Meeting of the Board of Trustees

October 24, 2016

CALL TO ORDER: 5:00 P.M.

1.0   PROCEDURAL MATTERS

1.1   <u>Call to Order</u>

1.2   <u>Public Comments</u>
*Members of the public may address the Board on items listed to be discussed in **closed session**. If you wish to address the board on a closed session item, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. **Speakers are limited to <u>two</u> minutes each.***

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

1.3   Student Discipline (Education Code Section 72122)(1 matter)

1.4   Public Employee Employment, Discipline, Dismissal, Release (Government Code Section 54957(b).)
A.   Public Employee Employment Part-time Custodian (Government Code Section 54957(b).) (1 matter)
B.   Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).)(3 matters)

1.5   Conference with Labor Negotiators (Government Code Section 54957.6)
A.   Police Officers Association
Agency Designated Negotiator: David P. Bugay, Ph.D.
B.   SOCCCD Faculty Association
Agency Designated Negotiator: David P. Bugay, Ph.D.
C.   California School Employees Association (CSEA)
Agency Designated Negotiator: David P. Bugay, Ph.D.

1.6   Conference with Legal Counsel (Government Code Section 54956.9)
A.   Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1) (4 potential cases)

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

   2.1   **Actions Taken in Closed Session**

   2.2   **Invocation**
Led by Trustee T.J. Prendergast, III

   2.3   **Pledge of Allegiance**
Led by Trustee Terri Whitt

   2.4   **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. If you wish to address the board, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. **Speakers are limited to up to <u>two</u> minutes each.**

3.0 REPORTS

   3.1   Oral Reports: **Speakers are limited to up to two minutes each**.
      A. Board Reports
      B. Chancellor's Report
      C. College Presidents' Reports (*Written Reports included in Section 8.0*)
      D. Associated Student Government Reports
      E. Board Request(s) for Reports

4.0 DISCUSSION ITEMS

   4.1   **SOCCCD: Accreditation Process**
Dr. Tod A. Burnett, President, Saddleback College, and Dr. Glenn R. Roquemore, President, Irvine Valley College, will present information on the accreditation process currently underway at the colleges.

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 Regular Meeting held on September 24, 2016 and Special Meeting held on October 17, 2016.

   5.2   **Irvine Valley College: Community Education, Spring 2017**
Approve Spring 2017 Community Education courses, presenters and compensation.

5.3 **Saddleback College: Curriculum Revised for the 2016-17 Academic Year**
Approve the proposed curriculum changes for the 2016-17 and 2017-18 academic years at Saddleback College.

5.4 **Saddleback College: Student Study Abroad Program To Cuba, from May 30, 2017 to June 6, 2017**
Approve the Saddleback College study abroad program to Cuba from May 30, 2017 to June 6, 2017, and directs the administration to execute the Education Tour Field Study Travel Contractor Agreement with the Travel and Education for coordinating all travel agreements.

5.5 **SOCCCD: Saddleback College: Use of the WSCA/NASPO Cisco Systems, Inc. Contract for Data Communications Products and Services, Equipment for Wireless Expansion Project, ePlus, Inc.**
Approve the use of Master Price Agreement No. AR233 awarded by the State of Utah in association with the NASPO/WSCA, and approved for usage by the State of California pursuant to the California Participating Addendum No. 7-14-70-04 for procurement of Wireless Coverage Expansion equipment from ePlus, Inc. for an amount of $323,442.04.

5.6 **Saddleback College and Irvine Valley College: Speakers**
Approve general fund honoraria for speakers for events and/or classes at Saddleback College and Irvine Valley College.

5.7 **SOCCCD: Trustees' Requests for Attending Conferences**
Approve trustees' requests for attending conference(s).

5.8 **SOCCCD: Student Out of State Travel**
Approve the colleges' student out-of-state travel for the participants, dates, locations, courses and costs as listed.

5.9 **SOCCCD: Auction No. 60 - Surplus Property**
Approve the sale of surplus property, Auction No. 60, and authorize the Director of Purchasing, Contracts, and Materials Management to hire a private auction firm to conduct the auction, and to dispose of items not sold at the auction.

5.10 **SOCCCD: Budget Amendment: Adopt Resolution No. 16-28 to Amend FY 2016-2017 Adopted Budget**
Adopt Resolution No. 16-28 to amend the FY 2016-2017 Adopted Budget.

5.11 **SOCCCD: Transfer of Budget Appropriations**
Ratify the Transfer of Budget Appropriations.

5.12 **SOCCCD: August, September and October 2016 Change Orders / Amendm**
Ratify the change orders and amendments as listed.

5.13 **SOCCCD: Purchase Orders and Checks**
Ratify the purchase orders and checks as listed.

5.14 **SOCCCD: August - September 2016 Contracts**
Ratify contracts as listed.

6.0 GENERAL ACTION ITEMS

6.1 **SOCCCD: Biennial Ethics Training & Trustee Travel and Compensation**
Approve annual individual travel expenditures of the chancellor and trustees and approve report of all district compensation received by each trustee during the 2015-16 fiscal year.

6.2 **SOCCCD: Saddleback College Access Control Project, Adopt Resolution No. 16-27, Authorizing Design-Build Delivery Method**
Adopt Resolution No. 16-27 to authorize the use of the design-build delivery method for the Saddleback College Access Control project.

6.3 **SOCCCD: Saddleback College Access Control Project, Phase 1, Hire Design-Build Consultant, Alternate Delivery Solutions, LLC**
Approve an agreement with Alternative Delivery Solutions, LLC, to provide Design-build Consultant services for the Saddleback College Access Control project in the amount of $232,310.

6.4 **SOCCCD: Advanced Technology & Education Park, Utilities and Infrastructure Phase I Project, Award of Bid No. 20, Griffith Company**
Award Bid No. 20, Advanced Technology & Education Park Utilities and Infrastructure Phase I project, and approve the agreement with Griffith Company, in the amount of $5,353,750.

6.5 **SOCCCD: Advanced Technology and Education Park, ATEP IVC First Building Project and Utilities and Infrastructure Phase I Project, DSA Inspection Services Agreement, The Vinewood Company, LLC**
Approve the DSA Inspection Services agreement with The Vinewood Company, LLC for the Advanced Technology and Education Park, ATEP IVC First Building and Utilities and Infrastructure Phase I projects for a not to exceed amount of $178,144.

6.6 **SOCCCD: Board Policy Revision: BP-4202 Transfer of Sick Leave for Classified Personnel, BP-4420 Enrollment Fee Reimbursement for Eligible Employees, BP-5130 Financial Aid, BP-5200 Student Health Services, BP-5625 Students in the Military**
Accept for review and study the board policies as presented.

6.7 **SOCCCD: Academic Personnel Actions – Regular Items**
Approve New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Workload Banking, Resignation/Retirement/Conclusion of Employment.

6.8 **SOCCCD: Classified Personnel Actions – Regular Items**
Approve New Personnel Appointments, Authorization to Establish and Announce a Classified Position, Authorization to Increase Hours and/or months per year, Reclassification, Change of Status, Out of Class Assignments, Resignation/Retirement/Conclusion of Employment, Volunteers.

6.9 **SOCCCD: 2017-18 Tenure Track Hiring Authorization**
Approve Saddleback College and Irvine Valley College full-time tenure track faculty position hiring lists.

6.10 **SOCCCD: Adopt Resolution 16-29: Classified Employee/Position Layoff**
Adopt Resolution No.16-29 to approve the reduction and/or discontinuance of classified service.

6.11 **SOCCCD: Chancellor Position Description**
Approve modifications to the Chancellor's position description.

7.0 <u>REPORTS</u>

7.1 **SOCCCD, Saddleback College, Irvine Valley College, and Advanced Technology and Education Park: Vision and Mission Statements**
Annual review of the district and college vision and mission statements.

7.2 **Saddleback College and Irvine Valley College: Speakers**
A listing of speakers for events and/or classes at Saddleback College and Irvine Valley College.

7.3 **SOCCCD: Basic Aid Report**
Report on projected receipts and approved projects.

7.4 **SOCCCD: Facilities Plan Status Report**
Status of current construction projects.

7.5 **SOCCCD: Monthly Financial Status Report**
Report for the period ending September 30, 2016.

7.6 **SOCCCD: Quarterly Financial Status Report**
Report for the period ending September 30, 2016.

7.7 **SOCCCD: Retiree (OPEB) Trust Fund**
Report is for the period ending September 30, 2016.

8.0   REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet. **Speakers are limited to <u>two</u> minutes each.**

- A.   Saddleback College Academic Senate
- B.   Faculty Association
- C.   Irvine Valley College Academic Senate
- D.   Vice Chancellor, Technology and Learning Services
- E.   Vice Chancellor, Human Resources
- F.   Vice Chancellor, Business Services
- G.   Irvine Valley College Classified Senate
- H.   California School Employees Association
- I.   Saddleback College Classified Senate
- J.   Police Officers Association

9.0   ADDITIONAL ITEMS

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

TO: Board of Trustees

FROM: Debra L. Fitzimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Accreditation Update

ACTION: Discussion

BACKGROUND

Both Irvine Valley College and Saddleback College began the process to create their ACCJC Accreditation Institutional Self Evaluation Report in 2014. The ACCJC Accreditation Site visit to both colleges and district services is scheduled to occur from February 27 – March 2, 2017.

Saddleback College's Accreditation Steering Committee has tri-chairs reflecting different areas at the college: Juan Avalos from administration, Bob Cosgrove from faculty (representing the Senate), and Craig Conner representing our classified staff. The Accreditation Steering Committee coordinated the work of the four main standard groups and received regular feedback from the standard committees. The committees involved faculty, staff, students, and managers/administrators from across the campus who helped craft the report.

Irvine Valley College's Accreditation Oversight Work Group (AOWG) led the coordination of accreditation activities and the production of the Self Evaluation Report. AOWG in consultation with other participatory governance groups assigns individuals to standard and writing teams, and updates the Inside IVC Accreditation website – a collaborative space for writing activities where all college employees can review drafts and make comments.

STATUS

Currently both campuses are engaging the college community in a process of review of the drafts written to address ACCJC's accreditation standards.

Saddleback College officially rolled out its Accreditation Self-Evaluation Report Feedback website on October 6, 2016 via a college-wide email invitation sent out by Saddleback College President, Dr. Tod Burnett. The college community has until October 28, 2016 to comment on the accuracy of the report.

Irvine Valley College's drafts for all major sections of the document (introduction, standards, and quality focus essays) are available to the college community for review until October 18, 2016 when afternoon editing sessions are scheduled to begin.

Item Submitted by*: Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

Attached is Saddleback College PowerPoint presentation (Exhibit A), Irvine Valley College PowerPoint presentation (Exhibit B), and two PDF files (Exhibit C and Exhibit D) of each colleges' most recent drafts of all the standards currently posted for the college review period.

The PowerPoint presentation focuses on process highlights from this past year, accreditation timeline, current state of the draft reports, and outlines the steps leading to the November Board of Trustees Meeting (November 14, 2016) where the Board will receive a near-final draft of both colleges' 2017 ACCJC Accreditation Self-Evaluation Reports for review and acceptance.

Item Submitted by*: Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

Saddleback College

Presentation to Board of Trustees
October 24, 2016

Accreditation Highlights and Timeline

Summer 2016

- Content writer reviews I - III drafts
- Standard IV initial drafts
- Standard chairs collect evidence
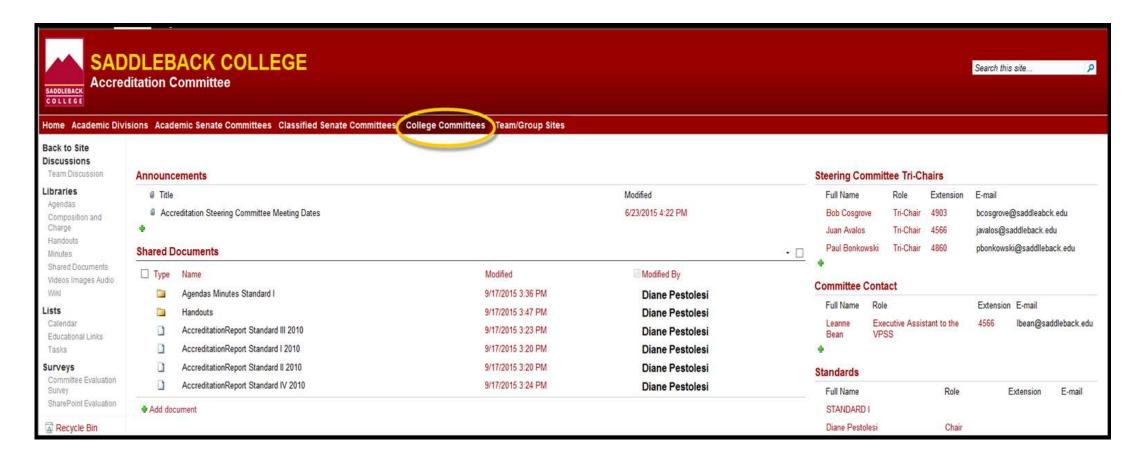- Steering committee meets
- Review of DW function map

Fall 2016

- Standards I, II, III available for college-wide review on Aug 17th
- Accreditation Presentations (ASG, Classified Staff Luncheon)
- Standard IV interview of College CEO and District CEO
- Standards to governance groups for review
- Create self-evaluation report feedback website
- Create electronic and hard copy archive of evidence
- Presentations to Board of Trustees (Oct. & Nov.)

Spring 2017 Site Visit:

February 27 – March 2, 2017

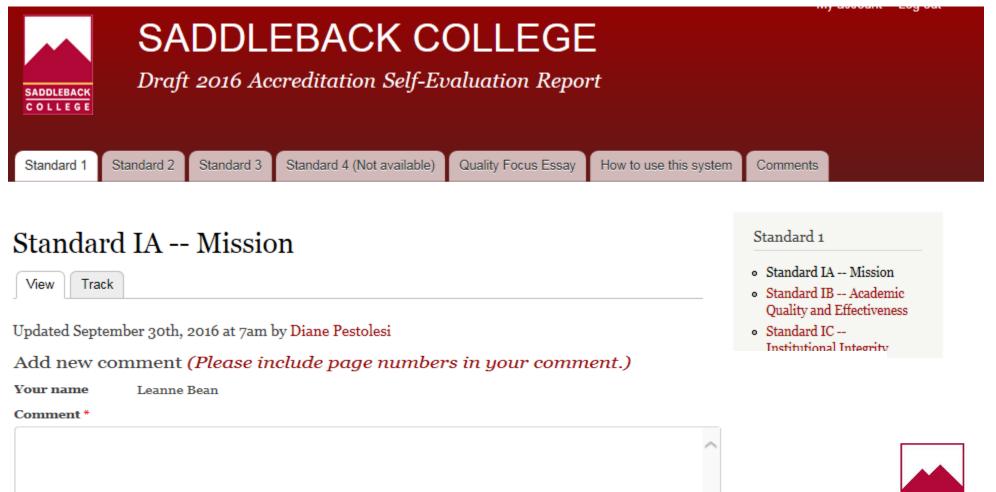# Intranet Site & Evidence Repository

Current Draft State

- What's still being worked on?

- Feedback being collected

Self-Evaluation Report Feedback Website

https://accreditation.saddleback.edu/
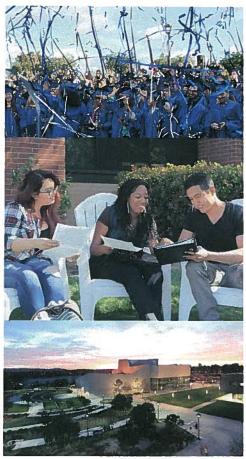
Questions

Irvine Valley College Accreditation

Process and Draft Self Evaluation Report

October 24, 2016

Accreditation Oversight Work Group

Co-Chairs

- Kathy Schmeidler
- Craig Hayward

Members

- Bill Etter
- Traci Fahimi
- Cheryl Delson
- Karen Martin
- Linda Fontanilla
- Chris McDonald

Accreditation Process
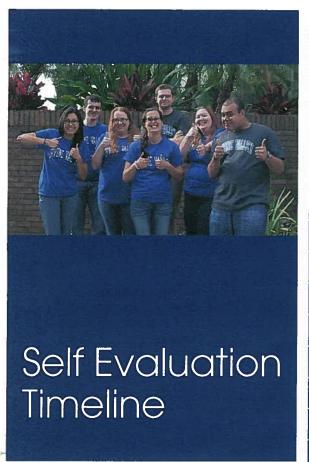
Self Evaluation Development Structure

- Strategic Planning and Accreditation Council
  (Co-chairs: Glenn Roquemore and Kathy Schmeidler)

- Accreditation Oversight Work Group
  (Coordinates all Accreditation activities)

- Institutional Effectiveness Committee
  (Data Analysis for Eligibility Requirements)

- Inside IVC Accreditation Website
  (SharePoint Repository)

- Standard Work Groups
  (Develop drafts for each Standard)

- Edit and Evidence Teams

Self Evaluation Timeline

August 10, 2015	Accreditation Update - Flex Week
August 13, 2015	Accreditation Think Tank – Flex Week
September 11, 2015	Mini Retreat – Standards II & IV
September 18, 2015	Mini Retreat – Standards I & III
October 26, 2015	Board Presentation – Accreditation Overview
January 12, 2016	Budget and Accreditation Luncheon – Flex Week
August 15, 2016	Budget and Accreditation Presentation – Flex Week
August 31, 2016	Accreditation review at SPAC Annual Retreat
October 5, 2016	Two Week Campus Review and Comment Period
October 18, 2016	Five Afternoon Edit Sessions
October 24, 2016	One Week Review and Comment Period
October 24, 2016	Board Presentation – Accreditation Process
October 25, 2016	Third Party Comment - Forum and Webpage Launch
October 31, 2016	One Week Technical Edits
November 14, 2016	Board Meeting - Acceptance of "near final" draft
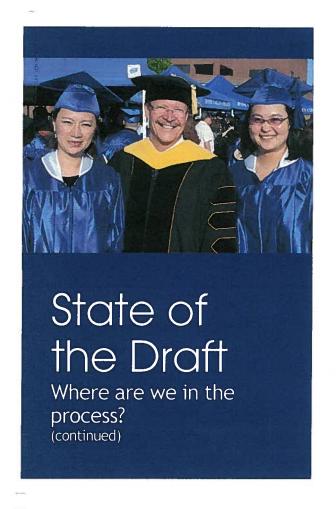
State of the Draft

Where are we in the process?

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	Status
1. A. Mission	1st Review
1. B. Assuring Academic Quality and Institutional Effectiveness	1st Review
1. C. Institutional Integrity	1st Review

Standard II: Student Learning Programs and Support Services	Status
2. A. Instructional Programs	2nd Review
2. B. Library and Learning Support Services	2nd Review
2. C. Student Support Services	2nd Review

IRVINE VALLEY
C O L L E G E

State of the Draft

Where are we in the process?
(continued)

Standard III: Resources	Status
3. A. Human Resources	2nd Review
3. B. Physical Resources	2nd Review
3. C. Technology Resources	2nd Review
3. D. Financial Resources	2nd Review

Standard IV: Leadership and Governance	Status
4. A. Decision-Making Roles and Processes	1st Review
4. B. Chief Executive Officer	1st Review
4. C. Governing Board	1st Review
4. D. Multi-College Districts or Systems	1st Review

Introduction & Eligibility Requirements:	1st Review

Questions?

Exhibit C

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QUALITY FOCUS ESSAY

DRAFT 9.2.2016

Introduction of Action Plan: Online Education

Given the recent initiatives connected to online education (referred to as Distance Education/DE in the accreditation standards) at the state level and increased attention to learning management systems (LMS) and support services, and changes in accreditation standards relating to online education, online education has become a major area for college-wide reassessment and reconsideration. Moreover, the changes in enrollment patterns at Saddleback College, including the growth in online education, and the constraints on physical classroom space, have created a need to rethink current practices at the College.

Leaders at the College have long recognized the importance of online education to the mission of the College, especially in terms of providing increased access and support to students. However, the growing prominence of online education at the state level through well-funded initiatives such as the Online Education Initiative (OEI), combined with college-level events such as the evaluation of the LMS, has brought renewed attention to online education as an essential element in need of analysis and assessment. This Quality Focus Essay (QFE) examines the current state of online education at the College and provides a roadmap for addressing three major areas: Professional development, student support, and institutional practices.

Identification of the Problem: A Need for Systematicity

The institution does not currently have an Online Education Plan, and this is due in part to the changes in leadership. In 2011 the Division of Online Education and Learning Resources was formed as a breakaway from an existing division; therefore, a new dean was introduced to lead this new division. Subsequently, this dean retired in spring, 2015, and an interim was hired to continue the work; a permanent dean was selected in August, 2016. As a result, within the last five years, there have been at least three administrators assigned to online education. Furthermore, the Faculty Coordinator for Online Education (assigned through the Academic Senate) has changed at least three times in the past five years, leading to two years of inactivity for the related Online Education Committee. As a result of this turnover in leadership, the Online Education Plan has not been developed, but there is a strong recognition among all stakeholders of a need for it. *Development of the Online Education Plan would be a critical step toward reaching several objectives outlined in the accreditation standards.*

The Online Education Plan would also address the need for a more systematic and college-wide approach to online education that includes professional development, student support, and institutional practices. The college recognizes the need for more *systematic* approaches in all three areas. Currently, there are approaches that work individually in all of these areas, but they are not always systematically applied across the college, in part because the current model has grown organically with online education at the college. Despite the many positive elements of the current model, there are potential areas of improvement in terms of consistency with standards and messaging across the college. There is some concern that the decentralized nature of decision making may diminish the ability of the college to implement standards effectively as online education continues to grow.

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The QFE is part of the more general goal to help the college realize its vision and ensure student success, and broadly addresses the need for improving:

- Student Success, including improved retention, completion and persistence.

- Professional Development for faculty, staff and administrators, as envisioned through the college's Strategic Plan.

- Effective use of data and metrics in decision-making processes.

Desired Outcomes

The key outcomes in this QFE are folded into the broader need for an Online Education Plan at the College. Therefore, the outcomes are described below as part of the larger effort to develop an Online Education Plan that encompasses these three key areas:

Outcome #1: Systematize Professional Development for Online Education

- Standardize and implement a training and professional development program for faculty

- Coordinate professional development for staff who support faculty teaching online courses

- Standardize and increase professional development for administrators

- Create a training program on compliance for accessibility in online courses

Outcome #2: Coordinate Student Support

- Increase student readiness for students entering online courses

- Improve the communication about online education to students

- Improve the availability of support services for students enrolled in online courses

Outcome #3: Align Institutional Practices

- Revisit the approval process for online courses

- Standardize practices to ensure consistent hiring for online teaching positions

- Collect and analyze data related to online classes more systematically, including SLOs, and utilize to make improvements in online courses and programs

- Systematize data-gathering related services for online education including services provided in the Faculty Center, the use of online tools such as the Paper Center, and other resources.

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Actions Steps

A key first step is to solicit membership for a multidisciplinary work group that includes faculty, staff, students, and administrators who will outline and draft the plan, and who will solicit and incorporate feedback from all stakeholders. Upon confirming membership of this work group, the members will develop, outline, and draft an implementation process for the Online Education Plan that will address these key areas:

1. Systematize Professional Development for Online Education

- Complete an assessment of current professional development available at the college for staff, faculty, and administrators, and conduct a needs assessment.

- Establish a plan to address needs for professional development, including a plan to systematize training and professional development for faculty, administrators and staff who support online education. Include a plan to systematize compliance and training for accessibility in online courses.

- Share recommendations with stakeholders, solicit feedback, and make revisions as needed.

2. Coordinate Student Support

- Complete an assessment of current support for students in terms of readiness (before entering online courses, and while taking the courses).

- Establish a plan for addressing the need for additional or more effective student support, including the need for clearer communication in the course catalogue and schedule of classes.

- Share recommendations with stakeholders, solicit feedback, and make revisions as needed.

3. Align Institutional Practices

- Complete an assessment of current practices related to online course approvals, make recommendations for changes, solicit feedback from stakeholders, and make revisions as needed.

- Systematize data-gathering related to online education of support services, including the use of the Faculty Center.

- Implement the disaggregation of SLO data by teaching modality.

- Create an annual report on student success in online classes across the College as the basis for dialogue on continuous improvement in the area of distance education, including increased student support.

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Timeline and Plan for Action Project

Action Steps	Implementation Date	Completion date	Responsible parties	Resources	Assessment
Solicit membership for an interdisciplinary Online Education (OE) work group to draft the Online Education Plan	August, 2016	September 2016	Dean of OELR, Faculty Coordinator for Online Education	Invitations at constituent group meetings, email announcements, service hour credit for faculty	A complete list of work group members shared with Accreditation Steering Committee in September, 2016
Complete an outline for the plan	September, 2016	October 2016	OE work group members, Dean of OELR, Faculty Coordinator for Online Education	Work group members' expertise and feedback from the groups they represent; staff and administrative support from Division of OELR	An outline will be shared at the OE committee in October 2016 meeting.
OE Committee reviews the outline, provides feedback	October 2016	October 2016	Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	The minutes for the OE Committee will reflect approval of the outline.
Draft is completed	October 2016	December 2016	OE work group members, Dean of OELR, Faculty Coordinator for Online Education	OE work group members' expertise and feedback from the groups they represent; staff and administrative support from Division of OELR	A completed draft will be shared with the Steering Committee members for feedback
Draft is shared with OE committee	Jan. 2017	Jan. 2017	Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	The agenda for the OE Committee will reflect this item.
Draft is shared with governance groups	Feb. 2017	March 2017	Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	Minutes for meetings will reflect this item.
Additional Revisions are made	March 2017	April 2017	OE work group members, Dean of OELR, Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	Draft will reflect feedback from governance groups.
New draft shared with OE Committee	April 2017	April 2017	Faculty Coordinator for Online Education	Feedback from constituent groups, research from OPRA as needed	The minutes for the OE Committee will reflect approval of the draft.
New draft shared with governance groups	April 2017	May 2017	OE work group members, Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	Minutes for meetings will reflect discussion, recommendation to Consultation Council.
Implementation dates/timeline set	May, 2017	May, 2017	OE work group members, Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	A timeline will be shared with the Accreditation Steering Committee for feedback.
Implementation begins for all major areas.	August, 2017	May, 2017	OE work group members, Dean of OELR, Faculty Coordinator for Online Education	Support from Academic Senate leadership, Classified Senate, Consultation Council	Additional details TBD for 2017-2018

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Quality Focus Essay

Introduction

During the process of compiling its accreditation report, the College assessed itself in keeping with the mission, vision and values as well as the ACCJC standards. Further, the college assessed the extent to which it incorporated appropriate institutional processes to support and effectively monitor student achievement. The Accreditation Steering Committee (or TaskForce?) convened on a monthly basis to review its progress on the accreditation report and to discuss topics that were relevant for the Quality Focus Essay (QFE). The In summer of 2016, the Accreditation Comittee (TaskForce?) agreed the area of focus as listed below:

1. Student Success Metrics for Institutional Effectiveness

The table below identifies the relationship of this Action Project (AP) to the Standards:

Action Project	Standards Related to Action Project
Student Success Metrics for Institutional Effectiveness	I.A.2 1.B.1 1.B.3 1.B.5 1.B.6 1.B.8 1.C.2 IV.A.1

This QFE will outline the desired goals and outcomes as well as the action steps, timeline, involved parties, resources and methods of assessment for the AP.

Action Project: Student Success Metrics for Institutional Effectiveness

Institutional Effectiveness relates to the extent to which an institution can cultivate and sustain a culture of evidence to support the effectiveness of programs, services and the institution at large. At the forefront of institutional effectiveness is continued leadership to support the examination of achievement outcomes relative to goals, and to set new priorities, policies, procedures, or practices based upon an entrusted and supported future pathway of the college.

A critical aspect of measuring institutional effectiveness resides within the process of appropriate goal-setting for the college. When goals appear as forced arbitrarily, the institution's members are at a loss for understanding the rationale for a predestined target. Without meaningful goal-setting, the institution also lacks a sense of whether or not it will meet or exceed expectations. Further, when goals are poorly documented in terms of their rationale, context, and history, the institution loses footing with respect to its own aspirations in addition to what might be additionally expected externally for accountability. The college, in turn, has difficulty reigning in resources, creating action steps, and cannot articulate the reason for alignment or misalignment with goals or standards that may be imposed both internally and externally. Following this, priorities for funding physical, technological, or human resources can be implicitly fractioned from goals because the goals are not authentically or practically guiding activities. It is in these situations where special projects often blossom and often overtake the

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main focus of college-wide goals. In essence, institutional effectiveness wanes when meaningful goal-setting is not part of its charter: student success.

Contextual knowledge is vital to setting and to re-framing goals so that they have a meaningful influence at the college. The crux of powerful goal-setting begins with the presence information-rich dialogue about student success metrics that describe the context surrounding the goal-to-be-measured, among a group of individuals who are highly vested in this context. Rather than discussions among a broad audience, goal-setting occurs aptly and with properly informed and educated individuals. Key stakeholders that participate in this rich dialogue include subject matter experts, faculty, department leads, and other individuals who are heavily involved in day-to-day operations that significantly relate to the goal. Properly educating others about student success metrics is an essential piece for understanding nuances of data in reference to goals.

Identification of the Problem

At present, the institution has a variety of platforms upon which data and broad goals are displayed. Following a convening of an integrated planning effort between both colleges and the district, a set of broad goals are adopted. The college also has, apart from goal-setting, a separate data store for virtually employee of the campus to consume data and/or metrics. Data and trends can be analyzed and disaggregated by various student populations, and while some departments on campus heavily use these data, others do not. At the core of the issue is that meaningful goal-setting and expectation-setting is lacking apart from accreditation-based or state-required mandates to set goals upon metrics, because goal discussions are inserted without appropriate context. Data resources are myriad and accessible but the college has lacked a cogent facilitator to tie findings to activities, strategies and, in turn, college-wide goals. Further, when broad goal-setting occurs, the information has historically been presented in aggregate, with little explanation about the data behind the trends, such that individuals looking at trend data feel a lack of engagement with goal-setting. One possible reason for this is that the Office of Research, Planning and Accreditation did not have the skill set to data-mine various trends to uncover the real "data story" behind the patterns. The Office has now undergone a leadership transition and has had significant professional development for mining data, and specifically for the purposes of uncovering these "data stories" from just a few pieces of initial student success metrics.

State-wide initiatives such as the Institutional Effectiveness Partnership (IEPI) mandate that colleges begin the process of discussing broad student outcomes and creating both short- and long- term goals for a set of broad student success metrics. As well, the ACCJC has enforced adoption of Federally-mandated institution-set standards, which are minimum thresholds by which the college deems appropriate outcomes. Within these parameters, the college is expected to be fully engaged with the process of understanding its broad-based indicators such as its goals and minimum thresholds for performance. The important factor in a successful launch of IEPI and set-standards is that colleges plan to grow a culture of evidence-based decision-making through imbedding meaningful and scalable approaches to data-driven dialogue that is continuous and persistent throughout the college. Moreover, these dialogues should continuously link back to a pivot point of the college: goals. That is, data conversations about key student success metrics should affect the strategic planning process, so that organically, the goals of the college are on par with expected trends in student success metrics.

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The process of presenting goals relative to student success metrics first began by inviting the college into a discussion of metrics and goals at its first annual Student Success Metrics Summit in Spring of 2016. In this first convening, the Office of Planning, Research and Accreditation had a role of educating the community about various metrics and also gathered awareness among faculty, staff and students regarding student success metrics on the Chancellor's Office Scorecard and the ACCJC annual report. It was also discovered that the college had inappropriately determined its set-standards and instead of using a minimum threshold for setting expectations, the college was actually calculating aspirational goals. Because the college's leadership and members were largely unaware of this for many years, it appeared that goal-setting, for a variety of purposes, needed deeper integration and education for the college and its members.

The Student Success Metrics Summit had a clear educational role, as it was the first of its kind. Faculty, staff, and students were provided multiple on-the-spot quiz questions (with live response outcomes) about specific student success metrics in the Chancellor's Office Scorecard. From the live responses on the quizzes, it was determined that many individuals did not know what these metrics were. Participant comments at the summit also reflected a lack of understanding in how these metrics tied into the college's strategic plan. As the presentation moved forward, and individuals became more engaged, it was apparent that individuals on campus wanted to know why certain trends in the Chancellor's Office Scorecard were moving in a certain direction (up or down) and what could be done. Responses from the Student Success Metrics Summit post-event survey also highlighted that many individuals were first learning about student success metrics from the summit and several indicated that they would like to learn more details behind the data. Most of all, individuals wanted to know how these student success metrics influenced the college's strategic plan and informed the resource allocation and prioritization process. At this point and after accreditation discussions, this issue rose to the level of needing a QFE.

Following the Student Success Metrics Summit, the Office of Research, Planning and Accreditation (OPRA) began making its way around campus to discuss metrics in a contextually-based manner, and is doing so without a formal and institutionalized plan. OPRA also provided a deeper dive into some of the Scorecard metrics that were relevant to the dialogue and began unveiling a few "data stories" emerged from a deeper dive into these findings. As a result of these contextually-based discussions and data mining, it was determined that both planning and goal-setting for both the State Chancellor's Office Scorecard and the ACCJC annual report could be greatly improved by having regular dialogue that is enriched by a depth of data to better articulate "why" various trends are apparent among a small set of student success metrics. For example, understanding why trends in certain indicators such as ESL success rates, are moving up or down, and diving deeper into data (beyond demographic comparisons) to get to attempt to get to the heart of the issue has been very beneficial thus far. From this initial convening between OPRA and division deans, it was also determined that goal-setting for the college could not occur authentically unless the research office could provide the "data story" behind broad-base trends.

In the future, further conversation and structured activities about appropriate goal-setting will take place utilizing this AP. Coinciding with these activities, the college's Planning and Budget Steering Committee (PBSC) has also determined that it needs to play a greater role within the context of student success metrics and goal-setting and, in doing so, making sure to update the strategic plan with relevant student success metric core indicators. PBSC has agreed to serve the college by connecting these goals back to the college strategic plan to ensure that all student success metrics have a documented place in

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both the college's strategic plan and resource allocation process. PBSC will also review other documented plans at the college (e.g., Economic and Workforce Development Plan) to ensure that student success metrics link to these plans as well.
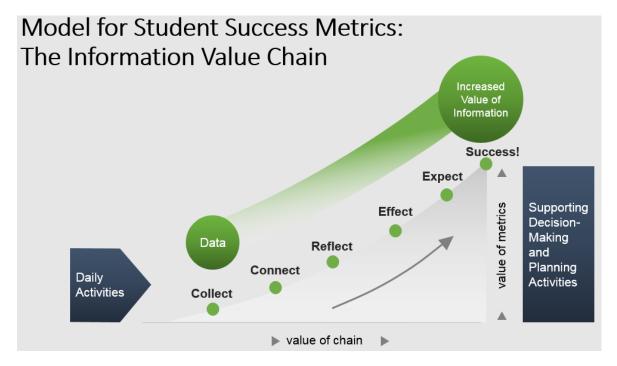
Desired Goals/Outcomes

The goal of this AP is to move the institution forward to a culture of institutional effectiveness through the process of integrating student success metrics and engaging in contextually-based goal-setting. Both the Institutional Effectiveness Partnership and the ACCJC Institution-Set Standards have provided a strong foundation in which institutions can begin dialogue about student success metrics and create aspirational goals. These are inception points upon which the college can move forward into a real understanding of its operational strengths and weaknesses. Saddleback College has thus created an action plan to continue structured and contextually-based dialogue regarding deeper analyses of the Scorecard data as well as the data that underlie the ACCJC set-standards, so that these processes can scale and can be integrated into the college's culture of decision-making. At the final phase of this action plan, the metrics discussions will culminate with identified targets and strategic action steps toward goals for both the ACCJC institution-set standards as well as the Scorecard outcomes; these goals will be meaningful and integrated into the college's activities. Following the steps on the AP, it is expected that these success metric goals will be part of all planning activities and timelines, as well as resource prioritizations and instructional activities, and decision-making that collectively support institutional effectiveness. By the end of the AP period, the college will have adopted contextually-based and or/improved short- and long-term goals for: 1) all of the Student Success Scorecard Metrics; 2) Institution-set standards. Further, 3) the college will have evidence of activities to support student success metric goals and 4) will have these activities incorporated into the college's strategic plan, planning and resource allocation process.

Conceptual Vision:

The conceptual framework guiding the activities in this AP is depicted below, and encompasses the reality of the current state of data consumption and elevating the purpose of this data to increased value of information to support decision-making and planning. Like many institutions, the college is a daily data-generating "machine", amassing bits of data from various student activities across the branches of the college. While the college recognizes that it is creating data in all of its many activities on a daily basis, more work is needed to connect with others to discuss the data, and to begin setting contextually-based expectations to, in turn, reflect upon implications for our college strategic goals.

The framework (depicted on the next page) is explained by each of the steps along the college's data to information value chain. As the value of the data improves with each step of the college, the value of these metrics increase, and in turn, the college is equipped with highly valuable information. As a result of rich information, it is expected that the college will be supported by pillar of decision-making and planning that is informed through contextually-based goals.

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Model for Student Success Metrics: The Information Value Chain

The first step, **Collect**, refers to the various places where the college ingests data. As technological partners are on-boarded, and as more data is captured, data collection is a daily activity. In many ways, administration realizes the college's day-to-day operations at this step. Oftentimes, many college members cease activities at this point and do not evaluate the data produced. The college will be tasked with moving beyond amassing reports (or even dashboards) to identify highly interpretable or context-relevant data. The next step, **Connect**, refers to the need to have more dialogue about the data, and to ask driving questions to understand the definitions, or patterns and trends that are apparent. It is also part of a larger initiative of the newly outfitted research office to make more connections across the campus. **Reflect** suggests that the college is elevating its practice of reviewing data so that quick conclusions are dismissed for more thoughtful and dynamic inquiries that go beyond basic demographic study, and to inquire about such things as course sequence patterns, out-of-norm behaviors, enrollment migration patterns, and drop-out effects. **Effect** relates to action steps that key stakeholders agree upon as being actionable and that are directly relatable to improvement in the outcome for the student success metric in question. **Expect** references the practice of setting practical and contextually-based goals that are reasonable, even if aspirational. **Success!** suggests that these activities not only lead a department or division to elevating its success, but also contributes to the greater picture of student success goals at the college. As stated previously, the premise of this conceptual model is the resulting pillar of support from the college to infuse these findings into decision-making and planning practices and assumes that resource allocation is part of planning and decision-making. Because much of the college's planning activities occur on an annual cycle, it is assumed that once this AP is operational and scaled, the activities in this model could be repeated annually. The following table indicates the timeline of activities and includes the responsible parties, resources needed as well as the method of assessment for each step.

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Timeline and Plan for Action Project- Student Success Metrics and Institutional Effectiveness

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
Build awareness of Student Success Metrics and IE Initiative via presentations to constituent groups	August 2016	August 2017	Office of Research, Planning and Accreditation (OPRA)	Coordinated participation from college constituent groups at events	Presentation completion, presentation awareness survey (pre/post)
Assign each student success metric to Division Dean	September 2016	October 2016	OPRA, Vice President of Instruction	Participation at VPI Council	Approval of assignment to success metric at VPI meeting
Connect about data with Division Deans about relevant Student Success Metrics	September 2016	November 2016	OPRA and Division Deans	Scorecard data, Institution-set Standards, coordinated participation	Documented meetings with Deans and OPRA and key takeaways from meeting
Reflect on Student Success Metrics Data with Division Deans and present to relevant department chairs	January 2017	January 2018	OPRA, Division Deans, Department Chairs	Research analysts, Data warehouse, statistical software, Tableau	Deep-dive reports for each division, for student success metric in relevant area produced
Effect student success metric in positive direction through action plans	February 2017	February 2018	Division Deans, OPRA	Research evaluators, Data warehouse, Deans, Chairs	Action plan completed for increasing student success metric
Build expected outcomes for goal-setting for student success metric	March 2018	April 2018	Division Deans, OPRA	Director of Research and Division Dean	Documented expected outcomes/goals for student success metric
Communicate success metrics, action plans, and goals to PBSC	April 2018	May 2018	PBSC	Coordination of PBSC team members	Documented presentation of student success metrics and goals at PBSC
Integrate student success metric goals into strategic plan activities	June 2018	July 2018	PBSC	Coordination of PBSC team members	Success Metrics integrated into College Strategic Plan
Approval of integrated metrics	July 2018	August 2019	Consultation Council, President	Consultation Council and President approval	Success Metrics integrated into College Strategic Plan
Add student success metrics into resource allocation process	August 2018	August 2019	PBSC, Consultation Council, College Resource Committee, President	TrackDat system for resource allocation process	Success Metrics integrated into resource allocation prioritization process

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Quality Focus Essay

Introduction

During the process of compiling its accreditation report, the College assessed itself in keeping with the mission, vision and values as well as the ACCJC standards. The college assessed the extent to which it evaluated the accomplishment of the mission, and the ways in which it incorporates institutional processes that support, assess, and monitor academic quality, institutional effectiveness and student achievement outcomes. The Accreditation Steering Committee convened on a monthly basis to review its progress on the accreditation report and discussed topics that were relevant for the Quality Focus Essay (QFE). In summer of 2016, the Accreditation Steering Committee agreed that an area of focus would be on Student Success Metrics for Institutional Effectiveness as listed below.

The table below identifies the relationship of this Action Project (AP) to the Standards:

Action Project	Standards Related to Action Project
Student Success Metrics for Institutional Effectiveness	1.A.2
	1.A.3
	1.B.1
	1.B.3
	1.B.4
	1.B.5
	1.B.6
	1.B.8
	1.B.9
	1.C.2
	IV.A.1

This QFE will outline the desired goals and outcomes as well as the action steps, timeline, involved parties, resources, and methods of assessment for the AP.

Action Project: Student Success Metrics for Institutional Effectiveness

Institutional Effectiveness relates to the extent to which an institution can cultivate and sustain a culture of evidence to support the effectiveness of programs, services, and the institution at large. At the forefront of institutional effectiveness is continued leadership to support the examination of achievement outcomes relative to College goals, and to set new priorities, policies, procedures, and/or practices for the college.

A critical aspect of measuring institutional effectiveness resides within the process of focused goal-setting for the college. When goals appear arbitrary, the institution's members are at a loss for understanding the rationale for a predetermined target. Without meaningful goal-setting, the institution also lacks a sense of whether or not it will meet or exceed expectations. Further, when goals are poorly documented in terms of their rationale, context, and history, the institution loses footing with respect to its own aspirations in addition to what might be required for external accountability, including accreditation. The college, in turn, has difficulty allocating resources and creating action steps that would effect changes at the institution.   In other words, priorities for funding physical, technological, or human resources are not adequately connected to goals because the goals themselves

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are not fully understood and are not practically guiding activities. It is in these situations special projects often emerge and overtake the main focus of college wide goals. In essence, institutional effectiveness wanes when meaningful goal-setting is not part of its charter for student success.

Contextual knowledge is vital to setting and re-framing goals so that they have a meaningful influence at the college. Contextual knowledge refers to information regarding the history and culture of a department or program as well as subject matter expertise involved in an instructional area or administrative unit of the college. The crux of powerful goal-setting begins with information-rich dialogue about student success metrics that describe the context that are reasonably expected to immediately influence the goal. Contextual knowledge includes subject matter expertise in a department or program that is highly involved with an outcome. For example, the English department would have contextual knowledge regarding the curriculum and practices around basic skills English. Based upon these findings, a cross-functional team consisting of English faculty and student support services would discuss data and strategies for creating goals transfer-level English course completion. For this example and others, key stakeholders that participate in this rich dialogue include subject matter faculty experts, department chairs, and other individuals who are heavily involved in day-to-day operations that significantly relate to the goals for transfer-level English. Importantly, a partnership with the college's research office is important for educating others about student success metrics and how they are measured, such as those in the California Community College Chancellor's Office Scorecard (here forward called, "the Scorecard"). The partnership between research and other departments is an essential piece for guiding a broader understanding of the nuances of data in reference to goals. For example, explaining how the Scorecard's Remedial English rate is calculated is very important for practical and meaningful goal-setting.

Identification of the Problem

At present, the institution has a variety of platforms upon which data and broad goals are displayed including: district-wide strategic planning, college-wide strategic planning and planning that occurs within programs, courses, administrative units and student support services. The college also has, apart from goal-setting, a data warehouse called, "inFORM," for virtually every employee of the campus to consume data. The core of the issue is not access to data, but instead tools to guide deeper inquiry about data as well as a lack of meaningful goal-setting for accreditation-based or state-required mandates. Data resources are myriad and accessible but the college has lacked a formalized, structure, process and communication plan to tie the Scorecard metrics and Institution-set standards to findings to activities, strategies and goals. Further, when broad goal-setting occurs, the information has historically been presented in aggregate, with little explanation about the data behind the trends, such that individuals looking at these trend data feel a lack of engagement with goal-setting. One possible reason for this is that the Office of Research, Planning and Accreditation did not have the charter or leadership to data-mine various trends to uncover the real "data story" behind the patterns. The Office has now undergone a leadership transition and has had significant professional development for mining data, and specifically for the purposes of uncovering these "data stories" from just a few pieces of initial student success metrics.

State-wide initiatives such as the Institutional Effectiveness Partnership Initiative (IEPI) mandate that colleges begin the process of discussing broad student outcomes and creating both short- and long-term goals for a set of broad student success metrics. The ACCJC has enforced adoption of Federally-

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mandated Institution-Set Standards, which are minimum thresholds by which the college determines appropriate outcomes. Within these parameters, the college is expected to be fully engaged with the process of understanding its broad-based indicators such as its goals and minimum thresholds for performance. An important factor for the successful launch of IEPI and Institution set-standards is planning to grow a culture of evidence-based decision-making through imbedding meaningful and scalable approaches to data-driven dialogue. Moreover, these dialogues should continuously link back to goals for state or federal mandates as well as goals for the college at large. That is, data conversations about key student success metrics should affect the strategic planning process, so that organically, the goals of the college are on par with expected trends in student success metrics such as those displayed in the Scorecard or by Institution-Set Standards.

The process of presenting goals relative to student success metrics first began by inviting the college into a discussion of metrics and goals at its first annual Student Success Metrics Summit in Spring of 2016. In this first convening, the Office of Planning, Research and Accreditation had a role of educating the community about various metrics and also enhancing awareness among faculty, staff and students regarding student success metrics on the Scorecard and the ACCJC annual report. It was also discovered that the college had inappropriately determined its Institution Set-Standards and instead of using a minimum threshold for setting expectations, the college was actually calculating aspirational goals. Because the college's leadership and members were largely unengaged in goal setting for the last three years, it appeared that goal-setting was an exercise of compliance reporting rather than a meaningful activity that used data for evidence-based decision-making.

The Student Success Metrics Summit had a clear educational role, as it was the first of its kind. Faculty, staff, and students were provided with information about IEPI and were also given multiple on-the-spot quiz questions (with live response data) about specific student success metrics in the Scorecard. From the live responses on the quizzes, it was determined that many individuals did not know what these metrics were. Participant comments at the summit also reflected a lack of understanding of how these metrics tied into the college's strategic plan. Most of all, individuals wanted to know how these student success metrics influenced the college's strategic plan and informed the resource allocation and prioritization process. Based upon these findings, this issue rose to the level of needing a QFE.

Following the Student Success Metrics Summit, the Office of Research, Planning and Accreditation (OPRA) began making its way around campus to discuss metrics in a contextually-based manner, and in doing so without a formal and institutionalized plan. OPRA also provided a deeper dive into some of the Scorecard metrics that were relevant to the dialogue and began unveiling a few "data stories" which emerged from a deeper dive into these findings. As a result of these contextually-based discussions and data mining, it was determined that both planning and goal-setting for both the Scorecard and the Institution-Set Standards could be greatly improved by having regular dialogue that is enriched by a depth of data to better articulate "why" various trends are apparent among a small set of student success metrics. For example, understanding why trends in certain indicators such as ESL success rates, fluctuate, and diving deeper into data (beyond demographic comparisons) to attempt to get to the heart of the issue. From this initial convening between OPRA and a few of the college's division deans, it was also determined that goal-setting for the college could not occur authentically unless the research office could provide the "data story" behind broad-base trends.

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In the future, further conversation and structured activities about appropriate goal-setting for state and federal mandates will take place utilizing this AP. Coinciding with these activities, the college's Planning and Budget Steering Committee (PBSC) has also determined that it needs to play a greater role within the context of student success metrics and goal-setting. In doing so, PBSC is integrating relevant student success metric core indicators and Institution-set standards into the strategic plan and making this activity part of the committee's purpose and charge. In the next mid-term report in 2017, PBSC has agreed to serve the college by connecting both Scorecard goals and Institution-set standards back to the college strategic plan to ensure that all student success metrics have a documented place in both the college's strategic plan and resource allocation process. PBSC will also review other documented plans at the college (e.g., Economic and Workforce Development Plan) to ensure that student success metrics link to these plans as well.
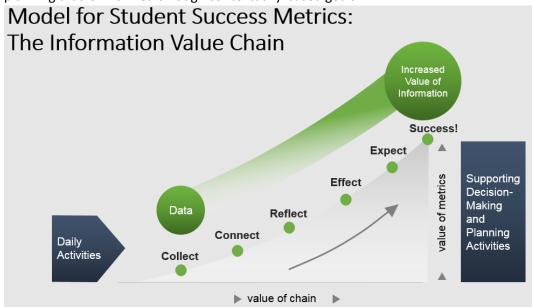
Desired Goals/Outcomes

The goal of this AP is to move the institution forward to a culture of institutional effectiveness through the process of integrating student success metrics and engaging in contextually-based goal-setting. Both the Institutional Effectiveness Partnership Initiative (IEPI) and the ACCJC Institution-Set Standards have provided guide posts to steer dialogue about current student success metrics and the creation of aspirational goals. These required indicators for both IEPI and ACCJC suggest inception points upon which the college can move forward into a real understanding of its operational strengths and weaknesses. Saddleback College has thus created an action plan to continue structured and contextually-based dialogue regarding deeper analyses of the Scorecard data as well as the data that underlie Institution-Set Standards. These processes can be brought to scale and can be integrated into the college's culture of decision-making. At the final phase of this action plan, the metrics discussions will culminate with identified targets and strategic action steps toward goals for both Institution-Set Standards as well as the Scorecard outcomes; these goals will be meaningful and integrated into the college's activities. Following the steps on the AP, it is expected that these success metrics and related will be part of all planning activities and timelines, as well as resource prioritizations and instructional activities, and decision-making that collectively support institutional effectiveness. By the end of the AP period, the college will have adopted contextually-based and or/improved short- and long-term goals for: 1) all of the Scorecard Metrics; 2) Institution-Set Standards. Further, 3) the college will have evidence of activities to support "moving the needle" on student success metrics and goal-setting and 4) will have these activities incorporated into the college's strategic plan, planning, and resource allocation process.

Conceptual Vision:

The conceptual framework guiding the activities in this AP is depicted below, and encompasses the reality of the current state of data consumption and elevating the purpose of this data to increased value of information to support decision-making and planning. Like many institutions, the college is a daily data-generating "machine," amassing bits of data from various student activities across the branches of the college. While the college recognizes that it is creating data in all of its many activities on a daily basis, more work is needed to connect with others to discuss the data, and to begin setting contextually-based expectations to, in turn, reflect upon implications for our college strategic goals.

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The framework (depicted below) is explained by each of the steps along the college's data to information value chain. As the value of the data improves with each step of the college, the value of these metrics increase, and in turn, the college is equipped with highly valuable information. As a result of rich information, it is expected that the college will be supported by the pillar of decision-making and planning that is informed through contextually-based goals.
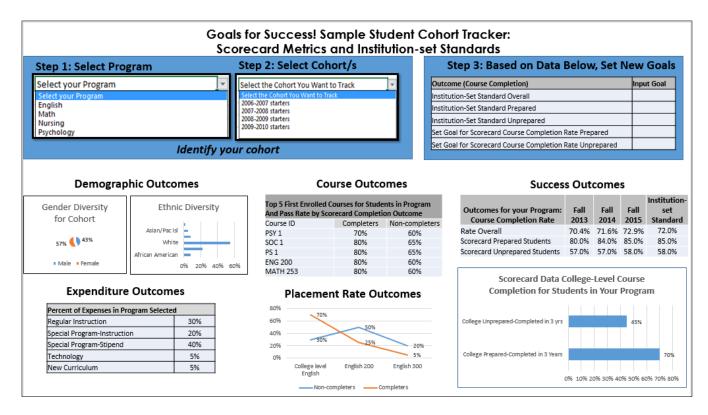

The first step, **Collect**, refers to the various places where the college ingests data. As technological partners are on-boarded, and as more data is captured, data collection is a daily activity. In many ways, administration monitors college's day-to-day operations at this step. Oftentimes, many college stakeholders neglect to evaluate metrics beyond a day-to-day temperature check. The college will be tasked with moving beyond amassing reports (or even dashboards) to identify highly interpretable or context-relevant data. The next step, **Connect**, refers to the need to have more dialogue about the data, and to ask driving questions to understand the definitions, or patterns and trends that are apparent. It is also part of a larger initiative of the newly outfitted research office to make more connections across the campus. **Reflect** suggests that the college is elevating its practice of reviewing data so that quick conclusions are dismissed for more thoughtful and dynamic inquiries that go beyond basic demographic study, and to inquire about such things as course sequence patterns, out-of-norm behaviors, enrollment migration patterns, and drop-out effects. **Effect** relates to action steps that key stakeholders agree upon as being actionable and that are directly relatable to improvement in the outcome for the student success metric in question. **Expect** references the practice of setting practical and contextually-based goals that are reasonable, even if aspirational. **Success!** suggests that these activities not only lead a department or division to elevating its success, but also contributes to the greater picture of student success goals at the college. As stated previously, the premise of this conceptual model is the resulting pillar of support from the college to infuse these findings into decision-making and planning practices and assumes that resource allocation is part of planning and decision-making. Because much of the college's planning activities occur on an annual cycle, it is assumed that once this AP is operational and scaled, the activities in this model could be repeated annually.

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Platform for Success: Student Success Scorecard and Institution-Set Dashboards for Goal-Setting

The college's Office of Planning, Research and Accreditation (OPRA) has been trained in data dashboard visualization and deployment through a well-respected business intelligence software company, Tableau. For this AP, the goal is to create innovative data visualizations that can profile cohorts of students across a broad array of indicators on the Scorecard and Institution-Set standards. The college research team plans to utilize its technical training to prioritize the development of data dashboards that profile, describe, and track the success rates for cohorts of students among Scorecard metrics and Institution-set standards. The dashboards will allow for drill-down capabilities by department or program so that faculty and key stakeholders can understand the relative impact that their department or program will have on the eventual goals for the student success metrics outcomes. The project will begin with a developed or piloted data dashboard that will illustrate how Scorecard metrics and Institution-set standards can be viewed at a department or program level that is relevant to the viewer. An additional component of the dashboard will be created to allow for input and contemplation of goals at various levels (e.g. a 5% increase; 10% increase). Goal setting will occur through a collaborative mechanism that includes data dialogue among cross-functional teams of faculty, staff, and management who deal with shared populations of student enrollment where student interaction is highest. Management, faculty and staff will be encouraged to use the dashboards and reference these in relationship to their activities that support a goal or objective of the strategic plan. The college will seek out consulting resources to ensure that dashboard utilization is integrated with the leadership culture of the college. Professional development will be provided for faculty, administrators, and staff so that these dashboards can be utilized effectively with OPRA to support planning and decision-making to continually improve outcomes.

Mechanism for Success: Transformation of the Strategic Plan and Utilization of Data

Success for this AP is contingent upon integration of student success goals and standards with the college's strategic plan. Accordingly, the college plans to expand the activities of the strategic plan to more broad-reaching areas so that success metrics can be better incorporated across various units of the college. For example under strategic goal 2, Student Success, Objective 2.1 calls to, "Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps." In its current version, the action items that are aligned with the plan include a number of activities that are outside of instruction. Thus, a proposed outcome is to attach additional action items that encourage the assessment of goal setting for student success metrics in reference to instructional practice. The schematic below illustrates the proposed platform, in addition to important dialogue and collaboration that will aid in engaging key stakeholders on student success metrics, and using these metrics to set goals that are then incorporated into the college's plans.

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Goals for Success! Sample Student Cohort Tracker:
Scorecard Metrics and Institution-set Standards

Step 1: Select Program

Select your Program	▼
Select your Program	
English	
Math	
Nursing	
Psychology	

Identify your cohort

Step 2: Select Cohort/s

Select the Cohort You Want to Track	▼
Select the Cohort You Want to Track	
2006-2007 starters	
2007-2008 starters	
2008-2009 starters	
2009-2010 starters	

Step 3: Based on Data Below, Set New Goals

Outcome (Course Completion)	Input Goal
Institution-Set Standard Overall	
Institution-Set Standard Prepared	
Institution-Set Standard Unprepared	
Set Goal for Scorecard Course Completion Rate Prepared	
Set Goal for Scorecard Course Completion Rate Unprepared	

Demographic Outcomes

Gender Diversity for Cohort

57% / 43%
■ Male ■ Female

Ethnic Diversity

Asian/Pac Isl
White
African American

0% 20% 40% 60%

Course Outcomes

Top 5 First Enrolled Courses for Students in Program And Pass Rate by Scorecard Completion Outcome

Course ID	Completers	Non-completers
PSY 1	70%	60%
SOC 1	80%	65%
PS 1	80%	65%
ENG 200	80%	60%
MATH 253	80%	60%

Success Outcomes

Outcomes for your Program: Course Completion Rate	Fall 2013	Fall 2014	Fall 2015	Institution-set Standard
Rate Overall	70.4%	71.6%	72.9%	72.0%
Scorecard Prepared Students	80.0%	84.0%	85.0%	85.0%
Scorecard Unprepared Students	57.0%	57.0%	58.0%	58.0%

Expenditure Outcomes

Percent of Expenses in Program Selected	
Regular Instruction	30%
Special Program-Instruction	20%
Special Program-Stipend	40%
Technology	5%
New Curriculum	5%

Placement Rate Outcomes

80%
60%   70%
40%   50%
20%   30%   25%   20%
0%   5%
College level   English 200   English 300
English

—— Non-completers   —— Completers

Scorecard Data College-Level Course Completion for Students in Your Program

College Unprepared-Completed in 3 yrs — 45%

College Prepared-Completed in 3 Years — 70%

0% 10% 20% 30% 40% 50% 60% 70% 80%

The following table indicates the timeline of activities and includes the responsible parties, resources needed as well as the method of assessment for each step.

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Timeline and Plan for Action Project- Student Success Metrics and Institutional Effectiveness

Action Steps	Implementation Date	Completion Date	Responsible Parties	Resources	Assessment
Hire a consultant for vetting the design and content of dashboards to promote meaningful goal-setting	February 2017	December 2017	OPRA, Consultant	Tableau consultant, potential IEPI leadership funding, consultants	Completion of feedback from focus groups, and selection of content
Create a professional development plan to train faculty, staff and administrators on using dashboards for goal-setting	April 2017	April 2017	OPRA, Consultant, HR	HR, consultant	Completion of professional development templates
Collect feedback on pilot roll out of using success metrics dashboards to set goals	December 2017	January 2018	OPRA, Consultant	OPRA, consultant, planning committees	Feedback report from consultant on utilization of dashboards for setting meaningful goals
Connect strategic planning goals or objectives to IEPI goals and Institution-set standards	January 2018	March 2018	OPRA, Planning and Budget Steering Committee (PBSC)	Participation from PBSC	Document dialogue connections between the college strategic plan, Scorecard metrics and institution set-standards
Integrate student success metric into strategic plan activities	April 2018	October 2018	PBSC	Coordination of PBSC team members	Success metrics integrated into College Strategic Plan action steps
Approval of integrated metrics	November 2018	November 2018	Consultation Council, President	Consultation Council and President approval	Success metrics integrated into College Strategic Plan
Reflect on existing success metrics from dashboards and dialogue about process for setting new goals	December 2018	March 2019	OPRA, Division Deans, Department Chairs, Management	Consultant	Discussion and ideas for setting new goals at the college using dashboards and dialogue; design and structure are discussed
Create a process and standard for setting new goals and new standards each year	March 2019	May 2019	Division Deans, OPRA	Participation from PBSC, college constituent groups	New goal creation in a standard template that aligns with strategic planning process
Add student success metrics into resource allocation process	June 2019	July 2019	PBSC, Consultation Council, College Resource Committee, President	TrackDat system for resource allocation process	Success metrics integrated into resource allocation prioritization process

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Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

A. Mission

1. The mission describes the institutions broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and achievement.

Eligibility Requirement 6
The institution's educational mission is clearly defined, adopted and published by its governing board, consistent with its legal authorization, and is appropriate to a degree granting institution of higher education, and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.

Evidence of Meeting the Standard
The Saddleback College mission, supported by the vision and values, clearly describes the College's educational purposes, the intended student population, the degrees and credentials offered, and its commitment to student learning and success. The mission, vision, and values are regularly reviewed and revised as needed to ensure that they continue to describe the primary educational purposes of the College. The current mission, vision, and values are below.

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

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.

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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 (1.A.1.1).

Educational Purpose

The broad educational purpose of Saddleback College as described in the mission is to serve the varied needs of its students and the surrounding community. The College aims to promote student learning and success through consistently offering high-quality courses and programs that make it possible for students to achieve a variety of educational goals including academic degrees, career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning. Through a comprehensive curriculum process, courses and programs are developed, reviewed, and updated to ensure the curriculum is of high quality, reflective of the current state of the discipline, and responsive to the changing needs of the students and the community. Through a well-integrated review process, courses, programs, student services, and administrative units are continuously evaluated and improved with a focus on supporting student achievement.

The mission is central to institutional planning and relies on data from internal and external scans to identify the educational needs of the students and of the community (1.A.1.2). External scans

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are utilized to better understand the colleges' service area, demographic profile, enrollment trends, and labor market data. This data informs program and institutional planning through the program review and strategic planning processes. (1.A.1.2, 1.A.1.3). Data from surveys and scans identify target occupations, potential new programs, and describe gaps that exist between target occupations and educational opportunities (1.A.1.2, 1.A.1.3).

The mission of every instructional program, administrative unit, and student support service unit on campus is created in alignment with the college mission (1.A.1.2). In addition, the College mission is aligned with the South Orange County Community College (SOCCCD) mission, which reads:

South Orange County Community College District provides a dynamic and innovative learning environment dedicated to student success and economic growth of the region (1.A.1.3).The Saddleback College Mission meets the criteria established in the California Education code 66010.4 (1.A.1.4)

The mission describes the intended student population and includes students who strive to obtain academic degrees or career technical certificates, as well as those whose goal is to transfer to four-year institutions, to improve basic skills, and to continue with lifelong learning. The SOCCCD external scan and enrollment projections identify the potential student population in the Saddleback College service area. Although students seeking certificates, degrees, and transfer make up the majority of the College's demographics, the service area of the College has a higher median age than the rest of Orange County and thus lifelong learning continues to be a significant focus through the Emeritus Institute and Community Education (1.2). In addition, the number of students enrolling who are underprepared for college-level work is increasing, which necessitated a strengthening of the College's focus on basic skills instruction, including the addition of the Adult ESL program. The actual student population as well as their educational goals and objectives, are identified primarily through data from the initial California Community College (CCC) application and registration updates. (1.A.1.5).

To meet the diverse needs of the community and its students, Saddleback College offers 135 Associate Degrees, 86 Certificates of achievement, and 32 occupational skills awards (1.A.1.6) The college enrolls approximately 26,000 students each semester. In 2016, over 1300 students transferred to four year institutions including 486 to the University of California (UC) and 903 to California State University (CSU) (1.A.1.7)

The College's commitment to basic skills education is evident in as enrollments have doubled since 2010 (1.5.5). The College commitment to lifelong learning is evident through the Community Education and Emeritus Institute offerings. Nearly 17,000 learners of all ages attended Community Education classes in 2014-2015. Through College for Kids, the After School Experience, and the Summer Experience, more than 600 arts, academic, STEM, personal and cultural enrichment classes were offered to almost 11,000 K-12 students in 2014 – 2015. In

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2015 – 2016 the Emeritus Institute offered more than 200 course sections and enrolled 5,500 older adults (1.8).

Saddleback College also offers courses in a variety of instructional modalities including face-to-face, online, and hybrid, both online and in-person. Since 2010 there has been an ___ percent increase in courses offered online, in large part due to student demand. Currently, approximately 20% of courses are offered online (1.5.2). As a result, the College also increased online tutoring and counseling in order to better serve the needs of online students. The commitment to online education is addressed in Standard II.A.5 and the QFE for online education.

The College's commitment to student success is evident in the variety of programs and services available to support student learning and achievement. In addition to standard student support programs such as counseling services and financial aid, the College also offers a variety of special programs and programs, many of which target specific populations. These include Advancement Via Individual Determination (AVID), a Bridge to Engineering program, a Career and Re-Entry Center, the Cooperative Agencies for Educations (CARE) program, the Freshman Advantage program, an Honors Program, a state of the art Library and Learning Resources Center (LRC), an Office of Student Development, the Program Assistant Student-Athlete Success (PASS) program, the Transfer Center, in person and online tutoring services, the Veterans Education and Transition Services Center (VETS), to name a few. (Link to student services, and 1.8, 1.10) These are outlined in detail in II.B. below. Saddleback's commitment to student learning is also evident through financial aid resources that have been allocated to students, including over $732,000 in scholarship awards (citation).

Analysis and Evaluation
The Saddleback College mission describes the College's educational purposes, the student population, and the degrees and credentials offered. It also reflects the College's commitment to student learning and success. The mission meets the criteria set forth by California Education Code 66010.4 (1.4). Grounded by the mission, the College responds to the needs of its students and the changing demographics of the community, and commits resources to promote learning and achievement for all students.

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

Evidence of Meeting the Standard
Saddleback College uses data to: 1) review, revise, and align the mission; 2) direct institutional priorities; 3) assess student achievement; 4) evaluate outcomes at the course, program, unit, and institutional level; and 5) examine educational needs and opportunities (Integrated Strategic Plan, Current Strat Plan, Scorecard data, EPA annual report, (SSSP Report updated jp). The Office of

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Planning, Research, and Accreditation (OPRA), managed by the Director of Planning, Research, and Accreditation, is responsible for the coordination of research and data college wide.

Mission Review and Alignment

The College uses data to review and, if necessary revise, the mission statement on an annual basis, with a more comprehensive review and alignment every third through the strategic planning process. Annual review is guided by ongoing data analysis and sharing between the OPRA and all College entities to ensure that the college is informed about the students it serves and their specific needs. Data used by the Planning and Budget Steering Committee (PBSC) in the annual review of the mission is gathered from the annual Institutional Effectiveness Annual Report (IEAR), annual updates of institutional plans, student surveys, employee surveys, demographic analysis, and the South Orange County Economic Report, among other sources.

Mission alignment analysis occurs every three years, coinciding with the beginning and midterm review of the strategic plan. Data from internal and external scans, including a comprehensive districtwide external scan conducted by the District and College research offices, inform the mission review and alignment as a key step in the strategic planning process and setting of institutional priorities. This includes student surveys, college wide and districtwide employee surveys, the IEAR, (Link OPRA x 3). The districtwide external scan consists of a detailed data analysis about the demography of the region and the service area, changes in the labor market, and trends in higher education. The review and alignment of the mission ensures that the programs and services offered at the College meet the needs of both current and prospective students, as well as the larger community, and that the College's mission is in alignment with that of the District. .

Institutional Priorities

The College's mission is central to the determination of institutional priorities. Through integrated institutional planning, data is used to direct goals, objectives, activities, and strategies, as well as to evaluate outcomes The integrated plans and initiatives include the districtwide strategic plan, the college's strategic plan, the Student Success and Support Plan (SSSP), the Student Equity Plan (SEP), the Basic Skills Initiative (BSI), the Enrollment Management Plan (EMP), the Technology Master, and the Economic and Workforce Development Plan (EWP), just to name a few. (Link Docs here). While each planning committee or work group uses data to direct and evaluate the effectiveness of their individual planning efforts, PBSC is responsible for coordinating regular reviews and updates to the strategic plan and ensuring the integration of all planning efforts (Link to current Strat Plan). Through evaluation of all integrated plans and initiatives, students' educational needs are identified and institutional priorities are realigned. See 1.B.9 for a more detailed discussion of integrated planning.

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Student Learning and Achievement

The College uses data to assess student learning and achievement. Student success related to the attainment of academic degrees and career technical certificates, transfer to four-year institutions, and improvement of basic skills, is a central part of the College's mission, and is measured against data provided by the California Community Colleges Chancellor's Office MIS Data Mart Student Success Scorecard (CCCCO Student Success Scorecard) (Link to Scorecard). The Student Success Scorecard data tracks cohorts of students related to completion of degrees, certificates, transfer, persistence, 30-unit completion rate, and remedial math and English progress rates. These measures of achievement are further analyzed by OPRA and published in reports that examine Scorecard Data trends and historical analyses of degrees, certificates, success, and retention. (link to reports OPRA website). College data regarding historical transfer patterns, demographic characteristics, and locally-determined success metrics are also analyzed and published on the OPRA website (Link here). Achievement data is also examined at the program level and reported through program review. This data is automatically available disaggregated by teaching modality (face-to-face and online) and can be disaggregated for other specific populations such as gender, ethnicity, or age by a special pull from the District's data warehouse known as inform (EVI – Program Review Report). Several programs report achievement data that have become program level institutional set standards. (Link to ACCJC annual report). Annually, Scorecard data is presented to College administrative and faculty leadership and to the board of trustees (Link July BOT presentation Management team minutes July 28, 2016 etc,).

Outcomes Assessment

The College has had processes in place for over a decade that examine data to evaluate course, program, and institutional student learning outcomes, as well as student support unit and administrative unit outcomes. These processes were developed by the Educational Planning an Assessment committee (EPA) and are regularly revised and updated to ensure relevance and in response to external accreditation requirements (Link to Handbooks SLO/AUO). The SLO/AUO processes are described in more detail in I.B.2. Through the PR/AUR process, outcomes assessment data is evaluated to determine the ability of each program or unit to support the educational needs of students. The end result of the program and administrative unit review is a data-driven needs assessment that direct program and institutional priorities and resource allocations. Program and administrative unit review will be described in detail in I.B.5 (PR/AUR Handbooks). EPA oversees both the outcome assessment and review processes.

Educational Needs and Opportunities

The College systematically gathers information and examines data to explore the educational needs of students and to identify areas of opportunities and activities that have the potential to increase student success through grant-funded projects and initiatives (SSSP, BSI, SEP). Through these grants and initiatives, the College participates in data analysis of specific student populations and tracks outcomes at midpoints and at the end of the grant (initiative) term. The

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outcomes of these analyses make it possible to direct institutional resources to meet the needs of specifically identified subpopulations of students.

Analysis and Evaluation

The College uses data to determine how effectively it is achieving its mission and to ensure that the mission directs institutional priorities to meet the educational needs of students. A culture of evidence and inquiry college-wide is coordinated and supported through the Assistant Vice President for Institutional Effectiveness (AVPIE), OPRA and, EPA promote data-driven planning and decision-making aligned with the college mission.

While data is well-integrated into the planning, achievement, outcomes assessment, and PR/AUR processes at the College, there is a recognized need for an increased college wide understanding of data related to Student Success Scorecard metrics and the use of these metrics in setting institutional goals for student learning and achievement. In spring 2016, the AVPIE and the OPRA hosted the first annual Student Success Metrics Summit in an effort to educate and engage stakeholders in discussions regarding the CCCO Student Success Scorecard data, Institution Set Standards (ISS), and the Institutional Effectiveness Partnership Initiatives (IEPI). A Quality Focused Essay (QFE) was developed to further promote college wide, broad based understanding and use of Student Success data to direct planning, institutional priorities, goal setting and to evaluate accomplishment of the mission.

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

    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. (My reference) delete for final draft

Evidence of Meeting the Standard

Saddleback College offers over 1,700 courses and 70 instructional programs that are supported by more than 40 student support and administrative unit (1.A.3.1ACCJC Annual Report 2016). Through the program and administrative unit review process (PR/AUR), completed every two years, each program, student support unit, and administrative unit aligns future objectives with the College mission and vision (1.A.3.2, 1.A.3.3). Through this process, each program, student support unit, and administrative unit also describes its' specific mission and how it serves to support the College's mission, vision, and strategic plan. All instructional programs are required to go through the same PR process and address how the program is aligned with the mission in relation to all teaching modalities such as face-to-face and online.

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During the review process, a thorough needs assessment is completed that addresses human resources, instruction, service, research, technology, equipment, facilities, marketing, and outreach needs. Once needs are identified, objectives and action steps to meet those needs are developed, and these, along with resource allocation requests, are input into TracDat. In order to qualify for resource allocations, the resource requests must be identified in the PR/AUR and linked to the strategic plan (1.A.3.4, 1.A.3.5, A.3 1.6 See Saddleback College Resource Allocation Process Model. Do we need any documents from the process as evidence?). Ultimately, the PR/AUR process is intended to ensure quality programs and support services and effective use of the College's resources. PRs and AURs are key components, along with student learning outcomes (SLO) assessment, administrative unit outcomes (AUO) assessment, and ongoing curriculum assessment, utilized to evaluate institutional effectiveness at Saddleback College. The PR /AUR process is described in detail in I.B.5.

The mission is central to strategic planning at the College, and, through the strategic plan, it guides institutional decision-making. The first step of the strategic planning process is an annual review of the college mission statement (Link Integrated Strat planning process). Every three years the college also conducts a mission alignment analysis coinciding with the midterm review of the integrated strategic plan and the districtwide external scan. This alignment ensures that the programs and services offered at the College meet the needs of the current students and the College's intended population (link Strategic Plan, updated Integrated Strat planning Process, minutes related to mission alignment external scan DWPC, PBSC agenda/minutes 8/4/16).

The strategic planning process is a comprehensive and collaborative tool that enables the College to accomplish its mission and move toward its vision (updated Integrated Strat planning Process). The 2014 – 2020 strategic plan includes four overarching goals that are aligned with the SOCCCD goals: 1) Respectful Interactions; 2) Student Success; 3) Economic and Workforce Development; and 4) Financial Health and Institutional Effectiveness. Other College plans and initiatives are integrated with the strategic plan, and therefore, are also in aligned with the College Mission. These include the Student Equity Plan (SEP), the Basic Skills Initiative (BSI), the Technology Plan, the Economic and Workforce Development Plan and the Enrollment Management Plan. Evidence of how the mission guides institutional decision-making and resource allocation through the strategic plan can be found in the updated Strategic Plan (Link to Strat Plan on OPRA site). The Saddleback College Integrated Strategic Planning Process will be discussed in detail in I.B.9 (Link Saddleback College Integrated Strategic Planning Process).

The College mission broadly states institutional goals for student learning and achievement as "success in the attainment of academic degrees, career and technical certificates, and transfer to four-year programs, as well as the improvement of basic skills and lifelong learning. (Link Mission). The broad goals in the mission are closely associated with the Student Success Scorecard metrics. To ensure that the mission is being accomplished, OPRA regularly generates reports that analyzes Scorecard data specific to the College with attention to historical

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performance and trends to allow comparisons to statewide performance. These reports include: 1) Milestones: Persistence Rate 30 Units Rate Five Year Trends; 2) Saddleback College Degree/Transfer Completion Rates, Career Technical Education Completion Rates, and Career Development College Preparation Completion Rates; 3) Basic Skills Success; 4) Saddleback College Awards 2014/2015 Academic Year Data and Long Term Trends in Degrees and Certificates Awarded; 5) Saddleback College Awards 2014/2015 Academic Year Data and Long Term Trends in Degrees and Certificates Awarded; 6) Saddleback College Transfers 2003 to 2013 Long Term Trends; and 7) Measures of Saddleback College's Demographic and Academic Characteristics of Students 2013-2015 (Fall Semesters) (Links x 7 to OPRA docs) These reports provide the college community, especially planning and decision-making bodies, the information needed to both set appropriate goals for student achievement and to measure success.

At the state and federal levels, recent mandates focused on student success metrics including the Student Success Scorecard metrics, institution-set standards (ISS) and the Institutional Effectiveness Partnership Initiative (IEPI) have required the college to explicitly state goals related to student success and achievement. In spring 2016, in response to those requirements, the Student Success Metrics Summit was a hosted by the AVPIE and OPRA (Minutes or link to presentation). This Metrics Summit served as a way to educate the college community and to begin college wide dialogue about student success metrics including the CCCCO Scorecard and the ACCJC annual report.

Analysis and Evaluation
Through the well-established PR/AUR processes that have existed for more than a decade, every instructional program, student support unit, and administrative unit on campus has a mission that is aligned with and supportive of the College mission. The review process also enables programs and units to develop objectives and action steps and request funding to ensure that the mission is accomplished. Through the College's strategic plan, as well as integrated plans and initiatives, the mission informs institutional goals and guides institutional decision-making, planning, and resource allocation. The College recognizes that although there is broad-based participation in planning, decision-making, and the resource allocation process, there exists a lack of understanding related to student success metrics and setting institutional goals for student learning and achievement.   A QFE was developed to promote institutional effectiveness through the use of student success metrics to inform goals.

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

Evidence of Meeting the Standard
The College articulates it mission in a widely published statement that is reviewed annually by the college and the SOCCCD Board of Trustees (BOT), and was most recently reviewed and

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approved by the BOT on May 18, 2015 in accordance with Board Policy 101 (I.A.4.1). The Planning and Budget Steering Committee (PBSC) initiates a review of the mission statement on a regular basis to ensure that the programs and services offered at the College meet the needs of current students and the College's intended population. Data from internal and external scans inform the mission review. These include student surveys, employee surveys, demographic analysis, the IEAR, and the South Orange County Economic Report, among others. Alignment with the SOCCCD mission is also an essential component of the mission review. (I.A.4.1 PBSC Agenda Minutes Nov November 12, 2015, student survey link, employee survey link and district wide climate survey link and citations?) A review of the mission may also be undertaken outside of the regular review process in response to data from internal or external scans, in response to a changes in the strategic plan, or at the recommendation of any participatory governance group.

Proposed changes to the mission are presented by PBSC to Consultation Council, whose members solicit input from the different constituent groups on campus including the Academic Senate (AS) for faculty, the Associated Student Government (AGS) for students, CSEA and Classified Senate for staff, as well as from managers and administrators. (Citations from AS, ASG, CC, CSEA meetings).   (1.A.4.2). Recommendations from Consultation Council are forwarded to the College President by April of each year and sent to the BOT for approval in May. The BOT reviews and approves the mission statement annually at either their May or June meeting (Link to previous 5 years of BOT approvals needed). The most recent review of the mission occurred through a request from faculty in fall 2015. A revision of the mission to more directly address online education was proposed and a discussion of all participatory groups ensued. While it was noted that there has been an increased emphasis on online education at the College, it was determined that the current mission adequately encompasses our online offerings (AS minutes). The final version was approved by Consultation Council and forwarded to the President in April, then approved by the BOT in May 2016.Every three years, the College also conducts a mission alignment analysis coinciding with the midterm review of the strategic plan and the districtwide external scan to ensure that the College and District missions are consistent (link integrated strategic planning process). Most recently, the College mission was aligned with the mission of the SOCCCD as part of the districtwide strategic planning process for 2014-2020 (EVI).

The Saddleback College mission is widely publicized and published on the College website (1.A.4.5) and in various documents including the:
- College Catalog (1.A.4.4)
- Student Handbook (1.A.4.6)
- Faculty Handbook (1.A.4.7)
- SLO Handbook: A Guide to the Writing, Assessing and Reporting of Student Learning Outcomes (SLOs) at Saddleback College (1.A.4 1.8)
- AUO Handbook: A Guide to the Writing, Assessing and Reporting of Administrative Unit Outcomes (SLOs) at Saddleback College (1.A.4.9)

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- Program Review Handbook for Instructional Programs (1.A.4.10)
- Administrative Unit Review Handbook for Student Support and Administrative Services (1.A.4.11)
- Faculty, staff, manager, and administrator business cards

In addition, the mission appears on all Consultation Council agendas to serve as a reminder that the College mission must be considered in planning and decision-making. The mission, vision, and values are displayed in all division offices, in the library, and in the Student Services Center, as well as in lecture halls, conference rooms, and classrooms across campus. Finally, as part of the program review and administrative and student support unit review process, each program and administrative and student support unit has a mission that is aligned with the mission of the college and reviewed every two years. (1.A.4.8, 1.A.4.9, 1.A.4.10, 1.A.4.11).

Analysis and Evaluation

The Saddleback College mission is widely publicized and serves to guide all planning and decision making at the College. The mission is reviewed regularly through the College's planning process, as part of the integrated strategic planning process, in response to data from internal and external scans, or at the recommendation of any participatory governance group (1.A.4.12, 1. A.4.10, 1. A.4.11). All constituent groups, including students, faculty, staff, managers, and administrators, participate in the review and revision of the mission of the College.

Evidence Forthcoming

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Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

B. Assuring Academic Quality and Institutional Effectiveness – Academic Quality

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

Evidence of Meeting the Standard

Saddleback College faculty, classified staff, administration, and students engage in sustained and substantive dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College has structured this dialogue through 1) academic departments and divisions and student support and administrative units, 2) participatory governance groups and committees, 3) planning groups and committees, including strategic planning groups, and decision-making bodies, and 4) professional development activities.

Academic Departments and Divisions and Student Support and Academic Units

In academic departments and divisions and in student support and administrative units, faculty, staff, administrators, students, and advisory group members work together to improve courses and programs and to develop strategies to improve student outcomes, academic quality, and institutional effectiveness. Extensive dialogue occurs through the program review (PR), and administrative unit review (AUR) processes (See I.B.5 for more detail). Program and administrative unit review teams collect, analyze, and interpret data regarding programs and services and make recommendations to improve their effectiveness (Link PR/AUR Handbooks). PRs are discussed in Academic Senate meetings and approved and AURs are discussed in Management Team meetings and approved. Once approved, the reviews are posted in TracDat, and on the EPA SharePoint site, where they are available to all employees. In many cases, PRs and AURs are also posted on the department or unit web page where they are available to the public. Once every four years, each academic program, student support unit, and administrative unit presents a summary of accomplishments, challenges, needs, and plans to Consultation Council (CC), the principle decision-making body at the College (minutes of CC with PR shared). This presentation is followed by questions and discussion.

In academic departments and divisions, faculty work collaboratively and engage in ongoing discussions as they determine how to use SLO results to improve instruction and increase student success. In student support and administrative units, administrators, managers, faculty, and staff work collaboratively and engage in ongoing discussions as they determine how to use AUO results to improve their services and more effectively contribute to increased student success.

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Participatory Governance Groups and Committees

Participatory governance is an essential part of planning and decision making at Saddleback and it is the cornerstone of dialogue at the College. Each constituent group is represented by a body, which serves as the voice of that group in planning and decision-making. During constituent group meetings, dialogue and debate is essential prior to consensus or voting. Each group also elects their own representatives to collegewide and districtwide participatory governance committees.

The Academic Senate represents faculty, and is primarily responsible for making recommendations with respect to academic standards and professional matters. The California School Employees Association (CSEA) and Classified Senate represents classified employees and their interests. Through the Associated Student Government (ASG), students participate in governance and planning as well as other college and districtwide committees (Link to Governance Manual Committee descriptions p. 11 & 12). In participatory governance committees, members are tasked with soliciting input from their peers and representing them at the meetings. Broad participation in meetings is encouraged and input from committee members from each constituent group is given serious consideration prior to consensus or voting. Committees that provide a forum for sustained collegial dialogue on outcomes, equity, quality, effectiveness, and continuous improvement are many and include the: program advisory groups, Accreditation Steering Committee and standard teams, Basic Skills Initiative Committee, Curriculum Committee, Economic and Workforce Development Committee, Educational Planning and Assessment Committee, Equity and Diversity Committee, Honors Board, Matriculation Advisory Committee, Online Education Committee, Outreach Committee, strategic planning groups, Student Equity Plan Committee and work groups, the Student Services Coordinating Committee and work groups, and the Technology Committee, among others (LINKS). (Committees from Academic Senate Web site link here)

All meetings are open to the college community, and in order to communicate the work of the committee to other members, minutes are posted on each committee's SharePoint site. Members also make regular presentation at their constituent group meetings..

Planning Groups and Committees

The primary planning and decision-making committees at the College are Consultation Council (CC) and PBSC, supported by the work of other committees such as the strategic planning groups, EPA, Enrollment Management Committee, Student Equity Plan Core Team, Student Success Coordinating Committee, and Technology Committee, among others. The CC is the college's main strategic planning and recommending body and is composed of members from all constituent groups. PBSC is the college's coordinating body for planning and budgeting processes at the College, including strategic planning (link). These committee engage with and regularly dialogue about outcomes, equity, academic quality, institutional effectiveness, and

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continuous improvement of student learning and achievement. EPA has the explicit responsibility to oversee the College's efforts to engage in ongoing quality improvement and to document how the College fulfills its mission through outcomes assessment and systematic review at the program and administrative unit level. EPA also promotes collegewide dialogue related to outcomes assessment and PR/AUR through ongoing presentations during professional development week, at Academic Senate and Membership Team meetings, and during special programming such as the Student Success Metrics Summit and the Online Education Summit (B.1 1.11 Educational Planning and Assessment (EPA). (Link to PD schedule or presentation). The co-chairs of PBSC oversee and coordinate all planning processes at the College, and ensure the strategic plan as well as integrated plans and initiatives are updated regularly and broadly communicated.

Dialogue related to the activities of all planning and decision-making groups are well documented and shared through websites and SharePoint sites of the committees, and work groups involved in establishing and evaluating these processes (Link SSSP, SEP, BSI, EMP, EWD and TP minutes). A more detailed discussion of the integrated strategic planning process can be found in I.B.9 below. OPRA and the AVPIE have also promoted dialogue campus wide presentations and discussions related to student success metrics, institutional set standards (ISS), and the institutional effectiveness partnership initiatives (IEPI). (Minutes to PBSC, student success metrics summit, etc).

Professional Development Activities

The College offers employees, particularly faculty, a variety of opportunities to participate in professional development (PD) and to dialogue about academic quality and continuous improvement of student learning. Each semester PD week provides multiple opportunities for faculty to meet and discuss student learning outcomes, student equity, the quality of programs and services, and initiatives related to student achievement. Experts on teaching and learning, including Saddleback College faculty, share their knowledge, skills, and expertise on topics such as new instructional strategies, the use of technology in the classroom, responding to changing student demographics, improving computer skills, and utilizing campus resources to improve student outcomes and success (link to the PD schedule here). Every year during PD week, the chancellor and college president report on the state of the District and College, including all planning efforts and continuous improvement activities. (1.B.1.1 Annual State of the College: A Culture of Excellence need link). Presentations are also made by committees and planning groups such as the Accreditation Steering Committee, EPA, the Student Success Coordinating Committee, and Student Equity Plan Core Team in relation to their activities, achievements, and ongoing work to support students and support their success (1.B.1.2, Student Success Coordinating Committee Update – need link and Student Equity Plan Presentations – need links to spring 2016 flex week presentations x 3).

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Ongoing dialogue around best practices in teaching and learning has resulted in the updated Faculty Center for Student Success (FCSS) and the reinvigorated Institute for Teaching and Learning (ITL). Workshops and seminar presented by the FCSS and the ITL include class assessment practices, basic skills instruction across the curriculum, online course design, and best practices in online instruction, among others. Through the FCSS, one-on-one, small group, and online meetings promote dialogue related to instruction and technology, and are widely available for faculty with the goal of improving instructional delivery and student learning (link to website). In addition to professional development opportunities on campus, funding is available through the Academic Senate for full-time and part-time faculty who seek to attend off-campus conferences and workshops (should we say over XXX faculty received funding for professional development in 2015 – 2016.). The College also offers faculty the opportunity to participate in The Great Teachers Seminar, an annual off-campus retreat that allows faculty to share best practices and improve instruction and student learning in a collegial, supportive environment (EVI). Dialogue related to the need for increased PD opportunities for classified staff to improve their ability to support student learning and institutional effectiveness has resulted in new PD opportunities. (Link to Group to Team +?)

Sustained dialogue related to online education occurs in the Online Education Committee (OEC). Two fulltime faculty members co-chair the OEC, with support from the dean of online educations and learning resources (OELR). Discussions during OEC meetings focus on quality instruction, instructional technology best practices in online education, faculty training, curriculum approval for online courses, and the evaluation of learning management systems (LMSs) (Cite minutes from a typical meeting).

The evaluation of academic quality for both face-to-face and online courses occurs in the Academic Senate, the Curriculum Committee, the EPA, and in the OEC. Dialogue related to student outcomes and the comparability of student experiences based on instructional method also takes place in these committees.

Analysis and Evaluation

Saddleback College has a variety of forums that promote dialogue on outcomes, student equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement. Sustained collegial dialogue is evident through academic divisions and departments, student support units, administrative units, and in committees across the campus, as well as during special programming on these topics. A comprehensive approach to assessing SLOs/AUOs coupled with ongoing PR and AUR fosters dialogue among faculty, staff, administrators and students to continually improve the College's courses, programs, and services in the in order to increase student learning. (See 1.B.2 SLOs, 1.B.5 PR/AUR and 1.B.9 institutional planning) (Link to SLO, AUO, PR, AUR handbooks and links). The Employee Survey found that 67 percent of all employees reported to have participated in PR/AUR within their department or unit, (Link to Employee Survey 2013).

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Participatory governance groups and committees, as well as planning groups and committees, focus on continuous improvement of student learning and achievement. Through the College strategic planning process, including evaluation of the goals and objectives, dialogue is substantive, sustained, and central to the College's commitment to student success, basic skills instruction, student equity, academic quality, institutional effectiveness, professional development, and online education.

Although the college websites and SharePoint sites are replete with evidence of dialogue from programs and units, participatory governance groups, and planning committees and groups, evidence of dialogue from committees outside of these key bodies is inconsistently documented. An opportunity to expand and sustain dialogue collegewide through an improved consistent committee process and documentation of dialogue was identified approved through the Accreditation self-evaluation process. Improved processes related to college committees including roles, structures, and communication were approved through the participatory governance process and communicated through the Organizational Planning Manual (pending approval Link). Additionally, a QFE related to Student Success Metrics was undertaken to enrich the dialogue and to encourage the integration of Student Success Metrics in discussions related to student outcomes, equity, academic quality, effectiveness and continuous improvement of student learning and achievement.

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

ER 11 The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program specific-achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs no matter how or where they are offered, achieve the identified outcomes and that the standards for student achievement are met.

Evidence of Meeting the Standard
Student Learning Outcomes for Instructional Programs
The College evaluates student achievement through the assessment of student learning outcomes (SLOs) and through the assessment of student success indicators during the program review (PR) process. The assessment of student learning outcomes (SLOs) has been in place at the College for over a decade utilizing the process described in the *SLO Handbook: A Guide for the Writing, Assessing, and Reporting of Student Learning Outcomes (SLOs) at Saddleback* (I.B.2.1) and the *Program Review Handbook for Institutional Programs* (LINK). SLO assessment is a means to discover if students are learning what they are expected to learn in courses and programs (Link

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I.B.2.1). The use of SLO assessment results is meant to stimulate discussion and direct activities to improve instructional delivery and student support on campus.

Faculty within a department or program develop course-level SLOs, program SLOs (PSLOs), and program specific-achievement outcomes related to indicators such as success rates, retention rates, or specific ISSs, as discussed in more detail in I.B.5 below. The College, through its Educational Planning and Assessment Committee (EPA) has also developed Institutional Student Learning Outcomes (ISLOs), which show the knowledge, skills, and abilities that students should expect to achieve as the result of completing a degree at Saddleback College.

Courses must have a minimum of three to five associated SLOs and programs must have a minimum of three to five PSLOs. Course-level SLOs are assessed annually in each course taught. SLOs are placed on course syllabi so students are aware of what they can expect to learn by the end of the course [reference Senate resolutions April 2014]. SLOs are stored in the TracDat system, along with methods of assessment, criteria for success, and assessment results. Department chairs are primarily responsible for entering SLO information in TracDat as well as the overall coordination, development, assessment, and reporting of SLOs. Division deans collect course syllabi each semester to verify that SLOs are placed on every syllabus. Although SLOs are not currently an official part of the course outlines of record (CORs), this is currently being rectified as each course goes through the curriculum review process and is therefore expected to be complete over the next five years. Nonetheless, these SLOs are available to all faculty on TracDat and to students through course syllabi. They are also posted on many department and program web pages. PSLOs are also published on department and program web pages and included in the College Catalog, and ISLOs are published on the College website and in the College Catalog (Link catalog).

Within TracDat, course-level SLOs are linked to PSLOs and to ISLOs, so that attainment of criteria at each level can be evaluated. Every two years during PR, the department chair will run the TracDat Comprehensive SLO Report, which provides a summary of all SLOs, criteria for success, assessment results, and the uses of those results. This report forms the basis of dialogue within the department,

During the PR process, program review teams (PRTs), led by the department chair, engage in dialogue about SLO attainment and provide examples of how SLO results have been used in courses and programs to make changes, such as in curriculum or teaching methodologies (Link PR Handbook). The PR process includes an examination of how SLO assessments contribute to overall PSLO and ISLO attainment, and how SLOs have been used to improve courses and programs. PRTs also analyze SLO results to determine if there are differences in results when comparing face-to-face courses to online education courses and identify actions to remedy any differences identified.

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In 2014-2015, 100% of 838 unique courses had established SLOs, 2581 (98.5%) were assessed, and 2,366 (90.3%) of course-level SLOs met their criteria. (Annual SLO Report 1.B.2.3). Examples of how SLO results have been used by faculty to make courses and programs more effective are recorded in TracDat and summarized in the Annual SLO Report produced by EPA. Examples of changes include, altering the mode of instruction, revising course outlines, creating rubrics to clarify assignments, increasing referrals to tutors in the LRC Tutoring Center, modifying the admission criteria for the nursing program, and adding lecture content and learning activities to enhance student skills. (Annual SLO report; Link to Saddleback College SLOs, PSLOs, ISLOs Results and Using Them, Fall 2015). Examples of PSLO attainment and the use of PSLO results from 2014-2015 are also published in the Annual SLO report (Annual SLO Report p. 7 – 10). Several programs have also set achievement goals that have become program specific ISSs. These have been reported in the ACCJC Annual Report and are posted on the EPA web page (Link ACCJC Annual Reports 2015, 2016 and EPA Website).

As a result of a student's overall experience at Saddleback College students should expect to develop knowledge, skills, and abilities across four broad areas identified by the following ISLO categories: effective communication, intellectual and practical skills, community/global consciousness and responsibility, and breath of subject area knowledge. In TracDat, SLOs and PSLOs are mapped to ISLOs. This "roll up" has made it possible to create a report that can be used to evaluate ISLO attainment. While this report currently does exist, it is difficult to interpret and use in an efficient meaningful way. The EPA is currently working on revising the report to make it more useful. ISLOs, however, are currently evaluated through other means such as faculty ISLO activity reports, through CLA+ testing, and through activities in the Leadership lab. Faculty ISLO activity reports are reports generated by faculty that describes activities that build ISLO attainment. CLA+ is an external performance based assessment test used to evaluate critical-thinking, written-communication skills, analysis and problem-solving, scientific and quantitative reasoning, and critical reading and evaluation. CLA+ assessment was implemented to evaluate student attainment of ISLOs in the 2015-2016 academic year (Link to results). In addition, a pilot project on the use of ePortfolios as a method to assess ISLO attainment was conducted in 2015-2016. The model used required students to upload signature assignments that assessed one or more of the College's ISLOs and to write a short reflection on their realization of those ISLOs. The pilot was considered successful by the faculty who participated and the ePortfolio evaluation task force, and plans for college wide implementation are currently underway (Annual SLO Report p.14).

