federal categorical programs, local income, grants, Associated Student Government, and Foundation, are subject to external audit. Audit reports demonstrate the integrity of the institution’s financial practices.

PLANNING AGENDA
None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY
Saddleback College makes its own decisions about what type of contracts it needs in place to meet the mission and goals of the institution. The College, with input from the Purchasing staff in District Services, makes decisions about the specifications of the materials or services needed for efficient operation. State law, Board policies, and Administrative Regulations determine which acquisitions require a formal bid process prior to issuing contracts. When bids are
prepared, the requesting College staff provide input to the Purchasing and/or Facilities staff in District Services regarding the specifications of the materials or services to be acquired. Bids are awarded to the vendor with the lowest bid that meets the specifications listed in the bidding documents. The College staff participate in the award decisions. All College contracts are approved by the appropriate dean or director, Vice President, and President. Only the District Deputy Chancellor or his designee is authorized to sign contracts.

Contract provisions specify the terms under which the contract can be terminated. Major contracts for services to be provided, or work to be done, are reviewed by counsel at the Orange County Office of Education to be certain the rights of the College are protected. If subsequent vendor performance is determined to be unsatisfactory, the College staff notifies Facilities Planning and Purchasing for assistance in enforcing the contract. Orange County counsel advises the Director of Facilities Planning and Purchasing about how to enforce vendor performance or how to terminate a contract. All contracts over $100,000 must first be approved by the Board of Trustees. The Deputy Chancellor has been given the authority to approve contracts under $100,000, but these contracts must be ratified by the Board of Trustees.

Contracts for personal services or work to be done are submitted from one of four College offices, the President, the Vice President for Instruction, the Vice President for Student Services, or the Director of Fiscal Services. Contracts are then submitted to and reviewed by the Deputy Chancellor, who seeks advice from County counsel, as appropriate.

All contracts entered into by the Foundation must be approved by the Foundation Board of Governors. Copies of the contracts are sent to the Deputy Chancellor. The following language is included in all contracts to permit termination for the reasons stated:

Termination. DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONSULTANT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONSULTANT. Notice shall be deemed given when received by the CONSULTANT or no later than three days after the day of mailing, whichever is sooner.

SELF EVALUATION

Contractual agreements originate from the College process and are consistent with the mission and planning processes of the College. The restrictive approval process provides appropriate controls over all contracts by requiring the following: approval at all College levels, approval by the Deputy Chancellor, referral to legal counsel (if necessary), Board approval, and the Deputy Chancellor’s signature on all contracts.

PLANNING AGENDA

None.
III.D.2.g. The institution regularly evaluates its financial management processes and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY
An independent certified public accounting firm conducts a financial and compliance audit annually, in accordance with CA Education Code 8848.

The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and is intended to obtain reasonable assurance that financial statements are free of material misstatement. This process includes examining and testing supporting documentation as well as examining internal controls. Reviewing internal controls is the mechanism that provides feedback on processes that require improvement or adjustments. The audit assesses the accounting principles used and ensures that management’s estimates to provide reasonable assurance of detecting material misstatements that could affect the financial statements as a whole.

As part of the audit process, the adopted budget (expenditure plan) is compared to actual expenditures in an effort to establish any variance. The College is required to explain variances of any significance to the auditors to determine if funds were expended on the educational programs and activities as originally planned and intended.

The Board of Trustees’ Audit Committee is charged with monitoring the audit process and reviewing the final audits.

Multiple signoffs are required on any type of College expenditure to ensure expenditures are compatible with College plans. The Strategic Planning Process Resource Request form [3.132] requires identification of outcomes and an assessment of the expenditure.

SELF EVALUATION
The College regularly evaluates its financial management system and process, as well as all recommendations for system and process improvement, and it implements recommendations that are appropriate.

PLANNING AGENDA
None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY
All College funds are included in the external audit reports conducted by an outside independent accounting firm. Each fiscal year begins with adopted budgets, which reflect the expenditure plans of the institution. The review and evaluation process occurs at the end of the fiscal year, when the final budget expenditure plan is compared to actual results. When this comparison is made, variances are established between the planned and the actual
expenditures. These findings are reviewed by the College’s Director of Fiscal Services, and any variances outside the normal range are explained in a written response.

The College’s Strategic Planning Process has established several evaluation tools:

All program and administrative units produce regular reviews, and part of those reviews include annual updates that discuss how effectively financial resources were used.

The Strategic Planning Process requires that planning committees develop SMART (“specific, measurable, achievable, realistic, and timely”) goals and strategies to attain the agreed-upon strategic directions. These goals are reviewed by the Planning and Budget Steering Committee (PBSC) to ensure they are SMART goals before recommendations are made to the Consultation Council. Each strategic direction, goal, and strategy to achieve that goal is recorded in the planning groups. The process to develop strategies requires a target date, a responsible person or group, an estimated budget, an expected outcome, a method of assessment, and a status [3.92] [3.133].

The Resource Allocation Request form submitted by the individual departments and divisions as part of the annual planning cycle is also a tracking form that delineates the request, justification, action taken, and if funded, the outcome and assessment. This form is used by the PBSC to review and assess the effective use of allocated resources, and the results are used as a resource for planning and resource allocation the following year [3.132].

**SELF EVALUATION**

The College has continuously improved in this area. The Program and Administrative Unit Review models require evaluation, and the results of the evaluation are used for future plans, thereby resulting in continuous improvement.

Additionally, the College’s Strategic Planning process has been revised and reworked with every planning cycle, based on assessment and evaluation of previous practices.

The College President, who was hired in 2008, has vast experience in Strategic Planning, and his leadership and increased focus on planning has produced significant improvements, including the institutionalization of a Planning, Research and Grants Department and, in 2009, the hiring of a new full-time Director to lead that department. This hiring of a Director has resulted in further improvements in planning and budget integration. The College has also improved in using data as a planning source. In the 2009-2010 fiscal year, a new full-time faculty position of Education and Planning Assessment was established and filled, which provides a full-time educator to educate and assist faculty and staff on Program Review, Student Learning Outcomes, and Administrative Unit Outcomes.

**PLANNING AGENDA**

None.
Standard Three: Resources

References, Works Cited, and Links

3.1 Title 5, Sections 53400-53430
3.2 Discipline List of Minimum Qualifications for Faculty and Administrators in California Community Colleges http://www.asccc.org/Publications/Papers/Downloads/PDFs/Minimum_Qualifications_2010.pdf
3.3 Title 5, Section 53430
3.4 California Education Code §87359
3.5 Board Policy 4011.1 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4011.1FullTimeFacultyHiring.pdf
3.6 Board Policy 4011.2 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4011.2.pdf
3.7 Board Policy 4011.3 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4011.3HiringPolicyforClassifiedStaff.pdf
3.9 Supplemental Advertising Request Form: http://doclibrary.socccd.edu:2656/Documents/Human%20Resources/Operations/SupplementalAdvertisingRequestForm.doc
3.10 Classified Hiring Process
3.11 Request for Announcement Form
3.12 Saddleback College Employee Survey 2009 Resource Section
3.14 Academic Employee Master Agreement, 2007-2010, Article XVII
3.19 Academic Employee Master Agreement, 2007-2010, Article XVII, Section II, p. 41
3.20 Faculty Evaluation Form
3.21 Academic Employee Master Agreement, 2007-2010, Article XIV, pp. 21-22
3.22 Academic Employee Master Agreement, 2007-2010, Article XVII C, p. 42
3.23 Academic Employee Master Agreement, 2007-2010, Article XVII, pp. 37-40
3.24 Academic Employee Master Agreement, 2007-2010, Article XVII, p. 43
3.25 Classified Staff Evaluation Form
3.26 Administrative/Classified Leadership Evaluation Form
3.27 Practical Guide for Evaluators in Documenting Unsatisfactory Employee Performance
3.28 Educational Planning & Assessment Processes Matrix
3.29 The Five-Step Model of Programs Level SLO/AUO Assessment http://www.saddleback.edu/asp/epa/documents/SLOForm-InstructionalPrograms.doc
3.30 Institute of Teaching & Learning Newsletters: http://www.saddleback.edu/asenate/ITL.html
3.31 Saddleback College Employee Survey 2009
3.34 Administrative Regulation 4000.9 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4000.9AR.pdf
3.35 Administrator and Manager Code of Ethics
3.36 Faculty Code of Ethics and Professional Standards http://www.saddleback.edu/asenate/documents/FacultyCodeofEthicsandProfessionalStandards.doc
3.37 CSEA Ethics Statement
3.38 ASG Statement of Ethics
3.39 POA Statement of Ethics
3.40 Full-Time Faculty Obligation Memo, Nov. 13, 2008
3.41 Full-Time Faculty Obligation Data
3.42 Student Enrollment Data (six years)
3.43 Tenure Track Faculty Advanced Degree Report
3.44 Statewide Administrative Comparison Worksheet
3.45 MySite: https://www1.socccd.cc.ca.us/Portal/MySite/Work/Employee%20Services/EmployeeDocumentsNew.aspx
Standard Three: Resources


3.48 Board Policy 4000.4 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4000.4.pdf

3.49 Board Policy 4000.5 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4000.5ProhibitionofHarassmentandDiscrimination.pdf

3.50 Administrative Regulation 4000.5 http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4000.5ARProhibitionofHarassmentandDiscriminationComplaintProcedures.pdf

3.51 Documents Section of the MySite Portal: https://www1.socccd.cc.ca.us/Portal/MySite/Default.aspx


3.54 Records Retention Manual

3.55 Board Policy 2210

3.56 Saddleback College Value Statements: http://www.saddleback.edu/alo/


3.58 SOCCCD Equal Employment Opportunity Statement: http://socccd.edu/humanresources/hr_about.html

3.59 ASG Faculty Funding Request Form
www.saddleback.edu/asg/documents/FundingApplicationForm.doc

3.60 List of ASG Clubs: http://www.saddleback.edu/asg/ClubInformation.html

3.61 International Student Program Information: http://www.saddleback.edu/iso/


3.67 2008-2009 Discrimination Complaint Data
3.68 Academic Master Agreement, 2007-2010, Article XIV, p. 21
Fall 2009 Flex Program: http://www.saddleback.edu/asenate/documents/FlexFall09.pdf
3.70 Academic Senate’s Faculty Development Flex Committee: http://www.saddleback.edu/asenate/flex_inservice.html
3.71 Academic Senate Faculty Development Funding Committee: http://www.saddleback.edu/asenate/Funding.html
3.72 Academic Master Agreement, 2007-2011, Article XXVI, p. 57
3.73 FRISK Manual
3.74 Conference Budget/Expenditure Report
3.76 Saddleback College Mission, Vision, and Values Statements http://www.saddleback.edu/alo/
3.77 Flex Activity Report Form http://www.saddleback.edu/asenate/documents/FlexActivityReportForm.doc
3.78 Faculty Development Funding Evaluation Form http://www.saddleback.edu/asenate/documents/FacultyDevelopmentFundingEvaluation.doc
3.80 Saddleback College Employee Survey 2009
3.81 Educational Resource and Facilities Master Plan
3.82 Basic Aid Budget/Expenditure Report
3.84 2007 Program Review for Custodial Services www.saddleback.edu/asenate/epa/documents/CustodialServicesProgramReviewFall07.doc
3.87 2009 SWACC Inspection
3.88 Crime Awareness and Prevention Program
Standard Three: Resources

3.91 Advanced Maintenance Management System (AMMS)
3.93 20-Year Facilities and Scheduled Maintenance Plan
3.94 FMO Project List
3.95 Evening and Weekend Administrator Program
3.96 10-Year History of Scheduled Maintenance Expenditures
3.98 Technology Plan, 2008-2009
3.100 District Resource Allocation Committee Membership
3.101 Basic Aid Revenue History
3.102 District Budget Allocation Model
3.103 Grant Tracking Document
3.104 Final Adopted Budget Book 2009-2010, p. 18
3.105 Categorical Reduction Worksheet 2008-2009 to 2010-2011
3.106 Planning Steering Committee Structure 2006-2007
3.110 Board Agenda Planning Calendar
3.111 Local Income Spreadsheet
3.112 Other Post Employee Benefits (OPEB) Board Resolution
3.113 2008-2009 District Audit Report
3.114 Board Highlights http://www.socccd.org/about/about_board_meeting.html
3.115 District Chart of Accounts
3.118 District Joint Powers Agreements, p. 32-34
3.120 Foundation Fundraising Agreement
3.121 Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards
3.122 Foundation Deposit Advice Form
3.123 Foundation Budget of Operations Income and Expenses
3.127 Foundation Mission, Goals, and Objectives
3.128 Bylaws of the Executive Committee of the Foundation Board of Governors http://www.saddleback.edu/foundation/documents/Currentbylaws2010.doc
3.129 Foundation Planning of Activities
3.130 Foundation Conflict-of-Interest Statement
3.131 Statement on Accounting Standards (SAS) 99
3.133 Strategic Plan Goals Worksheet www.saddleback.edu/gov/sp/documents/smart-goal-worksheetcomplete.docx
STANDARD FOUR: LEADERSHIP AND GOVERNANCE
Standard Four
Accreditation Self Study Report
Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Saddleback College
Women’s Tennis 2010
State Champions
IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

College processes have been established to provide for the effective participation of faculty, staff, administrators, and students when important College issues are discussed and decisions are made. Each division is encouraged to hold regular meetings where issues are discussed and information is conveyed. Participation and input are encouraged, no matter the rank of the employee or official title. Classified Senate and Academic Senate members are encouraged to convey information to and from their constituencies, providing input and feedback at all levels. Discussions on significant issues are often presented at the biannual President’s Breakfast and at all College meetings.

The Academic Senate, Classified Senate and Management Leadership Team have procedures in place to select representatives to serve on campus committees and decision-making bodies. Representatives from each group sit on the Strategic Planning Groups, and leadership serves on the Planning and Budget Steering Committee and on the Consultation Council. It is their responsibility to carry input from the groups they represent to the decision-making bodies where the Mission, Vision, and Values of the College are determined so that all voices are heard.

College leadership has worked with the Board of Trustees to increase the ability of faculty to serve in key leadership roles by increasing the amount of reassigned time and/or stipends available to faculty. The College President, the Chancellor, and the Board of Trustees work closely with the Academic Senate when making decisions on academic and professional matters. The Deans’ Cabinet meets biweekly. On opposite weeks all administrators and managers meet to review issues of importance.

Students are represented on all bodies. The Associated Student Government (ASG) designates representatives to all governance committees and to the Consultation Council. The ASG President is seated with the other governance leadership at Board of Trustee meetings.

The use of Web pages and the Internet have dramatically increased the ability to almost instantaneously communicate information regarding institutional performance. Agendas and minutes of meetings are posted quickly, as are important communications. Each committee has its own Web page for posting key documents. The Institutional Effectiveness Committee posts all Program Reviews, Administrative Unit Reviews, and Student Learning Outcomes on its Web site, which is accessible to everyone.

SELF EVALUATION

When asked whether their input regarding improving practice programs and services is encouraged by colleagues, 65.6 percent of responding employees either agreed or strongly agreed. An even stronger positive response was noted to the question of whether ideas are listened to and considered during the decision-making processes within their departmental unit.
Standard Four: Leadership and Governance

(74.6 percent) or their division (66.2 percent). The response was much different when taken to the College level: Only 39.4 percent felt that their ideas were listened to and considered during the decision-making process.

Results are often correlated with the employee’s role at the College. At the College 65.8 percent of administrators and managers agreed or strongly agreed that their ideas were listened to and considered. That number dropped approximately 40 percent for full-time and part-time faculty, and 24 percent for classified staff. The College should maintain continual vigilance in assessing the effectiveness of communication avenues and in providing opportunities for effective participation from all constituency groups.

PLANNING AGENDA
None.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY
Saddleback College and the South Orange County Community College District (SOCCCD) constituent groups derive their roles and responsibilities through Government Code, California Education Code (E.C.), the California Code of Regulations (CCR) Title 5, Board policy, and accompanying administrative regulations. What follows is a definition of each constituent group and how each acknowledges role and scope of responsibilities harmonizes the relevant sections within the laws, regulations, and Board policies to fulfill their role in the decision-making process within the SOCCCD.

Administration: Delegation of Authority to the Chancellor
California Education Code §70902(d) states that “the governing board of a community college district ... may adopt a rule delegating the power to the district’s chief executive officer or any other employee or committee as the governing board may designate.” Acting in compliance with this statute, the SOCCCD Board of Trustees adopted Board Policy 2100, Delegation of Authority to the Chancellor [4.1]. This policy ensures that the Board of Trustees employs a qualified person as Chancellor and Chief Administrative Officer of the District. The Chancellor has full authority and responsibility for the proper conduct of the business and of the education programs of the District.
Administration: Delegation of Authority to the College President

Please see section IV.B.2.c for the complete text of this policy.

Faculty: Delegation of Authority to the Academic Senate

California Code of Regulations (Title 5) §53200-53205 delineates the role and scope of authority to the Academic Senate. In response to these sections, the SOCCCD Board of Trustees approved and adopted Board Policy 2100.1 (revised July 26, 2004). In academic and professional matters, the Board of Trustees:

1. Recognizes the College Academic Senates as the representative of the faculties; and
2. Will rely primarily upon the advice and judgment of the Academic Senates in accordance with processes of collegial consultation as defined below; and
3. Designates the Chancellor of the District as its agent for purposes of implementation.

