Substantive Change Proposal: Distance and Online Education

Saddleback College

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Proposed Change

Brief Description of the Change

Saddleback College has been offering distance education classes since the mid-1970s. These early distance education classes were only offered in video and radio formats. In 1999, we began offering our first online classes, and our distance and online education program has been expanding every year since that time. Beginning with a single online class in spring 1999, we now offer a total of 241 online sections of 140 courses each semester, in addition to the two video classes and three radio classes we still offer. The growth of our distance education program over the past five years is documented in the following table:

	Fall 2005	**Fall 2009**	**% Change**
Courses	87	145	67%
Sections	119	245	106%
Enrollment	4,701	10,615	126%
FTES	469	1059	128%

Source: inFORM Distance Education Report (see Appendix A)

This growth is due in large part to student demand for online courses. The reasons most often given by students for this demand are work schedules (72%), class schedules (48%), family obligations (29%), distance from school (20%), and transportation issues (18%); (Figures taken from the Fall 2009 Online Student Satisfaction Survey, which can be found at https://www.saddleback.edu/asenate/DistanceEducation.html).

Because of the increase in courses offered, it is now possible for students who carefully plan to complete the majority of their certificates or degrees online in a number of programs. We currently have 17 certificates and 23 degrees in which 50% or more of the curriculum can be taken online. These include the following:

Certificates	Degrees
Administrative Assistant	Accounting
Computerized Accounting Specialist	Administrative Assistant
Business Leadership Certificate	Business Administration
Business Marketing Certificate	Business and Commerce
Early Childhood Teacher	Business Leadership
Early Interventionist	Business Marketing
Infant Toddler Teacher	Early Childhood Teacher
Master Teacher	Early Interventionist
School Age Care and Recreation	Infant Toddler Teacher
Applications Developer	Master Teacher
E-Commerce Specialist	School Age Care and Recreation
Network Administrator	Applications Developer
Software Specialist	E-Commerce Specialist
Web Designer	Network Administrator
Webmaster	Software Specialist
Real Estate Escrow	Web Designer
Real Estate Sales/Broker	Webmaster
	History
	Psychology
	Real Estate Escrow
	Real Estate Sales/Broker
	Social Sciences
	Sociology

There is no degree offered which is 100% online. This is largely because some core competency courses are not offered online. However, one certificate can be earned fully online (Software Specialist Certificate), and eight certificates can be earned almost fully online. These include: Early Childhood Teacher Certificate (with the exception of the practicum course), Early Interventionist Certificate (with the exception of 3 courses), Infant Toddler Teacher Certificate (with the exception of the practicum course), Administrative Assistant Certificate (with the exception of 3 courses), E-Commerce Specialist (with the exception of 3 courses), Network Administrator Certificate (with the exception of 2 courses), Real Estate Appraisal Certificate (with the exception of 2 courses), and Real Estate Escrow Certificate (with the exception of 3 courses).

In addition, many of our online classes can meet the GE requirements for an AA/AS degree (62 courses) or IGETC (55 courses) and CSU (62 courses) transfer patterns (see Appendices B, C and D, respectively).

Relationship to the College Mission

The mission, vision, and values statements of Saddleback College are as follows:

<u>**Our Mission:**</u>
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.

<u>**Our Vision:**</u>
Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

<u>**Our Values:**</u>
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.

As is evident in the statements above, Saddleback College attempts to meet the needs of its diverse students through innovative and inclusive means as they seek certificates, degrees, transfer, improvement of basic skills, and lifelong learning. The distance and online education program enables us to extend the educational opportunities of the college to students who might otherwise be unable to attend college such as students who work fulltime and are unable to come to the college, students who are raising children and are unable to afford childcare, and students who are unable to leave their homes due to disabilities. These are just a few of the populations that are served by this program. By expanding our online offerings so that the majority of a certificate or degree can be earned online, more of these students will be able to earn their certificates or associates degrees, and transfer to four-year institutions.

The enrollments in all of our online classes are extremely high, and they are often the first classes to fill each semester. In fall 2009, section size for online courses was 43.10 students while section size for face-to-face courses was 35.63 (see Appendix A). Moreover, because of the flexibility of scheduling online classes without the constraint of room availability, we are often able to add additional sections for those students who were not able to enroll before the classes filled. In addition to the regular 16.6-week semester length classes, we can also offer 12-week and 8-week courses during the semester.

Distance education also allows for students to continue taking courses even when they are away from home. Although 95% percent of our online students come from within our service area, there are occasions when students must travel for work, family obligations, or college, and these courses enable them to continue their schooling during this time.
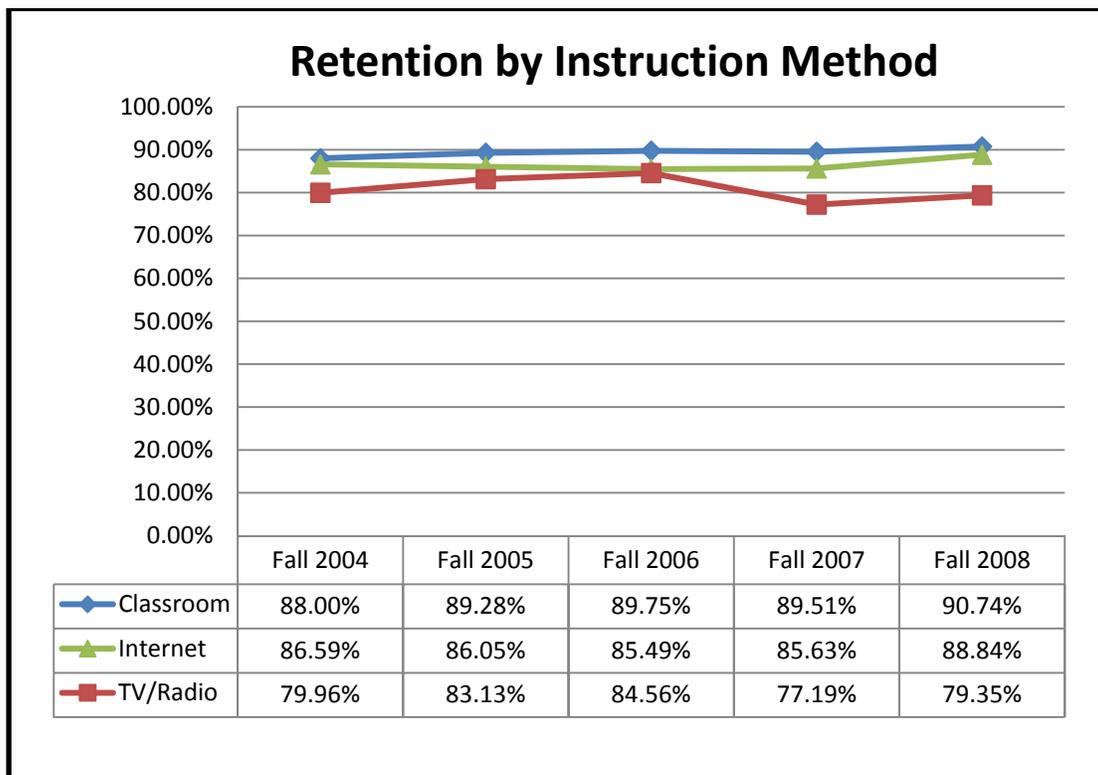
Rationale for the Change

Just as there is a demand for more online courses, there is also a demand for online certificates and degrees. Approximately 50% of our online students surveyed, state that

they would consider getting an online degree if available (see Fall 2009 Online Student Satisfaction Survey at https://www.saddleback.edu/asenate/DistanceEducation.html).

Online education certificates and degrees not only provide greater access for community college students, but, when done correctly, also provide an education which is the equivalent of one earned through traditional, face-to-face, courses. Saddleback College has dedicated itself to the development of a distance and online education program that is exceptional, not only in the breadth and quantity of courses offered but also in the quality of instruction and services.

The quality of our online program is evident in the data. The retention rates in online classes are very close to the retention rates in face-to-face classes, as shown in the chart below. In fall 2008, the retention rate in online classes was 88.84% while the retention rate in face-to-face classes was 90.74%, a difference of less than 2%.