Administrative Unit Outcomes for Student Support Services

The assessment of administrative unit outcomes (AUOs) in student support and administrative units is also well established at the College as described in the *AUO Handbook: A Guide for the Writing, Assessing, and Reporting of Administrative Unit Outcomes (AUOs) at Saddleback College* (1.B.2.2) and the *Administrative Unit Review Handbook for Student Support and*

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Administrative Services (Link). AUO assessment is a means to discover if student support and administrative units are providing effective services to their constituencies, be they students, employees, or the community (1.B.2.2) AUO assessment results stimulate discussion and direct activities to improve student support and administrative services on campus. During the AUR process, administrative unit review teams (AURTs) examine the effectiveness, efficiency, quality, and relevance of their unit. The goal of the AUR process is to improve student learning and success through appropriate student support and administrative services (Link AUR Handbook). Examples of improved outcomes includes as a result of AUR includes changes in the hours of service, increasing of one-on-one student contact, revised documentation, and increased access to services online.

Disaggregation of Results
The disaggregation of achievement results according to student characteristics (such as age, gender, and ethnicity) is possible through the inFORM Data Warehouse and includes retention, success rates, certificate or degree completion, and transfer (See more detail in 1.B.5 and 1.B.6 SEP). Through InFORM, programs are also able to disaggregate data by instructional mode (online versus face-to-face) in terms of success, retention and completion rates of individual courses. These reports are mandatorily run every two years when a program undergoes PR, and it is one of the primary sources of data used in the PR process.

The disaggregation of SLO results in TracDat has only recently been required and is limited to method of delivery. Many programs are still in the process of implementing this change. In relation to student characteristics, however, the College has always used aggregated data in order to discuss overall results within a course and program without linking it back to particular faculty or students. The College believes that the purpose behind SLO assessment is to engender a vital dialogue amongst faculty about how to improve instruction in order to achieve greater student success. If results were attributable to individual students and thus individual faculty, this would compromise this essential dialogue. Ongoing dialogue is taking place within the EPA committee about the benefits of moving to a disaggregated method of obtaining and reporting SLO assessment results. In fall 2016 the EPA implemented a method to input SLO data by method of instruction so comparisons can be made between courses offered face-to face and courses offered online.

Analysis and Evaluation
Saddleback College has well-established processes that define and assess outcomes for all courses, instructional programs, student support and administrative units, and degrees. SLOs and AUOs are assessed annually and serve as a basis for dialogue related to continuous quality improvement within all departments, programs and student support and administrative units. SLO, PSLO, AUO, and program-specific achievement data are evaluated through the PR and AUR process. Although programs have access to significant student success data disaggregated

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by student characteristics and instructional method in the PR data sets available through the inFORM data warehouse, the college has only recently begun to disaggregate SLO data by instructional method. The disaggregation of SLO data by student characteristics is still under consideration by the College, and would require a significant shift in how this data is currently collected and reported.

QFE statement needed for success metrics

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

Eligibility Requirement 11 Student Learning and Student Achievement
The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program specific achievement outcomes) Through regular and systematic assessment, it demonstrates that students who complete programs no matter how or where they are offered, achieve the identified outcomes and that the standards for student achievement are met.

Evidence of Meeting the Standard
The College has established institution set standards (ISS) for all required student achievement metrics. The ISS are assessed annually, published in the ACCJC annual report and posted on the OPRA website and SharePoint site where they are available to all college employees. (Evidence 1.B.3.1 Link to ACCJC Annual Reports 2014, 2015, 2016). In 2012 – 2013 the Office of Planning, Research, and Accreditation (OPRA) lead collegewide dialogue related to setting internal standards of performance. The OPRA developed three methodologies to identify and adopt standards that included using state and national data bases to identify peer institutions as well as historical institutional performance. These three approaches to ISS development were presented and discussed by the Academic Senate, the EPA committee, the VPI Council (consisting of instructional deans and academic and classified administrators), the broader college management team, and the Consultation Council (main planning and decision making body at the college). The College developed institution-set standards for three metrics in the annual report: course completion rate, completed awards/certificates and annual transfers. The standards adopted for all three metrics were set by adding the three-year standard deviation to a three-year running average. This method was used to present the ISS in the 2014, 2015 and 2016 ACCJC Annual Reports (Link to ACCJC Annual Reports 2014, 2015, 2016)).

In 2015-2016 new leadership in research and institutional effectiveness re-engaged in dialogue about set-standards and identified that the approach and calculations previously used were more reflective of set-standards that would be aspirational in nature rather than minimum thresholds or baseline expectations. Following this dialogue, the OPRA proposed a change to the calculation

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of the set-standards (using the three year running average minus one standard deviation) so that the resulting ISS would be reflective of minimum thresholds rather than aspirational goals. These modifications were approved through the college's shared governance process and the proposed changes were additionally highlighted at the Student Success Metrics Summit and in governance meetings (Link, Student Success Metrics Summit, AS, PBSC, CC minutes). In the next 2017 ACCJC annual report, the college will adopt this new calculation for set standards.

Annually the College evaluates performance against the ISS, and promotes dialogue about ISS through instructional areas, and constituent groups, especially through the AS, the PBSC, and CC (AS, PBSC, CC minutes 3/816) Deeper dialogue through instructional areas and constituent groups and investigation by the research department is conducted especially when the college does not meet the ISS, to examine the college's performance (Link Trend and Historical reports OPRA). Institution set standards for student achievement appropriate to the mission informs both the College and district wide strategic plans (Link Standard 2 Success and Transfer rates in Strategic Plan). Finally, the College reports the findings to the ACCJC in the annual report, and publishes the report on the OPRA website and SharePoint sites (Minutes CC and PBSC).

In addition to the required ISS, the College chose to set program-level ISS for specific CTE programs in 2015. Although many of these programs have had standards of achievement for years through the internal program review process, formally identified ISS for CTE programs were first reported in the ACCJC Annual Report in 2015. Licensure examination pass rates and graduate employment rates were also added to the college ACCJC Annual Report in 2015. The achievement of each programs' specific ISS are published in completed program reviews, entered into TracDat, and posted on the EPA SharePoint site. Instructional programs set standards for achievement through the use of state and national benchmarks and trends, historical data, input from advisory boards, and labor market trends. For programs that are regulated by external accreditation standards, the program ISS are typically either at or above the state and national averages. If a program falls below their set standards action plans are put in place through program faculty and administrators to improve outcomes and published in the PR. The charts below demonstrate how all programs exceed their ISS for student achievement in licensure exam pass rates and job placement rates.

Program Level Institutional Set Standards

Program Title	Institutional-set Standard for Licensure Exam Pass Rate	Licensure Exam Pass Rate 2013 - 2014
Cosmetology	75%	76.5%
Emergency Medical Technician	60%	63%
Medical Lab Technician	90%	100%
Nursing	90%	94%
Paramedic	90%	99%

Licensure Exam Pass Rates

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Program Level Institutional Set Standards

Program Title	Institutional-set Standard for Job Placement Rate	Job Placement Rate 2013 - 2014
Administrative Medical Assistant	60%	68.4%
Alcohol and Drug Studies	60%	66.7%
Cinema	50%	50%
Clinical Medical Assistant	60%	77.3%
Cosmetology	55%	66.7%
Early Childhood Teacher	60%	64.4%
Horticulture	60%	41.7%
Nursing	80%	82.4%
Paramedic	70%	100%

Job Placement Rates

Analysis and Evaluation

Institution set standards are used to analyze institutional effectiveness and academic quality. Methods used to set ISSs are aligned with common practices statewide. Institution set standards are aligned with the Mission of the College are integrated into the Saddleback College Strategic Plan. The College has also adopted standards beyond those required by the Commission to include program-level institutional set standards related to licensure and graduate employment.

Although the College first set ISSs in 2014, when reevaluating the process used to set ISS in 2016, it was determined that there was an error in the calculation used to produce the ISS and the intent of the ISS for setting a minimum threshold. The calculation error was identified by the new director of research. The methodological concern was quickly reported to the ACCJC and was cited as an error in the previous year's approach (Link to communication email evidence). The ISSs are intended to reflect a minimum standard of performance so when results are below the set standard the institution is alerted to a problem and corrective action can be initiated to improve institutional performance. As a result of the previous method used to set the ISS, the standards that were set were very high and actually unrealistic. After studying historical data and trends, it was determined that a much more appropriate ISS would be derived from using the three-year average minus one standard deviation rather than plus one standard deviation. The difference in reference to course completion was an institutional set standard of 70.39% as opposed to the previously calculated 74.17%. The proposed method to set appropriate ISS was presented to planning and governance committees and shared at the spring Student Metrics Summit by the director of the planning, research and accreditation and approved (Link to minutes AS, CC, PBSC and Metric summit presentation). Initially in response to this discovery the college was going to submit the college ACCJC annual report late with a notation about changes to the ISS, but subsequently determined, in correspondence with ACCJC, that a late

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annual report to ACCJC would not be prudent (Link to correspondence). Thus, the college kept its ISS the same as prior years, but has already addressed the change collegewide and is addressing the issues that came up with ISS in this self-study report. These changes will be reflected in the upcoming ACCJ C report. The College has undertaken a QFE on student Success Metrics to formalize the structure, process and communication surrounding Student Success Metrics including ISS.

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

Evidence of Meeting the Standard

The College uses assessment data to support student learning and student achievement. Data from assessment of students, courses, programs, and services, as well as assessment data at the institutional level, is used to improve processes and student outcomes (See 1.B.2, 1.B.3, 1.B.5, 1.B.9). Assessment data constitutes the foundation for student placement, SLO/AUO attainment, the review of programs and student support and administrative units, and the evaluation of student achievement. (1.A.2, 1.B.1, 1.B.2, 1.B.3, 1.B.5). Assessment data is integral to the strategic plan and integrated plans including the student equity plan (SEP), the technology plan, the economic and workforce development (EWD) plan, and the enrollment management plan (EMP) as described in I.B.2, 1.B.3, 1.B.5, 1.B.6, and 1. B.9.

The assessment of students and obtaining of data begins as soon as a student applies to the College. Important information regarding student characteristics and educational goals are gathered at this time. Through the matriculation process, students are then assessed to ensure placement in appropriate courses. This placement makes it possible to identify students at risk, track cohort achievement and gaps, and institute needed services to improve student learning outcomes and achievement. Awaiting overview statement about SSSP activities that changed processes to promote learning and achievement like Freshman Advantage, Refresh, AVID, BSI tutoring etc,… In addition, each semester a Class Profile of student characteristics and matriculation levels of enrolled students is provided to each faculty member so that teaching methods can be correlated to the student readiness within the class (EVI).

Assessment of SLOs and AUOs is a well-established process that has been in place for over a decade at the college, as described in 1.B.2 above. Through the use of SLO and AUO assessment results, changes are made to courses, programs, and student support and administrative services. This data, along with the PR data sets on student success and retention rates within courses, is used by programs and units to evaluate their strengths and weakness during to PR and AUR process and to make the necessary changes to improve student learning and achievement.

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Data from PRs/AURs is utilized to identify needs and to derive resource requests, as well as to address progress in meeting objectives from the previous PR/AUR. Examples of PR/AUR assessment to support student learning and achievement include: (solicit examples from dept chairs and administrators). Labor Market data is also included in PRs for CTE programs. Several CTE programs have used labor market data to support growth and expansion including the Health Information Technology program, the Medical Assisting program, and the Drug and Alcohol Education Program (Link to the PR of these programs). Through the AUR process organizational processes that have changed include: (solicit examples from dept chairs and administrators) to promote student achievement.

The position of the Assistant Vice President for Institutional Effectiveness (AVPIE) was created in 2015 in order to coordinate collegewide efforts to use assessment data for the improvement of institutional effectiveness and in support learning and achievement. The AVPIE reports to the Vice President of Instruction (VPI) and works closely with the director of PRA. In addition to institutional effectiveness, the AVPIE is responsible for online education, curriculum, and student success (See org chart AVPIE and VPI). The director of OPRA is responsible for leadership, coordination, and advocacy related to strategic planning, institutional research, and achievement metrics, as well as federal and state compliance to ensure institutional effectiveness.

Achievement metrics including completion rates (for prepared and underprepared students), degrees, certificates, transfer, and achievement gaps, are integrated into strategic planning through goals and objectives related to success and their related indicators. Achievement relative to institution set standards (ISSs) is reported annually to the ACCJC, published in ACCJC Annual Report, and available on the OPRA website (Link to ACCJC Report 2016). In addition, through OPRA, institutional assessment and achievement data is further analyzed from a historical perspective to identify trends and to enable statewide comparisons. These analyses include Scorecard Trend Reports, DataMart Trend Reports, and Institutional Data Trend Reports, all of which are available on the OPRA website (Link to Research OPRA College Data Website). If institutional performance falls below the ISS, the college takes action and initiates strategies to improve performance, as described in1. B.3. The AVPIE and director of PRA also assist the strategic planning groups in the use of assessment data to set goals and evaluate performance relative to the Institutional Effectiveness Partnership Indicators (IEPIs) (Link to Saddleback College Institutional Effectiveness Partnership Initiative).

OPRA also supports collegewide needs for data and research. In addition to the director, OPRA is composed of a senior research and data analyst, a research and data analyst, and a project specialist for research. OPRA's research responsibility includes working closely with the AVPIE, as well as college faculty, administrators, and PRTs/AURTs to provide data analysis and outcomes assessment related to SLOs/AUOs, PSLOs, ISLOs, program operations, and program impact. Research staff members also support college data collection and reporting needs as

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required by state and federal accountability initiatives and compliance with state and federal laws and regulations. Research staff members work closely with and support the **Education Planning and Assessment Committee (EPA).**

EPA coordinates and oversees the college's efforts to engage in comprehensive review and outcomes assessment in all courses, programs, and student support and administrative units in order to document ongoing quality improvement efforts as well as student learning and achievement. PR/AUR, SLO/AUO assessment, and curriculum all fall under the auspices of EPA. EPA is co-chaired by a faculty member and the director of planning, research, and accreditation. SLO/AUO assessment and PR/AUR are overseen by faculty coordinators and curriculum is overseen by a faculty chair of the Curriculum Committee.   The effectiveness of the PR/AUR, SLO/AUO and curriculum processes to support student learning and achievement are regularly evaluated, updated, and improved by EPA, with approval from PBSC and Academic Senate (Link to current SLO, AUO, PR, AUR Handbooks).

PBSC is a participatory governance commmittee that is responsible for coordinating the college's planning efforts, including strategic planning, budget processes, and dialogue regarding student success metrics, ISSs, and IEPIs. The PBSC makes recommendations to CC. CC is a participatory governance council and serves as the college's main planning and recommending body, responsible for making final recommendations to the college president.

In addition to the data available through the California Community College Chancellors Office (CCCCO) Student Success Scorecard and the CCCCO Management of Information Systems DataMart, the College has access to quantitative institutional data continuously through the InFORM Data Warehouse. Through InFORM, various data sets and reports can be generated and disaggregated to provide detailed information by section, course, program, division, or the College as a whole about enrollment, productivity, fill rates, retention, success rates, student counts by age, gender, ethnicity, educational goal (including transfer), and awards by age, gender, major, and type of award, among others

Analysis and Evaluation
The College regularly and systematically uses assessment data to support student learning and achievement. Assessment data comes from a variety of sources and is integrated planning, program and administrative unit review, resource allocations, and the evaluation of institutional effectiveness through student success metrics, available both externally and internally. The addition of the AVPIE, a fully staffed OPRA, and the InFORM Data warehouse supported by district services personnel are evidence of the College's commitment to an organizational structure and processes that are focused on using assessment data to support student learning and student achievement.

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Although data is widely available at the College, dialogue related to student success and achievement in relationship to goal setting and the monitoring of goal attainment is limited. As a result, there are missed opportunities to disseminate effective strategies utilized to set meaningful goals and to expand on past work that has the potential to more broadly support learning and achievement. Therefore, the College has identified the need for a Quality Focused Essay related to the development of a deeper understanding of student success metrics collegewide, and the role that individual departments and units can have on larger institutional outcomes and student achievement.

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

Evidence of Meeting the Standard

Every two years, all instructional programs at the College undergo program review (PR) (Link to PR handbook) and all student support and administrative units undergo administrative unit review (AUR) (Link to AUR handbook). These reviews are used to evaluate the effectiveness of programs and units in meeting the mission of the College, develop objectives and action steps for continuous quality improvement, and provide information for decision making in collegewide planning and resource allocation processes.

PR 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, student achievement, and program effectiveness. Data from a variety of sources is analyzed in the completion of the PR, including staffing reports, SLO assessment results (TracDat Comprehensive Program SLO Report), program progress reports (TracDat Program Objectives and Action Steps Progress Report), student achievement data from the data warehouse (inFORM Program Review Data Set), and, for CTE programs, labor market data from Economic Modeling Specialists, Inc. (EMSI). Additional research can also be requested from OPRA and included in the analysis. All data available through the inFORM data warehouse can be disaggregated by program and instructional method (such as face-to-face and online). The College has also recently begun to collect and report SLO data by instructional method.

As described in the Program Review Handbook for Instructional Programs, the main objectives of PR are to:
1. State program objectives and align future objectives with the college's mission and vision.
2. Collect and analyze data on key performance indicators, student learning outcomes (SLO)s, program activities, and accomplishments.

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3. Examine and document the effectiveness of programs.
4. Develop recommendations and strategies concerning future program directions and needs (e.g., budget, staffing, and resources).
5. Provide an opportunity for programs to assess their relevance and position within the division and the college and with all other stakeholders.
6. Comply with federal and state law, Title 5, Student Equity, Perkins, the Student Success and Support program (formerly known as matriculation), ADA (Americans with Disabilities Act), and other legal or certification requirements. (PR Handbook, p. 3 08/15/2014).

The PR is completed by a program review team (PRT) composed of the department chair, one or more faculty subject experts, and other faculty staff, and/or administrators deemed necessary the department chair. PR has three sections including the program overview and objectives, the review report, and a needs assessment. The appendices include copies of all data sources used in the completion of the report. The program overview and objectives provides a broad understanding of the program, current trends related to the program's mission, how the program meets the overall mission and/or vision of the College, how the program has used SLO results to make improvements to the program and its curriculum, how SLO assessments contributed to overall PSLO and ISLO attainment, and the program objectives for the upcoming two-year period. A detailed assessment of the program is completed in the review report section based on the collected quantitative and qualitative data. This section addresses issues related to staffing, curriculum and instruction, student success, facilities, technological infrastructure, and resources, and service, community outreach, and economic development. The final section, the needs assessment, is a summary of program needs as described in the review report. These includes human resource needs, instructional/service needs, research needs, technology, equipment, and other resource needs, facility's needs, and marketing and outreach needs

Student support and administrative units undergo a similar process for AURs. AUR is a systematic process for the collection, analysis, and interpretation of data concerning an administrative unit, and is utilized in making recommendations to improve the effectiveness of the unit and its impact on student learning and student success. Data from a variety of sources is analyzed in the completion of the AUR, including staffing reports, AUO assessment results (TracDat Comprehensive Unit AUO Report), unit progress reports (TracDat Unit Objectives and Action Steps Progress Report), and student achievement data from the data warehouse (inFORM Division Administrative Unit Review Report), if applicable. Additional research can also be requested from OPRA and included in the analysis. Assistance for the collection and interpretation of data for PRs and AUR is provided by the Educational Planning and Assessment Committee (EPA), the faculty PR/AUR coordinator, and the Office of Planning, Research, and Accreditation (OPRA).

Annually, resource allocation requests are developed for new resources that impact the program's ability to fulfill its mission. (Link to Resource Allocation Process and Model). In

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order to submit a resource allocation request, the need must be documented and specifically referenced in the most resent PR/AUR. Preference is given to needs also identified in the current strategic plan. The prioritization of resources is completed first at the division level, then at the "branch" or vice president level, then at the college level by the College Resource Committee (CRC). The President approves the final allocation of resources. The PBSC reviews budgets, and recommends funding to apply CRC priorities, and finally, the College Administrative Services allocates funds for the approved requests. As a result of this process, instructional programs, as well as student support and administrative services are able to identify needs, solicit resources, and implement changes to improve institutional effectiveness and academic quality.

Evaluation and Analysis
The College assesses the accomplishment of the mission through PR and AUR, which includes an evaluation of program/unit objectives and action steps, SLOs/AUOs, and student achievement data. Program/unit objectives and action steps are aligned with the College mission, vision and strategic plan, and each PR/AUR addresses the way in which it serves to help the College achieve its stated mission. PR/AUR is means of ensuring that the college's programs and services are effective and responsive to its student body and the local community within the limitations of available resources. Through a review of SLOs/AUOs, key program indicators, and detailed data sets on student achievement, the College is able to evaluate its educational effectiveness and develop plans for ongoing improvement. The results of PR/AUR are incorporated into the strategic planning and resource allocation processes of the College and provide information for future planning and improvement with the College's programs and services.

Data required to support PR is readily available through the inFORM data warehouse, TracDat, and EMSI. Additional research, including student surveys, is also supported by OPRA. Both qualitative and quantitative data are disaggregated for analysis by program and instructional method. In the past, SLO data was not disaggregated by instructional method. The field for instructional method was added into TracDat in 2015-2016 and all future assessment reporting will be collected, reported, and analyzed in disaggregated form.

Although PR/AUR are aligned with the college Mission, and the results of PR/AUR are incorporated into strategic planning and resource allocation, it was identified that at the program, student service and administrative unit levels, more could be done to impact and support student achievement at the institutional level. A quality focused essay that addresses authentic goal setting and utilizing data and research to support student achievement and success at the institutional level emerged from the self-evaluation for accreditation.

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

Evidence of Meeting the Standard

Saddleback College disaggregates and analyzes learning outcomes and achievement data for subpopulations of students in many of its processes in order to examine performance gaps. The primary mechanism for identifying and addressing performance gaps is through the Student Equity Plan (SEP). In addition to the SEP, disaggregated data is used in the measurement of key performance indicators relevant to student success in the College strategic plan, to assess the success of projects from the Basic Skills Initiative (See BSI link), and to analyze and address student success and achievement gaps through the program review (PR) process.

The Saddleback College Student Equity Plan

In 2014, the Student Equity Taskforce, with representation from all participatory governance groups, revised and aligned the Student Equity Plan (SEP) with new state mandates (Link to Membership SEP). The taskforce developed the updated SEP that is focused on improving student success for specific populations who may be disproportionately impacted by college practices, programs, or services. (Link SEP 2015 p.29).

The SEP analyzes student outcome and achievement data to measure the required student equity success indicators including access, course completion, English as a Second Language (ESL) and basic skills completion, degree and certificate completion, and transfer. The SEP identifies the disproportionate impact within specified populations for each indicator. The targeted populations include:

- American Indians/Alaska Natives
- Asians/Pacific Islanders
- African Americans
- Hispanics
- Whites, Non-Hispanic
- Men
- Women
- Current or former foster youth
- Persons with disabilities
- Low-income students
- Veterans (Link to findings most current SEP See Link Disproportionate Impact Summary of Findings SEP p. 7)

Student equity work groups composed of members from all participatory governance groups were established to address each of the student equity success indicators (access, course

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completion, English as a Second Language (ESL) and basic skills completion, degree and certificate completion and transfer). OPRA created a detailed report for each of the indicators in relation to the aforementioned populations in order to identify any disproportionate impact at the College. Student Success Scorecard data from the State Chancellors Office was utilized to complete this report. Using this data, work groups composed of members from all participatory governance groups analyzed the data for disproportionate impact; developed strategies, goals, and activities to increase the success rates of the populations impacted; proposed timelines for completion of the identified actions and a budget; and recommended a means of evaluating outcomes. (Link SEP Plans 2014, 2015).

Funding for the student equity plan initiatives was provided by the State Chancellors Office. The amount received by Saddleback College was just over $2 million, with $714,516.00 allocated for the 2014 – 2015 academic year and $1,314,425.00 allocated for the 2015 – 2016 academic year. These funds enabled additional services for targeted populations in research, outreach, matriculation, counseling, financial aid, tutoring, and student mentoring. Specific actions taken included the hiring of a student equity outreach aide and additional financial aid specialists, the extension of cohort-based learning communities and peer mentors, extended tutoring hours, the development of "fast track" pathways, and the establishment of a bilingual (English/Spanish) transfer mentoring program (Link to Presentation regarding SEP strategies and activities)

For all three completion metrics included in the Scorecard (Degree/Transfer Completion, CTE Completion and CDCP Completion), Saddleback College success rates exceeded the rates statewide (1.B.6.9). The Degree/Transfer Completion Rate at Saddleback for college prepared students equals the state average, while for unprepared students, Saddleback College exceeds the state average. Completion rates for all metrics at Saddleback College are increasing faster than statewide increases. Since Hispanic students are seeking degrees or transfers at a rate that exceeds their representation in the student body, equity efforts in this area appear to be having a positive impact (1.B.6.8). (See Figure 8 Saddleback College and Statewide Trends in Completion Rates by level of Preparation)

The SEP is integrated into the Strategic Plan and aligned with major planning efforts and initiatives including SSSP and BSI (Link to Strat Plan and BSI). The evaluation of the SEP is monitored and coordinated by the SEP core indicator groups in partnership with major College leadership councils including the Consultation Council, the Student Success Coordinating Committee and the Planning and Budget Steering Committee. Activities and progress toward meeting the goals of the SEP are reported to the Student Success Coordinating Committee and integrated into the Strategic Plan as part of Goal two (See SSSP update book reference to SEP). The SEP is then forwarded to the PBSC and Consultation Council for input and discussion as well as to address and barriers to successful achievement of the identified goals (Link to SEP in Goal two Strat plan, PBSC or CC minutes). The SEP is a three-year plan that is evaluated annually and updated or revised as indicated.

The SEP, including activities, action steps and progress towards achieving goals are shared

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widely. Each fall the SEP is shared with each participatory governance group and the BOT, who are provided an opportunity to engage with the SEP Chair, core team leaders, and work group members (Link to the SEP PowerPoint 2015 on SharePoint now as well as minutes from participatory gov group presentations). The SEP activities and outcomes are also shared widely in Professional Development week (Link to professional development schedule spring 2016).

Program Review and Achievement Data

The PR process requires each program to conduct a regular self-evaluation that leads to program improvements, the identification of program needs, and resource allocation requests. Data used for the completion of the PR includes information on student achievement disaggregated by student characteristics. The inFORM PR data set includes five years of detailed information about a programs course, enrollments, productivity, fill rates, retention, success rates, student counts by age, gender, ethnicity, and educational goal, and awards by age, gender, major, and type. These data sets can be run by instructional method as well in order to analyze differences in success and retention rates of courses taught face-to-face and online for those programs with significant online offerings. Additional disaggregation of data can be requested from OPRA. During PR, SLO assessment data is also analyzed.   The TracDat Comprehensive Program SLO Report includes all active course-level SLOs, assessment methods, criteria for success, results, and the use of results. With changes made in TracDat in spring 2016, data on SLO attainment can be reported and analyzed by instruction method (Link PR handbook, evidence from Manual)

When programs identify performance gaps through the analysis of this data, objectives and action steps are developed. These may include changes related to access, curriculum, or teaching methods, among others. The effectiveness of the objectives and action steps developed through PR are reviewed every two years and revised as needed. SLO report link or see 1.B.2)

Saddleback Strategic Plan

In the College's current strategic plan, one of the main objectives is to "increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps (Link to it here)." This objective integrates activities from the Student Success and Support Programs (SSSP) plan, the Enrollment Management Plan (EMP), the Basic Skills initiative (BSI), (See Strategic Plan BSI Level up grant information $1.5 million), the Technology Plan and the Student Equity Plan (SEP). The key performance indicators for this objective are based on the Student Success Scorecard metrics provided by the State Chancellor's office. These completion metrics can be disaggregated by gender, age group, ethnicity, disability status, and economically disadvantaged status.

Analysis and Evaluation

The College uses disaggregated achievement data for many of its analysis and reports including the SEP, PR, and the strategic plan. The SEP has identified those areas with disproportionately impacted student populations and indicators as prescribed by the California Community Colleges

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Chancellor's Office. Through the SEP, strategies and activities are implemented, goals and key performance indicators are set, and resources are allocated to mitigate gaps. In addition to SEP, instructional programs use disaggregated data during program review and develop objectives and actions steps to address the gaps that are identified. Beginning in spring 2016, the College began to disaggregate SLO data by instruction method. Discussions are also underway regarding the collection and reporting of disaggregated SLO data by student characteristics. 1.B.6.8, 1.B.6.9 links,).

In terms of student achievement, the OPRA has demonstrated how data mining and the increased use of disaggregate data has the potential to uncover data stories and create a culture of evidence based dialogue, planning and decision making to support student success to a degree never enjoyed at the college before. As a result, the College has undertaken a Quality Focused Essay on student success metrics including the ability to disaggregate data and to integrate student success metrics into broad based dialogue, planning, decision making, and resource allocation to promote institutional effectiveness.

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

Evidence of Meeting the Standard

The District and the College review and revise all policies and procedures regularly to assure their effectiveness in supporting academic quality and the accomplishment of its mission. Board policies and administrative regulations are reviewed and revised through the Board Policy and Administrative Regulation Council (BPARAC). This is a shared governance committee with representation from all constituent groups and chaired by the vice chancellor of business services. The committee reviews all board policies on a regular cycle and makes recommendations for revisions to the Chancellor's Council prior to going to the Board of Trustees for study, review, and approval [EVI-Committee Composition and Purpose]. BPARAC may also revise policies and/or procedures in response to changes in external regulations, legal or accreditation requirements, or to align with templates provided by the Community College League of California (CCLC) (Link to Bill Kelly's BPAR calendar). BPs and ARs address the following broad categories: bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. Board policies and administrative regulations are available to students, employees, and the public on the District website.

College policies and procedures are developed and revised regularly on an as needed basis, as part of the institutionalized planning cycle, or to align with revised board policies and administrative regulations. At the College, the primary body responsible for the review of

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policies and procedures and for making recommendations to the president for approval is Consultation Council (CC). (Link to Saddleback College Governance and Decision Making Manual 2016 steps in strategic planning process p. 18).

As described in the Saddleback College Governance and Decision Making Manual 2016 and in accordance with Title 5, Saddleback College ensures the participation of all constituent groups in governance and decision-making, including faculty, classified staff, administrators, managers, and students (Link Governance Manual). In making policy and procedural recommendations, faculty are represented by the Academic Senate, staff are represented by the California Schools Employee Association (CSEA) and the Classified Senate, and students are represented by the Associated Student Government (ASG). The review and revision of policies and procedures may be initiated from any interested person, committee, or representative group at the College.

Policies and Procedures Related to Instructional Programs and Success
Policies and practices related to instructional programs and student success are primarily under the purview of the Academic Senate, as well as the Curriculum Committee, the Online Education Committee, EPA, and VPI Council.

The Academic Senate is the representative body of faculty that is responsible for participating in formulation of college and district policy related to academic and professional matters as required by BP 2100.1, Delegation of Authority to the Academic Senate, BP 2100.2, Role and Score of Authority of the Academic Senates, and Title 5 of the California Code of Regulations. The Academic Senate regularly evaluates and revises as necessary policies and practices related to:
1. Curriculum, including establishing prerequisites and places courses within disciplines;
2. Degree and certificate requirements
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as mutually agreed upon.

Evidence of recent changes made by the Academic Senate in these areas include grading and independent study and can be found on the committee SharePoint site (Link to a couple representative changes i.e. BP 5300 Grading, BP 5626 Independent Study – unless AS has other recommendations).

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The Curriculum Committee, a standing committee of the Academic Senate, is responsible for recommending approval of both credit and non-credit courses on the basis of such standards as grading policy, units, prerequisites, academic rigor, course content, course objectives, repeatability, assignments, instructional methodology, and methods of evaluation. The committee is also responsible for developing all policies and procedures that affect the development and approval of curriculum at the College, and to recommend approval of such policies and procedures to the Academic Senate (EVI-Curriculum Committee Bylaws 2011?). Curriculum processes and practices are evaluated regularly by the committee and went through significant changes in 2014 to improve the efficiency and effectiveness of the curriculum processes, particularly in response to the increase in online courses (see Curriculum minutes related to CLTs). The online approval process is currently under revision and is the subject of one of the quality focused essays.

The Online Education Committee (OEC), a standing committee of the Academic Senate, is responsible for developing policies and procedures related to online education at the College. Currently, the OEC is reviewing and revising existing policies and practices related to issues such as curriculum approval, faculty training, and student support, with a focus on quality as part of the development of the new online education plan. This is discussed in detail in the quality focused essay on online education.

The Educational Planning and Assessment Committee (EPA), a college committee jointly chaired by an Academic Senate appointee and the director of planning, research, and accreditation, oversees the college's 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 policies and procedures under the purview of EPA are those related SLO/AUO assessment and PR/AUR. These policies and procedures are updated on a regular basis to ensure they effectively promote continuous improvement of courses, programs, and student support and administrative units (See PR AUR Handbook and SLO and AUO handbooks). A recent procedural change includes the submission of SLO results by instructional method so that data can be analyzed separately for face-to-face and online classes. This necessitated a change in the TracDat fields and a shift in the way data was collected and reported by departments. (Link EPA minutes).

The VPI council is composed of all academic administrators responsible for instruction, enrollment management, strategic planning, scheduling, faculty hiring, and classroom issues (minutes or link) This council is responsible for planning and evaluation of courses, (traditional and online), and instructional programs as well as overseeing assessment practices and establishing policies and practices to ensure instructional quality and effectiveness.

Policies and Practices Related to Resource Management

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Policies and Practice related to resource allocations are primarily addressed by the Planning and Budget Steering Committee (PBSC), the College Resource Committee (CRC), and Consultation Council (CC). The current resource allocation process was evaluated and revised in fall 2015 to include explicit timelines and more clearly describe the roles of both PBSC, CRC, and CC in resource allocation (Link to the Process and the Model, see 1.B.5). The revised resource allocation process requires that instructional program and administrative unit needs are referenced in the PR/AUR and tied to the mission and/or strategic plan.

Upon completing the resource allocation process cycle annually, the effectiveness of the process is evaluated by PBSC and revised as necessary.   Moreover, one of the objectives in the current strategic plan is that "Saddleback College will strengthen long term financial health and institutional effectiveness through integrated planning and resource allocation." (SBC Strategic Plan). Therefore, through the annual evaluation of the College's strategic plan, the resource evaluation process, policies, and practices are also being examined to ensure that the resource allocations are based on substantial verifiable data (SBC Strategic Plan 4.1.1).

The SOCCCD Districtwide Integrated Budget and Planning Resource Guide demonstrates how planning processes at the district level are linked to budget allocations (See Link). This guide is updated regularly and includes the Budget Development Guidelines, which are reviewed and approved twice a year by the board of trustees. The District Resource Allocation Council (DRAC) model, and BP and AR 3110, Basic Aid, guide the budget development for districtwide allocation of unrestricted general fund and basic aid funds. The District Resources Allocation Committee (DRAC) is a participatory governance group charged with developing and maintaining the income allocation model on which the district budget is based. It is also charged with development and oversight of the allocation process for unrestricted general funds. The Basic Aid Allocation Recommendation Committee (BAARC) is also a participatory governance committee charged with allocating basic aid funds in accordance with BP and AR 3110 and in alignment with planning documents developed by the Districtwide Planning Council (DWPC), the Districtwide Technology Committee (DTC), and the Capital Improvement Committee (CIC). (District-wide Planning and Decision Making Manual 2015 - 2020). All district councils and committees evaluate their practices annually through a membership survey and make changes as needed

Policies and Practices Related to Governance Processes
The Saddleback College Organizational Planning Manual documents the policies and practices related to decision making and governance processes at the College (Link Organizational Planning Manual – draft form). The manual includes roles and responsibilities of councils, committees, work groups, and individuals that play a role in planning and decision making on campus. Timelines for college and districtwide planning and resource allocation are included in the manual. The college strategic planning and integrated planning processes, as well as the alignment to districtwide processes, are described in the Organizational Planning Manual. The Organizational Planning Manual is reviewed regularly, to ensure that the processes, practices,

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and policies related to planning and decision making are current, efficient, effective, and support academic quality and accomplishment of the mission. A review of the Organizational Planning Manual is imitated by the OPRA when significant changes to the planning or governance processes occur.   The most recent update to the manual occurred in fall 2016. Prior to approval of the update to the Organizational Planning Manual and policies and practices within, the manual is shared with participatory governance groups for input prior to recommendation for approval by the PBSC and approval by the CC (Minutes AS, PBSC, VPI, Management Team, CC Sept, Oct 2016).

The District annually evaluates its policies and procedures related to planning, governance, and resource allocation, and publishes the them in the SOCCCD District-wide Planning and Decision Making Manual 2015-2020 and District-wide Integrated Budget Planning Resources Guide (Link to both here). DWPC is responsible for overseeing the review and revision of the manual and guide.

Analysis and Evaluation:
The College regularly reviews its policies and procedures across all areas, including instructional programs, student and learning support services, resource management, and governance processes. BPs and ARs are reviewed and revised by BPARAC, a districtwide committee. They are then approved by Chancellor's Cabinet and, in the case of BPs, the Board of Trustees.. On the college level, the CC is the primary body that approves policies and procedures, which emerge out of various college committees. The Academic Senate, is primarily responsible for the evaluation of policies and practices to ensure effective instruction, academic quality, and student success, with other committees also playing a role. PBSC regularly evaluate the goals, objectives and outcomes of the strategic plan, and makes recommendations to policies and practices to ensure effectiveness, academic quality, and accomplishment of the mission (see 1.B.9). Resource management is evaluated at the district-level by the DWPC and at the college level through PBSC, CRC. and CC, as well as by all programs, student support, and administrative services that participate in the resource allocation process. Policies and practices related to governance are evaluated regularly by key participatory governance planning and decision making councils, committees, task forces, and work groups.

While participatory governance and planning committees regularly evaluate their policies and practices in supporting the accomplishment of the mission, the college lacks a standardized approach for committees to communicate their purpose and to evaluate their effectiveness. This is being rectified by PBSC and CC, which recently approved new committee practices to align with current practices in districtwide committees, including communication about each committees' purpose, membership and annual self-evaluations. (PBSC minutes 8/25, Link to Organizational Planning Manual). The goal is to increase and sustain collegewide dialogue by making employees more aware of participation opportunities through standardized practices and improved record keeping.

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

Evidence of Meeting the Standard

The results of assessment and evaluation activities are communicated broadly via documents and minutes posted on the College website and SharePoint sites primarily through the Office of Planning Research and Accreditation (OPRA), the Education Planning and Assessment committee (EPA), and the Planning and Budget Steering Committee (PBSC). Assessment and evaluation results are broadly communicated though collegewide presentations as well as in presentations made to key planning and governance councils and committees. On a regular basis, internal scans and surveys are also completed to further understand institutional strengths and weaknesses and to inform priorities and future planning efforts (1.B.8.1, 1.B.8.2, 1.B.8.3, 1.B.8.4, 1.B.8.5).

Results of assessments and evaluations that are posted on the OPRA website include, but are not limited to, climate and college employee survey results, strategic plan evaluations, Student Success Scorecard information, and internal documents that further analyze Scorecard data, historical performance, and trends (1.B.8.6, 1.B.8.7, 1.B.8.8, 1.B.8.9, 1.B.8.10, 1.B.8.11, 1.B.8.12, 1.B.8.13, 1.B.8.14, 1.B.8.15, 1.B.8.16, 1.B.8.17, 1.B.8.18, 1.B.8.19, 1.B.8.20, 1.B.8.21).

EPA is responsible for completing annual SLO/AUO assessment reports and posting completed PRs and AURs or AUO reports are posted in TracDat and on the committee SharePoint site (1.B.8.22, 1.B.8.23). Completed PRs and AURs are reviewed by EPA and the Academic Senate (for PRs) or Management Team (for AURs), shared with Consultation Council every four years, and considered in strategic planning and resource allocations decisions. (Link 1.B.8.24 to an example of a specific PR/AUR, 1.B.8.25 Minutes of Senate with PR approval, 1.B.8.26 minutes of Consultation council with PR/AUR presentation, 1.B.8.27 evidence of PR influencing strategic plan).

Additionally, the College communicates results of assessment and evaluations through a variety of activities including the Presidents Annual State of the College report during professional development week, the Presidents update during monthly BOT meetings, professional development week presentations, reports at planning and decision making committees, and at department and division meetings (1.B.8.28,1.B.8.29,1.B.8.30, 1.B.8.31, 1.B.32). Key committees that communicate assessment and evaluation results include: the Planning and Budget Steering Committee (PBSC), the Education Planning and Assessment (EPA) committee,

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the Academic Senate and the strategic planning committees especially the student success coordinating committee and work groups (1.B.8.33 minutes from PBSC strategic planning update, 1.B.8.34 minutes of EPA, 1.B.8.35 Academic Senate minutes, 1.B.8.36 SSCC update). See discussion in I.B.1

Analysis and Evaluation
Results of assessment and evaluations are communicated through a variety of methods such as presentations that are captured in meeting minutes and documents that are publicly available on the College and committee websites. Reporting on assessment data related to SLOs/AUOs and on evaluations contained in PRs/AURs is overseen by EPA, and includes regular reports by all programs and student support and administrative units to CC and the college president. Institutional assessments related to strategic planning and Scorecard data are overseen by the PBSC and OPRA and available on College websites and SharePoint sites available to all employees. Internal scans and surveys conducted by OPRA provide additional information related to college strengths and weakness and inform college priorities. Through a revitalized OPRA assessment and evaluation activities are broadly communicated. The Public Information Office and the College president regularly communicate overall strengths, weakness, and priorities though a variety of collegewide forums including annual state of the college presentations.

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

Eligibility Requirement 19 The institution systematically evaluates and makes public how well and in what ways it is accomplishing it purposes, including assessment of student outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation

Evidence of Meeting the Standard
Saddleback College, in conjunction with the SOCCCD, engages in continuous broad based, systematic evaluation and planning. As described in Standards I.B.1, 1.B.2, 1.B.3, and 1.B.5, the College integrates program review/administrative unit review (PR/AUR), short-term planning, long-term planning, and resource allocation into a comprehensive process that leads to the

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fulfillment of its mission and improvement of institutional effectiveness and academic quality (Link to Program Review Handbook for Instructional Programs, Administrative Unit Review Handbook for Student Support and Administrative Services, Resource Allocation Process, Resource Allocation Process Model, SLO Annual Report, Saddleback College Strategic Plan,)**.**

> The SOCCCD 2011-2031 Education and Facilities Master Plan (EFMP) outlines a long-term plan for continuous quality improvements focusing on strategies for academic excellence and facilities improvements. The purpose of the EFMP is to establish clear direction for the District and each of its colleges, and to serve as a primary resource for development of college long-range planning activities (Link to 2011-2031 EFMP Vol 1 p.6). Integrated short-term planning consists of the districtwide and college strategic plans. The SOCCCD Strategic Plan 2014-2020, the districtwide short term plan, was developed through the leadership of the Districtwide Planning Council. Supported by data from an external scan of the community, an integrated strategic planning model was developed for the district and colleges with shared goals, objectives, and key performance indicators (KPIs). The external scan of the community provided five major areas of review as a basis for planning and included enrollment projections, labor market analysis, student success policy, research, and accountability, budget and the economy, and technology (Link District-wide Strategic Plan Board of Trustees Presentation 2014 - 2020).

The purpose of developing an integrated districtwide strategic plan is to make the strategic planning process more efficient, to improve collaboration, and to encourage a commitment toward common goals and objectives using common indicators, timelines, and reporting requirements. Ultimately the integrated strategic planning process is intended to improve the effectiveness of the colleges, and to promote better-informed decisions regarding the allocation of resources.

Integrated Planning

The Saddleback College Strategic Plan is, therefore, aligned with the SOCCCD strategic plan and is the foundation for college planning and resource allocation decisions. The College strategic planning process is a comprehensive and collaborative tool for enabling the college to continuously improve, effectively achieve its mission, and move toward its desired vision. Steps in the strategic planning process are fully described in the Organizational Planning Manual (Link Organizational Planning Manual in draft form Development of the Saddleback College Strategic Plan p. 25).
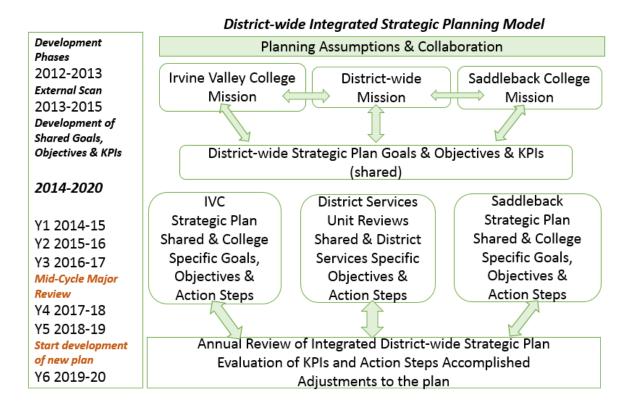
The Saddleback College Strategic Plan for 2014 – 2020 has four overarching goals. Each goal is aligned with the SOCCCD goals and addressed by strategic planning groups led by a chairperson or cochairmen. These strategic planning goals/groups are known as:

Saddleback College Strategic Planning Goals for 2014-2020

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1. Saddleback College will foster an environment characterized by creativity, innovation, respectful interactions and collaboration. *(AKA Respectful Interactions)*
2. Saddleback College will promote students' success by enhancing the teaching and learning environment. *(AKA Student Success).*
3. *Saddleback College will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education. (AKA Economic and Workforce Development)*
4. Saddleback College will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation. *AKA Financial Health and institutional Effectiveness* (1.B 1.9 Link updated Saddleback College Strategic Plan 2014 – 2020).

The College engages in other short-term planning processes focused on specific initiatives and grant funded projects that include the SEP, the Technology Plan, Economic and Workforce Development Plan, the Student Success Coordinating Plan, and the Basic Skills Plan. These plans inform one another and are integrated into the Strategic Plan. model. (Link to BSI, SEP, SSSP). (Link to EWD, and EMP). (Link Tech Plan).

Integrated Planning - Documents Resources and Timelines (may be deleted from this document and replaced with a link to the Organizational Planning Manual once it is published

District-wide Integrated Strategic Planning Model

Development Phases	Planning Assumptions & Collaboration		
2012-2013 *External Scan* 2013-2015 *Development of Shared Goals, Objectives & KPIs*	Irvine Valley College Mission	District-wide Mission	Saddleback College Mission
	District-wide Strategic Plan Goals & Objectives & KPIs (shared)		
2014-2020 Y1 2014-15 Y2 2015-16 Y3 2016-17 *Mid-Cycle Major Review* Y4 2017-18 Y5 2018-19 *Start development of new plan* Y6 2019-20	IVC Strategic Plan Shared & College Specific Goals, Objectives & Action Steps	District Services Unit Reviews Shared & District Services Specific Objectives & Action Steps	Saddleback Strategic Plan Shared & College Specific Goals, Objectives & Action Steps
	Annual Review of Integrated District-wide Strategic Plan Evaluation of KPIs and Action Steps Accomplished Adjustments to the plan		

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Integrated Planning Timeline

District-wide Planning and Resource Allocation Development Timelines

Evaluation/Task/Name	Action	Cycle	2014/15 Fall	Spr	Sum	2015/16 Fall	Spr	Sum	2016/17 Fall	Spr	Sum	2017/18 Fall	Spr	Sum	2018/19 Fall	Spr	Sum	2019/20 Fall	Spr	Sum
Education and Master Plan: (2011-2031)	Recreate	6 YR																		
District-wide Strategic Plan (2014-2020)	Mid-Cycle Eval.	3 YR										*	*							
District-wide Strategic Plan (2014-2020) Progress Report	Review	1 YR		*			*						*			*				*
District-wide Strategic Plan (2014-2020)	Recreate	6 YR													*	*	*	*	*	*
District-wide Planning and Decision Making Manual	Recreate	3 YR				*										*				
District-wide Planning and Decision Making Manual	Update	1 YR		*			*						*			*				*
District-wide Function Map	Update	3 YR				*	*	*												
5 YR Construction Plan	Update	1 YR		*			*			*			*			*				*
20 YR Facilities, Renovation, Scheduled Maintenance Plan	Update	1 YR		*			*			*			*			*			*	
Tentative Budget Development	Create	1 YR		*			*			*			*			*			*	
Tentative Budget Approval	Update	1 YR		*			*			*			*			*				*
Final Budget Approval	Update	1 YR	*			*			*			*			*			*		
District-wide Integrated Budget Planning Resource Guide	Update	1 YR	*			*			*			*			*					
District-wide Technology Plan	Recreate	6 YR													*			*	*	*
Review District-wide Technology Plan	Review	1 YR		*			*			*			*			*			*	

Saddleback College Planning and Resource Allocation Development Timelines

Evaluation/Task/Name	Action	Cycle	2014/15 Fall	Spr	Sum	2015/16 Fall	Spr	Sum	2016/17 Fall	Spr	Sum	2017/18 Fall	Spr	Sum	2018/19 Fall	Spr	Sum	2019/20 Fall	Spr	Sum
Resource Allocation Requests Due (December 31st)	Submit	1YR	*			*			*			*			*			*		
Departmental Prioritization of Resource Allocation Requests Due (January 31st)	Prioritize	1YR		*			*			*			*			*			*	
Division Prioritization of Resource Allocation Requests (February 28th)	Prioritize	1YR		*			*			*			*			*			*	
Branch Prioritization of Resource Allocation Requests (March 21st)	Prioritize	1YR		*			*			*			*			*			*	
Each Branch Submits List of Resource Allocation Requests to CRC (April 1st)	Submit	1YR		*			*			*			*			*			*	
CRC Prioritization of Resource Allocation Requests (April 15th)	Prioritize	1YR		*			*			*			*			*			*	
PBSC Reviews CRC Resource Allocation Process (May 15th)	Review	1YR		*			*			*			*			*			*	
Consultation Council Recommends Allocation Requests to President (May 31st)	Recommend	1YR		*			*			*			*			*			*	
Administrative Services Allocates to Approved Resource Requests (Year-Round)	Allocate	1YR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
PBSC Facilitates Review of College Mission	Review	1YR	*			*			*			*			*			*		
Consultation Council Shares the College Mission with the Board of Trustees	Review	1YR		*			*			*			*			*			*	
Evaluation and Continuation of Action Steps for Current College Strategic Plan	Evaluate	1YR		*			*			*			*			*			*	
Mid-year Report on the College Strategic Plan Due to VPI	Recreate	1 YR			*			*			*			*			*			*
Annual Report on the College Strategic Plan Due to VPI	Recreate	1YR		*			*			*			*			*			*	

Functional Integrated Planning Matrix- Saddleback College

Strategic Plan Goals	Goal I: Respectful Interactions/Campus Climate					Goal II: Student Success			Goal III: Economic & Workforce Development				Goal IV: Financial Health and Effectiveness		
Strategic Plan Objectives	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3
2014-2020 District-wide Strategic Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2014-2020 Saddleback College Strategic Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
XXXX Saddleback College Enrollment Management Plan															
2015-2016 Saddleback College Student Success Coordinating Plan						X	X	X							
2015-2016 Saddleback College Equity Plan						X									
2015-2020 Saddleback College Technology Plan	X						X								
2015-2020 Saddleback College Economic and Workforce Development Plan									X	X	X	X			
2015-2016 Basic Skills Plan						X	X								

X Indicates where plan is linked by explicitly to the College's Strategic Plan

The Office of Planning Research and Accreditation (OPRA) leads the development of the College's Strategic Plan. The director of OPRA oversees its implementation, monitors progress toward achieving goals, outcomes, and key performance indicators, and assists in evaluation of the planning process. OPRA facilitates collegewide data driven decision-making, accountability,

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and continuous improvement through the integration of strategic planning and institutional research. (Link to Strategic Plan).

The Planning and Budget Steering committee (PBSC), co-chaired by the director of planning, research, and accreditation and the director of fiscal services. PBSC coordinates collegewide planning and budgeting process, including the strategic plan, and makes recommendation for procedural changes to CC. CC serves as the College's main strategic planning and recommending body and is composed of representatives from all constituent groups on campus. Sustained broad based collegial dialogue informs all planning processes at the College. (Saddleback Integrated Strategic Planning).

A chairperson or chairmen for each goal is responsible for reviewing progress toward the strategic planning goals, including measuring action steps completed, and tracking key performance indicators. The chairperson or chairmen also are ultimately responsible for the achievement of each strategic planning goal. Responsibility for the outcomes of the Strategic Plan are widespread, and are shared within each planning group by committees, councils, work groups, and individuals (Link to updated Strategic Plan).

Periodic evaluation and review is an essential part of all planning at the College. For example, the strategic planning process and outcomes of the plan are evaluated to ensure the needs of the College and its constituents are being met. Each year, progress is measured in terms of the action steps completed. The achievement of outcomes is monitored through annual tracking of key performance indicators, action steps, and the degree to which performance targets have been achieved (Statement on Annual update or meeting minutes or link). Through the integrated strategic planning process, the College collectively identifies, prioritizes, and takes action to meet college-wide goals and objectives. The result of the strategic planning process is a strategic plan that provides short-term direction for the College.

Program and Administrative Unit Review
Program and administrative unit review inform strategic planning and resource allocation decisions and along with SLO/AUO assessment are key to appraising academic quality and institutional effectiveness. Planning for instructional programs, student support and administrative services occurs through the PR/AUR every two years (Link to PR/AUR Handbooks). Through PR and AUR data related to SLOs, courses, programs, curriculum, and support services, is collected and analyzed, and recommendations are made to improve student learning, student success, programs, student support and administrative services. Program reviews and AURs are a means of ensuring that the college's programs and services are effective and responsive to the local college community within the limitations of available resources.

Annually, resource allocation requests for *NEW resources* are derived from the needs assessment in the PR/AUR processes (Link to Resource Allocation Process and Resource Allocation

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Model). Requests for faculty can be expressed through the PR/AUR process, but are formally requested through the faculty hiring and prioritization process. Through the PR/AUR processes, planning addresses needs for academic programs, and student and administrative services for human resources, instructional/service needs, research needs, as well as technology, equipment, facilities, other resources, marketing and outreach. The College has a well prescribed plan for annual resource allocation (Link to Resource Allocation Process and Model)

Human Resources

Every PR/AUR addresses the human resource needs within the program or unit and uses a five-year staffing profile for faculty, classified staff, managers, and administrators as the basis of analysis. Requests for additional staffing are included in resource allocation requests, and funding decisions by the College Resource Committee (CRC)for these requests are based upon demonstrated need and alignment with the College strategic plan. Classified staff positions goes through the standard resource allocation request process described in xx.x.xx. Faculty positions, however, are prioritized by the Faculty Hiring Prioritization Committee, an Academic Senate committee composed of the faculty and dean representatives from each academic division). Prioritization of positions is done annually by the committee, and their recommendations are forwarded to the Academic Senate, college president, and board of trustees for approval. This list includes a ranking of all positions requested, but the college president, in consultation with the President's Executive Team (PET), will determine the number of positions to be hired each year from this list based on budgetary considerations.

Physical Resources

Physical resource needs, including facilities, furniture, and equipment (over $500), are also determined and requested through the PR/AUR and resource allocation processes. Equipment requests are prioritized by the resource allocation request process and decisions are made by the CRC based on documented need and alignment with the strategic plan. In addition to demonstrating a link to the strategic plan, facilities requests must conform to standards set by the Safety and Facilities Committee for further review and must be in alignment with the College's Education and Facilities Master Plan. (Link Saddleback College EMFP).

Technology Resources

Technology needs are generally maintained by the Saddleback College Technology Plan, which has established a replacement schedule for classroom, faculty, manager/administrator, staff, and other technology on campus, The College Technology Committee with representation from all participatory governance groups creates the Technology Plan to provide a strategic pathway to guide the College in its implementation of technology. The purpose of the Technology Committee is to engage in collaborative discussions regarding College technology, disseminate information to the campus community, empower students, faculty, and staff through the deployment and availability of technology resources, consider the concepts of universal access and design, and provide direction for technology that advances and supports the strategic plans (Link 2015-2020 Saddleback College Technology Plan, on SharePoint).

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Requests for funding new technology needs (over $500), are identified through the College's PR/AUR resource allocation process, and includes review by the Technology Committee prior to final CRC ranking and approval. Funding for larger college technology needs can be requested through the basic aid process at the district-level. The Basic Aid Allocation and Recommendation Committee (BAARC) reviews the requests and final recommendations to the Chancellor for funding (Link to Technology Plan p.8).

Financial Resources
All programs and units receive annual budgets to support operational costs. These funds are reviewed regularly by PBSC and recommendations for augmentations to these budgets are forwarded to the CC and college president for approval. The need for additional funds for staffing, facilities, and equipment and technology exceeding $500 can documented through the PR/AUR and requested through the resource allocation request process. (Need statement from standard III here).

Analysis and Evaluation
The College engages in broad based systematic evaluation and planning within programs and units, collegewide, and districtwide. PR/AUR, short-term and long-term planning, and resource allocation are integrated into a comprehensive process to ensure that all of the academic program, student support, and administrative needs are met in order to fulfill the mission of the College. In an effort to continually improve short and long term planning, and decision making, the OPRA is working with departments and programs as well as with planning and decision making groups to more fully understand data and student success metrics in order to improve outcomes at the course program and institutional level to ensure accomplishment of the mission. A QFE on student success metrics has been developed to address this college wide goal and to ensure that success metrics have a place in the strategic plan and resource allocation process.

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Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

C. Institutional Integrity

1. The institution assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services.

Evidence of Meeting the Standard

Saddleback College provides information about its mission, educational programs, student learning outcomes, available student support systems, and accreditation status in a clear, complete, and accurate manner for students, prospective students, employees, and the public. The primary sources of information on these items are the College Catalog and the College's website, which are both regularly reviewed for accuracy and completeness and updated as necessary. An electronic version of the College Catalog is posted on the College homepage. A paper version is printed for the use in counseling and other offices, but is no longer available for sale in the bookstore. While the College website is a "living" entity that can be updated frequently as policies and procedures change, the College Catalog is only updated annually and the curricular information contained within has significance for students starting coursework at the college, as it describes the program requirements for which can be granted "catalog rights" as described in II.A.x below.

The College's mission statement, along with its vision and values, can be found in both the College Catalog and on the website, and is also prominently displayed in various locations on campus, such as conference rooms and administrative offices, and even printed on the back of employee business cards (Ev. 6, 7, 8).

Information about the College's educational programs is included in the College Catalog. This includes a comprehensive list of all the College's degrees, certificates, and awards; a description of each program, including its PSLOs and required courses; and a detailed explanation of the three possible transfer/general education patterns, discussed in detail in II.A.x. Program information can also be found on program web pages, including, in many cases, a list of PSLOs and course SLOs. The College's ISLOs can also be found in the College Catalog and on the College website.

Course information and section availability is available on the electronic class schedule, which can be found on the College homepage. Many elements of the course outlines of record (CORs) are accessible to students and the public on the detail page of the class schedule including topics covered, learning objectives, and methods of evaluation. The public can also find the full COR by doing a course search in CurricUNET, the curriculum system used by the College. Information about the articulation agreements for courses is also available through assist.org.

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All students are provided syllabi for the courses in which they are enrolled on the first day of class, and these always include general information about the course including the SLOs.

Information about student support systems is also available on the College website and in the College Catalog. In 2015, the College website was completely redesigned to make information students need to be successful easier to access. A link on the homepage entitled "Student Success" provides a quick link to all of the student support programs available. In addition, the counseling department produces a Student Handbook each year that also describes many of the services at the College. This handbook is available online on the counseling services web page and in print at various locations around campus, such as at the Student Services Building information desk and in the library. A statement regarding the accreditation status of the college can be found on the homepage of the College's website and in the College Catalog. More detailed information is available on the accreditation page of the website, which can be linked to directly from the statement or by navigating to the page from the main menu. This page includes relevant documentation such as a copy of the most recent self-evaluation reports as well as any communication received from the ACCJC regarding the College's accreditation.

Analysis and Evaluation

Saddleback College ensures the clarity, accuracy and integrity of information provided to students, prospective students, employees, and the public in regards to its mission, educational programs, student learning outcomes, available student services, and accreditation status. The College's website and College Catalog are the two primary sources of this information, although there are number of other locations where detailed information can be found such as in the Student Handbook. Course syllabi are the primary source of course information, and faculty are required to include the course SLOs on these documents. PSLOs and ISLOs are published in the Course Catalog and on the website. The accreditation status of the college is prominently displayed on the College website, and detailed information about accreditation, including all documentation, is available on the accreditation page of the website.

Action Plan

- Saddleback College needs to create procedures and guidelines by which all divisions and departments and division offer a required set of information on their homepages.

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

Evidence of Meeting the Standard

Saddleback College produces a comprehensive College Catalog linked directly on the homepage of the website so it is easily accessible for students, prospective students, and the public. The catalog provides precise and accurate information on its programs, policies, and services. The online College Catalog is configured online in pdf format, both in its entirety and also separated

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its various sections, so that it can be more easily accessed and printed if desired. In addition, catalogs from the past 19 years are also available on the website. A limited number of paper copies of the catalog are produced each year for use by counselors and others.   In the past, printed copies of the catalog were also available for sale in the college bookstore, but that practice was eliminated in 2012-2013.

The catalog is revised annually and tremendous efforts are made to ensure that it contains the most accurate information possible. If errors are found or changes made, however, an addendum is also published for that year and posted to the website.

The Office of Instruction coordinates the development and organization of the catalog through a collaborative effort with various departments and individuals on campus, including, Campus Police, Counseling, Curriculum, Financial Aid, Matriculation, the Office of Student Services, division deans, and department chairs

The College Catalog contains the following information and major headings::

- Catalog Year
- Academic Calendar
- Name, Address, and Phone Number of the College
- Statement of Accreditation Status
- ACCJC Contact Information
- Non-Discrimination Statement
- Name, Address, and Phone Number of the District
- Vision, Mission, and Strategic Planning Goals of the SOCCCD
- District Administration
- Board of Trustee Members
- President's Message
- College Administrators
- Academic Divisions, Contact Information, and Associated Departments

- Vision, Mission, and Values of Saddleback College
- Saddleback College Institutional Student Learning outcomes (ISLOs)
- Información en Español
- Admission Requirements
- Matriculation Services
- Registration for Classes
- Student Fees/Refunds/Credits
- Student Support Services
- Student Activities/College Life
- Students' Rights and Responsibilities
- Academic Regulations
- Credit by Exam
- Honors Program
- Alternative Credit Options
- College Credit for International Baccalaureate Exams (IB exams)

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- College Credit for CLEP Exams
- Other College Programs
- Graduation Requirements
- Degrees, Certificates, and Awards
- Articulation/Transfer Patterns
- Announcement of Courses
- Enrollment Limitations for Active Participatory Courses That Are Related in Content
- Course Listing by Academic Discipline
- Emeritus Institute Courses
- Adult Education Courses
- Faculty Directory

http://www.saddleback.edu/uploads/cc/15-16_full_catalog.pdf
https://www.saddleback.edu/uploads/cc/15-16_addendum.pdf

Analysis and Evaluation

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

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

Eligibility Requirement 19 The institution systematically evaluates and makes public how well and in what ways it is accomplishing it purposes, including assessment of student outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation

Evidence of Meeting the Standard

Saddleback College compiles student achievement and learning outcomes data and makes it available to all constituencies including students, prospective students, and the public. The Office of Planning, Research, and Accreditation (OPRA) and the Educational Planning and Assessment Committee (EPA) are the primary entities at the College responsible for collecting, analyzing, and publishing student achievement and learning outcome data. The Student Success

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Scorecard information, which demonstrates how well colleges are doing in remedial instruction, job training programs, retention of students, and graduation and completion rates, is linked from the College website homepage and is also publicly available at the State Chancellor's office website.

Student achievement data is available in several reports on the OPRA website. His includes Student Success Scorecard trends, analyses of historical trends in degree and certificate awards, retention, and success, historical transfer patterns, and ACCJC annual reports, among others. Information on the Institutional Effectiveness Partnership Initiative (IEPI) is also available on the OPRA website. This initiative provides a framework for assessing the effectiveness of colleges by looking at nine core indicators such as course completion rates, accreditation status, fund balance, and compliance.

Program-specific student achievement and SLO assessment data is available in the program review reports, updated every two years. The SLO Comprehensive SLO Report, which is part of the program review, provides historical assessment results as well as information on how those results were utilized to improve the program. Within the program reviews, faculty also reflect on the achievement and SLO data and develop actionable objectives for the coming two-years. Program Reviews are posted on department websites and the EPA website.

Analysis and Evaluation

TBD

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

Evidence of Meeting the Standard

All certificates and degrees offered through Saddleback College are described in the college catalog and include the purpose, content, course requirements and learning outcomes (1.C.4.1). The catalog is available online and is linked to the homepage of the college website. The catalog may be downloaded and printed in pdf format. Degrees certificates and awards are searchable through the catalog by division, program, alphabetically and by degree (1.C.4.2).

Divisions, departments and programs also describe certificates, degrees, course requirements and learning outcomes on their websites and in program specific brochures (1.C.4.3, 1.C.4.4). Course level learning outcomes are provided to all students by faculty in course syllabi. Department chairs ensure that course syllabi are available to all students and that individual sections of courses adhere to published student learning outcomes through the prescribed SLO evaluation and reporting process (1.C.4.5, 1.C.4.6) .

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Analysis and Evaluation

Clear accurate descriptions of certificates and degrees including their purpose, content, course requirements, and learning outcomes are found in the college catalog, on division, department and program websites, and through program specific brochures.

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

Evidence of Meeting the Standard

The District and the College review and revises policies, procedures, and publications regularly to assure integrity in all representations of the mission, programs and services. Board policies and administrative regulations are reviewed and revised through the Board Policy and Administrative Regulation Council (BPARAC). This is a shared governance committee with representation from all constituent groups in the District and chaired by the Vice Chancellor of Business Services. The committee reviews all board policies on a regular cycle and makes recommendations for revisions to the Chancellor's Council prior to going to the Board of Trustees for study, review, and approval [EVI-Committee Composition and Purpose]. BPARAC may also revise policies and/or procedures in response to changes in external regulations, legal or accreditation requirements, or to align with templates provided by the Community College League of California (CCLC) (Link to Bill Kelly's BPAR calendar). BPs and ARs address the following broad categories: bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. Board policies and administrative regulations are available to students, employees, and the public on the District website.

Saddleback College Catalog 2016 – 2016

SOCCCD Board Policies

Saddleback College Governance and Decision Making Manual 2016

SOCCCD District-wide Planning and Decision Making Manual 2015-2020

Saddleback College Communications and Graphics Manual

Student Handbook

Faculty Handbook

College policies and procedures are developed and revised regularly on an as needed basis, as part of the institutionalized planning cycle or to align with revised board policies or administrative regulations. At the College, the primary body responsible for the review of policies and procedures and for making recommendations to the President for approval is the

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Consultation Council. (Link to Saddleback College Governance and Decision Making Manual 2016 steps in strategic planning process p. 18).

As described in the Saddleback College Governance and Decision Making Manual 2016 and in accordance with Title 5, Saddleback College ensures the participation of all constituent groups in governance and decision-making, including faculty, staff. and students. In making policy and procedural recommendations, faculty are represented by the Academic Senate, staff are represented by the California Schools Employee Association (CSEA) and the Classified Senate, represented by the California Schools Employee Association (CSEA) and the Classified Senate, and students are represented by the Associated Student Government (ASG). The review and revision of policies and procedures may be initiated from any interested person, committee, or representative group at the College.

Publications

The College publishes its mission, key institutional policies and procedures, and a description of its programs and services in the College Catalog, which is reviewed, revised, and updated annually as discussed in I.C.2 above. The catalog is available on the College's website. The College also regularly reviews, revises, and publishes the Governance and Decision Making

Manual, which is maintained Office of Planning, Research, and Accreditation (OPRA), the Student Handbook, which is maintained by counseling services, and the Faculty Handbook, which is maintained by the Academic Senate. All of these documents contain key policies and procedures at the College and are available on the College website and in print versions (Link Student Handbook, Faculty Handbook The integrity of publications is ensured through guidelines set forth by the Public Information Officer and in the Communications and Graphics Manual (Link to the Saddleback College Communications and Graphics Manual) .

Analysis and Evaluation

Saddleback College policies, procedures and publications are reviewed regularly to assure integrity in all representations of its mission, programs, and services. This review occurs through a shared governance process that involves all constituent groups. To ensure ongoing integrity in representation of the Mission, and inclusion of the most current policies and procedures, programs and services in the catalog, the Governance Manual and the student and faculty handbooks, an annual production timeline is recommended. This production timeline should provide ample time for a thorough review of all aspects of the college catalog prior to printing, and should be widely distributed and publicized to all parties responsible for information in these publications.

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

Evidence of Meeting the Standard

Saddleback College accurately informs current and prospective students on the total cost of education at the College through multiple information channels, including the College's website, the College Catalog, the online class schedule, the student portal (MySite), and various publications and workshops available in the Financial Aid Office. The College Catalog has a section on Student Fees, Refunds, and Credits that accurately outlines all mandatory and voluntary student fees, including Associated Student Body (ASB) stamp fees, enrollment fees, health fees, material/lab fees, returned check fees, transcript/verification fees, and non-resident fees. The catalog also outlines deadlines for the payment of fees as well as procedures for obtaining credits and refunds. In addition, students are provided information about the fees associated with their classes and the cost of textbooks, as well as payment and refund information, on the online class schedule and on the their MySite portal.

The Financial Aid Office provides information to students on the availability of financial assistance including fee waivers, scholarships, grants, loans, and work study positions. The Financial Aid Office produces a Financial Aid Student Handbook, which describes available aid opportunities and application deadlines. In addition, student consumer information is available on the Financial Aid including the total price of attendance, the net price calculator, tax credits, textbook information, and gainful employment disclosures regarding the success of student in certificate programs that lead to employment. The gainful employment page is designed to help students make informed choices about the colleges, universities, and programs of study they select by providing the following information for each certificate program at the college: graduation rates, total estimated education costs, and the median debt of students who completed the certificate. Workshops are also offered on a regular basis on topics such as scholarships, Financial Aid Shopping Sheet (FAFSA) filing, and the Dream Act application.

Analysis and Evaluation

Saddleback College accurately informs current students and prospective students regarding the total cost of education, including fees and other related expenses through a variety of means including the College's website, especially the Financial Aid web page, the College Catalog, and the MySite portal. The catalog clearly lists all voluntary and non-voluntary student fees and refund policies and procedures. Student are also informed about their current semester fees, as well as any additional or course specific fees (such as a materials fee) in the online schedule of classes and on their MySite portal.. Students are also given information about meeting the costs of education and financial aid assistance through the Financial Aid Office.

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

Eligibility Requirement 13 The institution's faculty and students are 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 maintains and atmosphere in which intellectual freedom and independence exist.

Evidence of Meeting the Standard

The Saddleback College and South Orange County Community College District's (SOCCCD) commitment to academic freedom and responsibility within the institution is guided by Board Policy 6120 on Academic Freedom which reads:

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

This board policy is published is available to students, employees, and the public on the South Orange County Community College District website,

Academic Freedom is also one of the core values embraced by the College, as shown below:

> <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.

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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.

This list of values is posted on the College webpage, published in the Course Catalog, and posted, along with the mission, in various locations around campus.

The commitment to academic freedom and responsibility is also reflected in the Faculty Code of Ethics and Professional Standards, posted on the Academic Senate web page and published, in part, in the College Catalog. In relation to students, the following is written in the code:

Ethical Principle:

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom." (American Association of University Professors Statement, 1990)

Standards of Conduct:

a. Faculty treat all students with fairness and respect.
b. Faculty encourage the free exchange of ideas between themselves and students.
c. Faculty conscientiously strive to be fair and balanced in their evaluation of student work.
d. Faculty should not exploit their students for personal gain.
e. Faculty should be fair and objective when providing references for students.

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    f.   Faculty shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

    g.   Faculty-student personal relationships are unethical when they hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted on grounds other than academic performance.

    h.   Because a teacher/student relationship is inherently unequal, a member of the faculty should not enter into a sexual relationship with his/her student while engaged in a professional relationship.

    i.   Faculty have the obligation to meet classes as scheduled, to maintain office hours and to provide reasonable means for student access to course information.

Board Policies and Administrative Regulations pertaining to Instruction

BP-6120 Academic Freedom
http://www.socccd.edu/about/about_boardpolicy7.html

Analysis and Evaluation

Saddleback College is committed to the free pursuit and dissemination of knowledge in the academy. This commitment is contained in Board Policy BP-6120 on Academic Freedom, in the core values of the College, and in the Faculty Code of Ethics and Professional Standards.

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

Evidence of Meeting the Standard

Saddleback College and the South Orange County Community College District (SOCCCD) have various policies and procedures concerning principles of academic honesty, responsibility, and integrity. The commitment to academic freedom and responsibility for all constituents is contained in Board Policy BP-6120, as discussed in I.C.7 above. Additionally, all constituents of the College, including students, staff, faculty, and management, worked together on a joint "Statement of Mutual Respect and Collegial Behavior" in 2015-2016. The statement was approved by all the constituent groups and the College's Consultation Council. It is posted in various offices and meeting rooms around campus and on the College website. It reads:

We, the students, faculty, staff, and management at Saddleback College, are instrumental in providing an environment in which students can successfully achieve their educational goals, and in which employees can maximize their performance. Saddleback College embraces the core values of commitment, excellence, collegiality, success, partnership, innovation, academic freedom, sustainability, inclusiveness, and global awareness. Saddleback College defines the

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ethical person as one who is consistently fair, honest, straightforward, trustworthy, objective, and unprejudiced. At Saddleback College, the ethical person models civility and concern for others, and is conspicuously unfailing in the exercise of integrity to sustain the credibility that is the expectation of public servants and scholars.

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

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

- Provide and protect access to the educational resources of Saddleback College.
- Act as stewards of the campus, protecting and providing for its environmental sustainability and beauty through conscientious conduct.
- Protect human dignity and freedom of expression in the academic and working environment, and assure that all are respected as individuals.
- Facilitate a climate of collegiality, independent decision-making, and the right to dissent.
- Encourage open dialogue and positive contributions to Saddleback College by inviting all constituencies to participate in the governance process.

- Use care and integrity in managing confidential information, fulfilling commitments, and sharing credit for accomplishments.
- Provide accurate, objective, and clear information so that decisions are made that are in the best interests of students, employees, Saddleback College, and the public.
- Foster openness and courtesy by encouraging and maintaining communication consistent with Saddleback College's organizational and administrative protocols.
- Abide by established college and district policies and procedures and act within applicable laws, codes, and regulations.

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

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

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While each constituent group has campus has its own code of conduct, as mentioned, this joint statement was meant to reinforce the values of honesty, responsibility, and integrity shared by all members of the College community.

Finally, Board Policy and Administrative Regulation AR-5401 on Student Conduct outlines the rights and responsibilities of students. It includes the expectations in regards to honesty and integrity and describes the procedures that are in place when the policy is violated. The administrative regulation describes in detail the steps to be taken in case of a violation, the possible disciplinary actions, and the process for contesting such actions. The policy and regulation can be found on the District's website and the College's website and is published in both the College Catalog and the Student Handbook.

https://www.saddleback.edu/la/acts-academic-dishonesty

https://www.saddleback.edu/faculty/trampley/Taryn_Rampley/Anth_8_files/00%20Academic%2
0Integrity%20Contract%20Saddleback.pdf   ACADEMIC INTEGRITY CONTRACT
http://www.saddleback.edu/uploads/asenate/documents/FacultyHandbook1213updated.pdf
http://www.saddleback.edu/uploads/vpss/CodeofConduct.pdf

Analysis and Evaluation

The District and the College have developed policies and procedures that address codes of conduct, including honesty, responsibility, and academic integrity for students, staff, faculty, and management. Board Policy BP-6120 addresses issues of academic freedom and Board Policy and Administrative Regulation AR-5401 addresses student conduct and responsibilities. Moreover, the College constituent groups have reasserted their shared commitment to these principles through the joint-development of the "Statement of Mutual Respect and Collegial Behavior."

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

Evidence of Meeting the Standard

Saddleback College expects faculty to present data and information fairly and objectively and to provide an environment that fosters the free pursuit and exchange of ideas. The Faculty Code of Ethics and Professional Standards, developed by the Academic Senate, lists the following expectations of faculty in relation to students:

  a. Faculty treat all students with fairness and respect.
  b. Faculty encourage the free exchange of ideas between themselves and students.
  c. Faculty conscientiously strive to be fair and balanced in their evaluation of student work.
  d. Faculty should not exploit their students for personal gain.

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e. Faculty should be fair and objective when providing references for students.
f. Faculty shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
g. Faculty-student personal relationships are unethical when they hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted on grounds other than academic performance.
h. Because a teacher/student relationship is inherently unequal, a member of the faculty should not enter into a sexual relationship with his/her student while engaged in a professional relationship.
i. Faculty have the obligation to meet classes as scheduled, to maintain office hours and to provide reasonable means for student access to course information.

In addition, Board Policy 6120 on Academic Freedom states that it is the responsibility of faculty, among others, to protect, preserve, and promote academic freedom at the College. Thus, when faculty are evaluated on their compliance with Board Policies, it is evident that they are expected to promote professionally-accepted practices of academic freedom and responsibility in their classes. Moreover, the evaluation instrument also assesses faculty on the use of instructional practices that "encourage student learning, critical thinking, and academic initiative," on interactive with students that "demonstrates tolerance of different perspectives," and on the demonstration of "current knowledge of [the] discipline." Combined, all these different expectations of faculty ensure that faculty distinguish between their own views and those of the discipline, promote critical thinking and academic initiation, and tolerate different opinions and views in their classes.

Analysis and Evaluation

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

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

Evidence of Meeting the Standard

Saddleback College is a public institution. As such, Saddleback College is open to all students regardless of race, religion, ethnicity, or preference. Saddleback College does not require conformity to specific beliefs or world views of students nor employees. This standard is therefore not applicable to the College.

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Analysis and Evaluation

This standard is not applicable.

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

Evidence of Meeting This Standard

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

Analysis and Evaluation

This standard is not applicable.

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

Evidence of Meeting the Standard

Saddleback College complies with all requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC). Saddleback College's compliance includes upholding Eligibility Requirements, Accreditation Standards, and all Commission policies, guidelines and requirements relating to public disclosure, institutional reporting, team visits, and prior approval of substantive changes. Saddleback College has and continues to respond to all requirements of the ACCJC in a sincere and timely manner, including regular self-evaluations, requested follow-up reports, midterm reports, annual reports, and substantive change reports.

Saddleback College has been accredited since its founding in 1967, and it communicates its accreditation status to students and the public both on its homepage and in its online Catalog . An accreditation page on the website houses all documents related to the most recent accreditation, including the self-evaluation report, requested follow-up reports, and all communication received from the Commission. Older accreditation materials are archived in the Office of the President.

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The college has a long-standing record of compliance with all of the Commission's requirements for timely submission of all documents required in the accreditation process including self-evaluations, follow-up reports, midterm reports, and annual reports. The College has previously submitted substantive change reports on Distance Education and Off-Site Offerings, both of which have been approved by the Commission. Recently, two additional substantive change reports have been submitted on x and x.

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

Eligibility Requirement 21 The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all of its accrediting agencies, communicates and changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies and will 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.

The institution provides assurances that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates and changes in its accredited status, and agrees to disclose info ration required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose sanction, or to deny or revoke candidacy or accreditation.

Evidence of Meeting the Standard

The College and programs within the College comply with standards, criteria, regulations and statues as required by external agencies. Some of the external agencies that the College interacts with regularly include; the ACCJC, the California Community College Chancellors Office (CCCCO), and U.S. Department of Education, the California Department of Education, the Orange County Department of Education, the California Community College Athletic Association (CCCAA) as well as program related accreditation agencies and agencies that award grants to the College (Links to each here?).

The College has several programs that are accredited by external agencies including the Registered Nursing (RN) Program, the Health Information Technology (HIT) Program, the Paramedic Program, and the Alcohol and Drug Studies Program. The Nursing Program has

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been approved by the California Board of Registered Nursing (BRN) since 1970 and was most recently reapproved in 2013. The Registered Nursing Program has been nationally accredited since 1988 and was most recently reaccredited by the National League for Nursing Accrediting Commission (now the Accreditation Commission for Education in Nursing ACEN) in 2010 The Health Information Technology Program (HIT) was initially accredited in 2015 by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The Saddleback Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The Paramedic program has maintained ongoing accreditation since 2003. The Alcohol and Drug Studies Program is accredited by California Association for Alcohol and Drug Education (CAADE) and has maintained ongoing approval since its inception in 1977.

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

Analysis and Evaluation

The College responds expeditiously, honestly, accurately, and consistently to all accrediting agencies, external agencies and regulatory organizations. The College responds to requests from external agencies in a timely manner (Link Accreditation Website or docs). The College discloses all required information to the agencies, the students. and the public. Information relevant to accreditation is provided via the College's website, the College Catalog, in program review, and in program specific self-studies.

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

Evidence of Meeting the Standard

Saddleback College is a publicly funded, open-access, not-for-profit community college that functions for the benefit of its students. As such, Saddleback College does not generate financial returns for investors or contribute to any outside organization to enhance or to promote any outside organization's financial gain. All financial arrangements entered into by the College are approved by the governing board and closely monitored by College and District administration.

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Student achievement and student learning are central to the mission of the College, which affirms that the institution exists to enrich "…its students and the South Orange County Community College District community by providing a comprehensive array of high-quality courses and programs that foster student learning and success." Standard I.A of this self-evaluation assesses how Saddleback College's mission directs institutional priorities in meeting the educational needs of its students.

Saddleback College's commitments to high quality education, to student achievement, and to student learning are also supported by the Saddleback College Foundation. The Foundation offers comprehensive fund-raising for scholarships, programs, instructional equipment, employee development and campus improvement, with the mission of "…enhancing the quality of Saddleback College's higher education." The Saddleback College Foundation provides student scholarships and partners with Saddleback College in specific resource-development initiatives. The majority of funds donated to Saddleback College by the Saddleback College Foundation are endowed scholarships. The Saddleback College Foundation promotes charitable giving and entrepreneurial revenue generation through its varied activities, conversely the proceeds from these foundational activities directly benefitting the educational programs and the mission of Saddleback College.

Analysis and Evaluation

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

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College offers 112 associate in arts degrees, 92 associate of science degrees, 89 certificates of achievement, 3 certificates of completion and 26 occupational skills awards for a total of 322 degrees and certificates. These degrees, awards, and certificates are reflective of the College's mission, which is to enrich "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." [**Evidence A.1**]

To ensure that all programs reflect this mission, the program review, completed every two years, requires faculty to address how their programs serve to support the College's mission statement. [**Evidence A.3; page 9**] In addition, each program is required to have program-level SLOs (PSLOs) documenting the knowledge, skills and abilities that students can expect to attain as a result of having completed a degree or certificate. These PSLOs are listed in the College Catalog and on program web pages.

Programs are designed to meet the academic standards and rigor appropriate for higher education through the curriculum process and the quality is maintained through regular program review. The *Program and Course Approval Handbook (PCAH)* is the state-sanctioned handbook for curriculum development which guides the development of new and revised programs and courses. At the course-level, the college ensures that its credits are consistent with accepted norms of higher education through its rigorous curriculum approval process where Course Outlines of Record (CORs) are carefully scrutinized to ensure compliance with accepted State standards. Course outlines are revised and updated regularly in accordance with established State standards of scheduled review. Transferable courses are developed in compliance with guidelines established by the Cal State and University of California systems to ensure articulation.

All 113 California Community Colleges, including Saddleback College, maintain three general education patterns including the Intersegmental General Education Transfer Curriculum (IGETC) for students planning to transfer to the University of California (UC) system, the California State University (CSU) General Education Requirements (CSU GE) for students planning to transfer to

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the CSU system, and a local general education pattern defined by Title 5. In order to transfer to a UC or CSU campus, students generally are required to complete a minimum of 60 transferable units, including general education, major preparation, and elective units.

Program Development and Revisions

The process by which the College develops its academic programs is guided by the College's Curriculum Committee. When a department/division decides to develop a new program, the department/division must first create a program proposal, which provides justification, sequencing of courses, and minimum qualifications for faculty to teach the courses. In the case of a new transfer program, the department would need to show that the new (or revised) program would meet 51% of a transfer institution's program lower division requirements. Once this step has been completed, the department/division would then forward its proposed program to the College's Curriculum Committee, which will determine if the course meets the standards of Title 5. These standards include grading policies, units, intensity, pre-requisites and co-requisites, basic skills requirements, and difficulty and level. [**PCAH 29-30**] In conjunction with the curriculum chair, the College's articulation officer then ensures that articulation agreements will exist for the newly developed program. Saddleback College maintains articulation agreements with its most common transfer institutions, including all UC and CSU campuses as well as many private and out-of-State colleges and universities. These agreements are published at ASSIST.org as well as on the College's articulation web page. New and revised programs are then approved by the Academic Senate, the Board of Trustees, and the State Chancellor's office.

In the case of CTE programs, curriculum approval is a three-step process. While curriculum for CTE programs is first approved locally by the College's Curriculum Committee, Academic Senate, and Board of Trustees, CTE curriculum must then be approved by a regional consortium known as the Los Angeles/Orange County Regional Consortium (LA/OCRC), which includes representation from all 27 community colleges in the Los Angeles and Orange County area. This consortium ensures that a new or substantially changed program has positive labor market data and employment opportunities and that the program doesn't have disruptive competition with other regional colleges. The final step is approval from the State Chancellor's office.

When choosing fields of study for CTE programs, faculty will recommend a program or program modification, then follow the state-mandated process for program approval. The college will then look to demand for this program by researching the number of occupations the program would support, the rate of pay for the occupation, and comparable programs, among other things. Data is obtained from various sources such as EMSI, which includes local labor market statistics, and *Datamart*, a database tied to the State Chancellor's office that provides enrollment rates, persistence rates, success rates, and the types of certificates and degrees that are awarded for similar programs in the area. In conjunction with this data, the College takes into consideration the demographics and student populations related to the schools that offer said program. After researching demand, the college will then seek input from industry

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personnel through advisory committees. Based on all this information, faculty will develop the curriculum and send it through the regular curriculum approval process.

Similar to CTE, Community Education classes are developed and offered in response to community need as identified by feedback from participants, enrollment history, popularity of similar programs offered elsewhere, and current trends. The department welcomes new program proposals from the general public or College faculty and staff as well. All proposals are reviewed by program specialists and the dean. New proposals are accepted based on the anticipated needs of the community and financial viability. All recommended Community Education classes are reviewed by Academic Senate for duplication with credit offerings and approved by the Board of Trustees before being offered.

In addition to Community Education, the College illustrates its commitment to the life-long learner through the Emeritus Institute (EI), which offers non-credit academic programs to an older adult population. These courses go through the same approval process as other academic courses but, as they are non-credit and non-transferable, do not go through articulation. Central to the mission and goals of the EI is "the College's commitment to offer opportunities for intellectual stimulation and cultural enrichment to all members of the community" (AUR 5). Furthermore, courses offered through EI are "academically-rigorous, socially-engaging, mentally-stimulating, and physically-strengthening for older adult students" (AUR 8)

When programs are either considered obsolete or are demonstrating a consistently low enrollment, these programs can be re-evaluated through the *Program Vitality Inquiry Policy and Process*, which allows struggling programs an opportunity to assess the program's viability. This process can be initiated by either faculty or administration, and the possible outcomes include program continuance, program revitalization, or program discontinuance.

Course and Program Evaluation
The college addresses the assessment of courses and programs for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes through a process known locally as technical review, which is required every five years for non-CTE courses and every two years for CTE courses in compliance with Title 5. All courses and course revisions are written by faculty experts within a department and approved by the College's Curriculum Committee, which looks for appropriate rigor, content, standards, and expectations, the Academic Senate, the Board of Trustees, and the State Chancellor's Office.

All instructional programs, including academic programs, CTE, and the EI, have course-level SLOs, which drive the curriculum. Course SLOs are linked to both PSLOs and the College's ISLOs, and as part of the bi-annual program review process, faculty are asked to reflect on how course SLO assessments contribute to overall PSLO and ISLO attainment.

All ISLOs are tied to the College's mission of fostering learning and student success, and they focus on Effective Communication, Intellectual and Practical Skills, Community/Global Consciousness and Responsibility, and Breadth of Subject Area Knowledge. In Spring of 2015, a work group of the Educational Program and Assessment (EPA) committee of the College

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researched ePortfolios and their use for gathering subjective data from students related to attainment of ISLOs. The research found ePortfolios to be a sound approach and source of rich ISLO attainment data because they allow students to reflect on both classroom and non-classroom activities related to ISLOs. In spring of 2016, approximately 12 faculty piloted the use of ePortfolios in their classes. This pilot is being evaluated by the work group during fall 2016, and a plan for college-wide implementation of ePortfolios is being devised. Further discussion of SLOs can be found in II.A.3.

Student Success and Academic Planning
The institution provides each student with a clear roadmap or pathway that leads to further education and/or employment through the Student Success and Support Program (SSSP). As a result of the SB1456: Student Success Act, SSSP requires all students to follow the matriculation process, unless they have already earned a minimum of an AA/AS degree from an accredited U.S. college, are concurrently enrolled at another 4-year college, are taking classes for personal development, or are concurrently enrolled in grades K-11. This requirement, along with the college's enrollment processes, ensures that students will be properly placed and guided toward their majors early on. As part of the initial enrollment process, students must take the following steps:
1. Orientation
2. Assessment
3. Advisement
4. Educational Plan

Students are guided through this process by a program known as My Academic Plan (MAP), which can be accessed through My Site and which is required of all students who want a certificate, a two-year degree, or who want to transfer to a four-year university. [screenshot of MAP in **Evidence A.1**]

Information on graduation requirements is available on the College website and in the College Catalog, which includes a description of all degree and certificate requirements, as well as the general education transfer patterns. In addition, the College's Transfer Center and academic counselors aid students with their educational goals.

Data that students progress through and complete degrees and certificates, gain employment, or transfer to four-year institutions is collected annually in the *Saddleback College Institutional Effectiveness Report* [**Evidence A.1**], which analyzes retention and success rates over the past five years. The report includes student progress, student transfer rates, and degrees earned by transfer students at universities within the CU and UC systems.

Additional data in relation to student progression and achievement will soon be available through the Community College Survey of Student Engagement (CCSSE), to which the district joined and became a member in 2015. The CCSSE helps community colleges assess their educational practices by analyzing the use of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and learning support services. [**Evidence A.1**]

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Beyond insuring academic success, the college also seeks to ensure employment for the CTE students. All CTE programs are required to reach out to the community to make sure the programs meet employment needs. The college also monitors labor market data to see if programs are still relevant.

While the college does not have any programs that are exclusively offered through distance education, courses within programs are offered online and many of our programs provide the ability to complete 50% or more of the degree online. The College relies upon discipline experts within programs, such as department chairs, to determine if online courses are applicable to the program and their students. In addition, advisory boards within CTE programs provide additional guidance on the applicability and need for online offerings, as in the example of Child Development, HIT, and Real Estate. Considerations for decisions affecting whether or not to offer online courses include analysis of student access, community needs, historical data for enrollment patterns, fill rates, demand, and student success rates

ANALYSIS AND EVALUATION

Saddleback College offers a wide variety of courses and programs that are aligned with the College's mission. The degrees and certificates offered meet the needs of our students, and are regularly assessed to ensure relevancy, academic rigor, and student achievement, regardless of location or means of delivery. Students earning degrees or certificates are prepared to transfer or enter the workforce. The Curriculum Committee reviews programs on a regular basis to ensure the program supports the College's mission and is appropriate to higher education. Programs are assessed through a comprehensive program review process every two years, which includes an analysis of SLO attainment and student achievement data.

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II.A.2. **Faculty, including full-time, part-time, and adjunct faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

EVIDENCE OF MEETING THE STANDARD

All faculty, regardless of mode of delivery, are expected to teach the approved Course Outline of Record (COR), which describes the requirements for the course including topics covered, course objectives, typical assignments and readings, methods of instruction, and methods of evaluation (EVI). Regular evaluation of both full-time and part-time faculty is practiced to determine that faculty are teaching to the COR.

Faculty, both full-time and part-time, work collaboratively to regularly review and revise the CORs and to evaluate their programs through the curriculum revision and development process and through program review.

Regular evaluation of program curriculum is conducted in accordance with Title 5 section 55130(d) and Education Code section 78016 as overseen by the Curriculum Committee, as described in II.A.1 above.

Program Review
During the bi-annual program review process, overseen by the Educational Planning and Assessment Committee (EPA), each instructional program conducts a thorough self-evaluation addressing such areas as staffing, curriculum and instruction, student success, teaching modalities, facilities and infrastructure, and community outreach. As described in the *Program Review Handbook* [**Evidence A.16**], the objectives of Program Review are to:

1. State program objectives and align future objectives with the college's mission and vision.
2. Collect and analyze data on key performance indicators, SLOs, program activities, and accomplishments.
3. Document and discuss the effectiveness of programs.
4. Develop recommendations and strategies concerning future program directions and needs (e.g., budget, staffing, and resources).
5. Provide an opportunity for programs to assess their relevance and position within the division and the college and with all other stakeholders.

In conjunction with the program assessment process, significant emphasis has been placed on the use of data in the continuous improvement of the College's course, program, and degree

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offerings. Faculty are expected to provide detailed data reports in relation to their programs, which includes the inFORM Program Review Data Set, the TracDat Comprehensive Program SLO Report, the EMSI Report (if CTE), and the TracDat Program Objectives and Action Steps Progress Report [**PR page 15**]. The inFORM Program Review Data Set provides five years of data on a variety of indicators as a way of analyzing a program for its effectiveness. These indicators, which can be separated by mode of delivery, include course productivity, course fill rates, success rates, retention rates, student demographics, and awards conferred[15]. In addition, the research office supports the Program Review process by ensuring that a research analyst is available to help faculty with their research needs. Finally, an important component of the Program Review process is the faculty dialogue about the data, including SLO assessment results, which have led to a number of changes within instructional programs including changes in curriculum, teaching methods, and the delivery modalities in which a course is offered, based on outcomes assessment as evidenced by the EPA reflective document, which is discussed further in II.A.3. In general, teaching methodologies and delivery modalities are selected based on course content, student need, applicability to discipline, and faculty's interest and teaching style. The variety of teaching modalities offered at the college include face-to-face, online, hybrid, eight-week, accelerated, and late-start classes—all of which enable the college to meet the needs of students so that they can achieve their educational goals in a timely fashion. At the same time, the efficacy of the varying delivery modes is also accessed based on student success and retention rates. Based on an evaluation of the data available, each program sets objectives and action steps during the program review process in order to improve their programs. [**EVI page 12 of PR]**

Faculty Dialogue and Professional Development
Beyond program review, faculty-led dialogue about effective teaching strategies is ongoing and pervasive. Each semester, a week of professional development activities is offered for all faculty. This professional development week often includes workshops on teaching strategies, overviews of new technologies tied to education, and training tied to the College's learning management system. [**Evidence Flex Calendar in A.2**] These conversations continue into the division and departmental meetings, which are open to both full-time and part-time faculty. Examples of ongoing professional development opportunities include the implementation of AVID for Higher Learning in Fall 2013, for which the College received a 3-year Dell grant, the Basic Skills Initiative (BSI), which has allowed the College to focus specifically on faculty projects tied to the basic skills learner, the CTE Enhancement Funds, which can be used to help align curriculum with industry standards, and the Institute for Teaching and Learning, an umbrella entity which offers ongoing workshops and training on a variety of teaching strategies and methods.

Further training and support is also available to faculty through the Faculty Center for Student Success (FCSS). Formally known as the Center for Instructional Design & Distance Education (CIDDE), the FCSS provides exemplary faculty support and training services that focus on online education and instructional technology. Currently, the FCSS staff are working closely with the Online Education Coordinator and the Dean of Online Education and Learning Resources to continue improving the quality of online, hybrid, and enhanced education. This support

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includes training in online technologies through workshops and one-to-one advisement and collaborating with DSPS specialists on the latest best practices to provide continual updates on accommodation needs and emerging technology options. Furthermore, there are multiple, varied opportunities for faculty to consider teaching methodologies for online courses. Support staff in the FCSS are well-versed with the tools and building blocks within the Learning Management System, and frequently update and refresh their skills to better support faculty members. Individual faculty members also participate in @ONE training courses virtually, and participate in staff-led workshops in the Faculty Center. Saddleback College was at the forefront of training for our online faculty, and in the past we offered a six-course skills award for faculty. This program was discontinued when @ONE created their online program, and it was believed that faculty would complete their program instead. While many faculty have completed the @ONE program, it became evident that a locally-devised program should be created as well. Therefore, a 10-week certificate course was created in the summer and fall 2016 and will be offered for the first time in spring 2017.