The Faculty Association

In accordance with the Higher Education Employment Relations Act (HEERA), the District recognizes the Faculty Association as the exclusive representative of full-time and part-time faculty of the District, including librarians and counselors, for the purposes of meeting and negotiating [4.2].

In doing so the District complies with Chapter 10 of the Meyers-Milias-Brown Act, which promotes full communication between public employers and their employees by providing a reasonable method of resolving disputes regarding wages, hours, and other terms and conditions of employment between public employers and public employee organizations. It is also the purpose of this chapter to promote the improvement of personnel management and employer-employee relations within the various public agencies in the State of California by providing a uniform basis for recognizing the right of public employees to join organizations of their own choice and be represented by those organizations in their employment relationship with public agencies.

Staff: California School Employees Association (CSEA) and Police Officers Association (POA)

Assembly Bill (AB) 1725 directs that the Board of Trustees provide an opportunity for classified staff input on all matters that affect staff. There are four organizations within the South Orange County Community College District that assume this role: the Saddleback College Classified Senate, the Irvine Valley College Classified Senate, the California School Employees Association, and the Police Officers Association.

The CSEA and the POA are the exclusive collective bargaining representatives for the groups that they represent. All nonexempt classified employees other than the police officers are represented by the CSEA. All police officers are represented by the POA.

E.C. §70901.2 states:

Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members.
Standard Four: Leadership and Governance

SOCCCD interprets this provision to mean that the exclusive representative will have the right to appoint the first representative to any committee and that the College Classified Senate will have the right to appoint the second representative. As a practical matter, most governance committees offer seats to each exclusive representative and a representative from each Senate. Committee members are responsible for seeking Executive Board input on any decision to be made. Representatives are responsible for providing feedback to the Chapter membership at the next meeting following their attendance at a committee meeting. It is the position of classified staff leadership that the more representatives the classified staff has, the more effective their voice will be.

Student Trustee

California Education Code §72023.5 states: “The governing board of each community college district shall order the inclusion within the membership of the governing board ... one or more non-voting students who are residents of California.” Additionally, Board Policy 104, Student Member of the Board of Trustees (originally adopted in 1980 and revised August 27, 2007) establishes the qualifications, requirements of office, election and replacement procedures, rights and privileges, and duties and responsibilities for the selection and participation of the student trustee [4.3]. Although this member of the Board of Trustees is, by law, a nonvoting member, each person serving in this office is afforded the opportunity to effectively participate in the dialogue of the public meetings and casts advisory votes on each agenda item.

Associated Student Government (ASG)

The Associated Student Government is a body that derives its standing from the California Code of Regulations (CCR) Title 5. The pertinent section of Title 5 that relates to this constituent group is CCR §51023.7, which reads:

The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following [51023.7 (a)]:

Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures [51023.7 (1)].

- Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration [51023.7 (3)].

- ... [T]he governing board shall recognize each associated student organization or its equivalent within the district [4.4] ... as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district [51023.7 (4)].
Additionally, Board Policy 5627, Student Participation in Governance, provides that the Associated Students of the Colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law [Title 5, Calif. Code of Regulations, Section 51023.7, and Calif. Ed. Code, Section 70902(b)(7)] [4.5].

The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the Associated Student Government of the respective Colleges. The opinions and recommendations of the students will be given every reasonable consideration.

SELF EVALUATION

The District and College employees have clearly defined roles and responsibilities for institutional governance. Multiple opportunities exist to exercise substantial authority in areas of expertise. In reviewing Districtwide committees, the College became aware that student representatives have not been appointed by their constituent groups to serve on committees that have a significant effect on students. Often, student clubs and organizations meet at the same time as the governance committees. Faculty and staff often feel pressure from conflicting responsibilities, making regular standing committee attendance problematic. The classified staff continue to struggle with their limited ability to participate in governance processes while also meeting the demands and time lines specific to their jobs. Additionally, financial concerns prohibit additional compensation in the form of overtime to complete one’s work. The conflicting need to finish one’s work in a timely manner and a desire to participate may result in frustration.

These concerns have not been fully addressed by the administration. More clarity is needed in Board Policy to include both CSEA and classified senate participation.

Board Policy 4056, Classified Employees Participation in Decision-Making, provides for the effective participation of classified staff:

For purposes of this policy the term “staff” is defined to include all management and non-management classified employees of the District. The term “staff” is further defined to include all employees in classified management, confidential and bargaining unit positions.

In recent practice classified managers have not always been afforded the opportunity to select their own representatives to serve on committees or task forces. However, classified managers are beginning to recognize the need to self select their exclusive representative, and Board Policy 4056 provides for this:

Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives [4.B].

In all cases, representatives shall be selected from the category that they represent [4.C].
PLANNING AGENDA

1. Board Policy 4056 will be reviewed and revised to provide separate procedures for the recognition and appointment of classified bargaining unit members and classified managers to represent their constituent group on Districtwide and College committees for matters related to governance.

2. Board Policy 4056, 4011, et seq., will be revised to harmonize with each other as they delineate classified managers being appointed to serve on College and District committees.

3. The ASG will be asked to appoint students to serve on Districtwide committees. The College and District leadership will facilitate student participation on District committees.

4. In recognition that students who participate will often have to choose between work or study activities, often to the detriment of their academic advancement or financial situation, part of the facilitation process may include incentives in the forms of student scholarships, priority registration, or stipends.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

District Reliance upon Faculty for Curriculum, Student Learning Programs, and Services

As noted in IV.A.2.a, the SOCCCD Board of Trustees’ response to (Title 5) §53200-53205 was the adoption of Board Policy 2100.1, which delineates the scope of the Academic Senate:

Academic and professional matters upon which the Board of Trustees will rely primarily upon the advice and counsel of the Academic Senate include [53200]:

1. Curriculum, including established 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 matters as mutually agreed upon between the Board of Trustees and the Academic Senate, or as otherwise provided by statute or regulation.

All existing policy regulations, procedures, and guidelines addressing academic and professional matters will remain in place and be subject to modification only through the processes of collegial consultation. The Academic Senate will honor requests from the Board of Trustees and/or its agents to review relevant policies, regulations, procedures, and/or guidelines should the Board of Trustees and/or its agents believe that modifications are necessary or appropriate [4.6].

Board Policy 6100, Curriculum, harmonizes with the scope of Board Policy 2100:

Pursuant to BP-2100.1, the Board shall rely primarily upon the advice of the Academic Senates regarding appropriate action for curriculum. All courses of instruction and educational programs shall be submitted to the California Community Colleges Chancellor’s Office for approval, except as provided in California Code of Regulations, Sections 55100(b) and 55160.

The Academic Senates, in consultation with the curriculum committees, shall regularly monitor college curriculum to assure that it is current and appropriate pursuant to the Program and Course Approval Handbook published by the Chancellor’s Office of the California Community Colleges and job market and other related information for vocational and occupational programs. The Academic Senates shall report to the Board of Trustees annually in February on the currency and appropriateness of curriculum for each program and course under review.

The designated College administrator charged with forwarding curriculum to the Chancellor and Board of Trustees is the College President. BP 6100 sets forth the following roles and responsibilities:

- All programs and courses approved by the Academic Senate shall be forwarded to the College President for review. The President shall forward the approved programs and courses and recommendations for program deletions to the Chancellor for his/her review and to the Board of Trustees for its review and final approval.

- The Colleges shall not offer programs and courses that fail to meet the curriculum standards in the Program and Course Approval Handbook, relevant state laws and regulations, and accreditation standards. If such a failure occurs, the College President shall direct the appropriate faculty to immediately conduct and complete curriculum review and bring the programs and courses into compliance [4.7].

In addition to the aforementioned, Board Policy 6110, Articulation of Courses and Programs (revised November 11, 2005,) ensures that the articulation of courses shall be developed and maintained in accordance with Education Code, CCR Title 5 regulations and the Academic Senate:

The articulation of individual courses and programs of instruction shall be developed and maintained under the direction of the South Orange County Community College District Board of Trustees in accordance with Title 5, California Code of Regulations, the California Education Code, and SOCCCD Board Policy 2100.1, Delegation of Authority to the Academic Senate. At a minimum, the articulation of courses and programs shall be developed and
College Reliance upon Faculty for Curriculum, Student Learning Programs and Services

At the College level, the Curriculum Committee is a standing committee of the Academic Senate. This Committee is responsible for recommending approval for both credit and noncredit courses on the basis of such standards as grading policy, units, prerequisites, academic rigor, course content, course objectives, repeatability, assignments, instruction methodology, and methods of evaluation. Its bylaws and procedures are developed, approved, and maintained by the Academic Senate. The following excerpts from the Curriculum Committee bylaws (revised February 2009) delineate the roles and responsibilities for faculty and administration on matters of curricula:

General Responsibilities for Development, Review and Approval of Curriculum [4.8]

2.1 Curriculum Committee

It shall be the responsibility of the Saddleback College Curriculum Committee, as referenced in Title 5, sec. 55002(a)(1), to develop all policies and procedures which affect the development and approval of curriculum at Saddleback College and to recommend approval of such policies and procedures to the Academic Senate.

It shall be the responsibility of the Curriculum Committee to implement such policies and procedures.

The Curriculum Committee shall be responsible for review, renewal, and approval of all curricula programs.

2.2 Saddleback College Academic Senate

It shall be the responsibility of the Saddleback College Academic Senate to nominate and approve the Chair of the Curriculum Committee.

The process for nomination and approval of all faculty members serving on the Curriculum Committee shall be made by the Academic Senate [4.8].

The Academic Senate may refer policy and curriculum decisions back to the Curriculum Committee for reconsideration, or for provision of rationale or minority reports ….

2.3 College President

All programs and courses approved by the Academic Senate shall be forwarded to the College President for review … [4.9]

2.4 District Administration/Board of Trustees

Pursuant to BP 6100 and 2100.1 the Board shall rely primarily upon the advice of the Academic Senate regarding appropriate action for curriculum.

3. Curriculum Committee Guidelines and Bylaws
3.1 Responsibilities of the Curriculum Committee are to review, recommend, and forward to the Academic Senate for approval of the following:

a. Policies, procedures and standards to be applied in the development, approval and review of the college curriculum.

b. All curriculum proposals.

c. Prerequisites, co-requisites, limitations, and recommended preparations.

d. Distance Education (TMI) Courses.

e. All new program proposals.

f. Graduation requirements, including general education and major requirements and recommend changes.

g. Articulated general education patterns and transfer policies.

h. Curriculum Committee Procedures.

SELF EVALUATION AND RECOMMENDATION

The District and College in policy and practice rely on the faculty to provide expertise for student learning programs and services. The faculty, through the Academic Senate, ensures the integrity of the College curricula.

PLANNING AGENDA

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

DESCRIPTIVE SUMMARY

In the 2008 progress report the College documented that beginning in 2005 College leadership began seeking to provide effective participation for all constituent groups. The District leadership also sought to create appropriate forums for constituent groups to participate in the decision-making process. Diligence was essential in sustaining the effort needed to reconstitute governance committees, establish new committees, and develop a renewed awareness of the fundamental right of each constituent group to contribute in an effective and collaborative manner in the decision-making processes of the College and District.

SOCCCD Policies Ensuring Effective Participation

The College is required to develop practices that ensure effective participation of each affected constituent group and also comply with State mandates. The following documentation shows how the acknowledged role of constituent groups identified in California Education Code, California Code of Regulation (CCR) Title 5, harmonizes with the relevant sections within the
law, regulation, and Board Policy in order to collegially consult and effectively participate in a meaningful and collaborative manner within the SOCCCD.

**Board of Trustees**

It is the responsibility of the Board of Trustees to establish policies and regulations ensuring that each constituent group has the opportunity to participate effectively in College governance. Pursuant to E.C. 70902(d) the Trustees have established policies and procedures to:

- Ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration.
- Ensure the right to participate effectively in District and College governance.
- Ensure the right of the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards [4.10].

Three Board Policies have been adopted that provide for the participation of the faculty, all management and nonmanagement classified employees of the District, and students.

**Academic Senate**

Board Policy 2100.1, Role and Scope of Authority of the Academic Senate (revised July 2004), acknowledges that:

- Faculty have the right to participate in District and College governance.
- Faculty have the opportunity to express their opinions at the College and District level and to ensure that these opinions are given every reasonable consideration.

**Process of Collegial Consultation**

CCR Title 5 §53200 defines collegial consultation between Academic Senates and governing boards. The District governing board shall develop policies on academic and professional matters through either or both of the following methods:

- Relying primarily upon the advice and judgment of the Academic Senate; or
- Agreeing that the District governing board, or such representatives as it may designate, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Within Board Policy 2100.1, Delegation of Authority to the Academic Senate, the Trustees elect to choose primary reliance. *Primary reliance* means that the Board of Trustees will accept the recommendations of the Academic Senates regarding academic and professional matters and will act otherwise only in exceptional circumstances and for compelling reasons. If a recommendation of the Senate is not accepted, the Board of Trustees or its designee will promptly communicate its reasons in writing [CCR §53203(d.1)]. Such explanation will convey the “exceptional circumstances and compelling reasons” that necessitated the action in question.

In exercising their delegated authorities and responsibilities, members of the Academic Senate will consult collegially with administrative staff and other governance groups and will do so through appropriate governance processes developed and implemented at each College.
**Classified Senate**

Board Policy 4056, Classified Employees Participation in Decision Making (revised December 11, 2006), ensures the classified staff will be provided with opportunities to participate effectively in District and College governance and in the joint formulation and development of District policies and procedures that the Board reasonably determines have or will have a significant effect on staff [4.11]. The opinions and recommendation of the Classified Senates of the District will be given every reasonable consideration [4.12].

- The Board of Trustees shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures, as determined by the Board, in accordance with the provisions of this policy.

When a College or District task force, committee, or other governance group is used to consult with staff regarding implementation of this policy or to deal with other issues that have been determined by the Board of Trustees to significantly affect staff, the appointment of a staff representative shall be made as follows:

- The exclusive representative shall appoint the first classified staff representative for the respective bargaining unit. When additional representatives are to be selected from the classified staff, each appointment will be made in consultation with the appropriate Classified Senate(s).

- Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives.

- In all cases, representatives shall be selected from the category that they represent.

For the purposes of this policy, classified managers and confidential and bargaining unit positions are defined as “staff.” The policy also provides for participation of classified managers, but in practice appointment of managers to committees has been made by senior administration.

**Associated Student Government**

Board Policy 5627, Student Participation in Governance, provides that:

- The Associated Students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students [4.13]. The selection of student representatives to serve on SOCCCD committees or task forces shall be made after consultation with the Associated Student Governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration [4.14].

- The Board of Trustees shall not take any action on matters subject to this policy until the designated student groups have been provided the opportunity to participate.

The Saddleback College Associated Student Government (ASG) is the representative governing body of the Associated Students of Saddleback College (ASSC). In its capacity as a recognized governance group, the ASG plans, organizes, and finances a comprehensive program of activities
and services for all College students. This process is an important educational experience for students in allocating financial resources to various student activities.

The ASG finances its programs of government, services, and activities through the sale of Associated Student Body cards, College Bookstore and cafeteria commissions, and other revenue-generating activities. Each year the ASG Budget Committee evaluates the ASSC student-generated revenue and is fully responsible for soliciting, considering, and awarding campuswide allocation requests that provide essential financial assistance for many student activities.

Implementation of Effective Participation and Meaningful Collaboration

Consensus is the primary decision style of the College and the District governance committees. Consensus may be expressed through unanimous agreement, or it may be a modified consensus where members can live with a decision even though they may not be in full support. Occasionally, majority and minority reports are provided to the responsible party in the next level in the decision-making chain if consensus is not achieved.

SELF EVALUATION

The College and the District decision-making processes involve all constituent groups working in a meaningful and collaborative manner. For governance committee members, conflict is a natural part of the decision-making process. Effective collaboration requires participants to be tactful, understanding, and professional. Working through normal disagreements and disappointments, the College’s constituent group advocates have learned to rely on the process and the dialogue and to accept group decisions.

As a result, Saddleback College constituent groups have worked hard toward building a climate of trust, respect, and openness, as shown in its ability to build and sustain the collaborative governance structure. All constituent groups have been willing to take risks with their own beliefs and practices and to honor the expertise of others. This mutual respect makes open dialogue possible.

Saddleback College faculty, staff, and administrators work diligently to generate collaborative, collegial, and effective participation in all constituent groups in the decision-making process. The efforts of faculty, staff, and administrators on numerous College and District committees demonstrate an ongoing commitment to effective participatory governance.

PLANNING AGENDA

None.
IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

The College takes seriously the recommendations of the Accrediting Commission. A review of the College Web site demonstrates the time and commitment the College made in response to the 2004 Accrediting Commission team visit. In 2005 and 2006 the College submitted required progress reports and hosted a team visit. In 2007 the College prepared a Midterm Report and again hosted a visit.

According to the Accreditation Focused Visit Midterm Report of 2007, the visiting team concluded:

In the last three years the college and the district have made great strides in responding to the recommendations of the visiting teams ... and [the visiting team] commends the college for the evident progress that has occurred, including a palpable change for the better. The team is concerned that a fairly high degree of mistrust and finger pointing ... still exists on all sides when it concerns relations with the Board of Trustees and the Chancellor. [T]he Board of Trustees and the Chancellor are making considerable efforts to communicate better, to follow process and to respect the boundaries of constituent roles and responsibilities. The [visiting] team acknowledges that all of the formally recognized groups listed in the recommendation are responsible for this improvement.