Retention by Instruction Method

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Classroom	88.00%	89.28%	89.75%	89.51%	90.74%
Internet	86.59%	86.05%	85.49%	85.63%	88.84%
TV/Radio	79.96%	83.13%	84.56%	77.19%	79.35%

Source: Institutional Effectiveness Annual Report, 2008-2009
(http://www.socccd.org/technologyandlearning/tl_irp_reports.html)

Success rates in online classes, on the other hand, far surpass success rates in face-to-face classes, as shown in the chart below. Success rates pertain to the number of

students who receive a grade of A, B, C or CR (credit). In fall 2008, the success rate for online classes was 80.68% while the success rate for face-to-face classes was only 55.92%, a difference of close to 35%.
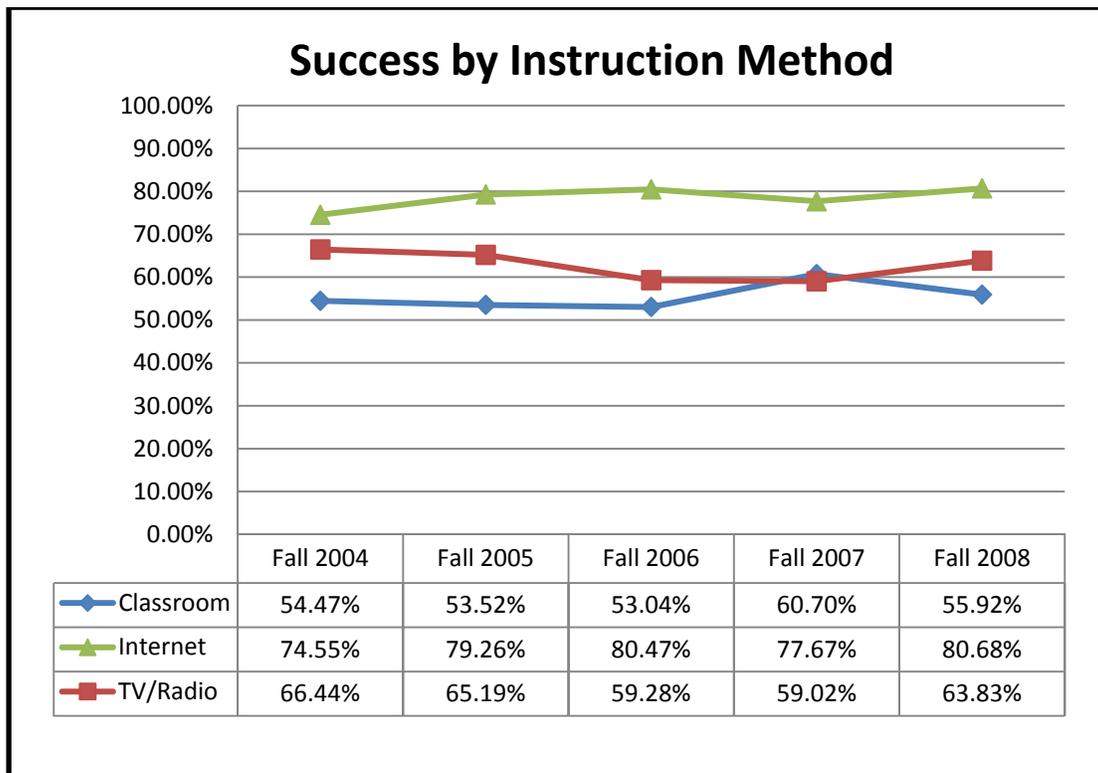
Success by Instruction Method

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Classroom	54.47%	53.52%	53.04%	60.70%	55.92%
Internet	74.55%	79.26%	80.47%	77.67%	80.68%
TV/Radio	66.44%	65.19%	59.28%	59.02%	63.83%

Source: Institutional Effectiveness Annual Report, 2008-2009
(http://www.socccd.org/technologyandlearning/tl_irp_reports.html)

Distance Education and the College

Planning and Assessment of Needs

Initially, the number of online education courses offered grew slowly, initiated primarily by individual faculty who had an interest in teaching online. In 2001, however, there was a concerted effort by the college and the district leadership to expand the program. At this time, the Academic Senate created the Distance and Online Education (DE) Committee and appointed a faculty member to be chair. Although a standing committee of the Academic Senate, the DE Committee is composed of individuals from all constituent groups including faculty, academic administrators, classified staff, and, on occasion, students.

Recognizing the need to plan for the anticipated growth in online education, the DE Committee submitted the Distance Education Plan to the College President in May 2006. The document concluded with the following comments regarding planning:

> *This proposal attempts to ensure that, unlike many colleges and universities, our distance education infrastructure is not created piecemeal as it struggles to keep up with accelerated demand. To that end, this proposal addresses projected growth in distance education courses.*
>
> - *We believe that an exemplary, comprehensive program responsive to student demand and technological advancements requires strategic planning by a Dean of Distance Education.*
> - *We believe our students deserve expertly-designed courses incorporating multi-sensory delivery methods, interactive lessons, and numerous communication avenues to accommodate diverse learning styles and foster student involvement.*
> - *We believe our instructors deserve the expertise of a teacher educator trained in the delivery of distance education courses to develop and implement these quality online courses, including assistance using software.*
> - *We believe that increasing student persistence and retention in distance education classes necessitates increasing student support services.*
> - *And finally, we believe that the fate of distance education at Saddleback College is inextricably dependent upon the institution's commitment—both philosophical and financial—to the program's administration, staffing, and students.*

While not all of the recommendations of this initial proposal were accepted, the college did make a commitment to increase staffing and expenditures for infrastructure and training. This commitment was evidenced by the inclusion of several goals relating to distance education in the college's 2007-2010 Strategic Plan:

- Increase the amount of support and training given to instructors of distance education classes.
- Increase student enrollment and retention in distance education classes at Saddleback College.
- Increase student retention/completion of online classes.

Other, related, planning has also taken place. From 1998 through 2002, the College received a Title III grade that provided stipends and additional support for faculty who wanted to incorporate technology into their teaching, including the conversion of their face-to-face classes into online classes.

The Technology Master Plan, created in 1999, also addresses the need to enhance our in distance education program with the following statement, "Saddleback College currently offers distance education classes via the internet, radio, television and videoconferencing and will continue to explore, develop, and implement innovative ways to deliver our curriculum, as they become available. "

In 2008, the District hired a new Vice Chancellor for Technology and Learning Resources who has been very supportive of the efforts of Saddleback College in the development of our distance and online educational programs.

Anticipated Effect on the College

It is expected that the overall effect on the college of this change will be minimal. Given the continually expanding use of technology by our students, faculty and staff, the awarding of online certificates and degrees is a natural outgrowth of this process. Changes to the college's staffing and infrastructure necessary to meet the needs of students in these programs have already occurred or are well under way.

Intended Benefits

The awarding of online certificates and degrees will enable Saddleback College to fully serve our students in the pursuit of their educational goals, and will contribute to overall student success. A study released by the U.S. Department of Education in May 2009 found that, on average, students perform better in online and hybrid courses than

through face-to-face courses (see full report at www.ed.gov/about/offices/list/opepd/ppss/reports.html). These results are borne out by our own research, as indicated above. Online education not only provides flexibility, but also the ability to utilize significant student-centered approaches in instruction and engage students in the learning process.

Preparations for the Change

Saddleback College has been preparing for this change over the past ten years by hiring the staff and developing the necessary physical and technology infrastructure. Blackboard is the course management system used by the college, and in 2008 we underwent a significant upgrade to our server system and service agreement. We now have the capacity to provide all of our students with reliable Blackboard access.

In order to provide 24/7 student technological support, the college entered into a contract with Presidium Learning, which enables students to receive multi-modal support via online chat, e-mail, phone, or a self-service website (http://d2.parature.com/ics/support/default.asp?deptID=8154).

The DE Committee also redesigned the college's Distance and Online Education website (http://www.saddleback.edu/de/) so that it is more user-friendly and provides access to all the information a student needs to get started with online courses, including necessary system requirements, Blackboard tutorials, and planning for online certificates or degrees.

Most of our student support services are now offered online in an effort to better serve both our distance and traditional students. These services include:

- Fully online application and registration process
- Comprehensive college website
- 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 our online faculty
- Online technical support center (http://d2.parature.com/ics/support/default.asp?deptID=8154)
- Online library resources including –

- o Online catalog (http://sirsi.socccd.cc.ca.us/uhtbin/cgisirsi.exe/P67IBFaIV3/0/0/57/49?user_id=WEBSERV-S)
- o Online databases (https://www.saddleback.edu/library/journals.html)
- o E-reserves (http://socccd.docutek.com/eres/default.aspx)
- o Extensive e-book collection

Evidence of Preparations

Staffing and Training

Saddleback College has 239 fulltime faculty members and 621 part-time faculty members. Of these, only 45 instructors were teaching online in fall 2005. By fall 2009 however, there were 88 instructors teaching online, which is an increase of 95%. This number is growing each semester as more and more faculty members are recognizing the need for these courses within their programs and are seeking training in online instruction.