Faculty Evaluation

All faculty are evaluated by the dean or designee on a regular basis, as outlined in the Academic Employee Master Agreement for 2015-2018. Probationary, tenure-track faculty are evaluated yearly through their fourth-year. Tenured and part-time faculty are evaluated at least once every three years. The evaluation process is negotiated by the Faculty Association, in consultation with the Academic Senate, and district administration. The process includes a faculty-prepared portfolio, a classroom/worksite observation, student evaluations, and an administrative review by the dean or designee. In the case of probationary faculty, a tenure review committee (TRC) is created to monitor the progress of the faculty member and make recommendations on their tenure status. The evaluation of faculty is based on criteria such as the maintenance of currency in their field, the use of effective instructional methodologies and practices which encourage student learning and critical thinking, the teaching of the approved curriculum, and participation in outcomes assessment and program review.

ANALYSIS AND ASSESSMENT

The College has effective processes for establishing, evaluating, and maintaining quality courses that are taught in a variety of delivery modalities including face-to-face, hybrid, and online. These processes are largely guided by faculty and include curriculum development and technical review, program review, outcomes assessment, and program discontinuance inquiry. All faculty are responsible for student success and are evaluated on a regular basis to ensure currency in their field, the use of effective teaching methodologies, adherence to the course curriculum, and participation in outcomes assessment and program review.

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

EVIDENCE IN MEETING THE STANDARD

The College recognizes three levels of learning outcomes – course SLOs, which pertain to the knowledge and abilities that students gain within a single course; Program-level SLOs (PSLOs), which pertain to the knowledge and abilities that students gain within their field of study; and Institutional SLOs (ISLOs), which pertain to the knowledge and abilities that students gain by having completed a degree or transfer program at the College. All of these SLOs have been identified and ongoing assessment has been in place since 2005. In addition, the College has also identified Administrative Unit Outcomes (AUOs) for each administrative and student support unit on campus and assessment of these outcomes has also been underway for a number of years. The coordination of these assessment activities is through the Educational Planning and Assessment Committee (EPA), in collaboration with the Curriculum Committee, the Academic Senate, and the Planning and Budget Steering Committee (PBSC).

All active courses at the college have related SLOs, which are required to be listed on the syllabus of each section offered, and one or more of these SLOs is assessed in each section of the course annually and the results stored within *TracDat*, the system used to house the College's SLO data. In order to input assessment results into *TracDat*, department chairs meet with their faculty to engage in dialogue on the results and to make changes, such as to their curriculum or teaching methods, in order increase SLO attainment. Evidence of this assessment activity, as well as assessment results and the ways in which results have been utilized by programs, are contained in the *TracDat Comprehensive SLO Report*, which is run and analyzed by each program during the program review process. At present, the College is working on including SLOs on the COR for each course. This necessitated both a technical change on *Curricunet*, the system used to house the College's curriculum, and a processual change in the curriculum process. Due to the five-year cycle for course review and the need for all changes to the COR to go to the State Chancellor's office for approval and the articulation process, this change will take a few years to complete as each course cycles through the system. Faculty are evaluated, in part, on their participation in SLO assessment activities and in the placement of SLOs on their course syllabi.

Program Student Learning Outcomes (PSLOs) have also been identified for each certificate and degree program at the College. These are published in the College Catalog and posted on the web pages of most programs. Within *TracDat*, course SLOs are mapped to the relevant PSLOs, and reports can be run to allow for the analysis of PSLO attainment based on the roll-up of course assessment data. Direct assessment of PSLOs also occurs in many programs, especially those with capstone courses or licensure exams, such as nursing or child development, where a

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single course, exam, or signature assignment is required for all students graduating with a certificate or degree in that program. Due to the nature of community colleges, this is not true for most programs, so the College has been investigating various options. At present, the College is initiating a rollout plan for student ePortfolios for the purpose of direct ISLO assessment. Once institutionalized, this can be used by programs for PSLO assessment as well.

The College has also identified a set of Institutional Student Learning Outcomes (ISLOs) that are related to degree requirements. These are published in the College Catalog, in the Student Handbook, and on the College's website. Within *Tracdat*, course SLOs are mapped to the relevant ISLOs, and reports can also be run for the analysis of ISLO attainment based on the roll-up of course assessment data. The College has identified a number of methods for direct ISLO assessment that include the following:

- **ePortfolios:** an ePortfolio (electronic portfolio) is an electronic collection of writing samples, photos, research undertakings, creative projects, student reflections, and/or mentor feedback that document a student's academic journey while at the College and beyond. ePortfolios allow students to report on both classroom assignments and non-classroom accomplishments related to ISLOs. During 2014-2015, a joint workgroup of the Student Success Committee and the EPA Committee conducted researched and developed a ePortfolio pilot, which took place in spring of 2016 [EVI-ePortfolio handbook and website]. During the pilot, approximately 12 faculty used ePortfolios in their classes. The students involved in the project created their ePortfolios on one of two platforms, uploaded a signature assignment given to them by their professors which directly assessed one or more of the College's ISLOs, and wrote a brief reflection on their attainment of that ISLO. A plan for the collegewide rollout of ePortfolios is being devised during fall 2016 for implementation in spring 2017
- **Testing students through CLA+:** CLA+ is a standardized exam for SLO assessment that is used by many four-year colleges and universities. It can provide an external validation that students have attained the College's ISLOs. During the pilot implementation of CLA+, 100 students were tested. An assessment of its usefulness for the college is taking place in fall of 2016 [**page 17 in EPA draft report**]
- **Interactive workshops:** in fall of 2015, the EPA Committee began holding interactive workshops with faculty during the College's professional development week as a way to identify the ways in which ISLOs are being assessed across the campus. Much like a focus group, these workshops are useful in collecting indirect data on ISLOs. [**EPA draft report pages 13-15**]
- **Department Chair Surveys:** in fall of 2016, the EPA Committee will send annual surveys to department chairs as an additional way of identifying the ways in which ISLOs are being assessed across the campus. These surveys will also provide indirect data on ISLOs.

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ANALYSIS AND EVALUATION
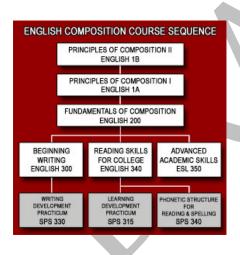
The College has identified course SLOs for all courses it offers, PSLOs for all certificate and degree programs, and ISLOs for general education outcomes. All course SLOs are being assessed on a regular basis, which rolls up to PSLOs and ISLOs, providing data for a dialogue on their attainment through the program review process. The College is working diligently on finding ways to more directly assess PSLOs and ISLOs, such as through the promising use of ePortfolios. For many years faculty have been asked to place SLOs on their course syllabi, but it became evident that there were pockets in which this was not being done. In order to rectify this, in 2015 the Academic Senate approved a mandate that all course syllabi must include the approved SLOs, and faculty are now evaluated on adhering to this mandate [EVI]. The College is working on integrating SLOs into official course outlines. Finally, although course SLOs have been assessed in all courses and in every delivery mode, the data has been aggregated so that results cannot be analyzed by modality, unlike other success indicators such as success and retention rates, which are disaggregated. The EPA Committee is currently working on a new process that will require that SLO result data be separately reported and analyzed. A rollout of this new process will occur for the 2016-2017 assessment results.
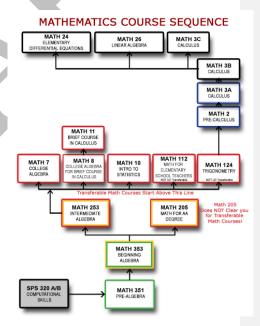
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II.A.4. **If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

EVIDENCE OF MEETING THE STANDARD

The College offers pre-collegiate level curriculum in English, Math, Reading, and English as a Second Language (ESL). Pre-collegiate level courses are designed to prepare students for college-level coursework, and as such are non-transferable. This pre-collegiate curriculum is distinguished from college-level curriculum through the use of course-sequencing numbers, which have been established through the College's Curriculum Committee. All basic skills courses are numbered in the 300s and are designed to prepare students who aren't ready for college-level curriculum. Developmental courses are in the 200s and are geared toward students who are higher than basic skills students but still not ready for college-level curriculum. Transfer courses are numbered from 1-199 for transferability to the CSU and 1-99 for transferability to the UC. This sequencing system is available to students in the College Catalog (page 140).

ENGLISH COMPOSITION COURSE SEQUENCE

MATHEMATICS COURSE SEQUENCE

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Information about the course sequencing system is also available in MAP when students develop their academic plans and by clicking on the "Knowledge Base" at the bottom of the electronic Class Schedule home page. (screenshot of *Class Schedule* and *Knowledge Base* in **Evidence A.4**). The College does not differentiate sequence by teaching modality, so face-to-face and online courses are numbered in the same way. For those students working on stackable certificates (which allow students to start with a low unit certificate that provides employable skills that can then be combined with another certificate or degree to lead to expanded skills and higher pay) the numbering system, along with the official course description, will clarify when their work becomes college level.

The College establishes and evaluates pre-collegiate courses and programs through the scheduled Technical Review as outlined in II.A.2 above. As there is no distinction between faculty who teach Basic Skills courses and faculty who teach transferable courses, dialogue regarding departmental mapping of courses, alignment of SLOs, and the integration of compressed or accelerated curriculum is a department-wide discussion. Curricular changes are made in the interest of promoting student success. As an example, the English department has been reviewing and revising each course in its composition sequence, taking into consideration the State's coding rubric for course content and sequencing. In addition, the English department has examined issues with success rates and retention in relation to the multiple exit-points that a Basic Skills student would encounter. "Exit points" refers to the increased number of courses the Basic Skills student takes in order to attain college-level curriculum. With each additional class, it is less likely that the student will reach his/her academic goals. In response to this concern, the department will pilot an accelerated course in Spring 2016. This course, ENG 390, will remove an exit point and allow students who successfully complete the course to enter into college-level writing.

Prior to beginning coursework at the college, all students are required to complete the matriculation process unless they have already earned a minimum of an AA/AS degree from an accredited U.S. college, are concurrently enrolled at another 4-year college, are taking classes for personal development, or are concurrently enrolled in grades K-11. After reviewing the New Student orientation, students are assessed in Reading, English, Math, and ESL (when applicable). Once their skill level has been determined, students are advised and given a first semester education plan. As a result, the criteria by which the College decides to offer developmental, pre-collegiate, continuing and community education, short-term training, or contract education programs is based first on student need as established through matriculation testing. The College also works with the K-12 system to understand its various student populations and their needs. The decision of whether to offer these pre-collegiate courses in face-to-face or online modalities is determined by the faculty within the department. The vast majority of these courses are only offered face-to-face, but some English and math courses are offered online in response to student demand. Student success, retention, and persistence rates in these course are continually monitored to determine if they are being offered in the correct modalities.

An example of a recently developed program that illustrates the College's responsiveness to K-12 needs is the new non-credit ESL Adult Education program, which is offered through the

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Division of Community Education and provides Basic Skills classes for adult English language learners, a program previously offered only through the extension program of the K-12 districts. This program provides an example of a clear pathway that beginning ESL students can take in preparation for college courses. Starting in Fall 2015 and geared specifically for the Basic ESL population, the ESL adult education curriculum provides a seven-level class sequence that leads from Basic Literacy to Advanced-High ESL, a class just below the lowest level of ESL offered at the College. Class sequencing numbers have been assigned in the 700 range, to illustrate that these classes are below the 300 level-courses and are designed to prepare students to for the ESL courses offered through the regular College curriculum.

Along with student need, the criteria for offering Basic Skills can also be tied to employer demand, especially for CTE and EWD. Contract education and training programs are customized to industry's needs and are initiated through the EWD Division, Corporate Services office. [EWD 6] For example, the Health Science department offers Basic Skills courses/programs with contextualized basic skills. These are Basic Skills offerings are designated specifically for health science students and include contextualized and applied learning. [EWD Plan page 11]. Industry need drives the EWD course and training offerings [EWD Plan 6]. In the Guiding Principles of the College's EWD plan, "The EWD program will include seamless services and instruction (i.e. a 'pipeline of services') within the college and external partners" as well as "track student progress and success from enrollment to employment" [EWD Plan 10]. For example, their Job Placement Officer works with students and industry partners to make employment connections for our students.

Basic Skills students are supported by the Student Success Support Program (SSSP) through the matriculation process, by counseling services in the development of academic plans and explanation of course sequencing, and by the Learning Resources Center (LRC) tutoring program that helps students to succeed in their classes. All of these services assist students in their academic progress and in the illumination of clear pathways to college certificates and degrees..

ANALYSIS AND EVALUATION

The College is dedicated to the educational needs of our community. Providing pre-collegiate courses, along with support services, is essential for students who desire a college certificate or degree but who are not yet prepared to succeed in college-level coursework. However, the persistence and success rates of these students is, unfortunately, fairly low. In Fall 2015, the College's BSI committee published a report that addresses the success rates of students who moved from pre-collegiate to collegiate courses. [**Evidence A.4**] Following a cohort from Fall 2012 to Fall 2015, the data shows that only 42% of the students successfully passed a college-level English course within three years and only 6% passed a college-level math course within three years. This is an ongoing concern that is being address in a variety of ways. One of the reasons why students have not progressed quickly into college-level courses is due to the number of courses in the sequences. Therefore, faculty from several departments have started to work together to shorten the time that it takes students to prepare for college-level transfer courses. For example, curriculum in ESL 350 was revised to align with ENG 300 so that students

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can go right into the ENG 200 intermediate skills class without having to take ENG 300 as well. This has been accomplished through the alignment of SLOs in the two courses. Additionally, ESL faculty have changed the way ESL 356, Academic Success Strategies, is taught so that students who are concurrently enrolled in ENG 200, receive additional support. The ESL department also developed additional courses which aid in academic success such as ESL 354, Vocabulary Skills for College, ESL 355, ESL Reading for College: American Literature, and ESL 357, Grammar Review for College.

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

EVIDENCE OF MEETING THE STANDARD

The College's Curriculum Committee is responsible for maintaining high-quality, broad-based, rigorous programs that follow standard practices in American higher education. When new or revised curriculum is proposed, the college's Curriculum Committee determines the course level and sequencing through a number of techniques. When applicable, the Curriculum Chair will first look to the rubrics from the State-Chancellor's office and apply them to the course description to determine if a course has been appropriately sequenced and has the appropriate level of rigor. In particular, the chair will look to the rubrics when assessing developmental courses in Math, English, Reading, and ESL. While reviewing the proposed course, the chair will look to see how the course aligns with the rubric and if it is appropriately placed within a program's sequence. In cases when there are no rubrics (most often for courses that are college transfer or for CTEs), the chair will look to Bloom's Taxonomy to assess the course along with reviewing the Methods of Evaluation (MOE). The state-approved Course Outline of Record (COR) is a key metric in ensuring that the College's offerings are reflective of the practices common in American higher education.

The Curriculum Committee also ensures that new and revised associate degree programs have at least 60 units, which are comprised of general education requirements and at least 18 degree-specific units in accordance with Board Policy 5600 and Title 5, Section 33060 et seq. All degree programs can be completed in two years if a student attends the College on a full-time basis with a minimum of 15 units per semester.
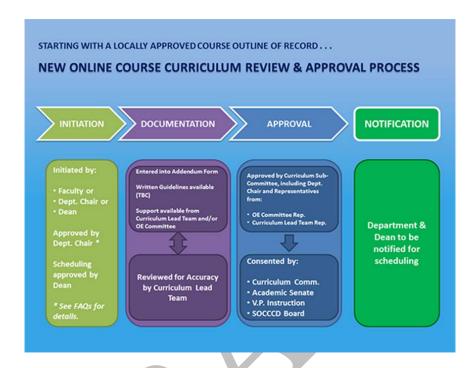
Another way that the college ensures that its programs and degrees follow practices common to American higher education is through articulation, where the College's articulation officer makes sure that the courses offered align with those of higher or equal institutions. These articulation agreements ease the student's ability to transfer. Articulation agreements are developed and updated based upon student need. The College maintains articulation agreements with its most common transfer institutions including all CSU and UC campuses as well as many private and out-of-State colleges and universities. All articulation agreements are published at ASSIST.org as well as the Saddleback College articulation website. [**embed hyperlink**]. Evidence of the efficacy of these agreements can be found in various degree pathways that are offered, including the Associate of Arts for Transfer (AA-T) degrees. The AA-T degree ensures that students who earn an AA-T and meet the CSU minimum eligibility requirements are guaranteed admission to a CSU. To date, the College offers 19 majors which have been approved for the AA-T, in addition to the 185 AA and AS degrees offered by the College.

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The quality of programs is maintained by the College's formalized program review process. All programs are subject to review on a two-year cycle and include an analysis of the program's relevance to the College mission. Courses that have not been offered in three years are generally eliminated from the College Catalog while those programs that are determined to be outdated or unnecessary are subjected to the Progam Discontinuance Inquiry Policy [**Evidence A.5**]. This policy takes into account the following issues: "effect on students, college curriculum balance, educational and budget planning, regional economics and training, [and] collective bargaining agreements." [**cite policy**] Though rarely implemented, the presence of this policy reinforces the connection between courses offered and student need.

High-quality instruction is ensured through the hiring process and through evaluations for both full-time and part-time faculty every three years. All faculty must meet minimum teaching qualifications. District administration and the Faculty Association have established the faculty evaluation process in accordance with 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 probationary, tenured and part-time classroom and non-classroom faculty are evaluated by division deans or their designees with regard to faculty expertise, organization, communication skills, variety of teaching methods, and the quality of their assessments. [**Evidence A.5**]

Quality of online courses and online instruction is maintained through several means. First, a sub-committee of the Curriculum Committee ensures that the quality of online courses is consistent with that of face-to-face courses through a separate approval process. The sub-committee also determines that the methodology intended to be used in the proposed online course is appropriate to the topic. The Distance Education (DE) addendum confirms that faculty have created assignments and grading strategies to better suit an online environment.

Figure ?: Flow-chart for D.E. Curricular Approval Process

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STARTING WITH A LOCALLY APPROVED COURSE OUTLINE OF RECORD . . .

NEW ONLINE COURSE CURRICULUM REVIEW & APPROVAL PROCESS

| INITIATION | DOCUMENTATION | APPROVAL | NOTIFICATION |

Initiated by:
- Faculty or
- Dept. Chair or
- Dean

Approved by Dept. Chair *

Scheduling approved by Dean

* See FAQs for details.

Entered into Addendum Form

Written Guidelines available (TBC)

Support available from Curriculum Lead Team and/or OE Committee

Reviewed for Accuracy by Curriculum Lead Team

Approved by Curriculum Sub-Committee, including Dept. Chair and Representatives from:
- OE Committee Rep.
- Curriculum Lead Team Rep.

Consented by:
- Curriculum Comm.
- Academic Senate
- V.P. Instruction
- SOCCCD Board

Department & Dean to be notified for scheduling

The second means by which quality of online courses is maintained is through faculty evaluation. Similar to a face-to-face evaluation, the evaluation of online classes is done by the dean or dean's designee. The evaluation is completed through a 50-minute meeting between the instructor and the evaluator in which the instructor will walk the evaluator through the online class.

ANALYSIS AND EVALUATION

The College follows practices common to institutions of higher education in the development of its certificate and degree programs. Following Title 5 and Board Policy 5600, all associate degrees require a minimum of 60 semester units. As the College's content experts, faculty are primarily responsible for all matters concerning breadth, depth, rigor, sequencing, time to completion, and criteria for evaluation of courses and programs through the curriculum and technical review processes. All programs are evaluated for their effectiveness every two years through program review and quality instruction is maintained through the evaluation of faculty, in both face-to face and online courses, every three years.

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

EVIDENCE OF MEETING THE STANDARD

The College creates a course schedule that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Coursework leading to a degree, an occupational skills award, or a certificate is offered during the fall, spring and summer semesters and is sequenced to enable students to complete requirements in a timely fashion. Courses are offered in various locations within the community, such as at local high schools, in both day and evening time blocks, and for varying terms lengths, as well as in different modalities. In addition, the state requires that all courses be offered at least once every two years, ensuring that students will be able to complete their degree in the specified timeframe.

The College utilizes a number of data-driven methods to ensure that courses are scheduled in alignment with student needs and program pathways. Through Sharepoint, department chairs have access to an enrollment management site that provides data on course times, enrollments, and section counts [**Evidence A.6**]. This provides evidence of demand. Further evidence of demand can be found through the inForm data warehouse, which provides statistics and data related to enrollment trends, retention rates, and success rates. Course waitlists are also useful for determining demand. If waitlists for courses are long, additional sections can be added at the time of demand if classroom space and/or faculty are available.

Programs are also encouraged to create scheduling templates so that students are aware of when all courses will be offered over the coming two-year period and can plan their schedules accordingly, and many programs, such as Automotive Technology and Human Services, have done so. All provide clear roadmaps and are efficiently sequenced. This is particularly important for CTE programs, which tend to have a fair number of classes that are offered only once every two years. This information is therefore vital for students to know as they are creating their academic plans. The goal is for all programs to update their templates on a yearly basis and publish them to their webpage so that students and counselors will be able to reference them. In addition, as more students complete their academic plans through MAP, it is expected that the College will be able to use the information to effectively predict which courses will be of high demand in which semesters and can thereby offer the correct number of sections to meet student need.

Finally, the College has recently taken several steps to ensure that students complete their coursework in a timely fashion, such as the introduction of accelerated courses and changes in placement assessment. For example, the accelerated course English 390 is a one-semester course designed for students who have placed two levels below college transfer. Once the course is completed, students are ready for college-level English. Furthermore, both the introduction of a multiple measures assessment process and the Refresh Program, which allows students who have placed into beginning or developmental courses the opportunity to take a

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free workshop, ensure that students are both appropriately placed and on a clear pathway toward their career goals.

ANALYSIS AND EVALUATION

The College has worked hard at enrollment management to ensure that students are able to complete their certificates and degrees in a timely manner. An important re-design of course scheduling is reflected in the new Block Schedule instituted in 2015-2016, [**Evidence A.6**], designed to allow for the most efficient scheduling of courses to meet the needs of students. The College has recently completed a comprehensive enrollment management plan **[EVI]** that addresses additional ways to improve student progression through their programs. This plan was approved by the Consultation Counsel in March of 2016 and has since been implemented.

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

EVIDENCE OF MEETING THE STANDARD

In order to best meet the needs of a diverse student population, the College uses a variety of teaching methodologies and delivery modes, including face-to-face, online, hybrid, field studies, service learning, and cooperative work experience (CWE). These various modes of delivery are designed to address the various learning styles and delivery needs of the student population.

The College's diverse teaching methodologies are also reflected in the numerous ways in which SLOs are assessed, as outlined in the *Saddleback College SLO Handbook.* These methodologies include the use of field research, written evaluations, group presentations, exams, and performances, among others. **[cite and link handbook]** Evidence that the college meets the needs and learning styles of its students is also tied to enrollment numbers and program review. An important component of the bi-annual program review is the evaluation of the effectiveness of delivery modes. [**cite and link**] While some programs, like Real Estate, are almost entirely online, other programs like Sociology have a variety of delivery modes including face-to face, hybrid, and online.

In addition, the College's online courses offer a wide array of instructional methods that can be used to address the multiple learning styles of the online student. Online instruction can include a variety of methods for student/instruction and student/student interaction such as collaborative activities, discussion boards, and synchronous instruction, as well as various methods of content delivery such as video, audio, and/or written lectures. Through the Turnitin database, which is incorporated in the LMS platform, instructors can provide feedback on student work through grading rubrics, typed notes, and voice memos. These are all tied to multiple intelligences and the instructor's ability to engage students with different learning styles. The College also works to ensure that all student populations within the college are equitably served by the student support programs on campus, and various methods are used to identify populations that are disproportionately impacted, such as the *Student Equity Plan*, which "[is designed to] transform services by recommending best practices, activities and interventions to better serve students on campus."

Some of the support programs that serve the diverse and changing needs of our students include:

- The **Community Education Department** has been responsible for adult not-for-credit programming, including educational and personal enrichment classes, as well as guided travel opportunities. In 2013, Community Education Department programming expanded to include: (1) after-school and enrichment programs for K-12 and (2) oversight of intensive language courses offered to international students.

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- The **Saddleback College Emeritus Institute** promotes lifelong learning by offering academically rigorous, mentally stimulating, socially engaging, and physically strengthening classes for older adult students in South Orange County.

- The **Disabled Students Programs and Services** (DSPS) program provides support services, specialized instruction, and authorized educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience.

- **Support for the College's large veteran population is provided by the Veterans Education and Transition Services Center**. A reflection of this effort can be seen in the vast amount of counseling support, dozens of community partners, student activities, Veterans Memorial, and VETS Center. [EVI A.7]

- **EOPS** is a state-funded program, which serves students who are educationally and financially disadvantaged. Services may include academic, career, and personal counseling; book service; priority registration and assistance in transferring to four-year colleges and universities.

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

- **CalWORKs** is a welfare program that provides cash aid and services to eligible needy California families. In addition to providing educational planning and counseling, we also help students navigate the community college system, coordinate with county welfare offices, and provide a bridge to other on-campus and off-campus services.

- The **Saddleback College Economic and Workforce Development Initiative** facilitates a variety of solutions for employment development and workforce training. The Economic and Workforce Development Initiative can help businesses and the individual student navigate through the array of options at Saddleback College and a network of resources throughout California.

Additional learning support services can be found in the Learning Resource Center (LRC) and includes face-to-face and online tutoring; the Paper Center which provides 24 hour feedback on uploaded papers; and extended hours to meet the needs of non-traditional students. All of this ensures greater success for students who utilize the tutoring center.

Moreover, numerous professional development opportunities are available to faculty and staff to assist them in addressing the diverse needs of students. These include best teaching practices for online instruction, accessibility training, and basic skills workshops, among others.

ANALYSIS AND EVALUATION

Saddleback College has carefully evaluated the needs of its diverse student population and constantly seeks to develop and reinforce programs that will aid them in their academic goals. Courses are scheduled in a variety of delivery modes, locations, term lengths, and time blocks. Student support services are also offered online and on campus, as well as during day and

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evening hours. Professional development opportunities are provided to faculty and staff to enable them to assist them in addressing the diverse needs of students. As discussed in the 2010 report, the college had created the Institute for Teaching and Learning, which provided in-house training for faculty in online instruction through a series of two-unit courses. Due to low enrollment, these courses were phased out in 2012. Faculty are now directed to @one **[onefortraining.org—in Evidence A.7],** an outside provider that partners with the state Chancellor's Office to provide training and certification for online instructors. Furthermore, online assistance and support are offered through The Faculty Center for Student Success (formally known as CIDDE), which provides support for effective use of instructional technology both inside the classroom and in online courses. FCSS regularly provides training to faculty and staff during in-service and Flex Week as well as ongoing workshops, training and support for instructional technologies throughout the year.

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

EVIDENCE OF MEETING THE STANDARD

The College validates the effectiveness of standardized testing when utilized in its programs. The only areas of the College where standardized testing are currently used is in the Student Success and Support Program (SSSP; formerly matriculation) and the nursing and reading programs for placement purposes only. SSSP assesses all new degree and certificate students for placement into the correct level of English, math, reading, and ESL courses.

When a new standardized test is adopted, a validation study and report will be conducted, looking specifically for test bias and student equity. Such was the case when SSSP shifted to the CTEP for student placement in 2013. A validation report of the CTEP [**Evidence A.8**] was published in the spring of 2014. In areas where student equity was not reached, the college disaggregated the data to assess specific target groups and discussed how to reach them. The Student Success Coordinating Committee Update Report [**Evidence A.8**] and the College Student Equity Plan also illustrate how specific groups who might struggle are provided extra support when preparing for the placement test, thus reducing test bias and enhancing reliability. For example, the College has just implemented the Refresh program where students can work with English and Math instructors in a 21-hour workshop environment and then re-take the placement test.

Beyond general placement, those programs that require further assessment for student placement work hard to validate their tests and maintain greater test reliability. For example, the nursing department conducts exams that directly assess prior learning for entrance to the nursing program. Students must take the Test of Essential Academic Skills (TEAS) [**Evidence A.8**], which covers knowledge of Reading, Mathematics, Science, and English and Language Usage. There is a minimum score (62%) overall that students must achieve in order to be eligible to apply for the nursing program. Since admission to the nursing program is awarded by multiple criteria, the TEAS test can have a significant impact on whether or not a student is allowed admission into the program. In addition, for those students who transfer from other nursing programs or who are Licensed Vocational Nurses (LVNs) and would like to become an RN, Nursing administers several nationally normed tests from Assessment Technologies Incorporated (ATI) to assess prior learning and to determine recommended placement in the program. By law, an Associate Degree nursing program that admits LVNs has to have a path that makes it possible for LVNs to complete in one year. However, the Nursing department has studied patterns of success and found that students who score low on the nationally normed ATI Medical Surgical test are not as successful as those who score higher, thus reinforcing the test's reliability. The reading program also uses a standardized exam, the Lexile Diagnostic, to accurately place students into reading courses. Recently, the department shifted to this exam

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after having used the Nelson-Denny exam for many years. The decision to shift to the Lexile Diagnostic was based on the realization that students would test more accurately if they were not timed, especially as English 340 attracts a large number of English as a Second Language students and Special Services students (with a broad spectrum of learning disabilities). A timed test with the level of difficulty of the Nelson-Denny did not accurately reflect the reading comprehension abilities of those students. The Lexile Diagnostic and Vocabulary pretest are untimed tests, and the results of these assessments more accurately match the student's comprehension and vocabulary skill level.

ANALYSIS AND EVALUATION

There is an active effort throughout the college to ensure that standardized examinations, where used, are an accurate reflection of students' abilities. All tests are assessed by faculty for inter-rater reliability, content, and construct validity.

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

EVIDENCE OF MEETING THE STANDARD

According to Board Policy 5600, associate degrees are award to a student "who has demonstrated competence in reading, written expression and mathematics, and who has satisfactorily completed at least 60 semester units of college work." Units of credit are awarded based on the Carnegie Unit, in which 18 hours of standard lecture and 36 hours of outside work equal 1 unit of credit. The basis for awarding credit is tied to each course's Methods of Evaluation (MOE), which in turn are linked to the course's SLOs. These outcomes can be assessed through a variety of mediums, thus tailoring the MOE to the SLO. Because the MOEs and SLOs are connected, and because SLOs are rolled up into PSLOs, the College can ensure that the achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates. In addition, degrees or certificates awarded are based on completion of requirements of course work and experiential training as published in the annual course catalog.

The articulation process has been streamlined by C-ID, a course identification numbering system that was made possible by a grant through the state chancellor's office. Through C-ID, "Individual community colleges [can] submit local course outlines that are judged by faculty evaluators against the descriptors, and each course designated as a match will have the specific C-ID supranumber appended to its local numeric designation. Each C-ID number identifies a specific lower-division, transferable course commonly articulated between the CCCs and UC and CSU, as well as with many of California's independent colleges and universities." (screenshot **Evidence A.9**) As a result, C-ID will simplify the articulation process, matriculation, and student placement.

When creating and approving new curriculum, the College follows the Federal standards for clock-to-credit hour conversion in the awarding of credit as specified by the *Program and Course Approval Handbook 6th Edition*, which was created by the Academic Affairs Division of the State Chancellor's Office. This handbook states that "[t]he standard formula for credit hour calculations applies to the majority of courses and course types and is derived from the regulations in title 5, section 55002.5 [, which] requires colleges to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours." [**page 32**]

Through detailed department and division webpages, counseling, and the official college catalog, the College ensures that current and prospective students receive clear and accurate information about courses and programs, including a description of degrees and certificates in terms of their purpose, content, course requirement, and expected PSLOs [**pg. 52 in 2016**

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catalog]. All course syllabi are required to contain the course SLOs, which are assessed yearly, as described in II.A.3 above. These SLOs are designed as "a means to discover if students, are, in fact, learning what they are expected to learn in courses and programs throughout the college." [**Evidence A.9**] While the College does not award credit based on SLO *assessment*, it does award credit based on SLO *attainment* as there is a direct connection between SLOs and overall course objectives. Students are given grades based on their ability to achieve these course objectives, which are designed as a result of stated learning outcomes. This correlation between SLOs and the listed methods of evaluation reinforces each course's intended purpose. For example, the English department assesses SLOs based on student writing, which is an important method of evaluation in all levels of composition and which is a method of evaluation on all CORs in the composition strand.

Through systematic program review, faculty illustrate how course-level SLOs are linked to both PSLOs and one or more of the Institutional SLOs (ISLOs), which are listed in II.A.11 below. ISLOs are the competencies and general education SLOs that students will attain as a result of completing a degree or transfer program at Saddleback College. The ISLOs were developed by the EPA, approved by the Academic Senate, and are published in the College Catalog and The Student Handbook and are posted on the College's website. [**include links for all three**]

The College has rigorous curriculum review and program review processes, which apply to all courses and programs and do not differentiate significantly between face-to-face and online modalities. For example, here are no separate "competency levels" determined for online courses that vary from face-to-face courses. Similarly, the processes for establishing and evaluating courses and programs, including the determination of appropriate credit and articulation agreements, are the same for both modalities. Moreover, credit for online courses is awarded the same way as credit for face-to-face courses through the use of Carnegie Units, a standard metric used nationwide. Faculty determine SLOs for all courses based on their discipline expertise, and these must be the same for both face-to-face and online courses as they adhere to the same COR and students are expected to meet the same competencies, regardless of delivery mode.

ANALYSIS AND EVALUATION

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

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

EVIDENCE OF MEETING THE STANDARD

Articulation agreements for the transfer of Saddleback College courses to the UC and CSU systems, as well as some private and out-of-state colleges, are updated and reviewed annually (assist.org) [**Evidence A. 10**] In addition, the College has articulation policies in place to ensure that students are given credit for classes taken at other institutions. These policies are developed and reviewed annually by the College's Articulation Officer (AO), the Curriculum Committee, the General Education (GE) Committee, the Academic Senate, and the Curriculum Office. Students have access to these policies through a variety of mediums, including on the College's website and through face-to-face with counselors and support staff. A detailed outline of the various transfer policies can be found in the College Catalog [pages 36-49], including articulation and transfer patterns [pages 132-139]. Policies are also made available to students through MAP, the Student Handbook, Counseling classes, and the Transfer Center. Through all of these mediums, students are provided with the information they need in order to create an academic plan. The information includes: transfer policies and planning tools, GE patterns, Articulation agreements, the Associates Degree for Transfer (ADT), the Teacher Preparation program, and the Honors Program. In addition, students are informed of the Transfer Admission Guarantee (TAG) program, which provides guaranteed admission to six UC campuses for those California community college students who meet specific requirements. (**Evidence A.10**)

The College may grant credit for college units earned at regionally accredited institutions of higher education. 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. Generally, the Counseling Department determines equivalency of courses; specifically, the College's Articulation Officer, in consultation with the appropriate discipline faculty expert, determines any questionable course credit application. The College registrar ensures that the transcript is official and that the institution is regionally accredited.

When reviewing coursework from other institutions, the AO takes into consideration the following components when determining if courses are comparable to those offered by the College: Course Objectives, Student Learning Outcomes, and Content Area. Where 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 AO cannot make a determination on comparability, the course outline is submitted to the chair of the discipline of the appropriate dean. The faculty or the dean makes the final determination on course comparability.

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While the College offers many online courses, we do not offer online degrees, although in many programs over 50% of the courses can be taken online. As a result, the development, implementation and evaluation of articulation agreements for online courses are handled in the same manner as our regularly scheduled courses. [**Evidence A.10—link isn't working**]. Full reciprocity exists for courses completed at Irvine Valley College that have comparable courses at Saddleback College.

ANALYSIS AND EVALUATION

Saddleback College regularly reviews the articulation policies of the University of California (UC) system, the California State University (CSU) system, and of private and out-of-state 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. The College also provides direct counseling to students on these policies and agreements in the Transfer Center and in General Counseling.

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

EVIDENCE OF MEETING THE STANDARD

For the sake of clarity, Saddleback College's ISLOs are organized into four broad categories. They are as follows:

Preamble:
Saddleback College's primary mission is to foster learning and student success. Students should expect to develop knowledge, skills and abilities across four broad areas as a result of their overall experience at Saddleback College. The broad areas are identified by the Institutional Student Learning Outcomes (ISLOs) listed below:

I. Effective Communication

Students completing a degree or transfer program at Saddleback College will be able to:
- Demonstrate the ability to understand, evaluate, and analyze readings from a variety of texts and to apply that ability in academic, personal, and professional contexts.
- Demonstrate the ability to clearly express themselves and the knowledge they have attained in various forms of writing.
- Demonstrate the ability to orally communicate ideas to others in a clear, coherent, and structured fashion when speaking in one or more of the following modes: interpersonally, in small group settings, or in public presentations.

II. Intellectual and Practical Skills

Students completing a degree or transfer program at Saddleback College will be able to:
- Demonstrate competence in fundamental computing and information technology.
- Demonstrate competence in scientific and quantitative reasoning necessary for informed judgment and decision-making.
- Conduct effective research, including the identification, evaluation, synthesis, and responsible use of sources and information.
- Analyze information and ideas independently and logically in order to arrive at reasoned, meaningful, and creative conclusions.

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- Work with others to develop creative, logical, and reasoned solutions to problems.
- Develop cognitive, physical, and affective skills which will afford students the opportunity to be well-rounded individuals.

III. Community/Global Consciousness and Responsibility

Students completing a degree or transfer program at Saddleback College will be able to:
- Demonstrate knowledge of cultural diversity and awareness of multiple perspectives in the U.S. and globally.
- Demonstrate the ability to effectively communicate and interact with others in academic, personal, and professional contexts.
- Demonstrate awareness of the necessity for social responsibility and accountability of citizenship in a democratic society.
- Demonstrate an awareness of the necessity for ethical conduct in academic, personal, and professional contexts.
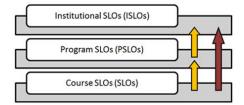
IV. Breadth of Subject Area Knowledge

Students completing a degree or transfer program at Saddleback College will be able to:
- Describe the scope, key principles, and defining framework of the discipline of study within the natural sciences and mathematics, including an understanding of the methods of scientific inquiry.
- Describe the scope, key principles, and defining framework of the discipline of study within the arts and humanities in order to understand the rich history of human knowledge, discourse, and achievements.
- Describe the scope, key concepts, and defining framework of the discipline of study within the social and behavioral sciences in order to understand the complexities of social interactions and human experiences.

The ISLOs are published in the College Catalog and the Student Handbook and are available on the College's website.

All course-level SLOs are linked to PSLOs and to one or more of the ISLOs so that each student knows what they can expect to attain as the result of completing a degree program at the College, and the College can determine if the expectations for PSLO and ISLO attainment is being met.

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The college currently approaches PSLO and ISLO assessment in three ways. The first is through the mapping of SLOs to PSLOs and ISLOs, so that the results of course SLO assessment for the various courses that meet each PSLO and ISLO can be compared and analyzed. This is done as part of the program review process. The second is through ePortfolios, where students report on both classroom and non-classroom accomplishments related to the ISLOs. The third method is through the CLA+ pilot, which may provide an external validation that students have attained the college's ISLOs. Pilots on ePortfolios and CLA+ were just completed at the end of spring 2016 and plans for their institutionalization are currently underway for the 2016-2017 academic year.

While the ability to make connections between SLOs and ISLOs is readily done, assessment of ISLOs has proven more challenging, which is why the College has actively focused on improving and clarifying the assessment tools. [**EVI page 21 EPA report**]. Even as the assessment process is being refined, evidence that students are achieving the intended outcomes listed in the College's ISLOs is tied to student completion rates as SLOs (and subsequently PSLOs and ISLOs) drive the curriculum. This evidence is further reinforced by program completion data—with the exception of CTE, which offers a more nuanced look at the definition of a program's success. Often, the CTE programs have more exit points than the GE or degree-specific programs. A CTE student who is already working in his/her field may only take 1 or 2 classes in order to remain current or as a refresher course. As a result, the student will not complete an entire program because that student has already attained his/her academic goal, which is to find employment within a particular field. For example, certain programs, like real estate and automotive technology, do not have to be completed in order for the student to be successful within the industry. On the other hand, programs like nursing must be completed in order for the student to pursue a job within that field.

Moreover, some of the ISLOs are not just attained within classes but through extra-curricular activities as well. To promote student understanding and appreciation of diverse perspectives, for example, there are numerous ASG clubs on campus and special cultural events to highlight the diverse interests and background of the student population. The various student clubs include: ACLAMO Club, which assists Chicanos and Latinos in removing educational barriers, Anime Club, which promotes interest in Japanese anime, Astronomy and Physics Club, which is geared toward the sciences, Ba'hai Club, which is tied to the Ba'hai faith, and Pride Awareness Club, which promotes love and acceptance of all people regardless of gender or sexual orientation. This is but a sampling of the numerous clubs across campus. Beyond student life,

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faculty also contribute to the diverse perspectives through the invitation of speakers and organizing cultural events like a celebration for El Dia de los Muertos. Weekly screenings of Ted Talks [**Evidence A.11**] provide additional diverse perspectives and ideas.

ANALYSIS AND EVALUATION

The College's ISLOs include outcomes related to communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. The College sees all of these as essential skills for students who leave the College with an associate degree or who transfer. Tremendous effort has been made to find meaningful ways in which student learning in and out of the classroom aligns with the College's ISLOs. Through a variety of methods, the College has illustrated how these outcomes can be assessed and are indeed incorporated into a diverse array of programs and activities across the campus.

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

EVIDENCE OF MEETNG THE STANDARD

In accordance with Board Policy 5600, all associate degree programs at Saddleback College require the completion of a minimum of 18 semester units of general education, which include the natural sciences, social and behavioral sciences, humanities, language and rationality, and mathematics [EVI]. Students at the College can elect to follow one of three general education patterns – IGETC, CSU GE, or the College's general education requirements, as described in II.A.1 above. The general education patterns are described in the College Catalog. The philosophy that drives general education requirements is based on the idea that general education is not an isolated endeavor. In fact, as stated in the College Catalog, "the general education experience allows the associate degree graduate to analyze, understand, appreciate, and modify the global society in which we live. Combined with an in-depth study in a selected field of knowledge, general education will contribute to and support the pursuit of lifelong learning." [**hyperlink**] This general education philosophy is reflected in the broad range of courses required for the degree and in the expected Institutional Student Learning Outcomes (ISLOs).

At the time of course development or review, faculty in any discipline can propose that the course be considered for general education. The General Education (GE) Committee, composed of faculty members from each of the divisions and chaired by the Curriculum Chair, also a faculty member, is responsible for determining if the course meets the criteria for general education. While at one time, the GE Committee had a handbook of criteria by which they could determine which courses to include within the G.E. program, there is no handbook currently used. As a result, the G.E. Committee plans to either adopt a handbook from another college or to re-write the criteria so that guidelines for including courses within the G.E. program can be clearer. The Curriculum chair hopes to have guidelines in place by Fall 2016.

In conjunction with the G.E. Committee, the Articulation Officer (AO), a faculty member, also plays a role in determining G.E. coursework. The Articulation Officer supports faculty in their curriculum development to help ensure that coursework meets general education requirements. While faculty have the freedom to create their curriculum, the AO will verify that courses meet the criteria established by transfer institutions before forwarding to the GE

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Committee for approval. Once approved by the GE Committee, courses must then be approved by the Academic Senate and the Board of Trustees, before being sent to the CSU Chancellor's Office and UC Office of the President for final approval.

Evidence that the program of general education includes student learning outcomes related to preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences can be seen in the scope of the College's ISLOs, as shown in II.A.11 above, which are developed by the Educational Planning and Assessment Committee (EPA) in alignment with Lumina Foundation's Degree Qualifications Profile (DQP) and approved by the Academic Senate.

G.E. courses are offered in a variety of modalities, including both face-to-face and online. The decision of which modalities to offer G.E. courses is faculty-driven and is related to the particulars of the discipline. If a course is to be offered online, there is a separate approval process developed by the Curriculum Committee in order to ensure that students develop the listed G.E. skills. Regardless of delivery mode, the same SLOs are used and assessed as for face-to-face courses.

Evidence that content and methodology of G.E. courses is determined by appropriate discipline faculty can be provided by the Curriculum Committee Bylaws [**Evidence A.12**], which specify that the General Education Committee will be comprised of faculty from a variety of disciplines and backgrounds. "Membership is limited to one faculty member per division, elected by the division and approved by the Academic Senate." [**page 5**] In addition, the quality and academic rigor of G.E. courses, regardless of modality, is maintained through the curriculum-approval process.

ANALYSIS AND EVALUATION

All associate degree programs at the College require the completion of general education courses. The general education philosophy is developed locally by the GE Committee and is published in the College Catalog. Courses are eligible for inclusion in one of the three GE patterns based on review by local faculty through the GE Committee and by faculty at transfer institutions through the articulation process. The College's general education courses are mapped to one or more of the ISLOs, and through regular outcomes assessment the institution determines the effectiveness of its programs.

ACTIONABLE IMPROVEMENT PLANS

The G.E. Committee is in the process of creating clearer guidelines for the inclusion of new curriculum within the G.E. program. These guidelines will provide clearer evidence that the institution has determined standards for the skills in general education. The guidelines will also help the G.E. committee determine if proposed courses will fit into the general education

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requirements. In addition, the committee is working on integrating the assessment of SLOs as a component to determining course approval to the G.E. program. NEED SPECIFIC TIMELINE.

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

EVIDENCE OF MEETING THE STANDARD

In addition to the general education requirements, Board Policy 5600 stipulates that all associate degree programs at the college must require the completion of a minimum of 18 units in a major or area of emphasis for a total minimum of 60 units [BP 5600; **embed hyperlink to transfer page**]. The core area of inquiry is outlined in the Program Student Learning Outcomes (PSLOs), which are established by all programs and are published in the College Catalog **[page 50].** The PSLOs, developed by the discipline experts within each department, along with the related course objectives and SLOs, demonstrate the level of mastery of key concepts, theories, and practices that students will attain by completing a degree within that discipline.

Verification that students have achieved mastery of key theories and practices within the field of study is done primarily through the successful completion of all required courses. Courses required within a program are devised so that each of the PSLOs is achieved upon completion of a degree or certificate. Faculty within a program regularly evaluate the success of their programs through the annual assessment of course SLOs and through various methods of direct PSLO assessment including discipline-specific exams, signature assignments, and ePortfolios, which are designed to highlight student achievement as it relates to that student's educational goals. Furthermore, in the program review, faculty are asked to discuss how SLO assessment leads to overall PSLO attainment.

ANALYSIS AND EVALUATION

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

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College has one of the most diverse offerings of Career Technical Education (CTE) programs in the region. In the 2015-2016 academic year, the college offered 100 awards in 45 departments at the College. [**CTE web page**] Information regarding degrees and certificates is made available to students in the College Catalog and on the College website, as well as through a variety of marketing measures [EVI].

The ability to prepare students for external licensure, certification, and employment standards is embedded in the curriculum approval process, SLO assessment, and program review. As discussed in II.A.1 above, all CTE programs must go through local, regional, and state approval. The regional approval is done through the Los Angeles/Orange County Regional Consortium (LA/OCRC), which scrutinizes each new or substantially-revised program to ensure that there are demonstrated employment opportunities, that the program meets the needs of local business and industry, that it is not in competition with other programs in the region, and that the courses adhere to employment and/or licensure standards.

Programs are constantly being proposed and revised in order to be in alignment with the ever-changing employment opportunities in the area. As part of the two-year program review process, labor market data is monitored and analyzed to see if programs are still relevant. In addition, all CTE programs engage in outreach to the community to make sure the programs meet employment needs. This includes the facilitation of advisory committees, the participation in regional economic workforce and development, and the engagement with regional business organizations such as the CTE consortium. An important Title 5 requirement for all CTE program is this ongoing engagement with their advisory committees. These committees, which are composed of local employers, community members, faculty, staff, and students, provide valuable input related to program content and relevance to industry standards and/or needs by making recommendations tied to curriculum, equipment, and program outcomes. Faculty utilize this input and also back it up with labor market Information and other internal student success data to align educational programs with industry standards. While each advisory group meets at least once a year, most choose to meet more often. The College also ensures and verifies the currency and relevancy of its programs through a regular review of all CTE courses during the Technical Review process every two years.

Many CTE programs that require licensure include curriculum in their program that helps students prepare for the licensure exam. For example, the curriculum in the Nursing program helps prepare students for the national CPA exam; the Cosmetology curriculum includes 1600 hours, which meets the required hours for student to qualify for their state licensure; and the Alcohol and Drug Studies Certificate program prepares students for state-required certification so they are able to practice as a Certified Addiction Treatment Counselor [**Evidence A.14**]

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SLOs for CTE courses are designed and implemented to meet employment standards. Competency levels and measurable SLOs are determined through exams and pass rates. As SLOs and exams are faculty-driven, faculty play a heavy role in evaluating if students have mastered the course content.

ANALYSIS AND EVALUATION

All of the CTE programs at Saddleback College are development and revised in alignment with industry standards so that students are well-prepared for employment and/or certification and licensure by external agencies. This is evidenced in particular by the exam pass rates and employment rates of students who complete these programs [EVI]. Programs engage in continuous evaluation to ensure that they continue to meet local business and industry needs, through advisory committees, SLO assessment, technical review of curriculum, and program review.

http://scorecard.cccco.edu/scorecard.aspx

http://datamart.cccco.edu/Outcomes/Default.aspx

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

EVIDENCE OF MEETING THE STANDARD

- The College has a process for evaluating the viability of a program called the *Program Vitality Inquiry Policy and Process*, in accordance with Title 5, Section 51022, and Education Code, Section 78016. This process can be initiated by any faculty member or administrator, and the possible outcomes include program continuance, program revitalization, or program discontinuance. While few programs have been slated for elimination, there are provisions to allow students to complete such programs. The policy states that once a program has been slated for discontinuance, "a plan and timeline for phasing out the program will be completed. The plan shall include procedures to allow currently enrolled students to complete their programs of study in accordance with the rights of students as stipulated in the college catalog." These rights are known as "catalog rights."**[Evidence A.15]**

- As described in the College Catalog, students may establish "catalog rights" based on the catalog that was in effect when they first started to take classes at Saddleback College as long as they maintained continuous enrollment or were on a documented military, medical, or educational leave. These rights protect students from being held for additional requirements that may be added to a later catalog. It also allows them to complete programs that may have been eliminated during the time of their enrollment at the College. Beginning in fall 2009, the number of years allowed for students to complete a certificate or degree program and maintain catalog rights from when they first took classes at Saddleback College is six years. **[page 30 in catalog]** Students who were enrolled prior to fall 2009 are granted catalog rights for longer than six years as long as they have maintained continuous enrollment during the entire period **[page 30 in the catalog]**.

Catalog rights apply only to Saddleback College graduation and program requirements. If other institutions change their requirements for entrance, graduation, or satisfaction of general education patterns, it may be necessary for the student to meet the new requirements upon transfer even if continuous enrollment was maintained. Catalog rights must be requested by students on their *Petition to Graduate* **[EVI]**.

ANALYSIS AND EVALUATION

The College has procedures and policies in place to ensure that students have the opportunity to complete their education in a timely manner following the elimination of a program. Within recent years, no programs have been discontinued.

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

EVIDENCE OF MEETING THE STANDARD

Through systematic outcomes assessment, program review, and curricular review, the College regularly evaluates and improves the quality and currency of all instructional programs, including collegiate, pre-collegiate, career-technical, and continuing education, regardless of delivery mode or location. SLO assessment, described in I.B.2 and II.A.3 above, is conducted annually in every course offered, both credit and non-credit, to ensure that course objectives are being met, and the results are evaluated and discussed within programs. Program review, which is conducted by all programs every two years as described in I.B.5 above, assesses the relevance, appropriateness, currency, and predicted future needs of all instructional offerings at the College as well as their overall effectiveness. It includes a comprehensive analysis of SLO assessment data, student success indicators, and other measures of effectiveness, and results in actionable objectives for the improvement of programs. Formal curricular review of all approved college courses is required at least once every five years, as described in II.A.1 above, to ensure that official course outlines retain their relevancy and articulation with transfer institutions, although curricular changes of courses and programs often occur prior to their scheduled review based on the results of program review. This applies to collegiate, pre-collegiate, and EI courses, all of which are approved and evaluated through the same curricular process. Although there are now a few certificate programs that can be completed fully online (such as the HIT certificate and various child development certificates), most programs include a variety of delivery modes and evaluate the effectiveness of each through program review, during which student success indicators are analyzed with respect to the modality in which they are taught.

Evidence that the criteria in the College's program review process include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future can be found on page 3 of the *Program Review Handbook* [**Evidence A.16**]. This page outlines the objectives of program review as follows:

1. State program objectives and align future objectives with the college's mission and vision.
2. Collect and analyze data on key performance indicators, SLOs, program activities, and accomplishments.
3. Document and discuss the effectiveness of programs.
4. Develop recommendations and strategies concerning future program directions and needs (e.g., budget, staffing, and resources).

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5. Provide an opportunity for programs to assess their relevance and position within the division and the college and with all other stakeholders.

These objectives enable faculty to reflect on the multiple ways in which their program and its curriculum tie to the College's mission and goals. The results of program review are also directly tied to institutional planning and the allocation of resources. As part of the program review process, objectives and action steps for a two-year period are input into *TracDAT* and linked to annual resource allocation requests and are included in the decision-making process. In subsequent reviews, programs reflect on the achievement of their objectives and make recommendations for continued improvement through the creation of new or refined objectives.

All educational programs go through this process with the exception of Community Education. Classes offered through our Community Education program are not State-approved and therefore do not go through the same curricular process; they are approved only locally by the Board of Trustees, following review by the Academic Senate. Community Education classes are regularly evaluated by the division dean for quality and relevance. Evaluations of their offerings are generally done through Student surveys and the analysis of participation rates. The feedback from these surveys is used by the presented to improve their class. Success and viability of a class is most often determined by the number of participants. Classes may be canceled due to low enrollment, and when this happens three times, a program is deemed not to meet the needs of the community and is no longer offered. For example, in the case of College For Kids and After-School Experience programs, they are able to survey large groups of participants. Their last survey took place in August of 2016. It was carried out through Constant Contact, their online marketing and communication service, and sent to the parent/guardian of every College For Kids and After-School Experience participant that summer. The survey was comprised of 10 questions and included opportunities for feedback along with suggestions for future program options.

ANALYSIS AND EVALUATION

The College strives to continually and systematically improve its courses and programs to enhance student learning outcomes and improve student success. All courses are regularly evaluated through annual SLO assessment and through the five-year curricular review process. Programs are evaluated through a comprehensive process of program review undertaken every two years. Moving from a five-year to a two-year program review cycle in 2011 and including the creation of program-specific objectives that link to the College's strategic planning efforts have had an incredibly positive impact on closing the loop between program assessment, program dialogue and reflection, and the projecting of future program needs. In combination, the College's systematic review processes are used to assess course and program relevance, appropriateness, currency, and effectiveness and to identify future needs, and to ensure that the success of students is at the forefront of all planning and decision-making. The review

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processes determine the needs for curriculum, services, staffing, facilities, and equipment, and are linked to budgeting and resource allocation decision-making.

In 2015, the College created a new administrative position: Assistant Vice President of Institutional Effectiveness. The primary purpose for this position was to refocus and refine the workload handled by existing vice presidents and to address the areas where the college wished to improve. The assistant vice president was hired in fall 2015 and began his role in spring 2016. In the creation of this position, the College illustrated that it recognized the need to create an administrative position to oversee several areas that are tied specifically to curriculum, research, online education, student success, and the various components of Institutional Effectiveness, including the writing of the Institutional Effectiveness report [**Evidence A.16**]. While this upcoming report will address a wide range of areas, it will also include goals that are related to Program Review and the Program Review process. In particular, these goals are to analyze each department's ability to meet Program Review deadlines and to write successful program reviews that indicate they have met Program Review Standards. Embedded in this is the assessment of each department's ability to meet SLO, PSLO, and ISLO goals and deadlines, focusing specifically on assessment and use of results.

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.

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

EVIDENCE OF MEETING THE STANDARD

The College supports student learning and achievement by providing extensive learning support services for students. The recently renovated, state-of-the-art Library and Learning Resource Center (LRC) houses many of these services. The LRC includes the Library and Computer Lab on the third floor; the Academic Reading Center, computer labs, the Language Lab, the LRC Tutoring Center, and the Writing Center on the second floor; and the Television Studio and classrooms on the first floor.

Library

The mission of the Saddleback College Library is as follows:

> The Library supports the success of our diverse student population by teaching information competency skills and offering guidance and encouragement to students as they pursue the achievement of student learning outcomes. The Library provides all users with access to a learning environment and information resources designed to support the achievement of their academic and personal goals.

To fulfill this mission, the Library provides all users with a safe and welcoming environment conducive to learning and collaboration. Librarians actively participate on College and District committees, such as Academic Senate, Curriculum, EPA, Online Education, and Student Success, where student support needs are identified and discussed. In support of the College's mission, the Library offers a diverse collection of information resources and facilitates access to them by providing multiple access points that support the needs of both traditional and online students. Librarians teach students, faculty, staff, and administrators how to find, evaluate, and use information ethically in their academic, professional, and personal lives.

The Library is part of the Division of Online Education and Learning Resources (OE & LR). The Library faculty and staff work under the supervision of the dean of online education and learning resources. In order to serve students, the Library currently has six full-time faculty librarians, three part-time faculty librarians, five full-time staff members, and one part-time staff member. During fall and spring semesters, the Library is open Monday through Thursday, 8:00 a.m. to 8:00 p.m. and Fridays, 8:00 a.m. to 2:00 p.m. for a total of 54 hours per week. Saturday hours vary semester to semester depending on funding. All students, including those enrolled in online courses, have equal access to Library resources. Students who visit the Library virtually are supported through digital resources such as research databases, instructional websites, demonstrational online videos, information literacy workshops, Ask a Librarian, and telephone/chat reference services.

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In addition to the Library collection discussed below, the Library provides students open study space with large tables and chairs as well as individual reading areas. Students can also reserve any of the seven group study rooms, which provide them with an area for collaborative work. These study rooms are equipped with tables, chairs, and whiteboard walls that students can write on with erasable markers. In addition to offering a variety of places for study, the Library has become, since its reopening, a popular space for students, staff, and faculty to gather.

Library Collections and Services
Book and eBooks
The Library's collection of books and eBooks is sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of means of delivery. Librarians stay abreast of collection needs in various ways, including reading program reviews and by reviewing new course proposals or revisions as they come through the curriculum process.

The Library's collection includes 36,000 print books, 87,000 eBooks, other media including DVDs and CDs, and print/online periodicals. In addition, students can easily request materials outside of the Library's collection via Interlibrary Loan, which enhances access to library materials not available at the Saddleback or Irvine Valley College libraries.

Audiovisual Materials
Informed primarily by faculty requests, the Library continues to acquire audiovisual materials. Per ADA Sec. 508, all audiovisual materials acquired by the Library must be closed captioned titles. The Library has discarded most VHS videos and purchased replacement DVDs whenever possible. In fall 2015, the Library received a budget augmentation to add Films on Demand, which maintains a database of over 22,000 streaming videos that are closed captioned and available to students, faculty, and staff both on and off campus.

Database Collection and Database Usage
Regardless of location, students, faculty and staff can access the Library's online database collection at any time; authentication is provided by EZproxy. The library has increased its online collection from 16 databases in 2010 to 118 in 2015-2016. The Library budget for information resources (print and online) has remained stable. The Library's annual budget of approximately $150,000 provides most of the funding for the online databases. In addition, the Library's EBSCO Academic Search Premier suite is paid for by the Community College League.

The Library collects usage statistics for all of the databases. Annually, this data is used to make renewal decisions. For the 2015-2016 academic year there were a total of XXX,XXX searches conducted in all of the Library databases. There was a total of 158,078 searches conducted in the statewide Academic Search Premier suite.

Reference Services
The reference librarian on duty provides reference assistance via chat, email, phone, and in person during the hours the Library is open. By submitting the request form prominently displayed on the Library website, students can request an individual, one-on-one consultation

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for in-depth research assistance with a librarian. The librarians promote this consultation service in Library credit classes, workshops, and all bibliographic instruction sessions.

Library Website
The Library website provides information regarding all services, access to information resources, research tools, EasyBib (citation management software), online study room reservations, online Library workshop registration, and much more. Through the chat reference service, the College's librarians can remotely serve the community and the College's students without having to be on campus. This service is a particularly valuable service for students taking online courses.

Through Google Analytics, the Library collects data on the number of Library webpage views. Between August 17, 2015 and May 23, 2016, the Library webpage was visited 238,310 times, 341 chat reference questions were answered, there were 1913 study room bookings, and 255 students signed up for at least one Library workshop using WCONLINE, an online scheduling software piloted in 2015-2016.

Periodical Collection
Over several years, the College's librarians have gradually reduced the print periodical collection in favor of the full-text, online format. Consistent with national academic library trends, the print periodical collection has diminished in size and demand as access to full-text electronic resources has increased rapidly. At the time of the College's 2010 self-study, the Library had 130 print periodical subscriptions; today it has only 70. The librarians conduct an annual review of the print periodical collection usage to make decisions about print subscriptions and renewals.

WorldShare (Library Catalog)
The Library has a discovery service through the WorldShare integrated library system (WMS). Students can locate books, DVDs, and articles from a single search platform by using the Library WMS meta-search platform (including the Library catalog) that uses its knowledge base to provide links to relevant materials in several of the Library databases. Although WMS is a significant upgrade from the past integrated library system, Discovery Services continues to have some limitations. As a result, librarians encourage students to search individual databases directly as those search results will return more relevant articles for student research assignments.

Reserve Collection
The Library maintains a reserve collection of over 950 textbooks and other course materials all searchable through WMS. The Library makes every effort to provide as many textbooks as possible, though emphasis remains on the most heavily used textbooks. For several years, the Library has partnered with the College's bookstore, which provides a $10,000 annual grant to purchase textbooks. Additionally, the Library encourages departments and individual instructors to place desk copies of textbooks in the reserve collection for student use. Accounting for 79 percent of overall circulation in 2015-2016, the Library's reserve collection is by far the most heavily utilized portion of the Library collection.

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Library Access for Online Students
All students, including those enrolled in online courses, have equal access to Library resources. Students who visit the Library virtually are supported through digital resources such as the research databases, instructional websites, demonstrational online videos, information literacy workshops, Ask a Librarian, and telephone/chat reference services. Both of the Library's credit courses, Library 100 and Library 2, are taught exclusively online. In addition, the Library has added online versions of some information competency workshops. Both of these examples highlight the Library's responsiveness to student needs by making instruction available 24/7. Standard II.B.3 discusses these courses and workshops in greater detail.

LRC Tutoring Center Services
The LRC Tutoring Center shares the Learning Resource Center (LRC) building with the Library, and is open 8:00 a.m. to 8:00 p.m. Monday through Thursday, 8:00 a.m. to 2:00 p.m. on Friday, and 10:00 a.m. to 3:00 p.m. on Saturdays during fall and spring, for a total of 54 hours. During the summer, the Tutoring Center is open 9:00 a.m. to 7:00 p.m. Monday through Thursday and 9:00 a.m. to 2:00 p.m. on Friday, for a total of 45 hours. Current staffing includes the director of learning assistance (who reports to the dean of OE & LR), 106 tutors, and three part-time and one full-time staff member. Faculty are also present in the Center for every hour that the LRC Tutoring Center is open. These faculty oversee the tutors, provide tutor training, and assist students. Currently, 16 part-time faculty support the Tutoring Center and its expanding services.

All tutoring services are free to students at the College. To use the tutoring services available, students enroll in Fundamentals of Tutoring (TU 300). TU 300 is a noncredit course that is free for all currently enrolled students and can be added at any time during the semester. The Tutoring Center provides students with help in English, ESL, humanities, foreign languages, science and math, as well as many other subjects. Students can schedule 30-minute appointments to work with a tutor in any of these areas. One-hour appointments are available for students enrolled in a foreign language class, DSPS students, veterans, or at the discretion of the tutor. Appointments can be made at the front counter of the Tutoring Center or online. Drop-in tutoring, for which no appointment is needed, is available for all areas of math and most sciences.

The LRC Tutoring Center has expanded support for DSPS students by ensuring that counselor-referred students can secure appointments that are an hour in length for any discipline. A DSPS counselor also spends eight hours a week in the center to assist both students and the tutors. In addition, LRC tutoring is offered in the Veterans Education and Transitions Services (VETS) Center Monday through Thursday from 12:00 p.m. to 3:00 p.m. These tutors are trained specifically to work with the veteran student population through the VET NET Ally Program.

Online Tutoring
Starting in fall 2014, tutoring options expanded to include online as well as onsite tutoring.

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Link-Systems International provides the online tutoring software WorldWideWhiteboard, which provides one-on-one tutoring online. Currently, online tutoring is available for students taking English and math courses at the College. In spring 2015, the Tutoring Center started providing online assistance to students in English courses through the Paper Center. Through this service, students can upload their essays and receive feedback from a tutor within 24 to 48 hours. On average, the Paper Center receives approximately 250 submissions per semester, and is expanding this service to support students who need assistance with their essays and writing related assignments in additional disciplines. The Tutoring Center also serves as a pilot college for the tutoring platform of the Online Education Initiative (OEI) and is collaborating with Irvine Valley College to select a more effective online tutoring platform for the District.

Embedded Tutors and Supplemental Instruction
The Tutoring Center also provides embedded tutors for a variety of courses including English, science, math, and ESL classes. In an effort to improve student success rates, embedded tutors promote collaborative learning among faculty, peer tutors, and students. Additionally, students in math classes can receive tutoring through the BSI Math Tutoring Center located in LRC 208. With support from the director of learning assistance, the full-time math professor Deanna Valdez coordinates the hiring, training, and evaluations of BSI math tutors.

In spring 2015, the College implemented the Refresh Program. This program—which is coordinated by LRC tutoring, matriculation, and the math and English departments— provides students who have matriculated into basic skills math courses (MATH 251, 351) and basic skills English and reading courses (ENG 340, 300 and 200) the opportunity to attend a multiday workshop. These workshops refresh students' skills, build their confidence, and expose them to test taking best practices. On the final day of the workshop, students who successfully meet the requirements of the workshop have the opportunity to re-matriculate. The success of this program is evidenced by fact that of those students who retested, 56 percent placed into a higher-level English course, 58 percent placed into a higher-level reading course, and 48 percent placed into a higher-level math course. Further analysis is needed to determine the long-term success rates of these students in their coursework.

Program Assisting Student Athlete Success
LRC Tutoring also works collaboratively with the athletic department to support athletes through the PASS program (Program Assisting Student-Athlete Success). The PASS program provides coaches with weekly updates regarding student athlete attendance and use of tutoring services, requires athletes to complete two grade checks throughout the semester, and supports the overall academic success of student athletes. There are six tutors reserved specifically for players on both an appointment and drop-in basis. In addition, athletic counselors provide drop-in counseling in the LRC Tutoring Center four days a week to help players reach or maintain their eligibility. Due to this program, in spring 2015 all nine athletic programs had team GPAs of 3.0 or higher for the first time in the school's history. During the 2015-2016 academic year, sixteen out of nineteen teams obtained team GPAs of 3.0 or above.

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AVID

The College also has a partnership with AVID for Higher Education which encourages and supports adoption of the Socratic tutoring process. All of the College's tutors are required to attend at least four professional development trainings, totaling approximately ten hours of professional development per semester. Six of the ten hours are dedicated to introducing and mastering Socratic tutoring. Socratic tutoring encourages the formation of interactive study groups to create responsible and independent students. In addition, Socratic tutoring encourages tutors to engage in what is referred to as 80/20 tutoring. During a Socratic tutoring session, the student is required to take an active role by asking questions, solving problems, and modeling behavior 80 percent of the time. Meanwhile, the tutor uses strategic questions to guide the student the remaining 20 percent of the time. This model ensures that students understand their vital role in the learning process and encourages them to take the lead. After implementing the Socratic tutoring process, Saddleback tutors have been featured in AVID training videos which will be shared across the county. Additionally, AVID has selected the Tutoring Center to receive their National Tutoring Center of the Year award, which will be presented at AVID's national conference in July 2016.

Directed Learning Activities (DLA)

In spring 2016, the LRC Tutoring Center, in coordination with the English Department, began developing Directed Learning Activities (DLA). A DLA is an exercise designed by faculty from a specific department. Students complete each DLA with the support of a tutor in the Tutoring Center. DLAs assist students in developing essential skills and strategies needed to succeed in their courses. For maximal benefit, DLAs should be integrated into the curriculum of the host course, so instructors can connect the information and skills from the DLA to class discussion, tests, quizzes, projects, and other in-class activities. Most DLAs take approximately an hour to complete and give students the opportunity for independent study with immediate feedback from tutors. In addition to the English Department, a summer work group was created that consists of faculty from English, Math, Library, Reading, and the Social and Behavioral Sciences Division. These faculty members will work with their departments over the summer and fall to develop over 60 DLAs that will support and remediate essential skills for students in developmental courses.

Computer Labs and Learning Technology

The LRC building has two open computer labs: the LRC Computer Lab (second floor) and the Library Computer Lab (third floor). Both labs are equipped with a total of 90 thin-client computers as well as copy machines and printers. Scanning capabilities are planned to be added to the printers during 2016-2017. All campus computer labs, and the software made available to students and faculty, are outlined in detail in Standard III.C.1.

The Student Technical Support Desk staff, located on the second and third floors of the LRC, answer computer-related questions and help students to reset passwords, use software and Blackboard; this support is available in person, by phone, chat and via email. The Student Technical Support Desks are conveniently located next to the computer laboratories on the second and third floors of the LRC.

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Academic Reading Center (second floor of the LRC): The Academic Reading Center offers ENG 332 and 333, which are open-entry/open-exit courses that students may register for and complete anytime throughout the semester. The Academic Reading Center is used in the co-requisite reading programs. Instructors, instructional assistants, and tutors work with students to improve their skills in reading comprehension and vocabulary acquisition, essay and textbook reading, and study skills. The Academic Reading Center has 112 computers available to students.

Faculty Center for Student Success (BGS 249): The Faculty Center for Student Success (FCSS) provides all professional development on campus for faculty. The FCSS provides faculty workshops and training that promote excellence in teaching to ensure the highest level of instruction for on-campus, blended, flipped, or completely online classes. The FCSS also offers Professional Development Week activities annually. The FCSS has 32 computers, and two sound booths that faculty can use to create and edit instructional videos.

Language Lab (second floor of the LRC): The Language Laboratory provides instructional resources and activities to support and enhance language learning for students studying Arabic, Chinese, ESL, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, and Spanish. Students enroll in a self-paced lab class that develops, expands, and reinforces multiple second-language skills. The Language Lab has 40 computers available for students.

Library Instruction Classroom (third floor of the LRC): The instruction classroom is equipped with 30 laptops, one instructor station, an overhead projector, and a scanner.

Writing Center (second floor of the LRC): The Writing Center offers two classes, ENG 301 and ENG 310. There, students receive additional support in learning about writing concepts and practice writing. The Writing Center has 55 computers.

In addition, the College has a number of dedicated computer labs associated with particular programs, for example Automotive Tech, Culinary Arts, Digital, Graphics, and Rapid Prototyping labs. A complete list of these labs is provided in Standard III.C.1.

Ongoing Instruction for Users of the Library and Other Learning Support Services
The Library offers numerous programs and services for students and faculty, including librarian-led information competency workshops. Instruction sessions are offered at the request of discipline faculty. In addition, librarians also teach two for-credit classes. (II.B.3)

Support Services for Faculty
A librarian staffs the reference desk during regular hours of operation and provides research assistance to faculty in-person, via email, chat, or telephone. Instructors can schedule an orientation for their students during class time with a librarian in the Library's computer classroom. Faculty can request an orientation in-person or via telephone or email. Also, instructors can place textbooks and other course materials on reserve. While most instructors provide their own copies of textbooks for the Reserve Collection, they can also request to place Library materials on reserve for their courses. The librarians make an effort to offer Library-related professional development opportunities for faculty every academic

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year. Librarians facilitate workshops that market Library services to faculty, such as new databases and other electronic resources.

ANALYSIS AND EVALUATION

The College supports student learning and achievement by providing tutoring, learning support services, and personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or means of delivery, including online education. Learning support services include, but are not limited to, Library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of the Library.

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

EVIDENCE OF MEETING THE STANDARD

At Saddleback College, the selection and maintenance of educational equipment and materials to support student learning and enhance the achievement of the College's mission relies on the expertise of librarians, faculty, and learning support services professionals. The College provides formal and informal processes for faculty and learning support services professionals, as well as others within the College community, to offer input regarding the selection of instructional equipment and materials.

The acquisition of materials for the Library is driven by the Library's *Collection Development Policy,* which is periodically updated, most recently in April 2015. Collection development, including the identification, purchasing, processing, and delivery of educational resources, is a primary function of the Library. Library faculty select and maintain traditional, electronic, and web-based learning and information resources. The Library faculty assess the effectiveness of the collection development processes through the biennial administration unit review (AUR).

Librarians actively solicit recommendations from faculty and learning support service professionals. Library faculty also consider the needs of students and community members when making purchasing decisions. Every semester the Library sends an email message to faculty requesting their subject expertise and recommendations for Library materials acquisitions. In addition, the Library regularly receives requests for new titles through email, telephone, and in person. Librarians also meet with individual faculty members to go over the information covered in their courses, and when gaps in resources are found, the librarians order materials. Moreover, each librarian serves as a liaison to one or more academic divisions and is responsible for maintaining the print and eBook collection in those subject areas. To select new materials and review existing collections, librarians use professional selection tools, such as *Library Journal*, *American Libraries*, and *Choice*, along with publishers' catalogs, online resources including GOBI (Global Online Bibliographic Information), and instructor bibliographies, as well as faculty recommendations.

The Library assesses student learning needs through an annual student survey delivered via the Library's webpage. The analysis of survey responses further assists the Library faculty in their acquisition of materials and equipment. Data analysis from database and catalog use offers additional insight into student use of the Library. Gift materials from faculty, staff, and the community are also welcome and added when appropriate to support the College's curriculum.

Librarians strive to keep the collection current and relevant by staying abreast of newly published titles of interest to the community and by making purchases as the budget allows. The librarians also participate actively on several College committees that inform collection development.

One full-time librarian is a member of the Curriculum Committee and helps provide those instructors creating new courses guidance about the integration of information competency. That

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librarian also reviews all new and revised courses and programs. If there are any gaps in the Library's collection, the librarian consults with the faculty member proposing the course and additional resources are purchased to support the course's student learning outcomes.

Another full-time librarian serves on the Online Education Committee to both ensure that the Library's online materials meet the needs of students and faculty engaged in online education courses and to improve access to those materials.

The librarians periodically review their collection areas and cull worn, outdated, or superseded materials. They refer to usage statistics from the Library's WorldShare integrated library system. Following the Library's *Collection Development Policy*, instructional faculty may be consulted in the identification and removal of outdated materials.

In addition, the Library reviews its electronic resources collection each spring. The librarians assess all of the databases to which the Library currently subscribes, the number of times each database was accessed throughout the year, and the cost-effectiveness of each database. Furthermore, the Library evaluates journal databases under consideration for purchase against the options already offered by the current collection.

The Tutoring Center and other learning support services areas select additional materials based on the expertise of faculty and staff responsible for the day-to-day operation of those services. Outcomes assessment data is also used to highlight areas of need.

Selection of equipment and software for the Library and learning support areas undergoes a similar process except when the cost is greater than the Library's budget allocation. In these instances, the request would be subject to the College's resource allocation process. If the cost for a particular item is considered too large for College funding, alternate funding is sought, such as through the Basic Aid funds Allocation Process described in I.B.7 and I.B.9 above. For example, in 2012 the Irvine Valley College and Saddleback College libraries used the Basic Aid Funds Allocation Process to request the acquisition of a new integrated library management system, WorldShare, which was purchased and implemented in 2014.

The College Technology Services department handles selection and maintenance of technology-related equipment across campus. As outlined in the *Saddleback College Technology Plan 2015-2020*, Technology Services follows College-defined standards for the scheduling of equipment replacement and maintenance. However, if the need arises, there is flexibility for the purchasing of equipment outside of these guidelines. The College Technology Committee reviews the standards, selection, and maintenance of technology-related equipment. The College uses a districtwide support portal and help desk ticket management system to request software and hardware support. The portal creates an efficient workflow for staff requesting support from College and District technology services.

The College relies on the staff expertise of Technology Services to provide the copying equipment and services used by students, faculty, and staff. Maintenance of this equipment is coordinated by the Technology Services department and arranged through an equipment lease or service contract.

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Each of the College's divisions is given a budget for the purchase of educational materials and equipment for its area. The College also has competitive equipment and technology processes that allow for the request of items that exceed a division's budget. Discipline experts make these requests through program or administrative unit review, and funds are allocated based on alignment with the College's mission and strategic planning goals, as discussed in I.A.3.

ANALYSIS AND EVALUATION

The College has established processes for the selection and maintenance of educational equipment and materials that support student learning and assist in the achievement of the mission. Through direct solicitation, surveys, committee participation, and regular assessments, the Library and the LRC Tutoring Center ensure that the expertise of faculty and learning support services professionals is central to the collection development processes. Annual division funding and the resource allocation request process ensure that educational materials needed in instructional areas, as determined by discipline experts, are distributed as needed to ensure student learning and success.

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

EVIDENCE OF MEETING THE STANDARD

The Library and all other learning support services on campus regularly evaluate and assess their services and programs to ensure they are meeting the needs of the College and its students. The results of these evaluations inform and improve planning and decision-making in areas related to use, access, and learning outcomes.

The Library participates in the College's administrative review process, which is tied to planning and resource allocation. This biennial process allows for the creation and tracking of operational objectives and action steps, as well as the assessment of program-level student learning and administrative unit outcomes. The Library is scheduled to complete its next comprehensive AUR in fall 2016.

The Library also gathers data through surveys, statistics, gate count, and database usage. Statistics collected at the circulation and reference desks are used to track and evaluate the demand for services provided by Library staff. These statistics inform decisions related to staffing, scheduling, and collection development. Statistical reports are also generated from the integrated library system and electronic databases. These reports are used to evaluate usage of Library materials.

The Library administers at least one survey annually to evaluate and help improve services. The latest student satisfaction survey was conducted in spring 2016. 82.93 percent of responding students reported they strongly agreed or agreed with the statement "I find the information, books or articles I need when I use the library." Furthermore, 85.60 percent of the responding students reported they strongly agreed or agreed with the statement "Using the Library contributes to my overall college success." The survey also shows that over 75 percent of the students access the Library remotely, a piece of information which demonstrates the need for online services for students in both online and face-to-face classes.

The librarians assess the Library instruction program and Library services in order to evaluate the Library's impact on student success. Based on this data, necessary changes are made to Library courses and services to improve their effectiveness.

Library Instruction

Credit Courses: The Library offers two online credit courses that teach information literacy and research skills. LIB 100 is a 1-unit course that is transferable to the CSU system and LIB 2 is a 3-unit honors course that is transferable to the CSU and UC systems. SLOs are assessed every semester for these courses to provide data necessary for course improvement and redesign. Both full-time and part-time librarians teach these courses.

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Library Workshops: In addition to for-credit courses, the Library provides point-of-need, drop-in, and online workshops throughout the semester to support faculty and course information competency requirements. These workshops provide instruction and interactive, hands-on practice for students. Faculty give credit for workshop completion based on attendance. The SLOs for the workshops are based on the Association of College & Research Libraries new *Framework for Information Literacy for Higher Education*. Due to student demand, the Library has added two additional online workshops: 1) Avoiding Plagiarism and 2) Finding Information. Adding more online workshops simultaneously increased online enrollment and decreased in-person attendance, demonstrating the need for more online offerings among students in both online and face-to-face courses. To address this need, the instruction librarian and the distance learning librarian are currently working to create more online workshops. The effectiveness of these online workshops is demonstrated by the fact that 90 percent of students who take the online workshops meet the SLO with a competency rate of 70 percent or higher—a competency rate equal to that of in-person workshops. In fall 2015 and spring 2016, 1262 students completed Library workshops either online or in person.

During spring 2016, the following information literacy workshops were offered:

- Avoiding Plagiarism (online)
- Books and eBooks
- EasyBib Citations
- Finding Articles (also available online)
- Finding Information (online pilot)
- Internet Searching
- Planning Your Research

Faculty Requested Instruction: The Library provides specialized instruction for students in classes that have tailored assignments or in which student needs align with research and Library materials. Each class that has an individualized instruction session receives a customized research guide highlighting the resources utilized and of value to the assignment. Librarians travel to classrooms across campus or secure the Library classroom, LRC 314, where students can utilize the Library's laptops for hands-on practice. During fall 2015 and spring 2016, the Library had 41 instruction requests from discipline faculty. Typically, students visit the Library for a 50-minute session accompanied by their instructor.

Library Consultations: The Library offers one-on-one appointments for students to receive in-depth research support based on the student's schedule and availability. During fall 2015, the Library began marketing this service on its homepage. Some faculty have incorporated these consultations into their classes by offering extra credit to those students who meet with a librarian for research assignments. Faculty who have actively promoted the consultation service to their students have given positive feedback related to the quality of work submitted after the consultation and the students' response to the service. During the 2015-2016 year, 104 students used the research consultation service. Starting in fall 2016, the Library will implement a short student survey after each consultation to assess the value of this service.

In spring 2016, the Library piloted a program to visit English classes for a 10-minute orientation which highlights basic Library services, resources, and information competency support. All

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faculty who requested the orientations stated that they found the information helpful and would request the orientation again. During the pilot, 17 English classes were visited reaching a total of 449 students.

LRC Tutoring

The College's tutoring programs also participate in a review process. In fall 2012 the Learning Assistance Program was renamed LRC Tutoring. The renaming took place when the building in which the Library and tutoring program is housed was renamed the Learning Resource Center (LRC). LRC Tutoring completed its most recent AUR in July 2016.

As part of the review process, LRC Tutoring uses online surveys which assess student satisfaction and the program's effectiveness. This survey is posted on the LRC Tutoring website, and students are encouraged to complete the survey after each tutoring session. The survey is reviewed on a regular basis by tutorial staff to determine program strengths as well as areas in need of attention.

LRC Tutoring also works with a research analyst from OPRA to determine the impact of its services on student success. According to the data provided by the analyst, those students who utilized tutoring services for six or more hours per semester during the 2014-2015 academic year had greater success, retention, and persistence rates than the general student population at the College. Significant increases in the success rates (from 71 percent to 80 percent) and persistence rates (from 79 percent to 93 percent), demonstrate the effectiveness of this program.

LRC Tutoring provides its services across disciplines for over 160,000 hours per academic year. In addition to onsite tutoring, students in online and face-to-face courses can receive online tutoring through WorldWideWhiteboard, a program that allows remote access in both synchronous and asynchronous formats. The College also provides an online Paper Center through which students can submit papers via Blackboard for review by a tutor within 48 hours.

LRC Tutoring serves approximately 3,200 students per semester. In fall 2015, 3,578 students enrolled in TU300 and completed a total of 64,810 positive attendance hours in the Tutoring Center. In spring 2016, 3,192 students enrolled in TU 300 and completed a total of 62,277 positive attendance hours. The Tutoring Center provides tutoring by appointment and, for high-demand subjects such as math and the sciences, on a drop-in basis. Recently, the Tutoring Center has developed embedded tutoring as a way of improving the success of at-risk students in English, math, ESL, and science courses. Each semester, embedded tutors reach approximately 2,100 students in more than 45 sections.

ANALYSIS AND EVALUATION

The College regularly evaluates Library and other learning support services to ensure that student needs are met. The Library and LRC Tutoring use outcomes assessment data, statistics, student surveys, and input from faculty and staff to help evaluate their services and to provide insight into areas that can be improved to better support learning and achievement. This data is systematically evaluated during the biennial administrative review process.

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

EVIDENCE OF MEETING THE STANDARD

The Library and LRC Tutoring maintain collaborative relationships with other institutions and contract with library service providers to enhance library services and learning support services. Contractual agreements provide resources and services that are adequate and accessible for students. The librarians, tutoring staff, and Technology Services (TS) collaborate to ensure the security and reliability of all contracted services. These services are regularly assessed, often annually, and improvements are made as needed.

Library

Faculty and staff at the libraries of Saddleback College and Irvine Valley College collaborate on an ongoing basis, primarily through email, telephone calls, and meetings. As an example, the District moved to a new integrated library system (ILS) during the summer of 2014. Both colleges were heavily involved in the selection and implementation of this new ILS, a process which took over a year to complete. During this time, the faculty and staff at both colleges met regularly to discuss and coordinate the migration to the new ILS.

The Saddleback College and the Irvine Valley College libraries continue to have an inter-college lending program to serve students at both colleges. Saddleback College utilizes the ILS WorldShare to manage patron and material records and as the backend of the online public access catalog. Library patrons have the option to search both colleges' collections individually or collectively, and they can request items from either campus through the online catalog. A daily courier between Saddleback College and Irvine Valley College ensures that requested materials are available for the patron to check out from their home library in one to two days. In addition, patrons can now use the online catalog to search the collections of libraries around the world and request items from those libraries through Interlibrary Loan. Through the Interlibrary Loan service, the Library works with other libraries around the country to find a copy of the requested item that can be sent to the Library for the patron to check out, often at no charge. Previously, Interlibrary Loan requests required the patron to visit the Library during regular business hours to fill out a paper form with assistance from a librarian. To better serve both face-to-face and online students, this service is now offered online 24 hours a day, 7 days a week. After the implementation of the online system, the number of Interlibrary Loan requests submitted has increased dramatically.

In addition, the Library maintains a formal borrowing agreement with FLS International, which is affiliated with the College Community Education program. Students enrolled at FLS International (a nearby language school) enjoy limited borrowing privileges at the Saddleback College Library by presenting their FLS International ID. In addition, through a formal agreement, Saddleback students enrolled in the College Honors Program enjoy borrowing privileges with the UC Irvine and UCLA libraries. All formal agreements are evaluated

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periodically.

Vendor Services

The College collaborates with many commercial vendors and organizations to provide a full range of quality library services. The following are a list of current vendor contracts:

- 100 Pianos Premier Solutions (Guide on the Side)
- 26 Design (WCONLINE)
- Better World Books
- Bibliotheca
- California Community Colleges Council of Chief Librarians Consortium
- Compendium Library Services (DeskTracker)
- EBSCO
- EZproxy
- Nub Games, Inc. (LibraryH3lp Chat Service)
- OCLC (WorldShare)
- SARS
- Unique Management Services, Inc. (UMS)
- Xerox
- Library of Congress (Classification Web)
- American Library Association (RDA Toolkit)
- Yankee Book Peddler

The librarians review vendor services regularly to ensure that they continue to meet the library's needs and provide reliable maintenance and service, product support, and security. The College documents vendor service agreements, and the contracts are negotiated and maintained by the District business services office.

LRC Tutoring

The College maintains contracts with several commercial vendors to provide a range of support services in the LRC Tutoring Center. The following is a list of current vendor contracts:

- 26 Design (WCONLINE)
- Link-Systems (NetTutor, WorldWideWhiteboard)
- Nub Games, Inc. (Library H3lp Chat Service)
- SARS

To more effectively serve online students as part of our involvement with the Online Education Initiative, the College is currently piloting online tutoring services with Link-Systems' NetTutor and WorldWide Whiteboard software.

Security, Maintenance and Reliability of Services

The Library purchased a Radio Frequency Identification (RFID) system that was installed in the renovated Library in 2012 to replace our 3M Tattle-Tape security system. The Library has RFID

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security gates at both entrances to help maintain the security of the collection. All Library materials are embedded with RFID tags. For online resources, the Library uses EZproxy as a secure login system to authenticate off-campus users. EZproxy ensures that usage conforms to agreements we have with our providers.

Technology Services ensures that the computer systems are secure from unauthorized access or use, and are safe from destruction, theft, and damage. 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 in Active Directory by circulation staff. With a username and password, guests can log in to the District network and use onsite computers and Library resources. This guest log-in does not permit off-campus access to Library resources.

The College's wireless network has been operational campuswide for over a decade, and during that time the College has tried to keep up with growing demand. In spring 2016, the College started another Wi-Fi upgrade project to improve the signal's strength and reliability across campus. The Technology Services department's network security measures protect the Library and learning support service computers against security breaches.

The College installed three security cameras on the outside perimeter of the Learning Resource Center building in 2013. The three Advidia A-54 IR cameras are located on the second and third-floor exterior stair wells, and on the second-floor emergency exit door.

The Library and LRC Tutoring computers and software are maintained by Technology Services. The College and the District use an online work request system to respond to computer technology equipment repair notifications using the District-wide Support Portal; critical repair items that impact daily operations of services are immediately assessed and routed to the appropriate TS staff or vendor. The College's *2015-2020 Technology Plan* addresses the maintenance and scheduled replacement of computer equipment.

WorldShare is cloud-based software. The District's Information Technology department works with OCLC, the vendor for WorldShare, to maintain the software and to ensure the security of the system.

The Library and LRC Tutoring public copiers and printers are currently maintained through a Xerox service agreement. The College moved to Xerox during spring 2016 as our previous vendor was no longer meeting the needs of the students. Under the Xerox contract, new features are available to our students, including Follow-You Printing, free scanning, and the ability to print from a mobile device.

ANALYSIS AND EVALUATION

The Library and the LRC Tutoring Center regularly collaborate, both formally and informally, with other institutions, organizations, and vendors. The College documents all formal agreements and contracts with outside organizations or vendors, evaluates outside library and learning support services for quality and suitability, and ensures that outside services meet the College's requirements for data security, reliability, and maintenance.

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II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support learning, and enhance accomplishment of the mission of the institution.

EVIDENCE OF MEETING THE STANDARD

The College evaluates and assesses the quality of student support services and demonstrates that these services, regardless of location or mode of delivery, support student learning and enhance the mission of the institution. The quality of student support services is primarily assessed through the Administrative Unit Review (AUR) process. One of the major functions of program review is to ensure that all units are aligned with mission and goals of the College. Student Learning Outcomes (SLOs) and Administrative Unit Outcomes (AUOs) are used to improve services and are an integral part of review process. AUOs and SLOs are addressed in II.C.2.

The College provides comparable student support services to online education students. Each area uses a variety of technologies to extend access to students, such as telephone, the College website, and online chat. Online student services were originally developed for distance education students, but they have become popular with all students. Students can apply, attend the new student orientation, begin the financial aid process, order books, contact a counselor, add or drop classes, request transcripts, student technical support, online tutoring, and use library databases all through the College website.

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.

Services include the following:

- Maintaining permanent academic records for current and former students
- Providing transcripts and enrollment information upon request
- Creating and maintaining class lists, grade lists, and grade reports
- Graduation activity support
- Graduation certification
- Statistical reporting, and
- Transcript evaluation

Career & Re–Entry Center

The primary focus of the Center is to offer career exploration, career counseling, advisement and support to individuals who are searching for a new major, and services to assist individuals with career and life development. The center maintains a page for a process for new students to learn and start learning about the world of work. The center currently employs two full-time 12 month employees and one career guidance technician and two part-time office assistants. Career Guidance Services are available to students and community members depending on

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staffing. 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. The Center has developed a website for instructional use and for individuals learning about career pathways.

Re-Entry Center has the open door policy to all the students and community members and has never deprived anyone from offering its services due to the specific definition of a 're-entry student'. The center's intention is to support all re-entry students and promote their success with educational, career, and personal goals. Services include needs assessments; advisement; resources; referrals to appropriate contacts; education and career direction; educational, and informational sessions (in English and Farsi); support groups; conferences (if possible); and scholarship information. The Re-entry Center holds an annual event during the month of April, which features community speakers, workshops, and non-profit resource fair.

The Career & Re-Entry Center offers assistance to students face-to face, via email, and by phone, regardless of location. The Center's homepage provides a starting point for many services and tools provided for the students. All services and research tools are provided free to students including CaCareerCafe.com, CaCareerZone.org, Vocational Biographies, Career Cruising.com, Kahn academy, Occupational Outlook Handbook, and O*Net.

Career Placement Services
The Career Placement Officer is housed in the Economic and Workforce Development & Business Science Division and is a full-time 11-month classified position. The position provides campus-wide job preparation services and supports to students in the areas of job search, resume writing, interviewing, and social media issues impacting the job search. Also, the position provides organizations opportunities to recruit and hire students through On-Campus Recruitment (OCR), career fairs, and job postings through Gaucho Jobs. The Career Placement Officer is the system administrator for Gaucho Jobs, the online student employment system averaging 20,000+ visits per year, 200-300 job posts per month, 3000+ employer contacts, and averages approximately 500 students searching for employment each month spending over 6 minutes per visit. The Career Placement Officer coordinates the annual career fair which is consistently one of the highest-rated career fair events in the region, bringing nearly 100 organizations and 1000+ job –seekers to campus.

Common Assessment Initiative
The College is currently a grant partner in year three of a five-year statewide grant for the Common Assessment Initiative (CAI), which will total approximately four million dollars over these five years. With a primary focus on professional development for the CAI, the Saddleback College team has successfully completed project outcomes, maintained and exceeded required timelines and implemented major steps in providing professional development to the 113 colleges in the state. Most of these outcomes have been achieved through a careful and inclusive collaboration with the Saddleback College team members (including faculty, staff, researchers and administrators) and our grants office. Furthermore,

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the Saddleback team has engaged with other grant partners from Butte College, CalPass Plus, and Educational Results Partnership to update, assess and evaluate outcomes for the Common Assessment grant during the past three years, remaining responsive to the project plan and needs of the state's colleges. Part of this engagement has entailed extensive participation in statewide workgroups, regional meetings and steering committees; the team has engaged with stakeholders both at the college and at the state level to ensure the success of this project. Participation as a grant partner has been transformative in nature for the college, which aims to implement multiple measures and a more accurate assessment process for students. The discussions and professional development related to piloting and partnering on the CAI aim to reduce unnecessary remediation, and improve retention, persistence and completion for students. Finally, the college's involvement in the Multiple Measures Assessment Project (MMAP) has involved a multidisciplinary team from Saddleback, including department chairs, matriculation and assessment staff, faculty and administrators. The MMAP directly ties in to both the CAI and the Basic Skills grant, targeting placement, assessment, and focusing on transforming our current processes. The MMAP and CAI engagement are examples of successful implementation by Saddleback College team members which emphasize our ability to collaborate, transform current practices, and engage in a statewide dialogue with colleagues to understand and integrate best practices.

As a pilot college, Saddleback has participated in several rounds of item testing and field testing for the technology platform. The feedback and information gathered from students during this phase inform the entire Common Assessment mechanism during statewide implementation. College team members are able to see student outcomes based on the new test, along with comparisons for placement with the former test and multiple measures. These studies of student outcomes, conversations and collaboration ultimately led to many changes in our support services for students, such as the introduction of the Refresh program, a revisiting of multiple measures in mathematics, and even a proposal for the Transformational Basic Skills Grant, where Saddleback was awarded 1.5 million dollars.
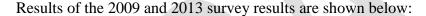
Counseling Services
Consistent with the mission of Saddleback College, Counseling Services supports student learning and success by regularly evaluating the quality of its student support services. Feedback about student services is collected through the annual college-wide survey and Counseling Division student surveys. In April 2009 and fall 2013, student surveys were administered in the Counseling Division. The surveys addressed students' satisfaction with Counseling Services and included questions about student satisfaction with completion of an educational plan, appointment length, information provided, and quality of counselor support appointment availability. The 2009 survey contained data from 138 students and the 2013 survey contained data from 100 students.

The results of the student surveys regarding the development of educational plans demonstrate the Counseling Services Division's success in supporting learning and enhancing the mission of the institution. Data from the 2013 survey states that 95% of the students who made

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appointments for academic counseling indicated that they developed a complete academic plan during their appointment using My Academic Plan (MAP), a computerized online academic planning tool created by Saddleback College and IVC counselors in 2007 to create comprehensive student educational plans. MAP is utilized by all counselors in all departments of student services, which interfaces with assist.org. Recent data concerning the development of academic plans by students further validates this point by showing exceptional increases in the number of MAPs being developed by students over the past three years and the number of comprehensive academic plans being approved by counselors. Recent data shows that 19,368 comprehensive academic plans were approved by counselors at Saddleback College since fall 2012 and there has been a 25% increase in approved comprehensive academic plans between the academic year 2013-14 and 2014-15. This data includes distance education and correspondence education students since MAP can be accessed and completed on the student's computer at any time and in any location.   A counselor can approve a MAP by simply checking the student's MAP on the computer whether working directly with the student in an appointment or over the phone.