A final progress report was required in 2008. The Commission accepted this report and continued the full accreditation of the College without the stipulation of an additional report or visit. When this report was being prepared, it was noted that in order to fully address the recommendations of the Commission, all representative groups would need to work collegially to address areas of concern. As a result, a representative from the Board of Trustees and a District representative were added to the Accreditation Task Force. The Task Force’s work was collegial, informative, and enlightening for all constituent group members. The open dialogue created a heightened respect for the perspectives of each constituent group. The intense work of the Task Force was quickly accompanied by growing awareness and optimism that the manner in which the members of this Task Force collaborated could become a model for effective and meaningful participation for future committees. Even though the issues covered led to heated discussions, the morale of the Task Force remained high. Dedication to the successful completion of a jointly developed document never wavered.

This collaboration was so successful that when the current Self Study teams were created, each standard included a District representative, and a Board representative was added to the Standard IV team. Representatives of the District and of the Board of Trustees have participated in WASC-sponsored workshops for writing the Self Study. All participants have felt free to participate in honest and open discussions.
When College administration recently became aware of a possible requirement for a Request for Substantive Change submission to the ACCJC, the College quickly submitted an inquiry. In the course of preparing for the Self Study, the College inquired and received notification that it was indeed required to submit this document, which was expeditiously prepared.

**SELF EVALUATION**

Saddleback College has been proactive in its efforts to meet the requirements of the Western Association of Schools and Colleges. The College has complied with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure. The College moved expeditiously to respond to recommendations made by the Commission by preparing required reports and team visits. When required, the College prepared and submitted substantive change notifications in a timely manner.

**PLANNING AGENDA**

None.

**IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

**DESCRIPTIVE SUMMARY**

**College-Level Implementation of Effective Participation and Meaningful Collaboration**

In December 2008 the College began preparations for developing the 2010-2013 Strategic Plan. As part of the development process, the roles and responsibilities of each Strategic Planning Group were revised. For a complete description of the evaluation process the College undertook to maintain the integrity of decision-making processes and effective participation for each constituent group, see Standard I.B.1.

As documented in Standard I.B.1, the Consultation Council (CC) is recognized as the cornerstone of the decision-making governance structure. Based on the lack of dissent or controversy derived from their decisions thus far, the College community at large accepts the Council's responsibilities.

CC members exert every effort to reach agreement on all recommendations. Extensive time is allotted to the process of data gathering and information exchange. CC reviews campus decisions that concern Strategic Planning and forwards its reviews to the College President, who renders the final determination on implementation. Respect for the unique roles of each constituent group is vital to the successful operation of the CC.

**Providing Faculty with Opportunities for Effective Participation**

In 1999 a Board agenda item was submitted to the Board of Trustees recommending “that each college shall limit its annual expenditures for release time and/or stipends to 2% of its
unrestricted general budget for specified object categories.” The 2008 Accreditation Task Force undertook a study to provide reassigned time for faculty to effectively participate in College and District governance.

The Task Force concluded that the 2% rule for reassigned time and/or stipends was approved at a time when the Board of Trustees was more involved in the day-to-day operations of the College and was a remnant of Board micromanagement. The Task Force recommended the limit on reassigned time and stipends be set aside or revisited.

In May 2009 the SOCCCD Board of Trustees adopted Board Policy 4073, Faculty Reassigned Time and Stipends [4.15]. The policy defines reassigned time and stipends, provides a mechanism for gaining approval from the governing board, allows for accountability and limitations, and provides exclusions for specific nonrecurring assignments. An excerpt from the policy is given below:

I. REASSIGNED TIME

Reassigned time is part of a faculty load that is subtracted from the faculty’s primary assignment to create time for leadership functions. When coordination of a program or engaging in effective college or District participation requires significant amounts of time in addition to the faculty member’s primary assignment, the President of the college may recommend reassigned time for the faculty leader to the Chancellor.

II. STIPENDS

A stipend is a monetary payment to faculty that does not result in a reduction in a faculty’s primary assignment. When a college president determines that program coordination or effective participation warrants compensation, a stipend may be paid to the faculty member following recommendation to the Chancellor and approval by the Board of Trustees.

V. LIMITATIONS

The Board of Trustees may establish limitations on the total expenditures for reassigned time and stipends as a part of the budget approval process.

VI. EXCLUSIONS

The Board of Trustees may exclude some stipend and reassigned time expenditures from a college’s limitation or establish separate limitations for them.... Stipends and reassigned time for non-reoccurring assignments would be excluded from college specific calculations, by recommendation of the President and approval of the Chancellor.

Specific guidelines for the implementation of the policy are provided in the accompanying Administrative Regulation [4.16], which encourages the College to increase opportunities for faculty to effectively participate:

The colleges and ATEP shall limit their annual expenditures for reassigned time and stipends to 2.7% of the college or ATEP General Fund budget for object account categories 1100, 1200, 1300 and 1400.

Reassigned time and stipends for the following uses will be excluded from the calculation:
Standard Four: Leadership and Governance

a. Required by faculty association contract
b. Required by the state for certain college programs
c. Funded with grants or categorical monies, or unrestricted funds used for a required match
d. Necessary for district faculty to provide service to state-wide community college organizations
e. Necessary for accreditation
f. Nonrecurring assignments necessary for the efficient operation of the college or ATEP

SELF EVALUATION

The College and the District continue to engage in an ongoing self-reflective dialogue to assess the integrity of providing for effective participation of College employees. Using established governance processes, both institutions have been able to openly evaluate and revise decision-making structures to ensure that constituent group leadership has an opportunity to effectively participate.

PLANNING AGENDA

None.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY

As previously mentioned in VI.A.1, Saddleback College and the South Orange County Community College District constituent groups derive their roles and responsibilities through Government Code, California Education Code (E.C.), the California Code of Regulations (CCR) Title 5, Board policy, and accompanying administrative regulations.
Roles and Responsibilities of the Trustees

California Education Code, Division 7 E.C. §70902, defines the role of the Board of Trustees:

Every community college district shall be under the control of a board of trustees, herein referred to as the “governing board.” The governing board for each community college district shall establish, maintain, operate and govern one or more community colleges in accordance with the law [4.17].

California Education Code, Division 7 E.C. §70902, continues:

The governing board shall do all of the following:

- Establish policy for and approve current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district [4.18].
- Establish policies for and approve credit courses of instruction and educational programs [4.19].
- Establish academic standards, probation, dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors [4.20].
- Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors, establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of the state [4.21].
- To the extent authorized by law, determine and control the district’s operational and capital outlay budgets ... determine the need for elections for override tax levies and bond measures, and request that those elections be called [4.22].
- Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law [4.23].
- Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards [4.24].
- Establish rules and regulations governing student conduct [4.25].
- Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law [4.26].
- In its discretion, receive and administer gifts, grants, and scholarships [4.27].
- Provide auxiliary services as deemed necessary to achieve the purposes of the community college [4.28].
- Within the framework provided by law, determine the district’s academic calendar, including the holidays it will observe [4.29].
• Hold and convey property for the use and benefit of the district. The governing board may acquire, by eminent domain, any property necessary to carry out the powers or functions of the district [4.30].

Board Policy 112, Duties and Responsibilities of the Board of Trustees (adopted August 27, 2007), delineates the duties and responsibilities of the Board of Trustees within the District and expresses their commitment to:

• Establish the mission of the District.
• Assure the development and implementation of short-term and long-term educational and facilities plans.
• Assure 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.
• Refer suggestions and 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 operations.
• Represent the public interest.

Board policies are available to all District employees and to the public. Corresponding administrative regulations are available to all employees on MySite. New Board policies, updates, and revisions are acted upon at most monthly board meetings. On the bottom of each board policy is a notation of the policy history, when it was adopted, and when it was revised (if applicable). A more-detailed description of the process is provided in the response to IV.B.1.e.

The Board annually reviews and approves the Mission Statements of the Colleges and of the Advanced Education Technology Park (ATEP). They also review, discuss, provide input into, and approve the Districtwide vision, mission and goals. The process has evolved each year since 2004-2005, as evidenced by a reading of Board agenda items. For the past three years, the Board has followed the same time line of setting its mission and goals. The mission and goals are brought for review and study in May and are approved in June. The process for the creation of the vision, mission and Districtwide goals has also evolved to include input from all constituent groups.

The Board also conveys the importance of the quality, integrity, and effectiveness of student learning programs and services of the institution through employee recognition at Board meetings. The Board presents Board resolutions, acknowledges employee contributions during oral reports, and acknowledges employee work when discussing agenda items.

The policy for conducting the search for and selection of the Chancellor, Board Policy 4011.6, Employment Procedures for the Chancellor, was adopted on July 24, 2006. The current
Chancellor has been in the position since February 2002. A more-detailed description of the evaluation of the Chancellor is provided in response to IV.B.1.j.

Board policies on the District Web site are available to employees and the public at:
http://www.socccd.org/about/about_boardpolicy.asp

**ADDITIONAL DATA**

6/22/04 Board Agenda Item 25: 2004-2005 Proposed District Goals
11/14/05 Board Agenda Item 27: 2005-2007 Board of Trustees’ Goals
11/14/05 Board Agenda Item 28: 2005-2007 District Goals
11/14/05 Board Agenda Item 29: 2005-2006 Proposed District Vision/Mission/Approach/Commitment Statements
11/14/05 Board Meeting Minutes Page 2 for Items 27-29
1/16/07 Board Agenda Item 5.7: Effectiveness of Board Agendas and Meetings
1/16/07 Board Meeting Minutes Page 2 for Item 5.7
5/26/09 Board Agenda Item 6.5: District Mission and Vision Statements and District-Wide Goals for 2009-2010

Saddleback College Institutional Effectiveness Annual Report 2006-07

Saddleback College Institutional Effectiveness Annual Report 2007-08
http://socccd.edu/technologyandlearning/documents/
InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf

Board meeting highlights: http://socccd.edu/about/about_board_meeting.html

**IV.B.1.a.** The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

**DESCRIPTIVE SUMMARY**

Trustees are elected at-large by registered voters throughout the District [4.31]. Each governing Board member qualifies for candidacy by having legal residence within one of seven different trustee areas [4.32]. The boundary map is posted on the District Web site and is available in District offices [4.33].
Each Trustee files an annual Conflict of Interest form (California Form 700, Statement of Economic Interests). A Conflict of Interest policy (BP 154) was adopted by the Board on August 27, 2007, and a corresponding conflict-of-interest administrative regulation (AR 154) was implemented on June 14, 2007 [4.34] [4.35]. The regional map of the seven areas available on the District Web site features a rollover that allows the viewer to hover over the area and click on the photo to be linked to the Trustee’s corresponding biography.

As required by law, meeting notices and agenda outlines are posted on the two campuses as well as ATEP. In addition, this material is also posted on the District Web site. The complete Board agenda has been available online prior to the meeting for the public for more than two years. Streaming videos of Board meetings are available online within three business days of the meeting. A “jump to” feature allows a visitor to click on a specific agenda item or section of the meeting. Meetings are broadcast to Cox cable viewers each month on Saddleback College’s television station (Channel 39) and on Irvine Valley College’s station (Channel 33).

As stated on the District Web site, “The Board of Trustees welcomes open discussion and provides opportunities for members of the staff and public to address the Board.” Guidelines about preparation and the process for public presentations are presented on the Web site [4.36]. As described in Board Policy 128, Agendas, and Board Policy 130, Public Participation at Board Meetings, there are four types of opportunities for the public to provide input to the Board:

1. During the public comments section at the beginning of the meeting.
2. When each individual agenda item is under consideration.
3. When placing an item on the agenda.
4. When submitting written correspondence.

The Board also demonstrates that it reflects the public interest by participating with the other three Orange County community college districts in the Orange County Community Colleges Legislative Task Force [4.37]. According to the Task Force Web site: “The mission of the Orange County Legislative Task Force is to educate and inform elected representatives regarding community college issues and how they affect the four districts in Orange County. The Task Force concentrates its efforts on local representatives; and, when necessary, the Governor, Secretary of Education, and the California Community College Board of Governors.”

When requested, SOCCCD Trustees engage directly with other established community organizations to advocate for the institution. The Board annually appoints Trustees to participate in the following organizations:

1. Committee on School District Organization
2. Orange County School Board Association
3. Orange County Community College Trustees Association
4. Orange County Transportation Authority

District Web site, Government Relations: http://socccd.edu/publicaffairs/pa_govrel.html
SELF EVALUATION
The SOCCCD and its governing Board meet the requirements established by law for the method of electing trustees and notification of public meetings. Additionally, the community has many methods of observing the Board, reviewing its actions, and presenting opinions directly to the Board.

The governing Board is appropriately representative of the public at large. The tenure of the seven members of the Board of Trustees, all of whom have been elected to multiple terms in office, is listed below (the year listed is the first year of each Trustee’s term of office):

<table>
<thead>
<tr>
<th>Trustee</th>
<th>Year</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustee Lang</td>
<td>1996</td>
<td>1</td>
</tr>
<tr>
<td>Trustee Wagner</td>
<td>1998</td>
<td>2</td>
</tr>
<tr>
<td>Trustee Jay</td>
<td>2004</td>
<td>3</td>
</tr>
<tr>
<td>Trustee Padberg</td>
<td>1998</td>
<td>4</td>
</tr>
<tr>
<td>Trustee Milchiker</td>
<td>1985</td>
<td>5</td>
</tr>
<tr>
<td>Trustee Fuentes</td>
<td>2000</td>
<td>6</td>
</tr>
<tr>
<td>Trustee Williams</td>
<td>1992</td>
<td>7</td>
</tr>
</tbody>
</table>

PLANNING AGENDA
None.

ADDITIONAL DATA
District Web Site, Government Relations: http://socccd.edu/publicaffairs/pa_govrel.html

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY
The District Mission Statement is reviewed yearly by the College and the District office. The overarching themes of each Mission Statement are student success, community engagement, and fiscal responsibility. In order to provide continuity in the budget development process and funds allocation, the Board has adopted ten guidelines used in annual planning.

The Board-adopted District mission is:

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

Board Policy 2120, Institutional Planning, sets forth the expectation for planning by the Colleges, by the Advanced Education Technology Park (ATEP), and by District Services to achieve the mission and reinforces that the planning be supported by institutional effectiveness research to ensure student success through the delivery of high-quality educational programs and services. All eight of the 2009-2010 goals outline the Board’s expectations for planning, and three
specifically focus on the development of plans that address capital and scheduled maintenance needs, emergency preparedness, and administrative efficiency.

The Board’s expectation for quality, integrity, and improvement of student learning programs and services is reflected in each of the eight District goals but specifically in the four goals that address the completion of the Student Information System, environmental sustainability, online programs, and assessment of community needs.

The Board has adopted policies to convey the expectation for fiscal planning, reserves, contingencies, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure ongoing effective operations. Those specific policies are Board Policy 3100, Budget Preparation; Board Policy 3101, Budget Management; Board Policy 3101.5, Fiscal Management; and Board Policy 3102, Investment Policy.

**SELF EVALUATION**

Despite the adoption of numerous Board policies designed to ensure fiscal responsibility, there are still specific Board processes and philosophies used for allocating funds that are not established in policy. For example, the Board philosophy and the accompanying ten guidelines, published in the 2009-2010 Final Budget report, have been used for developing the annual budget since 2006 but are not aligned with an accompanying policy or administrative regulation [4.38].

These ten guiding principles have a significant impact upon the College’s ability to enhance the resources necessary to support learning programs and services. The Board policies related to budget development and budget philosophy of the accompanying 10 guiding principles do not reference the Mission Statements of the District or of Saddleback College. The published Board philosophy for budget development is:

The Board of Trustees shall support and follow fiscal policies that:

1. Ensure wise and prudent use of public resources
2. Promote financial strength and stability
3. Maximize educational opportunities for students [4.39].

Board Policy 3100 reads:

Each year, the Chancellor shall direct the staff in the methods of budget development and present to the Board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual.... Budget development shall meet the following criteria:

- The annual budget shall support the District’s educational master plans.
- Assumptions upon which the budget is based are presented to the Board for review.
- Changes in the assumptions upon which the budget was based shall be reported to the Board in a timely manner.
A schedule is provided to the Board by the December Board Organization meeting of each year that includes dates for presentation of the tentative budget, required public hearing(s), Board study session(s), and approval of the final budget. At the public hearings, interested persons may appear and address the Board regarding the proposed budget or any item in the proposed budget.

Unrestricted general reserves shall be no less than 7.5%.

Budget projections address long term goals and commitments.

The language of the aforementioned policy clearly demonstrates that a thoughtful approach was used to ensure that Board actions adhere to State law and regulation. However, there is no reference to any integration in the documentation of the budget development process, Board philosophy, the ten guiding principles, and Mission Statements. This may reflect an individualized approach to each project/document, rather than an integrated strategy of budget development that is guided by the missions of the District and the Colleges.