Faculty hired to teach online must demonstrate qualifications for online instruction through prior training and/or work experience as determined by the departments in which they are being hired. Towards this end, the college offers various workshops through our Center for Distance Education and Instructional Technology (CIDDE). These workshops have included training in Blackboard basic, advanced Blackboard usage, Camtasia for video creation, Elluminate for video conferencing, the use of social networking in online instruction, Photoshop, and Contribute for website design. The Institute for Teaching and Learning (ITL) also offers workshops related to online pedagogies and best practices.

In addition, the DE Committee, in conjunction with the education department, has created a 12-unit online educator occupational skills award. The program was offered for the first time in spring 2010 and includes the following courses:

EDUC 200 (2 units)
Introduction to Online Teaching and Learning
An introduction to the design and delivery of online courses. Concepts covered include the characteristics of online education, course development and organization, creating an online community, the roles of the teacher and learner in an online environment, synchronous vs. asynchronous learning, Blackboard course design, accessibility, use of the web for instruction, and the use of innovative technology for online instruction.

EDUC 205 (2 units)
Teaching Models of Online Instruction
Recommended Preparation: EDUC 200
An exploration of successful teaching and learning models for online courses, from highly interactive models to independent study. Centers on the development of course organization strategies, re-sources for innovative practice, and application of various teaching strategies to different discipline areas. Award winning and model courses will be explored and evaluated.

EDUC 210 (2 units)
Technology for Online Instruction
Recommended Preparation: EDUC 200
Provides an introduction to current software applications that can be used in the design of student centered interactive assignments within Blackboard and other course management systems. Emphasis will be on the use of common and emerging technologies to deliver content and engage learners.

EDUC 215 (2 units)
Effective Interaction For Online Courses
Recommended Preparation: EDUC 200
Explores the theory and practice of effective interaction strategies in online environments, emphasizing techniques which effectively communicate course objectives and outcomes, engage and motivate students, and build classroom community. Centers on the integration of faculty-student and student-student interaction into course design.

EDUC 220 (2 units)
Universal Design For Online Instruction
Recommended Preparation: EDUC 200
An introduction to Universal Design and accessibility issues in the development and evaluation of online courses. Topics covered include Universal Design practices, ADA standards, and 508 requirements. Emphasis will be on strategies used to create 508 compliant learning environments for online students.

EDUC 225 (2 units)
Student Assessment Methods For Online Instruction
Recommended Preparation: EDUC 200
Focuses on the diverse array of student assessment methods that can be used in online classes. Emphasis on the design implementation of effective measures of student learning.

Some departments also require that a faculty member work as an intern for one semester prior to teaching an online course alone for the first time.

The college also has a number of staff members to service our distance and online education program. The Innovation and Technology Center (ITC), with a staff of one director and eleven network administrators and application specialists, is responsible for ensuring that all technological needs are met. In particular, the staff of the CIDDE, a division of ITC, which includes three of the application specialists along with one administrative assistant, is largely dedicated to distance and online education. Resources have also been budgeted for the hiring of a Director of Online Education and Instructional Technology Training to be hired in 2010.

Equipment and Facilities

In 2008, CIDDE was created on the ground floor of one of the central teaching buildings on campus. The center is dedicated to assisting faculty in the creation and maintenance of their online courses, and is equipped with state-of-the art technology including 20 MAC/PC computers for training and workshops, four individual workstations with MAC/PC computers, two media sound booth centers specifically designed for the creation of lectures and narrated videos for vodcast and podcast, and four scanning and media conversion stations.

The college uses Blackboard for our online course management system and server. We also purchase annual licenses for Turnitin anti-plagiarism services, Intelecom video streaming, and Presidium support services, in addition to various software applications. The college also has a video and podcast server for the storage of faculty-created materials.

All faculty and staff on campus are provided up-to-date computers on a three-year refresh plan. Faculty who teach online can request additional software to be installed on their computers such as Contribute for website editing or Camtasia for video creation, and additional accessories such as a webcam or computer tablet.

Most of the students who take online classes have their own computers. However, several computer labs are available on campus for students who do not have a computer and/or internet access.

Fiscal Resources

The annual budget for our distance and online education program is approximately $508,000. This includes the cost of Blackboard and other annual contracts, staffing, and miscellaneous expenditures. As the program grows, more fiscal resources will be allocated as needed through our strategic planning and decision-making processes.

Monitoring of Achievements

The distance and online education program is currently monitored by the DE Committee and the Vice President of Instruction. A Director of Online Education and Instructional Technology Training will be hired in 2010 to provide additional oversight and direction for the program.

There are several indicators used to evaluate the success of the program. First, the enrollment patterns are monitored to ensure that the correct number of courses and sections are being allocated for online courses. Second, data on retention and success

rates are monitored annually. These statistics are available through our inFORM database and are published annually in the Institutional Effectiveness Annual Report produced by the district research office (http://www.socccd.org/technologyandlearning/tl_irp_reports.html).

Finally, an annual Online Student Satisfaction Survey is administered to students in all online sections. The information generated by this survey has been extremely useful in ensuring the effectiveness of the program. Overall, students are very satisfied with all aspects of the program.   In the fall 2009 survey, 76% of those who took the survey said they would continue to take online courses at Saddleback College and 91% said that they would recommend our online courses to a friend. We also ranked between excellent and very good in all of the rating questions pertaining to areas such as responsiveness of faculty; clear expectations of faculty; timely updating of course materials; timely grading of exams and assignments; application process; counseling and advisement; disabled student services; library; and technical support (https://www.saddleback.edu/asenate/DistanceEducation.html).

Moreover, courses and programs offered online follow the same guidelines for student learning outcomes (SLOs) assessment and program review as our face-to-face courses and programs. The SLO assessment and program review processes are monitored by the Educational Planning and Assessment (EPA) chair, a faculty member on full reassigned time, and the EPA Committee.

Evidence of Necessary Approvals

Pursuant to Title 5 of the California Code of Regulations, Section 55206, "if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between the instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures." Therefore, all online and hybrid courses are developed by faculty and approved by the Curriculum Committee and the Academic Senate in alignment with Board Policy 2100.1. The form utilized for the approval of online and hybrid courses is shown in Appendix E.

Courses approved by the Academic Senate are then forwarded to the College President for review, to the Chancellor for review, and finally to the Board of Trustees for review and final approval (see Appendix F for minutes of the Board of Trustees meeting of February 23, 2009 showing approval of the curriculum for 2009-2010).

All courses are then submitted to the California Community Colleges Chancellor's Office for approval, except as provided in California Code of Regulations, Section 55100(b) and 55160.

Maintenance of Eligibility Requirements

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

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

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

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

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

   The Mission of Saddleback College is not affected by this change. In fact, the change will help the college continue to meet its mission. The mission statement is reviewed yearly by the Consultation Council and presented to the SOCCCD governing board each spring for review and approval. After approval, the mission statement is posted on the college's website and published in various documents such as the college catalog and the strategic plan.

3. **Governing Board**
   The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

   The seven-member Board of Trustees of the SOCCCD governs Saddleback College. The Board holds monthly meetings that are open to the public with notices and agendas widely posted in advance. Distance and online education is embraced by the governing board as critical to the mission of Saddleback College and to providing educational opportunities to the SOCCCD service area.

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

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

5. **Administrative Capacity**
   The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

   The administrative staff size at Saddleback College is adequate in number, experience, and qualification to provide appropriate administrative oversight to the courses and programs offered through distance and online education.

6. **Operational Status**
The institution must be operational, with students actively pursuing its degree programs.

Students are currently enrolled in a variety of Saddleback College courses through distance and online education that can be used to complete an associate degree or certificate of achievement, transfer, and for lifelong learning. Recently, students have been able to earn 50% or more of some degrees and certificates through distance and online education, necessitating this substantial change proposal.

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

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

Students may fulfill a major in any of the career and technical areas as well as several general areas (Fine Arts and Humanities, Natural Sciences, and Social and Behavioral Science) by completing a minimum number of units (as specified in the college catalog) and upon completion of general education requirements specified for a specific area. Degree opportunities, transfer courses and certificate of achievements are clearly identified in the college catalog.

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

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

The names of the degrees offered at Saddleback College reflecting the institution's mission statement are found in the current college catalog. Course descriptions are also found in the catalog. Each semester's Schedule of Classes

identifies the method of instruction. The college's Curriculum Committee ensures programs of study are congruent with the college mission and meet all legal requirements related to length, content, quality, and rigor regardless of the site where sections are offered or whether sections are offered online.