The results from the 2009 and 2013 student surveys indicates the majority of students were consistently satisfied with their contact with a counselor. This further demonstrates Counseling Services' ability to support student learning since student success is the goal of all counseling appointments whether it be for academic, career or personal counseling. Results also indicate that satisfaction with counseling has been growing in recent years.

Results of the 2009 and 2013 survey results are shown below:

In addition to monitoring appointment satisfaction, the Counseling Services Division works consistently to improve the counseling experience for DE students. Online versions of counseling classes continue to be added, and updates and improvements to the online academic planning tool MAP occur on a regular basis.

Another innovative way the Counseling Services Division is meeting the needs of a growing student population is through group counseling. During the summer and fall 2015 terms, the Counseling Services Division participated in a formal research study to measure the effectiveness of using group counseling to assist students with the development of a comprehensive academic plan. REL West and MDRC research groups partnered together to undertake a research study with the Counseling Department at Saddleback College to determine

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if group counseling could be an effective method of assisting students in developing a comprehensive academic plan. A random sample of students was selected to attend MAP Workshops (academic planning groups using MAP) designed to provide counseling to groups of students (5 to 10 students) with the goal of assisting each student with the development of a comprehensive academic plan. These students were compared to a random sample of students who received individual counseling appointments with the same goal of developing a comprehensive academic plan. As a result of the Counseling Department's participation in this study, MAP Workshops are now an integral delivery method for counseling students at Saddleback College. MAP Workshops provide the Counseling Department with the flexibility to respond to student demand and meet student needs regarding the development of comprehensive academic plans. MAP workshops can be added to a counselor's schedule when student demand for counselor appointments becomes greater than counseling appointments available.

In addition, the Counseling Services Division regularly evaluates its student support services through an Administrative Unit Review every 3 years. The Administrative Unit Review speaks to Division strengths, opportunities, challenges and needs. The Counseling Services Division future objectives are developed and outlined in the Administrative Program Review document. Also, the completion of previous objectives is presented in each current Program Review. The Administrative Program Review is a comprehensive and thorough document that indicates support of student learning and clearly enhances the mission of the institution. [2.00 PR]

Disabled Students Programs and Services
Disabled Students Programs and Services regularly evaluate the quality of the department's services through variety of means, such as, survey's, evaluating usage data, reviewing AUOs, and completing an AUR.

The Department sends a student survey during the spring semester. Obtaining direct student feedback about DSPS provides immediate data following student appointments for DSPS Counseling, Learning Disabilities Assessment, Accommodated Testing Services and Alternate Media Production, as well as other provided services for deaf and hard of hearing students, students in need of adaptive furniture and for "on campus" transportation. Surveys distributed during the spring term are then reviewed and the results are posted in the Department's Administrative Unit Outcomes as well as used for the Administrative Unit Reviews. The surveys addressed students' satisfaction with DSPS Services and included questions about student satisfaction with appointment availability, information provided, satisfaction with new learnings, and the quality of counselor support. The 2009 survey contained data from 75 students and the 2015 survey contained data from 42 students.

Results from the 2015 student survey showed that students were extremely satisfied with their contact with a counselor, Learning Disabilities Specialist or a DSPS Specialist. In Statement 1, "I felt the counselor/LD Specialist/DSPS Specialist responded to my questions thoroughly," 86% of responding students strongly agreed or agreed. In 2009, 93% of the students indicated that their appointment provided them with new knowledge or skills related to academic, career or personal goals.

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The DSPS department also analyzes student's usage of service(s). By utilizing SARS which records all student contacts, we are able to determine the most significant services and programs utilized by our students. This information provides insight into the needs of our students and thus provides hints as to where the department should focus its goals, strategies and planning to provide greater access to services through advanced technology, equipment, and additional programs and services.

In 2009, DSPS Alternate Media evaluated the percentage of students who were referred to the Alternate Media Center by their DSPS Counselors and then successfully attended the initial appointment. During the spring semester, 134 students were referred to the Alternate Media Center. Of that number, 70% kept an appointment and submitted books/class material for production into an alternate media format. In 2015, 150 students met the Alternate Media Specialist and 175 books/materials were converted to Kurzweil or another media format.

This kind of evaluation occurs regularly in all areas of DSPS. In addition, the DSPS Department completes a program review every 2 years. The program review allows the DSPS Department to connect the services and programs and instruction to the overall mission of Saddleback College.

In terms of DE/CE students, once a student is verified as having a disability, an accommodations appointment is set with the student to conduct an interactive process to determine what accommodations and auxiliary services would be effective for optimal learning.   All accommodations are extended to students for in class, Distance Education and Continuing Education. If a student discovers that one their accommodations cannot be accessed, the student reports this to DSPS and to their Instructor. DSPS and the Instructor of Record will then work together to make sure that the accommodation is being provided. DSPS is aware of where their students are from as this is part of the application packet for DSPS services. In providing DSPS accommodations, orientation, counseling for the DE student, counseling appointments can be accessed through SKYPE appointments, phone conversations. For students who need access to Alternate Media Production, appointments can be set up using the same methods of discussion, and delivery of materials can be provided through email as well as through regular mail. Extended time on tests are delivered by DSPS providing the accommodations information to the Instructor, who can then adjust the time allotment for tests on Blackboard or other technological access points for the student.

EOPS/CARE & CalWORKs
Consistent with the mission of Saddleback College, EOPS/CARE & CalWORKs ensures its support of student learning and success by regularly evaluating the quality of its student support services. Feedback about student services is collected through the annual college-wide survey, reviewing AUOs, and completing an AUR. Also, EOPS/CARE & CalWORKs faculty and staff have bi-weekly meetings to discuss the progress of the student support services that the programs offer to students. In 2013 the EOPS/ CARE & CalWORKs Program conducted a student survey to evaluate the services offered through the programs. The survey addressed students' satisfaction with EOPS/CARE & CalWORKs services and included questions about student satisfaction with student support services provided by the programs, student support services

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utilized, information provided by the counselors, mode of information delivery, quality of counselor support and completion of student educational plan. The 2013 survey contained data from 60 students.

The results of the student surveys regarding the development of educational plans demonstrate the EOPS/CARE & CalWORKs program success in supporting learning and enhancing the mission of Saddleback College. Data from the 2013 survey states that 95% of the students agree or strongly agree that, *the EOPS Counselor developed an understandable educational plan that reflects my career or academic goals*. All Educational Plans completed by EOPS/CARE & CalWORKs counselors are approved by the student and the counselor, therefore, both the counselor and the student are required to sign the plan. Students agreed or strongly agreed that 93% of the EOPS counselor is knowledgeable about academic programs, general education and transfer requirements; 90% utilized priority registration and 81% utilized book vouchers or borrowed text books from the EOPS book loan program.

Financial Aid

The Financial Aid Office provides FAFSA guidance and support to Saddleback College students who are eligible for federal, state, private, or institutional financial assistance. There are many financial aid programs that can help students with fees, books, supplies, transportation, housing, and other related educational expenses. All students may be eligible for some form of assistance based on their financial need.

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
- 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, orientation processes, guiding international students through the transfer and graduation process, 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

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promote global awareness and cooperates with community organizations in international friendship programs.

Level Up Basic Skills and Student Outcomes Transformation Grant
Saddleback College was awarded a $1.5 million three-year Level Up Basic Skills and Student Outcomes Transformation Grant, to begin in fall 2016. The grant will focus on factors students say they need to succeed in college: directed, focused, nurtured, engaged, connected, and valued; the grant will supplement ongoing college success efforts, such as AVID. The grant addresses four objectives: adopt the Common Assessment Initiative and Multiple Measures Assessment indicators, and evaluate and place students in college-level courses; increase the placement of students directly in gateway English and mathematics courses, transferable to a UC or CSU, with remedial instruction as appropriate for underrepresented students; contextualize remedial instruction in foundational skills for the industry cluster, pathways, or both in which students seek to advance, and provide proactive student support that is integrated with instruction.

The College will also use the grant to advance existing College effective practices, use professional development to create awareness and practice of these strategies and perspectives, and create a campus culture that supports basic skills success across the College, both in the classroom and in student support areas. Also, the College will use existing District technology to create a new class schedule that will integrate student's matriculation results, high school transcripts, any completed coursework, academic plan and create an individualized class schedule. The grant will also create six positions, provide stipends for curriculum redesign and professional development, and expand tutoring.

Student Health Center
The Student Health Center offers quality, confidential medical health care and psychological therapy for all currently enrolled students, who have paid their health fee. The center staff is comprised of physicians, registered nurses, psychologists, and counseling interns. The student health fee includes treatment for acute, short-term illnesses, health education, referrals as needed, injuries, and general health screening, including women's health and mental health therapy. A minimal fee does apply to some procedures, tests, labs, and prescriptions.

Saddleback College has a Crisis Intervention Team (CIT) which includes staff from the Student Health Center and Counseling Services. This team is available when a Saddleback student or staff member has a psychological emergency. Also, the Student Health Center subscribes to Student Health 101 which is a monthly e-magazine that covers a variety of college health issues, such as stress, depression, sleep, nutrition, alcohol, sexual behaviors, colds, and flu.

Student Success and Support Programs (SSSP) - (Formally known as Matriculation Department)
SSSP evaluates its student support services through student surveys, reviewing AUOs, and completing an AUR. In spring 2012 a survey was conducted among a sample of students who had completed matriculation. The *Matriculation Satisfaction Survey* was completed by 287 Saddleback College students. All questions were graded on a scale of 1-5 with 5 being the highest score. As a result of this survey, efforts were made to improve the college's orientation and advisement and to improve language on the matriculation website to better explain the

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process for submitting alternative evidence to meet the prerequisites for English or math perquisite requirements.

Students are now required to show information mastery while completing the online orientation. This demonstrates consistent student learning while completing the orientation process. A student must get 80% of the orientation questions correct in order to clear this required step in the matriculation process.

The SSSP Department's Program Review along with the Student Success and Support Plan Credit and Non-Credit Plans (SSSP) is used to measure the department's progress and to monitor any SSSP/Matriculation unmet needs. Below reflects the Matriculation services provided to potential Saddleback College students during the 2014-2015 Academic Year. [2.00 Orientation Outcomes]

Orientation is mandatory for all students who are required to matriculate as a result of their educational goal. During the 2014-2015 academic year, 92% of first time students completed orientation.

Our college is able to meet all student orientation needs as this service is available 100% online. Only students who have selected an educational goal that does not require orientation are permitted to register for classes without having completed all SSSP core services. An effort is being made through our Sherpa Nudge technology to follow-up with students who apply, but do not complete the SSSP core services and do not enroll.

The SSSP Department supports the Counseling student learning outcomes (SLOs) by introducing new students to campus support programs including: Counseling Courses, categorical programs such as DSPS, EOPS, Cal Works, Veteran Services, Transfer Center, Health Center, free tutoring, (LRC), FERPA, Title IX. Evidence of this learning can be found by the successful completion of the online orientation module that includes an exit exam.

SSSP continually conducts evaluations of programs and activities coordinated. Turning Technologies, an electronic polling system, purchased through SSSP is used regularly to conduct pre and post surveys from student participants attending in-person orientations, and a variety of SSSP/Matriculation workshops held throughout the year.

Transfer Center
The Transfer Center regularly evaluates the quality of our support services provided to students through student surveys, reviewing AUOs, completing an AUR, and evaluating data. Further, the support services provided by the Transfer Center support learning and enhance the accomplishment of the mission of the institution, in particular, the mission of student transfer to 4-year institutions. Students are able to access the Transfer Center through our website, schedule individual appointments in the center, call the office and be placed on a call-back list during walk-in periods, or e-mail the Transfer Center with questions via a designated general email address. Namely, the Saddleback College Transfer Center Office (SCTCO) e-mail address is accessible through our website. The Counselor/Coordinator and the eight part-time counselors also deliver services through presentations in academic classes, workshops for students, open

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application labs, personal statement essay reviews, and quad visits. Our class visits and workshops are regularly evaluated through a paper survey that is downloaded to Class Climate. In addition, as part of the Administrative Review Process, a student satisfaction survey was conducted in 2014. To provide access to the survey for distance education students and those who already transferred, the survey was sent to students who made an appointment via their Saddleback College email. Students who visited the office were given a paper survey. Eighty-three (83) students participated in the survey either by an electronic survey via e-mail or paper.

The results are below:

Appointment processes: The results demonstrated that most (56.35%) students make appointments over the phone followed by in-person (36.3%). A few students who completed the survey have never made an appointment with a Transfer Center Counselor (7.5%). These students may have completed a survey while they were in the office during walk-in transfer express times. Students found the appointment making process to be very easy (55.8%) or easy (18.2%). However, some students found the process to be difficult (14.3%) or very difficult (6.5%).

Counseling: Nearly sixty-eight percent of students were "very satisfied" with their counselor's thoroughness (67.9%). Most students were satisfied with their counselor's explanation of specific transfer steps (70.5%). Students rated satisfaction with MAP at 69.3% for "very satisfied" and they rated application help at 76.1% for "very satisfied." Finally, 72.8% of students were "very satisfied" with the length of the appointment.

Student usage of the Transfer Center: Counseling related to college choices was the highest rated reason for visiting the Transfer Center (71.1%) followed by help with counseling assistance for class scheduling (66.3%). Nearly 35 % of students surveyed used the Transfer Center for transfer workshops followed by university representative visits (14.5%), college fairs (10.8%) and careers in teaching (6%).

The Transfer Center determines AUO's each year to guide priorities and provide focus for the academic year. The Transfer Team (Faculty & Staff) meets weekly on Mondays to review progress and plan for upcoming student transfer needs. In addition, counseling faculty meet once per month for a Counselor Forum to review and learn from case studies, policy review and four-year institution research.

Veterans Education & Transition Services Program (VETS)
The VETS Program is not mandated or required through Title V or state or federal regulation. It functions and is supported at the will of the college. The Mission of the VETS Program is to provide United States Military Veterans, active military, and their families' access to educational opportunities and the necessary support services to reach academic success and transition back into civilian and college life. In achieving our mission, we will stand as a leader among post-secondary institutions in serving those who have served us.

The VETS Program regularly evaluates the quality of our support services provided to students

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by documentation in official AUR format is not completed yet is planned for summer 2016. The program works with District IT staff to assess completion rates, retention rates, participations rates, and demographic information of our student Veterans, active duty personnel, and military dependents. We also review the efficiency and efficacy of the services offered through the VETS Program. In the summer 2016, we plan to perform a deeper review of our student Veterans and the impact that the use of services has on them as well as an overall satisfaction survey. Once completed, this assessment will inform the future direction of the VETS Program. In the spring 2016, a review of the physical Veterans resource center of VETS Center was completed. Students showed extreme dissatisfaction with the size and layout of the current location, SSC 207. A report has been developed as a result and will be delivered to the college administration to seek a new larger and accessible location to serve our student Veterans.

The VETS Program often works with students off site in a DE/CE format. That is done through a combination of phone and online services for those active duty personnel, Veterans or family members off site and often either deployed or on a military installation outside of the area. For example, when a student contacts the program with limitations based on geography or the inability to be given leave by a commanding officer to come to campus, we schedule the appointment and have the counselor call the student while engaging them online to review records and documents simultaneously; in addition, we offer counseling on base at Camp Pendleton Marine Corps Base. Many of our Veteran students come from the northern part Camp Pendleton and yet still struggle to get to campus for due to active duty commitments.

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 Affairs and Services regularly evaluates the quality of our support services provided to students through reviewing AUOs, completing an AUR.

ANALYSIS AND EVALUATION
The College meets the Standard.

The College has made an effort to provide comparable support services regardless of the means and location of instruction. The College regularly evaluates student services by participation in a program review, and points of service surveys. By utilizing these evaluations, student support services can ensure that services are meeting the needs of the students and supporting the mission of the College. In addition, this process ensures that the College is providing high-quality services that support student learning, and is used to identify additional needs and services.

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College is committed to providing high-quality student support services to promote student success and the mission of the College, regardless of location or means of delivery. The Student Services programs define and assesses AUOs for its diverse student population, provides appropriate support programs and services to achieve the outcomes, and uses the results to make changes and improvements.

The College currently does not have any programs that are offered solely in a DE format. We are an open institution, and we do not restrict access; however, we do provide resources to help students to be successful if they choose to take online courses. SC assess and utilize outcomes assessment data for all our support services, whether provided face-to-face or online. All of the Student Services programs are required to participate in the AUR process, which occurs biennially.

Counseling Services

Counseling Services identifies and assesses learning support outcomes and provides appropriate student services by regularly participating in the Administrative Unit Outcomes (AUO) process and assessing Student Learning Outcomes (SLO) related to counseling courses taught through the Counseling Department. Counselors work with students to create a plan that mirrors students' goals whether it is a certificate, associate degree, or to transfer to a 4-year college or university. All necessary courses in the plan can be arranged by semester so that students can a have a visual outline of their remaining courses for completion. My Academic Plan is accessible to students in any location at any time through the students' MySite portal.

The Counseling Division tracks the number of academic plans that are made on MAP as well as how many plans have been approved by a counselor. MAP has proven to be a useful and innovative tool for counselors as well as students to promote student learning. Students' satisfaction with their ability to develop a comprehensive academic plan using MAP is verified by the results of the previously mentioned 2009 and 2013 Counseling Division student surveys.

Another way that Saddleback College assesses student outcomes is through Student Learning Outcomes related to counseling courses taught through the Counseling Services Division. Counseling courses are taught in various subjects including: career exploration, academic planning, human relationships, and study skills. Each class has a specific list of Student Learning Outcomes that students are expected to achieve by the end of the course. SLOs are measured though class assignments and exams. Comparable counseling courses, whether taken in person or online, result in the same Student Learning Outcomes. Therefore, DE students can expect to receive the same information as in-person students and will accomplish the same learning outcomes. All course-level SLOs are linked to PSLOs and ISLOs in order for students

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to accomplish the competencies necessary to earn a certificate, degree, and/or transfer. In the most recent measurement of SLOs in Counseling Services courses (2015), 100% of counseling courses met their SLO goals. The chart below describes how specific counseling SLOs were measured. In the most recent measurement of SLOs in Counseling Services courses (2015), 100% of counseling courses met their SLO goals. The chart below describes how specific counseling SLOs were measured. [2.00 SLOs]

Disabled Students Programs and Services
DSPS assesses its practices in terms of its adequacy to meet the needs of students in a timely manner through DSPS Administrative Unit Outcomes (AUOs). In 2013-2014, the AUO was assessed through institutional data collection (SARS), the time between a student's first contact with DSPS (submission of the DSPS Application for Services) and the time they received their initial appointment. It was found that only 61% of the students applying for services were able to receive their appointment within two weeks of their first contact. The results indicated that there were not an adequate number of appointments available, which may be partly due to budget reductions since 2008. In addition, the DSPS student count has significantly increased since 2008 (1800 students in 2008 and 2500 hundred students in 2014). In response to this increase, we have added additional counselors to meet the increased need.

Another way that DSPS assesses student outcomes is through Student Learning Outcomes related to Special Services courses taught through the DSPS department as well as the Adaptive PE courses (KNEA) taught through DSPS. Special Services courses are taught on various subjects including: Alternative Learning Strategies, Personal Awareness and Success Strategies, Memory and Attention Skills, Success Strategies for Basic Mathematics, Basic Computational Skills, Phonetic Structure for Reading and Spelling, and Adaptive Computer Lab. KNEA courses teach adaptive Strength Training, Water exercise and swimming, Cardiovascular Conditioning, Adapted Sports, Survey and Assessment of Fitness among others. Each class has a specific list of Student Learning Outcomes that students are expected to achieve by the end of the course. SLOs are measured through class participation, assignments and exams.

Early Alert
A new early alert or Progress Report was launched in summer 2016 to all faculty. Progress Report was piloted in the spring by 25 faculty, and over 400 Progress Report nudges were sent to students. This new early alert system is an opportunity for faculty to continue to communicate with their students, particularly expressing any concerns that they have regarding their student's class performance. Now as the faculty communicates to a student that he/she may be missing assignments, have poor performance on a test, or absences, Saddleback College counselors will have access to these Progress Reports as they meet with students in individual counseling appointments. Progress Report allows for a holistic and intrusive advising approach to counseling. Counselors will be proactive by using Progress Report analytics to reach out to students who are in need and direct them to campus services for support.

Progress Report nudges include recommendations to the Learning Resource Center, our campus' free tutoring center, instructor office hours and, of course, counseling. While Progress Report is

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voluntary for our faculty to use, this function can easily be accessed off any class roster found in MySite. While professional development workshops will be held on how to use Progress Report, this intuitive tool is at all faculty fingertips now. Approximately 1,800 students end a semester on Academic or Progress Probation. Beginning fall 2016 students on academic probation are in serious jeopardy of losing their financial aid. The hope for Progress Report is to be preventative and help all students succeed. Finally, Progress Report was not designed to be about only bad performance; positive Progress Report nudges have been designed as well, which again will allow for a counselor to reinforce good classroom performance. This early alert system is a district-wide project funded through SSSP funds (Student Success and Support Programs). Both instructional and counseling faculty, staff, research and district IT worked together on this collaborative effort to provide something extremely needed and beneficial to student support.

EOPS/CARE & CalWORKs

EOPS/CARE & CalWORKs identifies and assesses Administrative Unit Outcomes (AUOs) every 3 years. The EOPS faculty and staff members have biweekly staff meetings to discuss and evaluate Administrative Unit Outcomes. During the meetings staff reports the outcomes of their activities in relation to AUO's. For example, all EOPS active students are required to attend 3 counseling meetings per semester; during their meeting the counselor assures that every student who attends develops an educational plan. 100% of EOPS students have a comprehensive student educational plan.

In addition, students are contacted via email and phone calls with reminders about their priority registration, counseling contacts, book vouchers, book loan program and other student support services such as holiday events, grants, and scholarships available to students. The AUO's are assessed in several ways; our EOPS Program specialist keeps a database where he can run daily reports on the student support services provided and which students utilize each student support service. The EOPS/CARE programs have a tracking system where all student contact is documented and all services are tracked. All AUO's are assessed at the end of each calendar year in order to plan for the following year. In addition, the EOPS/CARE programs have mandated reports. The reporting forms required by the Chancellor's Office during the fiscal year are 1) Proposed Budget 2) Final Expenditure Report and 3) Program Plan Report. These reports consist of Allocation of Budgets, Management Information System and Administrative Service Outcomes.

SSSP

SSSP assesses student needs and provides for them by including in the orientation required topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation. Included in the orientation are all required topics, and additional topics, such as, programs and majors, the SSSP process, Student Services, academic planning, Campus Life, and student conduct and safety.

SSSP assesses student needs for services regardless of location. The department responds daily to email messages from students and the community regarding SSSP related questions and

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concerns. All student services related departments, as well as instructional support divisions and departments contact the SSSP Department regarding matters of assessment, at which time the SSSP Coordinator and/or staff address on a case by case basis. All SSSP information is available to students and the community via the SSSP website. In spring 2016, the college is participating in a CESSE survey. [2.00 add survey results]

SSSP provides online orientation and online advisement for students unable to participate in in-person SSSP Services. Assessment services are provided to students out of the area (exceeds 150-mile radius of campus) and out of state with off-site proctoring services nationwide through a membership with NCTA. Online probation workshops are available to student using COMEVO, the same provider of the online orientation.

SSSP ascertains the effectiveness of student support services through department surveys and event evaluations. Evaluations are collected from Freshman Advantage Fridays, Refresh, WOW, Probation Workshops and during Administrative Review, typically using Class Climate and now Turning Technologies. SSSP staff use data to help update and improve service and program delivery. The SSSP Researcher assists the staff with data analysis regularly.

Transfer Center
It is the mission of the Saddleback College Transfer Center to ensure a transfer culture by providing resources and counseling services to empower students so they can achieve their desired transfer goal and career objective. In order to meet the outcome of transfer to a four-year institution, students must meet specific momentum points depending on their transfer goal. The general points are: deciding on a major and career goal, math and English completion, completion of a specific number of units, completion or partial completion of a general education pattern, lower division major preparation and maintenance of a competitive grade point average. As these momentum points are achieved, students work with counselors in the transfer center to prepare for specific transfer campuses, to apply and to follow the steps for transferring which, in many cases, take approximately one year from application to their first semester at the transfer campus.

The Transfer Center assesses the following to determine whether our students are achieving the anticipated outcomes and to continuously improve our services:

- Assessment of approved MAP's completed by counselors in the Transfer Center;
- Assessment of number of CSU and UC applications and admissions each year;
- Private and out-of-state college admissions;
- Tracking of Honors Program and Teacher Preparation Pipeline students;
- Assessment of student use of the Transfer Admission Planner (TAP) which is a service/online planner administered by the University of California;
- Assessment and follow up of students through the UC Data Sharing Program.

Veterans Education & Transition Services Program
Plans are in place to evaluate the efficacy of VETS Program services; no assessment has been

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formally done to date. Internally many assessments are used such as student wait time for counseling, counselor efficiency, VETS Center utilization, accuracy of MAP majors to VA Once submissions, event participations rates, overall Veteran participation rates at the college, and so on. The program is currently up for its Administrative Unit Review (AUR) and will incorporate specific metrics into the planning process and AUR.

Distance Education

The College is currently piloting online tutoring services, Paper Center, and live tutoring, in response to student need. LRC Tutoring is offering WOW workshops for students taking DE courses and has added some embedded tutors for DE courses. In addition, the Library is offering online library workshops and will add additional online workshops in 2017.

Counselors are assigned to provide online/phone counseling to help meet the growing needs of DE students. DSPS has online procedures to accommodate students who have disabilities, providing a process to ensure reasonable academic accommodations for students enrolled in online courses.

AURs and Program Reviews further flag additional student needs and enable a link to resource allocations, so that other needs are addressed. In addition, Student surveys and committees including the DTC, College Technology Committee, DOEC and Online Education Committee offer opportunities for the college to assure the quality of its student support, identify needs for support services and ensure that those needs are met.

ANALYSIS AND EVALUATION

Saddleback College meets this Standard.

The College provides a broad range of student services and programs in support of student success. SC utilizes several methods for identifying and assessing learning support outcomes for its student population and then uses that data to provide appropriate student support services programs to achieve those outcomes. Information on all student programs and services is available to students and the public through the college catalog, which is available in print and online, as well as hyperlinks on the Student Services website. Students are also informed of college services through student orientation, campus events and Personal Development course curriculum. The College was an early adopter of student services SLOs, and all student support services have completed multiple student learning outcomes assessment cycles.

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

EVIDENCE OF MEETING THE STANDARD

The College provides appropriate, comprehensive and reliable student services that promote equal opportunity and access to all students, regardless of location or means of delivery. The College actively evaluates both student needs and student support services to ensure the quality of the programs and their effectiveness in enhancing student success. To ensure quality of student support services regardless of location or means of delivery, all student support services participate in the College planning, evaluation and review process.

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, and certificates. The office collects, processes, and maintains student grades, completion records of certificates and degrees. The staff processes residency redeterminations, processes transcript requests, and enforces academic regulations such as course repetition, academic renewal, and enrollment priority. Most transactions can be completed online, the program serves traditional and online education students.

Counseling Services

Comprehensive and reliable counseling services including academic counseling, personal counseling, and career counseling can be obtained in person, on the telephone, and on the internet. Counseling services is open for day and evening appointments every day of the week, excluding weekends and holidays.

The Counseling Division utilizes MAP, an online academic planning tool. The educational plans can be accessed by students online at any time of day. Students' plans are automatically updated as they progress through their classes. MAPs are utilized during in-person, telephone, and online appointments.

Saddleback College has many high school students who attend the college through dual enrollment. Additionally, in 2012, Saddleback College began offering counseling courses (then titled Applied Psychology) at local high school campuses. Today, the Counseling 100 courses are offered at 12 local high schools and serve a population of 400 plus high school students. Students who participate in the high school courses are more prepared for college and have higher persistence rates.

Disabled Students Programs and Services

Disabled Students Programs and Services at Saddleback College assures students with disabilities have equitable access to all support services and educational/academic classes and programs in the following ways: Educational accommodations for academic limitations due to verified disability; academic, personal, and career counseling; priority registration; accommodated testing; mobility orientations and campus-accessibility maps; note-taking assistance, reader and transcription services; alternative media production; adapted computer

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labs; sign-language and real time captioning; liaison with faculty and community agencies. Students are accommodated in both face-to-face and online classes, and appointments are available in person or by phone/Skype. In addition, DSPS offers specialized courses in strategies training, basic academic skills, lip-reading and hearing conservation, and adapted Kinesiology (adapted PE). The DSPS LD Center also offers free learning disability assessments to students who have never been diagnosed with a disability, but are struggling academically and want to determine if a learning disability is contributing to their difficulties.

Due to the increase in the disabled student population, DSPS services were required to increase the department by hiring additional faculty and staff. This growth created space constraints that made it extremely difficult to meet the service needs of the students. The college increased the facilities space available to the DSPS program, however, the additional space was added in multiple locations though out the campus. Multiple locations has created a barrier to access of services in a timely and effective manner. The college is aware of this issue; the long range plan is to move the entire DSPS department into the Gateway building after its completion.

Saddleback College will always need to provide "on-campus" transportation for students with mobility issues. The size and topography of the campus requires this service to be provided. Currently, DSPS provides campus transportation by way of two golf carts (one cart is wheelchair accessible. Currently, DSPS provides transportation between building locations, the parking lot, and the ACCESS bus stops, as well other areas on the campus.

EOPS/CARE & CalWORKs
The EOPS/ CARE & CalWORKs is committed to providing comprehensive student support services for EOPS/CARE & CalWORKs eligible students; Career, Personal and Academic Counseling, Priority Registration, Assistance with Registration, Book Vouchers, Assistance with Scholarships application, Application fee waiver to 4 year Colleges/Universities, Textbook Loan Program, Cap & Gown, Cultural and Social Events and Extended tutoring services and grants. The EOPS/CARE program can provide EOPS/CARE student support services to those students who qualify and are accepted into the EOPS/CARE program. Students can reach us in person, on the telephone, and on the Internet. EOPS/CARE & CalWORKs office is open for daily, excluding weekends and holidays. All forms are readily available via our EOPS/CARE & CalWORKs Saddleback College website.

Counseling is the primary student support service offered to EOPS/CARE & CalWORKs students. Each program has its own eligibility requirements based on Title V regulations. In order to be eligible for the EOPS/CARE program a student must have and educational and social economic disadvantage and have complete less than 70 degree applicable units. In order to be eligible for the CalWORKs program, students must be CalWORKs or TANF recipients and have a Welfare-to-Work contract with the office of social services. EOPS/CARE & CalWORKs student face many barriers as students and utilize the three components of counseling; Personal, Career and Academic. EOPS/CARE & CalWORKs Counselors develop comprehensive academic plans for students through the districts MAP "My Academic Plan" software. The students MAP is reviewed/ updated on a semester basis.

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All follow-up services are communicated in person, email or phone. Students also have access to utilize their priority registration online and applying for associate degree, vocational certificates or occupational awards online through their student portal "Mysite."

Financial Aid
The financial aid staff are responsible for the initiation, supervision, disbursement, and monitoring of funds provided by federal, state, and local government agencies in the form of grants, employment, loans, and scholarships. Financial aid programs assist eligible students from all income levels, and specifically those students from low- and middle-income families. The application to apply for financial aid is online, as well as related forms, this provides access to all students. In addition, financial aid support is provided via email, face-to-face, and telephone.

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, orientation processes, guiding international students through the transfer and graduation process, 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. Their website provides links to the international student application and information about activities and events. Students may interact with the International Student Center using Facebook, Twitter, and YouTube.

Student Equity Plan (SEP)
The College provides appropriate, comprehensive, and reliable service to students. The College's culture of support strives to ensure that equitable access to all support services exists for all segments of the student population. Saddleback College uses a multi-faceted approach to ensuring equitable access to all of its students. The college utilizes the SEP to support and move each student toward academic and personal achievement. By focusing on categorical programs, student equity, basic skills and student success and support program, students are ensured of many opportunities to achieve this success. Saddleback's SEP aligns with Objective 2.1 of our college strategic plan that calls for "closing the achievement gap." Our SEP focuses on increasing access, course completion, English as a second language (ESL) and basic skills completion, degrees and certificates, and transfers for all students as measured by success indicators linked to the California Community Colleges Student Success Scorecard and other measures developed in consultation with local colleges. [2.00 SEP]

Student Success and Support Programs (SSSP)
The SSSP Department ensures equitable access is evaluated by meeting regularly with the English, Reading, ESL and Math department chairs to conduct regular validations. English, Reading, ESL and Math Departments are preparing for implementation and validation of the new Common Assessment and statewide multiple measures.

The SSSP Department ensures that matriculation testing is available to students with remote access to Saddleback College through utilization of NCTA (National College Testing

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Association) to provide proctored assessment services to students out of state and who are outside of a 150-mile radius from our college. All other SSSP Services, including orientation and advisement, are available online.

SSSP Department can monitor, track and study the use of online orientation and online advisement. A student survey satisfaction form is collected from students using NTCT, as of March 2016.

SSSP department can monitor, track and study the use of online orientation and online advisement. A student survey satisfaction form is collected from students using NTCT, as of March 2016. In addition, the SSSP Coordinator is a member of the High School Partnership Council and receives regular feedback from area high school officials regarding the Saddleback College off campus assessment service provided at area high schools.

Reliable SSSP services are provided online (orientation, advisement and probation). Out of the area and out of state students are given the option to be proctored at a NCTA site throughout the United State and soon Saddleback College will offer the California Common Assessment, which means any student within California can assess at any community college campus and their placement results will be available to Saddleback College through CCAssess.

In respect to offering additional off-campus assessment testing at our local, feeder high schools. We discovered there is a need to test more than once at many of our area high schools. Due to the overall number of high school seniors requiring assessment and our current practice of capping our test sessions to 50 students, we are going back to some of the larger high schools for a second time. We also discovered a need to return to high schools for additional testing sessions in order to meet the needs of students who required a test session in the evening due to extracurricular activities. This year we are also testing at local private schools; the High School Partnership Program has improved relationships with neighboring parochial schools. We begin testing at private high schools as early as October 2015.

While it is easy to target high schools for off-site assessment, a greater effort is being made to bring the Saddleback College assessment test to the broader community. A small working group, made up of our SSSP staff and discipline experts in English, Reading, ESL and Math, are preparing a list of community sites, such as libraries, Boys and Girls Clubs, and Military Stations where our college can host regular assessment testing sessions.

As a pilot test college for the Common Assessment Initiative (CAI), we look forward to bringing the Common Assessment to the community. We believe the CAI platform will be adaptive, mobile, and much better suited for this off-campus testing than our current exams, CTEP, MDTP, and CELSA.

Transfer Center
The Transfer Center provides equitable access to students through appointments, walk-ins, transfer related workshops, computer application labs, transfer fairs, class visits, counselor call-backs and counselor e-mail follow up through SCTCO. Students who meet with a counselor complete an academic plan (MAP). Counselors user their notes and documentation from

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appointments to facilitate continuity of services since in many instances, the student will see more than one counselor in their community college career. The notes can then be viewed by counselors who meet with the student after their Transfer Center appointment and by evaluators at the time of student graduation/transfer. The Transfer Center has extended hours from Monday through Thursday to accommodate students who are unable to access our services during the day. We invite representatives from four-year colleges to visit our campus in person or virtually to meet with potential transfer students therefore providing access to students who may not have the means to drive to prospective transfer campuses. We offer tours to each of the three local transfer options including UC, CSU and private institutions. In addition, counselors are available in the Transfer Center with language proficiency in Spanish and Farsi. With the new SEP funded CLASE Mentor Program, the Transfer Center also provides a bilingual/Spanish transfer information program for new students and their parents in an effort to provide equitable access to a population who is disproportionately impacted at our campus in the area of transfer.

VETS
The offering of this service on base and via phone/online is advertised on our program page and stressed to students in the VA Office. We also promote this at the School of Infantry Joint Education Center. As academic planning is reviewed and approved by the VA, we have assurances that DE/CE counseling has been accurate and well delivered. In addition, VETS area recently created a new outreach position.

ANALYSIS AND EVALUATION
Saddleback College meets the standard.

The College provides equitable, appropriate, comprehensive, and reliable information and services to students using multiple methods to assure equitable access for all students. The quality, reliability, and accessibility of all Saddleback College student services are reviewed through comprehensive program review, annual updates, as well as annual student learning outcomes assessment. When additional needs are identified, new methods are identified, developed, and made available to students.

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College offers a wide variety of co-curricular and athletic programs that align with the mission and provide expanded social, cultural, and educational activities for students. All academic, and student service programs including ASG, athletics, and Fine Arts programs are reviewed through the College PR/AUR process in the same manner to ensure they meet College standards.

Student Development

At Saddleback College the Office of Student Development's primary goal is to support student leadership and personal growth through: Campus Life activities, Leadership Lab, Associated Student Government (ASG), and Student Clubs. The ASG participates in a student-driven leadership program that is an integral part of campus life and the shared governance. ASG, in partnership with the staff of Student Development, is responsible for administrating the annual ASG student elections and the South Orange County Community College District (SOCCCD) Student Trustee Election.

All co-curricular activities adhere to state regulations as well as district policies and procedures. These include California Education Code and California Community College regulations governing eligibility to hold a student government office as well as board policies related to ASG organization, election of officers and student trustee, free speech, use of facilities, and student appointment to college committees.

ASG strives to meet the diverse needs of the student population by supporting student clubs & organizations on campus through the Inter-Club Council. In spring 2016, there were 40 recognized clubs covering a wide range of student interests, such as, Anime, Astronomy & Physics, Buddhists for Peace, Muslim Student Association, Pride Alliance, and Psi Beta Clubs. Students interested in forming a club must complete a "Club Activation Form" which includes acknowledgement the club will create and abide by a Constitution and set of Bylaws. All clubs must go through a short orientation as well as additional training in order to host off campus events, fundraise, and expend funds. All club applications are reviewed and approved by Student Development and ASG. These policies are designed to ensure the integrity of all co-curricular activities.

ASG sponsors events and programs that speak to students' interests and needs. Examples include the International and Diversity Student Council (IDSC) Taste of Saddleback, Red Cross Blood Drives, veteran student events and a water fountain renovation campaign. Through the Campus Life activities arm of Student Development, there are many activities and events also available to the students that foster campus engagement such as the Game Lounge, weekly ping pong tournaments, free Moonlight Movie Nights, and monthly food trucks, to name a few. The Leadership Lab, also overseen by the Student Development Office, offers a variety of workshops and live events, such as TED Talk Tuesdays, created with the

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goal of building, within our students, a robust sense of leadership, and professional and personal development. Workshops provided by the Leadership Lab include Stress and Anxiety Relief, Franklin Covey's 7 Habits of Highly Successful College Students, Understanding and Practicing Growth Mindset, The Power of Motivation and Making the Most of Your Twenties. ASG works collaboratively with faculty, departments, and divisions by providing funding opportunities for educational activities, such as guest speaker series and conferences fees. ASG Grant Assistance has funded specific activities including Day of Silence, Ability Awareness Week, International Film Festival, NSNA Convention, Science Lecture Series, Cheerleading Training Camp, Transfer Day, Women's Conference, Math Triathlon, and VETS Resource Fair.

ASG is funded through a share of the college bookstore sales, cafeteria/vending sales, and Associated Student Body (ASB) $10 activity sticker sales. Its finances are governed under board policy 5420. In 2015-16 60 percent of the operating budget was comprised of on-campus service contract revenue, and the remaining 40 percent of the budget was derived from the sale of ASB activity stickers.

Athletics

Saddleback College's athletic programs are housed within the Division of Kinesiology and Athletics with direct supervision and oversight by the Athletic Director/Dean of Kinesiology and Athletics. Each sport program is offered as a for-credit educational course. Athletics is supported financially in two ways: there is an allocation from the College's general fund operating budget, and the teams engage in fundraising. The College provides the budget for athletics, which includes allocations for transportation, equipment, meals, and officiating fees. Fundraising by each individual sport helps with additional supplies and other costs. The Athletics department also actively reviews its PR annually in preparation of aligning its annual Resource Allocation Requests for additional funding for the program.

SC currently offers a robust twenty intercollegiate sports programs throughout the academic year:

- Baseball
- Basketball - Men's & Women's
- Beach Volleyball – Women's
- Cross Country – Men's & Women's
- Football
- Golf – Men's & Women's
- Soccer – Women's

- Softball
- Swimming & Diving – Men's & Women's
- Tennis – Men's & Women's
- Track & Field – Men's & Women's
- Volleyball – Women's
- Water Polo – Men's & Women's

The athletic sport programs adhere to the sport codes, policies, procedures, and bylaws established and administered by the California Community College Athletic Association (CCCAA), the SOCCCD Board of Trustees (Board Policy 5230), State Education Code Section 67360-67365, and Federal Register of Title IX. The CCCAA maintains the general oversight of all athletic sport programs in the California Community College System. Annual gender equity and financial reports are submitted to the U.S. Department of Education (Equity in Athletics Disclosure Act) and to the CCCAA to provide statistics and information to the public. These reports are submitted in October and are inclusive of the prior year's activity within the program.

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The CCCAA constitution, articles, and bylaws govern the integrity of student athletes. Student athletes must also follow specific rules and regulations as set forth by the CCCAA, including academic policies and integrity. All freshman athletes must be enrolled in 12 units during their season of participation. Of the 12 units, nine must be academic. Sophomore athletes must have passed 24 units, 18 of which must be academic, with a minimum GPA of 2.0 before playing their second season of competition. The CCCAA requires all staff who are directly involved with athletics, from the athletic director (AD) to the head and assistant coaches, to complete an annual exam regarding compliance with CCCAA articles and bylaws, and must earn a minimum score of 80 percent.

Division of Fine Arts and Media Technology
The Division of Fine Arts and Media Technology offers a large number of co-curricular activities throughout the year geared toward providing students an opportunity to receive college credit, but also providing a real world experience. The Division provides activities in a wide array of opportunities which include: cinema and television production, art gallery shows, music performance, theatre performances, speech and debate team competition, and photography displays. The Division plays a vital role in adding a social and cultural dimension not only to the Saddleback College students, but to the community as a whole.

The Department of Theatre Arts produces several diverse performances each fall and spring semester. In addition, the department has a strong Summer of Theatre program. During the summer 2016 the program performed *Beauty and the Beast* and *Little Shop of Horrors*. Saddleback College also participates in the Kennedy Center American College Theater Festival. These co-curricular programs offer students and community members the opportunity to participate in or enjoy performances and productions. The Theatre Arts department serves as an educational base, a vocational training ground, and an artistic resource for students and the community, and is a leader in performing arts in Orange County.

The Cinema program has been part of the College for more than 25 years and provides the students a "real world" hands on experience. The program submits productions each year to the *Newport Beach Film Festival,* where the students have the ability to expand their impact on a broader audience. Additionally, students partake in the radio stations KSBR and OC Rock Internet Radio, and Channel 39 a local television channel.

The Music Department has a comprehensive program and has many co-curricular programs, such as concerts and recitals. These programs offer students and community members the opportunity to perform and/or enjoy music by students and professionals. The department has several performance groups made up of students, community members and professional musicians, including Big Band, Concert Choir and Contemporary Vocal Ensemble, Jazz Lab Ensemble, Keyboard, Symphony Orchestra, and Wind Ensemble. Many of these groups will have the opportunity to perform with a nationally-known artist.

One Book, One College
In Spring 2016, Saddleback College held its first annual One Book, One College reading program, designed to promote discussion and understanding of the broader issues we face, both locally and globally. The One Book, One College committee selected the novel *Fives and*

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Twenty-Fives to be read across the campus by students, faculty, staff, and administrators throughout the semester, with many faculty across disciplines choosing to integrate the book into their courses. A robust series of community events were offered on campus related to the novel, including panel discussions, film showings, book readings, fine art exhibits, and artistic performances. The semester-long program culminated in a campus visit by the author, Michael Pitre, and was attended by over 400 students, faculty, staff, administrators, and community members.

This pilot project was funded by the College president's general fund and a grant from the Associated Student Government. The College Foundation also created an account for the One Book, One College program, to which community members may contribute donations. Given the highly successful turnout of the program, the One Book, One College committee is looking to institutionalize funding in order to continue the program annually. Funding requests for the program have been included in the College's resource allocation process.

ANALYSIS AND EVALUATION
Saddleback College meets and exceeds this Standard.

Co-curricular and athletics programs offered at Saddleback are appropriately aligned with the institutional mission and provide cultural and social experiences for students and the community at large. The programs are designed and offered to complement and enhance the educational experience of the students who participate. These opportunities play a vital role in connecting students to the campus community, a critical component in student success. The programs reflect the interests of the students, local and surrounding communities.

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

EVIDENCE OF MEETING THE STANDARD

The College is committed to supporting student development and success by providing counseling and academic advising programs to orient students and ensure that they understand their program of study requirements and receive timely, useful, and accurate information including graduation and transfer policies. As the Matriculation process was replaced by the new Student Success and Support Program (SSSP), the College has examined all processes and materials related to student progress from application to completion.

Virtual Counseling Services are available, and accessible by all students from any location. The College relies heavily on phone calls for academic and other counseling services for students not in the area. An increased number of counselors are using technologies such as Zoom to speak with students. For out the area students, there is a need for a more standardized approach for supporting students. Currently the Counseling Division is looking into a universal counseling platform for a "one stop shop" for counseling services. The platform being used for this pilot is "Cranium Café." The evaluation of services in Counseling for DE students relies mostly on anecdotal evidence and reflective discussions amongst counselors. Some of the challenges with standardization have to do with the fact that Counseling has had three administrators within the past year.

Counseling Services

The Counseling Services Division provides academic, career, and personal counseling to support student development and success. 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." Counselors conduct individual appointments, walk-in appointments, group counseling/advisement, workshops, online advisement, and instruct counseling classes.

Saddleback College prepares counselors to be effective in academic, personal and career counseling. All counselors attend a weekly articulation meeting for critical academic updates and training regarding transfer policies. All new, part-time faculty receive 1 hour of training per week with a full-time counselor for the first semester of their employment at Saddleback College. In addition, a Friday training institute was created in 2015 to continually train part-time counseling faculty. The Counseling Division has a Crisis Intervention Team that works collaboratively with the health center and campus police to provide updates about personal counseling practices and response to students in crisis in compliance with all related laws.

In addition, counselors are highly trained in using MAP an online academic planning tool utilized by all counselors in all departments of student services, which interfaces with assist.org.

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This allows students' academic plans to be viewed by any counselor in any department of student services which allows for more accuracy and continuity in information dispersed to students by counselors. MAP ensures that students understand requirements related to their programs and academic goals. Students are able to access MAP remotely and are given the tools to understand how to read and even create their own academic plans. Students are encouraged to have all plans reviewed regularly by a Saddleback College counselor. Usage of MAP has grown drastically in the past few years, enabling students to feel more confident about graduation and transfer policies. A total of 19,368 comprehensive academic plans have been completed using MAP since fall 2012. Tens of thousands of additional MAPs have been created by Saddleback Students over that same period of time.

Another way the Counseling Services Division has supported student development and success is through partnership with AVID for Higher Education. AVID was incorporated into freshman seminar courses (Counseling 140) and instructors for these courses collaborate with other faculty and support programs on campus to ensure student development and success. Since the inception of AVID at the college, AVID experts have trained counselors, tutors, and faculty across the campus in the AVID high engagement teaching and learning strategies. AVID for higher education is a model for student support and demonstrates the Counseling Services Division's dedication providing comprehensive, timely, useful, and accurate information. According to the AVID for Higher Education Site Level Student Survey Results: Fall 2014 and 2015, a research study conducted by Gibson Consulting Group, students who took courses taught using AVID strategies compared to students who took Non-AVID courses displayed higher percentages of retaining course content, skills and confidence, and connection to peers and the college. [2.00 Tables]

Simply stated, Students in sections with higher degrees of student-centered pedagogy and skill-building activities/content were significantly more likely to feel that the course improved their skills and their confidence that they will be successful in college. This implies that instruction emphasizing research-based, student-centered pedagogy matters, and resonates with college freshmen. Furthermore, when the AVID-based content and pedagogy are present and students' confidence levels are higher, they are more likely to make meaningful connections to other students in class and indicate a willingness to lead or participate in peer study groups, visit their professors during office hours, and make use of the campus tutoring centers (i.e., higher attachment to the college or university). Analogous results were found between Fall 2014 and 2015.

Disabled Students Programs and Services
The Disabled Student Programs and Services department provides academic, career, personal, and disability management counseling to support student development and success. DSPS is committed to providing quality support services and specialized instruction, which enable students with verified disabilities to access and participate in all programs at Saddleback College.

DSPS Counselors conduct individual counseling appointments, drop-in appointments, and workshops. Special Services Classes provide resources for strategies and success.

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Incoming newly hired DSPS Counselors are trained within our department into the process for verifying disabilities and providing appropriate education accommodations, and Title 5 Regulations. All DSPS Counselors attend articulation meetings for critical academic updates and training regarding transfer policies, MAP, as well as on-going professional development opportunities. Additionally, all DSPS Counselors and Learning Disability Specialists attend weekly meetings for discussion of student concerns as well as department updates, etc.

DSPS students participate in the College's application and enrollment process and receive current and up to date information regarding transfer. All DSPS students can access DSPS counselors for Academic planning, academic, and disability related challenges.

EOPS/CARE & CalWORKs
The EOPS/CARE & CalWORKs program provides academic, career, and personal counseling to support student development and success. The Extended Opportunity Program and Services (EOPS) at Saddleback College is committed to the outreach, success, and retention of college students. The EOPS Program is designed to assist students from educationally and socioeconomically disadvantaged backgrounds. The goals of the EOPS Program are to prepare students to transfer to four-year universities, complete an Associate Degree or achieve a vocational certificate."

All EOPS students complete a Comprehensive Educational Plan during their initial semester of the program. The comprehensive educational plan is important to the EOPS/CARE students and includes a long-term sequence of courses to be taken and a specific timeframe for their completion. It is not just a list of standard course requirement. The Plan is approved, with a signature, from both the counselors and the student. Further, the EOPS/CARE & CalWORKs program requires that all counseling session be documented, documentation is done through the new Student Informational System (SIS).

EOPS Counselors are highly trained in assisting students from educationally and socioeconomically disadvantaged backgrounds. In addition to the requirements of a general counselor, according to Educational Code 56264, EOPS Counselors… (*b) must have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages*.

All counselors attend a weekly articulation meeting for critical academic updates and training regarding transfer policies. All new, part-time Counselors begin with one full week of shadowing other EOPS/CARE & CalWORKs part-time counselors to assure that they get trained with the Saddleback College EOPS/CARE & CalWORKs policies and procedures. Part-time counselors are also highly encouraged to attend Friday institute counseling training.

In addition, EOPS/CARE & CalWORKs counselors attend CSU, UC and Private University Counselors conferences to stay up-to-date with any changes that are occurring in the universities' admissions policies or articulation agreements. Counselors also attend the Annual EOPS Conference to assure that they stay up-to-date with any changes that are occurring with the EOPS/CARE program across the state. All EOPS/CARE Counselors are highly trained in using

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MAP. EOPS/CARE & CalWORKs students review their MAP regularly with their EOPS/CARE counselor.

Once admitted into the EOPS/CARE & CalWORKs program students participate in mandatory EOPS/CARE & CalWORKs orientation. Students are familiarized with the EOPS/CARE Program Policies and Procedures, eligibility the location and functions of the college and EOPS programs and services: the college catalog, application and registration process, with emphasis on academic and grading standards, college terminology, and course add and drop procedures and related rules.

Student Success and Support Programs (SSSP)
By increasing counseling appointments from 30-minute to 1-hour appointments, it encourages students to participate in personal development activities. In-person advisement has been reinstated and available to all of our students. In addition, four full-time counselors were hired, and SSSP is proposing to hire an additional three full-time counselors with preference for the ability to provide counseling services in Farsi and Spanish.

To maximize the number of available hours for students, part-time counselors are scheduled to work at their maximum allowable hours. Also, in an effort to maximize office space, counselors will be assigned to provide counseling appointments in Instructional Divisions and Departments throughout the campus. Online counseling is available to students, using ZOOM software, e-SARS and exploring additional online modalities. Counselors are mobile and provide services in high traffic areas, such as the Library and the campus quad.

"Talk Before You Drop" counseling campaign has scheduled information booths across campus several weeks before the last day to drop a class in an effort to help students make more informed decisions regarding withdrawal. Comprehensive Educational Planning Workshops, or rather MAP workshops, are held each semester; students nearing the criteria for a CP Hold (Comprehensive Plan) are sent an e-alert reminder to complete a MAP using Sherpa (The Sherpa project is dedicated to increasing student success by providing students with the right information at the right time using technology and data.) technology. High school seniors participating in Freshman Advantage Fridays receive targeted, in-person advisement.

Categorical programs provide ongoing, targeted advisement for students participating in DSPS, EOPS, CalWORKs, and Foster Youth. Veteran students also receive additional targeted counseling.

The steps being taken to increase utilization for advisement includes intrusive advising, where counselors and Student Success Mentors contact the students in a variety of ways: Sherpa nudge email, e-alerts through the student's college portal, text messages, and even phone calls. The new Student Success Dashboard, partially funded with SSSP funds, will be a new and improved student portal that students will find similar to a car's dashboard; each time a student logs-in to their portal, they will clearly see where they stand toward SSSP services completion, units earned, GPA, prerequisites, and how close they are to completing their intended educational goal.

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Additional Counseling Services include:
- One hour counseling appointments
- Walk-in counseling appointments daily, 8 am to 6:45 pm
- Online counseling appointments
- Weekly MAP Workshops
- Weekly small group, in-person advisement sessions (Saturdays too)
- Spring semester Freshman Advantage Fridays (22 sessions)
- Week of Workshops (WOW) in August and January for last minute students seeking to enroll in the upcoming semester.
- Mobile counseling in divisions, departments, student quad, cafeteria, and library.
- Saddleback College counseling appointments at local, feeder high schools in the spring semester, scheduled for after Counseling 100 class.

The probation process at Saddleback College consists of intrusive direct counselor-student contact. In addition, a hold (PB) is placed on registration for students identified as first-time probation. To remove the PB hold, students are required to attend a 90-minute probation workshop. The workshop helps students identify strategies for improving their academic standing and develop road maps for getting off probation.

The Probation workshop objectives are as follows:

1. Define and clarify academic policy in regards to academic probation and progress probation.
2. Identify issues students experience that lead to a lack of academic success.
3. Create strategies that allow students to improve their academic standing.
4. Identify campus resources available to help student stay off probation.

A new proactive process to be implemented in the 2015-2016 academic year will send email message to students with GPAs between 2.0 – 2.2. The messages will inform students of the consequences of falling below a 2.0 and provide various campus student success resources (i.e. LRC and other support centers) on our campus.

District research monitors an ongoing Probation report for Saddleback College students and we are able to monitor students' progress as they work their way off of academic and progress probation by monitoring the student identification number.

Students are placed on Dismissal after 3 consecutive semesters (not including summer) of probation. Students who are dismissed must take a one-semester leave before they are able to submit an appeal for readmission. Once students return, they are required to meet with a counselor and draft a plan for re-applying. Weekly the Academic Appeals Committee meets to review each of the appeals. This committee is led by the Dean of Admission & Records and Enrollment Services and the Dean of Counseling, and is made up of both counseling faculty and instructional faculty.

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Transfer Center

Counseling in the Transfer Center is conducted by the Transfer Center Coordinator/Counselor and by part-time counselors who are highly trained in counseling in general as well as specifically trained in:

1. Counseling related to transfer;
2. Counseling related to the Honors Program;
3. Grant specific counseling for the Bridge to Engineering; and
4. Teacher Preparation Pipeline programs.

The information we provide to students and the policies we interpret are dynamic and dependent upon the students transfer goals and transfer campus. In many cases, Saddleback College students apply broadly to many campuses and systems which increases their chances for admittance. For this reason, counselors in the Transfer Center need to stay abreast of CSU, UC, Out-of-State and Private institution admission, application, testing, general education and major requirements. With the assistance of the Articulation Officer the counselors stay abreast of articulation agreements in order to appropriately advise students.

The Coordinator/Counselor meets weekly with the staff and counselors of the center for training and updates. The Coordinator/Counselor also participates in monthly Region 8 Transfer Center & Articulation meetings. These meetings provide updates from Region 8 universities including CSU, Fullerton; CSU, Long Beach; Cal Poly Pomona and UC Irvine. This information is distributed to the counselors in the Transfer Center via weekly meetings and to counselors across campus through a weekly e-newsletter "TC Weekly News." The Coordinator/Counselor also participates in annual meetings with USC, UCLA and UCI and disperses information through training sessions, meetings and newsletters.

Transfer Center Counselors are encouraged to participate and have funding available to attend the annual CSU Counselor's Conference, the UC Counselors Conference, the UC Ensuring Transfer Success and other campus specific conferences such as the CSULB Counselor's Conference and the annual USC Counselor's Conference. Transfer Center Counselors also take students on tours of local campuses which provide them with first-hand experiences to share with other students.

New counselors are mentored by 1:1 training with the Coordinator/Counselor; they observe a more experienced counselor during appointments and are then shadowed by a more experienced counselor or the coordinator/counselor until they have a solid understanding of their role and functions. The Coordinator/Counselor also seeks out training opportunities for counselors such as webinars, reading materials and websites to maintain their knowledge and keep them current on transfer issues.

Counselors in the Transfer Center attend a weekly articulation meeting for academic updates critical to their roles. In addition, they participate in a monthly Counselor Forum with their peers in the Transfer Center to review any difficult counseling issues for the month, to discuss these issues and provide resolution and sharing of knowledge. Because all counselors cannot attend

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every professional development opportunity available related to transfer, this time is also used for information sharing related to conference attendance, college tours, and webinar participation.

Students are oriented to transfer by participation in transfer workshops and through counseling appointments. Students are also invited to Transfer Fairs hosted on campus so they can meet with representatives from California, Out-of-State and international colleges. When students are ready to apply, they are invited to one of several CSU/UC Open Labs offered in the fall semester. At the open labs, students sit at a computer and work on their applications while counselors assist them with any questions, review their applications and give them resources for their next steps in the process. These next steps include petitioning for degrees & certificates, planning for their graduation and commencement ceremonies. After the filing period ends, the Coordinator/Counselor receives names of students who applied for a CSU Associate Degree for Transfer (ADT) and these names are placed into a Sherpa Profile by the Senior Transfer Center Specialist. The coordinator also receives the names of students who applied to a UC Campus and gave permission to participate in the UC Data Sharing Project. These students are also placed into a Sherpa Profile. The CSU-ADT students and the UC Applicants are provided with timely and accurate information through Sherpa Nudges for events and programs related to their transfer goals. They are also sent reminders about deadlines related to transfer, such as their deadlines to submit supplemental applications, apply for housing and make their deposits (SIR's).

VETS

The VETS Program directly provides support services and acts as a bridge to external support services for student Veterans, active military personnel, and their loved ones. VETS Program services include but are not limited to: new student guidance, Veterans counseling, scholarship and financial aid assistance, a link to the Veterans Student Council, Veterans outreach, a venue for community-building, and more. The VETS Program hosts events aimed at reintegration into civilian and college life. We have developed counseling and other support services in VETS for DE/CE format based on individual student need. Adjustments and modifications are made often to ensure the student Veterans receive timely and accurate DE/CE support wherever they may reside.

ANALYSIS AND EVALUATION

The College meets this Standard.

Saddleback College provides comprehensive services at each step of the students' progress toward their academic goals. The counselors and advisors meet regularly to ensure they keep updated on academic requirements, graduation/transfer policies, and other training to ensure student success.

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II.C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals.

EVIDENCE OF MEETING THE STANDARD

The College follows practices that are consistent with the District admission policy BP 5604 approved by the Board of Trustees and consistent to the mission of the College. This policy ensures that, unless specifically exempted by statute or regulation, every course is fully open to enrollment and participation by any person who has been admitted to the College. Admissions criteria is outlined in the College Catalog available online.

Special admissions criteria are available for high school students and international students. Also, the College website and Catalog outline specific admissions criteria for vocational programs requiring special preparation, such as the Health Occupations. An example of a program that has specific admissions criteria is the Associate of Science in Nursing Degree. Special admissions criteria for this program can be found online and in the College Catalog.

Counseling Services

Counselors assist students in selecting clear pathways to complete degrees, certificates, and transfer goals through MAP. MAP enables students, counselors from all areas of the college (general counseling, DSPS, EOPS, VETS, Transfer), as well as college evaluators, to view the same academic plan. This ensures continuity of information. Students are able to access MAP through any computer at any location, allowing DE students to remain equally informed about their educational goals as traditional, in-person students. MAP provides a structure for all students, even those who are undecided about their majors, to begin working toward their academic goals. Additional support is provided to students who have not yet chosen a major, including undecided major workshops and career/personal counseling.

Disabled Students Programs and Services

DSPS Counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals utilizing a variety of resources which include MAP, assessment and the development of employment skills, and opportunities for the disabled student with academic challenges to have opportunities for a variety of exit points that may include non-credit pathways. Currently, DSPS in conjunction with other support services and community agencies are preparing other pathways for this population to transition to employment.

EOPS/CARE & CalWORKs

EOPS/CARE & CalWORKs Counselors assist students in selecting pathways to complete degrees, certificates, and transfer goals through My Academic Plan (MAP). All possible pathways that a student might choose are communicated to students during the counseling appointment and transferred on to the student's MAP. The EOPS/CARE & CalWORKs program requires that both Counselor and student sign the MAP to assure approval from both the counselor and the student.

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Transfer Center
Counselors in the Transfer Center help students to choose their transfer pathway using ASSIST, MAP and 4-year institution websites. Counselors encourage students to complete an AA, AS, AAT or AST degree and CSU GE or IGETC Certification prior to transfer (as appropriate) and show them how they can best utilize the courses they have already taken toward earning a degree.   This is done through appointments & walk-ins as well as advising tools such as MAP, the ADT worksheets and the UC Transfer Pathways website. The College currently offers 19 Associate Degrees for Transfer, and faculty are developing more.

Additional Pathways
The College is actively involved in creating pathways for students whose goals are to earn a degree or certificate and/or transfer. Saddleback works on and off-campus with students at every level to try and help them meet their goals. Students are provided information about each program in various ways including, print, online, and face-to-face.

CTE Pathways
SC provides disclosure information for each of its state-approved Career Technical Education (CTE) certificates. SC offers 100 Certificates of Achievement in 34 program areas. Current and prospective students will find information about the careers for which each certificate provides training on each program page on the college website, which includes Gainful Employment Disclosure Statements and course requirements.

In 2014, the California Department of Education awarded Orange County Career Pathways partnership (OCCPP) a 15 million dollar California Career Pathways Trust grant. The grant will focus on three primary industry sectors: advanced manufacturing/engineering, healthcare/Biotechnology, and information/communication technology/digital media. OCCPP is led by Saddleback College and Orange County Department of Education (OCDE) and is the first countywide consortium, which includes fifteen Orange County school districts, nine community colleges, UCI, CSUF, Regional Occupational Programs, Workforce Investment Boards, Vital Link, and over 100 business and industry partners. In December 2015 the inaugural OC Pathway Showcase was held, bringing the high school and college students, as well as, industry together to display the regional collaboration and progress in pathway alignment. The State of California is looking at OCCPP as a possible regional curriculum model for the rest of the state.

CTE Transition
CTE Transitions is a program designed to connect several educational organizations by means of formal articulation agreements**.** CTE Transitions at Saddleback College are funded through the Carl D. Perkins Career Technical Education Improvement Act (Perkins IV). The program allows high school and ROP students to take college level courses while in high school that articulate with Saddleback. Once the student transfers to Saddleback, they will not be required to repeat courses that have been articulated. Currently, there are 119 articulation agreements in our regional high schools, which cover 18 different subject areas. Starting in fall 2016 the Career and Technology Education Management Application (CATEMA) system will be used to track students from high school to college or to the workforce. CATEMA provides a web based program that can track

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enrollment, student completion, and employment outcomes. Initially, the funding for CATEMA will be made possible by California State Chancellor's office.

K-12 Outreach

Saddleback College has expanded outreach activities to all high schools in the area, and created partnerships with Capistrano Unified School District (CUSD), Saddleback Valley Unified School District (SVUSD), and Laguna Beach Unified School District (LBUSD). The focus on high school partnerships began in 2009, with the creation of the outreach and recruitment position. By 2011 Saddleback began developing our High School Partnership Program (HSPP), and in 2013 we signed memoranda of understanding with the Capistrano Unified School District and Saddleback Valley Unified School District. The HSPP seeks to improve postsecondary performance and increase enrollments by establishing a 360-degree partnership between Saddleback, students, parents or guardians, and high schools that will help students prepare for success after high school. In support of the HSPP Saddleback participates in the High School Partnership Counsel where all public high schools in South Orange County meet monthly to discuss current issues.

Adult Education

Adult education provides educational opportunities and services to guide adults towards a better quality of life. After the passage of AB86, and a year-long assessment, Saddleback College, in partnership with Saddleback Valley Unified School District, took on the administrative role of Adult Education courses in non-credit ESL, Citizenship, and High School Equivalency (HSE), and non-credit pathways to Career and Technical Education (CTE). At that time, the District received $388,469 to help create the AB 86 South Orange County Regional Consortium, which is made up of the following colleges and school districts: Saddleback College, Irvine Valley College and Capistrano Unified School District, Saddleback Valley Unified School District, Laguna Beach Unified School District, Irvine Unified School District, and Tustin Unified School District. The consortium has developed working relationships with regional occupational programs/centers, local work-force investment boards, library literacy programs, Orange County Job Corps, and Orange County Department of Education. Many of the courses offered through our adult education program will lead the student on the path to Saddleback College.

English Professional Learning Council

The English Professional Learning Council (PLC) began an intersegmental program in 2010, reaching out to our colleagues who teach English in our area high schools, aligning curriculum, sharing teaching strategies, and working to better prepare high school students for a successful experience at Saddleback College. The 2015-2016 PLC project placed our English instructors in high school English classes, where they discussed our curriculum, matriculation process, and support services that will assist students in their academic and career pathways.

Economic and Workforce Development (EWD)

The Economic and Workforce Development and Business Science Division prepares its students for employment, career advancement, and continuing education opportunities in Accounting, Business, Computer Applications, Computer Information Systems, and Real Estate.

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As a result of the changes in Economic and Workforce Development (EWD) over the last decade, Saddleback made a concerted effort to evaluate its role in the region, in response to technological advances, globalization of markets, and demographic changes. A taskforce comprised of faculty, staff, management, and community developed the Saddleback College EWD Plan 2015-2020. The EWD plan links CTE programs and other services throughout the college to the economic well-being of the community. To lead the EWD efforts in 2015 the College hired a new dean of economic and workforce development and business science, dean of advanced technology and applied science, and director of economic and workforce development.

The EWD plan is organized around three themes: 1) student success; 2) community connection; and 3) regional leadership. One of the guiding principles for this EWD plan and Saddleback's EWD program is; Saddleback students and graduates will be desired by employers in the region. The EWD program will assist students to: identify career interests and goals, select a career pathway, and successfully complete a program of study leading to employment and/or higher degree.

Pathway to Law School 2+2+3
Saddleback College is one of 28 California Community Colleges selected to participate in a new initiative with the State Bar of California and the UC Regents, that will provide students a pathway to six of California's most prestigious undergraduate universities and their affiliated law schools. The first group of students will enter the program during fall, 2016.

The Community College Pathway to Law School 2+2+3 Initiative (CCPTLS) is an unprecedented program to enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have been traditionally underrepresented in the legal profession. All students are welcome to apply and first-generation college students, veterans, underrepresented student populations and other non-traditional students interested in learning more about careers in the legal field are encouraged to participate. Pathway to Law School Scholars will spend two years at Saddleback College while completing their general education requirements and the CCPTLS, core curriculum. They will then receive special recognition for transfer to one of the participating undergraduate institutions to complete their bachelor's degree and again receive special recognition while applying to a participating law school.

Participating undergraduate institutions and affiliated law schools: Loyola Marymount University and LMU School of Law, Santa Clara University and Santa Clara School of Law, UC Davis and King Hall (Davis) School of Law, UC Irvine and UCI School of Law, University of San Francisco and USF School of Law, and University of Southern California and USC Gould School of Law.

Program benefits:

- Individual counseling and mentoring, including financial aid counseling
- Exposure to careers in law, service learning, job shadowing, internships and more
- Networking and learning opportunities, state-wide conference attendance

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- Saddleback Pre-Law Society and related events
- Academic and LSAT prep support
- Support of the Law School Admissions Council and DiscoverLaw.org
- Special recognition admissions review at participating undergraduate institutions and affiliated law schools
- Law school application fee waivers

Teacher Preparation Pipeline

The Teacher Preparation Pipeline (TPP) is a grant funded program that identifies future teachers and gives them an opportunity to start their career pathway to teaching at the Community College level. This program is designed to support students that are interested in K-12 education with a focus on STEM and CTE teaching. TPP students will also have opportunities to participate in class observations, hear teaching related speakers during the What's Up Wednesday program, volunteer in elementary school classrooms, participate in STEM related internships, and attend teaching conferences off campus.

Students will receive support in the following areas:

- Academic transfer counseling specifically for teaching pathways
- Assistance with volunteer or internship placement
- Transportation to group fieldtrips to teaching conferences, university campus tours and science related programs

Health Science and Human Services

The Health Science and Human Services Division at Saddleback College is a model of CTE programming, student success, and EWD working together to provide our students career opportunities. Faculty mentor and advise students on pathways to a certificate, degree or transfer. The division has created several pathways to ready students for high demand jobs.

Saddleback was awarded a $2.75 million Trade Adjustment Assistance Community College and Career Training Program (TAACCCT) grant funded by the United States Department of Labor in 2013. The grant's primary goal is to enhance current allied health career training programs and develop new programs as a response to the changing health care industry. Through this grant the division focused on creating pathways to high-skilled and high paying jobs in the following areas:

- Health Care Career Transitions – Fast Track to Success
- Health Information Technology
- Medical Assistant
- Medical Lab Technician
- Transition programs:
  - RN to BSN
  - HIT

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Health Information Technology (HIT)

The HIT program incorporates the disciplines of medicine, management, finance, information technology, and law into one curriculum. Because of this unique mixture, HIT graduates can choose from a variety of work settings across an array of healthcare environments. This program was developed to meet the changing and growing demands in the health care industry.

In 2009, the Health Information Technology for Economic and Clinical Health (HITECH) Act was signed into law. The goal of the new law was to improve healthcare delivery and patient care through Health Information Technology, which is an online environment. Due to the new law the field changed rapidly and created a void of qualified employees. As a result, in 2010, Saddleback applied for and received a $378,000 American Recovery and Reinvestment Act of 2009, Health Information Technology Extension Program grant to create and offer an AS degree in Health Information Technology as an extension to the Medical Assistant (MA) program. Initially the HIT program was a part of the Medical Assistant program and required 56 units to complete the program. However, in 2014, the HIT program became a standalone program and reduce the total number of required units to 46. The program received accreditation from, Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) March 2013.

Human Services (Division of Health Sciences and Human Services)

Human Services provides Certificate of Achievement awards in four career pathway areas and offers an Occupational Skills Award for Eating Disorders Studies. The programs are designed to educate and train students for careers in the treatment of substance use disorders, mental health and social services fields. All programs can lead to an Associate Degree and/or Certificate of Achievement.

The Alcohol and Drug Studies Certificate program is accredited by the California Association for Alcohol and Drug Educators (CAADE). Students who complete the Alcohol and Drug Studies track are prepared and eligible to sit for the CAADE exam to become a Certified Alcohol and Drug Treatment Counselor. Such certification is required by the State of California for individuals to practice in state licensed alcohol and drug treatment facilities. The Human Services' faculty are dedicated to supporting students' academic and career success and providing guidance and support throughout the program. Information on the various pathways are available online, and provided by the faculty.

The following are the five Human Services Certificate program areas:

- Human Services Generalist
- Alcohol & Drug Studies
- Community-Based Corrections
- Mental Health Worker
- Occupational Skills Award for Eating Disorders Studies

The Human Services Department hosts several important annual events, including an active Human Services Advisory Meeting comprised of community partners who serve as advisory

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members, faculty, current students, and alumni. In addition, Human Services hosts an annual Human Services Panel Presentation comprised of faculty, alumni, and community partners who provide students with information on employment trends, training, internship and volunteer opportunities, with an emphasis on continuing education. The Human Services Department and the Associated Student Government at Saddleback College will sponsor its 26th Annual *Red Ribbon* Resource and Career Fair on October 26, 2016. The Red Ribbon event is attended by community partners and agencies who provide students and the public with training, internship, volunteer, and career information and opportunities, as well as community-based services. The first statewide Red Ribbon campaign began in 1986 when a DEA Agent, Enrique Camarena, was killed by drug traffickers. The campaign was given the name "RED RIBBON" in 1987 symbolizing the on-going emphasis on drug prevention and the programs that embrace that idea. Red Ribbon is a nationwide campaign.

Human Services was recently awarded the FY2016 Health Resources and Services Administration (HRSA) Grant for Behavioral Health Workforce Education and Training for Paraprofessionals and Professional Award. The Human Services Department was one of only 34 awardees across the country to be awarded this federal grant. Funds from this grant will help increase access to and awareness of the Human Services' unique Mental Health Certificate and related Human Services programs and will provide financial assistance to students to help them meet their educational and training goals.

Nursing Program

The Saddleback College Nursing Program is highly successful, and respected locally, state and nationally. The Saddleback College Nursing Program is consistently ranked in the top 10% of all nursing programs in the United States, and often in the top five percent. The faculty are dedicated, competent, compassionate, and creative nurses committed to the scholarship of the discipline. The Saddleback program prepares women and men for entry level practice in nursing.

The Saddleback College Nursing Program currently has articulation agreements with nine universities that result in a bachelor's degree in nursing. Saddleback also has agreements with two universities where graduates can continue on in their education and obtain a master's degree in nursing. In addition, Saddleback offers dual enrollment programs with California State University Fullerton (CSUF) and Vanguard University. It is typical that 15 – 20% of our nursing students are dual enrolled by the time they graduate from Saddleback.

A new program being developed is the "2+2+2 program." This program provides seamless articulation from high school, to Saddleback College, to CSUF (Irvine Campus), and provides the student with the opportunity to obtain a bachelor's degree in nursing four years after high school graduation. The program will be cohort based and students will self-identify as early as their sophomore year in high school. In their junior and senior year, the high school students will complete prerequisite classes for the Associates Degree in Nursing. After completing the two year nursing program at Saddleback the students will transfer to CSUF (Irvine) and complete their BSN requirements in the last two years of this program.

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Emergency Medical Technician

The Saddleback College Emergency Medical Technician (EMT) program was modified in 2012 from a 6-unit program to a 12-unit program due to changes in EMT training at the national level. The program changes were accepted by the National Registry, and the program was reaccredited in 20??. An unforeseen consequence of the program restructure was a decline in enrollment. This was due to the increase of units from 6 to 12, which led to the loss of one section of the former 6-unit program. The ambulance companies who provide internships could not sustain the number of students for the increased number of hours of internship required by the new program. The EMT program is very successful and has a pass rate of over 80%, which qualifies the student to take the National EMS Certification Examination.

ANALYSIS AND EVALUATION

Saddleback College meets this Standard. The College has adopted and adheres to admission policies consistent with its mission. The College regularly evaluates admissions practices to ensure that the student population appropriately reflects the District service area; the depth and breadth of programs offered at Saddleback supports the open access mission of the community college. Saddleback defines and advises students on clear pathways to help facilitate completion of degree, certificate, and transfer requirements, as they pursue their educational goals. Information on certificates, degrees, and transfer pathways is available to students on the College Website and Counseling Departments.

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

EVIDENCE OF MEETING THE STANDARD

As an open-access institution, Saddleback College does not utilize an instrument to determine student admission. The College admits students according to Board Policy 5604 based on California Education Code (76000). All applicants who have a high school diploma or equivalent, or who are 18 years of age or older and who can benefit from instruction are admitted. The only exceptions to this admission policy are for international and concurrent enrollment high school students who must meet additional admission criteria. Currently, SC does not offer a fully online DE program, thus no separate measures are used in admissions for DE students.

In March 2016, the Matriculation began using NCTA for out-of-state to administer matriculation/assessment tests to students in remote areas, this will enable students to take tests without coming to the college. As of fall 2016, approximately 35 students have used this services. Students are informed of the availability of this option by contacting the Matriculation Office by phone or email.

The majority of students apply to the college using the California Community Colleges statewide online admission application (CCCApply). Paper applications are also available upon request from the Office of Admissions and Records.

The application complies with legal and practical reporting requirements in gathering information on student demographics. Since contracting with CCCApply, the application has been modified to capture recently relevant data such as veteran information. 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.

New students are assessed for placement in ESL, English, mathematics, and reading as a part of the enrollment process. Placement testing is offered year-round, on a drop-in basis or by appointment through the Matriculation Office. The placement assessment is administered electronically on campus. Saddleback College uses MDTP for math placement, CELSA for ESL placement, and CTEP for English and Reading placement. Beginning in 2014, in preparation for a computerized common assessment, the college English Department and Research Office conducted an internal validation to begin using a computerized version of CTEP for English and Reading course placement. CTEP was already being used within our District, as CTEP was the placement test IVC faculty had validated. Additionally, Saddleback College and Irvine Valley College share prerequisite tokens within our student information system, MySite, permitting ease in cross-enrollment. The transition from Accuplacer to CTEP was relatively seamless. All of Saddleback College's test instruments were designed by third-party providers.

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New students are assessed for placement in ESL, English, mathematics, and reading as a part of the enrollment process. Placement testing is offered year-round, on a drop-in basis or by appointment through the SSSP/Matriculation Office. The placement assessment is administered electronically on campus. Off campus paper-pencil tests are administered at all area high schools at least once a year.

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 chairs and the Research Department. 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.

Saddleback College is a pilot school for multiple measures and has begun the conversation to use overall high school transcripts from local area feeder high schools for initial placement. For this effort, overall grades from sophomore and junior year will be analyzed. The Common Assessment would then become the challenge test for this cohort of freshman. Using the statewide multiple measures branching tree for placement would benefit our local area high school students as freshman. All research thus far suggests that moving in this direction would benefit all of our area high school students and in particular, have a positive impact on our disproportionately impacted students.

All placements are accepted district-wide as long as the placement courses are equivalent between the colleges. Colleges outside our district must proctor the same exams as we do to be accepted; additionally, students must turn in a full score report showing exam types, exam levels, and raw scores for evaluation and placement. We do not accept any placement test results from Adult Education Programs. Saddleback College campus community eagerly awaits the new Common Assessment.

Re-test policies are explained verbally to every student when they leave the testing center and their testing packet also includes these policies in document format. Re-test policies are also posted on the Matriculation website. Students may retest every three months. Senior Matriculation Specialists meet with English, Reading, Math and ESL Department Chairs to discuss retest policies regularly.

A 10-question student survey is included in both the placement exam for ESL placement and in the battery of placement exams for Math, English, and Reading placement. Each area has 2 to 4 questions that add additional points to the student's raw test scores. As a multiple measures pilot school for the statewide multiple measures project now joined with the Common Assessment Initiative we administered over 2,000 grit or self-efficacy surveys to students during the assessment process. We will wait for fall 2015 grades and then compare a student's grit score (is the number on the grit scale that indicates perseverance and passion for long-term goals) to their actual class completion. Our hypothesis is that a student's grit score will be one predictor of

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their success in the classroom. This type of student information combined with predictive analytics will help our college provide more intrusive counseling to students at risk. A more comprehensive report on this study will be provided in our college's next SSSP update. The idea of helping students before they get into academic trouble is exciting and will benefit a large number of our students.

In spring 2014 the English Department and Research Department conducted a validation on the CTEP Assessment instrument. These reports are kept on file in the SSSP/Matriculation Office and the District Research Office. Reports were prepared by the English Department Chair and the District Researcher.

Steps that are being taken to increase the availability of assessment to help meet the needs of first-time students, by offering more evening and Saturday testing sessions, and increasing the number of off-campus testing sessions, all efforts will improve access. The most significant effort to provide greater access, however, will be the forthcoming opportunity to direct our potential distance education learners to a local California Community College in their region where they will be able to take the Common Assessment.

Undecided students are contacted throughout the semester and directed to attend Undecided Major Workshops; beginning spring 2016, Undecided Major Fairs will take place each semester for both daytime and evening students. The working group for the Undecided Major Fair effort will be spearheaded by instructional faculty from the Saddleback College Student Success Committee.

Students who receive a recommended placement in a basic-skills writing course, rather than a college-level writing course as a result of the initial assessment process and who wish to be considered for placement in college-level writing, should take the Writing Sample Appeal. During the Writing Sample Appeal students will write an essay based on a prompt and passage provided by the Matriculation Office. An Appeals Committee will meet and review the Writing Sample Appeal within five working days. If the appeal is approved, the student will be allowed to enroll in the higher level course. If the appeal is denied, the student will not be eligible for the higher level course and will be dropped if prior enrollment was allowed. Appeal results are final and placement cannot be appealed again. Dates and times of the Writing Sample Appeals are available in the Matriculation Office (Village 8-5) or online at www.saddleback.edu/matriculation

Mathematics Challenge Process
A student who desires placement in a higher level mathematics course than resulted from their assessment exam may turn in the High School Math Challenge Form and a copy of their high school transcript (not report cards) to the Matriculation Office in Village 8-5. High school transcripts can be used as a challenge only after the student has completed the math assessment with the Matriculation Office or turned in alternative evidence for math placement.

A grade of "C-" or lower is not satisfactory and courses taken at continuation schools, out of district schools, high school summer or adult education programs are not accepted for this challenge.

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Mathematics Appeal Process

A student who desires placement in a higher level mathematics course than resulted from the usual assessment process and have been denied placement from the Math Challenge Process may complete an "Appeal Petition" in the Mathematics, Science, and Engineering Division Office, SM 334. The following documents must be attached to the appeal petition:

1. The student's high school transcript.
2. College transcript and college catalog description of each mathematics courses on the transcript.
3. The results of the appropriate Saddleback College mathematics assessment test.

Students seeking enrollment in MATH 353 must complete either the level 1 or level 2 mathematics placement test. Those seeking enrollment in MATH 205 or 253 must complete either the level 2 or level 3 mathematics placement test. Students who wish to enroll in MATH 7, 8, 10, 11, 112 or 124 must complete the level 3 placement test. Students must complete the level 4 mathematics placement test for all higher level math courses.

An Appeals Committee will meet to review the Appeal Petition and supporting documents within five working days. If the appeal is approved the student will be allowed to enroll in the higher level course. If the appeal is denied, the student will not be eligible for the higher level course and will be dropped if prior enrollment was allowed.

Any student who feels they have experienced discrimination regarding the matriculation process has the right to file a grievance. Information may be obtained in the Office of the Vice President for Student Services, AGB-126.

ANALYSIS AND EVALUATION
The College meets the Standard.

Saddleback College admissions and placement policies and practices that are tied to Board Policies and Regulations and California Community College Chancellor Office reviews. SC complies with the Standards for admission required by California Education Code, Title V. The admission application is free and may be submitted electronically using the online application system or in-person or via postal mail using the paper application form. SC regularly establishes the effectiveness of placement instruments via rigorous validation studies. SC ensures that issues of effectiveness, consistency, and potential for bias are addressed.

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

EVIDENCE OF MEETING THE STANDARD

The College maintains student records permanently, securely, and confidentially, with secure backup of all files in accordance with Board Policy 5615. In the Admission and Records Office, student records are maintained permanently and securely in fireproof filing cabinets, e.g. residency reclassification and academic petitions. These documents are also scanned and are purged according to retention requirements: class 3 disposable records. In addition, electronic student records are secured via Image Now and MySite systems. The District SIS database is the primary repository for electronic student information. District IT backs this system up nightly and the backup is electronically and securely transferred to a secure off-campus storage that is cloud hosted; backups are maintained for two months. Access to the files is limited and is based on employee's job classification.

The College continues to maintain hard-copy transcripts of SC transcripts prior to 1981 in fire-protected vaults within secure mobile storage containers on campus property. Physical documents that are accepted by the Office of Admissions, Records and Enrollment Services are imaged on site using ImageNow. Employees are granted access through the assignment of a username and password. The various documents imaged are assigned a document type. The level of access has been predetermined based on the employee's job description, for which there must be a legitimate educational interest expected for a person with specific responsibilities. Electronic documents are stored on a secured server in the District IT data center, and server is backed up on a nightly basis. During 2012-14 the College converted all applications and enrollment data being preserved and retained on microfilm and microfiche to digital images.

Students are issued randomly generated Student Identification (ID) numbers to protect their privacy and the security of their Social Security numbers. Students may change their password by selecting "Forgot My Pin" in the MySite landing page. Student enters Username or Student ID number. Student is then prompted to answer the Secret Question they created. If correct student may enter new Pin Number. 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.

All student records are securely maintained in the Records Office, as mentioned above. The College adheres to strict confidentiality standards, Title 5 and the Family Educational Rights and Privacy Act of 1974 (FERPA), and all student services offices follow state and district mandates. Saddleback College publishes information on the requirements for the release of student records in the college catalog, financial aid handbook, the student handbook, and website. The release of student records is in accordance with FERPA and District guidelines. Staff members participate is training on records systems and security as well as the protocols for confidentiality of records and for releasing information to students. Information regarding release of student records is part of the New Student Orientation.

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ANALYSIS AND EVALUATION

Evidence demonstrates the College meets this Standard.

The College ensures a high standard for confidentiality, security, and maintenance of student records. The College publishes and follows established policies for release of student records and follows FERPA standards on confidentiality and release of records to parents and others. Students can access their own records via MySite that only requires their unique ID and password to get into the system for much of their information. All College staff members who work directly with student records are trained in record confidentiality and security. The College publishes and follows established policies for release of student records.

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Standard III: Resources

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

A.   Human Resources

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

EVIDENCE OF MEETING THE STANDARD

Employment procedures at Saddleback College are administered by the South Orange County Community College District (SOCCCD) Office of Human Resources (OHR) consistent with law, board policies, and administrative regulations. Board policies (BP) and administrative regulations (AR) related to employment of personnel are developed by the Board Policy and Administrative Regulation Committee (BPARC), which is comprised of constituency representatives throughout the district. These board policies and administrative regulations describe in detail the employment procedures used to ensure the recruitment and hiring of highly qualified personnel. Policies and regulations are in place to standardize the hiring of all full-time faculty [IIIA-1] [IIIA-2], part-time faculty [IIIA-2a], classified staff [IIIA-3], and administrators and managers [IIIA-4]. These board policies and administrative regulations reflect hiring processes that are specific to each position's role in the operation of the College.   All hiring for permanent positions is conducted by committees that ensure applicants being considered for employment meet the qualifications outlined in the job descriptions and position announcement and that the most qualified applicant is offered the position. It is the responsibility of the College President to ensure the integrity of the recruitment and hiring processes at the college.

The qualifications for each job vacancy are linked to position requirements and responsibilities and to established standards. OHR establishes hiring criteria by matching position requirements and responsibilities to industry standards. For new classified and administrative positions, the job description content is drafted by the supervisor with assistance from OHR. The draft job description is reviewed by an outside consultant and

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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. Job descriptions for classified staff, administrators, and classified management positions are posted on the job site. Job descriptions for faculty positions are developed by discipline experts within the field in accordance with Administrative Regulation 4011.1, Recruitment: Full-Time Faculty [IIIA-5] and reflect the job duties outlined in Board Policy 4309, Duties and Responsibilities of the Faculty [IIIA-6].

OHR uses various means to advertise college and district services job openings including 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. OHR maintains a high profile at the California Community College Registry job fairs and participates in many regional job fairs. Job openings 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.

All faculty and administrator hiring is made in strict compliance with the minimum qualifications for faculty and administrators as mandated by the California Community Colleges Chancellor's Office [IIIA-13]. Moreover, the job announcements for all positions requiring expertise in online education, such as faculty positions and the dean of online education and learning resources, have language describing the required and desired experience and training in online teaching or administration.

The Office of Human Resources recruits for diversity by utilizing up to twenty-seven (27) different avenues to ensure access to employment opportunities. In addition, positions are advertised in specialty publications or websites directed towards underrepresented and diverse populations [IIIA-7]. The district's Equal Employment Opportunity Plan serves as a recruiting guide [IIIA-8]. To ensure fairness in the recruitment and hiring process, OHR assigns a non-voting Equal Employment Opportunity (EEO) representative to each committee. OHR has conducted EEO training for managers at the colleges to streamline the committee formation process [IIIA-9].

The employment procedures used to recruit faculty, classified staff, administrators, and managers vary, as described in the following sections.

Recruitment and Hiring of Full-Time Faculty

Administrative Regulation 4011.1 clearly defines the recruitment and hiring policy for full-time faculty [IIIA-1], and a college process to develop faculty position prioritization recommendations is consistently applied. Each year the college develops a list of faculty

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positions to be filled through a defined process established by the Academic Senate [EVI]. First, a list of potential full-time positions are developed based upon analysis of identified program needs through the program review and college wide planning processes. Criteria include program accreditation considerations, student demand for classes, the ratio of full-time to part-time faculty in the discipline, and assessment of student learning. This list is subsequently prioritized by the Full-Time Hiring Prioritization Committee of the Academic Senate. The committee's recommendations regarding priorities for faculty positions are submitted to the College president, who determines the final list and forwards it the Board of Trustees for approval. Once a full-time faculty position has been approved, the appropriate division dean will submit a request to OHR in Workday, the district's enterprise resource planning system, to fill the position. OHR then appoints a human resources specialist to administer the hiring process for that position

Each department approved for a new faculty hire forms a search committee of five to seven members, which generally includes the division dean, discipline faculty, and, occasionally, classified staff. No fewer than three members of the committee must be experts in the academic or student services discipline of the recruited position. All faculty appointments to search committees are approved by the Academic Senate.

Search committees review applications for full-time faculty positions to rank applicants in relation to the required knowledge, education, and experience for the positions for which they have applied. Evaluation includes a review of applications, cover letters, transcripts, curriculum vitae, and letters of recommendation. Based on this ranking, applicants are then selected for an interview and, depending on the position, a teaching demonstration.

Practices for determining whether an applicant is well-qualified in the field of online teaching varies across departments at the college. For all positions requiring online teaching, there is an emphasis on evaluating proficiency in online education. Evidence may include recent online teaching experiences, a teaching demonstrations that showcase candidates' abilities to teach online, responses to open-ended interview questions that ask about best practices in online teaching, references from other institutions, online teaching certifications (such as the @ONE or Quality Matters certificates), and prior mentorship from experienced online instructors. Hiring committees for full-time positions which include online assignments will also ask applicants about their background in online teaching, experience with various Learning Management Systems, and their ability to leverage various technologies during the interview.

After the conclusion of the interviews, the committee forwards the names of candidates that qualify for a second-level interview with the College President and one of the College Vice Presidents. Prior to the second-level interview, the chair conducts a check of professional references. 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

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appointment to the job. Before a candidate's name is forwarded for Board of Trustees for approval, OHR reviews official transcripts and verifies employment history.

Recruitment and Hiring of Part-Time Faculty

There is an AR for part-time faculty recruitment and hiring. Applications for part-time faculty positions are continuously accepted and OHR maintains a candidate pool for each discipline of those applicants who meet the minimum qualifications for the position. Division deans and department chairs can access the application materials in each candidate pool online when a part-time appointment is needed.

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 same minimum qualifications required of full-time faculty and submit official transcripts prior to Board approval. Division deans make hiring decisions after appropriate reference checks have been conducted.

Recruitment and Hiring of Classified Employees

Board policy 4011.3 defines the recruitment and hiring process for classified employees, and a college process to develop the prioritized recommendations for classified positions is consistently followed [Classified Hiring Process, IIIA-10, IIIA-11]. In October 2015, the district implemented a voluntary pilot project for recruitment and hiring of classified employees as the first step in evaluating the current board policy for possible revisions [IIIA-12]. While 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 and administrative review processes, and these requests are consolidated by the appropriate Vice President, who prioritizes and brings the requests to the College Resource Committee, which reviews them prior to forwarding them to Consultation Council, the College's main governance group for new discussion and ranking of new staff position requests. The Consultation Council creates one prioritized listing of classified staff. The President finalizes the list based on available funding and other factors and submits it to the Chancellor.

Following the approval of the prioritized list of staff positions, the hiring process is started though the submission of a job requisition to OHR through Workday. Applications for classified positions undergo a rigorous review process. OHR screens applications for completeness and to ensure all applicants forwarded to the committee for review demonstrate the minimum knowledge, education, and experience specified in the job announcement. The search committee chair has the option to be involved in the minimum qualification screening process. If the need arises, OHR will consult with the chair on matters of interpretation of minimum qualifications. The pilot classified hiring process enables the

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committee to confer regarding interpretation of minimum qualifications required for the position.

Search committees are formed for each position and consist of three to seven members, which may include classified staff, managers, administrators, and faculty, where applicable. The application materials for all applicants meeting the minimum qualifications for the position are reviewed and ranked online on the district's employment site by committee members in order to determine which applicants will be invited for an interview.

A human resources specialist and the search committee chair determine the lowest score to qualify for an interview and the number of applicants to be interviewed. In the pilot process, search committee discussion forms the basis of determination about which candidates will be interviewed

Interview questions are asked to determine whether candidates can accomplish the tasks required of the positions for which they have applied. For staff positions related to instructional technology in online education, for example, candidates' applications are screened for experience and education related to online education and additional questions are asked about their abilities and training as part of the interview. At the conclusions of the interviews and any subsequent discussions, each committee member determines a final interview score for each candidate. The pilot hiring process involves progressive ranking after the completion of each interview (i.e., no scores are tallied). Reference checks are made in accordance with administrative regulation guidelines, and second-level interviews are frequently conducted prior to submission of the recommended applicant to the president. This process ensures that the applicant who is offered the position is the most qualified to support the programs and services of the College**.**

Recruitment and Hiring of Administrators and Managers

Academic administrators 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) meet the needs of the college in the position for which they are hired. This second requirement may include more-specific degree requirements, degree majors, or additional educational or experiences requirements as defined by the needs of the college [IIIA-13] [IIIA-14].

Minimum qualifications for all classified, or non-academic, managers are determined by the needs of the district. Education, experience, and job requirements are developed by OHR in collaboration with the hiring manager and refined by an external consultant with information provided by periodic 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.

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The recruitment and hiring process for College administrators and managers is set forth in Board Policy 4011, Employment Procedures for Administrators and Managers [IIIA-4]. When the need for hiring a new administrator or manager is determined, the president makes a recommendation to the chancellor. Once approved by the chancellor, a job requisition is submitted to OHR through Workday. OHR advertises the open position and is responsible for maintaining the recruitment file and application materials for each position.

Search committees for administrator and manager positions consist of between five and twelve members. The majority of the committee must be administrators and managers, but the committee must also include 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. As with other positions, applications are screened for meeting the job qualifications as specified in the description and ranked. Interviews are held with the most qualified applicants, and up to three finalists are forwarded to the president for a second-level interview. The president conducts the second-level interview, inviting others to attend, and makes the final selection for the position. Reference checks are conducted by the committee chair or designate, and OHR reviews transcripts and verifies the employment history of the top candidate before an offer is made.

ANALYSIS AND EVALUATION

The College follows established procedures for the recruitment and hiring of all personnel. The determination of positions to be hired is based on the institutional needs of the College, and processes are followed to ensure that the College attracts and hires only the most qualified individuals for each position.

The College and District have policies and procedures 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. OHR ensures adherence to the California Education Code, California Code of Regulations, Title 5, collective bargaining agreements, board policies, and administrative regulations in the hiring and recruitment of personnel.

A common concern at the College revolves around the time it takes to fill an open position. The hiring process for classified staff is lengthy, due in part to a backlog of open positions and OHR's ability to work through the backlog, and due in part to the many steps required by the process itself. In an attempt to reduce the time and to improve the recruitment process, OHR has reorganized and hired additional staff. OHR has also implemented several process improvements such as the online screening of candidates by the committee members. In addition, college and district administrators have visited with human resources professionals at other community colleges to learn about their hiring processes, and the college is currently engaged in a classified staff hiring pilot process in an attempt to streamline and shorten the hiring process.