At present, there is no Board policy that clearly states in one place the Board expectations for quality, integrity, and ongoing improvement of student learning programs and services through the Mission Statement or Strategic Planning. The document that comes closest to referencing the District expectation is Board Policy 8000, Speech and Advocacy, Section I, Facility Use, which reads:

The District desires to provide the best available curriculum and facilities in order to encourage its students to matriculate, study, graduate, obtain a place of employment, or go on to obtain a further degree. This policy is designed to encourage students who want to attend class and study in a peaceful and quiet setting to do so without substantial disruption. Maintenance of an atmosphere conducive to learning on campus in order to further the education process is essential to the District, its students, faculty, and staff.

**PLANNING AGENDA**

1. Consideration will be given for a policy to be amended or created in the 100 Series (Board of Trustees) that would clearly state the Board expectations for quality, integrity, and ongoing improvement of student learning programs and services as they relate to the Mission Statement.

2. The third philosophy statement, found in the 2009 final budget, will be revised to explicitly reference the District Mission Statement.

**IV.B.1.c.** The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

**DESCRIPTIVE SUMMARY**

Legal authority for the Board of Trustees to operate on behalf of the South Orange County Community College District is granted by California Education Code, Title 5, of the California Administrative Code and the Rules and Regulations of the Board of Governors of the California Community Colleges. The Board of Trustees is the ultimate arbiter regarding issues of educational quality, legal matters, and financial integrity. The policies and administrative
regulations related to budget and investments affirm the Board’s expectations for fiscal planning, reserves, contingencies, expenditure changes, accountability, regular reporting, investments, and the overall safeguarding of assets to ensure adequate resources [4.40].

BP 112, Duties and Responsibilities of the Board of Trustees, specifically indicates that the Board is committed to assure educational and facilities plans; assure fiscal health and stability; monitor institutional effectiveness and educational quality; advocate for and protect the District; and establish policies that implement the District mission and goals, and set prudent, ethical and legal standards for College operations [4.41].

The Board of Trustees has ultimate responsibility and its actions are final. However, the Board recognizes that those closest to the problem or issue are often those with the best information. Consequently, the Board encourages input and generally bases its decisions on policy. Primarily, the Board relies upon recommendations from the Chancellor, who, in turn, receives and considers input and recommendations from the Chancellor’s Executive Team (CET), which consists of the College Presidents, the Deputy Chancellor and Vice Chancellors, the ATEP Provost, and the District Director of Public Affairs. The Board prefers written reports but will provide time (approximately two minutes) for the information and updates of constituent groups such as the Academic and Classified Senates, the Faculty Association, CSEA, and POA at the conclusion of all Trustee meetings. The Student Trustee represents the students’ voice.

SELF EVALUATION

The Trustees meet and/or exceed the requirements established through Government Code, California Education Code (E.C.), and the California Code of Regulations (CCR) Title 5. The Board, through Board Policy 2100, delegates the chancellor to provide high-quality, accurate information to the Board for review prior to making decisions [4.42]. The Chancellor, as Board designee, is in daily dialogue with selected Trustees and relies upon their input regarding the proper administration of the District. The Trustees should continue to use the currently established processes to review, revise, and adopt Board policies as necessary to remain compliant with new laws and regulations that effect the proper administration of the District.

PLANNING AGENDA

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board Policies, 100 Series, all pertain to the Board of Trustees and are comprehensive in scope in specifying the Board’s size, responsibilities, structure, and operating procedures [4.43]. The vast majority of policies refer to the corresponding Education Code, Government Code, Title 5, Penal Code, or WASC/ACCJC Standards. All Board Policies are available to the public on the District Web site and to employees on MySite.
SELF EVALUATION

The implementation of Board Policy 107, Board Policy and Administrative Regulation, and its accompanying Administrative Regulation 107, Development of Board Policy and Administrative Regulation, reflect an ongoing commitment to the process by the Board and all constituent groups. The process that created this dialogue should be sustained. The Trustees should continue to review, revise, and adopt Board policy as necessary to remain compliant with new laws and regulations that affect the proper governance of the District.

PLANNING AGENDA

None.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

The Board of Trustees regularly evaluates its policies and practices and revises them as necessary. In April 2006 the Board of Trustees adopted Board Policy 107, which outlines the overall process for developing Board policies:

The Board of Trustees will periodically review board policies. The Chancellor shall assist the Board of Trustees in the formation and revision of all board policies ... recommendations for new or revised board policies may originate at any time from members of the Board of Trustees, the Chancellor, members of the District or college administration, faculty, staff, students, or members of the public. The Chancellor shall receive recommendations for policy and/or administrative regulation development or revision from the Academic and Classified Senates, Associated Student organizations as well as the various bargaining units, in addition to other segments of the administration.

The accompanying Administrative Regulation 107 provides the system for developing and revising Board policy and administrative regulations. AR 107 was adopted on April 24, 2006.

Prior to 2008 the process had been that policies were submitted to the Board of Trustees for review and study for a period of one month prior to adoption. At the February 20, 2008, Board of Trustees’ regularly scheduled meeting, the Board requested that the following processing be implemented: month one: review and study; month two: discussion/adoption; month three: adoption.

Over the past two years the Trustees have sought to create opportunities to interface more directly with members of the College community. These efforts have helped to raise the level of understanding for the actions of the Board, and overall the responses within the employee survey reinforce this shift of opinion.

In the 2009 Employee Survey, 45 percent of the full-time faculty and 25 percent of the permanent classified staff who responded disagreed that the Board of Trustees gave governance groups opportunity and sufficient time to provide input on Districtwide decisions [4.44]. On a follow-up question as to whether the Trustees act in a manner consistent with the Board policies, 14 percent of all full-time faculty agreed, while 25 percent of all respondents agreed [4.45].
SELF EVALUATION

There is a difference of perception between management, on the one hand, and faculty and staff, on the other, in regard to Board decisions. The administrators consistently gave the trustees higher marks than the faculty or staff for every question. Written comments within the section of the survey focused upon the board indicate a lingering apprehension of board decision-making processes and perceived disregard towards the opinions and information offered by district employees outside of the management strata.

This perception may be caused for two reasons:

1. The management team, acting in their capacity as administrators, interacts more frequently with Trustees and is often called upon to respond to Board questions prior to a final decision being announced. This opportunity for dialogue exchange and the ability to directly provide information to the Trustees gives administrators confidence in the actions taken by the Board.

2. Due to the inconsistencies mentioned earlier in IVB.1.b relative to budget preparation, the Board’s practice in allocating funds does not align with its published principles. An excerpt from the aforementioned ten guiding principles lists the following:

Guiding Principle #7 Basic Aid

While the District is a basic aid district:

a. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.

b. Excess revenue above apportionment shall be allocated at the college or district level for one-time purposes, such as to cover some of the unfunded obligation for the retiree benefit plans.

c. Excess revenue above apportionment shall not be used for regular ongoing expenditures, such as salaries [4.46].

A deviation from this guiding principle is the allocation of Basic Aid receipts for the Advanced Education Technology Park (ATEP). More than $13 million has been allocated to this site for its operational budget and staffing allowances [4.47]. Approval of Basic Aid funds for regular ongoing expenditures to ATEP is incongruous with the Board’s philosophy and the aforementioned guiding principle and has bred frustration at the College. The widespread perception is that Trustees apply one set of funding rules to Saddleback College while other sites receive preferential treatment outside the established guidelines.

PLANNING AGENDA

1. The Board will consider creating additional avenues for the free exchange of information with those who are closest to working with our students.

2. The Board will examine if it is time to revise and align Guiding Principle #7 pertaining to Basic Aid so that this budget-related guiding principle will reflect current Board practice.
3. The Board will adopt the policy, currently in development, that delineates the process for allocating Basic Aid resources.

**IV.B.1.f.** The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**DESCRIPTIVE SUMMARY**

At the April 24, 2006, Board meeting, Trustees discussed professional development and recommendations, some of which are reflected in Board Policy 109, Board Education [4.48]. This policy states:

The Board of Trustees is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation. To that end, the Board will engage in study sessions, provide access to reading materials, and support conference attendance and other activities that foster trustee education.

**I. RESPONSIBILITY**

It is the responsibility of each individual trustee to pursue professional development opportunities to maintain knowledge of evolving educational governance, policies, legislation, best practices, employee relations, and leadership.

Trustees are encouraged to participate in at least one conference each year and are sent weekly updates of possible conferences. Prior to attending a conference, a governing board member will submit a request. The request appears for action (approve or disapprove) on the monthly board meeting agenda and is voted on by all Trustees. Trustees often share written information with the Chancellor and the Chancellor’s Executive Team, and provide brief reports during the oral reports section of the board meetings.

On November 24, 2008, the SOCCCD hosted an ethics training seminar for all Orange County community college trustees and key administrators. Four Trustees and the Chancellor participated in the session facilitated by attorneys from the firm of Atkinson, Andelson, Loya, Rudd & Romo (see IV.B.1.h).

Trustees have participated repeatedly in the Sacramento legislative conferences of the California League for Community Colleges (CCLC). They have participated in the CCLC annual conferences with trustees from other colleges. In Spring 2009 the Chancellor, with selected faculty and staff from Saddleback, IVC, and ATEP, joined three Trustees in a site visit to Ohlone College to learn about the programs and sustainable design of their new Newark Center. Other trustees participated in a site visit with the Chancellor and the ATEP Provost to technical colleges in other states to research ideas for ATEP.

Even though Board Policy 109, Board Education, does not require Trustees to learn about accreditation standards and expectations, a public meeting was facilitated by the Board President in April 2007 during which the sole topic of discussion between the Board and all constituent groups was the recommendation made by the ACCJC visiting accreditation team. All accreditation progress reports are submitted to the Board for review and comment. Trustee
David B. Lang served on the 2008 Saddleback College Accreditation Progress Report Task Force and is serving on the Standard IV Self Study committee.

Pursuant to Education Code 5000 (et seq.), the mechanism for providing for continuity of Board membership and staggered terms of office is outlined in Board Policy 106, Board Elections:

The term of office of each trustee shall be four years, commencing on the first Friday of December following the election. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election. Trustees shall be elected at large throughout the district but have legal residence within one of the seven (7) trustee areas (trustee area boundary map is available at the District Office) [4.49].

If a governing board member is unable to complete a term of office, Board Policy 108, Vacancies of the Board [4.50], and its accompanying Administrative Regulation 108 [4.51], are implemented to lawfully provide for the continuity of Board membership.

The current Board has been serving together since 2004, and therefore no new member orientation has occurred during the Self Study period. The Board self evaluation also serves as a method of addressing board development.

ADDITIONAL DATA
ACCLC Trustee Handbook

SELF EVALUATION AND RECOMMENDATION
The Trustees balance the need for Board development with the desire to not overspend public funds.

PLANNING AGENDA
The Trustees will consider amending Board Policy 109, Board Education, to address a need for training in accreditation standards and expectations.

ADDITIONAL DATA
ACCLC Trustee Handbook

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY
Board Policy 172, Board Self Evaluation, was adopted on August 27, 2007. The Board leadership (composed of the President, Vice President, and Clerk) and the Chancellor determine the process to be used. The Board self evaluation occurs at the same time as the evaluation of the Chancellor.

The most recent self evaluation occurred on May 20, 2009. A consultant conducted individual interviews with Trustees, the Chancellor, and members of the Chancellor’s Executive Team.
Every member of the board including the student trustee has the opportunity to participate in the evaluation process. Board members evaluated themselves over an exhaustive range of issues drawn principally from the Trustee Handbook of the Community College League. The assessment document served as the basis for discussion among the board, chancellor, and consultant.

The Chancellor submitted to the Board an update on the accomplishment of District goals. Following the closed-session evaluation of the Chancellor on May 20, 2009, an open session was reconvened, and the consultant facilitated the Board’s self evaluation; discussion of goals, objectives and accomplishments; and goals for 2009-2010.

ADDITIONAL DATA
Board Policy 172, Board Self Evaluation
5/20/09 Notice of Special Meeting and 5/20/09 Special Meeting Agenda

SELF EVALUATION
The Trustees conduct an annual self evaluation in compliance with Board Policy during an open-session meeting. Because this session is held offsite as a special meeting, it does not encourage attendance, input, or accountability by interested constituencies. It is also not video-recorded, and the results of the evaluation are not published or reported for the public.

PLANNING AGENDA
The Board will review its self evaluation process and focus upon improving it and ensuring that it remains current and addresses issues facing boards of trustees throughout the state. The Board will widely disseminate the outcomes of the evaluation in a timely manner.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY
Board Policy 1400, Code of Ethics for Members of the Board of Trustees, was first adopted in 1977 and was revised in 1988, 1999, and again in 2003 [4.52]. The SOCCCD hosted an ethics training seminar for all Orange County community college trustees and key administrators on November 24, 2008. Four trustees and the Chancellor participated in a session facilitated by attorneys from the firm of Atkinson, Andelson, Loya, Rudd & Romo. There is no written policy dealing with behavior that violates the code.

SELF EVALUATION
There is currently no stated process for dealing with Board behavior that violates the established code of ethics, nor has the Board experienced a need to have such a policy in place. It would be advantageous to develop a policy before the need for one arises.

The Board should discuss whether it would be appropriate to consult with legal counsel in order to develop recommendations that enhance existing policy to address this requirement. If there
is agreement to address topic, the Board should direct the Chancellor to follow the procedures outlined in Board Policy 107 [4.53] and Administrative Regulation 107 in creating a policy.

**PLANNING AGENDA**

None.

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**DESCRIPTIVE SUMMARY**

All present Board members have experienced the accreditation process and the new standards, as can be seen from their years of service [4.54]. Through active involvement in the process at Saddleback College and at Irvine Valley College, Trustees have been trained in the accreditation process and in Commission standards. All current Trustees participated in the 2004 site visit and subsequent progress report visits by meeting with the visiting teams. Trustee Thomas A. Fuentes attended the ACCJC training session at IVC in Spring 2009. Trustee David B. Lang was appointed by the Trustees as their representative to the Standard IV Committee. He served as the Board’s liaison throughout the Self Study process, reviewing the Standard as it was drafted, edited, and finalized.

Although Saddleback College was reaccredited in 2005, progress reports were requested of institutional responses to recommendations. The progress reports and reports on accreditation are well documented on the monthly Board agendas. The Board participated in two technical assistance visits in 2006, which were conducted to assist the Board, administration, faculty, and staff in responding to governance recommendations by the 2004 visiting team. Since the implementation of the 2002 ACCJC Accreditation Standards, the Board has adopted six policies that directly reference the Standards:

- BP 101, Mission (Standard I)
- BP 109, Board Education (Standard IV.B.1.f)
- BP 112, Duties and Responsibilities of the Board of Trustees (Standard IV.B.1.d)
- BP 148, Evaluation of Chancellor (Standard IV.B.1)
- BP 172, Board Self Evaluation (Standard IV.B.1.e and IV.B.1.g)
- BP 6120, Academic Freedom (Standard II.A.7a)

The Board has adopted policies that require that educational programs, courses, and library materials be compliant with relevant State laws and regulations and meet academic standards consistent with accreditation guidelines:

- BP 6100, Curriculum
- BP 6132, Selection of Library Materials

The Board recognizes the importance of faculty participation in accreditation processes and has established policies to strengthen their role:

- BP 2100.1, Delegation of Authority to the Academic Senate
- BP 4073, Faculty Reassigned Time
BP 4309, Duties and Responsibilities of the Faculty
BP 4310, Duties and Responsibilities of the Department/Academic Chair

Board Policy 4073, Faculty Reassigned Time, was adopted in May 2009. This policy and its accompanying Administrative Regulation 4073 [4.55] greatly assisted the College President and the Academic Senate leadership to engage faculty participation in accreditation processes without loss of service to other College programs.

The Trustees are knowledgeable of all the accreditation standards, including those that apply to the Board. The Board annually approves an agenda planning calendar and discussion topics that encompass accreditation standards, expectations for institutional improvements, and commitment to improving Student Learning Outcomes. The Board does not directly reference the ACCJC standards in the evaluation of its performance. However, as outlined in Board Policy 172, the Board regularly reviews its performance in regard to all its policies, several of which reference and require compliance with the ACCJC standards.

SELF EVALUATION AND RECOMMENDATION/PLANNING AGENDA

The 2009 Employee Survey provides evidence to support the College’s assertions. Over 76 percent of respondents agree that the Board is informed of the accreditation process, 51 percent agree that Board actions indicate a commitment to the accreditation process, and 49 percent agree that the Board effectively participates in the Self Study planning efforts.

In the course of the last 12 years the role of the Board in the accreditation process has evolved from adversarial obstructionist to welcomed collaborative participant. As documented in several ACCJC site visits, this journey has not always been smooth. The turning point began when representatives of the College administration, the District administration, faculty leadership, and trustees came together to jointly develop the 2008 ACCJC Progress Report. The report included an evaluation of the Task Force’s collaborative efforts:

> The Task Force’s work was collegial, informative, and enlightening for all constituent group members. The open dialogue created a heightened respect for the perspectives of each constituent group. The intense work of the Task Force was quickly accompanied by growing awareness and optimism that the manner in which the members of this Task Force collaborated could become a model for effective and meaningful participation for future committees. Even though the issues covered led to heated discussions, ... dedication to the successful completion of a jointly developed document never wavered [4.56].