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

Institutional policies on transfer and awarding of credit are specified in the college catalog. The educational programs offered at Saddleback College are consistent with its mission to promote student success; to foster intellectual growth, and individual expression; and to support a dynamic and diverse environment of innovation and collegiality. These programs and courses have sufficient content and length and are based on Title 5, section 55002.5 of the California Administrative Code. Credit is assigned to courses based on the "Carnegie unit" which expects student to complete 18 hours of work for one unit of credit.

10. **Student Learning and Achievement**
The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

At the course and institutional levels, Saddleback College faculty have integrated SLO assessment into the course development and review processes using its curriculum management database system: CurricUNET. 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 Committee, all programs have established learning outcomes and assessment plans. Further, the General Education Committee embraces demonstrable SLOs as the foundation of the general education package.

11. **General Education**
The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of

quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

Saddleback College has three patterns of General Education courses (Saddleback College GE, CUS GE and IGETC) that promote the student's personal, cultural and intellectual growth. Students who successfully complete the general education requirements will be better prepared to evaluate and appreciate physical, cultural, and social environments. Successful completion of the courses will contribute to a better self-understanding (Saddleback College 2009-2019 Catalog, page 7 available at: http://www.saddleback.edu/cc/documents/SaddlebackGenifpages7-43.pdf).

General education courses are listed in the college catalog. All course descriptions are found in the Catalog and verification of their quality and rigor is provided. The college's Curriculum Committee approves all courses to be included in general education sequence. Many of the general education courses are taught through distance education, as indicated in Appendices B, C and D. The courses are taught in accordance with course outlines of record, with assessment of approved SLOs regardless of the method of instruction.

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

The college's academic freedom policy for faculty and students is set forth in Board Policy, 6120. It is also made available in the faculty handbook and on the college's web site at http://www1.socccd.cc.ca.us/docs/board/policies/BP-6120AcademicFreedom.pdf. The District's academic freedom policy is applicable regardless of method of instruction, and the DE Committee ensures that all distance and online courses are afforded the same rights of academic freedom as face-to-face courses.

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

13. **Faculty**
The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience

to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Saddleback College employs 231 fulltime faculty member and 621 part-time faculty members. Information about fulltime faculty, including name, title, and degrees, are listed in the college catalog. Information regarding part-time faculty is kept in the academic division offices and in the SOCCCD Human Resource Department office. The Saddleback College faculty handbook provides information on faculty responsibilities, resources and other relevant information regarding teaching and learning. Faculty who meet minimum qualifications according to the California State Chancellor's Office and demonstrate a knowledge of online teaching skills, are assigned to teach online courses.

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

Saddleback College provides services and programs that enhance a student's use of college offerings and facilitate progress towards 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: Admission and Records, Athletics, Bookstore, Campus Activities, Campus Police and Security Services, Counseling, Disabled Students Programs and Services, Extended Opportunity Programs and Services (EOPS), Financial Aid, Student Health Center, Student Success Center, Tutoring Services and Veterans' Educational Benefits.   Many of these services are available online such as the application process, the registration process, orientation for new students, advisement, financial aid assistance and application, distance education technical support, and many library resources. The Saddleback College Vice President for Student Services serves as administrator for student services.

An online listing of all student services departments is available on the Saddleback College website at: http://www.saddleback.edu/vpss/.

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

The college's admissions policy is included in the college catalog. A copy of the enrollment application and a statement of student qualifications for admission are included in the current class schedule. Admissions policies are applicable to all students regardless of the method of instruction.

16. Information and Learning Resources

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

A profile of the libraries' holdings and resources may be found on the library web site at http://www.saddleback.edu/library. Many of the holdings are in the form of e-books, accessible to all students via computer. Saddleback College also has an inter-library loan agreement with Online Computer Library Center, Inc. (OCLC) and provides this service to students during the fall and spring terms. Students are asked to pay any costs charged by the lending library.

In addition to its book collection, the library provides 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, or electronically by phone, e-mail, or live 24/7 chat line.

17. Financial Resources

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

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

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of

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

SOCCCD is a basic aid district which means that the majority of its funding comes from local property taxes. Additional college funding sources come from Federal and State grants and from corporate and private donations. Reports on audit of financials and supplemental information including report on compliance dated are prepared for the SOCCCD and Saddleback College by 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 the certified public accounting firm.

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

As the Shared Governance Body of Saddleback College, the Planning and Budget Steering Committee serves as the strategic planning and budget committee. The 2007-2010 Strategic Plan sets forth the strategic directions, goals, and strategies that Saddleback College is pursuing in order to fulfill our mission. A copy of the most recent strategic plan may be viewed on the strategic planning website at: http://www.saddleback.edu/gov/sp/index.html. Institutional evaluations of SLOs and AUOs may be found at http://www.saddleback.edu/asenate/epa/index.html.

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

All of required information is linked from the Saddleback College home page on the web at: www.saddleback.edu, or by reading any one of the following sources, which are all 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.

The college Public Information Office maintains copies of recent print or media advertisements and press releases for the college. The college catalog includes addresses to all college sites, services available at all sites, and names of administrators and staff that support each site.

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

A general statement of accreditation for Saddleback College is in the catalog. A general description of Saddleback and a listing of programs of instruction are contained in this same document. A signed letter from the College President, assuring the district's compliance with the commission's policies, is on file with the commission and the College President's office. Relations with the accrediting commission would not be impacted as a result of this substantive change proposal other than the result would be Saddleback College meeting the commission requirements for instituting substantial changes.

Fulfillment of Accreditation Standards

Saddleback College will continue to fulfill all of the accreditation standards with the addition of online courses that constitute 50% or more of the affected programs. Moreover, we believe that the change is a benefit to our students and will enhance our abilities to foster student learning and success.

Standard I

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

As discussed above, the mission of Saddleback College is to provide "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 distance education program helps us to achieve this mission by extending the educational opportunities of the college to students who might otherwise be unable to attend college.

All of our online courses and programs are held to the same rigorous approval and evaluation process as our face-to-face courses and programs, which includes special review by our Curriculum Committee (see Appendix E), the assessment of SLOs in all courses and programs, and program review. Additional evaluation is provided by the oversight of our Distance and Online Education Committee, which formulates and reviews all processes in relation to distance education and conducts an annual student satisfaction survey for our online courses and services. This survey was has been completed each fall since 2007. Results of the survey are utilized to make changes in the courses, programs, and services provided to our online students.

Standard II

> **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.

All of the courses and programs offered online are of the same high quality as our face-to-face courses and programs. Each of the programs in which 50% or more of a degree or certificate can be earned online must undergo program review on a regular basis. Reviews are required every two years for vocational programs and every five years for non-vocational programs. These reviews are based on a systematic analysis of data sets on student success and student learning outcome assessments.

Student services have had to adjust over the past ten years to accommodate the demand for online access to these services. Most of our student services are now available online to meet the needs of all students. All of our student service units assess administrative unit outcomes (AUOs) each year and produce an administrative unit review every five years. In addition, a biennial general student satisfaction survey is conducted that is used to evaluate our student support services.

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

Standard III

> **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.**

The college has demonstrated a strong commitment to distance and online education through the allocation of human, physical, technology, and financial resources.

Faculty for distance and online courses are hired using the same criteria as for face-to-face courses, and most of our online courses are taught by regular fulltime faculty members who also teach face-to-face courses in the same discipline. All faculty must meet the minimum qualifications in their respective disciplines. Additionally, faculty hired to teach online must demonstrate qualifications for online instruction through prior training and/or work experience as determined by the departments in which they are being hired.

The evaluation process for online faculty is the same as that for face-to-face classes. According to the master agreement, faculty, both fulltime and part-time, are evaluated every two years.

In addition to our current staffing, the college recognizes the need for additional personnel to manage the distance and online education program. In 2010, a Director of Online Education and Instructional Technology Training will be hired.

A substantial outlay of our fiscal resources has gone to the physical and technology requirements of distance and online education, many of them ongoing expenses. These expenditures are monitored by the College President, the Director of Fiscal Services, the Director of Technology Services, the Vice President of Instruction, and the DE Committee, as well as through our strategic planning process.

Standard IV

> **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.**

The distance and online education program at Saddleback College is a joint effort of all constituent groups on campus. The Distance and Online Education (DE) Committee is a sub-committee of the Academic Senate but is composed of faculty, academic administrators, and classified from across the campus. On occasion, we are also able to get students involved in the committee, although this can be difficult. Generally, we are able to bring in students to help us with specific projects, such as the revising of our DE website.