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College seeks to hire the most qualified faculty in all disciplines. In order to be considered for a position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement and established by State law (Title 5, Sections 53400-53430) [IIIA-14]. The Board of Governors of the California Community Colleges, in consultation with the Academic Senate for California Community Colleges, determines the minimum qualifications for faculty and publishes them in their "Minimum Qualifications for Faculty and Administrators in California Community Colleges" [IIIA-13]. 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 [IIIA-15]. Equivalency policies are detailed in Board Policy 4011.1 [IIIA-1].

Job descriptions for faculty positions are developed in accordance with Administrative Regulation 4011.1, Recruitment: Full-Time Faculty [IIIA-5] and reflect the job duties outlined in Board Policy 4309, Duties and Responsibilities of the Faculty [IIIA-6], which include curriculum development and the assessment of student learning, as well as the specific requirements for knowledge and expertise within their discipline. Beyond the minimum qualifications, each job description includes a list required experience and desired qualifications for the position, which are determined by the discipline experts at the College.

The college currently utilizes an effective process for hiring that ensures content area expertise for faculty hiring of full-time positions. All hiring committees must include no fewer than three members who are experts in the academic discipline of the recruited position, and these may be drawn from District faculty and staff or from external sources if necessary. All faculty appointments are approved by the Academic Senate.

Instructors are hired for a broad range of skills needed within their discipline, which may include expertise in online instruction. Search committees review applications for full-time faculty positions to ensure applicants have the appropriate knowledge, education, and experience for the position, as outlined in the job description.

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ANALYSIS AND EVALUATION

Saddleback College has been successful in hiring and retaining highly qualified faculty. This is due to the well-developed job descriptions that outline the qualifications necessary for employment and the rigorous processes in place for recruiting and selecting candidates, as well as to the desirability of living and working in south Orange County. Many College faculty hold positions of leadership in statewide and national professional organizations and shape and influence community college education beyond Saddleback College. The College has a long-standing preference for filling full-time faculty positions with individuals who exceed the minimum qualifications. In addition, many part-time faculty, particularly in career technical education, are practitioners who work in the community and bring their unique experiences to the classroom.

A good indicator of the quality and the expertise of our faculty is their length of service to the College and their educational preparation and training. Their markedly long service record is an indication of the stability and consistency the College has been able to maintain with regard to human capital. According to the OHR:

- 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.

- More than 10% of our part-time faculty have been with the College more than 10 years and 9% have been with the College more than 15 years. Six part-time faculty have been with the College more than 30 years.

- Of our tenured faculty 61 (34 percent) have doctorates, and 20 (29 percent) of our probationary 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 [IIIA-16].

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

EVIDENCE OF MEETING THE STANDARD

Academic Administrator's and Classified Managers Qualifications

Saddleback College seeks to hire the most qualified managers and administrators. In order to be considered for academic administrator position, applicants must meet the minimum qualifications or the equivalent as described in the position announcement, defined by the

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California Code of Regulations, Title 5, Section 53420, and published by Board of Governors of the California Community Colleges in the document, "Minimum Qualifications for Faculty and Administrators in California Community Colleges" [IIIA-13]. The College also establishes required experience and desired qualifications for each position that above the minimum qualifications. These are described in the job announcement for each position.

Minimum qualifications for classified managers are contained in job descriptions developed by the OHR in collaboration with the hiring manager at the college. The College can also establish additional qualification in relations to education, experience, and job knowledge. These are described in the job announcement for each position. 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 requirements of the position.

Classified Employees' Qualifications

The qualifications for each classified staff position are linked to the position requirements and responsibilities and to standards established by the OHR. The Office of 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 OHR to verify a prospective employee's educational or professional certification, experience, or any other prerequisites for employment [IIIA-1].

ANALYSIS AND EVALUATION

College administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The College develops job announcements that state all qualifications for positions, included desired qualifications, and adheres to established processes to ensure that only the most highly qualified individuals are hired.

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

EVIDENCE OF MEETING THE STANDARD

The minimum qualifications for all positions describe both the required and desired educational credentials. All applicants for positions requiring higher education degrees are required to submit transcripts that indicate degree conferral. OHR reviews the validity of

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each transcript and verifies educational degrees through the National Association of Credential Evaluation Services (NACES).

Individuals who have completed college or university course work or degrees at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts and degrees through a U.S. foreign transcript evaluation agency accredited by the State of California Commission for Teacher Credentialing such as Educational Records Evaluation Service and the International Education Research Foundation The applicant bears the responsibility to complete and submit this evaluation. These evaluations are then verified by OHR. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

ANALYSIS AND EVALUATION

The college follows appropriate procedures to ensure that all faculty, administrators, and other employees hold appropriate degrees. All transcripts and degrees listed on an individual's application are verified prior to hiring.

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

All personnel at the College are systematically and regularly evaluated through processes and procedures established by board policies, administrative regulations, and employee contracts. The evaluation process is overseen by OHR and all manager and administrators are responsible for ensuring that their employees are evaluated in a timely fashion. All employee evaluation reports and determinations are kept in the employee's personnel file, maintained by OHR. Employees have the right to provide a written response to his or her evaluation and have it placed in the personnel file. The evaluation procedures used to evaluate faculty, classified staff, administrators, and managers vary, as described in the following sections.

Evaluation of Faculty

Faculty evaluations follows the negotiated procedure described in the collective bargaining agreement between the District and the SOCCCD Faculty Association [IIIA-17].

Evaluation procedures for probationary (tenure-track), tenured, and part-time faculty members are defined in the 2015-2018 Academic Employee Master Agreement [IIIA-17].

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The evaluation of probationary faculty 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. Probationary faculty are evaluated annually throughout the four-year probationary period. The probationary faculty evaluation is a four-step process: The first step is a self-evaluation in the form of a portfolio. This is a new part of the evaluation process and allows the faculty member to include information regarding their accomplishments, course materials such as syllabi, and goals. The second step is the observation and report conducted by a tenure review committee (TRC). Each tenure track faculty member is assigned a TRC that follows the probationary faculty member through the probationary period. The TRC is appointed by the probationary faculty member's division dean, in consultation with the department chair, and comprises the dean and a minimum of two tenured faculty members from the department or from a related department. [IIIA-18]. The TRC also includes a faculty mentor who has a non-evaluative role and is expected to serve as the advocate for the needs of the faculty member during the probationary period. The TRC conducts scheduled classroom/worksite/electronic visitation(s) as needed and submits written comments to the dean. The third step in the process is student evaluations. 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 may be utilized by the TRC as part of the evaluation process. The fourth step is the completion of the Faculty Performance Evaluation Report by the TRC. This report is based on the observations of the faculty member made by the TRC and well as other 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. Following each evaluation, the TRC makes a recommendation of renewal or nonrenewal of the faculty member's contract. This recommendation is submitted by the dean to the appropriate vice president, who then reviews the recommendation and forwards his or her recommendation to the 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.

The purpose of the tenured faculty evaluation process is "to improve the teaching/ learning process and the delivery of student services, to provide a basis for professional growth and development, and to comply with California State Community College laws and regulations" [IIIA-19]. Tenured faculty members are scheduled for evaluation at least once every three years. Evaluation is a four-part process that includes a self-evaluation portfolio, student

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evaluations, classroom/worksite observation, and a review report. The self-evaluation and student evaluations are conducted in the same manner as for probationary faculty. The observation is conducted by the division dean or designee, who then completes the Faculty Performance Evaluation Report.

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 [IIIA-20]. The evaluator holds a final evaluation conference with the faculty member during which all items in the evaluation process are reviewed. If the evaluator feels that a faculty member's overall rating is unsatisfactory 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.

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.

The part-time faculty evaluation process is also designed to improve the teaching/ learning process and delivery of student services, and to provide the part-time faculty member a basis for professional growth and development. Part-time faculty are evaluated once in the first semester of employment and every three years thereafter. The process followed is exactly the same as for a tenured faculty member and includes a self-evaluation portfolio, student evaluations, a classroom/worksite visit by the dean or department chair, and an evaluation report. [IIIA-21].

The format for evaluating online courses is described in the Academic Employee Master Agreement, which requires faculty who teach online to meet for at least 50 minutes with their supervisors to go over their online course. Evaluations make recommendations for improvement of online courses during the evaluation process, and faculty typically implement suggestions from peers and evaluators or through informal feedback.

The use of mentors, portfolios and meetings covers additional areas of growth and professional development, which would not typically be covered in a shorter, single observation. Faculty are evaluated in all areas, including preparation, effective instructional practices, outcomes assessment, and college service. Mentorships and interactions between colleagues also help to determine the effectiveness of personnel in performing their duties.

Through both formal evaluation processes and informal means, faculty are provided with opportunities to identify areas of improvement and participate in professional development to improve their teaching in both face-to-face and online courses or other areas of job performance.

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Outside of the evaluation process, there are opportunities for faculty to improve their teaching skills in both face-to face and online classes. These include one-on-one meetings with professionals in the Faculty Center for Student Success, AVID workshops, Quality Matters sessions, and other professional development workshops. Faculty can also participate in committees that address teaching and learning. The Online Education Initiative has also offered some unique opportunities for faculty to improve their teaching methodologies in online education and to document evidence of effectiveness. The college currently serves as a pilot site for the OEI, and there are six OEI-engaged faculty members participating in varying levels within the pilot. These OEI-engaged faculty are reviewed and re-reviewed for improvement and are provided with ample opportunities to learn new skills, meet with instructional designers, and participate in workshops and training to improve their online teaching skills. The evaluation instrument, the OEI's Course Design Rubric, has been widely utilized and adopted in state level activities as promoting improvement and standards for effective teaching in online education, and the College is in the process of developing a new online teaching certificate based, in part, on this rubric.

Classified Staff Evaluation

Classified staff evaluations follow the procedures described in the collective bargaining agreement between the California School Employees Association, Chapter 586, and the District. [IIIA-22] The CSEA contract states that each permanent classified employee shall receive 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 expected to be evaluated once during the initial six months of employment, and again prior to the end of the probationary period.

The OHR has developed a report in Workday, the college's enterprise resource planning tool that managers can use to determine when evaluations are due. OHR holds workshops on effective evaluation techniques. OHR receives all completed evaluations for inclusion in each employee's personnel file [IIIA-23].

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 for academic administrators and classified managers can now be conducted in Workday, which allows for input by the supervisor and the employee [IIIA-24] [IIIA-25] [IIIA-26].

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 such as a remediation plan and provisions for assisting the employee in implementing any recommendations made.

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Evaluation of Police Officers

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) [IIIA-27]. All officers on campus 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.

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.

Evaluation of Administrators and Classified Managers

Board policy and administrative regulation 4090 govern the evaluation of academic administrators and classified managers [IIIA-28] [IIIA-29] [IIIA-30]. Administrators and managers are evaluated semiannually during the first year of employment and annually thereafter. The evaluation is completed by the immediate supervisor in Workday [IIIA-31]. 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.

The completed evaluation is shared with the employee, forwarded to the College president and the chancellor for review, and transmitted to OHR.

ANALYSIS AND EVALUATION

College processes state that evaluations are conducted by the employee's immediate supervisor on a regular basis as identified in the board policy, administrative regulation, or employee contract. The college is challenged, however, to ensure that evaluations are conducted in a timely manner for all employees. While the College intends to provide timely and effective performance feedback to employees, this is currently a challenge because: 1) the due dates and current status of evaluations are not regularly tracked by the OHR and reported to the college; and 2) the time managers must take to conduct evaluations is significant. Evaluations of tenure-track faculty happen regularly in accordance with the faculty contract and the tenure evaluation form, but evaluations of other groups do not

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happen systematically and at stated intervals. A suggestion to improve administrator evaluation practices by including broader input has been made but not adopted.

OHR has now developed a report for monitoring due dates for staff and faculty evaluations to assist managers and administrators to complete evaluations in a timely fashion. A majority of administrators and classified managers have been trained by OHR to use the FRISK (Facts Rules Impact Suggestions Knowledge) evaluation model for employee performance documentation [IIIA-32], and evaluation training has been provided in numerous sessions provided at College Management Team meetings and at District Administrators and Managers meetings [IIIA-33] [IIIA-34] [IIIA-35]. The College is currently collaborating with the OHR to refine and execute an improved process for tracking all evaluations to ensure they are conducted at stated intervals.

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

Saddleback College is committed to student learning and student success. As part of their regular responsibilities, and in accordance with BP4309, Duties and Responsibilities of the Faculty, Saddleback faculty are required to engage in the assessment of student learning outcomes (SLOs) in all of their courses. Faculty, whether teaching face-to-face or online, are required to assess student learning. Counselors and librarians are also required to participate in SLO assessment as part of their responsibilities.

Faculty are evaluated, in part, on their compliance with the responsibility to evaluate student learning as part of the faculty evaluation process [IIIA-18] [IIIA-19]. The evaluation article in the faculty contract specifies that evaluation reports include information regarding participation in curriculum development and review and in development and assessment of student learning outcomes, and the evaluation instrument also includes this as one of the key ranking measures.

Administrators, classified managers, and staff who are closely linked to instruction, such as instructional assistants, recognize the role they play in student learning process and are involved in the development and assessment of either Student Learning Outcomes (SLOs) or Administrative Unit Outcomes (AUOs).   Administrators and manager's work with staff and faculty in their areas to ensure that outcomes are being assessed and dialogue is taking place to lead to greater attainment of those outcomes. They also are responsible for evaluating faculty and staff in relation to engaging in SLO or AUO assessment and to set employee goals related to assessment of learning, where applicable.

SLO assessment is conducted at the department level and department chairs are required to lead faculty assessment and dialogue. When student learning does not meet the criteria set

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by the department, department chairs facilitate discussion about needed improvements. Discussions about the how to improve learning outcomes come in many forms and lead to a variety of plans.   Program reviews and SLO assessment result are gathered by departments, which include information on student success and retention rates, among other data. Dialogue also takes place outside of departments in various committees and workshops. For example, the Online Education Committee regularly discusses online course outcomes, and members dialogue and disseminate information related to benchmarks, best practices, and uses of assessment data to increase in student success measures in online classes. As a result of this dialogue and the analysis of assessment data, resources are developed as to assist faculty throughout the college. These resources include the creation of documents, such as checklists and best practices manuals, and professional development activities for faculty in collaboration with the staff at the Faculty Center for Student Success, an Online Educator program, the Online Education Summit, AVID online-focused workshops for faculty have all been a result of these discussions.

ANALYSIS AND EVALUATION

The faculty evaluation process requires the participation of classroom faculty, counselors, and librarians in the assessment of SLOS. The faculty evaluation process as a whole is meant to assess how effective instructors are at facilitating teaching and learning, and the use of learning outcomes is seen as a key component of their effectiveness. 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. Most faculty members are now fully engaged in using the SLO assessment process to improve their instruction and student learning.

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, and the EPA Committee strives to continually increase engagement levels. Nonetheless, all departments participate in discussions related to SLOs. Some of the most extensive discussion related to SLOs occurs in committees such as the Online Education Committee, Curriculum Committee, and the Educational Planning and Assessment Committee. Faculty members from various disciplines serve on these committees, sharing their experiences and insights and carrying the discussion back to their respective departments and college wide during professional development activities.

Administrators are asked, as part of their annual self-evaluation, to identify their accomplishments based on SLOs and AUOs in their division. The participation of classified managers and staff in activities related to SLO and AUO assessment is considered as part of their evaluation as well.

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

EVIDENCE OF MEETING THE STANDARD

The College maintains an appropriate number of full-time and part-time faculty to ensure the quality of its educational programs and services. Moreover, the College recognizes the importance of having as many full-time faculty as possible. 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). 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). In Fall 2015, the SOCCCD's total Full-Time Equivalent Faculty was 381.2 for both Colleges in the District; this figure exceeds the full-time faculty obligation number (FON) of 366.8 for SOCCCD [IIIA-36].

It is generally recognized campus wide that a robust team of full-time faculty are needed to effectively carry out the work of the College, especially as faculty duties related to evaluating and improving student learning outcomes, student equity, and student success have increased. As such, the college maintains a full-time faculty number for classroom and non-classroom faculty that is above the FON required by the California Community Colleges Chancellor's Office [IIIA-36] [IIIA-37]. College data show that from 2010 to spring 2016, full-time equivalent faculty have increased 15.5 percent while student enrollment was relatively unchanged [IIIA-38]. This increase in the number of faculty has enabled the college to ensure adequate faculty engagement with new requirements related to initiatives such as matriculation, student success, and student equity.

Staffing for new full-time faculty positions is determined through a process that incorporates recommendations from the Faculty Hiring Prioritization Committee, which includes consideration of indicators of the sufficiency of faculty staffing levels contained in the program reviews, as well as analysis conducted by the college President that includes a broad view of the college's mission and goals as well as fiscal considerations. Part-time faculty are hired on an as-needed basis to ensure that sufficient classes are offered in order for students to complete their programs of study in a timely fashion.

ANALYSIS AND EVALUATION

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The College has a variety of practices in place to ensure that a sufficient number of full-time and part-time faculty are maintained to fulfill all the responsibilities essential to the quality of educational programs and services at the College. The Faculty Hiring Prioritization process uses institutional and program review (PR) data to identify faculty needs and to ensure that those programs with the most demonstrated need are ranked highest. The actual number of full-time faculty hired is determined by the President based on these demonstrated needs, on College priorities determined through planning efforts, on the requirements of maintaining staffing levels above the FON, and on the College budget. PRs increase the correlation between institutional planning and staffing decisions to provide an improved methodology for maintaining the appropriate level of faculty required to maintain the depth, breadth, and responsiveness of the College's quality programs and services.

Full-time faculty 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 where needed has enhanced the quality and diversity of our program offerings [IIIA-1].

In all programs and services at the College, part-time faculty are utilized when needed to fill classes and meet counseling and library needs. Each department maintains a pool of part-time faculty that can be hired when the need exceeds the current number of part-time faculty within the department.

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

EVIDENCE OF MEETING THE STANDARD

Part-time faculty at Saddleback College are seen as an essential component of student success and are, therefore, provided with all the tools necessary for their full integration into the life of the institution.

When hired, all part-time faculty at Saddleback College participate in two orientations. The first orientation is led by OHR prior to their start date and provides employment information on a number of important topics including benefits, policies, and procedures. The list of topics covered during this orientation includes contact information, designation of beneficiary, employment eligibility verification I-9, Title VII questionnaire, workers compensation, employee's withholding allowance certificate W-4, direct deposit, TB testing, parking permits, CalSTRS retirement, salary schedules, pay dates, verification of academic and occupational work experience, Workday, network access, MySite, employee benefits, optional benefits, the harassment policy and complaint procedure, HIPPA notice of privacy practices, safety, campus pap, academic calendar, and the faculty employment agreement [IIIA-39].

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The second orientation occurs within the department or division in which the part-time faculty member will be working. These orientations are typically led by the department chair and includes details regarding the actual assignment and College and division procedures and policies. This orientation typically includes course syllabus design, handling registration emails, managing the faculty profile, downloading class rosters, add permit codes, navigating MySite, ordering textbooks and other resources through the College bookstore, maintaining a voicemail box, audio/visual instructions, referral for student conduct violations, employee identification card, library services, tutoring services, copy center, Faculty Center for Student Success (FCSS) offerings and other opportunities for professional development, college committees such as the Academic Senate, and Faculty Association membership.

A third optional training is provided by the Faculty Center for Student Success. Part-time Faculty get one on one training on how to use Blackboard, create an official class website, and assistance with processes related to the aforementioned training topics (e.g. faculty profile, class rosters, etc.)

All professional development opportunities available on campus are open to part-time faculty, and they are encouraged to participate. At times, a stipend is offered to part=time faculty for their participation. Each year, the College offers nine full-days of professional development activities during the Professional Development (PD) Week that precedes the start of each semester. During fall PD Week each year, the President hosts a part-time faculty dinner and resource fair, where they are given information on how to effectively participate in the academic and professional life of the College.

In addition, through the Academic Senate part-time faculty can apply for up to $600 to participate in outside professional development activities such as discipline-specific or teaching and learning conferences [IIIA-40]. Part-time faculty are encouraged to participate in college initiatives that frequently include professional development. These initiatives include AVID for Higher Education, grant-funded professional development (e.g. the STEM guitar workshop, Perkins-funded conference attendance, faculty externships), and categorically-funded professional development (e.g. through the Student Support and Success Program, the Basic Skills Initiative, and the Student Equity Plan). On-campus conferences open to both full-time and part-time faculty include a regularly scheduled CTE Conference, a Student Success Conference, and an Online Education Summit. Another professional development resources available to part-time faculty include workshops and one-on-one technical and online teaching training in the FCSS. The FCSS also maintains a website with significant resources available to part-time faculty including the *Faculty Guide to Online Education*, an effective online teaching rubric, and tips to increase student retention, among others.

Oversight of and assistance for part-time faculty is included in the job description of division deans and in the board policy on the duties and responsibilities of department chairs

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[IIIA-41]. This oversite, which includes informal meetings, formal evaluations, and ongoing training and dialogue, ensures the highest quality of instruction and service by part-time faculty. As discussed in III.A.5 above, all part-time faculty are evaluated their first semester and every three years thereafter per the Academic Employees Master Agreement. The evaluation process is conducted through the division dean with assistance from the department chair. Part-time faculty are invited but not required to attend all division and departmental meetings and to become active in college committees. Moreover, the most recent faculty contract (2015-2018) incorporated payment for student consultation time into the part-time salary schedule.

ANALYSIS AND EVALUATION

As part-time faculty teach a significant number of classes at the College and provide valuable services to students in counseling and the library, the College recognizes the need to fully-integrate part-time faculty into the life and culture of the institution. The College's employment practices provide a comprehensive orientation to the policies and practices of the College and District, professional development opportunities, ongoing oversight and assistance, and regular evaluation for part-time faculty.

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

EVIDENCE OF MEETING THE STANDARD

The College has processes in place to determine its human resources needs. As previously mentioned, the College follows a standardized hiring prioritization process for faculty and staff positions. These processes are designed so that information from program and administrative unit reviews, other institutional data, and College priorities are considered in the ranking decision. Needs for classified manager and administrator positions are also informed by administrative unit reviews and other institutional data; these positions are fewer in number and are not formally ranked through the college's resource allocation process but are vetted through the consultation council which is comprised of constituency group representatives.

Each administrative and student support unit on campus determines its staffing needs primarily through the AUR process. Classified staff, manager, and administrator requests are made through the College's resource allocation process and submitted into TracDat. During this AUR process, the need for classified staff is reviewed by considering department or unit needs and larger institutional needs and priorities as identified in the strategic planning process and the College budget. Needs are prioritized at the department/division level and then by the Vice Presidents of each area prior to being presented to the College Resource Committee for review. This is an annual process, which results in a funding for the position in the current year, deferral of funding to a future time, or non-funding.

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The qualifications for each job vacancy are linked to position requirements and responsibilities and to standards established by OHR. OHR establishes hiring criteria by matching position requirements and responsibilities to industry standards. 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. Job descriptions for classified staff, administrators, and classified management positions are posted on the job site. Human Resources technicians review all applications to ensure all applicants meet the position qualifications related to education and experience.

The table below shows the number of years of service for each employee; 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.

Count by Employee	<1 Year	1-4 years	5-9 years	10-14 years	15-19 years	20 years or more	Grand Total
District Services	9	19	25	16	13	14	96
Academic Administrators			1	1	1		3
Classified Administrators and Managers	2	6	9	6	5	5	33
CSEA	7	13	15	9	7	9	60
Saddleback College	51	139	121	95	58	113	577
Academic Administrators	2	5	9	2	2		20
Classified Administrators and Managers	5	6	2	5		10	28
CSEA	29	60	64	44	25	51	273
Faculty CTA	15	66	44	43	31	50	249
POA		2	2	1		2	7
Grand Total	**60**	**158**	**146**	**111**	**71**	**127**	**673**

ANALYSIS AND EVALUATION

The college has a sufficient number of staff to support the effective educational, technological, physical, and administrative operations of the institution. Where staffing levels are too low, staff planning processes are in place to ensure that issues documented in AURs inform staff resource request approval processes. Hiring practices ensure that staff have the qualifications they need for their positions. While classified staff hiring processes seems to be slow, the college and OHR are collaborating to implement a pilot process to improve these processes.

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

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EVIDENCE OF MEETING THE STANDARD

Saddleback College's senior management staff includes the College president, three vice presidents, and an assistant vice president of institutional effectiveness. In addition to the senior staff, the College employs 15 deans and other academic administrators and 35 classified managers. This complement of administrators and managers provides the leadership and expertise needed to ensure that the College fulfills its mission.

The administrative structure of the College is informed by AURs and the College Resource Committee (CRC) process previously described. Administrative reorganizations, however, are subject to approval by the chancellor and the board of trustees. In the past year, the college created one new administrative position, the associate vice president of institutional effectiveness, in order to ensure leadership for several important college initiatives. The need for the position was identified in the appropriate AUR and was vetted through the College's shared governance process. Classified staff, faculty, and all leadership personnel had an opportunity to review and provide input on the recommended reorganization before the recommendation was forwarded to the chancellor and the board of trustees. A statewide comparison of the number of students per administrator shows that Saddleback College is ranked 52 out of 113 California community colleges by college size [IIIA-42].

The administrator recruitment and hiring processes outlined in sections III.A.1 and III.A.3 describe how the college ensures appropriate expertise among administrators. Saddleback College's Management and Administrative team has participated in an ongoing professional development series, "From Group to Team", which has supported the development of a cohesive management team at the college. The college was recently selected as one of the nation's "Great Colleges to Work For" based on a survey administered by the Chronicle of Higher Education. These survey results are an indication that the administrative team at the college is effective [IIIA-43].

ANALYSIS AND EVALUATION

Saddleback College maintains a sufficient number of administrators with appropriate preparation and expertise to provide effective leadership in support of the institution's mission and purposes. A statewide comparison of all districts indicates that Saddleback College has a median number of administrators across all colleges and districts in California. Administrators engage in ongoing professional development to ensure effectiveness.

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

EVIDENCE OF MEETING THE STANDARD

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The SOCCCD and Saddleback College strive for fairness and equity in all employment practices, and various policies and regulations are developed towards this end. A districtwide policy committee, the Board Policy and Administrative Regulations Advisory Council (BPARC), which represents all constituency groups, is charged with identifying and recommending all policies of the district, including those that are legally required by state and federal law and by the accreditation commission. The BPARC maintains a systematic and periodic review of all existing District policies to ensure that they are legally current and in accordance with the provisions of Title 5 of the California Code of Regulations. Draft policies and administrative regulations developed by BPARC are sent out for review by all constituent groups. When feedback is received, a final draft is developed by BPARC, approved, and then 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 in order to maintain the district's commitment to unbiased and impartial treatment of its employees.

Reporting to the vice chancellor for business services, BPARC is the consultative body for policies and regulations. The council is composed of the three district vice chancellors the vice presidents for instruction and vice presidents for student services from both Saddleback College and Irvine Valley College, a classified leadership representative, an academic dean from both colleges, the Academic Senate presidents from both colleges, the Classified Senate presidents from both colleges, the SOCCCD Faculty Association president, the CSEA president, , and ASG representatives from both colleges [EVI- Committee charge and composition]. BPARC meets approximately every two weeks.
Support for BPARC's work is provided by the California Community College League's Board Policy and Administrative Procedure Service and by a consultant hired to oversee the process of board policy and administrative regulation revision and development. Through the league's policy and procedure service, the District is provided with regular updates of any legal or regulatory changes as well as legal opinions that may impact district policy.

Board policies and administrative regulations are divided into seven series including bylaws, community relations, administration, business, human resources, students, instruction, and speech and advocacy. They are available to all employees on the District's website and through the documents link in MySite, the District's information portal [IIIA-44]. Board policies, administrative regulations, and collective bargaining agreements govern the personnel practices at the College and District. All personnel board policies and administrative regulations are located in the 4000 series on human resources. They are developed and widely disseminated to ensure that District policies and procedures regarding areas such as hiring procedures, equal employment opportunity, harassment and discrimination prevention, evaluation of employees, and resolution of employee complaints are applied fairly and consistently. The review and revision of board policies and administrative regulations for all human resource-related items is conducted by BPARC in collaboration with OHR as well as the various employee organization.

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All hiring 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 in this capacity. All employees who participate on a hiring committee are required to receive EEO training as well, and to complete confidentiality and conflict of interest 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. A majority of Saddleback College administrators and managers and many faculty have completed EEO training and are able to serve in in the capacity of EEO representative on hiring committees [IIIA-45].

In addition to board policies and administrative regulations, many personnel items are contained within the negotiated collective bargaining agreements relating to specific categories of personnel. The following collective bargaining agreements are in effect:

- Faculty – Academic Employee Master Agreement, 2015-2018 [IIIA-17]
- Classified Staff – CSEA Contract, July 1, 2012 – June 30, 2015 [IIIA-22]
- Police Officers – Police Officers Association Master Agreement,
  July 1, 2012 – June 30, 2015 [IIIA-27]

Grievance procedures, which deal with contract violations, are defined under the individual employee agreements [IIIA-27]. Procedures governing grievances procedures and appropriate forms can be accessed on the Human Resources page of the District's SharePoint site. OHR is responsible for ensuring that grievance procedures are consistently and fairly administered.

The SOCCCD Harassment Policy and Complaint Procedure Handbook, which outlines the various types of harassment that can exist and the procedures to follow if a student, employee, or third party believes that he or she has been harassed, is available to all on the District's website [IIIA-46]. An *Unlawful Discrimination Complaint Form* is also available on the website.

Questions about existing policies and regulations can be referred to appropriate administrator for clarity or directly to the OHR. OHR staff 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 specific employee groups are communicated to administrators and relevant employee organization, who, in turn, communicate information about the updated policies to employees.

Policies concerning discrimination, sexual harassment, and equal employment opportunity, and reporting procedures, exist in board policies and administrative regulations 4000.4

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[IIIA-47], 4000.5 [IIIA-48] [IIIA-49], and 4000.6 [IIIA-50]. Training in prevention of discrimination and harassment is required of all administrators and managers, and is held regularly during the College's PD Week. Equal employment opportunity training is available to all employees, and is required for EEO representatives serving on hiring committees.

ANALYSIS AND EVALUATION

Personnel-related board policies and administrative regulations are systematically developed and updated on an ongoing basis through a consultative process that includes all constituency groups to ensure the policies are fair and in accordance with law and collective bargaining agreements. All personnel policies are currently either up-to-date or are in the revision process.

Board polices and administrative regulations are posted on the District website and are also available to all employees through MySite. The District is quick to follow up on any known or reported policy violation, and investigates if necessary.

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

EVIDENCE OF MEETING THE STANDARD

The College demonstrates its commitment to equity and diversity through its board policies and administrative regulations, its hiring practices, its grievance, complaint, and problem solving practices, and campus initiatives and activities for employees and students.

Moreover, the College's values statement, the Student Equity Plan, the Staff Development Plan, and Associate Student Government programs, among others, reflect the equity and diversity tenets addressed in Board policies and administrative procedures. The district's updated Equal Employment Opportunity plan is instrumental in support staff diversity.

Board policy 4010, entitled "Commitment to Diversity," sets the tone the entire District in relation to this commitment. It reads:

> *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* [IIIA-51].

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These ideals are contained within many of the board policies that deal with fair employment practices, harassment and discrimination prevention, conflict of interest prohibitions, academic freedom, speech and advocacy, and student equity.

In addition, the SOCCCD Equal Employment Opportunity Plan, 2016-2019, reflects the district's commitment to these principles in its hiring practices [IIIA-52]. SOCCCD does not discriminate in employment on the basis of race, color, ancestry, national origin, religious creed, sex, physical handicap, medical condition, age, 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 [IIIA-53]. 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. The district's EEO Officer compiles and analyzes data related to applicant pool and workforce composition to monitor plan effectiveness and inform plan revisions [IIIA-54] [IIIA-55].

Moreover, all permanent 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," and this statement is contained on all job announcements.

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. One of the values listed in the statement is "inclusiveness," which holds that "We cultivate equity and diversity by embracing all cultures, ideas, and perspectives" [IIIA-56].

College initiatives such as the development of the Student Equity Plan engage students, faculty and staff from across the college in discussions about diversity issues and the development of action plans to outreach to underrepresented populations and serve students from various backgrounds. These discussions have referred to the need to support diverse personnel as part of a student engagement strategy. Other practices that support the college's diverse personnel include the participatory governance structure, grievance procedures, and a new problem-solving workgroup that provides support for addressing numerous issues that may arise in a diverse workplace.

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 [IIIA-57]. The student clubs that foster appreciation of

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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 [IIIA-58]. Through the efforts of the International Student Program Office, the College makes every effort to integrate the international student population into campus life [IIIA-59].

The Academic Senate also has an Equity and Diversity Committee that address diversity programing, teaching about diversity, recognizing different needs within a classroom, and hiring for diversity. This committee has been inactive for the past several years, but is in the process of being reformulated and revitalized.

ANALYSIS AND EVALUATION

Saddleback College and the SOCCCD support diversity on an ongoing basis. The District and College have established policies to address equity and diversity issues for all employees and students of the College. The policies are applied consistently and fairly. [IIIA-60]

The District is committed to administering 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 through various programs and within classes. Each year employees participate with ASG in the planning and execution of Multicultural Week, and departments hold a variety of activities that deal with diversity issues such the Teach-in On Islam, Dia de los Muertos events, etc.

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

EVIDENCE OF MEETING THE STANDARD

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 110, Code of Ethics – Standards of Practice, for Members of the Board of Trustees [IIIA-61]. 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 [IIIA-62]. All designated employees must abide by Administrative

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Regulation 4000.9, Conflict of Interest Code [IIIA-63], which stipulates that must not make decisions based on their own financial interest or of their relatives or business associates. 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:

- Administrators and Managers are expected to abide by the South Orange County Community College District Administrator and Manager Statement of Ethics [IIIA-64]
- Faculty are expected to abide by the Academic Senate's Faculty Code of Ethics and Professional Standards [IIIA-65].
- Classified staff are expected to abide by the CSEA Code of Ethics and Classified Senate Code of Ethics [IIIA-66].
- The Police Officers are expected to abide by the Law Enforcement Code of Ethics Statement [IIIA-67].
- Students are expected to abide by the Student Code of Conduct as printed in the student handbook, and the Associated Student Government Code of Ethics [IIIA-68].

Any unethical behavior is addressed through management and administration, through the evaluation process, or through specific procedures outlined in board policies and administrative regulations.

In addition, all constituents of the College, including students, staff, faculty, and management, worked together on a joint "Statement of Mutual Respect and Collegial Behavior," as described in I.C.8 above, and, in January 2016, Consultation Council approved an "Interpersonal Conflict Resolution Recommendation" that encourages all employees to participate in "professional development and training on topics including interpersonal conflict resolution, abusive conduct, effective communication, and pertinent state and federal legislation, board policies, and administrative regulations." The goal is for the recommendations to be a living document that fosters an environment of professional development, communication and collegiality. Administrators will be reminded at least annually to share, distribute and discuss the guidelines with their staff and faculty. [EVI]

ANALYSIS AND EVALUATION

While the College does not maintain a single college wide code of ethics pertaining to all employees, each constituent group maintains its own code of conduct [IIIA-70] [IIIA-71] [IIIA-72]. In addition, the College has reinforced the expectation of ethical behavior though dialogue resulting in the joint "Statement of Mutual Respect and Collegial Behavior" and "Interpersonal Conflict Resolution Recommendation." [IIIA-73]

> 14. *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional*

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development programs and uses the results of these evaluations as the basis for improvement.

Both Saddleback College and the SOCCCD recognizes the importance of professional development for all its employees, as evidenced in the fact that one of the primary objectives in the 2014-2020 integrated strategic plan is to "increase professional development that potentiates employees' talents and interests" (Objective 1.4). In order to meet this objective, numerous professional development opportunities are available for employees of all classifications. These include opportunities made available within the District and at the College, as well as the provision of funding for external professional development opportunities. Wherever possible, professional development offerings and activities are linked to the College's mission, vision, and values [IIIA-56] [IIIA-69].

Each year, the College holds a PD Week, sometimes referred to as "Flex Week," prior to the start of the fall and spring semesters. As part of the state's flexible calendar plan for the promotion of professional development, the District's academic calendar is able to devote nine of the required 175 annual teaching days to professional development. The Faculty Development Flex Committee of the Academic Senate oversees the planning and implementation of PD Week activities [IIIA-74]. Ideas for activities are solicited from the college community and through an employee survey, results from surveys taken during previous professional development activities, and discussions during the Academic Senate and other college committee meetings. Although organized though the Academic Senate, PD Week also includes a variety of activities for classified staff, managers, and administrators as well.

Per the faculty contract, all full-time faculty are required to participate in professional development activities for a minimum of 38 hours during each academic year [IIIA-75] [IIIA-20]. Faculty may elect to participate in the College's PD Week to earn these hours, through other opportunities that are offered throughout the year, or through attendance at an external conference related to their assigned duties. Faculty can also apply to undertake and complete an individual project related to staff, student, or instructional improvement. To receive credit for outside conferences or individual projects, the faculty member must complete an evaluation form demonstrating how this activity benefited the individual and/or the College. This form is reviewed and approved by the Faculty Development Flex Committee before credit is granted [IIIA-76].

The College Academic Senate, the faculty association, and OHR jointly present an orientation program for new full-time faculty during PD week and notify them of this obligation. 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.

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In addition to PD Week, various professional development activities are held at the College throughout the year. These include the Institute for Teaching and Learning workshops that focus on teaching and learning strategies, workshops or one-on-one sessions in the FCSS focusing on online teaching, AVID workshops, a CTE Conference, a Student Success Conference, and an Online Education Summit, among many others.

The college supports various professional development opportunities related to online education. In the past, faculty received reimbursement for completing a six-course online educator sequence, which was an in-house program for instructors interested in building their skills as related to online instruction. This program was eliminated after the state developed a similar program through @ONE. Faculty are now encouraged to complete this sequence of courses. However, the lack of an in-house training program has become evident, and the Online Education Committee is currently developing a 10-week certificate program in online instruction to be offered beginning in spring of 2017. Most faculty who teach online continue to be trained on a one-on-one basis with the staff of the FCSS. The center has three instructional technologists on staff to assist faculty in all stages of online course development and refinement. FCSS also offers numerous workshops on online instruction tools and technologies, in addition to other instructional technologies, throughout the year. PD Week offers a host of skills-based workshops and opportunities for faculty to learn about best practices in online education, including new technologies, Canvas, and online teaching pedagogies. AVID offered online education-focused workshops for faculty during the 2015 year, and Quality Matters offered free on-campus training sessions and certification as well. In addition, many faculty have used their professional development funding monies to attend online education-related events and activities such as the Online Teaching Conference, Quality Matters National Conference, Course Design Workshop for @ONE, and other institutions. Annually, the College has begun to host an Online Education Summit that includes dialogue about best practices for faculty and administration. Faculty can also apply for funds to attend outside conferences relating to their discipline or to teaching and learning. The Faculty Development Funding Committee of the Academic Senate is responsible for the distribution of funds available for faculty professional development [IIIA-77]. Currently, funding supports up to $1,200 for full-time faculty and $600 for full-time faculty [IIIA-40]. Each year hundreds of funding awards are made to both full-time and part-time faculty to attend conferences or work on independent projects. 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.

Full-time faculty members are eligible to apply for sabbatical and professional development leaves as part of their collective bargaining agreement [IIIA-78]. 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. Per

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the Academic Employee Master Agreement [IIIA-17], the number of semesters available for faculty sabbaticals is calculated as 4.63% of the full-time faculty semester/year obligation as reported by the state chancellor's office to the District in the fall of that academic year. 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 PD Week.

In addition, at the discretion of the board of trustees, the District may grant a faculty member a paid or unpaid leave of absence of up to two (2) years for professional development which may include, but is not be limited to, 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 government (Calif. Ed. Code Section 87768)

Professional development is available throughout the year for classified staff, managers, and administrators as well. District Services has provided face-to-face training in Workday, the new financial system. The OHR hosts training activities specifically for administrators and managers. Using the results from an annual survey of the District Leadership Team (DLT), OHR 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. The OHR coordinates and documents the State-mandated harassment-prevention training for all employees, which is conducted annually during PD Week and is also available online. The OHR also facilitates numerous performance evaluation trainings including a program called "FRISK" (Facts Rules Impact Suggestions Knowledge) for all administrators and managers [IIIA-32].

Classified staff are encouraged to participate in various professional development seminars and workshops. Classified staff are permitted and encouraged, with management approval, to attend PD Week activities, many of which are geared towards staff [IIIA-79], and other activities that take place throughout the year. During spring break, one day is set aside for districtwide classified staff professional development.

Professional development funds are available for classified staff, and each academic administrator has a modest budget for professional development within their area as well. A Staff Development Committee of the Classified Senate manages a professional development fund and allocates funding on a proposal basis, [IIIA-80] [IIIA-81]. 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 [IIIA-82].

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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. 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 and the Classified Leadership Institute (CLI), a yearly event sponsored by the California Community College Classified Senate.

The College and the District provide additional professional development training through their websites. Examples include a series safety videos [IIIA-83], technology training via Lynda.com, and online training videos, job aids, and instruction manuals [IIIA-84] [IIIA-85]. The Office of Planning, Research, and Accreditation provides support for in-house computer information technology systems, such as TracDat, the outcomes assessment and PR/AUR system, inFORM, the District's data warehouse, and the chancellor's office Datamart, among others.

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 [IIIA-4]. Because it is often difficult for an administrator or manager to participate in professional development activities that require an extended period of time, such as a university course or a certification program, this policy is available for such purposes. 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 [IIIA-86].

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 [IIIA-87] [IIIA-88] [IIIA-89].

ANALYSIS AND EVALUATION

The College's commitment to professional development for all employees is evident in the number of professional development activities and funding it makes available each year. The total college wide expenditure for all professional development was $632,393 in 2015-2016 [IIIA-90]. The District and the College provide a wide variety of professional development opportunities to College faculty, staff, administrators, and managers during both PD Week and throughout the year. The College evaluates professional development activities to identify areas of strength and areas that need improvement in order to ensure

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meaningful professional development activities are 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. Full-time faculty are held accountable for their minimum 38 hours of professional development each year [IIIA-75].

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

EVIDENCE OF MEETING THE STANDARD

Extensive individual employee data are maintained in electronic form by the OHR. Employee data are managed with strict security and access is limited to Human Resources and supervisory personnel. Hardcopy personnel files, including evaluations for all employees, are maintained in secure fireproof cabinets in the OHR.

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 [IIIA-91]. Employee fingerprint information is received and on a secure network computer in an internal, secure location. A Districtwide Records Retention Committee reviews all record-retention systems and makes changes to ensure uniform access and storage.

Each employee has the right to inspect materials in his or 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 will make photocopies of any documents requested by the employee. The District does not charge a fee for employees to make copies of their personnel files.

Offices and file cabinets in the OHR that contain confidential documents are locked when unattended and at the end of each business day.

Board Policy 3310 [IIIA-92] and Administrative Regulations 3310 [IIIA-93] explain the process for retaining and destroying records, as described in the Records Retention Manual [IIIA-94]. 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.

ANALYSIS AND EVALUATION

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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 all board policies and administrative regulations that must be followed related to the release of personal, confidential, and privileged information.

Personnel files are maintained in fireproof filing cabinets in the OHR, and only Human Resources and supervisory personnel have access to these files. Employees may also view their own personnel files. There is a sign-out card for each file that records who has reviewed the files. When a file is being reviewed, a Human Resources staff member is present to ensure items placed in the files remain in the files and that no materials are added.

The District is implementing electronic personnel records using two complementary technologies: for historical information in a personnel file that is currently on paper, this information will be scanned and stored in a secure database (Perceptive Software's Image Now application) that is indexed by Employee ID, SSN and Name. For all new personnel information that normally would be placed in the personnel file, this information will be entered into the Districts' ERP, Workday. Portions of these technologies are currently in production and additional features are being implemented.

IIIA-1 - Board Policy 4011.1, Recruitment: Full-Time Faculty Hiring.pdf
IIIA-2 - Board Policy 4011.2, Confidentiality and Conflicts of Interest in Hiring.pdf
IIIA-3 - Board Policy 4011.3, Hiring Policy for Classified Staff.pdf
IIIA-4 - Board Policy 4011, Employee Procedures for Administrators and Managers.pdf
IIIA-5 – Administrative Regulation 4011.1, Recruitment: Full-Time Faculty.pdf
IIIA-6 - Board Policy 4309.pdf

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IIIA-7 - Advertising Procedures.pdf
IIIA-8 – EEO Plan 2016-2019.pdf
IIIA-9 – EEO Training Certification.pdf
IIIA-10 – Classified Hiring Process.pdf
IIIA-11 – Exceptions to the Hiring Policy for Classified Staff
IIIA-12 - Classified Staff Recruitment Pilot Project.pdf
IIIA-13 - Discipline List of Minimum Qualifications Handbook for 2014.pdf
IIIA-14 - Title 5, Sections 53400-53430.pdf
IIIA-15 - California Education Code 87359.pdf3.015 - CSEA Contract 2012-2015.pdf
IIIA-16 – Saddleback College Employment Data.pdf
IIIA-17 - Academic Employee Master Agreement 2015 - 2018.pdf
IIIA-18 - Academic Employee Master Agreement, 2015-2018, Article XVII, pg 42-49.pdf
IIIA-19 - Academic Employee Master Agreement, 2015-2018, Article XVII, SECTION II, pg 47-49.pdf
IIIA-20 – Academic Employee Master Agreement, 2015-2018, Article XIV, pg 23-25.pdf
IIIA-21 - Academic Employee Master Agreement, 2015-2018, Article XVII, pg 49-51.pdf
IIIA-22 – CSEA Contract 2012-2015.pdf
IIIA-23 – HR CSEA Biennial Performance Review Report.pdf
IIIA-24 - Classified Staff Evaluation Form.pdf
IIIA-25 – Classified Employee Performance Evaluation on MySite.pdf
IIIA-26 – Performance Review Screen for Faculty.pdf
IIIA-27 - POA Contract 2012-2015.pdf
IIIA-28 - Board Policy 4090.pdf
IIIA-29 - Administrative Regulation 4090.pdf
IIIA-30 – New Evaluation Reports for Employees.pdf
IIIA-31 – Administrative and Classified Leadership Evaluation Form.pdf
IIIA-32 - FRISK Manual Cover.pdf
IIIA-33 – Human Resources Performance Evaluator Training.pdf
IIIA-34 – The Performance Management Process. pdf
IIIA-35 – District Administrators & Managers (DAM) Meeting PowerPoint
IIIA-36 - Full Time Faculty Obligation Memo 2011.pdf
IIIA-37- Full Time Faculty Obligation Data.pdf
IIIA-38 - Student Enrollment Data (Six Years).pdf
IIIA-39 – Part Time Faculty New Hire Orientation.pdf
IIIA-40 – Faculty Development Funding.pdf
IIIA-41 – Board Policy 4310.pd
IIIA-42 – Students per Administrator.pdf
IIIA-43 – Chronicles of Higher Education Article.pdf
IIIA-44 - MySite.pdf
IIIA-45 – Classified Staff EEO Representative Guidelines.pdf
IIIA-46- Harassment Policy and Complaint Procedure Booklet.pdf
IIIA-47– Board Policy 4000.4 Equal Employment Opportunity.pdf
IIIA-48 – Board Policy 4000.5 Harassment and Discrimination Prevention and Complaint
Procedures.pdf
IIIA-49 - AR-4000.5-Harassment and Discrimination Prevention and Complaint Procedures.pdf
IIIA-50 – Board Policy 4000.6 – Human Resources Complaints Harassment & Discrimination.pdf
IIIA-51– Board Policy 4010.pdf
IIIA-52 – SOCCCD-HR-EEO-MANUAL-2016-2019.PDF

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IIIA-53 - SOCCCD Equal Employment Opportunity Statement.pdf
IIIA-54 – Workforce Analysis 2014-2015.pdf
IIIA-55– Applicant Pool 2014-2015.pdf
IIIA-56–Statement of Mutual Respect and Collegial Behavior.pdf
IIIA-57 – Grants and Contracts.pdf
IIIA-58 – ASG Clubs.pdf
IIIA-59 - International Student Program.pdf
IIIA-60- Student Equity Plan 2014
IIIA-61 - Board Policy 110.pdf
IIIA-62 – Board Policy 154.pdf
IIIA-63 – Administration Regulations 154.pdf
IIIA-64 - Administrator and Manager Code of Ethics.pdf
IIIA-65 - Faculty Code of Ethics and Professional Standards.pdf
IIIA-66- CSEA Ethics Statement.pdf
IIIA-67- POA Statement of Ethics.pdf
IIIA-68 – ASG Bylaws 2015-2016.pdf
IIIA-69 – Saddleback College Mission Vision and Values Statement.pdf
IIIA-70– Board Policy 112, Duties and Responsibilities of the Board of Trustees
IIIA-71– Board Policy 2100.1, Delegation of Authority to the Academic Senate.pdf
IIIA-72– Board Policy 2100.2, Role and Scope of Authority of the Academic Senates.pdf
IIIA-73– Interpersonal Conflict Resolution Recommendations.pdf
IIIA-74 - Academic Senate's Faculty Development Flex Commitee.pdf
IIIA-75- Full Time Faculty Professional Development Hours.pdf
IIIA-76 - Individual Activity Flex Report Form.pdf
IIIA-77 - Academic Senate Faculty Development Funding Commitee.pdf
IIIA-78 - Academic Master Agreement, 2010-2014, Article XXVI, p.57.pdf
IIIA-79– Spring 2016 Flex Program.pdf
IIIA-80 - Classified Senate Staff Development Fund Request.pdf
IIIA-81 – Classified Senate Staff Development Funding Guidelines.pdf**Still need evidence**
IIIA-82 – Professional Development Survey Results for Classified Staff.pdf
IIIA-83 – Safety Videos and Information.pdf
IIIA-84 – EVIDENCE WORKDAY TRAINING SITE **STILL NEED EVIDENCE
IIIA-85- SADDLEBACK COLLEGE ADMINISTGRATIVE SERICCE GUIDE**STILL NEED EVIDENCE
IIIA-86 - Classified Staff Professional Development Evaluation Form.pdf
IIIA-87 – Professional Development Survey Results for Administrators & Managers.pdf
IIIA-88 – Professional Development Survey Results, Classified Staff.pdf
IIIA-89 – Professional Development Survey Results for Full-Time Faculty.pdf
IIIA-90 – Workday Account Summary.pdf
IIIA-91 – Administrative Regulations 2210 HIPAA/CMIA Privacy Policy.pdf
IIIA-92 - Board Policy 3310 Records Retention and Destruction.pdf
IIIA-93 – Administrative Regulations 3310 Records Retention and Destruction.pdf
IIIA-94- Records Retention Manual.pdf

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III.B. Physical Resources

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

EVIDENCE OF MEETING THE STANDARD

The college engages in assessment, evaluation, prioritization, and allocation activities to ensure safe and sufficient facilities. The criteria and processes the College and District Services 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 research, consultation, committee approval, and appropriate planning processes and documents. The College supports and integrates campus wide facility needs into the College Strategic Planning Process, scheduled maintenance plans, and the District Education plan 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 [EVIDENCE], 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. Larger projects include an extensive renovation of a temporary classroom cluster known as "The Village," addition of an Automotive Technology/Transportation building, and the construction of the new Sciences building; these projects are nearing completion. Since 2010, $134 M has been allocated to Saddleback College for facilities upgrades [x.xx].

The College participates in the District-Wide Strategic Planning Council whose purpose is to coordinate all district-wide planning [x.xx]. The College Six Year Strategic Plan [x.xx] was also developed using various data sources, including the Facilities Maintenance and Operations Department Administrative Unit Reviews (AUR) [x.xx], District goals, and monthly safety inspection results as performed by the Facilities Maintenance and Operations (FMO) management team [x.xx]. 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, with input from Keenan & Associates, reviews and updates the District's Injury and Illness Prevention Plan [x.xx]. The College's facilities staff also participates in monthly on-the-job safety training [EVIDENCE]. The District property and liability carrier, Keenan & Associates, conducts annual inspections (State Wide Association of Community Colleges, SWACC) [x.xx] of College facilities to identify any potential safety risks and reports all risks to District Risk Management and the Senior 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.

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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 regress travel access to all facilities. The Board of Trustees approved basic aid funding of $630,000 to engage ADA Transition Plan consultation services and approved these services at the February 2016 board meeting. The District and the college are working with the consultant to develop a report and plan. 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 Facilities and Safety Committee, which is comprised of classified staff, faculty, and administrators, ensures that the College complies with established safety standards. The College also has a Crime Awareness and Prevention Program [x.xx] to ensure and maintain safety campus wide.

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 cam- pus. This system engages and integrates students, administrators, and emergency response teams.

The College has also implemented Blackboard Connect™, the Cisco AlertMe System on VOIP, a Campus Police Department equipment upgrade, and a 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 tele- phone'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

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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 light weight ceramic vests to provide protection against large caliber rounds and helmets. All officers have been equipped and trained on the M-4 rifles for active shooter incidents.

New digital radios will be replacing the existing analog handheld radios. This will enable better communications between FMO, our IT department and the local law enforcement.

Four emergency gas powered generators were purchased and added to the inventory. These generators are equipped with lights and are capable of providing 110 and 220 ports.

In 2015, three new SUV patrol vehicles have been purchased and are in service by the police department. The vehicles can carry more emergency equipment and can provide as a platform for in-field command center until a formal base can be established.

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.

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.

Safety Videos

Ten short playing safety videos have been developed specific to the campus. The videos were intended to provide information during a variety of possible emergency situations such as earthquakes, fires, power or utility outages, active shooter incidents, disruptive students, and other emergency situation. Each video provides resource information and contact information for specific services provided by the college and what to do in emergency situations. The safety videos have been placed in the police department webpage for easy access and are open to anybody. It will also be included during the "onboarding process" for new district employees.

Video Camera System with Access Control Integration

The use of digital video cameras have been installed and utilized in some buildings. The use of this technology is a force-multiplier for the police department. Public hallways and roadways can be quickly checked from the dispatch center and can quickly be used to review incidents that have just happened. As new buildings are being completed, the addition of the video system has been included. Plans are

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underway to retro-fit existing buildings.

Access Control will be integrated with the video system. This will allow the ability to remotely lock and unlock building doors during emergency situations. As unlawful breaches are attempted, the uses of the video cameras can provided suspect information quickly and assist in directing officers to the proper location. The long-term goal is to have all buildings with video coverage and integrated access control.

Training

The start of a year-long program to train administrative, faculty, and staff for emergency situations via table top exercises has been planned. The executive administration has completed a table top for active shooter incidents and another is planned for managers. Presentations have been given at management meetings and the annual retreat. Individual departments and divisions have requested and have been given safety training in there staff meetings.

The police department has been working closely with the Orange County Sheriff's Department for emergency preparedness. We have had active shooter training scenarios with OCSD for the past two years. Campus police has also trained with OCSD for Mobile Field Force (MFF) which is the county standard training for deployment of personnel during riots or mutual aid incidents.

The Facilities, Maintenance, and Operations department reviews a number of plans and documents to determine the sufficiency of our classrooms, lecture halls, labs, and other facilities, including Distance Education (DE) equipment and facilities. The Educational Facilities Master Plan, which is updated every five years, comprehensively addresses the college's programs, including those in distance education. Other plans and documents include the Facilities Administrative Unit Review, Employee Surveys [x.xx], and Student Surveys [x.xx].

According to the 2013 Employee Survey (n=334):
- Roughly 54% of the employees who completed the survey have worked at Saddleback College less than 10 years.
- 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.
- Most employees feel that while there is adequate parking during the workday, however, majority of employees felt that 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.
- The vast majority of employees are very satisfied with the ease of travel on our campus walkways and pathways.
- Roughly half of the employees that completed the survey feel that Campus Police officers are highly visible on campus, and over 70% of respondents also feel safe while on campus.
- About 40% of employees perceive that people with disabilities have reasonable access to all campus buildings.
- Majority of the employees feel that their actual physical work environment is adequate.
- More than half of the employees feel that our campus facilities support student learning.
- Most respondents agree that Facilities Maintenance and Operations Department respond to work orders accurately, courteously and in a timely manner.

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Plans provide data to guide development of physical resources to accommodate student enrollment and student use of facilities for all of the college's educational programs. In response to data in 2009 indicating that enrollments were increasing, college administration and district administration collaborated to develop and implement a plan in 2010 to install modular buildings on the campus to meet enrollment demand. In addition, the College President, the Executive Team and the Senior Director of Facilities review proposed academic program plans and the Facilities Master Plan to ensure they are integrated and congruent. Saddleback College meets its facilities needs by assessing usage data and conducting 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) [x.xx]. The Senior FMO Director reviews the monthly reports generated from the AMMS work order system 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, and Television. The college and district recognize the need to support the Learning Management System and related systems in order to ensure the success of its Distance Education (DE) courses and related systems. The district and colleges work together to allocated resources to support DE programs and services. The district also has an innovation fund to support new ideas and needs. Committees such as the Technology Committee the District's Online Education Committee, the Saddleback College Online Education Committee, and the District Technology Committee, all evaluate the effectiveness of equipment and facilities dedicated to DE. Through this committees, recommendations are made for BAARC funding, for example when additional infrastructure is needed to support DE.

Through discussion, research, and analysis, each department and division selects and prioritizes needs to be supported through the resource allocation process. Resource allocation for new instructional technologies for DE are typically piloted for a year, evaluated by the Online Education Committee and, if they are effective, recommendations are put forward for their institutionalization. Hardware and equipment requests for DE are made through the divisions, routed to the appropriate channels during the CRC process, and ranked for funding consideration.

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The Faculty Center is supported with staff and resources, and equipment in the center is determined through needs assessments, surveys, resource allocation requests and committees such as the Technology Committee, DOEC, the Online Education Committee and the DTC, who all evaluate the effectiveness of equipment and facilities dedicated to DE. BAARC funding requests reflect the need for additional infrastructure to support the DE. The Faculty Center lab and the student labs in the library and LRC Tutoring Center are maintained and updated regularly per the "refresh: schedule. WiFi services allow students to sue their mobile devices for their online courses, and additional requests to update wifi coverage are considered through the DTC's allocation process. The college has a "refresh" schedule for labs, equipment and other needs, and every four years, the college maintains the technology in offices, labs and classrooms. Resource allocation requests allow for off-cycle needs. The LMS is a key feature that supports DE, and is maintained at high levels in a collaboration between the district and the college. The college is currently engaged in a process to evaluate the LMS, and consider Canvas and Blackboard in this discussion. This is an inclusive process that calls for participation between faculty, staff and management to consider all aspects of a new LMS, including its instructional capacities, costs, support services and other software/hardware needed to support it. The LMS (Blackboard) is supported by the vendor, who maintains servers externally, and provides student and technical support. The district ensures that the LMS has sufficient storage to meet the needs of faculty and students, and as the use of the LMS has increased (due to increasing populations and offerings), so has additional support for the LMS through the district and college. Finally, when Blackboard needs to be updated, this is done during times that would have the least impact on students.

Online education is provided 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. In 2015 the college installed a new building to house the radio 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.

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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 [x.xx] that rotates administrators and deans 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 visits 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.

ANALYSIS AND 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 [x.xx] and the Strategic Plan itself is well planned, executed tied to resource allocation, and disseminated Collegewide.

The Facilities, Maintenance and Operations (FMO) Department Administrative Unit Reports include the main core of the FMO Department. Future FMO Administrative Unit Reports must be more comprehensive and more detailed. Administrative Unit Reports should focus on generating more-useful data, additional options, and recommendations for improvements. Department managers must undergo additional Administrative Unit Report 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 generate and utilize AMMS reports. FMO is also purchasing an $11,000 AMMS upgrade in fiscal year, 2015/2016 to increase the

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effectiveness and efficiency of the system and improve our ability to meet the needs of the College.

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 campus wide 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.

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 six-year Strategic Plan are followed, and each provides a mechanism for evaluation. Student and employee surveys and ongoing inspections by Administration, District Risk Management, Keenan & Associates 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 AMMS 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. The SOCCCD has not pursued a local bond for new facilities and facilities improvement, instead relies primarily excess property tax revenue above apportionment (Basic Aid) to fund facilities. Obtaining State funding and acquiring sufficient Basic Aid funds for meeting all identified college needs has proven to be a challenge. A positive step in the planning process has been the continued development of the Capitol improvement committee. This participatory governance group makes recommendations on major district wide facilities and related matters, (xx.xx) In addition, the continued 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 [x.xx]. The District continues to find ways to establish funding sources to address the plan.

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

EVIDENCE OF MEETING THE STANDARD

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 (EFMP). The District, in collaboration with the college andusing a consulting firm, oversaw the development of this 20-year plan utilizing data and information largely provided by the college.. The plan evaluated 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

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was developed to meet student needs by discipline. This plan projects out building needs to 2031, and breaks down implementation into three phases. The college and the district are scheduled to update the plan within the next year.

College plans for scheduled maintenance upgrades are developed by the College's Safety and 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 College and District Facilities Departments to provide direction and oversight for planning and construction. When planning building renovations and construction projects, the facilities departments review the Education and Facilities Master Plan. This may be followed with a review of the Facilities Condition Assessment plan. If a project is included in either these plans then project proposals are submitted and evaluated by the Capitol Improvement Committee for funding recommendation. If funding is approved, consultation begins with the department heads and end-users to consider the needs of programs and define the project components that will meet the needs. . 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.. The institution and the FMO Department have been engaging in results-oriented planning processes on an on- going basis.

The Safety and 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. An FMO Administrative Unit Report is developed to address the needs of the FMO department and its various crafts and trades are submitted.

An FMO project list [x.xx], 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 Reviews, Administrative Unit Reports and the Strategic Plan.

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ANALYSIS AND EVALUATION

The Education and Facilities Master Plan has been followed within reasonable limits. Funding availability has led to adjustments to project prioritization. For example, when matching funds from the state were available for the Library remodel, that project moved to the top of the prioritized list. The Gateway project, scheduled for matching state funds in 2007, is still in the queue as a final project proposal (FPP) with the state. The Gateway delay provided an opening for the college to reprioritize the Stadium Improvement project with a start date much sooner than originally planned.

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 continue to work together on a funding plan to address these needs.

Equipment and technology has been well funded. Table x.x shows total equipment funds expended College-wide.

Table x.x
College Equipment
Expenditures, FY 2009-2010 to
FY 2014-2015

Year	Total Expenditures
2009-2010	$ 1,255,233.25
2010-2011	$ 3,167,646.13
2011-2012	$ 1,307,195.44
2012-2013	$ 1,803,468.36
2013-2014	$ 1,868,165.18
2014-2015	$ 4,900,695.17

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 reviewed annually and updated as needed to reflect the direction and purpose of the College.

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

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EVIDENCE OF MEETING THE STANDARD

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. Facilities needs identified through the program review process are prioritized for funding on an annual basis through the resource allocation process led by the College Resource Committee.   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 Master Plan is generated from the programmatic needs identified in the Education Master Plan.

The Safety and 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. The facility needs for delivering Student Services will eventually be consolidated with the construction of the Gateway Building.

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 six-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 Administrative 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.

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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.

ANALYSIS AND 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 participatory governance manner. Annually, a recommendation is provided to the Capitol Improvement Committee identifying the projects that the college would like to see funded. This participatory governance committee, comprised of representatives from both colleges and the district then advance recommendations for funding projects at both colleges and the district which are determined by all to be a fair, which are eventually incorporated into the Annual Fiscal Budget. This process is considered successful and the committee engages continuous improvement principles.

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

EVIDENCE OF MEETING THE STANDARD

The Education and Facilities Master Plan is the document that drives the building and major renovation 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 and also addressed circulatory and infrastructure needs. Full-time equivalent (FTES) student capacity needs are curriculum driven, 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 updates to the Five Year Plan regarding District priorities for facilities funding.

Implementation of the plan depends on funding sources. As funding becomes available the College follows the designated order of priority to implement projects. However, a lower-priority project may be advanced to take advantage of available funding. A recent example can be found in the Library Renovation project. This project had a lower priority than Advanced Technology and Applied Science Building renovation and was implemented first due to the receipt of matching State funds.

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,

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which is to develop a plan to meet all capital and scheduled maintenance needs. Consequently, a 20-year Facilities Renovation and Scheduled Maintenance Master Plan was developed that for the first time clearly documents the scheduled maintenance needs and liability of the District and College. This plan is referenced during the review for annual recommendations to the Capital Improvement Committee in accordance with the identified priorities.

The Safety and 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 Senior Director, and the Vice President of Administrative 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 a proactive 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.

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. Additional energy efficiencies were gained with Proposition 39 state funding, which enabled the college to install energy efficient LED devices in the parking lot.

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.

ANALYSIS AND EVALUATION

The College is serious in its efforts to address scheduled maintenance needs. The College has

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spent $38 million in scheduled maintenance over the past ten years [x.xx]. Realizing this is a priority, the Board of Trustees (showing its commitment) has recently adopted a 2009-2010 goal [x.xx] 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 contractors. 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.

A Design Build delivery method is employed when it makes sense to do so which allows for greater collaboration. The design-build process is anticipated to yield better results, such as a lower overall cost. Shorter project duration superior project quality and better contract features and warranties.

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 required LEED building certification for the new Sciences building. 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 new Sciences building is a gold-rated LEED certified building, and the college will continue to implement sustainable design and building principles 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.

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C. Technology Resources

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College is a large complex institution that utilizes an array of technologies to meet its institutional goals and objectives. Technology permeates every division and department throughout the College. The roles of the College Technology Services department and District IT department are closely linked, with each group providing critical services needed to support the college. College Technology Services provides technical support in an array of technologies. Specific areas of college technology support are categorize as follows:

Data Network Administration
- Routers
- Firewalls
- Network Switches
- Wired Infrastructure
- Wireless Access Points
- Network Access Control

Desktop Computers
- Faculty, Staff and Administrative Computers
- Student Computer Labs and Classrooms
- Open Access/General Use Computers

Telephones
- Adds, Moves, and Changes
- Call Handlers/Phone Trees
- Voicemail
- Fax Lines

Software & Database Support
- End User Support and Training
- District Application Support

Data Storage
- College Data Storage
- Storage Area Network Management
- Data Backup

Server Administration
- Instructional Servers
- Administrative Servers

Web Administration
- Manage College Web Servers
- Design and Update SharePoint
- Web Applications

College SharePoint Services
- Manage College SharePoint Servers
- SC Cloud-Services

Audio Visual Services
- Board Room Equipment Operation & Support
- Classroom Media Support
- Equipment Maintenance
- Equipment Installation
- Trouble Shooting
- Outdoor Media Systems

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- System Maintenance
- System Operation
- Media Services
- Video Duplication

PoE IP-Based Camera

- Configure, Maintain, and Support Cameras and Servers
- Integrate Cameras with Alarm & video analytics

Learning Management System

- Support and Train

Applications Development

- Develop and Maintain In-House Applications
- College Specific Software & Database Installation and Support

Printing Management

- Maintain and Support All Printers
- Support All Printing Management Services

Electronic Medical Records

- Support and Maintain System

PoE Access-Control System

- Maintain all the Servers and AD Integration
- Support all Door POE Access-Control System
- Support Integration into Camera System

Instructional Computer Labs

- Collaborate with Instructors to Develop Images
- Trouble Shoot
- Software Installation and Configuration

College Technology Services provides technical support for faculty, staff, managers, and administrators. The hours of operation are from 7:30 a.m. to 8 p.m. Monday through Thursday, and 7:30 a.m. to 5 p.m. on Friday. There are 13 full-time technical staff, two sixty-percent technical staff, an administrative assistant, an assistant director, and a Director. The staff are well qualified to provide support in all the areas listed. Saddleback's television and radio educational programs use an extensive level of technology and they have dedicated video production specialist staff that assist in supporting this very successful and technically savvy program. Technology Services managers receive text messages via monitoring systems and respond to email after normal help desk hours and weekends.

District IT manages many core services used by Saddleback, IVC, and ATEP. A sample of these services are the student information system, email system, Internet connectivity, ERP system—Workday, mobile applications, and many other systems that are vital to the operation of the College.

Support—Student Technical Support Hours of Operation & Services Provided

To serve all college students, the Division of Online Education and Learning Resources under the Director of Learning Assistance, manages two student help desks and computer labs on the

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2nd and 3rd floors of the Learning Resource Center. The computer lab on the 2nd floor is a shared space with Liberal Arts and contains 30 computers for the Language Lab and 48 computers for skills lab and open lab use. The computer lab on the 3rd floor has 46 open lab computers utilized for research and homework purposes. The student help desks offer students direct support either via telephone, email, or in person on their technical needs with their online or face-to-face classes. Effective spring 2015, the student help desks added a live online technical support chat to better assist our online students. Hours of operation are Monday through Thursday, 8 a.m. to 8 p.m., Friday 8 a.m. to 2 p.m., and Saturday 10 a.m.-3 p.m.

Support—Faculty Center for Student Success Hours of Operation

The Faculty Center for Student Success (FCSS) provides faculty with instructional technology training, workshops and continued support that promotes excellence in teaching and ensures the highest level of student learning for on-campus, blended, flipped, or fully online classes. There are three specialists and one office assistant who are available to assist faculty. Each semester the FCSS offers various instructional technology training options, such as specific department/discipline sessions, one-to-one assistance, and new faculty orientations as well as the following:

- Use of the campus learning management system (LMS) in both online and face-to-face classes
- Instructional design support for online classes
- Ways to incorporate instructional technology in classes, including the latest technologies
- Best teaching and learning practices specific to all learning modalities
- Managing, training and implementing captioning strategies
- Training on third-party apps such as VoiceThread, EduCanon, Google, etc.
- Other topics related to instructional technology

The center is open Monday through Thursday from 7 a.m. to 7 p.m. and Friday from 7 a.m. to 5 p.m. FCSS staff offer workshops on a wide variety of topics throughout each semester. Session topics range from the Basics of LMS to How to Create Great Instructional Videos in Five Minutes or Less. In order to accommodate the varied faculty schedules, sessions are usually offered between one to two hours and are available at varying times—anywhere from 7 a.m. to 7 p.m. throughout the weekdays. Surveys are collected at the start and end of semesters to determine best times and which classes are to be offered in the future.

The FCSS and the Online Education Coordinator collaborate with our sister college, IVC, to organize yearly joint college events such as the Online Education Summit. FCSS also presents several sessions at each semester's PD week. FCSS also offers fully online or hybrid sessions such as How to Get Started Online and Getting Started with Camtasia. In addition to the week-long online sessions, FCSS also provides webinars for desktop learning loops and one-to-one assistance. Finally, the FCSS has a YouTube Channel and participates in various social media

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platforms to keep faculty up-to-date with the latest trends in instructional technology and online teaching strategies.

The college's personnel work effectively to support online instruction, both in terms of its organization and its number. There are three full time staff members dedicated to instructional technology support for faculty (two applications specialist II positions, and one instructional technologist); there are also two full-time and one half-time positions at the college to support student technical support. Furthermore, the Division of Online Education and Learning Resources supports activities at the college that engage students, faculty and staff with online education. Activities include hosting a college wide Online Education Summit in November, 2015, Week of Workshop (WOW) sessions for students new to online education and ongoing workshops for instructional technology through the FCSS. FCSS surveys help the center to remain responsive to the needs of faculty and it helps the center to know that it is being effective in meeting the needs of faculty. The president's professional development survey included feedback about the support available for online education, and on learning needs and future interests. Ongoing feedback from the Online Education Coordinator, Dean of OELR, and FCSS supports the DE programs and services on campus. The Online Education Coordinator also solicits feedback from faculty on services and programs, and then shares this information back with the FCSS and the Dean of OELR. Finally, for new employees, there are onboarding opportunities that introduce faculty to technology skills and best practices in online education. For existing personnel, there is maintenance of skills through workshops and one-on-one training at the FCSS. Mentors also help to determine the needs for future professional development, and the Online Education Committee, District Online Education Committee, the Division of OELR and FCSS all make recommendations for additional needs.

Support—District IT Hours of Operation

District IT technical staff are physically present to answer helpdesk calls Monday through Friday from 7 a.m. to 6 p.m. Additionally, the department has a 24x7 emergency hotline where users can call and leave a message and District IT personnel are notified. District IT management also monitors and responds to email after normal helpdesk hours.

Facilities—Computer Labs on Campus

The College has thirty-four instructional computer labs located throughout the campus (see Table 1). All these instructional computer labs are available to students on campus with the exception of the FCSS for Student Success, which is dedicated to faculty use. The total number of computers in these labs total one thousand two hundred twenty five. The vast majority of the computers are Windows-based machines with three hundred eight devices operating an Apple O.S. The FCSS for Student Success operates Macintosh computers with dual capability of running Windows or Apple operating systems. All these systems are maintained and supported

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by the Technology Services department. The demand for additional instructional computer labs continue. Each year, different divisions request new computer lab setups.

Table 1. Instructional Computer Labs

Description	Room	Count
Graphics Lab (Mac)	TAS 226	28
Graphics Lab (Mac)	TAS 227	31
Graphics Lab (Mac)	TAS 115	16
Comm Arts Audio Lab (Mac)	Vil 507	25
Comm Arts Video Lab (Mac)	Vil 508	41
Digital Photography (Mac)	LRC 102	28
Digital Photography (Mac)	LRC 103	27
Lariat Newspaper (Mac)	LRC116	20
Faculty Center for Student Success (Mac)	BGS	32
Health Science (iPads)	HS 102	60
	Subtotal:	**308**
CAD Lab (Windows)	TAS 218	31
IMC Lab (Windows)	BGS 248	86
BGS Lab (Windows)	BGS 233	31
BGS Lab (Windows)	BGS 234	31
Reading Lab (Windows)	LRC 215	112
Rapid Prototyping (Windows) New	Vil 33-2	17
MSE Lab (Windows)	SM 348	53
Liberal Arts Lab (Windows)	LRC 117	27
Career Center (Windows)	SSC	38
General Lab (Windows)	Vil 32-1	31
High Tech Lab (Windows/Mac)	Vil	17
Learning Assistance Program (Windows & Macs-2)	Vil 8	16
Chemistry laptops (Windows)	SM	60
Chemistry Lab (Windows)	SM 207	31
Computer Testing Center (Windows) New	Vil 8	36
Library Workshop Laptops (Windows)	LRC 3xx	36
Auto Tech Lab (Windows)	TAS	16
BGS Fashion	BGS 1st FL	9
BGS Interior Design	BGS 1st FL	3
Health Sciences Laptops	HS 102 & 112	60
Health Sciences Lab (Windows)	HS 103	33
Writing Lab (Windows)	LRC 209	55
Language Lab (Windows)	LRC 258	40
Library Open Lab Thin Clients (Tutoring) (2nd-50 & 3rd-40)	LRC 258	90

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Counseling Laptops (Windows)	SSC	30
	TOTAL:	**1297**

Facilities—Faculty Center for Student Success

The facilities for the FCSS offer both a workspace and lounge area for any full-time and part-time faculty members who wish to stop by to work or simply relax. This faculty support area includes the following features:

- 20, 26" large screen MAC computers, MAC/PC compatible with five additional separate individual workstations available outside lab
- Capability on all computers to operate Windows and IOS
- Microsoft Office suites, as well as MAC Office suites, Adobe Creative Suite, which includes Photoshop and Illustrator as well as others, Camtasia video editing tools are available
- Two sound booths equipped with multimedia MAC/PC's, studio quality microphones and other video creation tools, including Camtasia and Adobe Premiere editing software
- Connected and wireless printers
- Copy machine, scanning capabilities
- Scattered electronic charging stations
- Extra supplies for last minute needs such as flash drives, dry markers, erasers, laser pointers

Facilities—Data Center Funds Allocated

The College has grown throughout the years and the demand for technology has skyrocketed. This demand required the deployment and installation of various technology that included additional hardware. The College has a main distribution frame (MDF) located in the first floor of the library resource center building. The MDF houses all the crucial servers, storage area network, core switches, and all other technology the College relies on to continue its operations. The MDF has grown organically over the years and now necessitates upgrades to continue to properly house these crucial systems.

A 2015-2016 funding request for $2.9 million was submitted for approval to address the needs of the MDF. The request was approved and it is now in the project analysis phase. This will ensure all College systems are housed in a data center that contains all the necessary facility requirements.

The District developed a 20-year educational facilities master plan to address the needs of the college. The plan includes distance education and the plan is updated every five years. For example, a new science building is going live in fall 2016. A project to update the Advanced Technology & Applied Science building. Additionally, there are design discussions to building a new football stadium and relocating the practice fields.

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Hardware—Computers

All full-time employees receive a computer and monitor. Based on employee request and approval of immediate supervisor, a second monitor is setup to aid in efficiency. The majority of employees receive a voice-over-IP phone. There are numerous printers and multi-function devices where employees can print. Divisions and departments have networked copiers that are used for printing, copying, or scanning. Additionally, the College has a reprographics department where larger or more complex print jobs are accommodated.

Student print is available in instructional labs. Additionally, students can print in any of the multiple locations on campus that have student print stations. Student print stations are located in the learning resource center, business general studies, health science, and science math buildings. The College is in the process of migrating to a web-based student print system that will allow students to send print jobs from a mobile device, laptops, or through the Internet and release the print at any of the print locations at Saddleback College or at Irvine Valley College.

Hardware—Audio Visual

All instructional classrooms have a projector, screen, computer, monitor, small speaker, and a teacher desk installed. Technology Services computer-audiovisual technicians support the classroom equipment and provide quick training to faculty and staff on the use of equipment. Additionally, technology services has specialized equipment to assist in outdoor activities that require audiovisual equipment. This specialized equipment typically involves large outdoor speakers, large projection screens, projectors, and cellular hotspots for Internet access.

It is common for a computer-audiovisual technician to attend multiple events during the week to help support the various events throughout campus and provide dedicated audiovisual support. The College submitted funding requests in 2015-2016 and 2016-2017 to refresh the technology in the classroom. The current equipment is showing signs of wear and with the fast-pace of technology, the vast majority of the rooms cannot accommodate digital connections, such as, HDMI or mobile phone connections. A standard was developed through the Technology Committee outlining a minimum level of technology that should be in the classroom assisting faculty deliver their lectures. The standard was integrated into the Technology Plan.

Saddleback has made substantial investments in its technology infrastructure. The College has created an air-blown fiber infrastructure with two tubes going to each intermediate distribution frame (IDF) connecting to the MDF in a star topology. Twelve strands of fiber run between the MDF and each individual IDF. Additionally, the College upgraded all its Cisco switches from the edge to the core. Each IDF Cisco switch stack is connected with two 10 Gbps

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modules creating a 20 Gbps bandwidth path between each IDF and MDF. Two core switches with fiber modules connect each IDF switch stack in a redundant manner.

The College is embarking on a wireless network upgrade. The goal is to have ubiquitous wireless coverage throughout the entire college including athletic fields, parking lots, and roads. Based on the radio frequency (RF) survey conducted, an additional six hundred access points will be required to achieve the goal. Funding requests were submitted for 2014-2015 and a subsequent funding request for 2016-2017 was submitted to complete the project.

Saddleback Technology Committee developed a replacement schedule for all computers on campus. All employee desktop and laptop computers are replaced every four years. Equivalently, all non-computer lab classroom computers are replaced every four years. The replacement cycles are balanced between even and odd years to ease the burden on the budgets and technical staff. Instructional computer labs have a different replacement schedule based on the instructional program housed in the lab. For example, Computer-Aided Design (CAD) lab computers are replaced every two years while the language lab computers are replaced every four years. The trickle-down of the CAD lab computers are fed to other lab that do not require a two-year replacement cycle.

All other technical equipment has a replacement cycle based on their lifespan. For example, projectors are replaced every seven years while the storage area network (SAN) is replace every five years.

Software

Saddleback College uses a multitude of software to assist in the efficient running of its operation. From instructional program specific software to the student information system, the College relies heavily on software for its program and departmental operations. Faculty drives all classroom instructional software acquisitions and renewals and is based on program need. The assigned technician works closely with faculty members to understand the needs of the program and assist in researching, implementing, and maintaining software to keep the program relevant and meeting the needs of students. Technology Services is responsible for the renewal of instructional classroom software and is allocated a budget to successfully renew the software. The software used in instructional programs is extensive. Technology Services is also provided a budget to renew the majority of non-instructional software with the exception of grant-funded programs.

District IT provides online software systems that enable students and employees access to vital services. A key software tool provided to students is My Site and My Academic Plan (MAP).

MySite

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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 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 waitlists and late add permit codes (APCs), submit grades, order books, and manage their class Website. Employees can use MySite to perform all of the functions of the Student Information System (SIS).

The District continuously updates the software to ensure it meets the needs of students, faculty, staff, and management. In Fall 2016, a new version named MySite 3.0 will be released. This updated version will feature a student success dashboard that will provide students one place they can go to see the progress they are making toward achieving their academic goal(s). MySite 3.0 will be fully mobile-responsive and include advance search capabilities to assist students in finding the information they need. Additionally, each page will include tutorial videos produced by the student design team—the very students who assist us in the design of all our systems.

SmartSchedule

The District deployed the SmartSchedule program in 2004 to provide students an intuitive way to find the most appropriate classes that meet t heir requirements. The District is currently leading a district-wide work group to update the SmartSchedule to be mobile friendly and add additional helpful features. The current program has many rich features, which include:

- Allows students to easily browse or search the class schedule including textbook information
- Provides link to faculty profile information
- Shows the location of the class on a campus map for on-campus classes and provides a regional map with driving directions
- Details page includes the catalog description, topics covered, learning objectives, methods of evaluation, waitlist count
- Details page also includes all of the important deadline dates for that class including first meeting, drop date, refund date, last day to add with instructor permission. Student can also request an email reminder for any date listed
- Allows students the ability to add classes to their personal shopping cart, which can be used to detect any registration restrictions prior to their registration appointment. Classes are displayed in a day/time grid that automatically expands to their schedule and displays the classes in an intuitive calendar style format

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- Students can also request a daily email be sent to them with the status of the classes in their cart or they can subscribe to a personalized RSS feed that is updated every 5 minutes
- Advanced search capabilities allow students to find classes matching a wide range of criteria, including keywords in description fields, instructor, location, class length, transferability, subject area and the day/time the class meets

MAP

My Academic Plan (MAP) is a program designed to guide students through the process of creating their own personal academic plan. It serves as a self-service tracking system for students and counselors to monitor student academic goals. This planning tool provides the student with a complete list of courses that help them achieve the goal, broken out by the various categories (e.g. general education, major preparation, electives, etc.) The program is fully integrated with the District Student Information System, which allows MAP to evaluate the student transcript every time the plan is accessed. This provides a continuous progress report of how the student is accomplishing his/her goal.

Workday

A key software tool provided to employees is the enterprise software—Workday. Workday provides access to employee's vacation information, benefits information, organizational charts, payroll, and is the financial system use to develop requisition and purchase orders. The software offers many intuitive videos and job aides that help employees be more effective and efficient. Additionally, a variety of reports can be found within the system such as financial reports, budgets, and organizational charts to name a few.

LMS and Building Blocks

The college is currently engaged in a process to evaluate the LMS, and consider Canvas and Blackboard in this discussion. This is an inclusive process that calls for participation between faculty, staff, and management to consider all aspects of a new LMS, including its instructional capacities, costs, support services and other software/hardware needed to support it.   The current LMS (Blackboard) is supported by the vendor, who maintains servers externally, and provides student and technical support. There are contractual service levels agreements with Blackboard to ensure reliability, disaster recovery, privacy, and security.

Saddleback instructional technologists continuously investigate, pilot, and coordinate licensing for emerging instructional technology that can be easily integrated into the campus standard LMS. Some of these tools include apps such as VoiceThread, EduCanon, Turnitin, Google Tools, etc. These plugins are tested then presented to the Online Committee to determine use and/or subscriptions. Some apps may not plug directly into the LMS. Some are simply free or

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inexpensive tools faculty can use in their classrooms and/or to create content. A good example is MonoSnap and other video creation tools that faculty can use from their homes.

There is a long list of instructional software installed on computer labs throughout campus. Table 2 provides an example of the type of software available.

Table 2. Examples of Classroom Software Available to Students

Adobe Suite	Autodesk AutoCAD	Avid
Camtasia Studio	Citrix Tools for Virtual Machines	Dev-PHP
Eureka	Grammar Fitness	Geographical Information Systems
IronPython	Kurzweil 3000	LinQ
Maternity Mania	MathPlayer	Microsoft Office Suite
Microsoft SQL	Microsoft Visual Studio Professional	MODELA
Movie Magic	Packet Tracer	Persian Tutor
Psych Mania	Python	Protools
QuickBooks	Reading Shape-Up	Solidworks
Soloist	SPSS—Statistical Analysis	TUKAcad
Vectorworks	Windows Operating System	Write It Right
ZoomText	ZXP Series Toolbox	Wireshark

ANALYSIS AND EVALUATION

Saddleback College has made significant investments in technology to provide up-to-date technological tools for all areas of the College.

Saddleback uses various mechanisms to evaluate how effectively equipment and facilities meet the needs of programs and services for both classroom and online instruction. The Educational Facilities Master Plan includes information on online education, which includes a 20-year plan, updated every five years. The District Technology Plan and College Technology Plan all serve as additional means for evaluating the effectiveness of equipment and facilities related to online education. The FCSS is supported with staff and resources, and equipment in the center is determined through needs assessments, surveys, resource allocation requests and committees such as the Technology Committee, DOEC, the Online Education Committee and the DTC, who all evaluate the effectiveness of equipment and facilities dedicated to online education. BAARC funding requests reflect the need for additional infrastructure to support online education. The FCSS lab and the student labs in the library and LRC Tutoring Center are maintained and updated regularly per the equipment replacement schedule. WiFi services allow students to

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use their mobile devices for their online courses, and additional requests to update wifi coverage are considered through the DTC's allocation process.

The college has an equipment replacement schedule for labs, equipment and other needs, and every four years, the college refreshes the technology in offices, labs, and classrooms. Resource allocation requests allow for off-cycle needs. The LMS is a key feature that supports online education, and is maintained at high levels in a collaboration between the District and the College. The district ensures that the LMS has sufficient storage to meet the needs of faculty and students, and as the use of the LMS has increased (due to increasing populations and offerings), so has additional support for the LMS through the district and college. When Blackboard needs to be updated, this is done during times that would have the least impact on students. Finally, the District has service level agreements with the vendor Blackboard to ensure reliability, disaster recovery, privacy, and security.

The Saddleback Technology Committee created technology replacement schedules to ensure all hardware is refreshed and meets the needs of the institution. The Help desk software allows end-users to provide feedback on the level of support they receive and the vast majority of the feedback is positive with end-users giving compliments to the support and expertise provided. Technology needs are discussed at the Technology Committee and the committee can make recommendations for funding.

The College provides adequate professional support to ensure the college meets its institutional goals and objectives. There is a firm commitment to providing up-to-date technology to all areas of the campus. The replacement schedules outlined in the Technology Plan are followed and sufficient funds are allocated to continue the refresh cycles.

The facilities provided are adequate with thirty-two computer instructional labs and 1,297 computers. The upgrades to Saddleback's infrastructure has left the college well-poised to handle current and future bandwidth demands. The upgrade and expansion of the wireless network will ensure the College meets the needs of a mobile student body and workforce.

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

EVIDENCE OF MEETING THE STANDARD

Technology Plan

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Saddleback recognizes the importance of technology and has a Technology Committee whose purpose is:

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

The Technology Committee has broad representation from college constituents groups, including students, faculty, classified staff, classified managers, and academic administrators. The committee is tasked with creating the technology plan, reviewing it every year during the spring semester, and updating it accordingly.

An Online Education Committee with heavy representation from faculty across the College engages in collaborative discussions affecting online education. The District has a centralized Learning Management System (LMS) that is the primary tool for online education. Saddleback and Irvine Valley College have representation in the District Online Education Committee (DOEC). DOEC meets once a month and discusses all items related to online education such as building blocks for the LMS, migration to Canvas, or other topics affecting online instruction. The District Technology Committee (DTC) has representation from all three entities Saddleback College, Irvine Valley College, and District Services. DTC discusses all items related to technology and creates the District Technology Plan. The District Technology Plan is updated every year. DTC has broad representation from all three entities.

During 2015, the committee worked on creating the 2015-2020 Saddleback College Technology Plan. A draft of the plan was discussed at various governance committees such as Consultation Council and Management Team. The Saddleback Technology Committee approved the final version in spring 2016. The plan has eight goals and thirty-four objectives. The technology goals align with Saddleback's strategic goals and with the District Technology Plan goals.

The Technology Plan was developed by members of the Technology Committee with input and feedback from faculty, students, staff, and management. The objectives were submitted from various areas of the college, reviewed, discussed at length in the technology committee, and finally approved and added to the plan. The discussion included engaging in discourse with the responsible parties of the objectives and agreeing on target completion dates.

Saddleback Technology Committee used four data gathering methods to guide the development of the Technology Plan. First, the committee conducted a very successful technology survey in fall 2014 that resulted in 1,528 student responses, 65 faculty responses, and 41 staff/ management responses. Second, the committee had two open forums that were attended by students, faculty, and staff/management. One forum was conducted mid-day

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while the second in the evening to provide the college community with multiple options for attendance. The third data collection method was through an Internet blog. The fourth was discussion through various College governance groups. These methods resulted in the collection in very rich data that help guide the development of the plan. The outcome was data-driven technology goals and objectives that will aid the College to achieve its mission, vision, and strategic goals.

Saddleback strives to meet community, industry, and labor demands. As such, the College is in a constant state of flux. The College has a long-term 20-year construction plan. The Technology Committee develop a set of standards to better assist in classroom technology construction planning. The standards were developed to ensure there is a minimum level of technology in the classrooms and aid the architects when designing the buildings. Standardization of equipment assist in system integration, support, and maintenance of equipment. The classroom technology standards were embedded into the Technology Plan and are updated every spring semester with the rest of the plan.

Administrative Unit Reviews

All divisions and departments submit an Administrative Unit Review (AUR) that outlines unit objectives and needs. The AUR is used to document the need for the technology funding requests submitted by each area. Saddleback College uses a centralized planning process to determine the College's technological needs. The college resource allocation process is the main process used for technology funding requests. Based on division or departmental needs, all divisions and departments submit their technology funding requests every year through TracDat. The funding requests are compiled by wing and division/department and submitted to the College Resource Committee (CRC), the main governance body that reviews all such requests. CRC sends all technology funding requests to the Technology Committee for initial review, feedback, and a ranking of high, medium, low.

Resource Allocation Process

Saddleback College engages in resource allocation yearly. During the spring semester, all divisions and departments submit their resource allocation requests, which includes technology-funding requests. All requests approved are used for budget planning. Additionally, major technology investments $150,000 or above qualify for basic aid funding. Basic aid technology requests are submitted every year beginning in December with a deadline of January. All divisions and departments can submit technology funding requests either through the college resource allocation process or/and through the basic aid technology funding process.

The College uses these two primary forms of funding for technology projects:

1. General Fund

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a. Unrestricted: 010
b. Restricted : 011
2. Basic Aid or Capital Outlay Fund: Fund 40

The Annual Planning Prioritization and Resource Allocation Process is the college process for the request of funding of new technology. This process uses primarily general fund for the funding of technology requests approved.

All technology funding requests for Basic Aid or fund 40 are initiated at the colleges or district services. Each entity follows its own process for creation and prioritization of each request. Saddleback receives all basic aid funding requests from all divisions/departments and the Technology Services department compiles it. These requests are presented to the Management Team, Consultation Council, and Technology Committee. These governance groups provide their input into the priorities. A list of priorities is created and presented again to these governance groups before voting is conducted at the district-wide technology committee.

All entities' technology requests for Basic Aid funding are discussed and prioritized at the district-wide technology committee. The Basic Aid Allocation and Recommendation Committee (BAARC) makes the final recommendation to the Chancellor.

Saddleback and the district office recognize the need to support the LMS and related programs for the success of its online courses (including additional services such as Turnitin.com and LMS building blocks); the District and colleges work together to allocate resources to support these needs. The district also has an innovation fund to support new ideas and needs. The College has discussions, research and analysis during its resource allocation process, where each department and division selects and prioritizes its needs. This goes to the respective unit vice president for prioritization and then up to the CRC for allocation decisions. Resources are then utilized in a variety of ways; for example, new instructional technologies are typically piloted for a year, evaluated by the Online Education Committee and if they are effective, recommendations are made to institutionalize those resources. If hardware or equipment is needed, the process is similar: Requests are made through divisions, routed to the appropriate channels during the CRC process, and also routed to the Technology Committee for ranking and consideration.

Technology Replacement

There are two primary replacement schedules. There is a replacement schedule for computer instructional labs, which illustrates each lab and its replacement cycle. There is also a replacement plan for all other computers and operational systems. The computer instructional labs have a unique replacement need due to the various educational programs served by the labs. Saddleback replaces computers based on its approved computer replacement schedules. Figure 1 demonstrates the number of computers replaced in the last three years.

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The College retains service maintenance agreements in all instructional software that entitles the programs to the latest software versions. This subscription enables instructional programs to stay current with technology and have access to the latest versions of the software. Technology Services technicians in consultation with individual faculty members upgrade the software every semester. Furthermore, based on faculty requests, additional licenses are purchases to the meet the demands of growing enrollments.

Saddleback is currently assessing the possibility of migrating to Canvas—a new learning management system. A number of discussions and presentations have been conducted to offer faculty various opportunities for feedback and discourse. Discussion take place in the Online Education Committee as well as at the District Online Education Committee. Information has also been provided to the Academic Senate. The discussion on-going with plans to make a final determination in the spring of 2017.
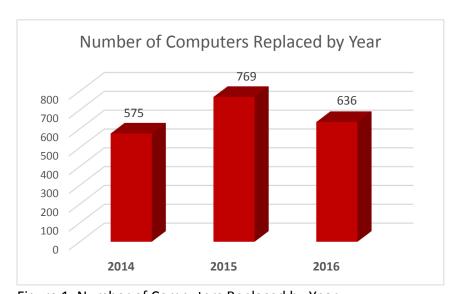
Figure 1. Number of Computers Replaced by Year

There has been a multitude of infrastructure replacements over the past years. Saddleback has installed an air-blown fiber (ABF) infrastructure that connects every IDF to the MDF with two ABF tubes. Twelve strands of fiber are in one tube leaving the second tube available for future growth and demand. Saddleback College replaced all end and core Cisco switches after the ABF upgrade allowing gigabit bandwidth to the desktops. In 2015, the College purchased a new NetApp storage area network (SAN) and upgraded the controller in the existing NetApp SAN. The SANs are now setup in high availability (HA) mode. Additionally, the college replaced a number of servers to keep up with college demands.

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Technology Services plans to expand the deployment of virtual desktop infrastructure (VDI) over the coming years. The department has purchased a Nutanix block as a foundational block to the expansion of VDI. The plan is to virtualize one-hundred desktops over the 2016-2017 fiscal year. Based on technology survey results, the top two technology items for students and college employees is wireless and classroom technology. Technology Services is embarking on a phased wireless network upgrade. The first phase will cover areas with high demand such as the learning resource center (LRC) and student services building. Cisco wave 2 wireless technology will be deployed to expand the wireless network. Phase two of the wireless expansion project will cover all athletic fields, open areas, parking lots, and roads. Simultaneously, Technology Services is in the planning stages of securing funding to refresh all classroom technology. The plan is to follow the Technology Committee approved classroom technology standards and deploy these standards in every Saddleback classroom.

The College is migrating from SharePoint 2010 to SharePoint 2013 to take advantage of all the integration with Office 2013 and mobile technology. SharePoint is the main intra-net portal utilized by all committees for data storage and collaboration. Furthermore, Technology Services is replacing the multiple outdated backup solutions currently in place with a cloud-integrated data protection Barracuda backup solution. College physical and virtual systems and all institutional data will be protected through the Barracuda backup solution.