The successful work of 2008 Progress Report Task Force members clearly demonstrated that by setting aside differences and collaborating as equal joint-venture partners it was possible to work together for the good of the institution. Mutual misperceptions that have hindered institutional advancement for almost a decade have been clarified, resolved, or significantly dissipated through ongoing open dialogue. The College recommends that processes and dialogues initiated with the 2008 Task Force be sustained.
ADDITIONAL DATA

2006 Board Agenda Planning Calendar
2007 Board Agenda Planning Calendar and Schedule of Board Meeting Discussion Topics
2008 Board Agenda Planning Calendar and Schedule of Board Meeting Discussion Topics
2009 Board Agenda Planning Calendar and Schedule of Board Meeting Discussion Topics
3/27/06 Agenda Item 27: Proposed Special Board Meeting to Continue Discussion of Accreditation issues at February 13, 2006, Special Meeting

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college.

The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

As previously mentioned in IV.B.1, Board Policy 112 delineates the duties and responsibilities of the Board of Trustees as they relate to Trustees’ interactions with the Chancellor:

- 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.
- Refer suggestions and concerns to the Chancellor.
- Hire and evaluate the Chancellor.

Within the past three years the Board has adopted and/or revised three policies specific to the hiring of the Chancellor, administrators, and managers and to the evaluation of the Chancellor. In July 2007 the Board adopted Board Policy 4011.6, Employment Procedures for the Chancellor [4.57]. The development of this policy was in direct response to Recommendation 4 from the 2004 ACCJC site visit, which reads:

The team recommends, consistent with recommendation two of the 1998 team, that the board of trustees review and revise the “Employment Procedures for Executive Positions” so that it conforms to accepted best practices.... Once revised, the implementation of these procedures should be delegated to the chancellor and the college presidents, and the direct involvement of the board should be limited to the appointment of the chancellor [Standards III.A.1, III.A.3] [4.58].

Oversight of this hiring process is delegated to the Chancellor or the Board designee. The Board is consulted if there is a concern for the integrity of the process, but the final determination is made by the Chancellor or the Board Designee whether the process should be suspended.
pending resolution of a matter of interpretation or substantial violation of the hiring process. Section I: General Provisions (paragraph 7) provides the following:

7. **Oversight**: Normally, the current, acting, or interim Chancellor will provide oversight of the hiring process. However, the Board may appoint an alternate designee ... to insure avoidance of any conflict of interest.... It is the responsibility of the Chancellor or Board designee, to ensure the integrity of the hiring process established by this policy. If, in the judgment of the Chancellor or Board designee, the integrity of the process described herein has been substantially violated or abused, the Chancellor or Board designee may order that the process be suspended, pending determination of an appropriate action in consultation with the Office of the Human Resources and the Board President.

Direct involvement by the Board is reserved for second-level interviews. In order to select the successful candidate, the Board is provided with an unranked list of finalists by the Search Committee Chair. The policy provides the Board with the option to invite the Chancellor or the Board designee to participate in the interview. An additional provision allows for the Board to interview additional candidates from the first-level interview pool in the order of the next-highest Search Committee rankings. Section VIII: Second-level Interview (paragraph 10) details the process for the offer of employment:

10. **Recommendation for Appointment**: Upon selection of the finalist by the Board of Trustees, the Chancellor or Board designee will submit the recommendation to the Office of Human Resources for the offer of employment and presentation to the Board for final approval.

Board Policy 4011, Employment Procedures for Administrators and Managers [4.59], is closely related in structure and process to Board Policy 4011.6. Originally adopted in January 2003 and revised for the second time in August 2009, this policy provides for a similar hiring process, with the specific difference that the College President or the Chancellor has oversight for the integrity of the process:

7. **Oversight**: Normally, the Chancellor will provide oversight of the hiring process for District academic administrators, managers and the College Presidents. Similarly, the College President normally will provide oversight of the hiring process for respective college administrators and managers. However in any hiring process, the Chancellor or College President may appoint an alternate designee, as appropriate, to ensure avoidance of any conflict of interest. The Chancellor or College President, with the assistance of the OHR, oversees the implementation of the hiring process and the activities of the hiring committee as it exercise its duties, specifically to ensure that actions of hiring committees are consistent with both the written stipulations and the intentions of this policy.

The policy further stipulates that the site executive administrator selects the successful candidate, and through the Office of Human Resources the offer of employment is extended and the candidate’s name forwarded to the Board for final approval. Section VII: Second Level Interview (paragraphs 2 and 10) reads:
2. **Second-Level Interview**: For District administrators, managers and College Presidents, the Chancellor will interview the finalists for the position. For college administrators or managers, the College President will interview finalists for the position. The final selection for District administrators, managers and college Presidents shall be the Chancellor’s decision. Similarly, ultimately the final selection for college administrators or managers shall be the College President’s decision.

10. **Recommendation for Appointment**: After the successful candidate has been selected and informed by the Chancellor (for district positions) or College President (for college positions), the Office of Human Resources will extend the offer of employment and present to the Board of Trustees for final approval.

The Board has used the hiring process described within Board Policy 4011 to hire multiple administrators and managers for Saddleback College:

1. College President (July 2008)
2. Director of Student Development (July 2008)
3. Assistant Dean of Student Services & Special Programs (Spring 2008)
4. Dean of Health Sciences and Human Services (July 2009)
5. Director of Planning Research and Grants (August 2009)
6. Dean of Fine Arts and Media Technology (May 2010)

The Board delegates authority to the Chancellor through Board Policy 2100, Delegation of Authority to the Chancellor [4.60]. Originally adopted in August 1982, it was last revised in November 2002. The language within the policy grants the Chancellor full authority and responsibility for the proper conduct of the business and educational programs of the District. Board Policy 3100 reinforces the authority of the Chancellor to conduct the business of the District:

The South Orange County Community College District Board of Trustees delegates to the Chancellor or his/her designee the authority to manage and supervise the general business procedures of the District to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. The Chancellor has broad authority to monitor and coordinate the fiscal affairs of District-related auxiliary organizations [4.61].

The delegation of authority makes it clear to all parties that the day-to-day operational decisions are vested in the Chancellor. The Chancellor communicates daily with the Board President and members of the Board regarding the institutional performance of the District and the Colleges.

In August 2007 the Board adopted Board Policy 148, Evaluation of the Chancellor [4.62]. The development and adoption of this policy were in direct response to Recommendation 4 from the 2004 ACCJC site visit [4.63]. At the annual organizational meetings the Board reviews and revises the processes and expectations for the Chancellor as to how provide information to the Trustees.
SELF EVALUATION

The Board of Trustees has acted in good faith to adopt policies, processes, and procedures for appropriate participation in the selection and evaluation of the Chancellor.

With the recent resignation of the Chancellor, the Board has an opportunity to implement Board Policy 4011.6 in the selection of a new Chancellor. Board members began the discussion to initiate the search processes at a regularly scheduled meeting on February 22, 2010. At that meeting they elected to designate the Vice Chancellor of Human Resources to provide oversight and ensure the integrity of the hiring process. On March 25, 2010, they voted to engage the service of a consulting firm to assist with the search process.

Currently, no clearly defined policy or administrative regulation exists for evaluating the College President that would be similar in scope to Board Policy 148. This does not mean that there is no evaluating mechanism in place to assess the job performance of President. The current policy does not include opportunity for the College to have input into the evaluation of the President.

The Board has delegated full authority to the Office of the Chancellor to administer Board policies without Board interference. Board members have created an appropriate role for the Trustees in the selection of a new President. The Trustees should continue to review, revise, and adopt Board policy as necessary to ensure the proper administration of the District through the selection and evaluation of a qualified individual.

PLANNING AGENDA

Trustees should consider expanding the current policy to require the Chancellor to establish formal input from the College constituency groups into the President’s performance evaluation.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

Board Policy 2101, Delegation of Authority to the College President, reads:

The President is the Chief Executive Officer of the college.... The President is responsible for implementing the college’s strategic plan and district policies. The President’s administrative organization shall be the established authority on campus and the College President is the final authority at the college level.

The recruitment brochure used in the 2008 hiring of the College President included the following duties:
Standard Four: Leadership and Governance

- Enhance administrative teamwork through the principles of leadership, decision-making, and empowerment.
- Provide experience and leadership in the development and implementation of a sustainable master plan and strategic plan.
  - Based upon ongoing institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process, resource allocation, and the future development of technology and facilities planning.

The President also utilizes the College Strategic Plan [4.64] as the source document for decisions made throughout the campus by College leadership, faculty, and staff.

SELF EVALUATION
The College President has identified challenges in the current administrative staffing levels. Other California community colleges of similar and smaller size have more extensive management and staff infrastructure to support the instructional needs of their students and faculty and the operational needs of the colleges [4.65].

PLANNING AGENDA
A comprehensive study should be undertaken to evaluate the administrative workload and determine whether additional administrative positions are required to better support implementation of the College Strategic Plan and for the effective operation of the College.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1) Establishing a collegial process that sets values, goals, and priorities;
2) Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3) Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4) Establishing procedures to evaluate overall institutional planning and implementation efforts.

DESCRIPTIVE SUMMARY
1. The previous President restructured the Planning and Strategic Planning Process for the College. On August 1, 2008, a new President was appointed at Saddleback College. He maintained and strengthened the existing structures and processes that provided for effective participation of each constituency group and began a collegial dialogue to review and revise the College Strategic Planning Process. He used these venues in developing the 2010-2013 Strategic Plan, establishing the Consultation Council (CC), and reconstituting the College Planning and Budget Steering Committee (PBSC). Under the participatory governance structure, the College President chairs the Consultation Council. The CC serves as the primary Strategic Planning and recommending body to the College President [4.66].
The President communicates institutional values, goals, and directions in a variety of ways. He directs the Vice President for Instruction to attend each Academic Senate meeting on his behalf. When invited by the Academic and Classified Senates, the President attends their meetings as a guest. He regularly meets with presidents of all the constituency groups, as well as the management team. These meetings allow for a free exchange of ideas regarding the values, goals, and priorities for the College.

2. The President has worked to ensure that planning and evaluation rely on high-quality research and data through several processes. In 2009, using the consultative process, he accepted the recommendation of the governance group leadership and the CC to expand the College research office by hiring a Director of Planning, Research and Grants (OPRG). This position reports directly to the College President. The OPRG provides institutional data collecting and analysis on internal and external conditions that are used to support College planning and enhance institutional effectiveness and decision-making [4.67] [4.68]. The Director [4.69] also co-chairs the CBSC and serves on the Consultation Council. The input provided by the Director of the OPRG serves to reinforce that decisions are guided by institutional research, adhere to the Strategic Plan, and are consistent with the College's Vision, Mission, and Values [4.70].

3. Through several mechanisms the College President ensures that educational planning and distribution of resources is directly linked to student success and Student Learning Outcomes. He fostered the development and adoption of the revised strategic planning process that directly incorporates Program Reviews, Administrative Unit Reviews, SLOs, and AUOs. He chairs the Consultation Council, which is responsible for overseeing the development of the College's three-year strategic plan, the implementation of the strategic plan, and the distribution of resources.

The College President relies on the processes implemented by the Vice President for Instruction (VPI). The VPI, in collaboration with the deans, gathers data from the inFORM Data Warehouse. The data gathered are used to monitor enrollment trends and manage course offerings to ensure students meet their academic plans in a timely manner [4.71].

He has made institutional effectiveness, educational planning, Student Learning Outcomes, and continuous improvement priorities for the College. Throughout the first year of his presidency, he encouraged and guided the College leadership through a process that analyzed and revised the College organizational structure to modify the existing four Strategic Planning Groups to focus on efficiently fulfilling the mission of the institution [4.72].

4. The College President has approved recommended procedures to evaluate overall institutional planning and implementation efforts by putting several mechanisms into place. He fostered the reconstitution of the PBSC to ensure that research and data are being used in resource allocation. The recommendations of the PBSC feed into the CC for deliberation and a recommendation to the President for action.

He communicates the importance of a culture of evidence by ensuring that Program Reviews, Administrative Unit Reviews, Student Learning Outcomes, and Administrative Unit Outcomes
are the basis of Strategic Planning. These processes integrate the distribution and allocation of resources.

Collaborating with the Academic Senate, the College President supported and advocated for the appointment of a full-time faculty member to establish and lead the Educational Planning and Assessment Committee, which includes the Center for Instructional Design and Distance Education (CIDDE), and Program Review processes. Additionally, the College has a research specialist whose job description is to work exclusively on SLO assessments and Program Review data. These two positions work together to assist faculty, staff, and management in the assessment of SLO and AUO, creating data based reports for use in Program Review sand Administrative Unit Reviews.

**SELF EVALUATION**

In the 2009 Employee Survey, constituents were asked if the College President establishes a collegial process that sets values, goals, and priorities for the College. The survey examined different demographic components in the areas of employment status and primary work area.

![Figure 4.1. Selected Responses to the 2009 Employee Survey.](image)

The survey prompt was: “[The] College President works effectively with the communities served by the institution.”

- 71% of responding Academic and Classified Managers agreed or strongly agreed with this statement.
- 59.5% of responding classified staff agreed or strongly agreed with this statement.
- 73% of responding full-time faculty agreed or strongly agreed with this statement.

The survey also asked constituents if the College President communicates the importance of focusing on student learning:

- 70% of responding Academic and Classified Managers agreed or strongly agreed with this statement.
• 64% of responding classified staff agreed or strongly agreed with this statement.
• 77% of responding full-time faculty agreed or strongly agreed with this statement.

The College President has pursued establishment of a collegial process that is leading toward the institutionalization of a culture of planning and evidence. This focus has been welcomed and should remain a priority for the President in the future.

**Figure 4.2. Selected Responses to the 2009 Employee Survey.**

**PLANNING AGENDA**

None.

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

Board Policy 2101, Delegation of Authority to the College President, designates the President as the Chief Executive Officer of the College. The President is granted broad authority for developing and implementing the College’s Strategic Plan, Board Policies, and resource allocations. The President’s administrative organization is the established authority on campus, and the President is the final authority at the College level [4.73].

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

Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan. Based upon on-going institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.

• Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
Standard Four: Leadership and Governance

- Provide leadership in the development and implementation of career technical education to meet the needs in the community.
- Provide leadership in the development and implementation of a comprehensive enrollment management plan.
- Develop and monitor the College budget and assume fiscal responsibility.
- Provide College employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
- Propose strategies for selecting and retaining a diverse, high-quality, full-time faculty, staff, and administrators.
- Select and extend offers of employment for faculty, administrators, and classified positions for the College.
- Provide leadership and empower the administrative team.
- Provide leadership focusing on accountability and professional conduct.
- Assume a highly visible leadership role in the community and build strategic partnerships with corporate-, educational-, and community-based organizations.
- Develop and implement emergency preparedness plans.
- Provide a participatory governance process.

In carrying out the duties and responsibilities outlined above, the President consults with and relies upon the data, information, and perspectives provided by the College leadership and management team.

SELF EVALUATION
The College President fulfills his duty under this policy by providing leadership to the College processes that oversee planning, teaching, learning, and decision-making. He assures fiscal responsibility by monitoring the College budget and tying resource allocation to planning.

The College President stays current with statutes, regulations, and governing board policies through active involvement with professional associations, conferences, and discussion at the Chancellor’s Executive Team weekly meetings. He encourages College leaders to be involved in professional organizations and to share information within the College committees. Adding to the President effectiveness are his well-established relationships with colleagues throughout the State and within the national network of college presidents, relationships that help to make him aware of current and emerging trends and their impact upon Saddleback College.

Through collaboration with each constituent group, the President assures the implementation of statutes, regulations, and governing board policies and, therefore, assures that institutional practices are consistent with institutional mission and policies.

PLANNING AGENDA
None.
IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The President effectively controls the College budget and College expenditures by relying on the data provided by the Director of Fiscal Services, the PBSC, and other committees that allocate resources. The Director reports to the College President and presents monthly expenditure simulations. The Director ensures that the allocation of funds is made through the College processes and that each expenditure category is linked to Program Review and Administrative Unit processes as integrated into the Strategic Planning Process. Saddleback College had established practices and processes that consistently produced balanced budgets. Healthy ending balances exceeding 8 percent of the total budget have allowed for College contingency and enrollment growth.

SELF EVALUATION AND RECOMMENDATION/FUTURE PLANNING

The College President has confidence in the Office of Fiscal Services. He is good at identifying strengths and weaknesses, capitalizing on strengths, and finding ways to ameliorate weaknesses. The morale of the Fiscal Services is high because the President is appreciative, supportive, and knowledgeable.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

The President works and communicates effectively with the communities served by the institution in a variety of ways through Student Outreach, Marketing, the College Foundation, and external relationships developed by academic programs. He has supported the expansion of outreach activities for incoming students.

OUTREACH TO INCOMING STUDENTS

To raise the profile of Saddleback College, the President invited all senior administration and trustees from surrounding school districts to meet with College personnel, who then showcased the College’s programs, certificates, and degrees. A letter was sent to over 7000 graduating high school seniors welcoming them to Saddleback College and inviting them to attend Senior Day and to participate in Early Bird registration and the Transfer Agreement Guarantee (TAG) program. As a welcoming gesture, the President followed up the invitation with a letter of acceptance to the College. Other outreach programs in which the President participated include Welcome Week, Family Night, High School Counselor Day, and Tech-Prep Day [4.74].

PUBLIC INFORMATION AND MARKETING

The President works closely with the Director of Public Information and Marketing to disseminate information through the President’s Gaucho Gazette, the Annual State of the College Report, and an ongoing series of news releases to local, regional, and national media. Open access is promoted by the posting of the agenda and the minutes of the Marketing Committee on the College Web site [4.75]. He encourages faculty, staff, and administration to establish social network sites to engage members of the surrounding community. Under the
direction of the President, the College Web site was revised to focus on students in a way that marketed the College and made it easier for the community to access information.