Deans oversee the evaluation process for faculty within the disciplines in their division. The Director of Online Education, when hired, will report to the Vice President of Instruction, and will be responsible for the management of the program as a whole.

Saddleback College has followed all written policies and procedures in the development of its distance and online education offerings including curriculum development and revision, program development, hiring, faculty evaluation, student learning outcomes assessment, and program review.

Appendices

Appendix A:

inFORM Distance Education Report

(produced on 1/13/10 by Denice Inciong, District Director of Research and Planning)

I. Headcount, Retention and Success Rates

College Taxonomy	Saddleback College						
Status Code	(Multiple Items)						
	Column Labels						
Row Labels	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
⊞ Classroom							
Student Headcount (Unduplicated at Full term census)	23,688	22,755	21,975	21,855	21,963	23,464	25,342
Percent Retention	87.33%	88.00%	89.28%	89.75%	89.52%	90.74%	90.47%
Percent Success	71.30%	72.04%	72.35%	72.61%	72.45%	73.25%	68.93%
⊞ Distance Education							
Student Headcount (Unduplicated at Full term census)	1,410	1,274	1,027	775	312	389	228
Percent Retention	67.79%	79.96%	83.13%	84.56%	77.19%	79.35%	72.33%
Percent Success	46.57%	54.47%	53.52%	53.04%	60.70%	55.92%	50.97%
⊞ Internet							
Student Headcount (Unduplicated at Full term census)	945	1,554	2,362	3,147	4,427	5,205	6,596
Percent Retention	82.00%	86.59%	86.05%	85.49%	85.63%	88.84%	87.90%
Percent Success	59.13%	66.44%	65.19%	59.28%	59.02%	63.84%	61.31%
Total Student Headcount (Unduplicated at Full term census)	**24,291**	**23,631**	**23,142**	**23,281**	**23,832**	**25,647**	**28,099**
Total Percent Retention	**86.60%**	**87.71%**	**88.92%**	**89.26%**	**88.92%**	**90.38%**	**90.01%**
Total Percent Success	**70.27%**	**71.31%**	**71.42%**	**71.00%**	**70.57%**	**71.78%**	**67.68%**

Definitions:

Percentage Complete – Percentage of enrollments that resulted in a grade assigned of A, B, C, D, CR or Incomplete to a Letter Grade.

Percentage Retention – Percentage of student enrollment retained in the course. Total students in the course divided by the students who did not withdraw from the course.

Percentage Success – Percentage of students who succeeded in the course. Students who received a letter grade of A, B, C or CR divided by the total student enrollment in the course (excluding drops).

II. Section and Enrollment Counts

	Column Labels						
Row Labels	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
⊞ Classroom							
Section Count	1,872	1,768	1,750	1,750	1,760	1,818	1,873
Enrollment Count (student enrollment duplicated at census)	66,477	60,368	58,676	57,793	58,016	61,937	66,728
⊞ Distance Education							
Section Count	23	27	23	22	10	11	4
Enrollment Count (student enrollment duplicated at census)	1,801	1,634	1,401	1,015	320	432	228
⊞ Internet							
Section Count	25	55	96	135	184	234	241
Enrollment Count (student enrollment duplicated at census)	1,235	2,096	3,300	5,061	7,680	8,804	10,387
Total Section Count	**1,920**	**1,850**	**1,869**	**1,907**	**1,954**	**2,063**	**2,118**
Total Enrollment Count (student enrollment duplicated at census)	**69,513**	**64,098**	**63,377**	**63,869**	**66,016**	**71,173**	**77,343**

Definitions:

Section Count – Number of sections (B-Z tickets rolled into A ticket).

Enrollment Count – Number of students enrolled in the section as of census date. This is a duplicated count of students as it is based on each class's enrollment.

III. Average Section Size

Instruction Method	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Classroom							
Section Count	1872	1768	1750	1750	1760	1818	1873
Census Enrollment Count	66477	60368	58676	57793	58016	61937	66728
Average Section (Class) Size	35.51	34.14	33.53	33.02	32.96	34.07	35.63
Distance Education							
Section Count	23	27	23	22	10	11	4
Census Enrollment Count	1801	1634	1401	1015	320	432	228
Average Section (Class) Size	78.30	60.52	60.91	46.14	32.00	39.27	57.00
Internet							
Section Count	25	55	96	135	184	234	241
Census Enrollment Count	1235	2096	3300	5061	7680	8804	10387
Average Section (Class) Size	49.40	38.11	34.38	37.49	41.74	37.62	43.10

Definitions:

Average Section Size – Census Enrollment Count divided by the Section Count.

IV. Course Count

	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Course Count for DE/Internet	41	66	87	157	124	143	145

Appendix B:

Saddleback College Distance and Online Education Classes
That Meet Associate Degree/General Education Requirements
Transferability subject to change. Check your transfer institution.

I. CORE REQUIREMENTS

1. Language and Rationality

A. English Composition
ENG 1A   Principles of Composition I

B. Oral Composition
BUS 102   Oral Business Techniques

2. Mathematics Competency
MATH 251 Beginning Algebra
MATH 253 Intermediate Algebra

3. Reading Competency
ENG 1B   Principles of Composition II

4. Information Competency
ANTH 2   Cultural Anthropology
BUS 102   Oral Business Techniques
CIM 1   Introduction to Computer Information Systems
ENG 1B   Principles of Composition II
HIST 16   History of the U.S. to 1876
HIST 17   History of the U.S. since 1876
HIST 32   California History
LIB 2   Advanced Information Competency Skills: Online Searching
LIB 100   Basic Information Competency Skills: Library Research
LIB 101   Intermediate Information Competency Skills: Search Strategies
PSYC 1   Introduction to Psychology
PSYC 2   Research Methods in Psychology
PSYC 7   Developmental Psychology: Child Growth and Development

II. BREADTH REQUIREMENTS

1. Fine Arts and Humanities

A. The Arts, Music, Theatre
ARCH 12   History of Architecture
CA 30   The History and Appreciation of Film
MUS 1   Basics of Music
MUS 20   Music Appreciation
MUS 27   History of Jazz
MUS 28   History of Rock
TA 20   Theatre Appreciation
TA 22   Musical Theatre History and Appreciation

B. Literature, Philosophy, History, Religion, Foreign Language
HIST 4   World History to 1750
HIST 5   World History from 1750
PHIL 1   Introduction to Philosophy
SL 1   American Sign Language I

2. Natural Sciences
ANTH 1   Biological Anthropology
ASTR 20   General Astronomy
BIO 20   Introduction to Biology
GEOG 1   Physical Geography
MS 20   Introduction to Oceanography
PHYS 20   The Ideas and Events of Physics

3. Social and Behavioral Sciences

A. Social/Behavioral Science
ANTH 2   Cultural Anthropology
CA 1   Mass Media
CDES 7   Developmental Psychology: Child Growth and Development
CDES 15   Child, Family, and Community
ECON 2   Principles (Macro)
ECON 4   Principles (Micro)
GEOG 2   Cultural Geography
GEOG 3   World Regional Geography
HIST 16   History of the U.S. to 1876
HIST 17   History of the U.S. since 1876
HIST 20   Ethnic Cultures of the United States
HIST 22   Basic U.S. History
HIST 27   Latin America: Pre-European to Independent Nationhood
HIST 28   Latin America: 1800 to the Present
HIST 32   California History
HIST 33   The Political/Social History of the Chicanas/os
JRN 1   Mass Media
PS 1   American Government
PS 4   Introduction to Political Science
PS 12   Comparative Politics and Government
PSYC 1   Introduction to Psychology
PSYC 2   Research Methods in Psychology
PSYC 3   Biological Psychology
PSYC 5   Psychological Aspects of Human Sexuality
PSYC 7   Developmental Psychology: Child Growth and Development
PSYC 30   Social Psychology
PSYC 33   Psychology of Adjustment
PSYC 37   Abnormal Behavior
SOC 1   Introduction to Sociology
SOC 2   Social Problems
SOC 10   Introduction to Marriage and the Family
SOC 15   Child, Family, and Community
SOC 20   Ethnic Cultures of the United States
SOC 21   Women in Contemporary Society
SOC 25   Social Stratification
SOC 30   Social Problems

B. American Institutions
HIST 17   History of the U.S. Since 1876
HIST 22   Basic U.S. History
PS 1   American Government

4. Life Skills/Critical Thinking

A. Life Skills

ACCT 120	Financial Planning
APSY 140	Educational and Vocational Planning
CDES 7	Developmental Psychology: Child Growth and Development
PSYC 5	Psychological Aspects of Human Sexuality
PSYC 7	Developmental Psychology: Child Growth and Development
PSYC 33	Psychology of Adjustment
WS 120	Women and Careers

B. Critical Thinking

ENG 1B	Principles of Composition II

5. Physical Fitness Assessment

KNES 107	Survey and Assessment of Fitness

6. Cultural Diversity Requirement

ANTH 2	Cultural Anthropology
GEOG 2	Cultural Geography
HIST 20	Ethnic Cultures in the U.S.
HIST 27	Latin America: Pre-European to Independent Nationhood
HIST 28	Latin America: 1800 to the Present
SOC 20	Ethnic Cultures in the U.S.
SOC 21	Women in Contemporary Society

Appendix C:

Saddleback College Distance and Online Education Classes
That Meet IGETC Transfer Requirements
Transferability subject to change. Check your transfer institution.