ANALYSIS AND EVALUATION

Saddleback has made substantial investments in its technical infrastructure over the last years. The College setup an air-blown fiber infrastructure that provides two tubes to each IDF homerun back to the MDF. One of the tubes has 12 strands of fiber. The second tube can be used for future growth. The College upgraded all its Cisco switch infrastructure. The upgrade included the core switches and the edge switches. Each switch stack in the IDF has two 10 Gbps modules connected with fiber back to the core switches. One of the 10 Gbps modules connect to one core switch while the other 10 Gbps module connect to the other core switch. This provide maximum infrastructure reliability.

Saddleback hired Veritas to conduct a radio frequency (RF) analysis and PlanNet to create a plan for complete wireless coverage of the entire college. This wireless expansion and upgrade project will take in consideration the realities of the number of wireless devices students bring with them. The first phase of the project will cover the learning resource center, the business/general studies, and student services buildings. The quad area—an external location—will also be covered in the first phase. These were selected because they have the highest use. The second phase is slated to cover all other areas including athletic fields and open areas.

Technology needs are integrated into the College's strategic planning process through the Technology Plan and administrative unit reviews. The various surveys, open forums, and blogs informed the Technology Plan. This centralized planning process allows student, faculty, staff,

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and management input into the type and quality of campus technology and this input is considered during purchasing and upgrades.

Technology needs and funding requests are allocated through the resource allocation process or BAARC process, which occur yearly. The respective divisions or departments first rank all technology requests before they are submitted to the resource committee. The Technology Committee, College Resource Committee, Consultation Council, District-wide Technology Committee, and BAARC committee review their respective requests. All these governance groups have ample representation from all constituents.

The technology needs and funding requests process combined with the established equipment replacement schedules ensure the technology is adequate to support the College's programs and services. The process and replacement schedule effectively meet the needs of the college. Saddleback meets the standard and has committed significant monetary resources into enhancing and refreshing its technology.

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

EVIDENCE OF MEETING THE STANDARD

The vast majority of Saddleback's courses, programs, and services are offered onsite. The College has a 1 Gbps Internet connection through CENIC managed by AT&T. The main Internet connection is provided by the district office. CENIC also configured a private Cox WAN to our sister college Irvine Valley as a backup Internet link. Until recently, that bandwidth had a CENIC hardware limitation of 100 Mbps. Once the CENIC hardware refresh is complete, this backup link should have a maximum capacity of 1.8 Gbps.

There is a 100 Mbps Internet connection as a backup via the district office. District Services is looking to configure another 1 Gbps connection with a carrier to serve as a backup and not rely on the 100 Mbps connection. Saddleback College houses the district office on half- of the second floor of Health Sciences building and the entire third floor. However, Saddleback and the district offices have two separate networks.

The College has a satellite office located in Laguna Woods that houses five computers. This remote site connects through two Cisco VPN devices that create a site-to-site VPN. Saddleback contracts with Cox for a 100 Mbps Internet access business line. Technology Services provides full computer and network support for this site. All services provided to on-campus staff are provided to Laguna Woods.

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Saddleback has three levels of security. The College has two firewalls configure active-passive. The firewalls are the first line of defense guarding our institutional network. These firewalls are configure to protect our computer systems. The next level of system protection is the systems' anti-virus. Symantec is use at the local workstations and servers to act as the anti-virus protection. The College has also deployed a network access control system that assist in provide network level protection to the network. All staff are required to login with a unique username and password per Board policy. Saddleback uses active directory to provide granular user permissions to systems and all technical resources. The use and access of our intranet portal, SharePoint, is protected through active directory authentication and requires a username and password. SharePoint access is controlled through user rights and permissions.

The expansion of the "Internet of Things", whereby more and more systems are connecting on the network, requires segmentation to ensure data security. Data protections are provided by logical segmentation of the network using virtual local area networks (VLANs). For example, the irrigation system is in its own VLAN, the HVAC system is in its own VLAN, the lighting system is in its own VLAN, and many other systems are segmented.

The College is implementing electronic access-control for all doors. This will provide the ability to our police department to lock all doors in case of an emergency. Additionally, this will enhance security. Saddleback has also implemented Internet Protocol (IP) cameras. These cameras reside on their own VLAN and only the police department can view the content of the cameras.

There is redundancy in every IDF with two 10 Gbps fiber modules connected to each switch stack. Each 10 Gbps fiber module has a homerun connection to either core switch A or B. This type of network redundancy provide a high level of network reliability. Saddleback uses server virtualization technology and uses hardware redundancy to hosts these virtual servers. Server clusters with RAID 5 is applied to all hardware to ensure reliability.

The College disaster recovery strategy makes use of replication between two identical storage area networks. One of the SANs is housed at Irvine Valley College while the primary SAN is housed at Saddleback. These two SANs replicate constantly throughout securing institutional data. The systems are also backed up daily and the College is looking to purchase a more robust backup system—Barracuda to further enhance its disaster recovery strategy.

Saddleback uses three primary technologies for emergency notification: Blackboard Connect, Informacast, and our Dark Site (i.e. our college website turning completely dark). Blackboard Connect is used for mass email and text message notification. Additionally, Informacast is used to send an emergency notification through our VoIP Cisco phones. The third method is turning the college website dark and providing only emergency

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information. These systems are tested yearly during the great California Shakeout that occurs in October.

The District has two governance committees that focus on business continuity and proper use and destruction of records. The Business Continuity committee meets quarterly and has broad representation from Saddleback, IVC, and District Services. The committee's purpose is to integrate the district and college plans into a comprehensive, integrated business continuity plan and coordinate business continuity needs district-wide. In 2014, the business continuity committee provided all its members and District executives with priority calling cards. These cards can be used in case of an emergency and provide the user/caller with priority access to the phones lines.

The Custodian of Records Committee is charged with outlining a clear process flowchart with defined roles and responsibilities for proper response to all requests on records and it meets bi-monthly or as needed. The committee discusses how records need to be handled and stored from inception to deletion.

Per direction from the District's bank, the district contracts TrustWave as the PCI-DSS QSA (qualified security assessor). Services they provide are monthly external vulnerability scans of our PCI network as wells as the SAQ (self-assessment questionnaire). Additionally, the District is currently working with TrustWave to finalize an SOW for a district-wide PCI gap analysis.

Saddleback College uses Blackboard as the LMS. It is hosted by Blackboard and students use their active directory ID and password to access the system. Blackboard is accessible at all times from any system that has Internet access. Blackboard's managed hosting has an uptime service level agreement of 99.9%. Additionally, the hosted solution provides for a 24/7/365 operations and support, tier-4 data center, tier-1 redundant Internet connections, and redundant data backups.

ANALYSIS AND EVALUATION

The Technology Services department has a professional technical team of 13 full-time employees, two part-time, an administrative assistant, an assistant Director, and a Director. This professional team of individuals manage and maintain the College's technological infrastructure and equipment. The District IT team also plays a crucial role in supporting the infrastructure and both departments work closely with each other.

Technology Services has deployed various technologies to aid in the maintenance and support of the infrastructure. Systems such as What's Up Gold monitor the network and send both email and text messages when systems malfunction. Fusion software to monitor projectors and

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inform of anomalies is deployed. Additionally, LogmeIn is a tool utilized by the help desk to provide technical support remotely, which lowers the time a technician spends on the field.

Saddleback has redundancy throughout the network infrastructure. There are two core switches and each IDF switch stack has two 10 Gbps modules. One 10 Gbps module connects to one core switch while the other 10 Gbps module connects to the other core switch. This provides reliability and redundancy throughout the College network. Additionally, there is a 1 Gbps Internet connection and a 100 Mbps backup. The backup will soon be upgraded to 1.8 Gbps.

Technology Services has two identical SANs replicating all data. One SAN is housed at our sister college Irvine Valley while the primary SAN is housed at Saddleback's MDF. This is currently serving as our DR strategy. Additionally, the College is looking to consolidate its multiple backup systems into an enterprise backup technology solution from Barracuda. The Barracuda solution will be both on-premise and cloud software as a service. Saddleback meets the standard and has appropriate systems to ensure reliability and safety.

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College offers various training and support opportunities throughout the year to enhance the technology knowledge of students, faculty, staff, and managers. One-on-one training—the preferred method of faculty, staff, and management—is offered throughout the year through the FCSS and Technology Services offices. Professional development week, which occurs twice in an academic year, is an additional way faculty receive appropriate instruction on the effective use of technology. A help desk is available for students, faculty, staff, and management is available to provide support on technology systems. There are thirty-four instructional computer labs available for students to ensure access and knowledgeable technicians, staff, or faculty supports them. Additionally, specialized technology systems and software are available for students with accessibility needs and these systems come with proper technical support.

<u>Professional Development Week</u>

Saddleback College offers one week (five days in the fall and four days in the spring) of professional development at the beginning of every semester. A wide-range of workshops are offered during this week aimed to train faculty and other in the effective use of technology

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systems and make them aware of institutional operations. Here is a sample of workshops offered in spring 2016:

- Video Creation
- Common Assessment Initiative
- Our Favorite Apps
- Voice Thread
- Online Education Initiative
- Geek Report—the Internet of Things and Analytics

Throughout the year, the college also supports various professional development opportunities related to technology and online education.

Classified staff have an all-day staff development event, which provides a multitude of training activities. The technical staff of Technology Services has an online subscription to technical training videos, which has an extensive video library of technologies. Saddleback also provides Lynda.com—an online training website with a vast library of training videos—to all employees. College employees can set their own online learning pace and plan through Lynda.com.

Saddleback College uses surveys to understand preferred methods of training and professional development favorite by faculty, staff, and management. In the 2014 fall semester, the Technology Committee conducted a survey inquiring on the preferred training method by faculty. The findings showed that faculty prefer one-on-one training, with training videos as the second preferred method and group training as the least preferred. These findings informed the staff of who conduct one-on-one training regularly with faculty. The FCSS for Student Success is a dedicated resource for faculty to receive all the training necessary on the effective use of technology. The center has a dedicated computer lab with dual boot computer operating systems that faculty can use and hone their skills while assisted by professional staff.

Technology Services established a formal Help desk that provides support to all faculty, staff, and management. Knowledgeable and friendly technicians that assist college employees staff the Help desk. The majority of technical calls are resolved over the phone by either walking the caller through the steps on how to resolve the issue or doing a remote control of their system. The help desk is available Monday through Thursday from 7:30 a.m. to 8 p.m. and Friday from 7:30 a.m. to 5 p.m. Employees can either call the help desk, walk-in to the Technology Services department, email to create a work order, or submit a work order online. Additionally, an application specialist within Technology Services provides one-on-one training to staff and management. Training is requested by calling the Help desk, creating a work order, or informally by speaking with the application specialist.

The College offers various forms of support for students. There is a dedicated student technical support team that focuses in helping students in all areas related to technology, such as how to

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access the LMS, password resets, email problems, etc. The student Help desk team is housed in the library for ease of access and assistance. They provide assistance both on the phone and in-person. In addition to technical support, Saddleback offers various financial workshops for students. Financial Aid offers free weekly workshops to help students complete the state and federal financial aid applications. Students receive hands-on assistance with applications.

Students have access to thirty-four instructional computer labs located throughout the campus with the exception of the FCSS for Student Success, which is dedicated to faculty use. The total number of computers in these labs total one thousand two hundred twenty five. The learning resource center houses close to two hundred computer systems for student use and it is the heaviest used student computer lab on campus.

Figure 2. Learning Resource Center Computer Lab

The 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.

Accessibility workshop and equipment available to 100+ tutors and 4K+ students in tutoring center

Beginning in 2014, all LRC tutors are now paid to attend mandatory professional development training four times a semester, for a total of 16 hours. The professional development sessions cover a wide variety of topics including, but not limited to, the Socratic tutoring method, time management, subject specific best practices and more. The LRC in collaboration with the DSPS department and the College's alternative media specialist, trained tutors on a variety of software and hardware systems in order to support all levels and types of learners. Additional training and support for Kurweil, a cloud-based dreading software, and SmartPens, recording hardware, are provided to tutors on a regular basis. Moreover, ten SmartPens and three

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Kurzweil scanning equipment are available to tutors and students in the Center Additional this semester tutors are being trained to identify students who are struggling with reading as they are often unaware that they are dealing with a possible issue like dyslexia, or mild ADD, ADHD, and that these realities may be the cause of their struggles.

Workshops for students on how to succeed in online education (WOW-week of workshops)

During professional development week in both fall and spring, Saddleback College hosts a Week of Workshops (WOW) for all students. The focus of WOW is to provide a mini professional development week for students. These faculty and student lead workshops are designed to help students prepare for their courses and creates a connection with faculty outside of the classroom. This college-wide effort has increased in size and scope, and has scaled up successful workshops like, how to succeed in an online course. Last year ten workshops were specifically dedicated to the topic of how to succeed in an online course. WOW week participants were surveyed both before and after each workshop. 66% of WOW participants said they felt "Not Ready" or "Somewhat Ready" for their courses. However, after the WOW workshop over 82% of the respondents indicated they felt "very ready" or "ready" for their courses in the upcoming semester.

ANALYSIS AND EVALUATION

The College provides effective and ongoing instruction and support in the use of technology for students, faculty, staff, and managers.

The College has numerous training workshops for students throughout the academic year. These workshops survey the participant students to better understand their needs. This drives future topics for workshops. The very successful student technology survey in fall 2014 also guide the type of training for students. The volume and type of questions received into the Help desk also guide the type of training for students.

A professional development survey is sent to all college employees. The survey ask respondents a series of questions that help guide the type of training offered for employees as well as the modality of the training. During professional development week, the workshops have surveys to ascertain the value and effectiveness of the workshops. This helps guide the workshops offered for the next professional development week. The employee originates much of the technology training by calling the Help desk and making an appointment with the Application Specialist II that conducts one-on-one training with employees. The employee is then asked to provide feedback through the work order in the Help desk system.

In respect to online education training for students, Saddleback conducts WOW week workshops aimed to prepare student to be successful in online classes. These workshops are

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led by faculty and students providing student participants with an opportunity to connect with faculty outside of the classroom.

FCSS is dedicated to faculty support and focuses primarily in training faculty in all technology manners related to instruction and, especially, online education. The instructional training options range from specific department/discipline sessions to one-to-one sessions, to new faculty orientations, to myriad workshops focusing on ways to incorporate the latest instructional technology in classes.

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

EVIDENCE OF MEETING THE STANDARD

The SOCCCD District has board policies and administrative regulations that guide the appropriate use of technology at the College.

There are primarily five board policies guiding the appropriate use of technology. These are BP 3310 Records Retention and Destruction, BP 3508 Public Safety Camera System, BP 3530 Compliance with Payment Card Industry Data Security Standards PCI-DSS, BP 4000.2 Electronic Communication, and BP 5615 Student Records, Compliance with Family Educational Rights and Privacy Act (FERPA). The board policies are more broad and strategic with the administrative regulations providing more operational detail.

There are nine administrative regulations (ARs) that cover appropriate use of technology. AR 4000.2 is intended to inform all users (employees, student, and guests) of the rules regarding use of the District's digital information network. This regulation has five main sections focusing on the permitted uses of the network, user responsibilities, prohibited uses, incidental personal use, and the enforcing of the regulation.

There are two ARs that focus on records including student records. AR-3310 defines records as records, maps, books, papers, data processing outputs, and documents of the District required by Title 5 to be retained, including but not limited to records created originally by computer and "electronically stored information" (ESI). This AR focuses on records retention and destruction. AR 5615 focuses on student records and this regulation implements the federal Family Education Rights and Privacy Act of 1974 (FERPA) and State law.

Administrative regulations 3726 to 3730 focus on information technology and they cover data classification, access control, physical security, logging and monitoring, and remote access. AR 3726 classifies data into three categories: public, internal, and restricted. This AR assists to understand the importance of securely handling information available and ensuring data

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protection. AR 3727 focuses on access control and its objective is to provide internal controls for access to District sites, information, and applications. The purpose of AR 3728 is to properly protect from potential physical and environmental threats the confidentiality, integrity, and availability of the data contained within District's information systems. AR 3729 ensures proper logging and monitoring so that potential security incidents can be detected early and dealt with effectively. Finally, AR 3730's objective is to control access to District information systems when connections are made to those systems from a remote location.

AR 3508 was established to delineate the purpose and scope of the public safety camera system. It states the District operates a camera system to ensure a safe environment for those who live, work, and visit the District. Additionally, video from the cameras will be recorded on a 24-hour basis every day of the week. The video is to be kept for an entire year and thereafter erased with the written consent of the Campus Chief of Police.

The Saddleback student handbook provides a wealth of information for students outlining available services, success tools, program, and important College policies.

A good example of process is the current evaluation of Canvas as an appropriate replacement of the current LMS Blackboard. The process began by first having agreement from faculty to participate in the Online Education Initiative (OEI). There are currently six faculty participating in the OEI and they are using Canvas as the LMS. The process of making a decision whether to select Canvas as the LMS and replace Blackboard has been very thorough. This is an inclusive process that calls for participation between faculty, staff and management to consider all aspects of a Canvas, including its instructional capacities, costs, support services and other software/hardware needed to support it. Additionally, there has been plenty of discussion at the Online Education Committee and the District-wide Online Education Committee as well as presentations to the Academic Senate.

ANALYSIS AND EVALUATION

Saddleback College has several board policies guiding the appropriate use of technology. These policies cover a broad spectrum from FERPA to record retention and destruction. Complementing these board policies are administrative regulations, which provide more operational detail. The importance of information security is highlighted by five administrative regulations guiding it. The combination of Board policies and administrative regulations guides Saddleback College students and personnel on the appropriate use of technology.

Additionally, the student handbook is an excellent source for students to understand all College procedures and institutional policies.

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The College established procedures to follow when entertaining different technologies in the classrooms. These procedures are being follow now with the evaluation of the learning management system Canvas as a potential replacement of the existing LMS.

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D. Financial Resources

Planning

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

EVIDENCE OF MEETING THE STANDARD

Saddleback College is 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. These guidelines were developed jointly by the colleges and District and are codified as BP 3110 [3.200] and AR 3110 [3.201] Basic Aid Funds Allocation Process. This process ensures that basic aid funding is allocated for purposes related to capital construction, major renovation, infrastructure projects, and site development; the retirees benefit trust fund and other long term obligations; trustee elections, legislative advocacy, major legal fees and judgments; major technology initiatives; and support for scheduled maintenance and smaller renovation projects.

The Basic Aid Allocation Resource Committee, (BAARC), which has College representation [3.202] is responsible for making budget recommendations to the Chancellor and ensuring that recommendations consider budget development guidelines. BAARC operates in ccordance with AR 3110 Basic Aid Allocation Process.

One of the guiding principles of 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 onetime expenditures.

A District budget allocation model [3.203] 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

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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. [3.204].

The College complies with California's 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. The College computes 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 college has never fallen below the 50% benchmark and frequently far exceeds it [3.267].

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 https://www.saddleback.edu/uploads/cc/intro.pdf. In recent years the College has placed increased focus on revenue generation from successful grants, which has increased available resources [3.205]. The College's restricted and unrestricted general fund budget for the 2015-2016 fiscal year totaled $131,616,423. The District budget for all funds totaled $711,000,000 [3.206].

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 $7 million in 2016-2017 [3.207]. 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.

ANALYSIS AND EVALUATION

The South Orange County Community College District 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.

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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 by the College's actions during the nationwide economic recession and state budget crisis. No general fund layoffs took place, and the general fund offset a portion of the State reductions to categorical programs. Due to the College's conservative long-range fiscal planning, the college is able to develop a balanced budget with a sufficient contingency each year, and district reserves remain healthy. Benchmarks for fiscal stability are always met and are often exceeded.

College funds are sufficient to support educational improvement and innovation. The District's resource allocation process (AR 3110) ensures that funding recommendations are driven by the 5-year construction plan [3.268]; the 20-Year Facility, Renovation, and Scheduled Maintenance Plan [3.214]; the District-wide Technology Plan [3.215] [3.215a]; and other college and districtwide plans such as the 2014-2020 Strategic Plan [3.208]. The college's budget development process [3.209] ensures that funding is set aside for resource needs in support of the college wide plans such as strategic plan action steps, the student equity plan, and the basic skills initiative, and in response to departmental plans developed through the assessment and program review process. The College Resource Committee (CRC) proposed $1,477,320 for fiscal year 2015-2016 for allocations in support of needs expressed through the program review and administrative unit review process; these funds supported facilities, technology, equipment, and other institutional needs.

    3.200 – Board Policy 3110.pdf
    3.201 – Administrative Regulations 3110.pdf
    3.202 – BAARC Memo and Recommendations FY 2015-2016.pdf
    3.203 – General Fund Budget Allocation.pdf
    3.204 – Fiscal Year Ending Balance 2010-2015.pdf
    3.205 – Saddleback College Catalog 2015/16, page 15.pdf
    3.206 – Restricted and Unrestricted.pdf
    3.207 – Final Budget 2015-2016.pdf
    3.208 – Strategic Plan to Board Draft 2014-2020.pdf
    3.209 – Budget Process – Proposed.pdf
    3.214 – Scheduled Maintenance Plan.pdf
    3.215 – SOCCCD Technology Plan 2015-2020.pdf
    3.215a – Technology Plan 2011-2016.pdf
    3.267 – Percent Law Comparison 14-15.pdf
    3.268 – 5-year Construction Plan.pdf

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

EVIDENCE OF MEETING THE STANDARD

The Mission and Vision Statements are the basis for all financial planning and decision-making at the College. The College's Strategic Planning Process is founded on a Mission and Vision Statement from which all strategic directions, goals, and strategies are developed [3.056a].

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.

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 are institutionalized within the College culture. The Planning and Budget Steering Committee (PBSC) and College Resource Committee (CRC) processes ensure that requests for funding are supported by assessment results and other data and that funded requests are in alignment with the College's mission and the 2014-2020 Strategic Planning goals [3.211].

The PBSC oversees the implementation of strategic planning goals and action steps and measures and evaluates progress. The PBSC has co-chairs (the Director of Planning, Research and Accreditation, and the Director of Fiscal and Contract Services), which creates a working relationship between the two offices that strengthens the integration of planning and budget. 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 Vice President for Administrative Services) meets with the President to set spending priorities and to ensure that these can be accomplished with a balanced budget.

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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.

Resource allocation decisions are 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 (EVIDENCE CRC RESOURCE REQUEST TEMPLATE). The Saddleback College Resource Allocation Model Process documents describe the role of PBSC, the college's various planning committees, and the college's Consultation Council in the planning and resource allocation process [3.200][3.201][3.265].

All resource allocation requests are submitted via TracDat and reference the relevant sections of the Program Review or Administrative Unit Review as well as the college's strategic plan. After being extracted from TracDat by the Office of Planning, Research, and Accreditation each college "branch" (Instruction, Student Services, and Administrative Services) prioritizes the list. After the prioritized list is reviewed by the College Resource Committee, the list is parsed out to the Technology committee and the Safety and Facilities Committee for review and analysis. After input from the functional committees, the consolidated list is unified by CRC. PBSC will review CRC recommendations to ensure accuracy and adherence to the process and will forward the recommendations to the Consultation Council, which in turn makes funding recommendations to the college President.

PBSC collaborates with the Facilities Planning Committee, the Faculty Hiring Prioritization Committee, and the Academic and Classified Senates to develop annual budgets and make 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 (EVIDENCE CONSULTATION COUNCIL AGENDAS AND MINUTES, PBSC AGENDAS AND MINUTES).

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

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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.

Faculty have the most direct impact on students. Thus requests for new faculty must demonstrate alignment with 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 the 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.

On an annual basis 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.
• 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 [3.210].

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 [3.211] [3.211a] [3.211b].

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 provide direction for budget development [evidence financial development booklet]. Another mechanism to insure control and prevent overspending is the District's financial software system, Workday, an enterprise resource planning 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 [3.204]. SOCCCD standard practice is to use one year's ending balance as the following year's beginning balance. The Annual Budget and Financial Report (CCFS-311) on the California

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Community College Chancellor's Office web page demonstrates sound financial practices and financial stability.

ANALYSIS AND 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.

Financial planning at Saddleback College is integrated with all institutional planning. Saddleback College's financial planning processes are structured to reflect and support the college's mission and institutional plans. Adequate policies and procedures are in place to ensure sound financial practices and financial stability. Leaders in the participatory governance process are integral to the college's planning and budget process, and through the participatory governance process appropriate financial information is disseminated throughout the institution in a timely manner.

> 3.056a – Saddleback College Mission, Vision and Values Statement.pdf
> 3.210 – Board Policy 101.pdf
> 3.211 – District-wide Planning and Decision Making Manual 2015-2020.pdf
> 3.211a – SOCCCD Strategic Plan.pdf
> 3.211b – Strategic Plan 2014-2010, Goals, Objectives, and Year One Two Action Steps.pdf
> 3.212 – 311 Annual Financial and Budget Report.pdf
> 3.265 - college-resource-allocation-process-model.pdf

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

EVIDENCE OF MEETING THE STANDARD

The South Orange County Community College District as well as the college follow clearly defined guidelines and processes for financial planning and budget development. The district's budget is driven by the processes of the District Resources Allocation Council and the Basic Aid Allocation procedures and processes.

The District Resources Allocation Council is a district-wide participatory governance council charged with making recommendations for the income allocation model upon which the

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budget is based. It is charged with development and oversight of the allocation process for Unrestricted General Funds and makes recommendations to the Chancellor. The DRAC Model is an allocation model for the district which distributes available general fund unrestricted resources in accordance with the state's funding formula [3.266]. DRAC ensures a fair and equitable distribution of unrestricted general funds to Saddleback College, Irvine Valley College, Contingency Reserve, General Expenditures, and District Services. In essence, the DRAC model allocates funding to the colleges in accordance with the SB361 funding formula, and after DRAC Model allocation the remaining funds are allocated by the Basic Aid Allocation procedure and process outlined in BP-3110 and AR-3110.

This Basic Aid Allocation process is implemented by the district's Basic Aid Allocation Resource Committee (BAARC), chaired by the district's Vice Chancellor for Business Services. BAARC ensures that basic aid funding is allocated for purposes related to capital construction, major renovation, infrastructure projects, and site development; the retirees benefit trust fund and other long term obligations; trustee elections, legislative advocacy, major legal fees and judgments; major technology initiatives; and support for scheduled maintenance and smaller renovation projects. BAARC projects available funding based upon a conservative estimate for property tax and student fee income, which makes up the total amount available for allocation. After funding is allocated for long term obligations and fixed expenses, this amount is subtracted from the total amount available for allocation to yield the net amount available for allocation. As outlined in the board policy and administrative regulation, the net amount is allocated by BAARC based on recommendations by the Capital Improvement Committee (CIC) and the District Technology Committee (DTC); these recommendations are based on district-wide plans (e.g. the Education and Facilities Master Plan, the 5 Year Construction Plan [3.213], the Scheduled Maintenance Plan [3.214], and the District-wide Technology Plan[3.215]) as well as the District-wide Strategic Plan, college strategic plans, and college technology plans.   BAARC recommendations for the 2015-16 fiscal year totaled approximately $57 million [3.216].

The Planning and Budget Steering Committee reviews and monitors resources and makes recommendations to Consultation Council for the college budget in accordance with principles and practices set forth in the College Budget Process and Calendar outlined in the Saddleback College Fiscal Office Guide [3.217] and to ensure success of the strategic plan. The Planning and Budget Steering Committee (PBSC) and College Resource Committee (CRC) processes ensure that requests for funding are supported by assessment results and other data and that funded requests are in alignment with the College's mission and the 2014-2020 Strategic Planning goals [EVIDENCE CRC ALLOCATION REQUEST TEMPLATE, and 3.211].

ANALYSIS AND EVALUATION

The college's processes for financial planning and budget development are clearly defined and widely communicated through board policies and administrative procedures, the

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district's DRAC [3.219] and BAARC [3.218] committee charge and the models developed by these committees, and by the college's budget development and resource allocation processes as outlined by the PBSC and CRC committees. Each of the district and college committees and processes identified include constituency group representation [EVIDENCE GOVERNANCE MANUAL]. Committee information, including notes and handouts, are available on the college and district SharePoint sites [COLLEGE COMMITTEES PAGE ON SADDLEBACK SHAREPOINT, DISTRICT COMMITTEES PAGE ON SOCCCD SHAREPOINT.][3.220] [3.220a].

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 [3.266]. 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.

3.211 – District-wide Planning and Decision Making Manual 2015-2020.pdf
3.213 – 2016 Education and Facilities Master Plan.pdf
3.214 – Scheduled Maintenance Plan.pdf
3.215 – District-wide Technology Plan.pdf
3.216 – BAARC Memo and recommendations FY 2015-2016.pdf
3.217 – FOG, chapter 8, Budget.pdf
3.218 – BAARC Committee Composition and Purpose.pdf
3.219 – DRAC Committee Composition and Purpose.pdf
3.220 – SOCCCD Departmental Budget Planning & Resources Request Guide.pdf
3.220a – 2016-2017 Budget Development Calendar.pdf
3.266 – DRAC Model 2015-2016.pdf

Fiscal Responsibility and Stability

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

EVIDENCE OF MEETING THE STANDARD

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

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allocation of these resources is guided by District Budget Development Guidelines which are encompassed in BP 3110 and AR 3110 Basic Aid Funds Allocation Process. The Basic Aid Allocation Resource Committee (BAARC) projects available funding based upon a conservative estimate for property tax and student fee income, which makes up the total amount available for allocation. Property tax estimates are provided to the district by the County of Orange, and the South Orange County Community College District uses the most conservative estimates provided in its calculations.

Unrestricted general fund operating revenues allocated to the College are calculated using a revenue-based formula. While the College is part of a Basic Aid district, the district uses the state's S361 funding formula to calculate and allocate revenue to the colleges. In essence, 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. The implementation of this model is overseen by the District Resources Allocation Council (DRAC). The DRAC Model distributes available general fund unrestricted resources in accordance with the state's funding formula; remaining funds are allocated in accordance with the Basic Aid Allocation procedure and process outlined in BP-3110 and AR-3110. 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.

In addition to local funding through property taxes, the College also receives funds from additional sources such as State categorical programs; local revenue; grant revenue from Federal, State and local sources; Community Education; Associated Student Government; and Foundation revenue. Nonresident tuition FTES income, 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 ending balance for the College, whether positive or negative, is added or subtracted to the income allocation. 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. Budgets are established for grant activities when formal grant award or partnership agreements are received and Board-approved. 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 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
- The Planning and Budget Steering Committee

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- Educational Planning and Assessment Committee
- Technology Committee
- Safety and Facilities Committee
- College Resources Committee

The budget development and planning processes of the College ensures that financial resources are used to address College plans. The Planning and Budget Steering Committee (PBSC) and College Resource Committee (CRC) processes ensure that requests for funding are supported by assessment results and other data and that funded requests are in alignment with the College's mission and the 2014-2020 Strategic Planning goals. Resource allocation decisions at the college are 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. The Saddleback College Resource Allocation Model Process[3.221] [3.222] [3.222a] documents describe the role of PBSC, the college's various planning committees, and the college's Consultation Council in the planning and resource allocation process

The Planning and Budget Steering Committee, as its name indicates, reviews and studies budget materials for all funds, programs, grants, and projects [3.222c]. 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 [3.222b]. Due to the College's conservative long-range fiscal planning, the college ensures that fiscal commitments are anticipated and that funds are allocated appropriately. As such, the college is able to develop a balanced budget with a sufficient contingency each year, and district reserves remain healthy. Benchmarks for fiscal stability are always met and are often exceeded.

ANALYSIS AND EVALUATION

The planning and budgeting process is robust and transparent. Information about available funds is available to planners and decision makers throughout the process and results planning that reflects realistic assessments of financial resource availability. The Basic Aid allocation process ensures that institutional priorities are addressed with the district's overall budget, and the college's resource allocation process ensures that institutional plans in support of the college's mission are funded appropriately.

3.208 – Strategic Plan to Board Draft 2014-2020.pdf
3.209 – Budget Process – Proposed.pdf
3.221 – Resource Allocation Process.pdf

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3.222 – [College Resource Allocation Process.pdf](#)
3.222a – [District Resource Allocation Process.pdf](#)
3.222b – [Consultation Council Meeting Dates.pdf](#)
3.222c – [Planning and Budget Steering Committee.pdf](#)

SB361 calculation is allocated and expended as received, and the District has not obligated future anticipated property tax revenue by incurring debt.

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

EVIDENCE OF MEETING THE STANDARD

The College uses accounting software program, Workday, to establish budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those fiducially 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; expenditure classifications and account code structures are used to route budget amendments, journal entries, expenses, invoices, and requisitions. For example, all requisitions using restricted funding sources such as instructional fee-based supplies are routed to a funding source manager to ensure they are appropriate. All departments have access to the Workday online system, and any College employee can access the system by requesting access. Users have access to all College accounts in the Workday 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 Workday provides, the College's Fiscal Office is available to assist.

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 accounting system, which prevents approval of purchase orders in excess of budgeted funds. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as the college Fiscal Office. The grant project

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staff, in conjunction with a representative from the Grants Department, 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 Vice Chancellor or 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 Vice Chancellor for Business Services, who has authority to approve contracts that do not exceed $100,000. The Vice Chancellor submits a report to the Board of Trustees on a monthly basis listing all contracts that have been approved for Board ratification.

Contracts that do not fall within the parameters set for the Vice Chancellor are submitted directly to the Board for approval. Contract expenditures and payments are managed through the Workday accounting 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 [3.232][3.233]. Investment reports as well as income and expenditure documentation are submitted to the Foundation Board of Governors at their regularly scheduled meetings and presented to the SOCCCD Board of Trustees annually [EVIDENCE BOARD PRESENTATION].

The Office of the Vice 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 [EVIDENCE BOARD REPORTS].

An independent certified public accounting firm conducts a financial and compliance audit of the District Business Services Office annually, in accordance with CA Education Code 8848; the Student Financial Assistance Office, which accounts for financial aid in a separate fund, is also audited to ensure federal guidelines are followed. 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.

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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.

Similarly, the Saddleback College Foundation Finance Committee annually prepares and adopts a budget of operations income and expenses [3.231]. At each of their meetings, the Finance Committee reviews actual versus budgeted expenditures and income and makes adjustments when necessary.

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 [3.234] requires identification of outcomes and an assessment of the expenditure.

ANALYSIS AND 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, auditing guidelines, and 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.

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 [EVIDENCE BPA DOCUMENTS]. 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 [3.235]. The recommendations on the findings have been implemented.

3.223 – Board Policy 6140.pdf

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    3.224 – Board of Governors Bylaws 2012.pdf
    3.225 – Foundation Conditions and Criteria Application.pdf
    3.226– Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards.pdf
    3.227 – Deposit Advice Form.pdf
    3.228 - Board Policy 154.pdf
    3.229 – Administrative Regulations 154.pdf
    3.230 - Administrative Regulation 4000.9.pdf
    3.231 – Foundation Annual Report 2014-2015.pdf
    3.232 – Board Policy 3610 - Auxiliary Organizations.pdf
    3.233 – Administrative Regulations 3610 - Auxiliary Organizations.pdf
    3.234 – Strategic Planning Process Resource Request Form.pdf
    3.235 – SOCCCD Audit Findings 2009-2015.pdf
    3.271 – FDM and Worktags.pdf

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

EVIDENCE OF MEETING THE STANDARD

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 [3.236].

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.

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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.

The college's budget sufficiently supports all instructional programs and this is verified through assessment of student learning. When assessment of student learning indicates that additional budget allocations are necessary to support improvement, the CRC process is utilized for the request, prioritization, and funding of programmatic needs.

ANALYSIS AND 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 [EVIDENCE BPA SESSIONS AND RELATED PLANS].

      3.236 – SOCCCD Audit Report 2014-2015.pdf

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

EVIDENCE OF MEETING THE STANDARD

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 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. 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 [3.236].

The Board of Trustees regularly receives reports regarding the district and colleges' budget, fiscal conditions, financial planning, and audit results [3.237]. The Board of Trustees' Audit Committee is charged with monitoring the audit process and reviewing the final audits. All Board of Trustees agendas, attachments, and minutes are publicly available on the District website.

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At the college level, the Consultation Council, the Planning and Budget Steering Committee, and the Management Council regularly review similar reports related to the college's budget, fiscal conditions, and financial planning activities.

Table 3.5 displays the District's audit findings for the past six years and the resulting action [3.235].

ANALYSIS AND EVALUATION

Information about the college and district budget, fiscal conditions affecting the college budget, financial planning, and audit results are provided college wide and districtwide on a regular basis.

The district's audit findings over the past six years have been minimal, and all audits have resulted in unqualified reviews. Those minor findings that have been identified were resolved in a timely manner.

3.235 – SOCCCD Audit Findings 2009-2015.pdf
3.236 – SOCCCD Audit Report 2014-2015.pdf
3.237 – Board of Trustees Meeting Calendar.pdf

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

EVIDENCE OF MEETING THE STANDARD

The annual financial and compliance audit is conducted in accordance with generally accepted auditing standards and 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 evaluates any variances between adopted budget and actual expenditures to determine if funds were expended on the educational programs and activities as originally planned and intended.

The college's accounting officer assists departments with categorical program accounting, and the senior accounting specialist in the college's grants office assists grant staff with grant accounting. The district's Senior Accounting specialist reviews expenditure reports on all categorical programs and grants to ensure reported expenditures are necessary, reasonable, allowable, and allocable. The district's auditors conduct examinations and tests in accordance with state and federal audit guidelines, and government agencies conduct their

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own audits. External and governmental audits have not identified any spending irregularities regarding correction.

Staff responsible for categorical and grant-funded programs regularly attend state, regional, and nationwide conferences and participate in webinars that provide guidelines and interpretations of regulations to ensure compliance. Examples of improvements resulting from staff professional development include federal procurement guidelines as well as time and effort reporting improvements [EVIDENCE TAACCCT GRANT MANUAL].

ANALYSIS AND EVALUATION

The College's financial and internal control systems are regularly evaluated and assessed. While repeated audits have found the college's financial and internal control systems to be sound, college and district staff regularly assess and refine processes [EVIDENCE WORKDAY FISCAL TEAM MEETING AGENDAS, MINUTES, AND TASK LISTS].

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

EVIDENCE OF MEETING THE STANDARD

The District is a locally funded "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. Board Policy 3100 [3.200] 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 College is fiscally conservative, does not use its reserves, and typically maintains a healthy ending balance fiscal responsibility [3.204].

The Capital Outlay fund has a substantial cash balance committed to specific future capital projects [EVIDENCE CAPITAL OUTLAY FUND BUDGET REPORTS]. 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. The District reviews its coverage annually in the spring and carries an excess liability policy. The District

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implemented an irrevocable trust for its OPEB obligation in spring 2008 and fully funded the liability in June 2008 [EVIDENCE BOARD AGENDA ITEM AND CURRENT ACTUARIAL STUDY].

The college and the district have taken numerous additional steps in recent years to reduce financial risk to the district. These include numerous professional development presentations on how to identify and reduce risk [3.238], the development and implementation of contract templates [EVIDENCE ON DISTRICT SHAREPOINT SITE] and contract signing processes [EVIDENCE CONTRACT COVER SHEET], and the hiring of a new District Risk Manager.

ANALYSIS AND EVALUATION

The college maintains healthy ending balances and the district's unrestricted fiscal reserves have not dipped below 7.5% in accordance with district policy.

> 3.200 – Board Policy 3110.pdf
> 3.204 – Fiscal Year Ending Balance 2010-2015.pdf
> 3.238 – SOCCCD Road Tour, Risk Management Presentation.pdf

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

EVIDENCE OF MEETING THE STANDARD

The College uses accounting software program, Workday, to establish budgets and expend resources. Budgets use an account code structure which allows the accounting system to direct transactions to those fiducially 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. All departments have access to the Workday online system, and any College employee can access the system by requesting or requiring access. Users have access to all College accounts in the Workday 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

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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 [EVIDENCE DISTRICT'S FINANCIAL STATEMENTS].

Every Saddleback College group or outside donor raising funds for College programs and scholarships is required to sign an account 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 [3.225]. 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 [3.226]. Money raised from fundraising activity is recorded on a Deposit Advice form [3.227]. 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, prepares a bank deposit, and inputs the deposit into the accounting system. 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. The computerized accounting record for 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: cost center manager, dean, 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 item or service is ordered, a purchase order and an invoice are required for payment. Before any expenses over $10,000 can be approved by the Foundation Director, the requisitions are ratified the Foundation's Board of Governors Finance Committee at its regular meeting.

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 accounting system, which prevents approval of purchase orders in excess of budgeted funds. Only authorized individuals can enter

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requisitions into the system, and all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as the college Fiscal Office. The grant project staff, in conjunction with a representative from the Grants Department, 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 Vice Chancellor or 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 Vice Chancellor for Business Services, who has authority to approve contracts that do not exceed $100,000. The Vice Chancellor submits a report to the Board of Trustees on a monthly basis listing all contracts that have been approved for Board ratification [EVIDENCE BOARD AGENDA EXAMPLE].

ANALYSIS AND 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, auditing guidelines, and 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 the past six years and has no findings related to Federal Title IV Regulation compliance. The recommendations on all findings have been implemented.

> 3.225 – Foundation Conditions and Criteria Application.pdf
> 3.226– Foundation Policy Guidelines, Procedures, and Accepted Nonprofit Standards.pdf
> 3.227 – Deposit Advice Form.pdf

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure

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financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

EVIDENCE OF MEETING THE STANDARD

Saddleback College is part of the South Orange County Community College District (SOCCCD). As a Basic Aid district, SOCCCD receives revenues from student fees, property taxes, and other sources besides state apportionment. The Board of Trustees has adopted budget development guidelines that ensure that basic aid funding is allocated for purposes related to capital construction, major renovation, infrastructure projects, and site development; the retirees benefit trust fund and other long term obligations; trustee elections, legislative advocacy, major legal fees and judgments; major technology initiatives; and support for scheduled maintenance and smaller renovation projects

One of the guiding principles of resource allocation followed by the Basic Aid Allocation Resource Committee 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 onetime expenditures.

A District budget allocation model allocates 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, 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 [3.204]

The College's restricted and unrestricted general fund budget for the 2015-2016 fiscal year totaled $131,616,423. The District budget for all funds totaled $711,000,000 [3.206].

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 2015-16. The SOCCCD has prepared well for most long-term financial obligations

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such as retiree health benefits, and the College and the District have fully paid off all prior-year debt obligations. All other post-employment benefits are fully funded, and the district conducts an actuarial study on at least a biannual basis to ensure it remains fully funded [EVIDENCE AUDIT REPORT].

ANALYSIS AND EVALUATION

The South Orange County Community College District operates within a resource allocation 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 by the College's actions during the nationwide economic recession and state budget crisis. No general fund layoffs took place, and the general fund offset a portion of the State reductions to categorical programs [3.207]. Due to the College's conservative long-range fiscal planning, the college is able to develop a balanced budget with a sufficient contingency each year, and district reserves remain healthy. Benchmarks for fiscal stability are always met and are often exceeded.

      3.204 –Fiscal Year Ending Balance 2010-2014.pdf
      3.206 – Restricted and Unrestricted.pdf
      3.207 Final Budget 2015-2016.pdf
      3.208 – Strategic Plan to Board Draft 2014-2020.pdf
      3.209 – Budget Process – Proposed.pdf
      3.214 – 20-Year Facilities and Scheduled Maintenance Plan.pdf
      3.215 – SOCCCD Technology Plan 2015-2020.pdf
      3.215a – Technology Plan 2011-2016.pdf
      3.268 – 5-year Construction Plan.pdf

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

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EVIDENCE OF MEETING THE STANDARD

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.

Government and Accounting Standard Board (GASB) Statements 43 and 45 require annual reporting of post-employment benefit liability [2.239]. 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. When these GASB provisions were enacted, the District hired a consultant to assist the District in the navigation of this process and a Retirement Board of Authority [3.240] was established to guide and oversee the implementation of the GASB standards. The Futuris program, administered by Keenan and Associates, is a comprehensive GASB compliant retiree health and welfare benefit program. The District implemented an irrevocable trust for its OPEB obligation in spring 2008, it is fully funded, and the district conducts an actuarial study on at least a biannual basis to ensure it remains fully funded.

The district has also been impacted by the state pension liabilities that resulted in increases to the Public Employee Retirement System (PERS) and State Employee Retirement System (STRS) employer rates. The district has covered these increases for all unrestricted general fund employees through FY 2020-2021 by placing adequate funds in a trust account. Liability costs have recently increased by, and this increase has been fully covered [EVIDENCE IS 2016 ACTUARIAL STUDY AND THE BOARD AGENDA ITEM WITH THE FUNDING PLAN].

ANALYSIS AND EVALUATION

The SOCCCD'S annual OPEB obligation is fully funded, as are all compensated absences and other employee related obligations.

> 3.239 – GASB 43 & 45 Compliance Vendor.pdf
> 3.239a – OPEB GASB 43 45 Compliance Plan RBOA.pdf
> 3.240 – SharePoint Retirement Board of Authority.pdf

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

EVIDENCE OF MEETING THE STANDARD

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The district has not issued any certificates of participation, or COPS, since 1999 and all COPS were paid in full by June 2008. The district has not issued any bonds. All long-term debt has been paid off, and the District has not entered into any additional debt agreements [EVIDENCE AUDIT REPORT].

ANALYSIS AND EVALUATION

The college does not have difficulty meeting current obligations and does not have any long-term debt.

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

EVIDENCE OF MEETING THE STANDARD

The college and district carry no long-term debt, such as certificates of participation (COPS) and have fully funded all retiree other post-employment liabilities. The college is not engaged in any lease purchase agreements, and all technology and equipment needs are purchased outright on an annual basis as funding permits.

In conjunction with District Services, the college has developed a 20-year Facilities and Scheduled Maintenance Plan [3.214] as well as a funding plan to meet all capital and scheduled maintenance needs. A study was conducted to identify building maintenance needs, and an Alpha study is in progress to identify related infrastructure improvement needs. A funding plan will be developed to address these facilities renovation needs.

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 accounting system, which prevents approval of purchase orders in excess of budgeted funds. Only authorized individuals can enter requisitions into the system, and all requisitions are scrutinized and approved by appropriate grant project staff and administrators as well as the college Fiscal Office.

Grant project staff, in conjunction with a representative from the Grants Department, monitor fund expenditures to make certain that they are in compliance with the terms and conditions of the grant and other relevant accounting standards. The District accounting staff reviews project reports to verify that they are accurate before the report is certified by the Vice Chancellor or designee. Similar processes are in place that assure the appropriate

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oversight and management of externally funded programs, such as Perkins appropriations and State-funded categorical programs. The district's auditors conduct examinations and tests in accordance with state and federal audit guidelines, and government agencies conduct their own audits. External and governmental audits have not identified any spending irregularities regarding correction.

Every Saddleback College group or outside donor raising funds for College programs and scholarships is required to sign an account agreement with the Foundation office. This agreement states that the group will follow established guidelines and procedures of the Foundation and the SOCCCD [EVIDENCE FOUNDATION FUNDRAISING GUIDELINES].

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 cost center manager, 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 $10,000 can be approved by the Foundation Director, the requisitions are ratified by the Foundation's Board of Governors Finance Committee at its regular meeting [EVIDENCE FOUNDATION BOARD AGENDA EXAMPLE].

The Saddleback College Foundation Finance Committee annually prepares and adopts a budget of operations income and expenses [3.243]. At each of its monthly meetings, the Finance Committee reviews actual versus budgeted expenditures and income and makes adjustments when necessary. An annual report is presented to the SOCCCD Board of Trustees.

ANALYSIS AND EVALUATION

The College and the District excel in the area of planning for future liabilities and reducing or eliminating long-term debt commitments. 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. The District and College are financially stable, and use of financial resources is consistent with the intended purpose.

3.214 – 20 year Facilities and Scheduled Maintenance Plan.pdf
3.243 Foundation Budget of Operations Income and Expenses.pdf

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

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EVIDENCE OF MEETING THE STANDARD

The District is subject to an annual OMB A-133 audit [3.244], which allows the auditor to express opinion on compliance for the District's major federal programs including Title IV programs. For the year ending June 30, 2014, Saddleback College did not receive findings [I believe there were no findings for the year ending June 30, 2013 as well].

Federal Student Aid released the 2012 3-year cohort default rate for all schools in September 2015. The rate for Saddleback College is 11.1% (34/306), with 34 defaulters out of 306 borrowers in repayment. The official 2013 4-year cohort default rate will be released at the end of September 2016. This rate is critical as the Department of Education uses this as a measure to sanction schools; institutions with CDRs of 25% or greater for three years are subject to sanctions [3.247] [3.248].

The Saddleback College Financial Aid Office monitors the cohort rate annually, and is actively finding ways to educate students of the responsibilities and consequences of borrowing [3.249]. For example, the college provides Financial Literacy Counseling to all students wanting to borrow. Students are also required to log into the National Student Loan Database System (NSLDS) [3.245] [3.246] and provide a copy of their loan debt summary; if student has student loan debt incurred, must also provide copy of calculator page showing estimated repayment amount based on career objective [3.254].

ANALYSIS AND EVALUATION

The college's financial aid default rate for the last three years is less than half the sanctionable rate according to federal government regulations. Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with Federal Regulations [3.245].

    3.244 – OMB Circular No. A-133.pdf
    3.245 – Return of Title IV Funds.pdf
    3.246 – Federal Direct Loan Request 2015-2016.pdf
    3.247 - Financial Aid Code of Conduct.pdf
    3.248 - Federal Direct Loan Request.pdf
    3.249 - BP-5130-Financial Aid.pdf
    3.254 - BP-5800-Prevention of Identity Theft in Student Financial Transactions.pdf

Contractual Agreements

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

EVIDENCE OF MEETING THE STANDARD

All contracts are managed by the Office of the Vice Chancellor for Business Services, who has authority to approve contracts that do not exceed $100,000. The Vice Chancellor submits a report to the Board of Trustees on a monthly basis listing all contracts that have been approved for Board ratification.

Contracts that do not fall within the parameters set for the Vice Chancellor are submitted directly to the Board for approval. Contract expenditures and payments are managed through the Workday accounting system, which monitors purchase orders and payments.

The college and the district provide numerous resources, available on the district's SharePoint site [3.255], to assist individuals at the college to successfully implement contract processes. [3.256] These resources include competitive bidding and public contracting guidelines [3.259] [3.259a], contract process guidelines [3.257] [3.258], and a contract cover and routing sheet [3.260] that is utilized to document the purpose of the contract and ensure that appropriate college managers and administrators are aware of and approve of the contract. The district's SharePoint site also provides contract templates for numerous contract types including educational services agreements, field trips and educational tours, and independent contractor agreements.

The district has recently purchased a contract management tool, Total Contract Manager, and will soon be implementing this product to ensure that contracts are appropriately executed, serve as a document repository, and notify the appropriate individuals when contracts need to be renewed or rebid.

ANALYSIS AND EVALUATION

Managers who engage in college contracts confirm adherence to district and college policy and are responsible for ensuring the contracts are consistent with the college's mission and goals [3.261][3.262]. District administrators ensure that contracts are administered in adherence with all state and federal guidelines [3.263] [3.264].

> 3.255 – SharePoint Contract and Guidelines
> 3.256 – Website Office of Grants and Contracts.pdf
> 3.257 – Grants Manual.pdf
> 3.258 – Grants Submission Process.pdf

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3.259 – Contract Process at SOCCCD.pdf
3.259a – Office of Administrative Services Grants and Contracts Fall 2015.pdf
3.260 – Saddleback Cover Page Template.pdf
3.261 – Board Policy 3200.1 Contracts.pdf
3.262 – Board Policy 3200 Purchasing.pdf
3.263 – Board Policy 3200 Capital Construction.pdf
3.264 – Administrative Regulations 3201- Capital Construction.pdf

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Standard IV Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A Decision-Making Role and Processes

IV.A.1   *The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.*

Evidence of Meeting the Standard

Both Saddleback College and the South Orange County Community College District support a participatory governance model that encourages leadership at all levels of the organization in order to enhance institutional effectiveness in relation tostudent performance and student outcomes, academic quality, academic and institutional integrity, fiscal stability, and federal and state compliance.

Board policies (the BP 2000 and 3000 series), administrative regulations (the AR 2000 and 3000 series), committee compositions and bylaws (evidence), and the appropriate negotiated collective bargaining agreements outline the rights and responsibilities granted to faculty, students, staff, managers, and administrators to engage in college governance processes.

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The delineation of roles within the District is defined in the following board policies:

- BP 2001, Administration Organization

- BP 2100, Delegation of Authority to the Chancellor

- BP 2100.1, Delegation of Authority to the Academic Senate

- BP 2100.2, Role and Scope of Authority of the Academic Senates

- BP 2101, Delegation of Authority to the College President

- BP 2120, Institutional Planning (along with its related AR)

These board policies are designed to ensure that the roles of the board of trustees, the District, and the colleges are clearly defined and understood in relation to organizational structure, operations, planning, and decision-making. They also outline the primary role of the faculty in academic and professional matters through the Academic Senates, as required by Title 5, California Code of Regulations, Sections 53200-53205 and 53203.

To ensure adequate financial support for its colleges, the board of trustees had adopted a variety of board policies and administrative regulations that outline the fiscal practices of the District. These are included in the 3000 series of the board policies and administrative regulations and include:

- BP and AR 3001, Delegation of Authority

- BP and AR 3100, Budget Preparation

- BP and AR 3101, Budget Management

- PB and AR 3101.5, Fiscal Management

These board policies establish procedures to ensure that the District maintains sound fiscal management to support the educational mission of the district and its colleges. In addition, the District has created Budget Development Guidelines that are used by the District and both college to create aligned annual budgets. The District Resources Allocation Council (DRAC) is the main body to oversee the allocation of funds to ensure that the colleges within the multi-college district are supported and sustained. According to its stated purpose, DRAC is:

 "A district-wide participatory governance council, charged with recommendations for the income allocation model on which the budget is based. It is charged with development and oversight of the allocation process for Unrestricted General Funds and it makes recommendations to the Chancellor. The DRAC Model is an allocation model for the district. It distributes available general fund unrestricted resources (according to the state funding formula) and other funding such as enrollment fees, non-resident fees, local income, miscellaneous income, and ending balances. It is distributed to five ares: 1) Saddleback College, 2) Irvine Valley College, 3) Contingency Reserve, 4) General Expenditures, and 5) District Services. The intention of the model is to guarantee the colleges a predictable, fair, and equitable distribution of revenues." [EVI – Committee Charge and Composition Sheet].

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The participatory governance structure and process for Saddleback College are outlined in the South Orange County Community College District's Function Map, The Saddleback College Governance Manual, the Saddleback College Faculty Handbook, and the Saddleback College Employee Handbook. In each of these publications, the roles and responsibilities to carry out this participatory governance is clearly delineated. The governance structure endorses individual involvement and responsibility for promoting best practices that enhance programs and services regardless of an individual's title, constituent group, or level in the organization. Constituents are encouraged to voice concerns, to share ideas, and to communicate freely about the College's and the District's programs and services. This occurs both through the formal committee structure and through organized meetings such as the Board of Trustees Listening Sessions and the President's Chats. Open sessions are also held on various issues during Professional Development (PD) Week and throughout the semester. In addition, department chairs, managers, and administrators hold regular program or unit meetings to provide opportunities to exchange ideas for program change and improvements, and this is included in the job responsibilities for each of these positions. The philosophy of open communication and of active participation is also included in the faculty, staff, manager, and administrator evaluation processes (evidence).

At the program and administrative unit levels, program reviews (PRs) and administrative unit reviews (AURs), which engage employees at every level,are conducted biennially for the purpose of continual improvement. During these reviews, academic, administrative, and student services departments and units, including the Saddleback College President's Office, review and update objectives and action steps, identify strengths and weaknesses, review outcomes assessment data, and propose new objectives that are aligned with Saddleback College's Strategic Plan as well as the South Orange County Community College District's Strategic Plan. (evidence)

Institutional-level discussions for improvements occur within the following committees, all of which include representation from all constituent groups: Consultation Council (CC), Education Planning and Assessment Committee (EPA), Planning & Budget Steering Committee (PBSC), and the Student Success Coordinating Council (SSCC) Committee. In addition, all constituent groups have their own representative body that provides an avenue for their concerns to be voiced and debated. These groups include the Academic Senate (AS) for faculty, the Associate Student Government (ASG) for students, Classified Senate (CS) for classified staff, Management Team for all management including administrators, and xxx for classified managers, as well their associated standing committees. The governance and committee structure is summarized in the Saddleback College Governance Manual. (Jennifer for any updates?)

Consultation Council (CC) is the primary recommending body to the College president for planning, resources and policy matters. The president chairs CC, which meets biweekly and is composed of representatives from each constituent group: faculty, staff, managers, administrators, and students (evidence). CC recommendations originate from council members and from committees and representative bodies on campus. Broad participation is evident based on the scope and nature of the committee structure and required membership composition.

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Analysis and Evaluation

Both Saddleback College and South Orange County Community College District leadership attempt to encourage broad participation in planning and decision-making processes that include all stakeholders: faculty, , staff, managers, administrators, and students. The formal and informal participatory governance and review structures provide the framework for faculty, staff, managers, and administrators, and students to share ideas openly through their committee and representatives.

There are times, however, when faculty, staff, managers, administrators, and students report communication hurdles and point both to the effectiveness of some committees and to the ineffectiveness of the participatory governance model.

Concern: committee members reporting back to constituent groups and committees filling vacancies.

As part of these dynamic processes, the governance and review structures of the various committees and task forces are appraised annually (what about Committee on Committees?) and modifications are made to committee charters, by-laws, and compositions. Through this review process, committees and task forces are formed, reorganized, or disbanded in efforts to improve institutional efficiency, to enhance effective communication, or to resolve pressing issues. There is a concern, however, that this is same dynamic review process is not the case with the participatory governance model.

Evidence

IV.A.1-1   BP 2101 Delegated Authority to the President

IV.A.1-2   Saddleback College 2014 – 2020 Strategic Plan

IV.A.1-3   EWD Plan

IV.A.1-4   Economic Report

IV.A.1-5   Annual State of the College

IV.A.1-6   SOCCCD Function Map

IV.A.1-7   Governance Manual

IV.A.1-8   Faculty Handbook

IV.A.1-9   Employee Handbook

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IV.A.2   *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard

Saddleback College relies on board policies, administrative regulations, and college governance procedures to establish broad participation from constituent groups in the decision-making process. Faculty, students, staff, managers, and administrators have clearly defined voices and avenues for participation in the governance and resource allocation processes.

BP 107, Board Policies and Administrative Regulations, outlines the process whereby districtwide policies and regulations are developed and approved. This policy states that recommendations for new or revised policies and administrations may be made by the Academic Senate, Classified Senate, Associated Student Government, bargaining units, and administration.

The participation of faculty in the decision-making process is authorized by BP 2100.1, Delegation of the Authority to the Academic Senate, and BP 2100.2, Role and Scope of Authority of the Academic Senates. These policies acknowledge the right of faculty to participate in district and college governance and recognize the Saddleback College Academic Senate as the official governing body for faculty participation in developing policies related to academic and professional matters as mandated by Title 5, Section 53200-53205, and as the official faculty voice in such matters.

In accordance with the Higher Education Employment Relations Act (HEERA), the South Orange County Community College District (SOCCCD) recognizes the Faculty Association as the exclusive representative of full-time and part-time faculty of the SOCCCD for the purposes of collective bargaining on issues related to wages, evaluations, working conditions, and other matters determined to be in the scope of negotiations. 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.

Assembly Bill (AB) 1725 directs that the South Orange County Community College 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:

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- Saddleback College Classified Senate (SCCS)
- California School Employees Association CSEA)
- Police Officers Association (POA)

The CSEA and the POA are the exclusive collective bargaining representatives on issues related to wages, evaluations, and working conditions for the classified groups that they represent. All non-exempt classified employees other than the police officers are represented by the CSEA. CSEA has the right to appoint the first representative to any committee and the Saddleback College Classified Senate has 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 Classified Senate.

Title 5, Section 51023.7 and BP 5627, Student Participation in Governance, authorize student participation in the decision-making process that significantly affect them and recognizes the Associated Student Government at each college in the SOCCCD. In addition, BP 104, Student Member of the Board of Trustees, authorizes the election of one advisory student member of the board to be rotated between Saddleback College and Irvine Valley College. The student trustee is recognized as a full member of the board at public meetings, and is required to confer with the leaders of the ASG from both colleges prior to each meeting of the board in order to effectively represent student interests.

The Saddleback College Governance Manual and the SOCCCD District-wide Decision Making Manual 2015-2020 [pages 11-14] outline the roles and responsibilities of the major stakeholder groups. Representatives from each group sit on planning bodies including Chancellor's Council and Districtwide Planning Council (DWPC) at the District and Planning and Budget Steering Committee (PBSC) and Consultation Council (CC) at the College {EVI – Committee Compositions]. In each case, it is the responsibility of these representatives to carry input from the groups they represent to the decision-making bodies where the mission, vision, and values of Saddleback College are determined so that all voices are heard.

While decision-making is organized through the formalized committee representation structure, individuals are welcome to attend all open governance meetings, including meetings of the board of trustees, and add action items to the agenda at these meetings. BP 128, Board Agendas, describes how individuals may request items be placed on the board of trustee meeting agenda through a written summary to the chancellor. For other committees, individuals may contact the committee chair or president to add items to the agenda. [BP 128, OTHER EVIDENCE-Senate processes?]. Meeting times, agendas, and minutes of meetings are posted to the websites of all committees and representative bodies so that individuals can effectively participate. The agendas of open meetings of the board and the Academic Senates provide for public comments on both agendized and non-agendized items as well.

The District and College also have informal mechanisms that provide for input from members of all constituent groups. These include open forums held by the College president each year and by members of the board of trustees [EVI needed].

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Analysis and Evaluation

The District and College have established board policies, administrative regulations, and other governance procedures to ensure the broad participation of all constituent groups in the decision-making and planning processes. All decision-making bodies require membership from each of the representative groups, and other committees and task forces allow for the appointment of members as the representative groups deem appropriate.

College leadership has worked with the South Orange County Community College (SOCCCD) 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 Saddleback College President, the SOCCCD Chancellor, and the SOCCCD Board of Trustees work closely with the Saddleback College Academic Senate when making decisions on academic and professional matters.

Through communication via the Saddleback College Academic Senate, faculty representatives on the Consultation Committee, and other avenues, Saddleback College administration have been made aware that faculty often feel pressure from what appear to be conflicting responsibilities between their understanding of their responsibilities from the college and of their perceived responsibilities from SOCCCD. These conflicting perceptions make regular standing committee attendance problematic. Yet, at the same time, it is the responsibility of these committee members to provide feedback to the chapter membership at the next meeting following their attendance at a committee meeting. In addition to the above conflict, while it is the position of classified staff leadership that the more representatives the classified staff has across the institutional and district campuses, the more effective their voice will be. Yet 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 positions on the staff of Saddleback College.

Evidence

IV.A.2-1   BP 2101 Delegated Authority to the President

IV.A.2-2   Saddleback College 2014 – 2020 Strategic Plan

IV.A.2-3   SOCCCD Function Map

IV.A.2-4   Governance Manual

IV.A.2-5   Faculty Handbook

IV.A.2-6   Employee Handbook

IV.A.2-7   BP – 2001 Administration Organization

IV.A.2-8   BP – 2100 Delegation of Authority to the Chancellor

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IV.A.2-9　　BP - 2100.1 Delegation of Authority to the Academic Senate

IV.A.2-10　BP - 2100.2 Role and Scope of Authority of the Academic Senates

IV.A.2-11　BP – 2101 Delegation of Authority to the College President

IV.A.2-12　BP – 2120 Institutional Planning

IV.A.2-13　AR – 2120 Institutional Planning

IV.A.2-14　BP – 4056 Classified Employees Participation in Decision Making

IV.A.2-15　BP – 5627 Student Participation in Governance

IV.A.2-16　CA Ed Code Sections 70900-70902

IV.A.2-17　Title 5 CA Code of Reg Section 51023.5 and CA Ed Code Section 70902

IV.A.2-18　Title 5 CA Code of Reg Section 51023.7 and CA Ed Code 70902(b)(7)

IV.A.2-19　Chronicle of Higher Education. "Great College to Work for"

IV.A.2-20　BP – 100 The South Orange County Community College District

IV.A.2-21　BP – 180 Respectful Interactions and Collaboration

IV.A.2-22　BP – 104 Student Member of the Board of Trustees

IV.A.2-23　AR – 104 Student Trustee Election Procedures

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IV.A.3   *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

Evidence of Meeting the Standard

Saddleback College and SOCCCD derive their roles and responsibilities through Federal Government Code, the California Education Code (EC), and Title 5 of the California Code of Regulations (CCR). As such, both administration and faculty have substantive and clearly defined roles in the institutional governance of the District and College and both exercise an important voice in the institutional policies, planning, and budget decision-making that relate to their areas of responsibility and expertise. These roles and responsibilities are clearly delineated in board policies and administrative regulations.

Administration

The authority of the chancellor, as chief executive officer of the District, and the college president, as chief executive officer of the college, is codified by California Education Code §70902 and SOCCCD board policies. BP 2100, Delegation of Authority to the Chancellor, gives the chancellor of the SOCCCD ultimate responsibility for the establishment and implementation of policies, planning efforts, and education leadership in the District.

BP 2101, Delegation of Authority to the College President, gives the college president ultimate responsibility for the implementation of district policies at the college and the establishment and implementation of policies, planning efforts, and educational leadership at the college level.

At the college, the president serves as the chair of Consultation Council….

Faculty

BP 2100.1, Delegation of Authority to the Academic Senate, in accordance with California Code of Regulations §53200-53205, gives the college academic senates ultimate responsibility for and authority over academic and professional matters at the District and College.

Through this policy, the SOCCCD board of trustees recognizes the academic senates as the representative of the faculties at both colleges and relies primarily upon the advice and judgment of the academic senates in accordance with processes of collegial consultation as defined in BP 2100.1. In addition, BP 2100.2, Role and Scope of Authority of the Academic Senates, acknowledges the right of faculty to participate in district and college governance, to express their opinions at the college and district-level and to ensure that these opinions are given reasonable consideration, to assume primary responsibility for making recommendations in the areas of curriculum and academic standards, and to jointly develop and approve hiring criteria, policies, and procedures in conjunction with district administration. Academic Senate representatives are included in the membership of all councils, committees, and task forces that deal with academic and professional matters.

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Moreover, the SOCCCD Faculty Association is recognized by the district as the exclusive representative of faculty on issues related to wages, evaluations, and working conditions, and are thus included in the membership of all councils, committees, and task forces dealing with these issues.

Analysis and Evaluation

Administrators and faculty have clearly defined and substantive roles in district and college governance and actively participate in the development of policies, planning, and budget development. These roles are defined in board policies and implemented through the participatory governance committee structure of the District and College Maybe we can roll some information from the college Climate Survey or the recent Best Places to Work report (see Jennifer Klein) in this section. (Okay, but Why?)

Evidence

IV.A.3-1	BP-104	Student Member of the Board of Trustees
IV.A.3-2	BP-2100	Delegation of Authority to the Chancellor
IV.A.3-3	BP-2100.1	Delegation of Authority to the Academic Senate
IV.A.3-4	BP-2100.2	Role and Scope of Authority of the Academic Senate
IV.A.3-5	BP-2101	Delegation of Authority to the President
IV.A.3-6	BP-5627	Student Participation in Governance
IV.A.3-7	Meyers-Millas-Brown Act Employment Relations	
	http://www.perrb.ca.gov/laws/statutes.asp#ST3560	
IV.A.3-8	California Assembly Bill (AB) 1725	
IV.A.3-9	California Code of Regulations (CCR) Title 5	
IV.A.3-10	California Education Code §70902	
IV.A.3-11	California Education Code §70902(b)	
IV.A.3-12	California Education Code §70902(d)	
IV.A.3-13	California Education Code §72023.5	
IV.A.3-14	California Education Code §76060	
IV.A.3-15	California Code of Regulations (Title 5) §53200-53205	
IV.A.3-16	Higher Education Employment Relations Act	

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IV.A.3-17   Saddleback College 2014 Climate Survey   (?)

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IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

BP 2100.1

BP 6100

Curriculum Committee

Education Planning and Assessment Committee

Online Education Committee

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IV.A.5   *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard

The District and College maintain a governance structure that recognizes the need for all constituents to have a voice in all decision-making processes. Therefore, all decision-making councils and committees include membership from all constituent groups to ensure the participation of individuals with the background, expertise, and responsibility necessary for sound decision-making. These bodies include the Districtwide Planning Council (DWPC), Board Policy and Administrative Regulation Advisory Council (BPARAC), Chancellor's Cabinet, among others, on the district level, and Planning and Budget Steering Committee (PBSC) and Consultation Council (CC), among others, on the college level. All of these bodies meet regularly at set times in established locations and the respective meeting agendas are prepared and disseminated in advance to committee members and made available to other interested parties. The meeting minutes of each of these governance bodies are prepared in a timely manner and distributed to members. They are also posted on the website and/or SharePoint site of the respective council, committee, or task force.

The board of trustees includes seven elected officials and one student trustee, elected each year on an alternate basis from the student bodies of Irvine Valley College or Saddleback College. BOT meetings are held regularly each month at roughly the same time and in the same location. The specific start times are posted, along with the agenda, on the district website and in front of the board room at least 72 hours prior to the start of the meeting. Meeting dates for the following year are determined each December and posted to the district website. Special meetings are convened as needed and follow the appropriate notification required by the Brown Act. Representatives from administration and each constituent group, including students, are given a seat at the table directly facing the board at each meeting and are provided a microphone so that they can be recognized by the board president to speak on agendized items during the meeting. Administration and each constituent group also provide brief reports at each meeting to keep the board apprised of their activities and concerns.

At the college level, each constituent group has a representative body through which their concerns and perspectives are discussed and formulated. These include the Membership Team for managers and administrators, Academic Senate for the faculty, Classified Senate and CSEA for the classified staff, and ASG for the students. In addition, various committees and task forces with broad membership exist to ensure careful consideration of all relevant perspectives. Each constituent group approves its own representatives to serve on committees and task forces. These bodies provide input and recommendations to the decision-making bodies on campus, especially relating to areas in which specialized knowledge is required. A complete list of committees, along with some task forces can be found in the Saddleback College Governance

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Manual and on the college website. Below is a flow-chart showing how feedback from these bodies are incorporated into the decision-making processes of the college.

Recommendation also occur through the bi-annual program and administrative review process, outlined in I.x.xx above, through which resource allocations requests are made and curricular changes are developed. Annually, resource allocations requests go through the college resource allocation process during which all requests are prioritized according to specific criteria at four levels of analysis and discussion, as discussed more fully in I.x.xx. Curricular changes go through an annual technical review process overseen by the Curriculum Committee, a sub-committee of the Academic Senate. This process is discussed in detail in II.x.xx.

Analysis and Evaluation

District and college governance processes ensure the consideration of all relevant perspectives. All constituent groups are represented on every decision-making body. Councils, committees, and task forces met on a regular basis at set times and locations in order to ensure maximum opportunity for participation.

Evidence

IV.A.5-1   Saddleback College Governance Manual

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IV.A.6   *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

All board policies and administrative regulations that describe decision-making processes are posted on the district web site, where they are available to all employees and the general public. Changes to board policies and administrative regulations go through a participatory governance process and are distributed through each of the representative group bodies. Board policy changes must be approved by the board of trustees, and are distributed via the BOT meeting agendas, which are posted on the district's website.

The governance and decision-making processes of the College are documented in the Saddleback College Governance Manual. The processes and procedures outlined in the manual are developed by the Planning and Budget Steering Committee (PBSC) and approved by the Consultation Council, both of which have representation from all representative groups on campus. The director of planning, research, and accreditation is responsible for maintaining, updating, and posting the manual, which is available for employees and the public on the web page of the Office of Planning, Research, and Accreditation (OPRA). It is also available internally on SharePoint.

The governance and decision-making processes of districtwide planning and committees are documented in the SOCCCD District-wide Decision Making Manual 2015-2020. The processes and procedures outlined in the manual are developed by the Districtwide Planning Council (DWPC), a shared governance body. To ensure continuous quality improvement, the DWPC undertakes a comprehensive revision of the manual every five years and makes minor updates annually. This evaluation process is overseen by the district director of research and planning, who is responsible for maintaining, updating, and posting the manual, which is available for employees and the public on the district's planning web page. It is also available internally on SharePoint.

The board of trustees and the Saddleback College Academic Senate adhere to the open meeting laws for public agencies as mandated by Section 54952 of the California Government Code (or Brown Act). Therefore, agendas and minutes are posted openly and all meetings include the opportunity for public comments. Decisions made by the BOT are posted as minutes on the district website. The district director of public affairs also publishes meeting highlights the day after each board meeting and emails these to all employees of the district. The meeting highlights are also posted on the district website. Decisions made by the Academic Senate are posted as minutes on the Senate website.

At both the district and college levels, decisions made by the all other councils and committees not covered by the Brown Act are included in the minutes of meetings and posted on the SharePoint sites for each committee. In addition, representative group members of these

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councils and committees are tasked with bring information back to their constituency. This information is delivered via reports given to representative group meetings and/or email.

Analysis and Evaluation

The District and College decision-making processes are well-documented in board policies, administrative regulation, and governance manuals. These processes are made available to employees through the district and college websites and SharePoint sites.

The District and College comply with Brown act requirements regarding the posting of agendas and minutes for the board of trustees and the Academic Senate. Information regarding decisions made in districtwide and college councils and committees not covered by the Brown Act is also distributed though posted minutes and through reports made by representative group members of decision-making bodies. All constituent groups have representation on every decision-making body at the institution.

Evidence

IV.A.6-1   Saddleback College Governance Manual (see Jennifer Klein)

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IV.A.7   *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard

Saddleback College regularly reviews and re-evaluates its leadership roles and its governance and decision-making policies, procedures, and processes in order to assure their integrity as well as their effectiveness. Additionally, Saddleback College widely communicates the results of these reviews and evaluations and uses these results as a basis for continuous quality improvement both in its governance and decision-making processes as well as in its ever-evolving roles and responsibilities of its leadership.

Through the Board Policy and Administrative Regulations Advisory Council (BPARAC), board policies and administrative regulations are regularly reviewed and revised as needed. All councils and committees annually review their purpose and membership, including the designated chair, and revise as needed. Moreover, all committees perform annual surveys of their membership to ensure that they are functioning properly and make changes when needed.

Institutional Effectiveness

In 2016, Saddleback College created the Office of Institutional Effectiveness. The purpose and focus of the Office of Institutional Effectiveness is to coordinate the leadership and decision-making policies, procedures and processes in areas that play a significant role in student success. The college established the position of Assistant Vice President (AVP) of Institutional Effectiveness to lead the Office of Institutional Effectiveness.

The Office of Institutional Effectiveness oversees the following critical areas:

- Program and Administrative Reviews
- Federal and State Compliance
- Student Outcomes
- Student Success
- Research
- Accreditation
- Curriculum
- Online Education

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Within these focal areas, the Assistant Vice President of Institutional Effectiveness' overall role is--

1. to assure institutional effectiveness, quality instruction, student learning and instructional services at Saddleback College.
2. to ensure that all constituent groups have an opportunity in the governance in these leadership and decision-making areas and that all constituent groups are properly represented.
3. to provide leadership, coordination and support for Online Education and for professional development college-wide.
4. to perform assigned duties in compliance with applicable State and Federal regulations and guidelines, South Orange County Community College District policies and procedures, and Saddleback College's educational goals and objectives.

And additionally, the Assistant Vice President of Institutional Effectiveness charge is with the responsibility of—

1. fostering a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the South Orange County Community College District (SOCCCD).
2. actively participating in and supporting District-wide participatory governance components and activities and other collaborative processes
3. encouraging professional excellence among staff. And
4. promoting an organizational culture of customer service, innovation, and quality services.

Analysis and Evaluation

Saddleback College meets the Standard.

Evidence

IV.A.7-1   BP 2101 Delegated Authority to the President

IV.A.7-2   Saddleback College 2014 – 2020 Strategic Plan

IV.A.7-3   SOCCCD Function Map

IV.A.7-4   Governance Manual

IV.A.7-5   Faculty Handbook

IV.A.7-6   Employee Handbook

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IV.A.7-7   BP – 2001 Administration Organization

IV.A.7-8   BP - 2100.1 Delegation of Authority to the Academic Senate

IV.A.7-9   BP - 2100.2 Role and Scope of Authority of the Academic Senates

IV.A.7-10 BP – 2101 Delegation of Authority to the College President

IV.A.7-11 BP – 2120 Institutional Planning

IV.A.7-12 AR – 2120 Institutional Planning

IV.A.7-13 BP – 4056 Classified Employees Participation in Decision Making

IV.A.7-14 BP – 5627 Student Participation in Governance

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IV.B Chief Executive Officer

IV.B.1   *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

The President is the chief executive officer of the college, with leadership and management responsibility for the effective operation of the college, including the educational programs, student support services, personnel, annual budgets, facilities, community and external relations, planning, evaluation, and special projects related to the mission of the college (EVI-Governance Manual). The President's role and authority at the College is granted by the board of trustees as designated by Board Policy (BP) 2101, Delegation of Authority to the College President. The president reports to, assists, and supports the SOCCCD chancellor in the performance of the duties delegated by BP 2100, Delegation of Authority to the Chancellor. Under this arrangement, the College president is granted broad authority for developing and implementing the College's integrated planning efforts and resource allocation processes and for implementing board policies. As such, the College president provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness through the shared governance process and with the delegated authority that comes with his or her appointment by the chancellor with the approval of the SOCCCD board of trustees. The The president's administrative organization is the established authority on campus and the college President is the final authority at the college level.

As the CEO, the president enhances administrative teamwork through principles of leadership, decision-making, and empowerment. The president effectively oversees and actively leads the President's Executive Team (PET) composed of the president and vice presidents at the college, Management Team, a committee composed of all administrators and managers, and Consultation Council, a participatory governance committee and primary planning and decision-making body at the College.

The duties and responsibilities of the President as stipulated by board policy include the following:

- Provide leadership for the educational programs of the college, ensuring the effective operation of curriculum development, program review and academic planning processes, and instructional support services.
- Provide leadership for student support services necessary to ensure student access to college programs.
- Direct all aspects of college personnel management, including the selection of a qualified and diverse faculty and staff, effective evaluation processes, teaching and work

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assignments, professional development activities, contract administration, and disciplinary actions when necessary.

- Direct the development and management of annual college budgets, in accordance with accepted governance and accountability standards.
- Oversee and provide leadership for the development of the college's long-range and short-range planning efforts, including the Educational and Facilities Master Plan, Strategic Plan, and all integrated plans.
- Ensure that all plans consider accreditation standards and student success issues and that they drive the budget and resource allocation decision-making;
- Maintain an effective administrative organization and delegates appropriate responsibilities to the college administrative staff.
- Implements a college governance program which is participative, accountable, and effective.
- Promote effective communication within the College, with the District, and with the board of trustees.
- Represent the college to the community, schools, four-year colleges and universities, state and national agencies, local businesses, professional organizations, and other public entities.

Analysis and Evaluation

As the Chief Executive Officer, the Saddleback College president effectively fulfills his primary responsibility of ensuring the overall quality of the institution and provides effective leadership in planning, in organizing, in budgeting, in selecting and developing personnel, and in assessing institutional effectiveness.

Evidence

IV.B.1-1	BP – 2100	Delegation of Authority to the Chancellor
IV.B.1-2	BP – 2101	Delegation of Authority to the College President
IV.B.1-3	BP - 2120	Institutional Planning
IV.B.1-4	AR - 2120	Institutional Planning
IV.B.1-5	BP - 3001	Delegation of Authority
IV.B.1-6	AR - 3001	Delegation of Authority
IV.B.1-7	BP - 3101.5	Fiscal Management
IV.B.1-8	AR - 3101.5	Fiscal Management
IV.B.1-9	Saddleback College Strategic Plan	

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https://www.saddleback.edu/opra/strategic-planning

IV.B.1-10   Saddleback College Education Plan
http://www.socccd.edu/about/documents/2011SOCCCDMPVolume2_Saddleback EMP.pdf

IV.B.1-11   Saddleback College Facilities Plan

http://www.socccd.edu/about/documents/2011SOCCCDMPVolume4_ SaddlebackFMP.pdf

IV.B.1-12   Saddleback College Technology Master Plan 2011-2015

https://www.saddleback.edu/tmp/Technology-Plan-Fall11.pdf

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IV.B.2   ***The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.***

Evidence of Meeting the Standard.

The president is responsible for devising, overseeing, and evaluating the administrative structure of the College. The current administrative configuration was established in xxx when the president proposed the current administrative structure of the College that now includes administrative services, instruction, and student services. Prior to this, the college was only divided into instruction and student services. The addition of this third area also necessitated the creation and hiring of a third vice president to oversee college administrative services. Thus, the upper administration of the college includes:

The current president also instituted two additional bodies to extend participatory governance and empower leadership at the College. These are Management Team (MT) and Consultation Council (CC). MT, which is composed of all college managers and administrators, meets bi-weekly and is chaired by the President. The purpose of MT is to provide an opportunity for leadership to discuss issues pertinent to College decision-makers and supervisors, including accreditation, strategic planning, budget, and governance. (EVI-governance manual). CC is composed of representatives from all college constituent groups. It meets bi-weekly and is chaired by the President, who serves as a non-voting member of the committee. CC serves as the College's main strategic planning and recommending body, and all other committee decisions are discussed and considered by CC before final recommendations are presented to the President. (EVI -governance manual).

The president regularly evaluates the administrative structure at the College and makes recommendations for changes when necessary. These recommendations are vetted through the College participatory governance bodies, including CC, before a final recommendation is reached by the President, in consultation with PET. (NEED EVIDENCE). Since the College's last accreditation study, the President has created and promoted the following leadership positions:

- Director of Student Life
- Director of Tutoring
- Vice President of College Administrative Services
- Assistant Vice President of Institutional Effectiveness
- Director of Grants
- Dean of Online Education and Learning Resources
- Dean of Community Educations, Emeritus Institute, and K-12 Partnerships
- Director of Economic and Workforce Development

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The President delegates responsibility and authority to all managers and administrators consistent with their responsibilities as listed in their job descriptions in order to achieve the mission of the College and improve institutional effectiveness.

Analysis and Evaluation

As the CEO, the college president effectively plans, oversees, and evaluates administrative structure, and consistently organizes and staffs this administrative structure in such a way as to reflect the institution's purposes, size, and complexity. Additionally, the college's Chief Executive Officer delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence

IV.B.1-1	BP - 2100	Delegation of Authority to the Chancellor
IV.B.1-2	BP - 2101	Delegation of Authority to the College President
IV.B.1-3	BP - 2120	Institutional Planning
IV.B.1-4	AR - 2120	Institutional Planning
IV.B.1-5	BP - 3001	Delegation of Authority
IV.B.1-6	AR - 3001	Delegation of Authority
IV.B.1-7	BP - 3101.5	Fiscal Management
IV.B.1-8	AR - 3101.5	Fiscal Management
IV.B.1-9	Saddleback College Strategic Plan	

https://www.saddleback.edu/opra/strategic-planning

IV.B.1-10	BP - 4011	Employment Procedures for Administrators and Managers
IV.B.1-11	BP - 4011.1	Recruitment: Full-Time Faculty Hiring
IV.B.1-12	AR - 4011.1	Recruitment: Full-Time Faculty
IV.B.1-13	BP - 4011.3	Hiring Policy for Classified Staff
IV.B.1-14	Saddleback College Governance & Organization Manual	
IV.B.1-15	Saddleback College Organization Structure	
IV.B.1-16	Saddleback College Function Map	

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IV.B.3   Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

Through established policies and procedures, the Saddleback College President guides institutional improvement of the teaching and learning environment by maintaining collegial processes that set values, goals, and institutional priorities, by engaging in the Saddleback College shared governance processes, and by providing leadership and guidance to support major campus planning initiatives. Through his direction and oversight, the College President has created and maintained a well-developed, detailed, and collaborative integrative strategic process that is used to set the values, goals, and priorities of the College in order to support present and future student learning and student achievement. This process includes:

1. The strategic planning process as discussed in Standard I and in the handbook. Focus on it being a collaborative process that begins with the setting of the mission and values, then goal setting.
2. How the college is currently using institution-set standards to document student learning and achievement.
3. The use of research in planning and evaluation
4. The ways in which PRs and AURs are integrated into planning
5. The resource allocation process and how it stems initially from PRs and AURs
6. Annual evaluation of the plan and process to ensure continuous quality improvement.

The Saddleback College President has made institutional effectiveness, educational planning, outcomes assessment, and continuous improvement priorities for setting and maintaining institutional performance standards for student achievement. The President has also instilled an environment in which constant improvement and institutional effectiveness has promoted student achievement and student success.

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Through several mechanisms the Saddleback College President ensures that educational planning and distribution of resources is directly linked to student success and to Student Learning Outcomes (SLOs). The college President fosters the development and adoption of the revised strategic planning processes by directly incorporating Program Reviews, Administrative Unit Reviews (AURs), SLOs, and Administrative Unit Outcomes (AUOs) into the ongoing evaluating and planning.

The Saddleback College President also relies on the processes implemented by the Vice President for Instruction (VPI). The VPI, in collaboration with the college deans, gathers data from the inFORM Data Warehouse for the purpose of ensuring that the college's evaluating and planning rely on high quality research and analysis. The data gathered are used to monitor enrollment trends and to manage course offerings to ensure students meet their academic plans in a timely manner.

The Saddleback College President works to ensure that planning and evaluating rely on high-quality research and data through several processes. As part of this ongoing process, the college President approves recommended procedures to evaluate overall institutional planning and implementation efforts by fostering 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 Consultation Committee for deliberation and for a recommendation to the college President for action.

Using the consultative process, the Saddleback College President accepted the recommendation of the governance group leadership and the Consultation Committee (CC) to expand the Saddleback College research office by hiring a Director of Research, Planning, and Accreditation (ORPA). This position reports directly to the college President though the Office of the Vice President of Instruction. The ORPA 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. The Director of Research, Planning, and Accreditation also co-chairs the PBSC [what is this? Full formal name…] and serves on the Consultation Council. The input provided by the Director of ORPA serves to reinforce the requirement that decisions are guided by institutional research, to adhere to the Saddleback College Strategic Plan, and to ensure that they are consistent with the college's vision, mission, and values.

Again, as part of the consultation process, the Saddleback College President, after analyzing the roles and responsibilities of the Office of Instruction, determined the need for creating an Assistant Vice President position focusing on institutional effectiveness. This new upper management position reports to the college President through the Office of the Vice President of Instruction and oversees college wide research, curriculum, … [need to get Chris' job description]

Collaborating with the Academic Senate, the Saddleback College President supports and advocates for the appointment of a full-time faculty member to establish and to lead the Educational Planning and Assessment Committee (EPA), , and Program Review processes. These two positions work together to assist faculty, staff, and management in the assessment of

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SLOs and AUOs, thus creating data based reports for use in Program Review and Administrative Unit Reviews.

Analysis and Evaluation

Saddleback College meets the Standard.

Evidence

IV.B.3-1	Saddleback College Governance & Organization Manual
IV.B.3-2	Saddleback College Function Map
IV.B.3-3	Saddleback College Strategic Plan
IV.B.3-4	Saddleback College Educational and Facilities Plan
IV.B.3-5	Saddleback College Master Technology Plan
IV.B.3-6	Saddleback College Student Equity Plan
IV.B.3-7	College Organization Charts
IV.B.3-8	Office of Planning Research and Accreditation
IV.B.3-9	Saddleback College Climate Survey
IV.B.3-10	Job description of VPIE

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IV.B.4   *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard

Per BP 2101, the president has the primary leadership role for accreditation and for ensuring that the College meets or exceeds all Eligibility Requirements, Accreditation Standards, and Commission policies at all times and on all levels. As such, all faculty, staff, managers, and administrators who work to make certain that the College's complies with the accreditation process and meets the standards and criteria established by the Commission work under the guidance and leadership of the president.

The accreditation process and self-evaluation has always been a top priority of the president. As evidence of this, the president reconfigured the role of the director of planning, research, and accreditation so that compliance with accreditation standards was continuously considered and analyzed through the year and accreditation cycle. Accreditation is no longer seen as something that is done only for the purposes of completing the self-evaluation report, but is embedded in the institutional structure. Moreover, in order to ensure board participation in the accreditation process, the president created an Accreditation Steering Committee and appointed representatives from all three areas --faculty, staff, and administration— to serve as tri-chairs of the committee. The administration tri-chair is the vice president for student services, who also serves as the college Accreditation Liaison Officer (ALO). Under the direction of the president, the Accreditation Steering Committee works to lead the accreditation self-evaluation process, a process that requires a thorough examination of college policies and practices with regard to the accreditation standards.

The Accreditation Steering Committee meets bi-weekly throughout the self-evaluation process. At these meetings, the chairs of each of the standards reports on the work being done. The president regularly attends these meetings and provides input on the standards as needed.

Both the board and chancellor openly support the president's role with accreditation, and provide support to the president and College as needed. For example, administrators from district services sit on the Accreditation Steering Committee and assist with the addressing the standards, particularly as related to the role of the board, the chancellor, and district services support of College processes.

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Analysis and Evaluation

The president actively supports and leads the College's efforts in meeting and in exceeding the ACCJC accreditation standards, eligibility requirements, and commission policies at all times. The president has adjusted the administrative structure at the College to ensure that the standards are continuously addressed and has created a committee structure that encourages broad participation in the process and includes faculty, staff, administration, and students. Moreover, the President attends Accreditation Steering Committees regularly and participates in the development of self-evaluation reports. Do we add a sentence or two on Substance, Sustainability, and/or Impact?

Evidence

IV.B.4-1   BP-2100   Delegation of Authority to the Chancellor

IV.B.4-2   BP-2101   Delegation of Authority to the College President

IV.B.4-3   Consultation Committee minutes for May 17, 2016

IV.B.4-4   Chancellor email of June 14, 2016

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IV.B.5   *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

The president of is responsible for the implementation of all statues, regulations, and board policies at the College and works closely with the board and the chancellor to ensure that institutional practices are consistent both with the College mission and policies and with the effective control of the College budget and expenditures.

Per BP, Delegation of Authority to the College President, it is the responsibility of the president to administer the policies adopted by the board, to execute all decisions of the board requiring administrative action, and to ensure compliance with all relevant laws and regulations. The president attends all board of trustee meetings and presents a monthly report on the activities of the college. The president also sits on Chancellor's Council, which sets the agenda for upcoming board meetings, discusses issues of importance to both colleges such as regulatory changes, and reviews all proposed changes to board policies (BPs) and administrative regulations (ARs). The president also meets regularly with the chancellor and works closely with the district director, public affairs and governmental relations, to discuss changes to laws and regulations at the local, state, and federal levels.

When new, revised, and deleted BPs and ARs are proposed by BPARAC, the president provides input coordinates their review at the College through PET, MT, and CC and ensures that input is collected from all constituent groups on campus through representation at CC and on BPARAC. Copies of these proposals are distributed to all constituent groups and input received through their representatives on these committees.

Similarly, the Saddleback College President effectively controls the College budget and college expenditures by utilizing data and information provided by the vice president for college administrative services (VPCAS) and committees responsible for the allocation of resources. The VPCAS reports directly to the president and presents monthly expenditure simulations during PET meetings. The VPCAS ensures that the allocation of funds is made through the proper college processes and that each resource allocation decisions are linked to the strategic plan and to to program review (PR) and administrative unit review (AUR). Moreover, the College had established sound fiscal practices and processes that have consistently produced balanced budgets. These practices have resulted healthy ending balances that have exceeded eight (8) percent of the total budget for the past xx years and have allowed for college contingency and enrollment growth.

Although the president assumes primary responsibility for these matters, he also delegates authority to College managers and administrators for compliance appropriate to their areas of supervision, as discussed in IV.B.2 above.

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Analysis and Evaluation

The president has responsibility for ensuring the implementation of statues, regulations, and board policies and for ensuring that institutional practices are consistent with the College's mission and policies. president and the president's Executive Team and leadership committees are consistently involved with monitoring compliance with all statues, regulations, and board policies. In addition, the president has established procedures to ensure the effective management of district and college resources. The president has delegated the primary responsibility of fiscally managing these resources to the VPCAS and addressed through the Planning and Budget Steering Committee (PBSC). In turn, the Saddleback College budget is monitored through internal controls, including the Budget Committee review, quarterly reports, and external audits.

Evidence

IV.B.5-1	BP-2101 Delegation of Authority to the College President
IV.B.5-2	BP 3610 Auxiliary Organizations
IV.B.5-3	Saddleback College Foundation Bylaws
IV.B.5-4	The Saddleback College President's Gaucho Gazette (if still available?)

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IV.B.6   *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard

The president works and communicates effectively with the communities served by the institution on a number of levels and in a variety of ways including student-focused outreach, community-focused outreach, the college foundation and community outreach, economic and workforce development, and public information and marketing.

Student-Focused Outreach

To help raise the profile of the College in the neighboring communities, the Saddleback College President annually invites all senior administration and trustees from the surrounding school districts to meet with Saddleback College personnel, who then showcase the college's programs, certificates, and degrees.

The president also regularly hosts events for high school counselors, graduating seniors, and incoming students. For the 2015-2016 academic year alone, the College sent a letter to over seven thousand (7,000) graduating high school seniors welcoming them to Saddleback College and inviting them to attend the College's annual Senior Day and to participate in Early Bird registration and the Transfer Agreement Guarantee (TAG) program. As a welcoming gesture, the president also sends new incoming seniors an official Saddleback College letter of acceptance.

While the Saddleback College Senior Day is the largest planned gathering and planned student focus outreach effort by the college, the Saddleback College President is also actively involved in the following student focused outreach programs by the college:

- Welcome Week
- Family Night
- High School Counselor Day
- Tech-Prep Day

Community-Focused Outreach

In partnership with the surrounding business community, the president continues to be one of the primary advocates for community economic development. Similarly, Saddleback College has been a leading advocate of the findings in the 2016 South Orange County Economic Report, a report which provides detailed and accurate information regarding the current and future economic trends of cities that partner with Saddleback College. The South Orange County cities and their prominent business members have overwhelmingly accepted the findings and the proposals.

The Saddleback College Foundation and Community Outreach

Another method by which the president effectively engages the communities served by the College is through the Saddleback College Foundation Office. The Foundation solicits and

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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 BP 3610, Auxiliary Organizations.

The College 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 also serves as an important vehicle for engaging the College community through service on the Board of Governors and through its support of special events that have lasting public relations value.

The president is seeking to elevate the college presence within the surrounding community through the ever-increasing visibility of the Saddleback College Foundation. This goal has led the Saddleback College President to oversee the alignment of the Saddleback College Foundation with the College's strategic directions with emphasis on increasing student scholarships, developing capital campaigns, and increasing the alumnae/i organization. Similarly, and under the aegis of the Saddleback College Foundation, the president has established the 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 communities and to providing expanded educational opportunities to all stakeholders within these same communities.

Economic and Workforce Development

In order to meet the needs of the Saddleback College surrounding communities, the college President created the Office of Economic and Workforce Development (OEWP)e, headed by the director of economic and workforce development. Under the guise of the Saddleback College, the primary task of the director of economic and workforce development is to establish relationships with the community in order to organize and to provide contract training and continuing education for business employees so that community business employees may more readily meet the needs and requirements of local business employers.

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 press releases to local, regional, and national media.

For the 2015-2016 academic year, the Saddleback 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. The college also reaches out to students and community through active social media pages on platforms, such as Facebook and Twitter.

(I want to run this by Jennie McCue as I believe there are other modes of communicating here as well, such as eBlasts, emails, news releases, etc.)

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Analysis and Evaluation

The president effective works and communicates with the communities served by the College in a variety of ways including student outreach, the College Foundation, economic and workforce development, and public information and marketing.

Evidence

IV.B.6-1   BP 3601

IV.B.6-2   501 c (3)

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IV.C.1　　　*The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.*

Evidence of Meeting the Standard

Saddleback College exists under the auspices of the South Orange County Community College District (SOCCCD). As the governing board for the College, the SOCCCD board of trustees, with the assistance of the District chancellor, has both the responsible and the authority to establish policies to assure the quality, integrity, and effectiveness of the student learning programs and services as well as the financial stability of the District and its colleges. BP 112, Duties and Responsibilities of the Board of Trustees, outlies these responsibilities in accordance with the authority granted the board by California Education Code. These responsibilities include establishing the District mission, establishing policies that implement the District mission, assuring the development and implementation of short-term and long-term educational and facilities plans, assuring the fiscal health and stability of the District, delegating power to the chancellor, working respectfully with all employees of the District, hiring and evaluating the chancellor, advocating for and protecting the district, and representing the public interest (PB 112).