COMMUNITY OUTREACH AND THE COLLEGE FOUNDATION

The President participates in a number of community organizations and initiates many meetings with community leaders. In Fall 2009 he distributed a list of community organizations to the management team and encouraged staff participation. Another method by which the President effectively engages the communities served by the College is through the Saddleback College Foundation Office [4.76]. The Foundation solicits and coordinates donations to the College, and it is organized exclusively for charitable and educational purposes as a 501(c)(3) of the Internal Revenue Service. The College Foundation is recognized as an auxiliary organization and operates under the guidelines established by Board Policy 3610, Auxiliary Organizations [4.77].

The Foundation accepts contributions from the public, initiates and coordinates College fundraising, ensures the appropriate distribution of funds and gifts, and provides judiciary oversight of contributions. The Foundation serves as an important vehicle for engaging the College community through service on the Board of Governors and through support of special events that have lasting public relations value.

The President is seeking to elevate the College through the visibility of the Foundation. This would result in an alignment of the Foundation with the College’s strategic directions and emphasize student scholarships, development of capital campaigns, and establishment of a thriving alumni organization. Under the aegis of the Foundation, the President has established a new President’s Club. The President’s Club comprises individual and corporate members who join with Saddleback College in fulfilling its commitment to improving the south Orange County community and providing expanded educational opportunities.

SELF EVALUATION

In the 2009 Employee Survey, College constituents were asked if the President works and communicates effectively with the communities served by the institution. The College recognizes the President’s strengths in this area, as evidenced by his high ratings:

- 77% to 79% of responding Academic and Classified Managers agreed or strongly agreed with this statement.
- 54% to 57% of responding classified staff agreed or strongly agreed to this statement.
- 68% of responding full-time faculty agreed or strongly agreed to this statement.

A strength of the College President is the increased level of communication from the Office of the President. For example, he has elevated the role of public information, marketing, and advancement for the College Foundation. The President effectively represents the College in the State, the county, and the local community.

The Foundation operates as a fundraising entity for the College, but there does not appear to be alignment with and awareness of College goals or planning processes. Acknowledging strategic planning efforts on the Foundation Web site, at Board of Governors meetings, and in solicitation materials is critical in order to support and communicate the College mission to the greater community served by the College [4.78].
PLANNING AGENDA

The President will ensure information about the College’s strategic planning process is provided to the Foundation Board of Governors and facilitates discussion relating to the importance of aligning the Foundation’s bylaws and planning with the College mission and vision.

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

DESCRIPTIVE SUMMARY

More than 20 board policies and a number of corresponding administrative regulations address in writing the responsibilities of the District. According to Board Policy 107, policies state the philosophy of the Board and “give direction for the operation of the District. Administrative regulations are developed by the Chancellor in consultation with constituent groups, and provide for the implementation of board policy.”

Board Policy 2100, Delegation of Authority to the Chancellor, delegates to the Chancellor “authority and responsibility for the proper conduct of the business and educational programs of the district.” Board Policy 2001 also establishes that all matters called to its attention by District personnel or students be presented to the Board through the Chancellor and, conversely, the Board shall “direct appropriate matters through the Chancellor.” This policy coincides with Board Policy 2101, Administrative Organization, which authorizes and holds the Chancellor responsible for organizing all District standing committees and ad hoc committees to assist in the operation of the District.

Employees become knowledgeable about policies in general and those that specifically affect their areas of responsibilities in a number of ways:

- In the course of teaching and working within the College, administrators, managers, and coworkers suggest policies and regulations that impact and influence projects and procedures in their respective divisions and departments.

- Governance groups place policies and regulations on their meeting agendas; at their meetings, they then discuss policies and regulations and make recommendations to revise them.

- All governance groups are represented in the Board Policy and Administrative Regulation Council; in the development of new policies and revisions, representatives solicit input from their respective constituency.
Standard Four: Leadership and Governance

- New and revised Board policies and administrative regulations are added to the agendas and then discussed in monthly Docket and Chancellor’s Cabinet meetings; all governance groups are represented at these meetings.
- New and revised Board policies are on the monthly Board or Trustee agendas for review, study, and adoption.
- During new-employee orientation, employees are made aware that Board policies and administrative regulations are available online, and they are provided with an access demonstration.

Specific duties, responsibilities, and authority of the Board, Chancellor, College Presidents, Academic Senate, faculty, and classified employees are addressed in a number of policies, many of which have been revised or adopted since the 2004 Self Study, including:

- BP 112, Duties and Responsibilities of the Board of Trustees (adopted 2007)
- BP 2100, Delegation of Authority to the Chancellor (revised 2002)
- BP 2100.1, Delegation of Authority to the Academic Senate (revised 2004)
- BP 2100.2, Role and Scope of Authority of the Academic Senates (adopted 2006)
- BP 2101, Delegation of Authority to the College President (adopted 2009)
- BP 3001, Delegation of Authority (adopted 2003 and revised 2008)
- BP 4309, Duties and Responsibilities of the Faculty (revised 2003)
- BP 4056, Classified Employees Participation in Decision Making (revised 2006)

In Spring 2009 the College conducted an employee survey that measured the perceived effectiveness of the constituent group leadership and communication. A self evaluation for effectiveness was conducted within the District offices in November/December 2009.

**SELF EVALUATION**

In the 2009 Saddleback Employee Survey, constituents were asked to respond to the following statements:

1. The District clearly differentiates its functions and operational responsibilities from those of Saddleback College.
2. The District communicates its operational responsibilities and functions from those of Saddleback College.

Responses to the first statement show that:

- Administrators and managers are almost evenly split, with 31% strongly agreeing versus 34.3% strongly disagreeing with the statement.
- Classified staff members are almost evenly split, with 21.6% strongly agreeing versus 28.4% strongly disagreeing with the statement.
- Full-time faculty showed the largest gap of any constituency: 18.3% strongly agreeing versus 34.5% strongly disagreeing with the statement.
- 32% of all survey participants did not respond to this question.
Responses to the second statement show a similar response pattern; 35% of all participants did not provide a response to the second statement.

In evaluating these responses, it becomes apparent that roughly a third of administration, managers, faculty, and staff are not clear about the delineation of duties and operational responsibilities of the District office versus those of Saddleback College.

Consistent adherence to the roles and scopes of authority has occurred at the College and, since 2008, with the Board of Trustees. However, the role, authority, and responsibilities of the District office personnel and leadership are not clearly defined, with the exception of the research office. Written comments from College employees within all the sections of the 2010 District survey provide evidence that there are misunderstandings as to whether the District office leadership has consistently adhered to the delineation of District versus College responsibilities.

A discussion to clearly define the roles of authority and responsibility between the College and the District and how the District acts as a liaison between the College and the governing board has not yet been facilitated by administrative leadership. Additionally, the role and scope of authority and the delineation of responsibilities of the Advanced Education Technology Park (ATEP) staff in relation to District services and College administration also needs clarification.

In 2009, in preparation for the Accreditation Self Study, the District updated the charge and membership of District committees. All District committees, councils, and teams have a defined purpose, membership, chair, and meeting schedule. There has not yet been an evaluation of the effectiveness of District committee structure, and the relationship between the District committees, councils, and teams and the reporting responsibilities are not defined.

With the selection of a new Chancellor, the College expects to work with the District office in clearly delineating the roles and scope of authority of the District leadership and the ATEP staff in relation to the College.

PLANNING AGENDA

1. Create a manual delineating the role and scope of authority of the District office in relation to the College, including the delineation of the responsibilities and functions of the District.

2. Create a manual clearly delineating the role and scope of authority of the Advanced Education Technology Park (ATEP) staff in relation to the College administration and faculty.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

DESCRIPTIVE SUMMARY

Following is a description of all departments within District services that support the Colleges in their missions and functions. The information is drawn from the District Web site, which notes the responsibilities of each office and department, and from interviews with administrators and managers [4.79].
OFFICE OF THE CHANCELLOR AND TRUSTEE SERVICES
The Office of the Chancellor and Trustee Services is responsible for coordination of all regular and special Board meetings, including notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information Districtwide, coordination of Districtwide events such as the Chancellor’s opening session during Flex Week each semester, and coordination of Districtwide committee meetings including the Chancellor’s Executive Team, the Chancellor’s Cabinet, and the Docket and District Leadership Team.

OFFICE OF THE DEPUTY CHANCELLOR
The Office of the Deputy Chancellor provides oversight of all business departments, including Fiscal Services and Facilities Planning and Purchasing. The Deputy Chancellor is a member of the Chancellor’s Executive Team (CET) and serves as the Chair of the District Resources Allocation Council and the Board Policies and Administrative Regulation Advisory Council. He also chaired the Master Plan Advisory Council, which concluded its work in 2006.

The Office prepares the Councils’ agendas, minutes, and corresponding board reports and documents related to the budget, board policies, and administrative regulations. Board policies and administrative regulations are updated on the public Web site and on MySite, as appropriate. The Office coordinates the District’s compliance with the State of California annual conflict of interest requirement of the Board of Trustees, administrators, and managers. The Deputy Chancellor, as the Chancellor’s designee, prepares monthly agenda items for ratification of contracts, bid awards, checks processed for payment of bills, purchase orders/confirming requisitions, budget amendments, budget transfers, and gifts to College foundations.

FISCAL SERVICES
The Office of Fiscal Services collaborates with the two colleges and ATEP to prepare the tentative and final District budgets and provide support and expertise to the District Resources Allocation Council (DRAC). Fiscal Services oversees the annual audit; prepares regular budget reports and Basic Aid reports for the Board; and maintains information on the District Web site, including budget and budget reports, audit reports, Basic Aid reports, and the retirement benefit trust. The Office of Fiscal Services includes the accounting and payroll functions.

The District Director of Fiscal Services reports to the Deputy Chancellor and meets with the Colleges’ Directors of Fiscal Services during the budget preparation process to review the budget model and as needed throughout the year. The District Director also serves as the budget manager for ATEP, which involves budget planning, preparation, and day-to-day fiscal oversight.

FACILITIES, PLANNING AND PURCHASING
The Office of Facilities Planning and Purchasing is responsible for oversight of new construction, facilities renovation, master planning, purchasing, and warehouse/mailroom services. A monthly Facilities Plan Status Report is provided to the Board and posted on the District Web site under “construction updates” [4.80]. The Director of Facilities Planning and Purchasing reports to the Deputy Chancellor.
PUBLIC AFFAIRS
Public Affairs, a division within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations. The Director of Public Affairs is a member of the Chancellor’s Executive Team and meets monthly with the College Presidents and quarterly with the three campus Directors of Public Information and Marketing.

Since the 2004 Self Study, there has been a marked increase of activity from the public affairs staff in support of the Colleges. Strategies and approaches have varied each year to compliment College-based strategies. In response to declining enrollment, the District Director of Public Affairs chaired a committee that created a marketing campaign called “The Next Step” in Fall 2005, an initiative proposed by the Chancellor and approved by the Board with $100,000 in Basic Aid funds. The effort resulted in the Board of Trustees’ allocating an additional $229,830 to the Colleges ($112,250 to Saddleback College and $117,580 to Irvine Valley College) from Basic Aid funds to support the momentum of marketing and outreach efforts. The Board approved the plan, and the funds were spent over the next two years. This effort is documented in Board agenda items. Headcount at both Colleges was level from 2004 to 2006 and has been steadily growing since Fall 2007.

HUMAN RESOURCES
Human Resources (HR) is responsible for facilitating the recruitment, selection, and orientation of new employees; training and professional development; collective bargaining; compliance with State and Federal laws and regulations; management of the performance evaluation process; human resources information systems; and benefits and risk management. The Vice Chancellor of Human Resources is a member of the Chancellor’s Executive Team and, with the Director of HR, meets regularly with the Faculty Association President, CSEA officers, and the Police Officers Association President.

Until the 2009 District survey was implemented, the primary feedback mechanisms in place to assess the effectiveness of those services were 20 standing Districtwide committees, meetings, and task forces established to accomplish specific projects. The majority of District committee membership includes every governance group in all the two colleges and ATEP. Written agendas are prepared for most of the meetings and open discussion opportunities are available for items on the agenda and additional issues as exigencies arise.

District Services employees completed a self assessment in Fall 2009 on the effectiveness of services. A task force, chaired by the Vice Chancellor of Technology & Learning Services, convened in Fall 2009 with the purpose of establishing data-driven methods of continuous feedback from users of services. Three examples: (1) On a quarterly basis, a survey tool will be sent with the e-board meeting highlights to all employees seeking ideas and feedback on the communication. (2) A survey tool will be distributed to hiring committee members at the conclusion of each recruitment activity. (3) A survey tool will be sent to participants of the 20 standing Districtwide committees and meetings, and the results will be placed on those agendas for discussion.
TECHNOLOGY & LEARNING SERVICES

The Office of the Vice Chancellor of Technology & Learning Services coordinates educational programs, technology services, and research Districtwide. The Vice Chancellor also provides leadership in enrollment management, distance education, and workforce development programs. The Vice Chancellor is a member of the Chancellor’s Executive Team and chairs the Learning Services Coordinating Council, Chancellor’s Coordinating Council, Student Information System Executive Steering Committee, Districtwide Technology Council, Academic Calendar Committee, Online Education Council, and Business Continuity Planning Council.

Annually, the Vice Chancellor facilitates the development of the Districtwide Mission, Vision, and Values. This year, he added an electronic communications hub (SharePoint) to facilitate the process and assisted the Saddleback College accreditation efforts by setting up “Base Camp” for the posting of committee work and resources.

INSTITUTIONAL RESEARCH AND PLANNING

Institutional Research and Planning services are provided by the Vice Chancellor and the District Director of Research and Planning. The Director reports to the Vice Chancellor and chairs the District IT and Research Team, the inFORM Data Warehouse Advisory Group, and the College and District Research and Planning Committee, which serve as the primary mechanisms for feedback from the Colleges’ and the District’s research efforts.

District Research and Planning supports the College’s Strategic Planning Processes by analyzing research studies on student outcome measures consistent with existing accreditation standards; assisting the Colleges with data needs and methodologies in conducting Program Review and institutional effectiveness studies; providing data for grant proposals that enhance the development of educational programs; and facilitating the development, implementation, and coordination of the District’s educational master plan.

For 2006-2007 and 2007-2008 the Institutional Effectiveness Annual Report (IEAR) was spearheaded by District Services with input from the Colleges. The report provides data on past performance and potential improvement areas related to student success, and it was published and distributed within the College community and on the District Web site.

District Research and Planning coordinated the annual Accountability Reporting for Community Colleges (ARCC) and the Institutional Effectiveness publications and presentations to the Board of Trustees. The District Research Director has provided training for over 120 College researchers, administrators, and staff to utilize the inFORM Data Warehouse in order to produce major reports such as Management Information Systems (MIS) and Institutional Effectiveness Annual Report (IEAR). District Research incorporated training for College researchers on Federal and State accountability and research issues.

In Fall 2009 the existing instructional reporting system named the “Leadership Information System (LIS)” was replaced due to technological obsolescence. Its replacement, the new inFORM Data Warehouse, was used to create an array of new instructional management reports used for planning class schedules, evaluating current offerings, and providing data for other instructional management decisions.
INFORMATION TECHNOLOGY

The Information Technology (IT) Department is responsible for establishing the creative vision and direction for online services, products, and programs for strategic use in serving the needs of students, faculty, and staff. The IT Department is also responsible for assuring security, reliability, and continuity of all Districtwide network infrastructure, computer operations, and telecommunications. The Department makes every effort to ensure the accurate and timely analysis, development, implementation, and management of information systems to facilitate decision-making, operational support, Program Review, research support, and analytical study. District IT maintains relationships with user communities of students, staff, and faculty.

Since the last accreditation period, a significant investment has been made throughout the District in the areas of technology and technology development. As a result, SOCCCD has established a State and national reputation for technology leadership with the evolution of MySite, one of the early California community college Web portals, which provides a host of services to students and staff. Currently, online admissions applications and online registration are utilized by more than 80 percent of the student body. District IT has extensively upgraded the server and network infrastructure to create a more reliable platform for online student services.

District IT has coordinated College involvement in the design, development, and implementation of the new Student Information System (SIS). The SIS Executive Steering Committee has representation from the various governance groups and provides communication and transparency on this extensive SIS upgrade project. District IT also develops repositories of historical data to facilitate reporting requirements. The Data Warehouse, known as inFORM, is the repository of both historical and current data for use in management reporting, some operation reporting, ad hoc reporting, and institutional research. New and innovative services for the Data Warehouse are being developed.

To develop new software and Web services, District IT employs a “user-centered design” focus, which involves copious surveying and usability testing with staff and students. Continuous feedback systems have been established for MySite and all aspects of the Student Information System, which now encompasses an array of online services and functions for students and employees. The development and implementation of My Academic Plan (MAP), an online tool, has so far helped over 17,000 students to create over 40,000 plans that help guide them through the processes of defining, implementing, and tracking their personal academic goals. MAP was developed as a result of collaboration among College counselors, District IT, and students.