AREA 1: ENGLISH COMMUNICATION
A. English Composition
    ENG 1A   Principles of Composition I
D. Critical Thinking/Composition
    ENG 1B   Principles of Composition II

AREA 2: MATHEMATAICAL CONCEPTS AND QUANTITATIVE REASONING
Currently none of these courses are offered through Distance and Online Education

AREA 3: ARTS AND HUMANITIES
A. Arts Courses
    ARCH 12   History of Architecture
    MUS 20   Music Appreciation
    MUS 27   History of Jazz
    MUS 28   History of Rock
    TA 20   Theatre Appreciation

B. Humanities Courses
    HIST 4   World History to 1750
    HIST 5   World History from 1750
    PHIL 1   Introduction to Philosophy

AREA 4: SOCIAL AND BEHAVIORAL SCIENCES
    ANTH 2   Cultural Anthropology
    CA 1   Mass Media
    CDES 7   Developmental Psychology: Child Growth and Development
    CDES 15   Child, Family, and Community
    ECON 2   Principles (Macro)
    ECON 4   Principles (Micro)
    GEOG 2   Cultural Geography
    GEOG 3   World Regional Geography
    HIST 16   History of the U.S. to 1876
    HIST 17   History of the U.S. since 1876
    HIST 20   Ethnic Cultures of the United States
    HIST 22   Basic U.S. History
    HIST 27   Latin America: Pre-European to Independent Nationhood
    HIST 28   Latin America: 1800 to the Present
    HIST 32   California History
    HIST 33   The Political/Social History of the Chicanas/os
    JRN 1   Mass Media
    PS 1   American Government
    PS 4   Introduction to Political Science
    PS 12   Comparative Politics and Government
    PSYC 1   Introduction to Psychology
    PSYC 2   Research Methods in Psychology
    PSYC 3   Biological Psychology
    PSYC 5   Psychological Aspects of Human Sexuality
    PSYC 7   Developmental Psychology: Child Growth and Development
    PSYC 30   Social Psychology

    PSYC 33   Psychology of Adjustment
    PSYC 37   Abnormal Behavior
    SOC 1   Introduction to Sociology
    SOC 2   Social Problems
    SOC 10   Introduction to Marriage and the Family
    SOC 15   Child, Family, and Community
    SOC 20   Ethnic Cultures of the United States
    SOC 21   Women in Contemporary Society
    SOC 25   Social Stratification
    SOC 30   Social Problems

AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES
A. Physical Sciences Courses
    ASTR 20   General Astronomy
    GEOG 1   Physical Geography
    GEOL 7   Weather and Climate
    MS 20   Introduction to Oceanography
    PHYS 20   The Ideas and Events of Physics

B. Biological Sciences Courses
    ANTH 1   Biological Anthropology
    BIO 3C   Biochemistry and Molecular Biology
    BIO 20   Introduction to Biology
    BIO 40   Modern Theories of Evolution

AREA 6: LANGUAGE OTHER THAN ENGLISH
Currently none of these courses are offered through Distance and Online Education.

U.S. HISTORY, CONSTITUTION, AMERICAN IDEALS
    HIST 16   History of the U.S. to 1876
    HIST 17   History of the U.S. since 1876
    HIST 22   Basic U.S. History
    PS 1   American Government

Appendix D:

Saddleback College Distance and Online Education Classes
That Meet CSU System Transfer Requirements
Transferability subject to change. Check your transfer institution.

AREA A: Communication and Critical Thinking
A2 Written Communication
  ENG 1A   Principles of Composition I
A3 Critical Thinking
  ENG 1B   Principles of Composition II

AREA B: Natural Sciences and Mathematics
B1 Physical Science
  ASTR 20   General Astronomy
  GEOG 1   Physical Geography
  GEOL 7   Weather and Climate
  MS 20   Introduction to Oceanography
  PHYS 20   The Ideas and Events of Physics

B2 Biological Science
  ANTH 1   Biological Anthropology
  BIO 3C   Biochemistry and Molecular Biology
  BIO 20   Introduction to Biology
  BIO 40   Modern Theories of Evolution

AREA C: Arts and Humanities
C1 Arts
  ARCH 12   History of Architecture
  MUS 20   Music Appreciation
  MUS 27   History of Jazz
  MUS 28   History of Rock
  TA 20   Theatre Appreciation
  TA 22   Musical Theatre History and Appreciation

C2 Humanities
  HIST 4   World History to 1750
  HIST 5   World History from 1750
  PHIL 1   Introduction to Philosophy
  SL 1   American Sign Language I

AREA D: Social and Behavioral Sciences
D1 Anthropology
  ANTH 2   Cultural Anthropology

D2 Economics
  ECON 2   Principles (Macro)
  ECON 4   Principles (Micro)

D3 Ethnic Studies
  HIST 20   Ethnic Cultures of the United States
  HIST 33   The Political/Social History of the
            Chicanas/os
  SOC 20   Ethnic Cultures of the United States

D4 Gender Studies
  SOC 21   Women in Contemporary Society

D5 Geography
  GEOG 2   Cultural Geography
  GEOG 3   World Regional Geography

D6 History
  HIST 16   History of the U.S. to 1876
  HIST 17   History of the U.S. since 1876
  HIST 22   Basic U.S. History
  HIST 27   Latin America: Pre-European to
            Independent Nationhood
  HIST 28   Latin America: 1800 to the
            Present
  HIST 32   California History

D7 Interdisciplinary Social or Behavioral Science
  CA 1   Mass Media
  JRN 1   Mass Media
  PSYC 30   Social Psychology
  SOC 30   Social Psychology

D8 Political Science
  PS 1   American Government
  PS 4   Introduction to Political Science
  PS 12   Comparative Politics and
            Government

D9 Psychology
  CDES 7   Developmental Psychology: Child
            Growth and Development
  PSYC 1   Introduction to Psychology
  PSYC 2   Research Methods in Psychology
  PSYC 3   Biological Psychology
  PSYC 5   Psychological Aspects of Human
            Sexuality
  PSYC 7   Developmental Psychology: Child
            Growth and Development
  PSYC 33   Psychology of Adjustment
  PSYC 37   Abnormal Behavior

D0 Sociology
  CDES 15   Child, Family, and Community
  SOC 1   Introduction to Sociology
  SOC 2   Social Problems
  SOC 10   Introduction to Marriage and the
            Family
  SOC 15   Child, Family, and Community
  SOC 25   Social Stratification

AREA E: Life Skills
  APSY 140 Educational and Vocational
            Planning
  CDES 7   Developmental Psychology: Child
            Growth and Development
  KNES 107 Survey and Assessment of Fitness
  PSYC 5   Psychological Aspects of Human
            Sexuality
  PSYC 7   Developmental Psychology: Child
            Growth and Development
  PSYC 33   Psychology of Adjustment
  WS 120   Women and Careers

Appendix E:

SADDLEBACK COLLEGE
DISTANCE EDUCATION / HYBRID COURSE
CURRICULUM COMMITTEE APPROVAL FORM

Title 5 of the California Code of Regulations, Section 55206, states that "if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures."

Each course, therefore, whether hybrid or fully online, shall be approved by the Curriculum Committee and must include a description of how regular effective contact will be met. Given the variety of ways in which regular effective contact can be met and hybrid courses can be designed, <u>approval shall only pertain to the individual faculty member listed on this form</u>.

How to Complete this Form:
> Submit this approval form for the <u>first offering</u> by an instructor of a distance education or hybrid course, or if there are <u>substantial changes</u> in the methods of instructional delivery or regular effective contact from a previously approved DE or hybrid course. If the course will be team taught, each instructor should fill out a separate form.