The Board Policy Administrative Regulation Committee (BPARC), which includes representatives from all constituent groups in the District, is responsible for regularly evaluating board policies and drafting recommended changes to the policies and their associated administrative regulations. BP recommendations are then forwarded to the chancellor and the board for review and approval. ARs are approved at the chancellor level.

The district director of public affairs and government relations maintains the District's website, which includes all approved BPs, ARs, and other pertinent information. Thus, BPs and ARs are accessible to all employees and the public. The BPs, and their aligned ARs, are organized in numbered series by the following categories:

- 100 Series　　--　　Bylaws
- 1000 Series　　--　　Community Relations
- 2000 Series　　--　　Administration
- 3000 Series　　--　　Business
- 4000 Series　　--　　Human Resources
- 5000 Series　　--　　Students
- 6000 Series　　--　　Instruction
- 8000 Series　　--　　Speech and Advocacy

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Analysis and Evaluation

The SOCCCD board has authority over and responsibility for all aspects of the District and its colleges, as established in policy and law, especially as it pertains to financial stability and the academic quality, integrity, and effectiveness of student learning programs and. BPs are regularly evaluated and revised by a districtwide participatory governance committee and reviewed by the chancellor and board prior to approval. Revised policies are provided in meeting agendas, presented at the meetings by the vice chancellor of business services, and openly discussed by the board members before approval.

Evidence

IV.C.1-1   https://www.socccd.edu/about/about_boardpolicynew.html

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IV.C.2   *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard

The South Orange County Community College District (SOCCCD) board of trustees is committed to high standards of ethical conduct for its members, as delineated in BP 110, Code of Ethics – Standards of Practices. One of the basic principles contained within this policy is the recognition that the board acts as a whole and the the authority rests only with the board in a legally-constituted meeting, not with individual members (BP 110). Thus, while members of the board at times certainly have differing opinions on items that come before them, once the board has reached a decision –either via consent or by vote— on an item, the board acts as a collective entity and all board members act in unison in support of the collective decision.

Additionally, all board members perform their duties and interact within the SOCCCD community with the intent of fostering a districtwide culture of mutual respect, courteous interaction, open cooperation, and common civility with all stakeholders in the SOCCCD community as defined in board policy BP 180, Respectful Interactions and Collaboration. Thus, SOCCCD board members are respectful and inclusive of all input and viewpoints when discussing topics in board meetings and prior to any voting. As evidence of their professional decorum, all board meetings are videotaped live and subsequently posted on the SOCCCD website for public view.

Analysis and Evaluation

SOCCCD has developed and approved board policies that outline the ethical conduct for all elected board members, including the requirement that the board act in unison once a decision is reached by the body as well as the requirement that when disagreements arise, they are discussed openly and respectfully prior to reaching a collective decision. Videotapes of board meetings and minutes detailing board actions from recent years, both available on the district's website, substantiate behavior in accordance with these policies.

Evidence

IV.C.2-1   BP – 112   Duties and Responsibilities of the Board of Trustees

                http://www.socccd.edu/about/about_boardpolicy1.html

IV.C.2-2   BP – 180   Respectful Interactions and Collaboration

                http://www.socccd.edu/about/about_boardpolicy1.html

IV.C.2-3   South Orange County Community College Board of Trustees Meetings

                http://www.socccd.edu/about/about_board_minutes_video.html

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IV.C.3   *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

The board adheres to clearly defined policies for selecting and evaluating the chancellor of the SOCCCD.   Three policies include BP 146, Chancellor Succession, BP 148, Evaluation of the Chancellor, and BP 4011.6, Employment Procedures for Chancellor. When taken en toto, these three board policies clearly delineate the rules and requirements for hiring and evaluating the SOCCCD chief executive officer. BP 146 delegates authority to the current chancellor to appoint an acting chancellor to serve in his or her absence for short periods of time, not to exceed 60 calendar days at a time. The board appoints an acting chancellor for periods exceeding 60 calendar days. When a new chancellor is to be hired, the board adheres to the procedures outlined in BP 4011.6, which ensure that input from administration, faculty, and staff is obtained in order to select the most highly qualified individual to fill the vacancy. Once hired, the board conducts an annual evaluation of the chancellor as required by BP 148. The criterial for evaluation is based on board policy related to the duties and responsibilities of the chancellor (BP 2100, Delegation of Authority to the Chancellor), the chancellor job description, and established performance goals and objectives.

Per BP 2100, Delegation of Authority to the Chancellor, the chancellor is responsible for—

> "…hiring and evaluating the college presidents. The Chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges." Thus, in accordance with BP-2100, the board delegates full authority to the chancellor in the hiring, supervising, and evaluating of the Saddleback College president.

Analysis and Evaluation

As established by policy, the board is responsible for selecting and evaluating the chancellor of the District. In compliance with the provisions of California Education Code, the Board delegates full responsibility and authority to the Chancellor to implement and administer board policies and conduct the business of the district and educational programs without interference, and holds the Chancellor accountable for the operation of the District. In turn, the chancellor is responsible for selecting and evaluating the college presidents. The chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges.

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Evidence

BP-146   Chancellor Succession

> https://www.socccd.edu/about/about_boardpolicy1.html

BP-148   Evaluation of the Chancellor

> https://www.socccd.edu/about/about_boardpolicy1.html

BP-4011.6   Employment Procedures for Chancellor

> https://www.socccd.edu/about/about_boardpolicy1.html

BP-2100   Delegation of Authority to the Chancellor

> http://www.socccd.edu/about/about_boardpolicy3.html

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IV.C.4 *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.*

Evidence of Meeting the Standard

The SOCCCD board of trustees is an autonomous, independent policy-making body that attempts to reflect the public interest in the educational quality of the District. In so doing, the board advocates for and defends its colleges and protects the colleges from undue influence as well as from political pressure.

The SOCCCD board of trustees is comprised of seven members, each of whom resides in the geographical area he or she represents. Board member are elected at large to four-year terms by the voters in south Orange County. For the dual purposes of continuity and self-preservation, the terms of the seven board members are staggered, with elections being held every two years in connection with the state of California general election (BP 106). A student trustee is elected to a one-year term by the students of Saddleback and Irvine Valley colleges and has an advisory vote on all actions taken in open session (BP 104).

In accordance with law and BP 110, Code of Ethics – Standards of Practices, board members are agents of the public entrusted with public funds and must protect, advance, and promote the interest of all citizens while also maintaining independent judgment unbiased by private interests or special interest groups. They must also hold the educational welfare and equality of opportunity of the students of the District as their primary concern. BP 112, Duties and Responsibilities of the Board of Trustees, also lists advocating for and protecting the District and representing the public interest as two of the board's primary responsibilities. Board members consistently advocate the interests both of the public and District through interaction with the community, legislators, local organizations, and students. Furthermore, the board encourages public participation at their meetings, as discussed in BP 130, Public Participation at Board Meetings. There is time allotted to public comments at each meeting or written comments may be submitted. Members of the public may also place items on the prepared agenda in accordance with BP 128, Board Agendas. To validate and support its transparency in all of its decision-making, board conducts all District business in open public meetings with the exception of legally-permitted closed session issues related to legal concerns, personnel, and collective bargaining. The board also consistently provides all of its business and other information to the public on the District's website. This includes board policies, board self-evaluations, meeting agendas and minutes, and other relevant information.

Analysis and Evaluation

Saddleback College meets the Standard.

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Evidence

IV.C.4-1   Board of Trustees

https://www.socccd.edu/about/about_board.html

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IV.C.5

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IV.C.6   *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard

As alluded to in numerous standards throughout this self-evaluation, the SOCCCD and its board of trustees, in in their efforts to validate and to support transparency in all decision-making and business, publishes the District's by-laws and policies specifying the Board of Trustees' size, duties, responsibilities, structure, and operating procedures. —These policies are published on the District's website, with links to the District's board policies both from its home page as well as from the SOCCCD Board of Trustees' respective pages.

The board policies which delineate the structural and operational matters pertaining to the board are contained within the 100 series of board policies – Bylaws. These include:

- BP 103, Board Membership, which specifies board membership and size
- BP 104, Student Member of the Board of Trustees, which specifies qualifications, requirements for office, term of office, and election
- BP 105, Organization of the Governing Board, which specifies election of officers and the establishment of a set time and place of regular meetings
- BP 106, Board Elections, which specifies the term of office for board members and the trustee geographical areas
- BP 108, Vacancies on the Board, which specifies how and when vacancies outside of the normal election cycle can be filled
- BP 109, Board Education, which demonstrates the board's commitment to ongoing development as a board and outlines the guidelines for conference participation
- BP 110, Code of Ethics – Standards of Practice, which outlines the basic ethical principles of the boar
- BP 112, Duties and Responsibilities of the Board of Trustees, which lists the basic responsibilities of all board members
- BP 118, Committees of the Board, which indicates the ability of the board to establish committees
- BP 120, Regular Meetings of the Board, which specifies the location of regular board meetings
- BP 122, Closed Sessions, which specifies the items that can be considered in closed session
- BP 124, Special and Emergency Meetings, which describes the ability of the board to call special and emergency meetings
- BP 126, Quorum and Voting, which specifies the parliamentary rules to be used during board meetings
- BP 128, Board Agendas, which outlines the mandatory practices related to board meeting agenda development and publicizing

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- BP 136, Minutes of the Board of Trustee Meetings, which specifies the how minutes will be taken and made available
- BP 154, Conflict of Interest, which specifies board members' obligations in relation to conflicts of interest
- BP 158, Political Activity, which outlines rules related to the political activities of board members
- BP 172, Board Self Evaluation, which states the board's commitment to regular self-evaluation and self-improvement
- BP 180, Respectful Interactions and Collaboration, which states the boards commitment to fostering a climate of mutual respect, cooperation, and civility

Analysis and Evaluation

The board policies on bylaws related to structure and operating procedures are comprehensive and publicly available on the District website. These policies are regularly reviewed and revised by the board with assistance from the chancellor.

Evidence

IV.C.6-1   Board of Trustees

https://www.socccd.edu/about/about_board.html

IV.C.6-2   100 Series - Bylaws

http://www.socccd.edu/about/about_boardpolicy1.html

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IV.C.7   *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard

The board of trustees performs its duties and fulfills its responsibilities in a manner consistent with its board policies and its bylaws, and abides by BP 112, Duties and Responsibilities of the Board of Trustees, as discussed in IV.C.6 above. Additionally, through procedures established by BP 107, Board Policy and Administrative Regulation, and its associated AR, the board regularly assesses and revises its board policies and bylaws to ensure their effectiveness in fulfilling the missions and visions of the District and its colleges.

New policies and revisions to existing policies may originate from board members, the chancellor, employees of the district, or members of the public (BP 107). The primary body for reviewing board policies is the Board Policy and Administrative Regulation Advisory Council (BPARAC), as directed by AR107. BPARAC is a districtwide participatory governance committee tasked with systematically reviewing and updating board policies and administrative regulations. BPARAC considers recommendations by the Community College League of California (CCLC) and changes to state and federal law when reviewing board policies. Whenever BPARAC members deem and approve revisions, updates, or deletions from a board policy or administrative regulation, they are then submitted to Chancellor's Council for review and input. Chancellor's Council also has authority to approve ARs, as they simply outline the means by which policy is implemented. Once assessed by Chancellor's Council, all BPs are presented as a monthly agenda item for board review and discussion. Per BP 107, the new and revised policies receive at least two readings by the board and are agendized the first time as "acceptance for review and study" and the final time as "approval." (Minutes) Once approved, revised and updated policies and or administrative regulations are posted on the District website for public view. The agendas and minutes of board meetings documenting these revisions are also posted on the District website. Additionally, agendas, minutes, and evidential documents from BPARAC and Chancellor's Council meetings are made available to all employees through the District's SharePoint site under District-wide Committees.

Analysis and Evaluation

The SOCCCD board of trustees acts in accordance with established policies and bylaws, as clearly evident in the posted agendas, minutes, and videotapes of all board meetings. Board policies are also reviewed regularly and revised as needed by all participatory governance groups through BPARAC and Chancellor's Council and by the board of trustees.

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Evidence

IV.C.7-1   BP-107   Board Policy and Administrative Regulation

IV.C.7-2   AR-107   Development of Board Policy and Administrative Regulation

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IV.C.8   *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

The board is updated annually with research and reports on institutional effectiveness, student success and completion. Presentations are made annually in public board meetings to review and discuss the Student Success Scorecard and other metrics. The scorecard provides performance indicators on how well the colleges are doing in remedial instruction, job training programs, retention of students, and graduation and completion rates.

Analysis and Evaluation

SOCCCD and Saddleback College meet the standard.

Evidence

IV.C.8-1   http://www.socccd.edu/board/highlights/documents/Scorecard2015 PresentationBOT_Final.pdf

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IV.C.9   *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard

The board has access to an ongoing training program for board of trustees' development. This training program includes new board of trustees' new member orientation. Additionally, the SOCCCD has a mechanism in place for providing for continuity of board of trustees' membership that, among other points, includes staggered terms of office.

As discussed in BP 109, Board Education, the board is committed to its ongoing development as a board and to an individual trustee education program related to educational governance, policies, legislation, best practices, employee relations, leadership, and accreditation standards and expectations.   The board has a comprehensive new board member orientation program that includes attendance at the CCLC's "Effective Trusteeship Workshop." Locally, new trustees are given an orientation by the chancellor and the manager, office of the chancellor and trustee services. They also meet with the vice chancellor, business services, the vice chancellor, human resources ad employer/employee relations, and the vice chancellor, technology and learning services, as well as several other department managers.

The board prides itself on its professional demeanor and on its dynamic evolution both as an autonomous body as well as a body of professional individuals. As such, each member is encouraged to attend one conference per year that provides professional development of trustee-related knowledge and skills. This includes the CCLC's "Effective Trusteeship Workshop," which is held annually in January, as well as various conferences hosted by the CCLC, the American Association of Community College (AACC), and the Association of Community College Trustees (ACCT). This commitment is evidenced by budget allocations allowing each trustee to participate in regional meetings and workshops and up to two out of district conferences each year. Following attendance at conferences, workshops, and meetings, trustees regularly share a written and oral report to the other trustees and the public at open board meetings (EVI-minutes).

As outlined in BPs 103, 104, and 106 and discussed in detail in IV.C.4, the board is comprised of seven members each of which resides in the geographical area he or she represents, and an advisory student member. Each board member is elected at-large to an individual four-year term by the voters in south Orange County. For the dual purposes of continuity and self-preservation, the terms of the seven board members are staggered with elections being held every two years in connection with the state of California general election. The student trustee is elected annually by the students of Saddleback and Irvine Valley Colleges, and must alternate each year between the two colleges.

In the event of an unexpected vacancy, the board has adopted procedures to fill the vacancy either by election or provisional appointment (BP 108) in accordance with education code 5090

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and government code 1770. The decision to order an election or appoint must be made within 60 days and the election, if ordered, must be held at the next regular election date or within 130 days of the vacancy, whichever comes first. Provisional appointments are made only until the next regularly scheduled election.

Analysis and Evaluation

The board is committed to the continued education of its members. New board members are given a comprehensive and robust orientation, and all board members are encouraged to continued their professional development through attendance at trustee-related meetings, workshops, and conferences. The board has enacted election practices ensuring the continuity of board membership through the staggering of seat terms, and has adopted procedures in the event of a vacancy.

Evidence

IV.C.9-1   BP 103

IV.C.9-2   BP 104

IV.C.9-3   BP 106

IV.C.9-4   BP 108

IV.C.9-5   BP 109

IV.CI9-6   Minutes of board meetings

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IV.C.10

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IV.C.11   *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.*

Evidence of Meeting the Standard

The SOCCCD Board of Trustees holds themselves –and all employees—to a high code of ethics and to a clear conflict of interest policy. The behavior of board members is governed by BP 110, Code of Ethics – Standards of Practice, which includes both detailed standards of practice all board members must adhere to and clear and thorough guidelines for enforcing these standards of practice. The policy mandates standards of practice related to conflict of interest in financial dealings and nepotism, board decision-making, confidentiality, the protection of public funds, non-discrimination, the primacy of the educational welfare and equality of opportunity for students, meeting participation and preparation, professional development, the promotion and maintenance of good relations with fellow board members, and the promotion of an effective working relationship with the chancellor and district staff. Violations of this policy can result in censure by the board.

Per California AB-1234, Chapter 700, Statues of 2005 (through the California Fair Political Practices Commission) and in its effort to support the board policy governing ethical behavior, every board member is required to complete Chapter 700 ethics training. This training is free of charge and provided online. Upon completion of the training, a certification of completion is given and these certificates are kept on file in the Office of the Chancellor and Trustee Services.

Every board member is also required to be both discerning and meticulous in disclosing any connections to personal or financial interests that may conflict with his or her responsibilities as a public steward, and in such instances he or she must abstain from any debate or decision-making related to such interests and have the disclosure noted in the official minutes of the meeting, as outlined in BP and AR 154, Conflict of Interest. A board member must also not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with, or inimical to his or her duties as an officer of the district.

Within 30 days of assuming office and annually thereafter, each board member must file a Statement of Economic Interest Form (Form 700) with the filing officer in the Office of the Vice Chancellor, Business Services. This form is then forwarded to the Orange County Board of Supervisors. Failure to timely comply can result in criminal and civil penalties including, but not limited to, late fines. Finally, as a way of bearing witness to these processes, all SOCCCD board of trustees meetings are taped to provide further public transparency. These tapings are made available to the public on the District's website the day after a board meeting.

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Evaluation and Analysis

The board has clear code of ethics and conflict of interest policies. These policies establish the expected standards of practice for all members of the board, as well as processes for sanctioning behavior that violates the policies. Board members are fully aware of these standards and, to date, there have been no reported instances of violation by any board member or any sanctions discussed or imposed. Board members are required file an annual Statement of Economic Interest Form with the Orange County Board of Supervisors.

Evidence

IV.C.11-1   BP 110 – Code of Ethics – Standards of Practice

IV.C.11-2   AB 1234, Chapter 700, Stats. of 2005

IV.C.11-3   BP 154 – Conflict of Interest

IV.C.11-4   AR 154 – Conflict of Interest

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IV.D.1   *In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

Evidence of Meeting the Standard

The South Orange County Community College District (SOCCCD) is a multi-college district and the chancellor is the CEO of the District. As such, the chancellor is charged with providing leadership in setting and communicating expectations of educational excellence and integrity throughout the system for effective operation of the district colleges, namely Irvine Valley College and Saddleback College. The SOCCCD board of trustees has approved board policies in order to ensure that the chancellor is able to establish clearly defined roles, authorities, and responsibilities among the colleges and the District. The two most policies are BP-2100, Delegation of Authority to the Chancellor, and BP-2101, Delegated Authority to the College President. Additionally, the chancellor has overseen the development of additional documents to clarify roles and responsibilities in the District including the District-Wide Planning and Decision-Making Manual and the Districtwide Function Map, both developed through the Districtwide Planning Council (DWPC), a participatory governance council with membership from all constituent groups within the District, and Roles and Responsibilities of Technology.

Moreover, the chancellor meets weekly with the Chancellor's Executive Team, which includes all of the vice chancellors and the two college presidents. The chancellor also meets monthly with all district leadership at Chancellor's Council. This is a participatory governance council charged with facilitating information exchange and dialogue on districtwide issues and decisions, including governance.

Expectations of educational excellence and integrity are communicated through various means such as Chancellor's Opening Session during Professional Development each year. The chancellor also meets with all new fulltime faculty hires during their orientation session.

The chancellor also communicates regularly through the Chancellor's Perspective newsletter, which is mailed out each semester to all employees, and at times it is used to help clarify district functioning. For example, The Chancellor's Perspective from June 18, 2015 (https://www.socccd.edu/RolesandResponsibilities.htm), is entitled "Roles and Responsibilities," and in it the chancellor reviewed the roles of the board, chancellor, and college presidents. In it, he delineated the roles and responsibilities as follows:

The Board of Trustees

As elected officials, the board represents the interests of the public. They establish the mission of the district and set policies and standards to support the district's mission and goals. They bear primary responsibility for the district's fiscal health and stability. They monitor institutional

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effectiveness and quality and implementation of short and long term educational and facilities plans. The board manages one employee - the chancellor. They delegate full responsibility and authority to the chancellor to lead the district without interference. The board relies on the chancellor to act as the liaison between the colleges and the governing board, including evaluation of executive leadership.

The Chancellor

The chancellor is the CEO of the district and supervises the college presidents, vice chancellors and staff and operations of district services. The chancellor is responsible for implementation of the district's strategic plan, master plans, board policies and regulations and expectations for educational excellence and integrity. The chancellor provides for a fair distribution of resources, control of expenditures, accreditation and long term financial stability to ensure effective operation of the colleges. The chancellor is responsible for hiring and evaluating the college presidents and vice chancellors. The chancellor delegates authority to the presidents for instruction and college operations. More information can be found in Board Policy 2100 – Delegation of Authority to the Chancellor.

The College Presidents

The president is the CEO of the college and is the established authority on campus. The president is responsible for providing a participatory governance process and supporting learning, teaching and student success. The president provides leadership for developing and implementing strategic partnerships and career technical education offerings that meet the needs of the community. The president has the decision making responsibility and authority for all college hiring, discipline and termination, fiscal budgeting and prioritization, planning, and maintenance or improvement of facilities. More information can be found in Board Policy 2101 – Delegation of Authority to College President.

Analysis and Evaluation

For the most part, the South Orange County Community College District Chancellor meets the Standard. There have been instances, however, when the district chancellor has appeared to fail to explain certain points of demarcation to the district presidents and their respective administrations. One such instance is the lack of clearly defined roles of authority with regard to the district's college service areas. This ineffective delimiting and an unsatisfactory defining of each college's outlining allocation has been cause for what some perceive as less than honest efforts on one college or the other to go beyond the bounds of the district's college's service areas, thus creating a less than amiable relationship of trust of collaboration.

Action Plan

In response to this somewhat ineffective operation of the colleges, in April of 2016 the Saddleback College Academic Senate reviewed the salient points of the history of the services

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area and the service area boundaries, as well as how and why this area and these boundaries no longer serve the better good either for Irvine Valley College or for Saddleback College. The Saddleback College Academic Senate then unanimously passed a resolution entreating the South Orange County Community College District to revisit the service area and service area boundaries.

Evidence

IV.D.1-1   BP 2100, Delegation of Authority to the Chancellor

             https://www.socccd.edu/about/about_boardpolicy3.html

IV.D.1-2   BP 2012, Delegation of Authority to the College President

https://www.socccd.edu/about/about_boardpolicy3.html

IV.D.1-3   District-Wide Planning and Decision-Making Manual

IV.D.1-4   Roles and Responsibilities of Technology

IV.D.1-5   Saddleback College Academic Senate Minutes. April 27, 2016

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IV.D.2   *The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

Evidence of Meeting the Standard

As established in board policy, there is a clear delineation of functions and responsibilities of district services from those of the colleges. These policies include:

- BP-112, Duties and Responsibilities of the Board of Trustees
- BP-2100, Delegation of Authority to the Chancellor
- BP-2100.1, Delegation of Authority to the Academic Senate
- BP-2100.2, Role and Scope of Authority of the Academic Senates
- BP-2101, Delegation of Authority to the College President
- BP-3001, Delegation of Authority
- BP-4309, Duties and Responsibilities of the Faculty
- BP-4056, Classified Employees Participation in Decision Making
- BP-5627, Student Participation in Governance

They are communicated by the chancellor is a variety of ways, including through the posting of board policies to the district website.

In the June 18, 2015, Chancellor's Perspective, the chancellor outlined the distinction between the colleges and district services, a distinction that is often misunderstood by district personnel. He wrote:

> We are all part of the same organization – South Orange County Community College District. There are clear lines of authority established between the board and chancellor and the chancellor and presidents. Organizationally, neither the colleges nor district services reign over each other. Any assumptions that one entity is superior over another sets unreasonable expectations and fuels tensions. We are all part of the same family with differing roles and functions. Like musicians in an orchestra, each of us plays a part to bring this district to life.

The colleges serve our students by providing instruction and many, many operations and services needed to support students – curriculum, campus safety, facilities, and student services to name just a few. The chancellor delegates authority to the presidents to make decisions for the colleges. Decisions related to hiring, evaluation, discipline, promotion, termination, maintenance and budget priorities, and governance are all managed by the college presidents.

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District Services provides centralized functions, enabling the district to operate more economically and efficiently. Accounting, payroll, purchasing, contracts, job recruitment, and IT systems security are examples of services performed for all departments, divisions and employees district-wide. Some people may not realize that District Services is also responsible for areas related to legal, compliance, policy, legislative, reporting, development, systems, employee complaints, research and planning. Sometimes District Services has to provide parameters, oversight or guidance to college or district services departments in these areas. Sometimes changes or limitations are needed and this can cause disappointment or conflict.

We are considered to be one of the most decentralized community college districts in the state.

Additionally, governance, fiscal, and operational responsibilities are often clarified and refined in the district-wide participatory governance committees and councils, including the:

• Basic Aid Allocation Recommendation Committee

• Board Policy and Administrative Regulation Advisory Council

• Business Continuity Planning Committee

• Capital Improvement Committee

• Chancellor's Council

• District Online Education Committee

• District Resource Allocation Committee

• District-wide Planning Council

• District-wide Technology Committee

• Learning Services Coordinating Committee

There are several functions that are centralized in district services. These include human resources, technology and learning services, business services, and trustee services.

The Office of the Vice Chancellor for Human Resources and Employee/Employer Relations (HR) is responsible for facilitating the recruitment, selection, and orientation of new employees; mandated training and professional development; collective bargaining; compliance with State and Federal laws and regulations; management of the performance evaluation process; and human resources information systems.

The Office of the Vice Chancellor of Technology and Learning Services coordinates educational programs, technology services, and districtwide research. The vice chancellor also provides leadership in enrollment management; distance education; workforce development programs; online services, products, and programs; security, reliability, and continuity of all district-wide network infrastructure, computer operations, and telecommunications; the maintenance of MIS

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data and reporting tools; and the maintenance of the Student Information System (SIS), My Academic Plan (MAP), MySite, the Learning Management Systems (Blackboard and Canvas), and Workday.

The Office of the Vice Chancellor for Business Services provides oversight of all business departments, including Fiscal Services, Facilities Planning and Purchasing, Accounting, Payroll, and Risk Management. The vice chancellor collaborates with the two colleges to prepare the tentative and final district budgets, and provide support and expertise to the District Resources Allocation Council (DRAC). The vice chancellor's office also provides oversight of the annual audit; new construction and facilities renovation; master plan development; and warehouse/mailroom services.

The Office of the Chancellor and Trustee Services is responsible for the coordination of all regular and special Board meetings, including notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information district-wide, coordination of District-wide events such as the Chancellor's Opening Session during Professional Development (PD) Week each semester, and coordination of districtwide committee meetings including the Chancellor's Executive Team and the Chancellor's Council. Public Affairs, a division within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations.

The services provided to the colleges by district services are evaluated through discussions in, and surveys for, the participatory governance committees. For example, the District's resource allocation process is evaluated by several committees including CIC, BARC, and DRAC. Evaluation of services is also done with a bi-annual districtwide climate survey. The survey is used to provide opportunities for employee feedback and identify future goals. Lastly, evaluation of services is also done by each district services department through the use of AURs with goals, action steps, and documented outcomes (link to AUR).

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IV.D.3   *The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditure.*

Evidence of Meeting the Standard

The District has established resource allocation policies and procedures that support the effective operations and sustainability of the colleges and district services. Under the leadership of the chancellor, college and district services personnel work together to ensure effective control of expenditures and financial stability of the District.

The allocation of District general fund resources to the colleges occurs in accordance with BP 3100, Budget Preparation, BP 3101, Budget Management, BP 3101.5, Fiscal Management, and the Budget Development Guidelines, contained within each proposed annual budget. The Budget Development Guidelines were developed the District Resources Allocation Council (DRAC), a participatory governance committee. They were developed in alignment with the board philosophy of ensuring wide and prudent use of public resources, promoting financial strength and stability, and maximizing educational opportunities for students in accordance with the district's mission statement (EVI-Budget Guidelines). The guidelines related to college allocations include:

   •   A general fund reserve for economic uncertainties of no less than 7.5 percent of the projected unrestricted revenue shall be maintained.
   •   The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
   •   Excess revenue above apportionment shall be allocated at the College or District for one-time purposes such as to cover some of the unfunded obligations for the retiree benefit plans.
   •   Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
   •   Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the District's future financial stability.

The District has also established effective mechanisms to control expenditures. College and District financial statuses are regularly reported to and reviewed by the board (EVI-minutes), such as through the presentation of monthly financial status reports (EVI), monthly basic aid reports (EVI) and adopted annual budgets (EVI). The district also commissions an annual audit report designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the district's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. In addition, the District's participatory governance committees and collective bargaining groups also provide comprehensive budget and financial oversight, including reviews of the District's CCFS-320 filings and full-time Faculty Obligation Number (FON).

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Evaluation and Analysis

The district has a long history of financial conservatism. The district services and the colleges adhere to standards of good practice that include the maintenance of adequate reserves, the development of annual budgets, and the reporting of financial status. Through the effective control of expenditures, district services and the colleges have consistently had positive ending balances each year with a healthy reserve.

The District's Fiscal Services Office processes and facilitates the distribution of resources to the colleges in accordance with the DRAC model, state and federal categorical fund allocation guidelines, and board policies. Resources allocated to the colleges are based on both state-mandated guidelines and board-approved budget guidelines

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IV.D.4   ***The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.***

Evidence of Meeting the Standard

As discussed in IV.D.2 above, the board has adopted policies that ensure that the chancellor designates full responsibility and authority to the College president. As detailed and defined in its board policy BP 2100, Delegated Authority to the Chancellor, the board gives the power for hiring and evaluating the college presidents to the chancellor and maintains that the chancellor must delegate full responsibility and authority to the presidents to administer the college without interference (BP 2100). The policy states:

> The Chancellor is responsible for hiring and evaluating the college presidents. The Chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges.

Additionally, BP 2101, Delegation of Authority to the College President, clearly outlines the roles and responsibilities of the college president. This policy establishes the College president as the final authority on the college level. In this role, the College president is expected to:

- Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan.
- Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
- 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.
- Propose strategies for selecting and retaining diverse high quality full-time faculty, staff and administrators.
- 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.

This authority is recognized the District, as evidenced in the adopted Districtwide Function Map, which delineates the distinction between the authority of the chancellor and of the president. Through the evaluation process the college presidents are held accountable for the colleges' performance by the chancellor, but have the ability to run the colleges and implement board policy without interference.

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Analysis and Evaluation

The chancellor delegates full responsibility and authority to the College presidents to implement board policies and administrative regulations without interference. The presidents serve as the CEO of their respective college. As such, they are responsible for the quality and integrity of programs and services, accreditation, and fiscal stability of their college.

Evidence

IV.D.4-1   BP 2100, Delegation of Authority to the Chancellor

https://www.socccd.edu/about/about_boardpolicy3.html

IV.D.4-2   BP 2101, Delegation of Authority to the College President

https://www.socccd.edu/about/about_boardpolicy3.html

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IV.D.5   District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Things to address:

1.   Integrated strategic planning process. Begins with the establishment of the district plan through DWPC then the colleges use the same goals but can add. See the District Planning and Decision-Making Manual and the Districtwide Strategic Plan.

a.   http://www.socccd.edu/about/DWPlanning.htm

2.   DWPC includes representatives from District services and the colleges. The chancellor and both presidents serve. Participatory governance Committee.

3.   Currently working on shared key performance indicators. Jennifer can give you information on this.

4.   BP 2120 and AP 2120 on Institutional Planning

5.   Intergraded Budget Planning Resource Guide

6.   Other integrated plans such as the District Technology Plan, and then the college's integration of their tech plan with the district.

7.   Evaluation of planning efforts yearly through DWPC

8.   Also AURs and PRs, including at district services. Annual AUR Report from DS.

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IV.D.6   Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Things to address:

1.   Weekly meetings of college presidents and chancellor in Chancellor's Executive Team

2.   Chancellor's Council

3.   Chancellor's office communications, including newsletter

4.   District Committee comp, charge, agendas and minutes all posted on sharepoint

5.   Board agendas and minutes; board highlights newsletter through district director of public affairs and governmental relations; press releases and other emails sent to all employees

6.   DS offices newsletter

7.   DW offices road show

8.   Weekly emails and other press releases from college director of public affairs and marketing.

9.   District HUGS and other work done on communication and better relations between the two colleges.

Irvine Valley College
Institutional Self Evaluation Report

Support of Reaffirmation of Accreditation

Submitted by:

IRVINE VALLEY COLLEGE

5500 Irvine Center Drive, Irvine, CA, 92618

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

DRAFT as of 10/13/2016

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

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

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

Eligibility Requirement 6 – Mission
The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1; see Standard I.A.4 for adoption and publishing aspects)

Descriptive Summary
The South Orange County Community College District (SOCCCD) and Irvine Valley College (IVC) adopt separate institutional mission and vision statements that are reviewed annually and revised as needed. IVC's mission statement comprises 48 words:

> "Irvine Valley College offers clear and guided pathways to transfer, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks."

The mission was recently revised to more fully describe the types of degrees and credentials it offers and to feature values of access, success and equity as well as our distinctive emphasis on clear and guided pathways. IVC's student population also includes an active international student community who contribute the diversity and dynamism of the educational environment. The College's mission statement is published and distributed widely via the College Catalog. The mission is also prominently featured on the College's web site on the "About" page.

The District's mission statement is published on the District website's "About" page. It comprises 47 words:

> "We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet

each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region."

Both the College and the District mission statement are reviewed regularly via inclusive processes, are approved by the Board of Trustees, and are widely disseminated.

Evidence of meeting the standard

Since it was established as an independent college in 1985, the mission of IVC has had at its core a focus on providing students access to the very highest quality education. The College's commitment to student success and equity flows from our mission statement and is further detailed in our Strategic Plan, our Student Equity Plan, our Student Success and Support Program (SSSP) plan, our Basic Skills Initiative (BSI) plan, our Basic Skills Transformation plan, and our Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant activities. In accordance with our mission, IVC offers credit and noncredit instructional programs both online and face-to-face. Online offerings complement the face-to-face offerings by offering an additional, convenient format whereby students can access instruction. Students also have access to an array of student support services and additional co-curricular activities, such as our student government and student ambassadors program, that support student achievement and learning. IVC's student population includes local and international students of all backgrounds, ethnicities, ages, and educational needs. Our commitment to diversity and equity is clearly represented in our mission and our actions, such as becoming federally designated as a minority serving institution in 2015.

To meet the needs of our community, the College provides access to challenging transfer-level courses as well as courses that develop basic skills. Our students attain associate degrees and certificates in career and technical (CTE) programs that lead to employment and they complete transfer-focused programs that lead to associate degree attainment and transfer to four-year institutions. IVC is proud of high completion and transfer rates, which reflect the strength of the College's commitment to supporting students and faculty in all aspects teaching and learning, we also serve a community skills builders who take courses simply to learn new skills or upgrade existing skills to that they can maintain their competitive edge and advance in their current careers.

IVC reviews its mission statement at its annual strategic planning retreat and throughout the year at other venues, such as Flex Week, and with other committees and work groups includes the Strategic Planning Oversight Work Group (SPOWG), the Institutional Effectiveness Committee (IEC) and with other and revises them as needed approximately annually. As part of the review, the college revisits the mission for California Community Colleges as given in Title 5 of the California Education code as well as the District's mission statement and other materials regarding good practices in mission statements, including the ACCJC Accreditation Standards.

It is not unusual for there to be extended, thoughtful discussion of the mission and any proposed changes [-]. The current mission statement was approved by Board of Trustees in October, 2016 (evidence pending). The prior version was approved in June, 2015. The

current version of the mission was developed over the course of the 2015-2016 academic year and was then refined and approved by the Strategic Planning and Accreditation Council (SPAC) [-]. The revised mission statement was subsequently reviewed and adopted by the Academic Senate [-] and then, finally, was reviewed and adopted by the Board of Trustees at its October 2016 meeting. The mission statement describes the College's broad educational purposes, who we serve, our values, our commitment to improving access and equity, the types of degrees and other credentials we offer, and our commitment to student learning and student achievement.

The SOCCCD Board of Trustees reviews the College mission statement annually, providing feedback and oversight, as necessary, and adopting any revisions. The adopted mission statement is published prominently on the College website and in the College Catalog. The SOCCCD mission and vision statements are reviewed by the District-Wide Planning Council (DWPC) and finalized by DWPC, typically at the summer retreat. DWPC includes representatives of all major stakeholder groups from each of the three units (the two colleges & District Services). The District-wide Integrated Planning Committee (DWIPC), formerly the District-wide Strategic Planning Task Force (DWSPTF) is charged with compiling suggestions regarding the District Mission Statement emanating from the DWPC discussion.

Analysis

Irvine Valley College demonstrates strong commitment to a mission that emphasizes student learning and student achievement. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. The institution's educational mission is clearly defined, adopted, and published by the Board of Trustees and it is congruent with the mission statement appearing in Title 5 education code and is appropriate to a California Community College. The College mission is published in the College Catalog and both the College and District mission statements are prominently published on their respective web sites.

Standard I.A.2

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

Descriptive Summary

Irvine Valley College utilizes a number of data sources to evaluate institutional performance, particularly in terms of student achievement, learning, engagement, credential attainment and transfer. The College engages in a continuous scan of developments in higher education and in the community through inquiry, dialogue and a robust set of professional development activities. An example of how the college has revised its mission in response to data is the inclusion of the phrase "clear and guided pathways", which is an allusion to the college's work as one of the 30 community colleges engaged in the American Association of Community College's Guide Pathways project, a transformative approach to a

comprehensive redesign of most major college processes to better support student certificate, degree and transfer completion.

Moreover, the District periodically engages in a formal external scan process to aggregate and analyze key demographic, workforce and community indicators so that this information can be used to inform planning efforts and the mission statement review process. An example of how the College and the District have adapted their mission statements to respond to external forces can be found in the addition of the word "equity" to both the District and College mission statements. The inclusion of this single word is a powerful reinforcement of the importance of the data and activities found in the College's Student Equity Plan and of the College's commitment to reducing or eliminating the achievement gap (SP Objective 2.2).

The College also regularly surveys students and employees concerning the general climate of the college, satisfaction with facilities, communication, services, engagement and other aspects of the college. This information is used in program review, planning, and continuous quality improvement.

Evidence of Meeting the Standard
External and internal data are utilized to determine how effectively Irvine Valley College is accomplishing its mission. Internally, we have aligned our strategic planning with our mission and we track how our comprehensive resource request and allocation process connects with our strategic objectives [-]. Key data sources that drive planning include the strategic plan's key performance indicators, Scorecard data, labor market information, SLOs, queries from the Chancellor's Office Data Mart, surveys, ad hoc research studies, and the District reporting infrastructure (inFORM and MySite). This data drives planning, dialogue and decision-making in efforts to achieve the objectives and goals that are contained in our strategic plan and which is aligned with our mission.

These data drive the planning process of the College and were foundational in developing the *2014-2020 Strategic Plan* (I.A.2-1). Data from all levels –global, national, state, regional, and local– and from a number of sources were analyzed to identify trends, emerging needs, opportunities and threats that were affecting or that might affect the College.

The strategic plan's current key performance indicators were carefully developed by a representative district-wide task force. To ensure a widely-shared focus on student learning and institutional effectiveness data, strategic KPIs are shared and discussed at the annual planning retreat. These indicators are reviewed and discussed at both the DWPC annual retreat and at IVC's annual strategic planning retreat. IVC has also established institution-set standards, which are reviewed annually by the IEC and shared with the SPAC. Additionally, the college has set –and published on the College's "About" page– financial, accreditation, and student achievement targets (or "goals") for the Institutional Effectiveness Partnership Initiative's metrics, including completion goals that are congruent with the completion goals of the College's strategic plan.

IVC's comprehensive program review process requires analysis of student access and success trends as well as institutional effectiveness indicators such as fill rates and student learning outcomes assessments. The resource allocation process relies heavily on program review objectives and strategic planning objectives as part of its resource request rating and dialogue process.

Analysis

Irvine Valley College uses data to determine how well our programs and approaches are serving our students' needs and to suggest changes that might improve these services. The ways in which IVC uses data to analyze our progress and success in achieving our mission are manifold and they include: Program Review, committee discussions, committee evaluations, budget and resource allocation processes, enrollment management, hiring processes, employee evaluations, distance education and online planning, grant applications, SSSP planning, student equity planning, strategic planning, and educational and facilities master planning.

Data are widely utilized at the administrative, department, and programmatic levels to inform and assess the effectiveness of the College in meeting the needs of students and the community it serves. For example, the Office of Instruction (OOI) and Dean's Council regularly review enrollment reports, including wait lists, when recommending classes be added or canceled. Data are also used to drive continuous improvement efforts and to identify performance gaps and resource needs. The SEP Task Force and the Online Education Task Force (OETF) analyze student data to determine if there are achievement gaps among sub-groups of student population that can be addressed by funding initiatives and activities.

The College uses aggregated and disaggregated data on student, program and institutional performance to assess how well the College is serving its mission. Commonly shared data points in program review and in strategic planning (and across plans) facilitate the use of data to evaluate how well the College is serving its community, meeting standards, achieving objectives, and fulfilling its mission.

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

Descriptive Summary
At IVC, we have developed a common planning vocabulary to support the integration of our plans. Goals are considered to the top level of a plan and they give general direction and are directly in support of the College's mission; objectives are more specific and are constrained to be phrased in ways that are measurable which means that key performance indicators are developed for each of the strategic objectives in order to ascertain our performance in advancing our strategic goals and our mission. At the most granular level of our planning are action steps, strategies, or activities, representing the specific initiatives, projects, individuals,

and teams who are working to accomplish specific projects that advance the College's objectives. Plans align with the strategic plan by either having action steps that directly support and are nested underneath strategic objectives and/or by directly aligning their objectives with specific strategic objectives.

All IVC programs and services are directed toward student success in its many guises, and supporting the college infrastructure in order to do so. Decision-making ultimately rests in the president, but the process for making recommendation to the president concerning allocation of all resources, including human resources, facilities use, and allocation and distribution of funds is a multi-layered and multi-faceted college-wide collegial consultative process, described in many sections of this self-evaluation and in one of the QFEs. Since the broad college community participates in writing and revising the mission statement as well as in making recommendations for the use of college resources, the budget process is open as is the process for prioritizing allocations of other resources, there is widespread buy-in by all constituent groups to ensure that planning and prioritization is aligned with the mission. Such a large number of people representing diverse constituents are involved in so many aspects of recommending priorities and allocations in highly visible processes that we are assured of achieving a reasonable and consensual balance in these allocations, and that they are aligned and commensurate with our mission and priorities.

Evidence of meeting the standard
The Director of Research, Planning and Accreditation sometimes refers to the *2014-2020 Strategic Plan* as the "mothership" into which all of IVC's other plans dock. It serves as the cornerstone of our planning process and all other plans align with this plan and with the mission, including the 2015 Technology Plan, the Student Success and Support Program Plan, the Student Equity Plan, the Online Education Strategic Plan, and the Education and Facilities Master Plan. With all of IVC's plans, data informs their development, the analysis, and the representative dialogue that drives goal- and objective-setting, while the mission constrains the field of endeavor and provides guidance as to which priorities are most central and most critical. Two of the four goals of the College's strategic plan directly address the College's mission of increasing student success and completion and of creating regional partnerships that support CTE, workforce development, and the local economy. The other two goals of the strategic plan concern continuously improving institutional effectiveness so that the College can better serve its community.

College programs and services align with the College's mission and the College mission supports and aligns with the District mission and the mission of the California Community Colleges. IVC's mission is at the heart of all the College programs and offerings. It can be found in the Planning and Decision-Making Manual, the Program Review Guide, the Catalog, and the website. It informs the College's Institutional Learning Outcomes (ILOs), particularly those that concern "Global Awareness" and "Personal, Professional, and Civic Responsibilities". As part of program review, all programs must describe how their program's mission aligns with the College mission (PRG). The mission statement drives the District and College strategic plan goals and these goals drive the strategic objectives and the program review objectives that are required to be referenced in support of the importance of all resource requests through the Comprehensive Resource Request and Allocation Process.

The College is deeply engaged in fostering "economic and workforce development through strategic partnerships with business, government, and educational networks". IVC's "College of the Future" initiative is developing the Advanced Education and Technology Park into a cutting-edge facility to support workforce development for sectors that have been strategically targeted as high demand, high pay, and aligned with the programs and community that characterize IVC. The College President and is a Board member of the Irvine Chamber of Commerce and the Orange County Business Council (OCBC). IVC's work with educational partners includes examples such at the UCI Engineering pathway grant, an accounting pathway with Cal State Fullerton, and both CTE pathways (OC3 Pathways) and our Early College initiative with the Orange County Department of Education. These programs, as well as our active transfer center and continual curriculum articulation efforts, exemplify IVC's commitment to leveraging "educational networks" in support of student success. Additionally, our Vice President for Student Services supported and promoted IVC's Mega-outreach Day in which dozens of IVC staff make personal site visits to hundreds of local businesses to establish relationships and promote the workforce development opportunities that IVC provides.

The theme of pathways and partnerships is evident in the nascent Biotechnology program and the GAP 4+1 pathway. These pathways involve developing pathways that are responsive to community needs, both in terms of student demand and in terms of workforce demand. Both programs also are built on partnerships with other educational institutions.

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

Standard I.A.4
The institution articulates its mission in a widely published statement approved by the governing board.

Descriptive Summary
Irvine Valley College widely disseminates its mission statement via the website, the College Catalog, the Planning and Decision-making Manual, banners on campus, and other college publications. The SOCCCD Board of Trustees annually reviews IVC's mission statement and adopts any changes.

Evidence of meeting the standard
IVC's mission statement is reviewed annually at the College as part of the annual strategic planning process. The College's mission statement is also reviewed annually by the Board of Trustees which reviews and adopts and any changes. The latest mission statement was adopted by IVC's Board of Trustees on October 17, 2016. Before that it was reviewed in June 2015. The last time changes were made to the mission statement was in 2014 and the Board reviewed and adopted those changes in June, 2014.

The mission statement can be found on the College's website, one click from the College's home page, on the "About" page. The College's mission statement and the District's mission statement are also published in the College Catalog. The College's mission statement is also displayed on banners located across the campus.

Analysis and Evaluation
The institution articulates its mission in a widely published statement approved by the governing board.

Standard IB: Assuring Academic Quality and Institutional Effectiveness

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

Evidence of meeting the standard
Irvine Valley College has established processes to facilitate sustained, substantive and collegial dialogue across the College around SLO assessment, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. In 2014, IVC reorganized its committee structure following a collegial dialogue with administrative, faculty and classified leadership. [-][-] The new committee structure encourages the flow of information through the various governance groups and consequently supports continuous dialog about instructional programs, student services, and administrative services.

Student Outcomes
Under the purview of the Institutional Effectiveness Committee, the Student Learning Outcome (SLO) Committee is structured to ensure campus-wide communication regarding student learning outcomes (SLOs). Facilitated by the SLO faculty coordinator, [-] members discuss best practices on how to assess course learning outcomes and their mapping to program learning outcomes (PSLOs) and institutional learning outcomes (ISLOs). [-][-] Moreover, the committee has ongoing discussions on the college's ISLOs and is currently discussing their need for revision to more accurately reflect the institution's focus on its students. When committee members identify areas and opportunities for improvement such as through changes in processes, school representatives report back to their respective schools at department meetings for feedback and approval. Once there is consensus, recommendations are presented to the Academic Senate by the SLO Coordinator for approval **[-]**. Dialogue about course SLO assessment results occurs primarily in department meetings. In addition, the college continues to work to develop and implement a campus-wide process to collect SLO data that will easily allow departments to disaggregate their data and thereby make better decisions as to improvements in student learning.

Student Equity

Also under the charges of the Institutional Effectiveness Committee, the Student Equity Work Group was formed on an ad hoc basis following the requirement by the California Community College Chancellor's Office to develop a Student Equity Plan. [-] Irvine Valley College's 2014 Student Equity Plan is a three-year plan that outlines strategies to potentiate the success of all students regardless of gender, age, race/ethnicity, disability status, veteran status, and low socioeconomic status. The College's efforts to mitigate disproportionate impact focus on five success indicators--access, course complete, basic skills completion, degree and certificate completion, and transfer. The plan was updated in 2015 to include additional student populations not previously addressed, including students of mixed ethnicity, and foster youth students [-].

After the first year of implementation, the Student Equity Work Group was approved by SPAC to become a task force. Detailed in the college's Planning and Decision-Making Manual, the task force reports on student equity related research, activities and general updates are provided at IEC, which maintains Student Equity as a standing agenda item [-]. To facilitate district-wide and campus-wide dialogue, Student Equity Task Force co-chairs provided a general overview of student equity efforts at the Spring 2014 Student Success Summit and conducted a number of informational sessions during Spring 2015 and Fall 2015 Professional Development Week [-] [-].

Academic Quality

Through the curriculum policies, procedures, and approval process, the college engages in dialogue on Academic Quality. See II.A for more details for the process. [-] Assessment of learning outcomes is part of the program review process, which is a collaborative effort within departments. This information is presented to the department chair/manager and eventually to the appropriate vice president, who then must synthesize information for his/her own administrative unit review. [-] The assessment of learning outcomes part of a larger process of improving student learning and achievement—program review.

The Program Review process also provides avenues for dialogue on academic quality. All academic programs and student services participate in a Comprehensive Program Review on a regular schedule.[-] As part of this review, all programs identify program-level objectives, which are linked with the College strategic goals and objectives. Through continuous assessment and dialogue, programs are informed to develop improvement plans in efforts toward academic quality.

Institutional Effectiveness

As one of the five major strategic planning committees, the Institutional Effectiveness Committee (IEC) oversees the regular review of instructional student learning outcomes (SLOs), student services learning outcomes (SSOs), administrative unit outcomes (AUOs), and program review. Co-chaired by the Academic Senate President and Director of Research, Planning and Accreditation, the committee governs the establishment and progress review of institution set standards. Conversations continuously take place regarding the integration of standards in the program review process.

IEC reviews and revises processes, such as the program review and learning outcomes assessment processes, to promote ongoing assessment and dialogue in an effective manner.

With program review being a part of a larger strategic planning process, this includes the integration of program review with the resource allocation process.

The Office of Research, Planning and Accreditation (ORPA) provides the committee regular updates on campus-wide surveys, such as the biennial campus climate survey and the recent Spring 2016 Community College Survey on Student Engagement. Moreover, to ensure continuous dialogue regarding assessment and evaluation efforts, updates on Student Equity research, TracDat implementation to record assessment outcomes, and Program Review are provided and discussed at each IEC meeting [-].

[-]. [-]

Analysis

The College continuously promotes opportunities for staff, faculty and administrators to engage in dialogue through committee structures and policies and practices. Moreover, engagement of all employees from through the campus in all processes is encouraged. Through these efforts, the College meets standard in demonstrating a sustained collegial dialogue regarding student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The recent expansion of ORPA has resulted in an increase in data and research to inform campus dialogue on these areas.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Student learning outcome (SLO) and student services outcome (SSO) assessments are ongoing throughout the academic year. All courses, credit and non-credit, and student services departments are required to have at least one SLO. TracDat is the college's tool to record and maintain records of learning outcomes for both instructional programs and student services departments. This web-based application ensures all faculty and staff have access to enter and retrieve data as needed.

Evidence of Meeting the Standard

For instructional programs, faculty take the lead with course, program and institutional learning outcomes, from their development to their evaluation. At least one student learning outcome (SLO) for every course, regardless of credit status or mode of delivery, must be assessed each academic year the course is offered. Every course taught at Irvine Valley College must go through the curriculum review process, which is a faculty driven process established and approved by the Board of Trustees. New courses and programs must be approved by the department chair, undergo tech review, and require approval from the curriculum committee as well as academic senate before obtaining Board approval to be offered at IVC.

Per Title 5 requirements, courses are evaluated every five years to assess the appropriateness of the course for the program, the appropriateness of the mode of delivery, and any prerequisites that students taking the course may need in order to be successful in the course. To inform the evaluation process, faculty review SLO results along with other relevant data

such as information collected from the Office of Research, Planning and Accreditation (ORPA) (e.g., student evaluations and online distance education surveys). Faculty revisions follow the same process and rigor of establishing new courses previously described.

As part of the program review process, faculty create a program narrative that includes the sequence of courses for students to complete the program. This evaluation of the program provides faculty with ability to identify possible exit points as well as ensuring the correct courses are offered for students to complete the program within four academic semesters. Additionally, programs are evaluated using course SLOs through the mapping of course SLOs to relevant PSLOs. These mapped course SLOs are evaluated at the program level during the program review process. (See I.B.5 for a detailed explanation of the program review process.) This mapping is accomplished in TracDat, which is an assessment application that documents all of the College's outcomes assessment activities.

Student services also has a well-established process and schedule for assessing student services outcomes (SSOs) each academic year. To develop this process, the College previously had a dedicated SSO Coordinator, who met with each student services department to assist in the development and assessment of SSOs. Currently, the Vice President for Student Services oversees the process and regularly reviews the assessment of SSOs during department manager meetings. Resources dedicated to supporting this process include the solicitation of consultation services [-] and emphasis at the Spring 2016 Student Services Managers retreat, with the latter focusing on how assessment drives decision making, program improvement, and resource requests [-]. Refer to Standard IIC for a detailed explanation of the student services assessment process.

Examples of improvements that have resulted from evaluation include but are not limited to the development of the GAP4+1 program in Accounting and the implementation of accelerated basic skills English classes. The SLO coordinator supports the learning outcomes assessment process through various trainings conducted throughout the year (see I.B.8), regular SLO Task Force meetings, and presentations to Academic Senate. In collaboration with the Office of Research, Planning and Accreditation, the SLO Coordinator monitors each departments' progress on the assessment of outcomes using TracDat's Reports tool. Results are presented to the Institutional Effectiveness Committee and SLO Task Force to prompt non-compliant departments to engage in assessment-related discussions and actions. These results are additionally reported in the ACCJC Annual Report. [-]

Analysis
The College is committed to defining and assessing student learning outcomes at the course and program level as well as for student support and learning support services through a well-established SLO assessment process. With a dedicated SLO Coordinator, assessments are ongoing and meaningful to ultimately inform program reviews. Documentation of all assessment activities in TracDat facilitate the alignment of SLOs with program reviews, but the College continues to work toward ensuring all staff and faculty members understand how to utilize TracDat to ensure all activities are accurately recorded and tracked.

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

Evidence of Meeting the Standard
As required by the ACCJC and U.S. Department of Education, Irvine Valley College establishes institution-set standards annually in its ACCJC Annual Report following a formula proposed by the Office of Research, Planning and Accreditation (ORPA) and approved by the Institutional Effectiveness Committee. Although the college follows the formula of taking one standard deviation below the average, IEC examines the proposed standard for achievability and rigor. For example, because the college focuses heavily on transferring students to four-year universities, the college has agreed in the last two ACCJC Annual Reports to set a standard for transfers that is higher than the figure yielded following the established methodology. [-]

Before setting new institution-set standards for the upcoming year, the college assesses its progress on the current standards. ORPA presents progress data to the Institutional Effectiveness Committee for review. Because the standards are levels below which the College must not fall below, IVC has established appropriate steps in the event standards are not met. If not met, discussion would take place at IEC to identify possible reasons and measures to bring the College above standard. This would be communicated to governance groups involved in setting the standards, including Academic Senate and ultimately SPAC. To date, IVC has not fallen below any of its set standards.

As part of the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators, the college engages in ongoing conversations about additional metrics that reflect different aspects of the college's operations. More specifically, IVC has set standards for successful course completion (Datamart-required), completion rate for unprepared students (Scorecard-optional), and remedial rate (Scorecard-optional). Distinct from the baseline institution-set standards, the IEPI goals are aspirational and serve as targets for the college. Of the nine optional metrics for which colleges are to set targets, IVC elected to focus on completion rate for students placed into Basic Skills courses as this goal reflects an aspect of the college's strategic plan goal of increasing its Scorecard SPAR rate by at least 2.5% by 2020. [-] College initiatives in acceleration, co-requisite remediation, multiple math pathways, and reducing under-placement via strong multiple measures all support the achievement of this goal.

Similar to the process used to establish the college's Institution Set Standards, metrics are discussed and reviewed in the Institutional Effectiveness Committee and approved using a collegial consultation process annually [-]. Any changes to the goals are communicated to the college community through its major committees. To communicate these established goals to the public, these framework of indicators are published on the College's About page [-]

Analysis

IVC continues to excel in student achievement and continues to holds itself accountable through the establishment of institution-set standards. Ranked second in the state for having the highest transfer rates, IVC sets challenging yet achievable standards. The College annually reviews and establishes standards as required in the ACCJC Annual Report but is in the process of developing a more systematic way to review progress on an ongoing process in IEC.

The College is working with District IT to incorporate program-specific standards into the District's Program Review Report available on inForm, which is a tool that allows all District employees to query data using one of the District-created canned reports. By setting program-specific standards, each program will be equipped with the necessary data to work toward the achievement of the institution-set standards. Discussions to develop and incorporate program-specific standards into the Program Review Report have taken place at the District Institutional Research and Technology (DIRT) Committee. [-]

Standard I.B.4

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

Evidence of Meeting the Standard

Irvine Valley College uses assessment data as part of an integrated planning process to support the College's 2014-2020 Strategic Plan, Goal 2, which states "IVC will promote students' success by enhancing the teaching and learning environment." To facilitate college-wide dialogue and to incorporate assessment data into college planning to support student learning and student achievement, all instructional programs undergo a comprehensive program review every six years and student services programs undergo a comprehensive Program Review every three years. Career Technical Education (CTE) programs have an additional two-year cycle in which they must examine the labor market information relevant to their program using resources from their local advisory boards, the California Economic Development Division, Centers of Excellence, sector navigators, CTE Outcomes Survey reports, and reports from EMSI's Data Analyst product. Programs additionally conduct annual reviews as part of an ongoing process to ensure program and course offerings meet students' needs and to align any resource requests with their program objectives and strategies.[-] [-] [-] [-] [-] [-] [-]

Assessment data is incorporated into college planning to improve student learning and achievement with respect to student services. In 2016, the Office of Research, Planning and Accreditation (ORPA) met with all student services managers to provide guidance on the development of program objectives, to share best practices to assess program objectives to yield meaningful data to foster data-driven conversations and actions, and to discuss how institutional research can support their needs. The Student Services' process for use of data to improve student learning and achievement is covered more fully in the response to Standard IIC. [EVIDENCE: Student services managers retreat]

To support evidence-based college planning overall, the Office of Research, Planning and Accreditation (ORPA) is at the service of the entire college. IVC has expanded ORPA from two staff members in 2013 to five and a half staff members as of 2016. To request services and assistance from ORPA, employees can submit a research request and check the status of a request through ORPA's website [EVIDENCE: WEB-Office_of_Research_Planning_and_Accreditation_Research_Request_Form_and_Status]. With the mission to foster continuous quality improvement of student learning, the Research Office strives to provide innovative, timely, relevant, and accurate information to inform college decision-making [Evidence: WEB-Office_of_Research_Planning_and_Accreditation_Website].

Analysis
The College demonstrates ongoing efforts to assess and utilize data in the institution's processes to support and enhance student learning and achievement. With an increase in staff members in the research office, the institution is better positioned to engage in more data-informed dialogue and decisions.

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

Evidence of Meeting the Standard
The College assesses its mission through a comprehensive program review and evaluation process. As required by Administrative Regulation (AR) 6100(b), all instructional programs, both credit and noncredit, must undergo program review to ensure progress toward and achievement of established objectives. During this review process, objectives are revised to accurately reflect the focused efforts of departments. The Program Review calendar and template are posted on the Program Review intranet page. [Evidence: WEB-Program_Review_Intranet_Page] During non-comprehensive years, faculty and staff provide updates to unit objectives and strategies to inform resource requests. This direct link between the program review process and resource allocation process ensures the College continuously works toward supporting student learning.

During comprehensive years, departments are required to engage with and use relevant data to analyze programs' strengths and weaknesses. Relevant data includes evaluation of student learning outcome assessment results, distance education survey results, student climate survey findings, and the Program Review Report. Created by the District Information Technology Department, the Program Review Report includes data on course offerings, enrollment data, student outcomes, and student demographics. The report is available for download via the South Orange County Community College District (SOCCCD) inForm Program Review Report. [EVIDENCE: REP-inForm_Program_Review_Report_Sample_Business_Managment]. Instructions on how to access this report are detailed in the college's Program Review template. Moreover, the

Office of Research, Planning and Accreditation (ORPA) regularly conducts trainings during Professional Development Week to inform faculty, staff and administrators on how to access data readily available to them through the District's inFORM data portal and through CCCO sites (e.g., Data Mart) to collect, review, and incorporate into their Program Reviews [Evidence: PPT_Spring_2014_Professional_Development_Week_Get_inFORMed_Session-2014-01-17, PPT_Spring_2014_Professional_Development_Week_Get_inFORMedII_Session-2014-08-14]. Program data by mode of delivery are not incorporated in the inForm Program Review Report but is available in the SOCCCD Institutional Effectiveness Report, Section 2 "Instructional Offerings," which is also available on inForm [EVIDENCE: IEAR SECTION 2 Report Sample]. In the future, the college also plans to provide access to data disaggregated by course and by department.

[EVIDENCE: DOC_Academic_Program_Review_Process_Template; DOC_Academic_Program_Review_Process_Template]
An example of how disaggregated data has been utilized in the program review process comes from the English department, which conducts an annual survey with the assistance of the research office to assess its students' educational goals. This data along with data generated to develop the 2014 Student Equity Plan, revealed a large percentage of students without the educational goal to obtain an associate degree or certificate or to transfer. Instead, many (exact %?) students enrolled in English classes to improve their conversational skills. With these findings, a non-credit ESL program was created, with the support of the Student Equity Plan (SEP), Student Success and Support Program (SSSP), Basic Skills Initiative (BSI), and Adult Education Block Grant (AEBG). By offering a non-credit program, credit ESL courses will be more homogenous and populated with students with the intention of progressing into mainstream English, thereby promoting the overall success rates of these courses.

For CTE Program Reviews, ORPA prepares labor market data for programs to demonstrate program demand given the current and future markets in Orange County. Using services through Economic Modeling Specialists Incorporated (EMSI), the research office provides data for program offerings, industry outlook, and potential employers in the region. Additionally, CTE programs must have an advisory committee to assist with the evaluation of the program. The advisory committee is comprised of IVC faculty as well as vested members of the community (Evidence: *DOC_Academic_Program_Review_Process_Template_for_CTE_Programs*). [EVIDENCE: DOC_Academic_Program_Review_Sample_Accounting_Labor_Market_Data-2015]

To further support the Program Review process, all departments can submit research requests to ORPA for additional program-specific data. [Evidence: WEB-Office_of_Research_Planning_and_Accreditation_Research_Request_Form_Link]. Both qualitative and quantitative research is available to departments, from classroom surveys to focus groups.

Assessment data are recorded in the College's assessment software TracDat. To support the program review process, TracDat facilitates the mapping of course student learning outcomes

(SLOs) to program student learning outcomes (PSLOs) up to institutional student learning outcomes (ISLOs). Because SLOs are tied to a department's program objective, assessment of the effectiveness of courses and student services efforts are incorporated in the Program Review process. (The process for Student Services is covered in the response to Standard IIC.)

To better integrate the tool into the College's planning processes, Irvine Valley College decided to host TracDat on its local server in 2015. As the first institution in the country to do so, the College is able to customize the tool based on local needs and to more quickly access data saved through the application. This ensures the completion of assessments for all course, program, and institutional learning outcomes. Trainings to facilitate the migration and implementation of TracDat Version 5 (V5) took place in Spring and Fall 2016 as a collaborative effort between ORPA, the IT Department, and the SLO Coordinator. (TRG-TracDat5_Spring2015) (EVIDENCE: MTG-Technology_Advisory_Task_Force_TracDat5_Trainings-3-14-2016, MTG-Technology_Advisory_Task_Force_TracDat5_Trainings-4-11-2016). These information sessions and hands-on trainings were critical and is ongoing to ensure familiarity with and use of the application to record all assessment outcomes. Trainings have also focused on how to develop meaningful learning outcomes and strategies that will yield actionable results. Per the request of the Vice Presidents for Instruction and Student Services, ORPA has also held open labs for deans, managers, and faculty and staff members to update their learning outcomes and program reviews while concurrently familiarizing themselves with TracDat v5 [evidence:
EML-TracDat_Training_for_Student_Services_Managers-2016-04-12,
EML-TracDat_Open_Lab_for_Student_Services_Managers-2016-08-30,
EML-TracDat_Open_Lab_for_Instructional_Deans-2016-04-13,
EML-TracDat_Open_Lab_for_Instructional_Deans-2016-05-11)

Analysis
The College's means of accomplishing its mission is through a comprehensive program review process, through which student learning outcomes are assessed. From course to program to students services, assessment takes place on an ongoing basis to inform planning processes. The integration of qualitative and quantitative data ensures a well-rounded review process that ultimately provides critical information to improve the student experience. These practices, which are maintained through continuous dialogue, allow the College to work toward serving the needs of a diverse and dynamic community.

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

Evidence of Meeting the Standard

Through various plans, initiatives, and practices, Irvine Valley College is committed to continuously identifying performance gaps through the disaggregation of data. With these findings, IVC develops and implements strategies to mitigate these gaps in order to better serve the needs of all students.

IVC is in the process of developing an automated process to allow departments to more expeditiously disaggregate learning outcomes results. Previously used to only collect aggregate data, TracDat is now being used to assess course SLOs at the student level. Since 2012, the English department has worked with the Office of Research, Planning and Accreditation (ORPA) to assess SLOs for all English courses. As depicted in the "Irvine Valley College Process to Disaggregating SLOs" [EVIDENCE: Handout], the process is driven by the English department chair. ORPA supports the process by providing technical and research needs. To help the English department identify and address the needs of disproportionately impacted students, ORPA pulls grades, placement data, and demographic characteristics in analyses. Results were shared with the English department to help inform strategies to mitigate performance gaps among disproportionately impacted students. This process was presented at the 2016 Third Annual SLO Symposium and 2016 Strengthening Student Success Conference. (evidence: MTG_2015_SLO_Symposium_Agenda-2016-01-29, PPT_2015_SLO_Symposium_Disaggregating_Course_Level_SLOs_by_Demographic_Char acteristics-2016-01-29, SSSC SLO Disaggregation PPT; SLO DD Infographic) To implement across other departments and eventually all instructional departments, ORPA is currently working with the Information Technology department to automate the assessment process.

With a designated research and planning analyst for student equity related research, the research office is planning to develop a Student Equity dashboard in Tableau that allows the college community to easily identify impacted students to support their learning and achievement. These results will be shared with appropriate department faculty, staff, and administrators to facilitate dialogue on how to mitigate performance gaps. A dashboard on disaggregated data will additionally aid the evaluation of efforts implemented to determine their effectiveness in mitigating disproportionate impact. [EVIDENCE: Lisa Wang's PPT to SLO Symposium] [EVIDENCE: Craig's ASCCC Summit presentation & Lisa/Craig's SSS presentation]

The practice of examining and acting on student equity data is integrated into existing institutional processes, including Program Review, master planning, and student equity planning. Moreover, IVC's 2014 Student Equity Plan is a three-year plan that identifies and analyzes significant trends among subpopulations of students. As part of the SEP, each of the student equity metrics is disaggregated, when data are available, by age, gender, ethnicity, disability status, economically disadvantaged status, foster youth status, and veteran status. The college has examined the last five years of cohort Scorecard data for completion, transfer, degree completion, certificate completion, Basic Skills completion, and ESL completion, by each of these groups. Moreover, as part of its Strategic Plan, the College also addresses significant distinctions between populations of students who prepared versus unprepared for completion. Analyses for the 2015-16 SEP revealed that Latino and African-

American students, older (age 25+) students, Veterans, and foster youth experienced the most disproportionate impacts.

As a methodology to measure disproportionate impact, the college uses percentage point gap (PPG). This approach compares the percentage of each disaggregated subgroup to the percent of all students who succeed in the same outcome. PPG allows for the calculation and communication of the number of students lost, thereby increasing users' understanding of the level of inequity. Based on the findings, the Student Equity Task Force funded 41 projects during the 2015-2016 academic year. Each of these projects has an evaluation plan, and project staff are working with the ORPA to collect and analyze data to assess project effectiveness. Projects that demonstrate success in improving student achievement within the targeted group will be considered for continued funding and institutionalization.

IVC also recognizes that students may be members of multiple disadvantaged subpopulations. Thus, IVC used multiple regression analyses to examine characteristics that predict a lower likelihood of successful completion. Preliminary findings reveal that students of Latino ethnicity, students who were members of the DSPS program, and older students were all at higher risk of failing to successfully complete college, after taking into account other student characteristics [EVIDENCE: SEP Multiple Regression Analyses].

Analysis
IVC meets this standard based on its extensive work to develop a process in TracDat to assess and disaggregate SLOs by demographic characteristics. Although still in the beginning phase, this assessment process is integrated into the program review process, thusly enabling departments to participate in the resource request process with an equity framework.

The College offers an array of student support services to address the unique needs and concerns of students who are economically or educationally disadvantaged, are traditionally underrepresented in postsecondary education, and/or who are not achieving academically at the same rates as their peers. A variety of strategies and programs have been instituted in order to address the gaps between subpopulations that have been found, including Acceleration, Multiple Measures Assessment & Placement, Statistics Pathways, and Basic Skills Transformation, as well as activities funded through our Student Equity Plan. In addition, the College has also actively and successfully pursued and received major grant funding to implement larger institutional initiatives to address student equity, including an AANAPISI grant and the Basic Skills Transformation grant.

IVC has already experienced powerful successes in improving student outcomes in our English sequence. When IVC began piloting its first accelerated English classes in Fall 2012, the traditional sequence began three-levels-below and about 30% of students who started there successfully completed the transfer-level writing course (WR 1) within three years. The answer to this rather disappointing throughput rate was WR 399: Accelerated Intro to College Writing. WR 399 has improved outcomes for all student groups who test at the pre-college level, especially students of color and students from low-income backgrounds. When disaggregating the impact of acceleration by ethnic group, we saw the completion rate of WR 1 jump from 23% to 60% for Black students placed into the remedial sequence, in

comparison with an increase from 48% to 69% for White students. In Fall 2016, this program will be full-scale at IVC, which means that all students who test into the basic skills sequence in English will be required to take no more than one semester of basic skills courses [EVIDENCE: Basic Skills Transformation Grant Application].

The Student Equity Plan represents one area where an equity agency is integrated with efforts to improve student learning and achievement. Through the Office of Research, Planning and Accreditation, the College is working to identifying strategies to increase the incorporation of equity in outcomes assessments, planning, and resource allocation.

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

Evidence of Meeting the Standard
Irvine Valley College relies on the collaborative effort of all of stakeholders to regularly develop, implement, evaluate, and revise policies and practices that directly impact academic quality and support the mission of the college. The essential institutional bodies that specifically focus on this task are the Academic Senate and its committees (Student Affairs, Curriculum, Professional Development), as well as the Online Education Task Force (OETF); Technology Advisory Task Force (TATF); Academic Planning and Technology Committee (APTC); Institutional Effectiveness Committee (IEC) with respect to Program Review; Budget Development and Resource Planning Committee (BDRPC); Student Success, Access, Matriculation, Marketing and Outcome (SSAMMO); and Strategic Planning and Accreditation Council (SPAC).

As detailed in Standard I.B.5, the college's planning processes are highly effective in fostering improvement.

Through annual committee self-evaluation surveys and college strategic planning retreat, the College regularly assesses the effectiveness of its cycle of evaluation, integrated planning, resource allocation, and re-evaluation. Committee self-evaluation surveys assess the functions and perceived effectiveness of the committee itself, which includes the assessment of each committee's purpose as it relates to the college mission and how the committee functions within the larger college-wide resource allocation process. To further evaluate the resource request and allocation process, the entire college is additionally asked to evaluate the College's resource allocation process to gather input for faculty and staff members who are not members of a committee and not part of the resource request rating process.

The College's policies are established by South Orange County Community College District (SOCCCD) Board Policy and Administrative Regulation Committee (BPARC). In addition, at the district level, there are a number of committees that are also involved in setting policies and practices that promote institutional effectiveness, including District Resources Allocation

Committee (DRAC), Basic Aid Allocation Recommendation Committee (BAARC), District-wide Technology Committee (DTC), Capital Improvement Committee (CIC), and District-wide Planning Council (DWPC). Greater explanation of these strategic planning committees is provided in Standard III.

Analysis

Through governance and committee structures, the College is able to communicate necessarily to review and improve policies and practices. These conversations includes faculty, staff and administrators to ensure a transparent process where employees from throughout the College are able to provide input given their different roles on campus. Based on findings from committee evaluation surveys, the College strives to continuously improve processes to support student achievement. Moreover, IVC continues to strive to increase communication about policies and practices to ensure the entire campus is informed and engaged in dialogue.

Standard I.B.8

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

Evidence of Meeting the Standard

Numerous avenues exist at IVC for participation in and communication about college planning and evaluation either directly by members of the campus community or through their representatives.

Governance Structure

The College's governance structure is one way in which assessment and evaluation results are communicated broadly throughout the campus. By actively encouraging representation from all constituent groups, this process effectively allows the College to identify its strengths and opportunities for improvement.

The primary location for dialogue on assessment is the SLO Task Force where departments can share assessment results. For example, the Office of Research, Planning and Accreditation (ORPA) presented to the task force in Spring 2016 on findings from the disaggregation of English SLOs and how a campus-wide process would enable a wide-scale effort to address disproportionate impact at the department and course levels [Evidence: SLOTF minutes]. Information presented at the task force are posted on the SLO Task Force intranet page [Evidence: WEB-SLO_Task_Force_Intranet_Page] and also taken back to department meetings, where faculty members have in-depth conversations about department assessment results and future activities. These results and activities are recorded and communicated broadly to the college in its comprehensive six-year program review report. The SLO Coordinator additionally visits school and department meetings to discuss SLOs, SLO assessment, and SLO mapping. Resources presented to academic departments are posted on the SLO Task Force intranet webpage. [Evidence: WEB-SLO_Task_Force_Intranet_Page2]

Professional Development

The college continuously offers opportunities for all employees to further develop their skills related to student learning. To commence each major term, the College provides a comprehensive agenda during its Professional Development Week. These week-long activities begin with the President's address, which highlights major accomplishments, strengths, and upcoming activities to support student learning. Workshops throughout the week provide all employees opportunities to learn about and engage in dialogue on evaluation activities and updates on major statewide initiatives. For example, the SLO Coordinator conducts workshops on best practices to assessment learning outcomes and to provide guidance on how to create and assess SLOs. These sessions are offered in addition to mandatory school/department meetings, during which department deans, faculty members, and staff members set priorities and discuss activities for the upcoming term. Such promotion of productive dialogue campus-wide has resulted, and continues to result, in numerous impacts on student learning.
 [EVIDENCE: DOC-Faculty_Professional_Development_Week_Schedule-Fall-2014, pg. 5-6, DOC-Faculty_Professional_Development_Week_Schedule-Spring-2015 pg. 5 (SLOs, PSLOs), DOC-Faculty_Professional_Development_Week_Schedule-Fall-2015 pg. 6 (SLOs and TracDat training), DOC-Faculty_Professional_Development_Week_Schedule-Fall-2016 pg. 5 (SLOs and TracDat)

Student Equity
With the hiring of a Director of Student Life and Equity Programs, the college began a more individualized process of reviewing equity projects and equity funding. The Director of Student Life and Equity Programs met with all equity fund recipients to review of the Student Equity Plan and each specific equity project, including goals, objectives, benchmarks, identified groups, achievement gap data, and funding limitations. The meetings were designed to provide feedback and guidance in developing a successful resource requests for further student equity funds (evidence: EML-Student_Equity_Plan_Informational_Sessions_2016).

Additionally, the Student Equity Task Force co-chairs presented at the Fall 2015 Professional Development week on how to best evaluate equity funded activities to measure effectiveness and identify opportunities for improvement to better serve students' needs (**evidence:** PPT_Improving_Student_Equity_Activities_Through_Evaluation_Fall_2015_Flex_Week). These opportunities to dialogue about assessment and evaluation activities equip the entire campus with necessary tools to effectively conduct learning outcomes assessments.

Research Office
To communicate results of assessment and evaluation activities to the institution, the Office of Research, Planning and Accreditation (ORPA) regularly communicates with groups across the College, including planning committees, task forces, work groups, and departments. In addition to all five major strategic planning committees, other groups include the Student Equity Task Force, Student Success and Support Program Task Force, Online Education Task Force, Technology Advisory Task Force, and Basic Skills Work Group. By actively participating in these campus groups, evaluation results are communicated to the college

while also better understanding areas that need to be evaluated. This partnership with the research office allows the college to understand its strengths and weaknesses and establish priorities accordingly.

Analysis

Through the governance structure, professional development, and strategic planning committees, the College continuously communicates assessment activities and results. All faculty, staff, and administrators are encouraged to participate in professional development activities. This fosters a culture where dialogue among and between constituent groups is informed by outcomes and data.

The expansion of ORPA provides increased support to these campus-wide efforts. Nonetheless, ORPA is increasing communication of assessment and evaluation activities and has established this as one of its priorities. One strategy includes a regularly disseminated newsletter to the entire campus, which allows all IVC employees can become informed about a variety of topics, such as the campus climate for both students and employees, student engagement, findings from local and large-scale research, and the latest statewide updates. [Evidence: SETF agenda, SSSP agenda, OETF agenda, TATF agenda, BSWG agenda] [EVIDENCE: Department meetings and their corresponding agendas and minutes (and handouts from these meetings); the Planning and Decision-Making Manual; the Strategic Planning Committees and SPAC; the Academic Senate; Program Reviews; Committee calendars, agendas, minutes, and materials (posted on insideIVC for access by members of the college community); and open forums with campus leadership; Outward-facing SLO webpage]

Standard I.B.9

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

Evidence of Meeting the Standard

Irvine Valley College has an evidence-based, collaborative planning process that integrates program review with the resource allocation process. Through annual program reviews, the College continuously engages in systematic evaluation that informs a comprehensive program review.

As stated in Administrative Regulation 6100(b), the College has the responsibility to conduct program reviews of all instructional credit and non-credit programs. Moreover, IVC requires all student services and administrative departments to regularly conduct program reviews. [EVIDENCE: Program Review Schedule] Results from these reviews inform the College of successful practices as well as areas requiring improvement, which are used to improve the quality of programs, services, and overall institutional effectiveness. Annual reviews

highlight both short- and long-range needs, while comprehensive six-year reviews address more long-range needs. With TracDat V5, programs can more easily align program objectives with the College's strategic goals and objectives to ensure accomplishment of its mission.

At an institutional level, the Office of Research, Planning and Accreditation (ORPA) conducts biennial student and employee climate surveys gather evidence about the effectiveness of programs and services. [EVIDENCE: 2011, 2013, 2015 Survey Results] Results from these surveys are discussed at the annual strategic planning retreat, where college administrators discuss how to improve areas of dissatisfaction to improve both employees' and students' experiences at IVC. Annual committee self-evaluation survey results are also presented at the strategic planning retreat to discuss how to best facilitate effective committee meetings by engaging committee members. [EVIDENCE: SPAC retreat minutes] To address the needs of online students, the annual distance education survey collects students' feedback on the various student services online, such as admissions and records, registration via MySite, and the bursar's office. [EVIDENCE: ?]

With the various initiatives and grants awarded to the College, IVC is working on an Integrated Planning Matrix to guide efforts to integrate SEP, SSSP, and BSI/BST with other college initiatives. Coordinators for the college's various initiatives, grants, and categorical programs continue to work together to identify opportunities for collaboration in similar outcome areas. This effort is aimed at reducing duplicated efforts, thus increasing efficiency across the college and benefiting students more efficiently. This document is being reviewed by IEC and, as a living document, continues to be revised to reflect current activities of these grant and initiative. [EVIDENCE: IEC Agenda on BSI/BST/SEP/SSSP/AANAPISI integration] [EVIDENCE: integrated planning matrix]

Program reviews drive the College's resource request and allocation process. All resource requests must be substantiated by and directly linked to program reviews. Without this direct link, requestors must provide evidence to support the requests for human, physical, technology, and financial resources. [EVIDENCE: DOC_Academic_Program_Review_Process_Template_Resource_Request_Page] With TracDat V5 now hosted locally, IVC is beginning dialogue to customize the application to integrate the program review with the resource request process to more clearly document progress toward achieving the College's strategic goals.
As the College works on developing this process, evaluation results from the annual resource request process provide insight and guidance on how to create a more streamlined, transparent process. Consequently, over the past two years, the process has been refined through efforts by the Vice President for Administrative Services and Information Technology Department, with input from the strategic planning committees. [EVIDENCE: Results from Annual resource request process, committee meeting minutes]

The following list outlines the College's major planning activities, retreats, summits, etc. for the past three to four years:
- 2016 IVC Strategic Planning Retreat
- 2016 District-wide Planning Council Retreat

- 2016 High School Principals and Counselors Summit
- 2016 Student Equity Summit
- 2016 UCI/IUSD/IVC event at Newkirk Center
- 2016 Assessment meetings between IVC & Saddleback faculty & staff (ask Loris to list dates & provide documentation)
- 2015 High School Principals Summit
- 2015 High School Counselors Summit
- 2015 SPOWG meetings on Mission and Strategic Plan Action Items
- 2015 IVC Strategic Planning Retreat
- 2015 DWPC Strategic Planning Retreat
- 2015 Multiple Measures Summit (Cypress)
- 2015 Assessment meetings between IVC & Saddleback faculty & staff (ask Loris to list dates & provide documentation)
- 2014 IVC Strategic Planning Retreat
- 2014 IVC Strategic Objective Gallery Workshop
- 2014 High School Principals Summit
- 2014 High School Counselors Summit
- 2014 Multiple Measures Summit
- 2014 ATEP Summit
- 2013-2014 External Scan

Analysis

Irvine Valley College has made significant efforts to develop an integrated program review, planning, and resource allocation process. The College, however, still recognizes that improvements can be made to further integrate and streamline processes. IVC is currently developing a plan to ensure that program reviews drive the resource allocation process using TracDat. There is a high level of interest and activity on better integrating and coordinating planning and funding efforts in support of student learning and achievement. For example, at the 2015 SPAC strategic planning retreat, an analysis of resource requests was shared in which it became clear that resource requests that were linked to increasing completion rates (Strategic Objective 2.1) were consistently among the top-funded resource requests at the college [Evidence: MTG-Strategic_Planning_and_Accreditation_Council_Retreat_Minutes-2015-07-28, 2015 analysis of the connection among resource ratings]. The Office of Research, Planning and Accreditation will continue to collect feedback on the resource request and allocation process in an annual survey to inform the integration process plan.

Standard IC: Institutional Integrity

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

The institution assures the clarity, accuracy and integrity of information provided to students in its annual review of the catalog by the Office of Instruction, division deans, department chairs, research office, and others, prior to publishing [-] [-] [-] [-] Catalog content is updated annually with addenda added online as needed. The College Catalog is available on our website, in the college bookstore, and in the library.

Institutional Learning Outcomes are published in the College Catalog [I.C.1_ILOs_2015-16_catalog_p7_IVC.pdf]. Institutional Effectiveness Partnership Initiatives (IEPI) indicators are also posted on our website [I.C.1_2016_IEPI_Goals.png]. IVC's mission statement is posted the College website and in the College Catalog [I.A.1_2016-2017_IVC-Catalog_Selected-pages.pdf; I.A.1_IVC_Website_Vision,Mission,Goals_9-26-2016.pdf – update when revised mission statement is adopted by the BOT on 10/24]. As part of the course outline of record, learning outcomes for courses appear in the detail for each course within the online class schedule [I.C.1_SLOs_on_website-class_schedule01.png; I.C.1_SLOs_on_website-class_schedule02.png]. Information about educational programs is available in our printed and online college catalog, department websites, and college marketing materials. Information on student support services is available on each department's website.

The schedule of classes is checked after each upload by department chairs and division administrative clerical support. The catalog is checked for accuracy by the OOI, division deans, department chairs and other offices as relevant (e.g., research). Schedules are electronic and undergo the same review process as print materials. Policies and procedures are reviewed periodically by appropriate college areas are committees.

Standard I.C.2
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote).

ER 20-Integrity in Communication with the Public
The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:
  General Information
- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*

- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*
- *Requirements*
- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*
- *Major Policies Affecting Students*
- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be Found.

Descriptive summary
The college's final version of the online catalog is a PDF version of the printed catalog.

Evidence of Meeting the Standard
Irvine Valley College provides a catalog in both print and online for students and prospective students with precise, accurate and current information on all facts, requirements, policies and procedures. The catalog is updated annually in print with an identical digital version available on the college website. The digital version of the catalog is available in a PDF format for students and prospective students who do not have access to a printed copy or who wish have a digital copy instead. This is important to prospective international students abroad who are looking for a college or institution to attend in the United States as well as our non-traditional students who may opt to take college courses through our on Distance Education programs.

On the first page of the printed catalog, it states "For catalog updates and addenda, please refer to www.ivc.edu/catalog." This is to address any issues, curriculum changes or content updates that may have occurred after the final approved catalog have been printed. The college website catalog section clearly indicates theses with the title "College Addendum: xxxx" where "xxxx" (ivc.edu/catalog) is the date that the addendum was approved and published. This is the only section of the online catalog that is not available in print format.

The printed catalog provides precise, accurate and current information on all facts, requirements, policies and procedures listed in the "Catalog Requirements." The information of the current college catalog is broken up in the following sections and sub-sections:

Introduction— (Catalog Introduction PDF)
- Academic Calendar
- President's Message
- South Orange County Community College District's Vision, Missions, Core Values and District-wide goals
- Irvine Valley College 's background, governance and funding, vision, missions, strategic goals and objectives and statement on Freedom of Expression, Civility and Mutual Respect
- Institutional Student Educational Goals and General Education/Learn Outcomes
- College Administration
- Academics Schools/Instructional Offices

Admissions and Registration—(Catalog Admissions PDF)
- Admission
- Application
- Resident Classification
- International Students
- Student Success and Support
- Assessment and Placement
- Registration
- Prerequisites
- Adding Classes
- Tuitions and Fees
- Refunds

Degrees, Certificates and Transfer Planning— (Catalog Degrees, Certs and Transfer PDF)
- Degree and Certificates (List)
- Earning a Certificate
- Earning and Associated Degree
- Graduation Requirements
- General Education
- IVC Associate Degree
- CSU Certification
- IGETC Certification
- University of California (UC) Course List
- Cross Enrollment
- Transfer Planning
- California State University
- University of California

Student Resources— (Catalog Students PDF)
- Financial Aid
- Counseling Services

- Veterans Services
- Supportive Services
- Online Services and Distance Education
- Bookstore
- Centers for Students
- Library
- Associated Students
- Honors Program/Honor Societies
- Intercollegiate Athletics
- Additional Programs/Resources

Policies and Standards— (Catalog Policies/Standards PDF)

- Academic Policies and Standards
- Academic Freedom
- Catalog Rights
- Courseload Limits
- Basic Skills Coursework Limit
- Academic Honesty and Dishonesty
- Final Examinations
- Grades
- Pass/No Pass Option
- Graduation Honors
- Dean's List
- Credit by Examination
- AP, CLEP and IB Credit
- Credit from Other Institutions
- Academic Renewal
- Probation and Dismissal
- Grade Grievance
- Student Rights
- Student Code of Conduct

Programs and Majors—(Catalog Program/Majors PDF)

- Degrees with an Area of Emphasis
- Degree and Certificate List by Department
- Individual Listing of Degree or Certificate with following:
- School Name, Dean, Academic Chair and Faculty
- Courses Description
- Major Description
- Program Student Learning Outcomes Description
- Potential Careers Listing
- Available Degree and/or Certificates with a listing of required courses and recommendations

Courses—(Catalog Courses PDF)

- Course Information includes course numbers, C-ID numbers explanation, UC Transfer Statements, coursework standards and expectation as well as repeatable course models.
- Courses: Detailed information on each course including Course ID, Course Title, Unites, weekly class hours, lecture, laboratory and/or learning center, UC/CSU transferability information, recommended preparation and course description.

Who's Who— (Catalog Who's Who PDF)

- Administrators and Managers
- Full-time Faculty
- Professors and Administrators Emeritus
- Part-time Faculty
- Classified Staff

Index—(Catalog Index PDF)

Campus Map/Location—(Catalog Map PDF)

A description of the Distance Education goals and requirements are listed in college catalog as follows (Catalog pg. 55 PDF):

> "Distance education is the process of learning, researching, and interacting outside of a campus environment. Distance education at Irvine Valley College is conducted on the Internet. Each class has a specific IVC instructor who serves as a personal contact to answer student questions, provide review opportunities, and administer examinations throughout the semester.
>
> Students must meet the specific requirements of the course and participate responsibly. Any student enrolling in an online class is required to go to this website link for orientation information: academics.ivc.edu/DE."

The accuracy of the catalog content is ensured by the collaboration of several key areas of the College which include but not limited to the Office of Instruction, Office of Student Service, Curriculum Committee, Technical Review Committee, Academic Senate, and the Office of Marketing and Creative Services (Minutes or Agendas Curriculum Committee, Technical Review Committee). The courses are approved by the Curriculum Committee which are then forwarded to the Academic Senate, then to the SOCCCD Board of Trustees and finally, to the State Chancellor's Office. The Publications Editor from the Office of Marketing and Creative Services provides a production calendar of the college catalog to ensure that the college catalog is available to students on the first day of the Fall Semester and works very closely with the Office of Instruction's Curriculum Specialist to ensure that only approved course are in the catalog. Courses that are not in College Catalog are not approved [-]. Departments responsible for content in the catalog must submit updated material to the Publication Editor by no later than the listed submission deadlines. The completed first draft of the college catalog is parceled out into various sections and sent to the various deans, administrator and/or approved content expert to be either approved or sent back for another round of revisions. These sections must be approved and signed off by the allotted deadline time frame set by the Publication Editor in order to meet the production deadlines. The Marketing and Creative Services also supplies any additional collateral that is required by the

college catalog such as photos and info graphics. Similarly, the digital PDF version of the catalog is posted to the college website for public consumption by the Office of Marketing and Creative Services. Any future edits, updates or changes made to the college catalog are posted as an addendum which is clearly labeled on the college website. (Website snap shot) The majority of the information in catalog is collected through CurricUNET (http://governet.net/solutions/curricunet/), the College's curriculum management system. The collaborative efforts between the College's Office of Instruction Curriculum Specialist and the faculty use this system to help manage and develop programs and courses at the college. Once the information in CurricUNET is approved and made active, it is imported into the Instructional Management System (IMS). IMS is the District's curriculum and scheduling software. Courses and programs are also submitted to the State using their curriculum and program maintenance software. Since the core of the College's catalog are courses, the Curriculum Specialist provides a download of the approved course section of the catalog to Marketing and Creative Services who, in turn, provides a draft to the Curriculum Specialist for proofing.

Analysis

The College provides a catalog in both print and online for students and prospective students with precise, accurate and current information on all facts, requirements, policies and procedures listed in the "Catalog Requirements." The College's Distance Education program provide students with an overview of the program and the necessary requirements. It also direct students to the supplemental Distance Education website link for more up to date information.

Overall, the lengthy process of content submissions and page approvals of the college catalog ensures that the students have an update and relevant source of information available to them. However, the curriculum timeline can be problematic at times which may cause a delay in the approval process as content gets changed and updated.

Plan

Based on the evidence of the meeting the standard and the analysis, Irvine Valley College is meeting the standard and will continue to monitor its progress and improvements. New workflows must be looked into to ensure a timelier catalog approval process [See Arleen to explain further].

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

The College publishes a link to its Scorecard results on the College website's hope page [].Student Success Scorecard data is also presented to the Board of Trustees annually [minutes from July]. The College Catalog also includes information on the Scorecard completion metrics and the Student Right to Know completion data [I.C.3_SRTK_2015-16_catalog_IVC_p87.pdf]. Accreditation status is available only one click from the College's home page via the "About" drop-down menu []. Learning and evaluation results are relayed

to college constituents via strategic planning committees [SPAC Retreat; DWPC retreat; IEC minutes re: ISS]. Student performance data is also a critical component of Program Review. There are many facets and thus approaches for evaluating student learning and student success at IVC. Among these, we evaluate and document in TracDat student learning outcomes (SLO's) at the course level, and these are mapped to program and institutional LO's. For library and counseling services, SLO's are evaluated and documented in TracDat as well, using appropriate assessments rather than course skill or information mastery.

Assessment of student learning and evaluation of student achievement is documented regularly for assessment of longitudinal trends. IVC is ranked among the highest achieving community colleges in California in terms of its rate of transfer; this rate as well as other measures of academic quality and successful student learning and completion of individual educational and training goals are communicated to the appropriate constituencies, including current and prospective students and the public on the website, through social media, and other marketing and outreach forms. Within the college, these and other more delicately parsed data are made available to strategic planning committees [evidence needed – e.g. IEC agendas & minutes; APTC, SPAC, SPAC retreat...], committees working on specific projects such as student equity and other aspects of student success in basic skills, enrollment and retention, and is further disseminated to shared governance groups by their representatives on these working committees. This information is also provided in the college's Student Success Scorecard compiled by the State Chancellor's Office and posted on our website, in our annual report, and in promotional materials.

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

Irvine Valley College publishes certificate and degree information in its printed and online catalog, website, and in promotional materials. The section of the catalog identified as Degrees, Certificates and Transfer Planning provides students with comprehensive information on certificate and program offerings and requirements including: A listing of available certificates and degrees; Certificate of Achievement and Certificate of Proficiency requirements; Associate in Arts, Associate in Science and Associate Degree for Transfer requirements; General Education requirements for Irvine Valley College, California State University (CSU) General Education, Intersegmental General Education Transfer Curriculum (IGETC) and University of California (UC) course agreements; cross enrollment at a CSU or UC campus; transfer planning; location map for California Community Colleges; location map and admissions requirements for CSU and UC schools. [2016-17_Catalog_Degrees,_Certificates_and_Transfer_Planning]

Certificate and degree program information in the Programs and Majors section of the printed and online college catalog is standardized by School and discipline [2016-17_Catalog_English] with a description as follows:
• COURSES section – an overview of the content of the program

• MAJOR section – a description of what students should expect to learn and the overall purpose of the major
• PROGRAM LEARNING OUTCOMES section – expected learning outcomes to be achieved upon completion of the program
• POTENTIAL CAREER section – a description of applicable academic fields, careers and vocations for the degree and/or certificate
• COURSE REQUIREMENTS section – a listing of all courses required to complete the program

Certificate and degree information is provided on various pages on Irvine Valley College's website. Each school provides information described above on its own website listed in Academic Schools. [website_ Academic_Programs] The Office of Admissions and Records provides timelines for evaluating certificates and degrees on its Graduation site. [website-Graduation] The Career Center provides employment-related information based on major on its What Can I Do With This Major? Site. [website_What_Can_I_Do_With_This_Major] The college also provides a full listing of programs along with Gainful Employment data including cost, duration and employment statistics on its Gainful Employment site. [website_Gainful_Employment]

Certificate and degree information is also provided in published materials such as the Student Handbook [2016-17_IVC_Student_Handbook_Part_4], in academic program brochures [Accounting_brochure need pdf version] and certificate flyers [Electrician Trainee Certificate flyer] that are provided to students during outreach events or when meeting with counselors and in outreach materials such as How to Become an IVC Student [How_to_Become_an_IVC_Student_flyer]. Students may also view course requirements for degrees and certificates in their MySite portal accounts when using My Academic Plan (MAP). [Student_My_Academic_Plan_MAP_View]

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

The college reviews its institutional policies, procedures and publications to assure alignment with its mission, programs and services based on the established flowchart within the Planning and Decision-Making Manual. [Planning_Decision_Manual_Flowchart]
The college's Strategic Planning and Accreditation Council (SPAC) oversees four major committees: Budget Development and Resource Planning Committee (BDRPC); Academic Planning and Technology Committee (APTC); Student Success and Access, Matriculation, Marketing and Outreach (SSAMMO); and Institutional Effectiveness Committee (IEC). SPAC is charged with establishing college goals that are based upon the college mission and vision statement and also oversees the establishment of college policies that are aligned with the mission and vision. Each committee meets regularly to review policies, procedures and publications. Meetings are usually on alternating weeks for a duration of two hours per meeting. Agendas clearly state each committee's charge in accordance with the Planning and Decision-Making Manual.