To support technology-mediated courses, District IT was responsible for upgrading Blackboard to increase hardware, storage, bandwidth, and services. A 24/7 online, instant messaging, and telephone Help Desk support service was instituted for online students.

District Information Technology is developing a plan to ensure business continuance of critical IT business processes and services. Also, to provide a safer environment, District IT has contracted with ConnectED to provide “multi-modal” emergency messaging services; in the event of an incident, students, faculty, and staff can simultaneously be contacted via e-mail, cell phones, home phones, and text messaging. Preliminary training with campus police and public information staff has been conducted.
Standard Four: Leadership and Governance

ADDITIONAL DATA

Table: SOCCCD List of Districtwide Committees
District Web Site: http://socccd.edu/index.html
MySite: Board Meeting Agenda Preparation
District Web Site: Master Plan: http://www.socccd.org/about/about_masterplan.html
Board of Trustees Agenda Item 7.2, 7/21/09 Facilities construction update
District Web Site: Report to the Community:
2005-2006: http://socccd.edu/PDF/AnnualRep05_06.pdf
Board of Trustees Agenda Item 30, 11/13/05, Additional Funding for Colleges Marketing, Outreach and Recruitment Strategies
District Web Site: online job application:
   https://jobs.socccd.edu/applicants/jsp/shared/Welcome_css.jsp
District Human Resources Facebook Page 6/09:
   http://www.socccd.org/documents/ArticleonAnaheim-OCJobFair6-3-09_001.pdf
Report: MySite Task Force Recommendations for Improving the My Employee Documents Section of MySite, April 25, 2007
Board Agenda Item 39, November 20, 2006: SOCCCD Research and Planning Functions
Institutional Effectiveness Indicators
http://www.socccd.org/technologyandlearning/documents/
InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf
http://www.socccd.org/technologyandlearning/documents/
Institutional_Effectiveness_Report_2006-07_Saddleback_000.pdf

SELF EVALUATION

Encouraged by the Standard IV Committee, District Services conducted a Districtwide survey. District Services administration and management determined the services that most impacted employees and designed queries around those services. Survey responses from 570 employees also provided respondents with opportunities for open-ended feedback and suggestions to each department. Saddleback College employees accounted for 60 percent of the total responses to this survey.

The survey data indicate that most employees rate the services of District Services as good or excellent; a significant number of individuals took the time to give additional feedback and suggestions in every area, indicating that they were trying to provide more input on
District Services departments than the survey questions solicited. The comments indicated a misunderstanding of departmental responsibilities and a lack of clarity between College and District services, particularly in the departments of Facilities Planning, Public Information, Purchasing, and Institutional Research.

The survey revealed that Payroll, Human Resources, and Information Technology are used by almost all employees. The survey also revealed that 30 percent to 60 percent of District employees did not use the services of the other departments. Information Technology and Human Resources received the highest number of written comments, 113 and 99, respectively.

**FISCAL SERVICES**

Fiscal Services received overall ratings of good or excellent from over 46 percent of survey respondents, while 40 percent of respondents did not use those services. Accounting, a division within Fiscal Services, received ratings of good or excellent from 53 percent of survey respondents. Over 33 percent did not use Accounting services, and even fewer did not use the specific services identified in the survey. Payroll, another department within Fiscal Services, received the highest ratings of all the District office departments; many of the written comments were very positive, which reflects Payroll’s focus on customer service.

**DISTRICT INFORMATION TECHNOLOGY AND INSTITUTIONAL RESEARCH**

District Services Information Technology and Institutional Research are examples of departments that implement a continuous loop of feedback into their daily operations. Data measures are included in their services and products, results are disseminated and discussed in committees, and improvements are implemented and then evaluated. These two departments have broad-based representation from “user groups” whose role is to evaluate the services for support for the College mission and functions. One example: When the District’s online registration service, MySite, collapsed during the Spring 2009 semester, the Vice Chancellor and representatives from District IT immediately participated in College meetings to explain the issues and receive input. The information they received was incorporated into the operations of their departments.

**HUMAN RESOURCES**

The Office of Human Resources used two of their five survey questions to receive input on the new HR Wiki, a service which 79 percent of Saddleback College employees have not used. When asked if Human Resources information was easy to find on the Wiki, 65 percent reiterated that they did not use the service, and 15 percent disagreed that the information was easy to find. Many written comments reinforce these data and provide clarification [4.81, pp. 17 & 43]. The Wiki, while having a potential to be of value in facilitating HR requests, does not truly address or provide resolutions to the central problems in the administration, practices, or procedures of the Office of Human Resources. The majority of the comments acknowledged that the Human Resources staff members were helpful, but the processes they must implement are perceived as cumbersome. Currently the Office of Human Resources does not have any committees or survey tools to provide input on their services from their “user-groups.” The majority of comments were focused on the need for communication and efficiencies.
Standard Four: Leadership and Governance

The College leadership and management team have worked collaboratively in developing a data-driven Strategic Planning Process that identifies key jobs as vital to the success of the College. The hiring of specific noninstructional personnel will advance the College and significantly help it to fulfill its mission and achieve its strategic planning goals. Human Resources could benefit from evaluating the effectiveness of its staffing levels and process priorities as they relate to supporting institutional missions and functions.

FACILITIES

The majority of College employees have limited interaction with the District’s Facilities office. For example, when asked if the design process of any Facilities project satisfied the needs of various departments, 46 percent did not respond, and 30 percent disagreed. Of those who responded to whether Facilities information was readily available, 20 percent agreed and 31 percent disagreed, and 48 percent responded that they did not use Facilities Planning information [4.81, pp. 15 & 41].

Many of the written comments in the Facilities Planning area reflected a misunderstanding and confusion of departmental responsibilities and of the distinction between College and District services [4.81, pp. 71-75]. The majority of the comments also reflected limited information about the Facilities Planning process.

An increase in communication is clearly warranted concerning the services available from the District office and where feedback and evaluation information should be sent to improve those services. The District Facilities office has not yet institutionalized methods to continually measure the effectiveness of its services, although initial efforts are being made by the survey and as further outlined in response to IV.B.3.g. The Facilities Planning Department provides critical leadership in the renovation and construction of facilities. The Department’s work should be widely communicated to build user confidence.

PLANNING AGENDA

1. The District offices should collaborate with the College leadership and all constituency groups in addressing the feedback and suggestions from employees and in developing more in-depth surveys and data-driven methods of assessing the effectiveness of its services.

2. The District offices should collaborate with the College leadership and all constituency groups to develop and disseminate an operations manual with standardized procedures and updated contacts in order to facilitate effective use of District services and District processes.

3. The District offices should establish a time line to regularly evaluate their services; a component of the evaluation should focus on support for the institutional missions and functions.

4. Human Resources should undertake a more-detailed examination of the survey comments. A task force, perhaps even a standing committee, should be formed with
representatives from both Colleges and all constituency groups to assist in evaluating the feedback and supporting the development of plans for improved services. Consideration of other evaluation models, such as the one employed by District IT, would assist them in developing a culture of continuous improvement that reaches out to their “user groups” to evaluate HR services and their support for the College mission and function.

5. The District offices should disseminate and widely communicate the results of the assessment and evaluation of their services with the College.

ADDITIONAL DATA
Table: SOCCCD List of Districtwide Committees
District Web Site: http://socccd.edu/index.html
MySite: Board Meeting Agenda Preparation
District Web Site: Master Plan: http://www.socccd.org/about/about_masterplan.html
Board of Trustees Agenda Item 7.2, 7/21/09 Facilities Construction Update
District Web site: Report to the Community
2005-2006: http://socccd.edu/PDF/AnnualRep05_06.pdf
Board of Trustees Agenda Item 30, 11/13/05, Additional Funding for Colleges Marketing, Outreach and Recruitment Strategies
District Web Site: Online Job Application:
https://jobs.socccd.edu/applicants/jsp/shared/Welcome_css.jsp
District Human Resources Facebook Page 6/09
http://www.socccd.org/documents/ArticleonAnaheim-OCJobFair6-3-09_001.pdf
Report: MySite Task Force Recommendations for Improving the My Employee Documents section of MySite, April 25, 2007
Board agenda item 39, November 20, 2006: SOCCCD Research and Planning Functions

INSTITUTIONAL EFFECTIVENESS INDICATORS
http://www.socccd.org/technologyandlearning/documents/
InstitutionalEffectivenessAnnualReport0708_SaddlebackFINAL.pdf
IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

DESCRIPTIVE SUMMARY

The District Office of Fiscal Services processes and facilitates the distribution of resources to the College according to formulas, state and Federal categorical fund allocations, and Board directions. The majority of resources allocated to the College are data-driven and reflect the needs of the institution through application of State-mandated guidelines and the local Board-approved budget guidelines [4.82].

The SOCCCD is considered a “Basic Aid district,” because the revenues received from local property taxes exceed the State apportionment entitlement. The allocation model for distributing funds applies the formula stipulated in SB361 in conjunction with State specifications for the FTES rate. This process is overseen by the Deputy Chancellor and the District Resource Allocation Council (DRAC). The expenditure budgets for ongoing purposes are set at the level that would have been available from State apportionment. Excess revenue above apportionment is allocated at the College or District level for one-time purposes.

DRAC convenes in the fall and continues in earnest after the governor’s preliminary budget is published in January to begin preparations for the upcoming academic year’s budget. The membership of this Council comprises all levels of management and the Classified and Academic Senates [4.83]. Emergency meetings are scheduled as required to address State budget exigencies. DRAC has set an allocation of 9.7 percent of the total budget, before it is allotted to the Colleges, to fund District services.

The draft and final budgets are presented to the Board at public meetings in June and July of each year, unless there are exceptional State budget challenges that would significantly affect the College budgets.

A second mechanism through which the District office distributes additional funding is through Basic Aid allocations. On August 29, 2005, the Board adopted a process used to identify and prioritize basic projects for funding [4.84]. An additional guideline used by the Board to allocate funds to College projects is the stipulation that Basic Aid funds are not to be used for ongoing College expenditures but for short-term, one-time-only projects [4.85]. The process for prioritizing Basic Aid projects for Board approval is that the Chancellor’s Executive Team reviews priority lists from each College, ATEP, and the District and then develops a Districtwide priority list for recommendation to the Chancellor.

ATEP operations, project development, and facilities are currently funded out of Basic Aid revenues. According to Deputy Chancellor, this decision was made so as not to reduce the Colleges’ share of the DRAC formula while ATEP is in the initial development phase. Eventually, ATEP may generate enough FTES to qualify for center status or develop other sources of revenue.
SELF EVALUATION

In the 2009 Employee Survey 39 percent of all respondents agreed that the District provides fair distribution of resources that are adequate to support the effective operations of the Colleges.

A widespread perception within the College and voiced in written comments throughout the survey is that Basic Aid funds generated by the surrounding community are not being allocated to sufficiently support Saddleback College.

The College has benefited from Basic Aid, as can be seen in technology upgrades, the emergency renovation of the BGS Building, the construction and subsequent modification of The Village for overflow space, the construction of the Health Sciences/District Administration Building, and matching state funds towards other projects.

Yet Saddleback College is facing significant challenges in the areas of deferred maintenance and unmet facilities needs. The longer the facilities renovation and capital outlay projects continue to be deferred, the greater the final project costs. Responses to these escalating needs are being hindered by the “no debt or bonds” philosophy of the Board of Trustees coupled with limited Basic Aid allocations. It is recommended that a plan be developed to prioritize and address the gaps in funding that would create a safe and up-to-date campus environment for our students. Reflecting this priority is the first District goal for 2009-2010: “Develop a plan to meet all capital and scheduled maintenance needs.”

Years of deferred maintenance necessitated the emergency renovation using Basic Aids funds of the BGS building, which pushed back the current Library renovation. Consequently, the building renovations for Science & Math, Technology and Applied Science, and the Student Center have been rescheduled, each with potential negative consequences, due to rain, which could force more emergency renovations. Saddleback College facilities must be a priority Districtwide.

Standard III.D.1.c highlights information from the State Chancellor’s facility condition assessment. This independent and objective report identified the cost of repairs at Saddleback at $76 million [4.86].

When adequate resources are not available to meet the documented needs of the College or the scheduled maintenance of facilities, renovation, or new construction, the College questions the wisdom of continuing to provide funding to the costly vision of ATEP. A concern articulated in the comments of the Employee Survey is that ATEP is receiving funding for developing a future campus while Saddleback College needs funding to repair aging structures. For example, at the August 2009 Board meeting the Trustees approved $2 million for legal fees and $1 million for consultants [4.87] for ATEP and then delayed funding the replacement of the 36-year-old HVAC system in the Science & Math building.

Further, the current methodology of allocating Basic Aid funds is not compliant with the Board-approved process, which stipulates that the following actions occur:

The Chancellor’s Executive Council reviews priority lists from each College, ATEP, and the District and develops a Districtwide priority list for recommendation to the Chancellor.

This will be accomplished based on points obtained in consideration of the established criteria.
Standard Four: Leadership and Governance

Each project will be rated by the members of the Chancellor’s Executive Council on a scale of 1 low to 5 high points assigned to each of the following criteria in alphabetical order... [4.88].

No data are available to ensure that the integrity of this Board-approved process has been sustained. Since the implementation of the Basic Aid priority process, the Chancellor’s Executive Team membership has changed, and the structures of the District management and the College management have been reorganized [4.89]. The process should be revised to reflect these changes.

While the Board-approved process requires certain Board criteria to be factored into a Basic Aid request, there is currently no assessment tool in place for evaluating the “even-handedness” of distributing Basic Aid funds to the four district sites: Saddleback College, Irvine Valley College, ATEP, and the District office.

PLANNING AGENDA

1. The District and College leadership and management teams should come together to develop a long-term facilities plan and funding mechanism.

2. Given the State budget crisis and the deterioration of College facilities, it is also recommended that extensive dialogue occur among the Board, District office administration, and the College leadership and management teams on the subject of Basic Aid prioritization and funding the vision of ATEP.

3. It is recommended that a comprehensive report be prepared of all Basic Aid allocations that have been spent on or encumbered by ATEP and all other projects and purposes that fall outside the Basic Aid guidelines, policies, and processes established by the Board of Trustees.

4. The allocation process for distributing Basic Aid funds for compliance with the Board-approved process should be reviewed. Strong consideration should be given to revise the Basic Aid allocation process to include specific, measurable, attainable, realistic, and timely goals. Criteria for funding could include FTES; number of educational programs supported; instructional space; age of buildings; time since the last renovation; timely compliance with local, State, and Federal safety laws and regulations; and staff-to-student ratio.

ADDITIONAL DATA

Interviews with District Director of Fiscal Services, Saddleback College Director of Fiscal Services, and Saddleback College President

DRAC Model: BOT Agenda Item 35, March 1996; BOT Agenda Item, May 1997

Basic Aid Model: BOT Agenda Item, March 2006

District Business Services Web Site: http://www.socccd.org/businessservices/bs_fiscal.html

IV.B.3.d. The district/system effectively controls its expenditures.

DESCRIPTIVE SUMMARY

There are a variety of financial control mechanisms in the form of policies and procedures to insure the District operates within its budget and remains financially sound. Board policies and accompanying regulations are in the 3000 (Business) series. The Budget Development Guidelines as shown in the Final Budget 2009-2010 booklet provide direction for budget development. Another mechanism to insure control and prevent overspending is the District’s financial software system, Escape, a computer program that prevents the submittal and authorization of requisitions when funds in the specified account are insufficient.

The District consistently ends the fiscal year with a positive ending balance [4.90]. SOCCCD standard practice is to use one year’s ending balance as the following year’s beginning balance [4.91].

This information can also be found in the 311 Annual Financial and Budget report found on the State Chancellor’s Web site [4.92].

Fiscal Services is regularly evaluated through the annual audit process, as well as through governmental audits. An independent external auditing firm meets twice a year with a committee of three Trustees who are appointed by the governing board. At the first meeting before the audit begins, Trustees interact with the auditors, ask questions, and receive updates on laws and standards. At the second meeting, before the audit findings are presented to the entire Board, the committee receives an overview of the audit and findings. The Deputy Chancellor and District Director of Fiscal Services are present at the meetings and serve as a resource for the Trustees. The audits are presented at public Board meetings in the fall and are posted on the District Web site [4.93].

When the auditors find something that is out of compliance or an action or process that places the entity at financial risk, they report a “finding” in their audit report. The auditors render an opinion. An “Unqualified opinion” means that the auditors followed generally accepted auditing standards to conduct the audit and that in their opinion the financial statements are fairly stated and in accordance with generally accepted accounting principles.

SELF EVALUATION

Based on annual audits the District has consistently complied with the internal controls required of major Federal and State programs. For each of the past six years, the independent auditors’ report has rendered an “Unqualified opinion” on the District’s financial statements. The auditors rendered an “Unqualified opinion” on the District’s compliance for five of the past six years. In 2008 the report was “Qualified” due to a finding for Saddleback College on indirect rate calculations. The recommendations on the findings have been implemented. Saddleback College consistently ends the fiscal year with a positive ending balance.

PLANNING AGENDA

None.
IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

DESCRIPTIVE SUMMARY

The Board of Trustees has adopted multiple policies to ensure the Chancellor gives full responsibility and authority to the College President. In January 2009 the SOCCCD Board of Trustees adopted Board Policy 2101, Delegation of Authority to the College President [4.94]. The development and adoption of this policy was recommended by the 2008 Progress Report Task Force and was supported by the governance groups at both Colleges [4.95]. This policy establishes the College President as the final authority on the College level [4.96]. (See IV.B.2.c.) Board Policy 5520, Accreditation, delineates the role of the College President and Chancellor for accreditation processes. This policy requires the College President to ensure the College complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges.