> **All sections (1-12 and 15-16) must be complete and a course syllabus for this offering must be attached.**

Due Dates:

Semester	Session	Due Date
Fall	Full semester /1st 8-week	2nd Friday in April
Fall	2nd 8-week (DE Only)	1st Friday in September (will not be in printed schedule)
Spring	Full semester/1st 8-week	First Due Date: 1st Friday in May Final Due Date: 4th Friday in August* *will not be included in first proof
Spring	2nd 8-week (DE Only)	1st Friday of February (will not be in printed schedule)
Summer	All sessions	4th Friday of January

Terminology:
> **Distance Education (DE) course** – Any course in which 100% of the course is taught through mediated instruction in lieu of face-to-face interaction between instructor and student.

> **DE Hybrid Course** – Any course in which more than 51% but less than 100% of the course is taught through mediated instruction in lieu of face-to-face interaction between instructor and student.

> **Hybrid Course** – Any course in which less than 51% but more than 5% of the course is taught through mediated instruction in lieu of face-to-face interaction between instructor and student. No course may have less than 5% mediated instruction.

Method of Instruction Codes (for information purposes only):
> M51 – DE, Two-Way Interactive (SMART classroom)
> M62 – DE and DE Hybrid, Audio (radio and classroom, or radio and online)
> M63 – DE, Video Only (Telecourses) – NO LONGER AVAILABLE FOR SCHEDULING
> M64 – DE and DE Hybrid (video and classroom; audio and classroom; video and online; audio and online)
> M72 – DE and DE Hybrid (all online; online and classroom in which 51% or more is online)
> M73 – Hybrid (online and classroom in which 50% or less is online, including classes in which the learning center labs are considered their classroom portion such as all CIM courses)

> **Important Note:** All courses coded as M62, M63, M64 and M72 are considered to be independent studies courses and do not require positive attendance reporting, unless the hours of classroom time are not scheduled. M73, or hybrid, courses, with the exception of those with learning center labs, require positive attendance reporting at the end of the semester. M72 courses without scheduled classroom hours (TBA) will also require positive attendance reporting.

1.   Faculty requestor: _____
2.   Is this a team taught course? _____   If so, name of the other instructor(s): _____
3.   Semester for DE version to start: _____
4.   How many ticket numbers do you need? _____
5.   Course ID: _____   Course Title: _____
6.   Catalog ID: _____
7.   Units: _____
8.   Total number of faculty contact hours* for this course (see chart below): _____
9.   What hours and percentage of time is spent in each of the following areas:

	Hours	%
Classroom	_____	_____
Lab	_____	_____
Learning Center	_____	_____
Online	_____	_____
SMART Classroom	_____	_____
Video	_____	_____
Radio	_____	_____
TOTAL		100%

WFCH	TFCH*
.5	8.3
.75	12.45
1	16.6
1.5	24.9
2	33.2
2.5	41.5
3	49.8
3.5	58.1
4	66.4
4.5	74.7
5	83.0
6	99.6
7	116.20
7.5	124.5
8	132.8
9	149.4
10	166.0

10.   **Content Delivery:** How do you plan to deliver the course content via distance education (e.g. online written lectures, podcasts, video clips)? _____

11.   **Regular Effective Contact:** How do you plan to provide for regular effective contact between the instructor and the students in this DE course? Describe both the nature and frequency of instructor-student interactions. _____

12.   **Assignments:** Describe any changes in the reading, writing, oral and other assignments made necessary as a result of offering this course by DE (for example, all internet courses should have a threaded discussion requirement in lieu of oral assignments). _____

13.   **Accommodations for Students with Disabilities (add this section to the student syllabus for your DE course):** "This course meets the requirements set forth in the accessibility checklist and universal design grid provided by Special Services. The Web pages, video presentations, textbooks and class materials used in this course are accessible to students with disabilities." If you have questions on how to make accommodations, please contact Mike Sauter, the Alternate Media Specialist.

14.   **Notifications:**
Please send copies of the signed form to the following:
 - Center for Instructional Design and Distance Education (Sheri Nelson)
 - DE Librarian (Elizabeth Horan)
 - Alternate Media Specialist (Mike Sauter)

15.   **Dean Review/Signature:**
Division Dean:_____ Date: _____

16.   **Signatures:**
Faculty Requestor: _____ Date: _____

Department Chair:_____ Date: _____

Appendix F:

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AUDITORIUM, ROOM 145, HEALTH SCIENCES/DISTRICT OFFICES BLDG.
SADDLEBACK COLLEGE

MINUTES OF THE BOARD OF TRUSTEES' MEETING
February 23, 2009

CALL TO ORDER: 5:00 P.M.

1.0 PROCEDURAL MATTERS

1.1 Call To Order

1.2 Public Comments Members of the public may address the Board on items listed to be discussed in closed session. Speakers are limited to two minutes each.

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

A. Public Employee Appointment, Employment, Evaluation of Performance, Discipline, Dismissal, Release (GC Section 54957)

1. Public Employee Discipline/Dismissal/Release (3 cases)

B. Conference with Labor Negotiators (GC Section 54957.6)

1. SOCCCD Faculty Association

a. Agency Designated Negotiator: Dr. Raghu Mathur;

b. Leave Requests (1)

2. California School Employees Association (CSEA), Chapter 586:

a. Agency Designated Negotiator: Dr. Raghu Mathur

b. Leave Requests (2)

C. Conference with Real Property Negotiators (GC Section 54956.8)

1. Lease of Property by District: Advanced Technology and Education Park (ATEP); Agency Designated Representative - Dr. Raghu Mathur; Negotiating parties: Janez Group, Hudson Capital, LLC.; Under negotiation: Price and terms of payment.

2. Lease of Property by District - 15661 Red Hill Ave, Tustin and 1400 & 1420 Reynolds Avenue, Irvine. Agency Designated Representative - Dr. Raghu Mathur and Royce A. Sharf, Studley; Negotiating parties: Colliers International and C B Richard Ellis (CBRE); Under negotiation: Price and terms of payment.

3. Lease of Property by District: Portion of Irvine Valley College site; Agency Designated Representative - Dr. Raghu Mathur; Negotiating parties: Irvine Unified School District; Under negotiation: Price and terms of payment.

D. Conference with Legal Counsel (GC Section 54956.9)

1. Existing Litigation (GC Section 54956.9[b])(3 cases)

a. Crosby v. SOCCCD

b. Dobbs v. SOCCCD

c. Hammel v. SOCCCD

2. Initiation of Litigation (GC Section 54956.9[c]) (1 case)

3. Anticipated Litigation/Significant Exposure to Litigation (GC Section 54956.9[b][1] and [b][3][A]) (6 cases)

4. Anticipated Litigation/Significant Exposure to Litigation (GC Section 54956.9[b][1] and [b][3][C]: Claim of Veronica Saldana against the District.

RECONVENE OPEN SESSION: 7:00 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

2.2 Invocation Led by Trustee Nancy Padberg

2.3 Pledge of Allegiance Led by Trustee Donald Wagner

2.4 Resolutions / Presentations / Introductions Resolution: My Academic Plan Design Team Resolution: Coach Martin McGrogan, Irvine Valley College

2.5 Public Comments   Members of the public may address the Board on any item on the agenda at this time or during consideration of the item. Items not on the agenda that are within the subject matter jurisdiction of the Board may also be addressed at this time. Speakers are limited to two minutes each.

3.0 REPORTS

3.1 Oral Reports: Speakers are limited to two minutes each.

A. Board Reports

Trustees Padberg, Fuentes, Williams, Wagner, Milchiker, and Student Trustee Lee gave reports.

B. Chancellor's Report

Chancellor Raghu Mathur gave a report.

C. Board Requests for Report(s) • Request for Report on Reduction of District Property Tax Rate

7-0 accept vote

President Wagner requested to adjourn meeting in memory of Hally Savio. Advance Item 6.1

6.0 GENERAL ACTION ITEMS

6.1 SOCCCD: Annual Report on Probationary Faculty Recommended for Tenure Approve entering second and third year contracts for full-time faculty members.

mm/np 7-0

6.2 Saddleback College and Irvine Valley College: Curriculum Revisions Approve proposed changes in curriculum for Saddleback College and Irvine Valley College for 2009-10.

Pull and table 3 geography online courses. sent out for further work jw/ divide question 7-0 jw/tf 7-0 on remainder table 3 courses dl/bj 7-0

6.3 SOCCCD: State Chancellor's Funding Hold and Facilities Impact Approve completing the purchase on the bid for furniture for Irvine Valley College and Saddleback College projects for $116,000.

bj/dl 7--0

6.4 Saddleback College: Village Expansion Project: Contract Amendment No. 1 for Increased Services Approve the use of the Class Leasing piggyback agreement with Wilsona School District not to exceed $1,400,000.00.

jw/mm 7-0

6.5 Saddleback College: Study Abroad Program to Santander, Spain Approve the Saddleback College study abroad program: Spanish Language Studies in Santander, Spain in the summer of 2009.

? /jw 7-0

6.6 SOCCCD: Board Policy Revision: BP 5625 - Students in the Military   Submitted for discussion/approval.

jw/tf moved for approval 7-0

6.7 SOCCCD: Institutional Membership: Association for Information Communications Technology Professionals in Higher Education Approve membership and estimated dues.

jw/bj 7-0

6.8 SOCCCD: OCSBA Marian Bergeson Award Nomination Nomination of trustee for the Marian Bergeson Award.

tf nominate trustee john williams for Marian Bergeson award. second don wagner 7-0

6.9 SOCCCD: Academic Personnel Actions Approve New Personnel Appointments; Authorization to Establish and Announce Academic Administrative Position; Change of Status; Additional Compensation: General Fund; Additional Compensation: Categorical/Non-General Fund; Resignation/Retirement/Conclusion of Employment

bj/dl 7-0

6.10 SOCCCD: Classified Personnel Actions Approve New Personnel Appointments; Authorization to Eliminate Classified Position and/or Position Numbers; Authorization to Establish and Announce A Classified Position; Change of Status; Authorization to Change Organization Reporting Structure; Out of Class Assignments;, Authorization to Revise the Salary Schedule for the Non-Bargaining Unit, Temporary, Short Term Hourly Employees, Volunteers.

dl/jw 7-0

4.0 DISCUSSION ITEMS

4.1 Saddleback College and Irvine Valley College: Basic Skills Initiative Dr. Rajen Vurdien, Vice President of Instruction, Saddleback College and Dr. Craig Justice, Vice President of Instruction, Irvine Valley College will present information on the status of Basic Skills Initiative at the colleges.

Dr. Rajen Vurdien, Vice President of Instruction, Saddleback College and Dr. Craig Justice, Vice President of Instruction, Irvine Valley College presented information on the status of Basic Skills Initiatives at the colleges.

4.2 Saddleback College and Irvine Valley College: Curriculum Representatives from the Saddleback College and Irvine Valley College academic senates will present information on curriculum.

Professor Kathie Schmeidler from Irvine Valley College and Professor Bob Cosgrove from Saddleback College gave reports on curriculum.

5.0 CONSENT CALENDAR ITEMS   All matters on the consent calendar are routine items and are to be approved in one motion unless a Board member requests separate action on a specific item, and states the compelling reason for separate action.

5.1 SOCCCD: Board of Trustees Meeting Minutes Approve minutes of a regular meeting on January 20, 2009.

5.2 Saddleback College: California Student Nurse Association Conference Approve twelve students and two faculty advisors to attend the National Convention of the California Nursing Student Association April 14-19, 2009. Funds for the convention have been approved and budgeted by the Associated Student Government body in an amount not to exceed $14,000.

5.3 Saddleback College: Award of Bid: Science Equipment Approve award of bid to various vendors in the amount of $145,264.94.

5.4 Saddleback College: Village Expansion Project: Contract Amendment No. 1 for Increased Services Approve agreement with R2A Architecture and approve amendment to contract in the amount of $80,080. The total contract amount is $245,080.

5.5 Saddleback College: Donated Equipment Approve donation of items.

5.6 Irvine Valley College: Geology 170, Out-of-State Travel Approve out-of-state travel program from April 30, 2009 to May 3, 2009 in the Grand Canyon National Park, Arizona. No general funds used; travel costs are the responsibility of the individual participants.

5.7 Irvine Valley College: Award of Cisco Network Equipment Approve agreement to purchase Cisco Network equipment from Nexus, Inc in the amount of $98,331.40.

5.8 Irvine Valley College: Notices of Completion: Business Sciences Technology and Innovation Center Approve the filing of the notices of completion and the release of retention.

5.9 Irvine Valley College: Change Order Requests: A300 Theater Secondary Effects Approve change order request resulting in an increase in the contract amount of $16,339.05. Total revised contract amount is $1,090,221.

5.10 Irvine Valley College: Change Order Requests: Business Sciences and Technology Innovation Center Approve change order request decreasing the contract amount of $55,605.00. Total revised contract amount is $15,062,577.

5.11 Irvine Valley College: Change Order Requests: Change Order Requests: B200 Science Lab Annex and B239 Conversion Approve change order request resulting in an increase in the contract amount of $116,304. Total revised contract amount is $3,639,304.

5.12 ATEP: Agreement for Special Services for the ATEP Project: Austin-Foust Associates, Inc. Approve agreement with Austin-Foust Associates, Inc. on a time and material basis.

5.13 Saddleback College and Irvine Valley College: Revised 2009-2010 Instructional Material Fees Approve revised instructional material/laboratory fees for 2009-10.

5.14 Saddleback College and Irvine Valley College: Speakers Approve honoraria for speakers at Saddleback College and Irvine Valley College.

5.15 Saddleback College and Irvine Valley College: Community Education Program, Summer 2009 Approve Community Education courses, presenters, and compensation for Summer, 2009.

5.16 SOCCCD: Grant Acceptance, Community Collaborative Accept the Award of $400,000 from the California Community College Chancellor's Office for the Community Collaborative Grant, RFA 08-0140-890.

5.17 SOCCCD: Purchase Orders/Confirming Requisitions Approve purchase orders processed in accordance with the general priorities of the adopted budget and numbered P09-02871 through P09-03337 amounting to $1,741,355.77. Approve confirming requisitions dated December 17, 2008 through February 3, 2009 totaling $267,785.88.

5.18 SOCCCD: Payment of Bills Approve Check Nos. 077566 through 078598 processed through the Orange County Department of Education, totaling $7,601,766.02; and Check Nos. 009445 through 009454, processed through Saddleback College Community Education, totaling $298,567.09; and Check Nos. 008522 through 008534, processed through Irvine Valley College Community Education, totaling $54,226.89.

5.19 SOCCCD: Budget Amendment: Adopt Resolution No. 09-03 to Amend 2008-2009 Restricted General Funds Adopt resolution to amend the 2008-2009 adopted budget.

5.20 SOCCCD: Transfer of Budget Appropriations Ratify transfers as detailed.

5.21 SOCCCD: Gifts to the District and Foundation Approve acceptance of various donated items.

5.22 SOCCCD: January/February 2009 Contracts Ratify contracts as listed.

5.23 SOCCCD: Adopt Resolution No. 09-02: Close Certificate of Participation (COP), Capital Lease Payments Fund 52 Adopt resolution to closed the COP Capital Lease Payments Fund (Fund 52).

TF/BJ 7-0

7.0 REPORTS

7.1 SOCCCD: Sustainability Efforts An informational report on sustainability efforts at SOCCCD.

7.2 SOCCCD: Basic Aid Report Projected receipts and approved projects.

7.3 SOCCCD: Facilities Plan Status Report Status of current construction projects.

7.4 SOCCCD: List of Board Requested Reports List of Board Requested Reports.

7.5 SOCCCD: Monthly Financial Status Report Report displays the adopted budget, revised budget and transactions through January 31, 2009.

7.6 SOCCCD: Quarterly Financial Status Report Report as of December 31, 2008.

7.7 SOCCCD: Budget Update Report Report on property tax revenues and basic aid status.

7.8 SOCCCD: Retire (OPEB) Trust Fund This report is for the quarter ending December 31, 2008.

8.0 WRITTEN REPORTS   Reports by the following individuals and groups should be written and submitted through the docket process prior to distribution of the Board agenda packet.

A. President, Saddleback College

Reports were provided by Saddleback College President Tod Burnett, IVC President Glenn Roquemore, Provost Randy Peebles, SC Academic President Bob Cosgrove, IVC Classified Senate Gee Dickson, ASIVC Representative.

B. President, Irvine Valley College

C. Provost, ATEP

D. Associated Student Governments of SC

E. Associated Students of IVC

F. Saddleback College Academic Senate

G. Irvine Valley College Academic Senate

H. Faculty Association

I. California School Employees Association

J. Saddleback College Classified Senate

K. Irvine Valley College Classified Senate

L. District Services Classified Senate

M. Police Officers' Association

9.0 ADDITIONAL ITEMS

ADJOURNMENT (or continuation of closed session if required): 9:00 P.M.

The meeting was adjourned at 9:15 p.m. in memory of Hally Savio.

_____
Raghu P. Mathur, Secretary