SELF EVALUATION

Prior to 2008 no clear delineation of duties and scope of authority as it pertains to the relation between the College President and the Chancellor existed in board policy or administrative regulation. Since the adoption of Board Policy 2101, no data have been collected to support the assertion that the Chancellor has allowed the President to operate the College without interference.

PLANNING AGENDA

None.

Additional Data

Board Meeting Highlights: http://socccd.edu/about/about_board_meeting.html
View Board Meetings Online: http://socccd.granicus.com/ViewPublisher.php?view_id=2

IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

DESCRIPTIVE SUMMARY

The Chancellor is designated by the Board of Trustees as the liaison to the College. The Chancellor and the Trustees work jointly together in a variety of ways, including the monthly meetings of the Docket (during which the Board meeting agenda is finalized), the Chancellor’s Cabinet, and the Board of Trustees. These meetings provide a regular method of keeping the Colleges informed about system issues and about Board actions and interests that have an impact on operations and educational quality. Administration and governance groups are represented at and participate in these meetings. On a weekly basis, the Chancellor exchanges information with College leaders in the Chancellor’s Executive Team meetings, and College
leaders, in turn, share information about the campus communities. On a weekly basis, the Vice Chancellor of Technology & Learning Services exchanges information with additional College and ATEP administrators in the Technology & Learning Services Coordinating Council.

To keep the College informed about system issues and Board actions and interests, monthly Board agendas are posted online each month; these agendas can be accessed from the District home page and are retained in online archives. Within 48 hours of the monthly Board meetings, all employees are e-mailed a link to highlights of the meeting, which are also posted on the District Web site. Board meetings are broadcast each month on the Saddleback College television station (Channel 39) and the Irvine Valley College station (Channel 33) on the Friday and Saturday following the Board meeting. Channel 39 has an additional broadcast on Sunday. Since August 2007 Board meetings can be viewed on demand in streaming video. Employees and the public can easily view Board meeting activities, discussion and presentations.

Since the last Self Study, many discussion forums and special meetings were coordinated for Trustees to receive input and discuss issues. These forums and meetings are open to all employees. The District Office of Public Affairs e-mails news updates to provide employees with additional news and information.

The inclusion and participation of District office representatives in the Accreditation Self Study process has served to facilitate improved communication. The Vice Chancellor of Technology & Learning Services served as a member on the 2010 Accreditation Steering Committee as well as on the Standard IV Committee. The Director of Public Affairs and Intergovernmental Relations also served on the Standard IV Committee. The Vice Chancellor of Human Resources served as a member of the Standard III.A Human Resources Committee, and the District staff contributed to Standard III.D, Financial Resources, and Standard IV.B.3.c.

SELF EVALUATION

In a monthly meeting facilitated by the Chancellor, representatives from both the College and all constituency groups meet to discuss and review the agenda for the Board of Trustees’ upcoming meetings. The meeting provides an opportunity for input into the Board agenda process. Information is promptly made available to all employees about Board actions. The Public Information Officer sends numerous e-mails to keep the College administration well informed about system issues and Board actions.

A discussion to clarify and document how the District offices act as a liaison between the College and the governing board has not yet been facilitated by administrative leadership. The College looks forward to collaborating with the new Chancellor in developing a clearly defined decision-making process.

PLANNING AGENDA

See the Planning Agenda for IV.B.3.g.

ADDITIONAL DATA

Board Meeting Highlights: http://socccd.edu/about/about_board_meeting.html

View Board Meetings Online: http://socccd.granicus.com/ViewPublisher.php?view_id=2
IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

The College communicated the requirements within this ACCJC Standard to the District Office in early spring 2009. The Standard IV Accreditation Chair and District Office representatives consulted in early summer 2009 regarding the timeline to develop, administer, collate, and disseminate the data derived from the District’s first self-evaluation survey. In November 2009 a survey was e-mailed to 103 District Services employees, and 71 responded, a 69 percent return rate. In January 2010 the survey was e-mailed to 2777 College and ATEP employees, and 570 responded, a 21 percent return rate. The results of both surveys were presented to the District Leadership Team and sent to representatives of the Self Study committees.

SELF EVALUATION

The College recognized that the District Office’s inaugural survey would produce information that could be used as benchmarks for future evaluations and assist the District Office in supporting the educational goals of the Colleges. As discussed in IV.B.3.a, College employees’ comments in the 2010 District survey show that there are misunderstandings regarding the delineation of the role and scope of authority of District services and the College administration in governance and decision-making processes. An evaluation of the District committee structure for effectiveness and reporting responsibilities between the District committees, councils, and teams has not yet been undertaken.

With the selection of a new Chancellor, the College expects to work with the District Office in clearly delineating the roles and scope of authority of the District leadership and the ATEP staff in relation to assisting the College in meeting its educational goals.

PLANNING AGENDA

In order to create and sustain a culture of continuous improvement and institutional advancement in support of the College, the District Services office should:

1. Disseminate a summary of the survey results throughout the District.
2. **Openly seek additional feedback in the areas where improvement, additional training, and increased communication are indicated on the survey.**

3. **Establish procedures to regularly evaluate its services, both Districtwide and by those who use those services.**

4. **Communicate improvements and changes that are made in services and processes as a result of evaluation.**
Standard Four
Leadership and Governance

References, Works Cited, and Links

4.01 Board Policy 2100, Delegation of Authority to the Chancellor
4.02 Meyers-Millas-Brown Act Employment Relations;
   http://www.perb.ca.gov/laws/statutes.asp#ST3560
4.03 Board Policy 104, Student Member of the Board of Trustees
4.04 California Education Code §76060
4.05 Board Policy 5627, Student Participation in Governance
4.06 Board Policy 2100.1, Delegation of Authority to the Academic Senate
4.07 Board Policy 6100, Curriculum
4.08 Curriculum Committee Bylaws; http://www.saddleback.edu/asenate/documents/
   CurriculumCommitteeByLawsApproved3.25.09.PDF
4.09 SOCCCD Board Policy 6100
4.10 California Education Code §70900-70902
4.11 Board Policy 4056, Classified Employees Participation in Decision Making
4.12 Title 5, California Code of Regulations §51023.5, and California Education Code §70902
4.13 Board Policy 5627, Student Participation in Governance
4.14 Title 5, California Code of Regulations §51023.7, and California Education Code
   §70902(b)(7)
4.15 Board Policy 4073, Faculty Reassigned Time
4.16 Board Policy 4073, AR Limitations on Total Expenditures for Reassigned Time and
   Stipends
4.18 California Education Code §70902(a)(1)
Accreditation Self Study of Saddleback College

4.31 Board Policy 103, Board Membership
4.32 Board Policy 106, Board Elections
4.33 Trustee Boundary Map http://socccd.edu/about/about_board_map.html
4.34 Board Policy 154, Conflict of Interest
4.35 Board Policy 154, AR Conflict of Interest
4.36 SOCCCD BOT Public Presentations; http://www.socccd.org/about/about_board_public.html
4.37 Orange County Community Colleges Legislative Task Force; http://www.occltf.org/
4.38 SOCCCD 2009-2010 Final Budget Report
4.39 SOCCCD 2009-2010 Final Budget Report (pp. 3-6)
4.40 Board Policy 2120, Institutional Planning; Board Policy 3100, Budget Preparation; Board Policy 3101, Budget Management; Board Policy 3101.5, Fiscal Management
4.41 Board Policy 112, Duties and Responsibilities of the Board of Trustees
4.42 Board Policy 2100, Delegation of Authority to the Chancellor
4.43 http://www.socccd.org/about/about_boardpolicy.asp
4.44 2009 Employee Survey Cross Tabulation (p. 41)
4.45 2009 Employee Survey (Ibid.)
4.46 SOCCCD 2009-2010 Final Budget Report (p. 5)
4.47 SOCCCD 2009-2010 Final Budget Report (pp. 12-15)
4.48 Board Policy 109, Board Education
4.49 Board Policy 106, Board Elections
4.50 Board Policy 108, Vacancies of the Board
4.51 Board Policy 108, AR Vacancies on the Board
4.52 Board Policy 1400, Code of Ethics for Members of the Board of Trustees
4.53 Board Policy 107, Board Policy and Administrative Regulations
4.54 See Section V.B.1.a, Evaluation and Recommendation/Planning Agenda
4.55 Board Policy 4073, AR Limitations on Total Expenditures for Reassigned Time and Stipends
4.56 Accreditation Progress Report October2008 (p. 70)
4.57 Board Policy 4011.6, Employment Procedures for Chancellor
4.58 2004 ACCJC Evaluation Team Report (p. 6)
4.59 Board Policy 4011, Employment Procedures for Administrators and Managers

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Standard Four: Leadership and Governance

4.60  See Document 4.06: Board Policy 2100.1, Delegation of Authority to the Academic Senate

4.61  Board Policy 3100, Budget Preparation

4.62  Board Policy 148, Evaluation of Chancellor


4.64  College Strategic Planning Process:

4.65  Survey of Statewide Administrators

4.66  See Document 4.64: Strategic Planning Process

4.67  See College Organizational Charts

4.68  Strategic Planning at Saddleback

4.69  See Document 4.64: Strategic Planning Process (p. 4)

4.70  See Document 4.68: Strategic Planning at Saddleback

4.71  Office or Planning Research and Grants

4.72  See Document 4.64: Strategic Planning Process

4.73  Board Policy 2101, Delegation of Authority to the College President

4.74  Tech Prep Events; http://www.saddleback.edu/ap/tp/events.html;


4.76  SC Foundation Bylaws 2010; http://www.saddleback.edu/foundation/about.html

4.77  Board Policy 3610, Auxiliary Organizations;
https://www1.socccd.cc.ca.us/docs/board/policies/BP-3610.pdf

4.78  SC Foundation Home Page; http://www.saddleback.edu/foundation/about.html

4.79  SOCCCD Management Organizational Chart

4.80  SOCCCD Facilities and Construction Update Web Site;
http://www.socccd.org/businessservices/bs_facilities_construction.html

4.81  2010 District Services Survey

4.82  See Document 4.39: 2009-2010 Final Budget Document (pp. 4-6)

4.83  District Committee 2009

4.84  Board Agenda Item 16, August 2005

4.85  Basic Aid Allocation Reports; http://www.socccd.org/businessservices/bs_fiscal_basicaid.html

4.86  Standard III.D.1.c.
August 29, 2009, Board of Trustees Agenda Item 6.2 SOCCCD: Basic Aid Project Priority List Approve basic aid list and allocation of basic aid funds as listed. http://socccd.granicus.com/MediaPlayer.php?view_id=2&clip_id=179


Originally called the Chancellor’s Executive Council

See Document 4:38: 2009-2010 (pp. 19-22)


SOCCCD Business Services Audit Report Web Site; http://socccd.edu/businessservices/bs_fiscal_audit.html

For the full text of this document, see Standard IV.B.2.c.


Reference to Self Study Response IV.B.2.c.
A GLOSSARY OF ACRONYMS & ABBREVIATIONS
# A Glossary of Acronyms & Abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
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<tr>
<td>AB</td>
<td>Assembly Bill</td>
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<td>AMMS</td>
<td>Advanced Maintenance Management System</td>
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<td>AR</td>
<td>Administrative Regulation</td>
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<td>ARCC</td>
<td>Account ability Reporting for Community Colleges</td>
</tr>
<tr>
<td>ASG</td>
<td>Associated Student Government</td>
</tr>
<tr>
<td>AUOs</td>
<td>Administrative Unit Outcomes</td>
</tr>
<tr>
<td>BOT</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>BP</td>
<td>Board Policy</td>
</tr>
<tr>
<td>BPARC</td>
<td>Board Policy and Administrative Regulations Council</td>
</tr>
<tr>
<td>BRN</td>
<td>Board of Registered Nursing</td>
</tr>
<tr>
<td>BSI</td>
<td>Basic Skills Initiative</td>
</tr>
<tr>
<td>CalWORKs</td>
<td>California Work Opportunities &amp; Responsibility for Kids</td>
</tr>
<tr>
<td>CARE</td>
<td>Cooperative Agencies Resources for Education</td>
</tr>
<tr>
<td>CC</td>
<td>Consultation Council</td>
</tr>
<tr>
<td>CCLC</td>
<td>California League for Community Colleges</td>
</tr>
<tr>
<td>CCLC</td>
<td>Community College League of California Conference</td>
</tr>
<tr>
<td>CCLD</td>
<td>Center for Career and Life Development</td>
</tr>
<tr>
<td>CCR</td>
<td>California Code of Regulations</td>
</tr>
<tr>
<td>CCS</td>
<td>Cross Cultural Studies</td>
</tr>
<tr>
<td>CET</td>
<td>Chancellor’s Executive Team</td>
</tr>
<tr>
<td>CIM</td>
<td>Computer and Information Management</td>
</tr>
<tr>
<td>CLI</td>
<td>Classified Leadership Institute</td>
</tr>
<tr>
<td>COPS</td>
<td>certificates of participation</td>
</tr>
<tr>
<td>CSEA</td>
<td>California School Employees Association</td>
</tr>
<tr>
<td>CTE</td>
<td>Career Technology Education</td>
</tr>
<tr>
<td>DE</td>
<td>Distance and Online Education</td>
</tr>
<tr>
<td>DLT</td>
<td>District Leadership Team</td>
</tr>
<tr>
<td>DRAC</td>
<td>District Resources Allocation Committee</td>
</tr>
<tr>
<td>DSC</td>
<td>Diversity Student Council</td>
</tr>
<tr>
<td>DSPS</td>
<td>Disabled Students Programs and Services</td>
</tr>
<tr>
<td>E.C.</td>
<td>California Education Code</td>
</tr>
<tr>
<td>EEO</td>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>EOPS</td>
<td>Extended Opportunity Programs and Services</td>
</tr>
<tr>
<td>EPA</td>
<td>Educational Planning and Assessment</td>
</tr>
<tr>
<td>FRISK</td>
<td>facts, rules, impact, suggestions, knowledge</td>
</tr>
<tr>
<td>FTES</td>
<td>full-time equivalent students</td>
</tr>
<tr>
<td>GASB</td>
<td>Government and Accounting Standard Board</td>
</tr>
<tr>
<td>GTS</td>
<td>Great Teachers Seminar</td>
</tr>
<tr>
<td>HEERA</td>
<td>Higher Education Employment Relations Act</td>
</tr>
<tr>
<td>ICC</td>
<td>Interdisciplinary Computer Center</td>
</tr>
<tr>
<td>IEAR</td>
<td>Institutional Effectiveness Annual Report</td>
</tr>
<tr>
<td>ITC</td>
<td>Innovation and Technology Center</td>
</tr>
<tr>
<td>ITL</td>
<td>Institute for Teaching and Learning</td>
</tr>
<tr>
<td>LAIF</td>
<td>State Local Agency Investment Fund</td>
</tr>
<tr>
<td>LEED</td>
<td>Leadership in Energy and Environmental Design</td>
</tr>
<tr>
<td>MIS</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>NCLEX</td>
<td>National Counsel Licensing Exam</td>
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<tr>
<td>NLN</td>
<td>National League for Nursing</td>
</tr>
<tr>
<td>OPEB</td>
<td>other post-employment benefits</td>
</tr>
<tr>
<td>OPRG</td>
<td>Office of Planning, Research and Grants</td>
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<tr>
<td>P.O.S.T.</td>
<td>California Peace Officer Standards and Training</td>
</tr>
<tr>
<td>PBSC</td>
<td>Planning and Budget Steering Committee</td>
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<tr>
<td>POA</td>
<td>Police Officers Association</td>
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<tr>
<td>QP</td>
<td>QuestionPoint</td>
</tr>
<tr>
<td>RAID</td>
<td>Redundant Array of Inexpensive Disks</td>
</tr>
<tr>
<td>SARS</td>
<td>Student Appointment Registration System</td>
</tr>
<tr>
<td>SIS</td>
<td>Student Information System</td>
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<tr>
<td>SLOs</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>SMART</td>
<td>specific, measurable, achievable, realistic, and timely (goals)</td>
</tr>
<tr>
<td>SPSC</td>
<td>Strategic Planning Steering Committee</td>
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<tr>
<td>TANF</td>
<td>Temporary Aid to Needy Families</td>
</tr>
<tr>
<td>TEAS</td>
<td>Test of Essential Academic Skills</td>
</tr>
<tr>
<td>TechPrep</td>
<td>Technology Preparatory</td>
</tr>
<tr>
<td>TPP</td>
<td>Teacher Preparation Pipeline</td>
</tr>
<tr>
<td>TRC</td>
<td>tenure review committee</td>
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<tr>
<td>Acronym</td>
<td>Abbreviation</td>
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<td>---------</td>
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<tr>
<td>UPS</td>
<td>Uninterruptible Power Supply</td>
</tr>
<tr>
<td>VETS</td>
<td>Veterans Education and Transaction Services</td>
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<tr>
<td>VOIP</td>
<td>Voice Over IP</td>
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<td>VPI</td>
<td>Vice President for Instruction</td>
</tr>
<tr>
<td>VPSS</td>
<td>Vice President for Student Service</td>
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