Each committee supports the standard by establishing agenda items on the regular review of policies, procedures and publications among its meeting topics. SPAC meeting agendas consist of regular updates from the four major committees and include discussion of various planning items, accreditation, and board policies/administrative regulations. [SPAC_Agenda_09_14_2016] BDRPC meeting agendas consist of review of policies and fiscal requirements to satisfy the college's mission, programs and services. [BDRPC_Agenda_2016-05-18] APTC meeting agendas consist of strategic planning discussions on academic programs and technology, and include policy review, curriculum updates and review and technology updates and review. [APTC_Agenda_09-20-16] SSAMMO meeting agendas consist of policy review, marketing and publications. [SSAMMO_Agenda_09-13-16] IEC meeting agendas consist of policy, curriculum, institutional standards, Program and SLO review. [IEC_Agenda_08-30-16]

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

Descriptive summary
Information about tuition, fees and payment options are available on the Bursars Office website, the Student Handbook and in the printed and online college catalog. Information on financial aid options, including cost of attendance and net price calculator are available on the Financial Aid website.

Information about required text books are available in the online class schedule by clicking on "Book Info." This information is provided by IVC Bookstore (Follet) and details the ISBN, author, copyright year, publisher, rent, or buy options, in stock availability and the Bookstore's retail price. Disclosure statements including estimated cost of fees and books for Career Technical Programs is available on the college's Gainful Employment website .

Requirements for field trips are disclosed in the online course description. Students are informed of specifics in class syllabus covered during the first class meeting.

Evidence of meeting the standard
The college accurately informs current and prospective students the total cost of education, including fees, tuition, textbooks and other potential required fees.

Tuition and fees are available on the Bursars Office website and in the printed and online college catalog. Information on financial aid options, including cost of attendance and net price calculator are available on the Financial Aid website. Disclosure statements including cost of books is available on the college's Gainful Employment website for all certificate of achievement and certificate of proficiency programs.

The IVC website "Student" tab includes a section of links called "Paying for College" [Pay-college-SSweb_100816] that directs students to relevant links including the Bursar's Office

[Bursars-Office_100816] with links explaining costs and payment options, the Financial Aid Office [Financial-Aid-Office_101816], and a separate link for information about scholarships [Scholarship-Opportunities_100816]. In the on-line schedule, textbook information is posted, including links to the Bookstore [sched-class-books_EngLit_100816]. College staff also provide a "How to Pay for College" workshop and the PowerPoint slides for this workshop are available on the College website [I.C.6_How_to_Pay_for_College_workshop.pdf] and the College's Net Price Calculator is available online to help students estimate the cost of their attendance at IVC [I.C.6_Net_Price_Calculator.png].

Analysis
IVC uses multiple modalities to accurately informs and educate both current and prospective students about their total cost of education, including tuition, fees, textbooks, and other relevant costs.

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

The college provides an Academic Freedom Statement in the online and printed catalog [evidence needed] that is aligned with the District Board Policy 6120 – Academic Freedom. The college also provides a Statement of Freedom of Expression, Civility, and Mutual Respect on the website and in Policy and Standards subsection on student rights [page 84].

Board Policy 8000 – Speech and Advocacy ensures an environment conducive to student learning without disruption while guaranteeing freedom of speech and first amendment rights as well as areas where demonstrations are permitted. St

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

Descriptive Summary
In accordance with Board Policy 5401 – Student Conduct and Administrative Regulation 5401 – Standards of Student Conduct, the college provides statements in the printed and online catalog on Academic Honesty and Dishonesty including Responsibilities and Definitions for Students such as falsification, plagiarism, cheating, etc. [evidence p 67] and Students' Rights including Student Code of Conduct. The Student Code of Conduct is also available on the Office of Student Services website [evidence], and the Campus Policies

website [evidence]. The printed and online Student Handbook and the college website also provide content on Academic Freedom, Student Code of Conduct, Smoking Policy, Sexual Harassment (Title IX), Non-Discrimination and Harassment Policy, Facebook Posting Guidelines, and Grade Grievance [Student Handbook].   This information is also included in the online and in-person student Orientation [I.C.8_Orientation_access.png].
 Students are informed they may be disciplined for any of the following behaviors:

> disruptive behavior, willful disobedience, habitual use of profanity, assault, battery or threat of violence, unsafe behavior, unlawful use, sale or possession of controlled substances, lewd or indecent conduct, sexual assault, possession of firearms, explosives, dangerous chemicals or weapons, unauthorized recording or dissemination of academic presentations, misrepresentation of oneself, academic dishonesty including but not limited to falsification, plagiarism or cheating which compromises academic integrity.

Sanctions may be a verbal reprimanded written reprimand, be required to receive a mental health clearance, be placed on disciplinary probation, suspended or expelled depending the severity and frequency of the offense.

Evidence of meeting the standard
The college has adopted policy and procedures for academic honesty and potential sanctions for violations. The policies and procedures are printed and available to students.
The Board Policy and Administrative Regulation 5401 governs standards of student conduct. This information is also published on the IVC website, College catalog, student planner and handbook. [-]

In accordance with Board Policy 5401 – Rules and Regulations for Student Behavior and Administrative Regulation 5401 – Student Conduct, the college provides statements in the printed and online catalog on Academic Honesty and Dishonesty including Responsibilities and Definitions for Students such as falsification, plagiarism, cheating, etc. [evidence p 67], and Students' Rights including Student Code of Conduct. The Student Code of Conduct is also available on the Office of Student Services website [evidence], and the Campus Policies website [evidence]. The printed and online Student Handbook also provide content on Student Code of Conduct, Students' Rights and Responsibilities, Smoking Policy, Sexual Harassment, Gender Equity, Grievance Procedure including – Title IX Notice, Section 504/Americans with Disabilities Act Compliant/Grievance Procedure, Facebook Posting Guidelines, Disciplinary Action [Student Handbook].

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

The IVC committee structure of nested work groups, task forces, committees, and councils provides all members of the college community many opportunities to voice their concerns and opinions, and to participate directly or through governance group representation in

making decisions and recommendations to the administration. The CA Code of Regulations calls upon the Faculty, through its Curriculum Committee for matters of curriculum and programs, and through Academic Senate to participate at a high level in many aspects of the college and district operation and strategic planning and budgeting processes, specifically defined in the "10+1" [Title5-53200_100816]. BP 2100.1 [BP2100-1_100816] clarifies that the administration and board replay primarily on the Academic Senates for matters so delineated.

In consequence, it is imperative that faculty members who participate in planning and decision-making assert their perspective based on data, best practices that can be demonstrated to be widely accepted, and their professional expertise and experience. A hallmark of the United States democratic republic is that all persons are permitted and expected to hold personal views, which taken together steer us in the federal macrocosm all the way through to the underpinnings of using a locally elected Board of Trustees to oversee and govern the community college district, and the role of participatory governance and faculty specific responsibilities to improve the institution. Since all such meetings are open, with minutes posted, any member, including but not limited to faculty members, whose views are perceived as detrimental to the institution can be called upon for explanation of their views, and may or may not sway the group to agree depending on the merits of their arguments.

The same style is expected in the classroom, counseling session, library, or any venue in which faculty members speak. In instructional situations, evaluations and the variety of processes available to students who take issue with a faculty member's alleged bias, provide recourse to ensure the institution that faculty members behave in a responsible and professional manner, and "distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively."

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

Not applicable.

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

Not applicable.

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

During the last accreditation cycle in 2010, the college submitted a self-evaluation report. The site visit occurred shortly thereafter. In 2013 the college provided further updates in its accreditation midterm report in response to the visiting team's recommendations. Both the self-evaluation report and the midterm report provide evidence of the college's commitment to comply with eligibility requirements [evidence]. The college also submitted a substantive change proposal for online education in fall 2016 [evidence] *need to further describe accreditation efforts leading up to visit.*

Standard I.C.13

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

The college issues annual reports to outside constituents such as ACCJC annually in March [evidence], and the Foundation produces its annual report to the public.

The college demonstrates its commitment to honest and open relationships with external agencies, compliance with regulations, statutes, rules set forth by governmental agencies such as the CCCCO, and private companies under contract to the state such as accreditation agencies. The self-evaluation report, midterm report, Institutional Effectiveness Partnership Initiatives (IEPI) indicators and required accreditation and ACCJC materials are also posted on our website. Consistent public access to such information provides evidence of the college's commitment to honesty and integrity in its relationships with external agencies and the general public, including compliance with eligibility requirements and other regulations [evidence]. The college also submitted a substantive change proposal for online education in fall 2016 [evidence] need to further describe accreditation efforts leading up to visit. The college issues annual reports to outside constituents such as ACCJC annually in March [evidence], and the Foundation produces its annual report to the public. Furthermore, all curricular and programmatic changes, either new items or revisions are reported to the CCCCO, which vets and approves them. In compliance with Title 5, the college operates as a non-profit organization. Their mission statements also commits the college and district to high quality education and student learning.

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

In compliance with Title 5, the college operates as a non-profit organization. The mission statement also commits the college to high quality education and student learning.

Evidence that still needs to be connected:
* Mid-year report. * Letter confirming accreditation * Commendations * Policy on Computer and Network Use—ethnical/professional use of college's electronic communication system * Student Discipline Procedures * BP on Standards of Conduct * Student orientation * Faculty orientation and agreement * "Teaching Faculty Performance Expectancies"

Standard IIA: Instructional Programs

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

The College's mission statement reads as follows:

> "Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community." IVC Mission Statement

To ensure that all instructional programs are offered in fields of study appropriate to higher education and culminate in student attainment of identified student learning outcomes and achievements, IVC maintains current articulation agreements [see ASSIST for all articulation agreements], faculty must review curriculum at least every five years for transfer courses or every two years for CTE courses, make appropriate revisions in Curricunet and submit these for review by the Curriculum committee, Academic Senate, President, and Board of Trustees; student learning outcomes are assessed and the results are used for improvement of instruction, then reported to the ACCJC in an annual SLO report [Annual ACCJC 2015]. A Student Success Dashboard and Degree Audit software is in development for scheduled release in early 2017. CTE programs follow a regional approval process for program development through LAOCRC per PCAH, and biennial reviews of CTE programs are available through the college intranet [see [-]] and annual advisory meetings are conducted as an integral part of the program assessment process. [LAOCRC program approval ppt-sept 2015].

The college tracks student learning and achievements through reports from program review, Gainful Employment, Scorecard, Datamart, Perkins Core Indicators, and local school district outreach. [2015-16CoreIndicatorsbyTOPCodeSummarybyCollege.xls]

To ensure that all instructional programs are offered in fields of study consistent with the institution's mission, the College Strategic Planning and Accreditation Council meets for an Annual Planning Retreat; at this time, the mission statement is discussed and updates are considered. [strategic planning and accreditation council retreat - 2015 v2]

Standard II.A.2
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Faculty at IVC use a variety of assessments, including Student Learning Outcomes, to evaluate how the instruction methodology is affecting student performance. As part of the SLO process, faculty establish SLOs for each course, create assessment methods used in each section taught or for sections assessed on a regular schedule, discuss results to determine the effectiveness of the established teaching methodology and then make changes to instruction methodology accordingly. [SLO report showing use of results – kinesiology and library]

Program Review includes a multi-layered approach to determine the relevance, appropriateness and currency of each program at IVC, regardless of program type. The program is defined according to the College's mission statement, and the effectiveness and appropriateness are determined by area faculty and deans during the Program Review process. The use of statistics [INFORM] and assessment data from Student Learning Outcomes provide the basis to review each program accurately and determine whether pedagogical or programmatic changes may be necessary. The Program Review process is used to identify resource needs that are then tied to District and College resource funding requests for program improvement. Institutional planning uses the data collected in the Program Review to help determine the allocation of funds. The Institutional Effectiveness Committee (IEC) reviews the Program Reviews to ensure completeness and assist departments with clarifying their rationales for resource requests. Program Reviews are intended to be continually updated as program needs change. An example of how the Program Review process was used to make improvements to a program is the creation of the Language Acquisition Center through the Languages/ESL program review. reference specific part of ESL program review that addresses the LAC]   [PR for ESL]

At this time, IVC does not have any programs that are solely or can be completed entirely online; therefore we do not have a formal "Distance Education Program." However, IVC maintains a robust series of high-quality distance education courses and ensure that the content and methods of instruction meet generally accepted academic and professional

standards. IVC's On-line Education Task Force (OETF) is comprised of faculty, staff and administrators involved with the creation, support, pedagogy, and compliance of OE courses who possess expertise in supporting education online. Faculty, in conjunction with the OETF, were involved with the creation of the Faculty DE manual, the DE instruction request form (required for every course proposed to be taught online, or as a hybrid course), instructional workshops on accessibility, and criteria for determining the eligibility for instructors to teach online. [DE agenda and minutes]. These courses must be approved by the college's curriculum review process - tech review, curriculum committee, board approval – before they can be taught online. [OE form, tech review &/or curriculum minutes] The Curriculum Committee and the Academic Senate were involved throughout the process to discuss and distribute the DE manual and DE approval form for IVC courses to all faculty. Currently, the DE Approval Process is being adjusted as we implement it campus-wide and receive feedback from faculty. At this time, the request form is an attached document in C-Net with the course outline of record; however, in the future the request and approval process will be integrated into C-Net. [DE Task Force minutes]

SLOs are not distinct for DE courses; all SLOs and assessment methods are the same regardless of mode of instruction. IVC believes the same material should be taught regardless of mode of delivery, thus the same SLOs should be assessed across all sections of the same course, whether in traditional or DE format. [Tracdat SLO report]   The evaluations of courses in DE mode are used in institutional planning the same way they are used in traditional courses: through Program Reviews which consider the differences between traditional and online course success rates. To address differences in success rates, the OETF encourages faculty to participate in additional training to update online pedagogy. In addition, the college offers online support for distance education students, including online tutoring, counseling, and online library services. To continuously improve instructional courses and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success, departmental discussions on distance education courses regularly occur regarding instructor experiences, fill rates, and measures of student interest. Furthermore, a DE Survey sent out each semester asks all students about their experiences taking an online class; the results are discussed in the DE Task Force meetings, in Academic Senate and APTC meetings, and are posted on Sharepoint. [link to DE Survey, minutes] Additionally the Instructional Council meetings discuss enrollment management decisions to address the space challenges on campus and how to better meet the needs of students by providing more classes/section in impacted courses by adding them in online modes. [find meeting minutes from Inst council]

Currently, IVC uses Blackboard as the course management system. Teaching methodologies commonly used in DE programs and courses—such as using CCCConfer to provide online office hours—are identified through the DE approval form. The methodologies for each course are selected based on relevant subject matter, student needs and accessibility, and faculty discussions in department meetings. These methodologies for the use of various tools and procedures for teaching online (for example, e-mail, exams, quizzes/surveys, projects, online discussions, handouts, PowerPoints, and individual student assignments) are communicated in DE committee meetings, flex week, and student success summit presentations. [flex week program, library and/or PS meeting minutes]. In addition, faculty

are provided with the opportunity for training needed to be effective online instructors in on-campus workshops on Blackboard and accessibility [workshop evidence-Joe], while the campus further supports instructors improving their online instruction through the @ONE Online Instruction certificate program for certifying online instructors. Some of these instructors will have their tuition reimbursed for the 6 courses needed to be certified. [DE minutes] During 2015-2016 $220,000 was budgeted, in faculty professional development funds. $60,000 was budgeted for faculty, staff and administrator leadership professional development. An additional $XXXX was devoted to staff development for online education [resource request form/s]

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

IVC uses TracDat as the depository for Student Learning Outcomes for all courses and programs offered at the college. The college has in place a procedure for conducting SLO assessments that allows each department to write, schedule, implement and discuss the results from the SLO assessment while following the IVC guidelines for SLOs. [document with deadlines and minimum requirements; math or English SLOs and meeting minutes]. This procedure allows for ownership of the SLOs by each department and makes the SLO process sustainable and effective for both identifying student learning progress and resources needed to improve student learning through Program Review and resource requests. While TracDat is used as the main depository for SLOs, assessments, results and use of results, all new and revised courses are required to attach SLOs to the Course Outline of Record (COR) with the understanding that they will be updated in TracDat. Attaching the SLOs to the COR for the course review process allows for the curriculum tech review committee to ensure all courses have SLOs identified prior to the course being taught. [tech review minutes, sample CORs?]

The College has SLOs identified for all courses and programs, and the assessment results are discussed by department faculty and entered into TracDat for future information and discussion when the course is up for review (every five years) as well as to include in Program Reviews (as early as every two years). The Program Review process at IVC includes a section that requires the discussion of SLOs for the program in terms of evaluating the program for effectiveness of student learning at IVC. The current SLO process at IVC maps course SLOs to program SLOs and then identifies the effectiveness of the PSLOs through the results of the course SLOs tied to each PSLO, which is then discussed in the given Program Review. [PR/SLO box; SLO mapping document; tracdat mapping report].

IVC faculty are involved with every stage of the decision-making process for SLOs. The SLO Task Force is a permanent body that meets bi-monthly and is comprised of faculty from all schools on campus; members then report to their schools, solicit feedback and communicate concerns from their schools and departments. The SLO coordinator is also a

faculty member and reports directly to the Institutional Effectiveness Committee. The SLO coordinator has a standing agenda item on meetings for the Curriculum Committee, the Academic Senate, and the Instructional Council. In addition, the Coordinator meets annually with various departments and schools in order to discuss SLO issues and procedures with faculty; additionally, the SLO coordinator offers SLO training and discussions during professional development weeks and student success summits. The SLO coordinator has standing office hours to assist faculty with the various issues that relate directly to their SLO process. [prof devel program, PPT from summit, PR and RR, minutes]

Programs are also assessed through the completion of certificates and degrees completed by IVC students annually. At the present time, the college is exploring the possibility of adopting a more authentic method for assessing PSLOs and Institutional SLOs, such as using a testing system similar to CAE's CLA+ or a more through evaluation of assessments from select courses mapped to PSLOs and ISLOs [SLO minutes].

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

Courses are distinguished at IVC at a basic level through the college course numbering system: any number between 300-399 are considered pre-collegiate, which is defined in the college catalog [p. 180] and explained by campus counselors to all students [evidence in couns?].

The college offers mandatory Math and English assessments for new students to identify the most appropriate course for each student starting IVC. English and ESL programs have clearly developed pathways for students entering IVC. Students are assessed prior to registration in Math, English and ESL, if not a native speaker. The results of the assessment tests determine which level the student will begin for ESL or English and math. All paths culminate with the college level course needed for transfer or degree completion. Page 19 of the College Catalog describes the process and path for English, ESL and math. [PPTs, Data]

Processes exist at IVC to align pre-collegiate level curriculum with college-level curriculum in order to ensure clear and efficient pathways for students. The English and ESL faculty have created accelerated courses for students who have tested into the pre-collegiate level, combining two lower courses into a single one that results in these students learning the knowledge and skills necessary to advance to college-level English courses upon successful completion while reducing the number of courses students need to complete, thus facilitating students' transfer goals as well as providing a more solid education in English composition, reading and research that can be applied across all campus courses. In February 2016, based on departmental discussions initiated by faculty, the Math department determined there was a need for online developmental math modules to assist students in developing essential skills to be successful in pre-collegiate math courses.

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

IVC follows Title V and the PCAH to create degrees and programs that are in alignment with Department of Education requirements and California community colleges. Pages 27-28 of the college catalog lists the associate degree requirements, which includes a minimum of 60 units. IVC has a total of 80 degrees including Associate Degree for Transfers (ADTs) consisting of Associate of Science and Associate of Arts (AA-T and AS-T) which are described on pages 27-28 of the college catalog. [Catalog] IVC has 24 AA-T and AS-T degrees with a minimum 60 units for associate degree and guaranteed 60 units for the baccalaureate degree at a CSU campus. Additionally, IVC has a number of articulation agreements with CSU and UC campuses by majors and departments; general education patterns for students transferring to UC (IGETC) and CSU (CSU GE). [sample articulation agreements] Courses identified for IGETC are sent to the UC system for approval of individual courses offered at IVC. [UCTCA 2016-2017] CSU GE are determined to be eligible for transfer through IVC's own internal process that is based on identifying similar classes and outlines offered at CSU campuses as identified through ASSIST.org.

To ensure IVC's degrees and programs follow practices common to American higher education in terms of length, breadth, depth, and rigor and to demonstrate the quality of its instruction, all courses have SLOs that are assessed, and all programs have PSLOs that are assessed through mapping to courses included in the program and are included as part of the Program Review process. [SLO and PSLO reports] The PSLO results are published on the Student Learning Outcomes public facing website. [Link to PSLO website] Faculty review course breadth, depth, and rigor through the Curriculum Committee and Academic Senate. [Curriculum and Academic Senate membership-Fall 2016]

Non-tenured, full-time faculty undergo a tenure review process that requires observation and analysis of achievement in instruction and the faculty's discipline each year. After obtaining tenure, faculty are then routinely evaluated by the dean of the school to ensure that quality of instruction is maintained at a high standard. IVC is implementing an Online Instructor Certification for all faculty wishing to teach online courses [@One Completers Spring 2016; @One Completers Summer 2016] IVC conducts student evaluations of faculty that are sent in an online format to all students. Faculty are able to opt out of this survey but must perform an evaluation of their students using another method.[Student Evaluation Survey; Evaluation Survey Email] All students taking a OE course are sent a survey on their experience with their OE course(s). [Online Education Student Survey Results Spring 2016] The Online Education taskforce is working on this certification in conjunction with @One to offer courses to IVC faculty.

The institution decides to offer continuing and community education, study abroad, short-term training, and international student or contract education based upon the community

demographics, data on college readiness, school district needs (such as continuing education), and cooperation with local corporations to provide education to their employees, as well as working with these businesses to provide graduating students with the skills they require to be successful in their careers; (the college has, for instance, offered training modules in the areas of leadership, general office management, and computer skills).   With the goal of maintaining strong relationships within our service area and being responsive to ongoing community and business needs, IVC is a member of the Irvine Chamber of Commerce, the College President serves on the executive board of the Orange County Business Council, and IVC maintains various community partnerships. [List of Community Parnters, Membership/Officer Lists].

Faculty work with community advisory boards to identify the skills that students graduating with a certificate or a degree will need to have in order to obtain a job in their chosen career. [Advisory Board Minutes] They also work closely with the community to assist students in the CTE programs to obtain experience in the workplace in order to better prepare the students for success. [List of places students have had internships] CTE faculty are required to conduct community scans and assessments of demographic needs to determine the appropriateness of their program for CTE and community education. [Sample scans]

Larger campus programs, such as the international student program, are discussed at the campus level through various decision-making bodies, the Academic Senate, the Academic Facilities, Technology and Planning Committee, the Institutional Effectiveness Committee, and Instructional Council.

In order to determine the appropriate credit type, delivery mode, and location of the college's courses and programs, new courses are entered into the college curriculum database (CurricuNet) by the author which starts the approval process. Courses then follow the established procedure for all new courses regardless of program or mode of delivery: approval by department chair, school dean, tech review, curriculum committee, Academic Senate and Board approval before being sent to the state for final approval. The curriculum process follows the PCAH and Title V requirements for community colleges. Additional processes and forms are in place for CTE programs and DE courses, including advisory boards for individual CTE programs. The Office of Instruction works in consultation with the deans and faculty to determine which courses are needed to grow, as indicated by enrollment numbers and room availability. [Enrollment Management Worksheet]

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

As part of the curriculum process, all programs that are submitted to the state must include a program narrative that details the students' path through the program to ensure completion within two years. At IVC, all Deans supervise the department chairs' scheduling of courses based on a two-year plan with an emphasis on degree/certificate completion and enrollment

numbers. [Two-year plans: Poli Sci, Psyc, Sociology; Program Award Master 2016; Sample Narrative Item 3]

IVC employs a mapping system that links courses to programs and to institutional/GE learning outcomes; this system ensures that all courses included in a program or GE pattern meet the learning outcomes regardless of which courses were chosen in that program. [Link to TRACDAT; Report PSLO mapping] Additionally, the Office of Research, Planning and Accreditation uses data on course completion for English, ESL and math sequences to determine readiness for the next level. IVC routinely evaluates the native GE pattern and the degrees with emphasis for appropriateness in curriculum, units and completion through the curriculum committee.[Minutes of CC showing GE Evaluation] IVC has a strong counseling program that provides student with tools to plan an effective academic schedule: Two Year Plans, My Academic Plan (MAP) and .5 unit counseling courses for how to achieve degrees using the IVC GE, IGETC, and CSU GE patterns depending upon the students' goals. [List of .5 unit counseling courses; link to MAP; sample MAP] Students are encouraged to complete a comprehensive MAP in order to register for classes. The college's website provide a grid identifying how different student populations can create an academic plan. The steps involved in creating an academic plan include a MAP lab, counsling appointment, counseling courses and/or a MAP workshop. The link to the MAP instructions is placed on the IVC homepage so that it is easy for students to locate and it is also available through the MySite student portal. [http://admissions.ivc.edu/cmap/Pages/default.aspx]

The use of pre-requisites or co-requisites must be approved through the curriculum process after a discussion by the school regarding the appropriateness of each for that course to improve student readiness for, and success in, taking courses. For example, Psychology recently added the pre-requisite of a writing course one level below college level because it was determined that students below this level of writing skill would not be ready to handle the requirements of Psychology 1 and Psychology 1H and would subsequently fail the course. The need for this prerequisite was determined by the department after study and discussion of student success rates in Psychology 1. Eligibility for WR201, ESL201 or WR399 was determined to be appropriate preparation. The course outline of record validates the writing skills needed for success in Psychology 1. [COR for PSYC 1]

IVC uses enrollment data, the waitlist system and faculty input to help determine students' need for courses in order to facilitate students completing programs within a reasonable period of time, particularly in impacted areas. Additionally, IVC uses block scheduling, Saturday scheduling and a newly established weekend college program to help students who are unable to attend a traditional college schedule find convenient times to enroll in courses. [Block Schedule; Weekend Business Degree Flyer] IVC is currently experiencing scheduling challenges as writing and math have large waitlists; we are therefore working on solutions to meet student need but due to lack of room availability and instructor availability this process is a slow and complicated one. In the meantime, IVC has improved the online Waitlist system to give students more information about available courses as well as to provide IVC with more accurate data about demand through the use of unduplicated waitlist counts. [Student Handbook Page 12—Adding/Dropping/Waitlists]

The college also has counseling classes that have a focus on the student's completion goal to transfer to UC and CSU, as well as academic success and study skills. Students are provided with a number of advantages to seeking counseling assistance, such as early registration, that helps the college counselors better ensure their success. [Freshman Advantage in Student Handbook; Seven Steps to Success in Student Handbook]

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

Course locations and times
The College offers day, evening, weekend, on-campus, off-campus, credit, noncredit, distance learning, and hybrid courses. The College Curriculum Committee approves pedagogical methods and instructional delivery modes. Some of the teaching methods (based on universal design {examples from Brooke?} and other teaching/learning styles of interpersonal, intrapersonal, kinesthetic, visual, and auditory) include lectures, small-group discussions, project-based learning (individual and team projects), performance-based learning, laboratory learning, distance learning, learning communities, work experience/service learning, field education, and educational travel. Instructors apply a variety of instructional delivery approaches in their classroom, from lectures to problem-based learning groups to culminating performances. Because expected learning outcomes vary from discipline to discipline, some instructional approaches are more appropriate than others, but faculty adapt their approaches to students' needs.

Identifying students with specialized learning needs
IVC strives to help students' identify their learning needs from the start of their academic career. First, new students complete placement testing to determine their proficiency in writing and mathematics. These assessment instruments, all of which are on the California Community Colleges Chancellor's Office list of approved instruments, help determine the most appropriate starting place in the English and Mathematics sequences. Lower scores on the native (non-English as a Second Language) writing tests may direct some students to further assessment, either in an alternative assessment, English as a Second Language, or for a learning disability.
Students determined eligible for the learning disabilities program are those who may not achieve their educational and occupational goals because of difficulties with study and organizational skills or basic skills such as Reading, Writing, Spelling, or Math. Tutoring, small group instruction and specialized, non-transferrable courses in English, Mathematics, Reading and study skills are available to assist students with learning disabilities. These special services courses are housed within the English and Mathematics disciplines.

The Disabled Students Programs and Services Office helps students with disabilities with accommodations for educational limitations so they can fully participate in the College's educational offerings. Depending on the nature of the disability, the Disabled Students Programs and Services Office offers testing accommodation, note takers, reading

software and interpreters, braillers, print enlargers, tape recorders, and adaptive computers. Moreover, the College provides instructors the resources necessary for assuring that their online courses and websites are accessible and comply with the various laws pertaining to web accessibility. The college has a full-time accessibility officer, online library resources and 24/7 online tutoring available to ensure that students have the tools they off-campus as well.

Through flex presentations and departmental presentations, the Disabled Students Programs and Services Department and the College Learning Specialist make the faculty aware of different learning styles, assistive technology and the various needs of students with alternative learning styles. {library meeting minutes}

New students

New and reentry students are encouraged to enroll in college studies courses such as COUN 1 (Academic Planning) and COUN 10 (Introduction to College Study Skills). COUN 1 introduces students to important college success strategies and assists students in the process of developing a comprehensive educational plan. Students learn such basics as study skills and time management, and they become aware of the resources available to them to become successful. COUN 10 covers college survival strategies for academic, career and personal success. It also includes academic study skills and critical thinking strategies.

IVC's Summer Bridge program helps incoming freshman prepare for college the summer prior to their first Fall term. Students participate in cultural enrichment events and activities that promote student success during two half-day field trips on Fridays. They also complete two UC– and CSU–transferable courses: Communication 1: Communication Fundamentals (3 units) and Counseling 10: Intro to College Study Skills (3 units).

The Honors Program is designed to meet the needs of academically talented and highly motivated students. Eligible students may enroll in honors-designated courses, which meet the California State University or University of California General Education Transfer Requirements. Honors sections, which are noted in the schedule of classes by the letter "H" adjacent to the ticket number, purposefully have reduced class size and higher academic rigor.

The college's Honors Program is a member of the University of California, Los Angeles Transfer Alliance Program and the Honors Transfer Council of California. The Curriculum Committee in conjunction with the College's honors program reviews, critiques, and recommends approval of all course outlines, for each delivery system or mode of instruction. In doing so, the committee certifies that the courses, as designed, will serve students' needs. The committee members review each course outline to assure that the course content, assignments, learning outcomes, and methods of evaluation parallel one another.

The library conducts online and paper surveys of student patrons to identify the learning needs of its students. The addition of public scanning machines, online research guides, online FAQs, and online reference services are indicators of the importance of an online presence for the library. Additional online support services have been added and then

expanded over the past several years, most notably in the area of tutoring. The student success center has been growing consistently the past four years, expanding its physical presence and then it's offering of free tutoring from eligible categories to all students attending IVC. Additionally, the College established the Veteran Center on campus that includes dedicated tutors, counselors and coordinators in order to provide veterans with a one-stop location for returning to college.

DSPS has been expanding testing areas in order to accommodate the growing needs of students with disabilities. The college has a full-time accessibility officer to assist faculty with developing curriculum that is universally designed for all students learning online. There is a growing number of instructors that use a CMS to supplement their in class instruction and to assist students of varying learning methods.
Student Surveys are conducted every two years to measure student satisfaction with institutional support across the college. Additionally, the DE taskforce conducts bi-annual surveys of those students who were enrolled in DE classes.

Student Equity Plan
"IVC's December 2005 Student Equity Plan (SEP) was released after being vetted by all shared governance groups on campus and being approved by the Board of Trustees. The 2005 Student Equity Plan focused on five goals, which were met and/or updated as the college's student population changed. IVC's 2014 Student Equity Plan supported the philosophy of developing innovative activities in order to improve student success and ultimately, completion.

The overarching goal of the current IVC Student Equity Plan is based on three themes: research, outreach, and expansion of services. These three themes are present in each of the planned activities for all of the objectives. By focusing on each of these themes, IVC will be positioned to achieve the following overarching goal: Determine the educational and support needs of students, increase students' awareness of existing services, and enhance proffered services in order to decrease the disproportionate impact to affected students."

The Student Equity Plan workgroup accomplished its goal to establish a taskforce that is comprised of faculty, staff, and representatives from constituency groups (e.g., Academic Senate and Classified Senate, and Associated Students of Irvine Valley College), researchers, and community members. The result is the current Student Equity Taskforce, whose purpose is to promote equity at an institutional level. Part of the taskforce's charge will include hosting a campus-wide cultural competencies roundtable to allow all IVC employees and students an opportunity to brainstorm and talk about the Student Equity Plan.

The 2015 SEP plan identified some populations as having disproportionate success in various categories and charged the SEP taskforce is working on identifying solutions to reduce the gap for Foster Youth student success, Veterans access, Adult ESL 35+ completion rates, African American completion rates for basic skills classes, and Latino/a transfer rates. One of the biggest programs to have developed at IVC is the creation of the Adult ESL program and center. The first semester that IVC offered the AESL classes, almost 400 students enrolled with a waitlist of over 350 students. The program incorporates and AESL

center that includes books, materials and computer resources to supplement instruction for student success.

The creation of the ANNAPISI center and the expansion of the Veteran's center both have the purpose of providing a central location for specific student bodies to centralize services and information that will aid to their success at IVC and further academic success.

Assessments are the same for each class regardless of mode of instruction as designated in the COR, which includes methods of evaluation/sample assignments and student learning outcomes with assessment methods for all courses. During the 2, 4, and 6-year program review, departments analyze reports on enrollment, completion rates and census data to determine the effectiveness of their traditional and online courses. Additionally, the program review assesses the effectiveness of the overall program and identifies objectives and strategies to improve student success.

As part of the approval process for a course to be taught online, a DE Form must be submitted to the curriculum committee. This form circulates through Tech Review and the Curriculum approval process to be vetted by faculty for appropriateness of the course for online instruction.

The SOCCCD coordinates a Student Success conference every year in the Spring on alternating campus'. The focus of this conference is to improve the success of students through different mechanisms. Sessions on Universal Design, SLOs, accessibility, Blackboard communication are some of the topics that have been covered. {student success program}

The college offers professional development opportunities at the beginning of every semester and includes the opportunity for discussions on student learning and teaching as well as discussing the learning habits of the new generation of students. {flex week}

Departments discuss SLO results at departmental meetings in order to gauge the effectiveness of their teaching methodology. The English department has a practice of meeting to *conform* their grading and rubrics across all sections of college writing and pre-college writing.

School, department and faculty meetings discuss scheduling and best pedagogical practices for their programs on an annual basis. Additionally, they discuss outcomes of SLO assessments in order to inform changes and fuel continuing improvement of courses and programs, including a discussion regarding the appropriateness of delivery modes.

In a 2015 gap report, it was identified that there was a gap in traditional classroom learning versus online learning. The DE Taskforce co-chairs compared IVC's gap report to the California Community College Chancellors distance education biannual report {the results of this comparison are in the online education aur} and found that IVC's gap is smaller than the overall state gap. In an effort to continue to assess the effectiveness of IVC's online education, the DE taskforce conducts bi-annual surveys of the students enrolled in OE classes in order to identify areas of improvement, such as improved schedule notations/communications with students about hybrid class meeting times. {DE TF minutes/survey}

The OE taskforce supports and encourages faculty to use universal design and best practices for online teaching in order to address different learning styles and improve student contact. The use of multiple methods of responsiveness is part of online instruction to combine audio, visual, written and kinetic activities, faculty are encouraged to do this through the DE manual and through training offered through @One, which covers different learning styles for online instruction. {Evidence: the online faculty handbook, @one training}.

OETF is dedicated to ensuring that the faculty are kept up to date on the latest practices for online learning. Professional development sessions, the faculty handbook, the DE taskforce internal web page, and meetings with schools regarding student success in DE courses are some ways that the institution is keeping faculty up-to-date and informed about online education. {10/9/15 SBS school}. The OE taskforce has representatives from the different schools at IVC and those representatives bring back information and discussion items to their schools. Access to the OETF documents and information is available to the college on SharePoint.

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

Currently we use a home grown math assessment test validated by the state chancellor's office. All assessment instruments must be validated through the state chancellor's office every six years. This validation process is designed to prevent bias and all submissions must include data indicating the test's validity, including both faculty and student components. Validation requires that we test a minimum of 150 students and correlate their placement with their performance. [evidence link to our test] Our home grown assessment process has been in existence for more than a decade, and has used multiple measures since day one. Thus IVC math has been at the cutting edge of testing, validation and bias. Students are placed in classes based on AP exam scores, grades/transcripts from other accredited colleges and universities, information from the student services survey [evidence: Arleen or Ben if not Robert Melendez questions 12, 13 possibly when they apply to the college] about previous math taken and grades earned and currency, in addition to the placement test offered by IVC. [Evidence: CH has approval and conditional approval validation letters]. Students have one hour to take a 50-question test that places them from pre-algebra to Calculus I at IVC or Saddleback College.

IVC and Saddleback College were scheduled to start giving the common assessment in Spring 2017 for placement in Fall 2017, but in late August 2016 the state chancellor's office announced a postponement because validation is incomplete. We will be using the commons assessment and multiple measures as validated by the RP Group. This is a district decision, the first time in many decades that the SC and IVC math departments have cooperated to create a process that benefits the students districtwide. The joint process allows students to move between the two colleges without barriers and efficiently. The

process began with join visits to Sacramento monthly and a district committee has met regularly since Spring 2015. Three faculty from each college math department and support from the Office of Research, Planning and Accreditation to assist with reports, and when decisions that require data are needed. [Key {evidence: meeting agendas/minutes...link in sharepoint, common assessment initiative math workgroup-state chancellors office].

In an attempt to assist students with the IVC math assessment placement, the math department has provided students and prospective students access to tutorials and sample test to help students review concepts with the goal of placing students into a higher math course, thus eliminating exit points for students. The math faculty created practice questions with answers in PDF format, plus the faculty creation of a math tutorial using the platform MyMathLab through Pearson which gives students access to a paid practice test available online. These tools are available on the math department website.

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

The Academic Senate and the Curriculum Committee, with review and approval of the Board of Trustees, designates the courses to be successfully completed to earn a degree or certificate. Awarding of degrees and certificates is based upon a certification process in which specially trained student service staff review the courses the student has successfully completed. Successful completion of the required courses demonstrates achievement of the learning objectives outlined in the official Course Outline of Record (COR). The College Catalog provides details regarding the specific courses required to obtain a degree or certificate.

Irvine Valley College students are awarded course credit when they achieve the learning objectives/outcomes stated in the course outline of record and successfully complete the course by earning a passing grade. Achievement of course objectives/outcomes is gauged by student performance on tests, projects, presentations, papers and/or other assessments which an instructor uses to determine sufficient mastery. Each class must conform to the approved course outline of record which specifies objectives/outcomes for student learning and methods of evaluation.

In compliance with Title V, California Code of Regulations, the course outlines are reviewed by the Curriculum Committee every six years. Assessment methods must show good alignment with the learning objectives/outcomes and the content outline.
Title V, California Code of Regulations, the standard for higher education, determines the number of units of credit for each course. At Irvine Valley College and within the District, one unit of lecture typically represents 18 hours of class time, while one unit of

laboratory credit derives from 54 hours of class time. Credit is awarded upon successful completion of the course with a passing grade.

The Curriculum Committee is chaired by a faculty member and includes one faculty representative per Academic School, a faculty Articulation Officer, the Vice President of Instruction, and two ex-officio (non-voting) members of the classified staff. The Curriculum Committee makes recommendations concerning course revisions, programs and certificates to the Academic Senate. The Articulation Officer's primary role is to oversee articulation of the College courses with other institutions.

IVC uses a variety of agreements and standards for the courses and programs offered to students. CSU Executive Order 1100 and IGETC Standards Version 1.6 address the waiving of all lower-division CSU general education requirements for students that receive full IGETC or CSU GE certification. *(2 articulation pdf files)*. IVC has established 196 courses with C-ID (Course Identification Numbering System) designations (*www.c-id.net*). C-ID courses are being articulated with CSU, UC campuses for major articulation and are approved at the local college level and submitted to C-ID for acceptance. Additionally, IVC has 24 programs that have been approved as AA-T and AS-T, plus three more in the approval process that allows for students to transfer their degree into the CSU system. In order to be approved for these articulation agreements, courses at IVC must meet the standards established by the authoritative body. *[California Community College Chancellor's Office, CSU can UC chancellor's office, Title V]*

Academic credit is awarded to Online Education courses in the same manner as traditional courses. IVC does not offer any programs fully online but students are able to take a selection of courses within a program online. These online courses are evaluated in the same manner as traditional course, using student learning outcomes, program review and curriculum review. Additionally, online courses are evaluated during the 2 year, 4 year and comprehensive program review to assess their benefit to student learning. Programs use reports from INFORM, student learning outcomes, and other data from the Office of research, planning and accreditation to identify any discrepancies in student performance or enrollment in online versus traditional methods of instruction. *{program reviews}*

As part of curriculum review process, any course that would be taught online is required to obtain DE approval from the curriculum committee {DE approval form}. All courses regardless of mode of instruction must follow the Course Outline of Record, the established SLOs and methods of assessments. The DE approval form requires the program faculty to identify the additional methods of instruction that would be employed in the online environment, such as video lectures with closed captioning, online chats, and discussion boards. IVC ensures that students taking a course will receive the same education regardless of mode of delivery.

Standard II.A.10
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to

fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Students attending Irvine Valley College may use lower-division units earned at any accredited institution towards the associate degree requirements. An evaluator in the Admissions and Records Office reviews the student's transcripts and all credits granted are placed on the student's Irvine Valley College transcript. The evaluator reviews courses to establish equivalency, and consults with the Articulation Officer and academic departments as necessary. In addition, Irvine Valley College has agreements with 14 other Region Eight colleges. These agreements are designed as a counseling guide to facilitate the lateral use of courses among the Region Eight colleges for the associate degree general education and major requirements.

The registrar is moving to a totally online system during the 2016-2017 academic year. This new Degree Audit Product is called UAchieve will replace the paper system that is currently being used and will provide an additional level of transparency for students wishing to transfer courses into and out of IVC. It will allow for batch functionality that will let matriculation office and students see what course they have taken and what they need to take to earn a degree, or to transfer, thus assisting with students' academic progress through IVC.

"The College Articulation Officer is a permanent member of the Curriculum Committee and serves as a liaison with the inter-segmental Office of the Presidents for the University of California and the California State University. The Articulation Officer submits courses approved by the Curriculum Committee to Universities of California and California State Universities for system-wide approval, including Intersegmental General Education Transfer Curriculum and the California State University General Education Breadth (CSUGE-B). The Articulation Officer is a member of the California Intersegmental Articulation Council and works with individual Universities of California, California State Universities, and independent colleges to develop articulation agreements. The Articulation Officer updates articulation information in the Articulation System Stimulating Inter-institutional Student Transfer. Because the College participates in Articulation System Stimulating Inter-institutional Student Transfer, students can access articulation agreements between Irvine Valley College and four-year institutions via ASSIST. Courses that transfer to independent colleges are listed on their websites and are provided by the Irvine Valley College Counseling Office." [from 2010 self-study]

Students are provided with information regarding transferring of credits, both externally and internally the following ways:

- ASSIST provides articulation for course to course, general education, major and departmental between IVC and UC and CSU campuses. Directions for use and the link is available to all students from the Articulation website.

- IVC Catalog – explains transfer requirements for UC and CSU campuses, provides Associate Degree for Transfer and general education options (IGETC/CSU GE patterns) available to students. The Catalog is available to students and prospective student online from the College's homepage.
- MAP (My Academic Plan) – assists students with developing an individualized education plan for students pursuing to transfer and/or completing certificates and/or associate degrees, include ADTs. My Academic Plan is available to students through the student portal "MySite." All students must have a Comprehensive MAP upon completion of 15 degree applicable units or before the end of their 3rd semester. Students who do not complete their Comprehensive MAP will be blocked from registration. MAP is IVC's online academic planning tool, enabling students to make the most of their time at IVC. Student can get more information on how to complete an approved Comprehensive MAP is here.
- Articulation website
  - private and out-of-state schools that have IVC articulation
  - private and out-of-state schools that take IGETC/CSU GE
- Counseling courses
- Counseling 100A: AA/AS/CERTIFICATE STUDENT EDUCATION PLAN -Covers important information for students who plan to pursue a certificate and/or an AA/AS degree from IVC. Discusses degree and certificate options and explains requirements for graduation, such as units, major, general education and grade point average. Students will develop a comprehensive student education plan.
- Counseling 100B: CSU STUDENT EDUCATION PLAN - Covers important information for students who plan to transfer to one of the 23 California State University campuses. Explains admission requirements, general education options, and the application process. Each student will develop a student education plan that includes courses needed for each semester.

Students are provided a link to the Student Success Scorecard with information on the success of students who have attended IVC. The catalog has information regarding the requirements for IGETC and CSU transfer, information on AA-T and AS-T, plus there are instructions on the Articulation Web page. The catalog is reviewed and updated annually as well as a catalog addendum posted on the College's website that is updated as needed throughout the year in order to provide students with the most up-to-date information.

The curriculum committee looks at the equivalency between IVC and Saddleback courses every Fall, all the schools are represented and communicate the courses back to their faculty for approval. [minutes and equivalency document] Assist.org is available for student use through the articulation webpage along with instructions on how to use it. ASSIST is a computerized student-transfer information system that can be accessed online. It displays reports of how course credits earned at one California community college are transferable or articulated to a California State University or University of California campuses. ASSIST is the official repository of articulation for California's colleges and universities and therefore provides the most accurate and up-to-date information available about student transfer in California. [from assist.org]

Steps to evaluating out—of-state and private universities and colleges courses to meet major requirements:

1. Student meets with counselor to review course description.
2. If course description is similar to IVC's, counselor sends course description to discipline faculty for approval.
3. If course description is difficult to determine, student must get course syllabus to attach with course description for faculty review.

Steps to evaluating out-of-state and private universities and colleges courses to meet general education requirements:
1. Student meets with counselor to review course description.
2. If course description is similar to IVC's, counselor may use course to meet same requirement.
3. If course is description is difficult to determine, counselor sends course description to faculty for further review.

The transfer center [link] provides information for students including: College and University promotional material, General education patterns, information about transfer data and special programs such as transfer guarantees, Reference books, national college guides, college and university catalogs, career-related literature, Computer workstations with Internet access to college websites and transfer requirements. Transfer and Articulation Agreements and policies are evaluated and maintained through ongoing communication between the Articulation Officer and the academic program faculty. Program review serves as an opportunity to review transfer agreements. Information on transfer is made available to students by the Irvine Valley College Transfer Center. The Transfer Center, located in the Student Center building, helps students prepare to transfer from Irvine Valley College to the four-year college or university of their choice. The center posts transfer information on a webpage, provides copies of the College Catalog, schedules numerous transfer-related workshops and campus tours, and offers university and college representative advisement sessions.

The registrar brought forth a recommendation to the curriculum committee in Spring 2016 [curriculum committee minutes] to change the residency requirements for the certificate of proficiency and certificate of achievement in order to assist students with completion. The curriculum committee moved the recommendation forward to the academic senate in Fall 2016.

Articulation agreements are developed as follows:
*   Faculty creates course outline of record (COR).
*   Course outline must include a comparable course at a UC or CSU campus to determine course numbering and transferability. Faculty are trained on how to find comparable courses using ASSIST.
*   Course is routed through department, Technical Review Committee, Curriculum Committee, Academic Senate and Board of Trustees for review and approval.

- Once local approval has been established, the course is submitted for approval to the State Chancellor's Office.

Articulation agreements are implemented as follows:
- The Curriculum Committee chair and the articulation Office work with the curriculum committee to communicate timelines for submitting courses, evaluating courses in tech review and voting on matters concerning curriculum, including articulation agreements and transfer of units.

We have no transfer degrees that are entirely DE, thus there are no separate articulation agreements.

The college has no transfer degree program offered entirely online. However, three certificates of proficiency and 14 certificates of achievement can be offered entirely online. The policies for granting approval for prior work experience are consistent at the college regardless of the mode of delivery. [policy for granting credit for work experience]

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

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

All program and course student learning outcomes map to one or more of the Institutional Learning Outcomes, found on page seven of the college catalog. The Institutional Learning Outcomes also serve as the college's General Education goals for student learning. Because individual IVC courses contribute to one or more areas of the five institutional goals, students completing an associate degree at Irvine Valley College will be competent in communication, information, and quantitative analysis, additionally they will have skills in analytic inquiry and critical thinking, plus the ability to engage in diverse perspectives and understand ethical reasoning.

When a student at IVC completes an AA or AS, they will have achieved all institutional student learning outcome goals for student learning. The IVC native GE pattern is based off of the PACAH and title five requirements for student learning and all courses included in each of the nine areas are mapped to at least one ISLO and ensure that the students, no matter which classes they take in each area, will have met each ISLO for the college. Area 1: Language and Rationality meets the ISLO for communication and critical thinking for analytic inquiry skills; Area 2: Mathematics for quantitative competency; Area 3: Natural Sciences for problem solving and analytical inquiry; Area 4: Social Sciences for acquiring global awareness and civic responsibilities; Area 5: Cultural Diversity develops the students'

awareness for diverse perspectives; Area 6: Humanities continues to provide student with a foundation for understanding the world around them; Area 7: Fine Arts and Languages provides aesthetic awareness, cultural awareness and an understanding of diversity; Area 8: American Institutions provides focused civic awareness unique to the United States; Area 9: Lifelong Health and Personal Development gives students the tools to continue with learning and personal growth after graduating college.

"INSTITUTIONAL EDUCATIONAL GOALS STUDENT LEARNING OUTCOMES
Communication Skills
• Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
Critical Thinking, Problem Solving, and Information Access and Analysis
• Engage in critical and creative thinking to solve problems, explore alternatives, and make decisions.
• Develop comprehensive, rational arguments for ethical positions and describe the implications for the individual and the larger society.
• Apply mathematical approaches and computational techniques to solve problems; to manipulate and interpret data; and to disseminate the data, methodology, analysis, and results.
• Apply the fundamentals of scientific inquiry to real-life and hypothetical situations.
• Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
Global Awareness
• Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.
• Demonstrate an awareness of historical and contemporary global issues and events.
• Demonstrate intercultural competence by engaging effectively—e.g., listening, speaking, writing, signing—with others whose language, ethnicity, religion, culture, country of origin, or economic or social background is different than their own.
Aesthetic Awareness
• Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art.
• Identify and recognize opportunities to participate in the creative arts as an artist, performer, observer, or technician.
• Recognize the historic and cultural role of the creative arts in forming human experience.
Personal, Professional and Civic Responsibilities
• Identify and recognize opportunities to address civic and environmental needs.
• Promote physical and mental well-being, self-management, maturity, and ethical decision-making."

The new program approval process includes steps to ensure that all programs have the breadth, depth, rigor, sequencing, time to completion and synthesis of learning. The college uses the "Program Award Master" created by the curriculum specialist in conjunction with the curriculum committee that is based on the PCAH. The PAM provides a check-list and rational for all new and revised programs at IVC, including the program narrative that shows course sequencing and program completion within two years.

Faculty play an integral role in the College's approval process for new programs. The sequence by which new programs are proposed is outlined below.
- A new program proposer must first prepare a prospectus in consultation with the faculty discipline experts and the Curriculum Chair. The prospectus includes an assessment demonstrating the extent to which the program is needed.
- The prospectus is presented for review by various governance and decision-making committees, among them the Curriculum Committee and the Academic Senate.
- If a decision is made to request that a full proposal be written, the Academic Senate decides where the program will be placed among the College's established disciplines.
- The program's curriculum must, of course, be written by instructors and passed under the Curriculum Committee's scrutiny.

The college promotes the understanding and appreciation of diverse perspectives first by making it part of the student learning goals established by the institutional Learning Outcomes under the heading of Global Awareness:

Global Awareness
• Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings.
• Demonstrate an awareness of historical and contemporary global issues and events.
• Demonstrate intercultural competence by engaging effectively—e.g., listening, speaking, writing, signing—with others whose language, ethnicity, religion, culture, country of origin, or economic or social background is different than their own.

The GE required to achieve an AA or AS at IVC includes courses in various required areas that promote student understanding and appreciation of diverse perspectives: social sciences; cultural diversity; humanities; and fine arts and languages; combined requires that a student obtaining a degree from IVC would have taken at least four courses with an emphasis on diverse and global perspectives.
Additionally, the college supports and pursues opportunities to promote diverse perspectives across campus as well as providing opportunities for faculty, staff and administrators at IVC to learn about the diverse groups at IVC. For example, the college has Safe Space Training during the semester and during Flex week that educate IVC students, staff, and faculty regarding the LBGTQ community. The college has community meetings about the accessibility of the campus for the LBGTQ community as well as for disabled students.

The college received a five-year grant awarded to IVC by the U.S. Department of Education through the Title III: AANAPISI program. The program at IVC is titled ELEVATE AAPI

and is designed to better serve Irvine Valley College's students and the local community through targeted initiatives and expanded resources. This grant expands educational opportunities and improves attainment for AAPI students (Asian Americans and Pacific Islanders) as well as providing programs held by the college to introduce and educate IVC and the local community regarding the diverse cultures of the AAPI students.

There are a number of faculty mentored student clubs verified through the Associated Students and the office of Student Life at IVC. Among them are the Christian Students Club, French Club, Hispanic Leadership Club, Japanese Club, LGBTQ Allies, Muslim Student Association Club, Model United Nations, and Veterans Club. These clubs and organizations have events at the college to promote the understanding of diversity for the IVC community.

The college's Disabled Student Program and Services meet with faculty, staff and students to promote awareness and break through stigma associated with disability of any kind.

While IVC does not have a GE area dedicated to information competency, this skill is covered across multiple GE areas. As defined by the Academic Senate for California Community Colleges (1998), information competency is the ability to:
•   recognize the need for information,
•   acquire and evaluate information,
•   organize and maintain information, and
•   interpret and communicate information

Area 9 has a section for Information Access that includes three library research courses and a variety of computer science courses, however, information competency is found as part of the core outline of record in multiple courses offered at IVC. For example, all writing composition course including the ones below college level, have information competency written into the COR [evidence: COR for WR1] as one of the learning objectives: "Evaluate and integrate secondary sources in a research-based essay."

Information competency is one of the primary goals for the library at IVC. The library provides workshops, orientations, reference services, tutorials and subject guides with the purpose to educated students, staff and faculty on information competency. The library utilizes assessments to measure the success of librarian instruction for specific information competency area for each workshop and general information competency for course bibliographic instruction. The library provides transfer level courses that teach students the elements of information competency that extends beyond the college to lifelong learning.

The college uses the TracDat mapping feature to map courses that offer information retrieval and use to the institutional SLO on the "Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information." [evidence of ISLO mapping]. The SLO task force has been discussing the current ISLOs and investigating the ISLOs of other colleges and how information competencies are being addressed at other local colleges with the intent of identifying if there is a need for the ISLOs to be updated to include a more robust inclusion of information competency into the ISLO

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

The College philosophy of general education is published on page 30 of the College Catalog, states that, "The philosophy underlying a 'general education' is that no discipline is an isolated endeavor; instead, each relies upon and informs a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. One's understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines. The well-educated student is one who is able to imagine, evaluate, and respond in a wide variety of ways and in a plurality of contexts." Over the years, the faculty have reviewed and revised the general education areas through actions of the Curriculum Committee, the Student Learning Outcomes Task Force, and the Academic Senate.

A candidate for an associate degree must complete at least 30 units of general education depending on the courses selected from nine areas identified for the GE categories. The nine areas associated with the general education areas are linked to the *Institutional (General Education) Learning Goals* and the associated institutional student learning outcomes. The assessment of the institutional student learning outcomes are done through the assessment of the courses that are mapped to each ISLO and thus provides the opportunity to assess the five institutional educational goals of the College's general education requirements.

Page 7 of the catalog has Institutional Learning Outcomes/GE

Students and other stakeholders in the community can find the College's general education requirements clearly and accurately published in the College Catalog, the class schedules, through handouts distributed to students by the Counseling Department, the Transfer Center, Extended Opportunity Programs and Services and Disabled Students Programs and Services, as well as through each department's official Web page. Following the C*urriculum Process*, the faculty identifies and recommends courses for inclusion in the most appropriate general education areas. The course learning objectives and outcomes are used to guide this process. Additionally, the SLO TF evaluates the courses mapped to the ISLOs and corresponding GE areas in order to ensure that a student, no matter which courses

they took in each GE area, would be fulfilling the College's GE philosophy. The College's approach to general education meets the standards for the associate degree as well as for transfer majors.

The general education pattern presents a body of knowledge that introduces students to the Humanities, Fine Arts, the Natural Sciences, the Social Sciences, Mathematics, and Life-Long Learning. These areas are among the nine knowledge and methodology areas identified at Irvine Valley College.

The Irvine Valley College Catalog clearly states the College's General Educational Philosophy. Faculty expertise determines the appropriateness of each course and its student learning outcomes through the C*urriculum* and *Program Review Process*. Since students must take general education courses in each of the major areas of knowledge, the program is designed so that knowledge gained in satisfying student learning outcomes transfers to other courses, and from Irvine Valley College to the workplace, to the transfer university, as well as other life-long pursuits.

The faculty have developed and revised the general education areas through actions of the Curriculum Committee, the SLO Task Force, and the Academic Senate. These committees examine course outlines and affirm that each course contains appropriate content for the knowledge area in which it is placed. Course outline evaluations include a review of content, pedagogy, assignments, learning objectives and outcomes, methods of assessing learning and student learning outcomes. Because they must successfully complete at least one course, and in some cases more than one course, from each of the nine general education areas, students have a good opportunity to develop the intended intellectual skills and knowledge. Students must earn a passing grade in the following courses: reading, writing, speaking, critical thinking, and mathematics.

Graduation requirements for an associate degree require a minimum competency in Writing and Mathematics. Writing competency is demonstrated through successful completion of Writing 1, the college-level course in English composition. Math competency is demonstrated through successful completion of Math 253, Intermediate Algebra, or a higher course in the Mathematics sequence.

The Curriculum Committee follows standards for general education course selection as described in Title 5, California Code of Regulations, Section 55806. These standards are included in the Curriculum webpage both internally and externally. The curriculum committee reviews the courses included in the GE areas annually, The College's general education program introduces students to the basic content and methodology of the nine major areas of knowledge, as defined by Irvine Valley College faculty.

The student learning outcomes are included as part of the core outline of record for every course as part of the COR. However, the College uses TracDat for SLOs and Program Reviews in order to keep them fluid and up-to-date without having to duplicate work. TracDat provides the mechanism to map courses to the ISLOs in order to assist with the

assessment of the ISLOs and consequently the GE areas to ensure that the appropriate courses are in the GE areas.

The college has a number of GE courses offered in DE mode. The decision and rational for offering course as DE was bases on multiple factors, including student demand, limited resources on the college campus. By offering a variety of modality, students are able to complete their educational goals in a timely fashion. The de student survey that the oetf reviews confirms the need for de/oe courses, including GE courses.
All courses being offered in DE mode are identified next to that section in the semester schedule of classes, as well as in a separate schedule of classes that is comprised of all DE courses offered at IVC. When a course is offered in DE, there is a link or other instruction, given with the course listing that directs the student to more information regarding the DE component of the course. The College has developed a website devoted to DE, including orientations, tutorials and help information.

The OE Task force has created a tool box for faculty to use for DE instruction, including the DE faculty handbook, @One courses paid for by the College, professional development activities and access to an accessibility officer. The College requires that all courses taught in the DE mode must be approved. This process involves the submitting of a DE proposal request that includes detailed information about instruction, student contact and accessibility that the faculty intend to use in the online course. This form must be approved by the tech review committee, the curriculum committee, the academic senate and the board of trustees for the district.

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

There are 67 (check) degree programs at Irvine Valley College, about seven (check) of which are interdisciplinary. All degree programs at Irvine Valley College are designed to adhere to the standards set forth in the Program and Course Approval Handbook (PCAH). [PCAH] The Program Award Master, attached to all degree programs, clearly identifies the area of inquiry. [PAM] Prior to submittal to the Board of Trustees for approval, programs are thoroughly vetted. New and revised programs are written by faculty, reviewed by faculty discipline experts and the area dean, and one or more faculty appointed by the curriculum chair.   This review process assures that programs focus on student learning outcomes and competencies appropriate to the field of study.

Global Studies, approved in August 2016, exemplifies the process of designing a new interdisciplinary program at IVC.[Global Studies Program Award Master]. During the 2014-2015 academic year, faculty leads in political science followed the college's New Program Approval Process [New Program Approval Process 2009]. They formed an advisory committee of faculty from global studies disciplines, including history, sociology,

economics, anthropology and geography [minutes and/or emails]. The committee consulted with the area dean about available resources, and with the dean's support, wrote the core curriculum (GLBL 1, GLBL 2) and the program [CORs for GLBL 1 and GLBL 2]. The proposed Global Studies program was reviewed and vetted within the college's curriculum process during the 2015-2016 academic year, submitted to the state in Spring 2016, and approved in August 2016. Lead faculty attended the southern area DIG meeting on Global Studies on October 18, 2014 to work with community college and CSU colleagues to define core concepts and theories within the discipline of Global Studies [DIG Meeting Document]. This discussion informed the content of the program core courses (GLBL 1 & GLBL 2), as well as the interdisciplinary electives offered within the degree.

Irvine Valley College offers 6 degrees with emphasis. During the 2015-2016 academic year, the curriculum committee began to revisit these degrees, a process that will continue in Fall 2016. In Spring 2016, it was noted that some of the degrees with emphasis did not have a clearly identified core. Faculty discipline experts are currently reviewing the degrees and have been tasked with identifying core courses, where needed, and reviewing interdisciplinary elective courses in consultation with their departments [Curriculum Minutes 12.8.2015] The goal is to complete this review and revision process prior to the new and revised program submission date of October 15, 2016.

Irvine Valley College program development and review processes assure that all degree programs meet this standard. Our processes, faculty curriculum leads, curriculum specialist, and office of instruction prioritize clear identification of student learning outcomes, staying abreast of best practices and state regulations on courses and programs, and value and embrace processes of regular review. Faculty discipline experts are robustly involved at every stage of program development, assuring the relevance and soundness of course and program content. [Faculty Service Assignments 9.26.2016]

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

In addition to internal and external scans and other data collected from research conducted in the Office of Research, Planning and Accreditation, Irvine Valley College collects information on enrolled and/or continuing students regarding enrollment status (full or part time), persistence rates, success rates (college wide, basic skills, Career Technical Education, transfer courses, and Continuing Education), college and program student learning outcome assessment results, retention and success rates (delivery mode and class/section location), Scorecard (previously ARCC) data (progression through basic skills courses into transfer-level courses), completion (degrees and certificates awarded and transfer), and Career Technical Education outcomes and achievement (employment and wage information). [InFORM Reports on Persistence Rates and Success Rates in selected CTE Programs: CIM,Fitness Professional, Paralegal]

Additionally, the Irvine Valley College participates in the Career Technical Education Outcomes Survey yearly and provide the feedback and data to faculty for inclusion in their program reviews. [CTE Outcomes Survey]

With the goal of meeting the employment needs of the occupational segment of the College's student population, the programs/schools with Career Technical Education stay current on the labor environment in Orange County by using a variety of data resources to assist with program planning and approvals as well as course/program revision. [2015 Core Indicator Data] The faculty and dean with CTE programs respond to labor market data trends through discussion, program review, and possible course and/or program revision as well as through new program development if it is feasible. The Career Technical Education faculty and administrators participate actively by hosting annual local and regional discipline-specific advisory board meetings that provide specific labor market information to assist with program planning. [List of selected 2016 Advisory meetings]. Irvine Valley College responds to labor market needs in addition to the needs of its local and regional advisory boards as is exemplified in advisory meeting minutes. [Advisory minutes/info for selected programs: CIM, Commercial Dance, Retail Management]

Additionally, the California Community College Chancellor's Office of Economic and Workforce Development implemented the "Doing What Matters for Jobs and the Economy" thereby providing community colleges the opportunity to become part of California's economic recovery by creating jobs locally, regionally and statewide. [Link to Doing What Matters] As a result of this effort, the California Board of Governors approved a $200 million Strong Workforce Program to enhance career technical education and workforce training to meet the demands of the economy and the labor market, thus benefiting individuals, communities and the entire state. [Link to Strong Workforce Program] This requires collaboration with our IVC CTE Workgroup, our local Workforce Innovation, Opportunity Act Board and the Los Angeles/Orange County Regional Consortium stakeholders. Additionally, http://www.Cal-PASSplus.org was created to facilitate local, regional and statewide conversations to assist faculty in how to assist students transitioning from K-12 to college as well as to the workforce.

 As the Irvine Valley College community continues to focus on student achievement, the College relies on faculty expertise to identify competency and measurable student learning outcomes as well as to assess student progress toward achieving their stated outcomes. To establish learning outcomes and to identify required competencies in the Career Technical Education disciplines, Career Technical Education faculty rely primarily on business advisory committees that, following Title 5 regulations, are comprised of local employers in the designated subject area. Title 5 states, "The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development" [California Education Code 78015]

At Irvine Valley College, advisory committees provide technical assistance and resources and make recommendations for course and program revisions in order to meet the needs of the business, industry, labor, professional and technical trades, and/or community. The feedback and recommendations from these advisory groups assure that Irvine Valley College's Career Technical Education program graduates are capable of performing entry-level skills in the occupation in which they are trained. Furthermore, advisory committees assist faculty in planning, implementing, and evaluating and developing specific Career Technical Education programs. [Advisory Handbook]

Advisory Committees
1. Assist staff and faculty in determining the workforce development needs in a specific area
2. Assist the college in identifying specific learning outcomes/competencies that program graduates are expected to demonstrate
3. Assist in arranging the defined competencies into the format of an established curriculum
4. Serve as a communication link with other businesses and industries by promoting the program
5. Assist, wherever feasible, in the placement of program graduates
6. Provide feedback to the college regarding the learning outcomes/competencies of program graduates and make recommendations concerning revision and/or improvement of the program
7. Promote Career Technical Education programs and assist in the development of marketing and recruiting materials
8. Interpret Labor Market Information (LMI) for emerging occupations to assure that Irvine Valley College is developing programs that are relevant for Orange County
9. Assist in justifying new program proposals by providing employment data from the business or industry such as numbers of openings and average wages to ensure that the occupation is on the Employment Development Departments (EDD) list of occupations in demand for Orange County
10. Provide assistance in securing scholarships for potential students for the program
11. Provide Career Technical Education programs requiring programmatic accreditation with site visits and self-evaluations
[Advisory Handbook]

California Education Code (Section 78016) requires "Every vocational or occupational training program offered by a community college district be reviewed every two years by the governing board of the district." This Biennial review must ensure the program:

1. Meets labor market demand
2. Does not unnecessarily duplicate other training programs
3. Demonstrates effectiveness in program enrollment, retention, completion and employment placement and degree and certificates awarded to students
4. Meets these standards or must be put on an extended Program Review status, which at IVC trigger the program discontinuance policy and process.

Irvine Valley College meets the program requirement and posts the information on the college Inside.ivc.com portal for CTE Workgroup. [CTE Workgroup Membership]

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

In May 2005 the Irvine Valley College Academic Senate established a Program Discontinuance Policy in accordance with the California Code of Regulations, Title 5, Section 51022 and recommendations of the Academic Senate for California Community Colleges. In its paper, "Program Discontinuance: A Faculty Perspective," the Academic Senate for California Community Colleges outlines issues and criteria to consider in creating this process. It states that the "development of a program discontinuance process should be considered within the context of the College Mission Statement, and should be linked with the college educational master plan and the department's goals and objectives." This perspective informs our process, which is collaborative, linked with institutional planning, and addresses the educational needs of students. As described by the college policy, program discontinuance discussions can be initiated in college governance forums including President's Council, Deans Council, Instructional Council, the Academic Senate, and the individual Schools or Departments as well as the Office of the President, Vice President for Instruction and/or Vice President of Student Services. [2005 Program Discontinuance Policy]

The Office of the President and the Academic Senate form a Program Discontinuance Task Force that includes faculty, staff, administrators and other parties (e.g., the program's students, representatives of the occupation, and the community). The task force follows discussion guidelines prescribed by the policy. Based upon discussion and review of qualitative and quantitative information, the program discontinuance process has three possible outcomes in the form of recommendations: continue the program, continue the program with qualifications, or discontinue the program. In the event of a recommendation to modify or phase out a program, the Vice President for Instruction will charge the respective school dean to prepare a plan to modify or phase out the program per the Program Discontinuance Task Force's recommendations.   The plan will be developed in consultation with the program's faculty, submitted to the Vice President for instruction within 30 days, and include program completion procedures for students currently enrolled, a proposed timeline for completion, specifics on the implementation of all collective bargaining requirements for personnel (such as the redistribution of load), and specifics on the repurposing of instructional spaces and equipment related to the discontinued program. The plan will be submitted to the Office of Instruction, Academic Senate and College President for final determination and implementation of identified actions. In January 2012, the policy was revised to clarify the timeline, task force membership, task force responsibilities, and recommendation and report submission procedures. [2012 Program Discontinuance Policy]

Program discontinuance discussions are rare at the College. Since the 2010 Accreditation Self Study, only one program discontinuance discussion took place. From 2011-2012 the Electronic Technology Program Discontinuance Task Force utilized the policy to evaluate

the Electronic Technology Program. The result was a five page summary report and recommendations submitted to the Office of Instruction on April 25, 2012. [2012 Summary Report] The Electronic Technology Program underwent three discontinuance phases. Phase one occurred during Spring 2006 and resulted in a recommendation to continue the program subject to ten qualifications, with a follow up assessment to take place in one year. Phase two occurred in Spring 2007 and resulted in a recommendation to continue the program for three years, subject to nine additional recommendations. Phase three took place November 2011 through April 2012, and culminated in a finding that the nine phase 2 recommendations had been satisfactorily addressed. The task force recommended that the Electronic Technology program be continued without qualification.

Utilizing this process at the college led to several positive outcomes. The Electronic Technology program improved its equipment, marketing and outreach, and fill rates. [Electronic Technology Fill Rates 2014-2016] The Program Discontinuance Policy was refined an updated to clarify timelines and responsibilities. The task force recommended that a Career Technical Education Advisory Committee be developed. As a result, the College's CTE Task Force was established in Fall 2012. [CTE Task Force Charge in PDM] The end result for students was program improvement to serve their educational needs. [Electronic Technology Program Review Data]

In another instance of program change that impacted students, two CIM courses, CIM 106 and CIM 108, were combined into CIM 110 and the old courses were deleted from the system. [CORs for CIM 106, CIM 108, and CIM 110] This caused a repeatability issue in the enrollment management system because CIM 110 was coded as functionally identical with CIM 106/108, which meant students who had taken both could be awarded the equivalent of CIM 110 but if they were missing one or the other they were unable to enroll in CIM 110 or the alternate course since it had been deleted. Both CIM 106/108 were core courses in the Local Area Networks-Cisco AS and CoA [LAN-Cisco COA] When the School of Business was alerted to this problem, it worked with Admissions and Records to find a solution to serve students. Admissions and Records was able to manually waive the block and allow the impacted students to enroll. Further, they contacted students previously enrolled in the deleted courses to inform them of the sequence change and alert them to work with A&R if prevented from enrolling in the new course. [Evidence of communication with students] Based on this experience we have developed a more conservative approach when deleting, changing or adding courses that are part of a program or certificate that includes the recommendations of the program faculty, the curriculum specialist and the curriculum committee. [Meeting minutes and/or email showing caution discussion].

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

The academic and administrative organizations of Irvine Valley College and the South Orange County Community College District support a wide variety of instructional programs in a consistent and responsible manner. Quality, integrity and currency are assured through the processes in place for faculty hiring and evaluation, curriculum creation and renewal, and the review and improvement of academic programs through the 2, 4, and 6-year Program Review Process. The Program Review process uses TracDat to manage the data for each program that allows for continual update and transparency. Planning and Decision-Making manual is thoroughly reviewed and updated annually by the Institutional Effectiveness Committee to make explicit the responsibilities of individuals and governance groups regarding hiring, curriculum, and program decisions, and to document and communicate those decisions to the college community. Curriculum review for all courses occurs every five years, except for CTE courses which are scheduled to occur every two years.

IVC's commitment to institutional effectiveness is demonstrated by its dedication to a culture of evidence and of continuous quality improvement. IVC shows institutional effectiveness because it relies on analysis of quantitative and qualitative data and it continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services.

The IVC Annual Institutional Effectiveness Report (AIER)is posted on the district intranet as a complete document as well as links to Inform reports for each section of the report for easy faculty access.[Institutional Effectiveness Annual Report 2015] The complete annual report measures the effectiveness of the college, its programs, student success and institutional elements through a five year comparison. The Inform reports offer up-to-date information that faculty use for program review.

Under the guidance of college faculty, administrators, and staff, this AIER provides the most useful information for the college community as it relates to student success and the management of the college. The AIER presents information about the college's student and employee population, course offerings, enrollment patterns, and key student performance metricsI.   [nstitutional Effectiveness Annual Report 2015]
The Institutional Effectiveness Report is organized into nine areas: College Student Profile, Instructional Offerings, First-Time College Students, Student Progress, Developmental Education (Basic Skills), Workforce Development (CTE), Student Achievement, Transfers, and Employee Headcount.

A secondary purpose of this report is to complement other data and reports, such as the California Community College Chancellor's Office Accountability and Reporting for Community Colleges (ARCC). The Institutional Effectiveness Report also provides a better understanding and deeper analysis of the ARCC data, which is used for accountability and assessment of the college at the state level.   [ARCC Data/Student Success Scorecard]

The Student Learning Outcomes for courses and programs are conducted annually for all courses taught during that academic year, the results and use of results are shared within departments and schools to assess the effectiveness of the programs. The SLOs, assessments,

results, and use of results are stored in TracDat and are available to all faculty upon request. [PoliSci Course SLO Report, PoliSci Program SLO Report, PSYC Course SLO Report, PSYC Program SLO Report] The Program Review Process incorporates the assessment of PSLOs and Course SLOs into its evaluation of program effectiveness through the incorporation of SLO results and other data indicators.

The Irvine Valley College Program Review Process is supervised by the college's Institutional Effectiveness Committee. [IEC Charge and Membership] Every six years, all programs and administrative units undertake a comprehensive self-evaluation addressing the program's consistency with the college mission, the program's scheduling pattern, its relationship to student activities, clubs and co-curricular, program-related professional development activities, program effectiveness, service to students/SWOT analysis, student learning outcomes, and program objectives, strategies and action steps. [Program Review Process] Every two years, programs re-evaluate program objectives, strategies and action steps in a program review update. The South Orange County Community College District's InFORM Data Warehouse provides comprehensive program statistics for use in program review. The Program Review Report provides six years of data on section counts, enrollment counts, weekly student contact hours, full time equivalent students, full time equivalent faculty, productivity, fill rates, retention rates, success rates, passing grades, degrees awarded, and student counts by total, gender, ethnicity, and educational goal. Thus, the college provides sufficient data and a robust program review process that allow all programs to evaluate their effectiveness on a regular cycle. [Program Review calendar]

The program review process includes sections to discuss the curriculum and SLOs for the courses as well as for the program. In the Program Review General Information section B2: Program Effectiveness: Service to Students. Instructions to fill out this section is that based on program effectiveness data, discuss how students are being effectively served by the program. (Discussion could include enrollment data, student retention rates, course completion rates, persistence rates, and institutional effectiveness data.). [Poli Sci Program Review Report, HD Program Review Report] For section B3: Program Effectiveness: SLO, the faculty must summarize the program and/or course and/or degree/certificate level student learning outcomes assessment data. If assessment has not been completed, enter the estimated date of completion and responsible parties. If your program has modified instruction based on the assessment results, record a brief description.

The college meets this standard, regularly assessing and analyzing program effectiveness and student success using robust and timely data provided in the SOCCCD's InFORM data warehouse and the college research office. The cycle of annual EIC reporting and bi-annual program review assures that all aspects of instruction are thoroughly vetted for quality, while the regular cycle of curriculum review by faculty discipline experts assures that all courses maintain their currency and relevance.

Standard II.B.1
The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support

educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

1. *What information about student learning needs is provided by instructional faculty and staff to inform the selection of library resources?*

Each school and department at IVC has a librarian assigned to liaison with faculty. This liaison attends faculty meetings, solicits faculty feedback through emails, and provides an online form for faculty, staff and students to make recommendations on materials. Additionally, the databases are reviewed each year and faculty members are consulted regarding any changes that may be made to the database collection. When recommendations are made to the library, the librarians conduct a collection analysis to determine the appropriateness of the material to the library and the campus, based on collection development statements posted through the library's website.

2. *How does the institution assess the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety?*

The campus uses the Program Review process (conducted on 2, 4, and 6 year cycles) and Student Learning Outcomes to assess the effectiveness of the library and learning support services. Program Reviews are available to all faculty and deans on campus through TracDat and go through the Institutional Effectiveness Committee for review after completion. The library and student support services Dean meets with the CIO for regular updates regarding statistics collected by the library and other centers.

The library itself generates statistics using gate counts, circulation and reference desk transactions, workshops, and orientation attendance counts. Additionally, the library conducts annual student surveys to address the environmental and learning needs of the students.

The learning support services--including the Math Center, Reading Center, Writing Center, Language Acquisition Center and the Student Success Center--consider attendance data from SARS along with student surveys, success in corresponding courses, and data collected from the campus wide survey through the office of Research, Planning and Accreditation when considering and planning for the effectiveness of services.
Irvine Valley College assesses the effectiveness of the Library and the Student learning centers using Student Learning Outcomes collected annually. The Reading and Language Acquisition Center collects SLO data each semester. The Library and the Centers each conduct surveys to assess the SLO's for their program. Once the surveys have been completed, the departments discuss the results in departmental planning meetings. All SLO data is stored in TracDat including any documentation related to the assessment method, such as the survey and the survey results. Additionally, the Student Success Center (SSC) has partnered with the Office of Research, Planning and Accreditation to conduct both a

qualitative and quantitative study of SSC tutoring services. Beginning Spring 2016, the LRC has conducted an additional online survey at the end of each semester which asks ESL students about their use of, and thoughts about, each ESL language software. This data is shared with all ESL full-time faculty in order to update or revise software and materials. Discipline faculty from the library and the student learning centers attend conferences regularly to learn about current innovations and best practices and newest materials in the discipline and, in turn, invite software vendors to make presentations on new products and technology at IVC.

3.   *How does the institution know it has sufficient depth and variety of library materials to meet the learning needs of its students?*

The library uses discipline faculty to create and maintain collection development statements that are shared regularly with the appropriate IVC programs and available to the public through the library's website. The library completes its own Program Review which is then reviewed by various institutional committees as well as the Office of Instruction. The library faculty, in consultation with discipline faculty, use collection development reports to identify any gaps in materials based on LC call number statistics and through a screening process. For more extensive resources, such as databases and eBook collections, the library uses recommendations from faculty, CCCL recommendations, and its internal collection development statements to determine completeness of database collections. Once a given resource is identified as needed, the library uses the Resource Request procedure to acquire it, a procedure which allows various institutional decision-making bodies to view and assist with determinations on the purchasing of such resources.

4.   *Are all campus locations/all types of students/all college instructional programs equally supported by library services and accessibility?*

The library has accessibility/DSPS equipment and resources located throughout its facility, including a public scanning station compatible with exportable accessibility file formats. The library has implemented a more user-friendly and robust online service with WMS and WorldCat Local now available to all students, staff, faculty and community members online through the library's homepage. Additionally, the library provides online tutorials on how use the library catalog and library databases which is accessible to all students.

The Math Center uses the MyMathTest to assist students with preparing for the IVC assessment test, available online from the Math Center home page.

The Reading Center supports a co-requisite course and materials for all students enrolled in its developmental reading program and an optional course to assist students enrolled in other reading and writing courses. In addition, the Reading Center is designed to serve students enrolled in English Special Services courses (for students with Learning Disabilities) and also houses adaptive technology, (such as the Kurzweil machine), for all students on campus. The Reading Center is open a variety of hours ==do we want to specify these hours?== to accommodate all students.

The Student Success Center (SSC) offers tutors across the curriculum and is designed to assist IVC students to develop learning strategies and become more effective independent learners. The SSC offers one hour of tutoring per subject per week while offering extended tutoring hours to students in EOPS, DSPS, and student veterans. The current tutoring

program is available at no cost to the students on a non-credit basis, open-entry/open-exit, and offers tutoring through the following models:

- One-on-one and group tutoring
- Walk-in tutoring (available in Accounting, CIM, CS, DMA, IMA, Drafting, 3D printing, and basic computer literacy)
- Online tutoring (Math, English, Sciences, ESL, Spanish, Accounting, Economics) In order to schedule an appointment or utilize the online tutoring, a student must:
- Enroll in Supervised Tutoring, TU 301
- Submit a referral form (available online) signed by an instructor or counselor

For our exclusively online students, they can complete the TU 301 enrollment process via email and not have to physically come into the center.

During the Fall and Spring semesters, the SSC is open Monday through Thursday from 9:00 a.m. to 7:00 p.m. and 9:00 a.m. to 2:00 p.m. Fridays. In the Summer, it is open 9:00 a.m. to 6:00 p.m.

The LAC supports two co-requisite courses and materials for all students enrolled in ESL 301 and ESL 201, which are the top two levels of the ESL academic writing sequence that lead into transfer-level Writing. Curriculum has been redesigned and coordinated so that ESL 301 and 201 students sign up for ESL 301L and 201L respectively (the non-credit lab component of the course) to receive supplemental instruction from LAC instructors as well as additional software support. In addition, ESL students can take a general non-credit lab course for all other ESL classes to use the language software or to meet with ESL instructors. The LAC also offers an optional 0.5 unit lab course for students enrolled in any language course in the Spanish, Japanese, Chinese, and French programs. In accordance with California Education Code guidelines, credit in these language lab courses requires that students to spend at least 24 hours per academic term in the lab where students work with language software or meet with language faculty for conferences. The LAC is open on Mondays and Wednesdays from 8:30am-6:20pm, Tuesdays and Thursdays from 9:30am-6:20pm, and Fridays from 8:30am-12:20pm to accommodate students.

Students enrolled in any of the four Writing Conference courses have access to the computers and printer in the Writing Center. Of those computers, one is designated for students who are part of DSPS. In addition to standard Word, Excel, PPT, and Adobe Acrobat software, this computer has Read & Write 10, Jaws, ZoomText 9.1, Kurzweil 3000, and Dragon Naturally Speaking among other software programs. At this time, the Writing Center does not provide online individualized conferences. However, students enrolled in one of the English Department's online sections of WR 1 are able to take advantage of Smartthinking, an online support system offered by the Student Success Center.

5.   *How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation)*

[may need to be re-written and a comparison done between what we offer in person and how what we offer online]

IVC maintains various online support services accessible to students in DE/CE programs and students at off-site locations. The Library offers online resources, such as databases (available 24-hours off-campus), library tutorial and subject guides using LibGuides, online video tutorials, reference support by phone, email and chat, and a FAQ page to answer questions online for all students, whether they are enrolled in traditional or DE courses. In addition, the Math center has a License Agreement with Maple software to make it available to students off-campus. The Math center also has agreements with Pearson to provide online help and materials for students enrolled in math courses. The LAC materials are available electronically through the various software programs and its website. At this time, the Student Success Center offers online tutoring for unlimited usage and is available to both on-campus and our online students.

6.   *What is the availability of electronic access to library materials and learning support services? (Federal Regulation)*

The Library offers online resources (available 24-hours off-campus), including databases, eBooks and streaming videos; library tutorial and subject guides using LibGuides, online video tutorials, reference support by phone, email and chat; and a FAQ page to answer questions online for all students regardless if they are DE or in person. The Student Success Center offers online tutoring available for unlimited usage at this time and is available to both on-campus and our online students at IVC. To support the students with electronic access the SSC serves as the campus' computer lab and holds specialized software that is used in IVC's curriculum. The Math center has a License Agreement with Maple software to make it available to students off-campus. The Math center also has agreements with Pearson to provide online help and materials for students enrolled in math courses and is available to all students. The LAC materials are available electronically through the various software programs and website.

7.   *QFE: Through curriculum redesign and scheduling, can the institution provide supplemental instruction and tutoring for academically at risk students, particularly in gatekeeper and developmental education courses?*

While the SSC focuses primarily on tutoring the Basic Skills, this year it is also also piloting a Supplemental Instruction (SI) initiative for several of ESL classes at IVC. Through the support of Student Equity funds, we are pairing an SI tutor with certain ESL class sections; the tutor then offers SI study sessions outside of class in the library. (This is in addition to the tutoring the ESL are eligible for in the SSC.) In addition, through Student Equity funding IVC is also piloting drop-in English and ESL assistance on Saturdays in the Library. To be certified as a tutor, students must be advanced in the subject areas being taught, recommended by the discipline faculty, and trained in tutoring techniques. The tutoring program plays a crucial role in student success and degree completion as the program assists students in achieving academic success, retains students who would otherwise drop a class, and promotes self-confidence and independent active learning. The SSC recognizes students as unique learners who have the potential for continued educational growth and therefore

aims to encourage student to become self-directed and independent as they pursue their educational endeavors

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

What information about student learning needs is provided by instructional faculty and staff to inform the selection of educational equipment and materials to support student learning?

Librarians are informed through CurricuNet every time a new course is launched. At that point, an assigned librarian verifies the library collection is sufficient in depth and breadth to support the new course or program. Additionally, (as discussed above) the library has liaisons to each school to solicit material requests from the faculty and provide an online form allowing faculty, students, and staff to request materials throughout the year.
Also as discussed above, the library and student centers utilize the Resource Request procedure and instruction equipment request procedure to obtain needed equipment and materials, a process which allows for additional faculty feedback.
The SSC relies upon discipline faculty communicate software needs for the computer lab in order to facilitate student learning across the curriculum. For example, the SSC recently acquired three 3D printers that are available to all students across the curriculum. 3D printing tutors are on hand to assist students in gaining proficiency in utilizing this technology which assists with their learning material for DMA courses.
Some of the learning centers at IVC are tied directly with course curriculum, such as the Math, Writing and Language Acquisition Centers. The direct connections with these courses guides the centers' use of software and materials in order to assist students most effectively. Additionally, the library and student learning centers use surveys to identify any additional materials needed or desired by students and faculty that may have not been previously identified.

How does the institution assess the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety?

The library regularly solicits material requests from faculty, surveys faculty and staff for input on current and future databases and materials, and conducts an annual survey of students and other patrons of the library to identify other resource needs. ESL and language faculty convey their instructional software needs to the LAC coordinator who makes purchases on their behalf.

To help identify gaps in the collection, the library conducts an annual inventory of its collection, discipline faculty and librarians use of the collection development, and weeding policies to evaluate the library's resources based on a report of LC Call Numbers. Additionally, the library utilizes the information and reviews collected by the Community College Library Consortium to acquire appropriate community college library resources.

The Language Acquisition Center uses a variety of measures to assess the depth and variety of materials to meet student needs. An SLO is assessed, via a student survey, to measure students' perceived benefit of the lab's overall support in improving the students' writing, reading, listening, and speaking skills for all language lab sections. In addition, the ESL BSI project funds an ESL student and ESL faculty survey which specifically measures use and effectiveness of ESL lab software. The survey is reviewed by the ESL department and the BSI LAC software coordinator, and changes are made as needed. ESL lab software is embedded in the curriculum of the top two ESL academic writing courses—ESL 301 and ESL 201—and use and effectiveness of such software is continually monitored throughout the semester by student outcomes in the class and by monthly ESL 301 and 201 instructor meetings (also funded by BSI). The LAC coordinator and full-time language faculty regularly attend meetings that review and update materials.

In the Fall, the Writing Center conducts a survey of all currently enrolled student. This survey assesses the Center's SLOs: 1) "Working with faculty in the Writing Center has helped me better understand and respond to assignments in my co-requisite writing course," and 2) "Working with faculty in the Writing Center has helped me to clarify and to expand upon ideas." The results, (which consistently demonstrate the Writing Center does meet the needs of its students), are available on TracDat. The Writing Center is part of the English department and directly serves the students enrolled in corresponding English classes. All decisions regarding materials and resources are addressed during English Department meetings.

How does the institution know it has sufficient depth and variety of materials to meet the learning needs of its students?

The library conducts an annual inventory of its collection, discipline faculty and librarians' use of the collection development, and weeding policies to evaluate the library's resources based on a report of LC Call Numbers. This process helps to identify gaps in the collection. In addition, the library utilizes the information and reviews collected by the Community College Library Consortium to acquire appropriate community college library resources. The library and student learning centers all conduct Program Reviews on a two-year schedule which include information regarding staffing and other resource needs. The Program Review process includes establishing objectives and strategies that are identified from student surveys, comment cards, and school meetings. Program Reviews are drafted by the library's full-time faculty and each center and then submitted to the Institutional Effectiveness Committee for evaluation and recommendations for changes prior to it being sent to the next stage of the decision-making process (as outlined elsewhere in this Accreditation report).

What information about the learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources?

All faculty, including faculty teaching DE, are contacted every semester for material recommendations for their courses and programs. If faculty members identify a resource needed for their online courses, they would work in conjunction with the librarian assigned to

their school. For databases or other on-going resources that have a large cost associated with them, resource requests are used.

The results of the Online Education Student Survey, which is completed every semester, are shared with instructional faculty and the library staff. Results reflecting the learning needs of DE students are discussed at weekly librarian meetings to inform the selection of library resources including online databases, periodical subscriptions, eBooks, and print books. The library recognizes the need to balance both online and physical materials in order to accommodate the needs of both types of students. The library has a provided an online form linked from the homepage to allow for students, staff and faculty to submit resource suggestions to the library collections. The eBook collection development policy created by the librarians is based on the curriculum offered at the school with a special consideration for online materials for those programs with a large number of DE students. Librarians are notified to review new courses for available library resources as the course goes through the curriculum review process, including proposed DE courses.

What equipment to support student learning is available to students studying in DE/CE mode?

The services to support student learning for all students, including those studying in DE mode, include:

1) Media site to provide storage for digital content including video, audio, files
2) Blackboard
3) Library databases
4) Libguides
5) LibAnswers
6) WorldCat
7) Library videos
8) Libcal
9) Pharos online printing
10) Blackboard collaborate
11) Voice thread
12) Office 365
13) Discount software
14) chat software
15) Smarthinking
16) MySite

The Online Education Task Force and the Technology Advisory Task Force continually discuss new services and technologies to enhance student learning online; recently, for example, these Task Forces are considering the current LMS as well as investigating online proctoring.

Irvine Valley College provides Blackboard with 24 hour support offered by Blackboard and IT support during business hours. Additionally, the IVC website offers tutorials, orientations and other resources to assist DE students who are unable to come to campus. The library

offers fifty databases, eBook collections, subject and course guides, tutorials and an ASK a Librarian page, providing different methods for a student to get assistance from librarians. Inside the library computers are available for all students providing access to specialized software, Blackboard, printing, email and scanning. Additionally, the library provides access to headsets, portable DVD drives, USB drives and reserve textbooks.

The Math Center provides online assessment preparation through My Math Lab for incoming students. There is a nominal fee for these preparation materials for the student but it provides returning students the opportunity to test into a higher math class.

The Student Success Center provides almost 24/7 access to all students, including both in-person and DE, to online tutoring via Smarthinking. Students access online tutoring through Blackboard for Tutoring 301 from any computer with an internet connection.

By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students?

Irvine Valley College library uses the Ezproxy software and dedicated servers to provide students access to all library Databases and eBooks off-campus. The library collects database statistics to provide details on the number of searches and the number of sessions for each database to help determine the learning needs of students.

The library has provided contact information, knowledgebase texting, and a suggestion box for students to contact a librarian in case of access problems while off campus. These communication tools are also in place for students to raise concerns with accessing the library remotely or to request access to resources off campus that were not previously offered.

The library uses an online survey to assess if the students at IVC are satisfied with the library resources. While this survey is not limited to just DE students, it is accessible online and provides DE students the opportunity to comment on library resources available to them.

What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode?

As indicated above, the library uses an online survey to assess if DE students at IVC are satisfied with the library resources. Additionally, the library tracks usage of resources that are available remotely, including databases, eBooks, and course and subject guide usage.

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

What methods does the institution use to evaluate its library and other learning support services? Does the evaluation assess use, access, and relationship of the services to intended student learning? Does the evaluation include input by faculty, staff and students?

The IVC Library and learning support services use a variety of different methods to assess the use, access and relevance of its library and other learning support service to student learning.

The library uses annual student surveys accessible online to identify the awareness, usage and any lack of resources needed by IVC students; a student comment form is available both online and in paper in the library for students to address issues and needs when the survey is not being conducted. Faculty can make suggestions any time via email to librarians. Additionally, every semester an email is sent out to faculty to solicit their suggestions for acquisitions of new library resources to complement their programs, and faculty have access to an online form to submit recommendations of library materials. The librarians present information at school and faculty meetings and provide library focused sessions during Professional Development Week for faculty and staff to learn about and discuss library resources.

The library also uses database statistics to determine the usage of the various databases. Database statistics are discussed annually with the library faculty and staff and administration from IT and other faculty. The library employs assessments for bibliographic instruction and library research workshops to determine satisfaction as well as the students' understanding of the information presented. Faculty are engaged prior to the BI to determine the information needed for their students in their particular disciplines.
The library and learning support services utilizes Student Learning Outcomes and Program Peview to further assess the relationship of the services to student learning. SLOs are assessed using surveys created with the help of the Office of Research, Planning and Accreditation.

The Student Success Center also engages in research studies with the IVC Office of Research, Planning and Accreditation. The SSC engages in both qualitative and quantitative research studies with the IVC Research and Planning Office. Quantitative studies have looked to traditional outcome measures, such as course retention and GPA, with a matched control group to determine whether or not students who receive tutoring have more success. The SSC also surveys students every semester on a self-report measure where they indicate the effectiveness of tutoring and respond to an open-ended question about the SSC's strengths as well as areas where it could improve. Qualitative studies have involved researchers observing and rating tutor and tutee interactions and then grouping those behavioral findings into traits or trend categories which can then be compared to objective measures such as course completion or course grade. This research study examined successful tutoring behaviors and was presented at a conference (see copy in evidence section).

IVC uses the Program Review process to assess the validity of the programs at IVC, including the library and learning support services. Student Learning Outcomes for the program are included as part of the Program Review, and each program uses the data collected from SLOs and other resources to request funding.

Does the evaluation of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes for DE/CE programs? Does the evaluation include input by faculty, staff, and students?

The library is unable to distinguish DE students who using the library who are DE from other students who are simply using online resources. DE students still have the same access to provide feedback and request materials as do in-person students.

At the same time, the library faculty does ask instructional faculty teaching DE courses for input for databases and other electronic resources, [Library AUR?] and the campus conducts a DE survey every semester addressing their needs for resources. The Office of Research, Planning and Accreditation shares this information with the library and learning support services to assess that student learning needs are meet. Furthermore, instructional Program Reviews, where relevant, evaluate courses and services to determine if the services needed are being meet by the library and student support services while the Library and student support services use their own Program Reviews to determine the effectiveness of their programs.

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

What contracts, if any, exist for the provision of library and learning support services? What processes does the institution have for evaluating Standard II: Student Learning Programs and Support Services 33 and ensuring the quality of those contracted services?

The library uses a number of different vendors to evaluate student learning, and the administrative unit and Technology Services work together to assess and ensure the quality of the services contracted.
Current Contracts:
- OCLC WorldShare Management System to access library resources and resource management
- YBP, GOBI – collection development and tracking
- Databases
- Periodical
- SpringShare LibApps – for statistics, for LibGuides, for LibCal (study rooms)
- Desk Tracker for statistic
- 3M for gate counts

IVC Technology Services supports the Learning Management System (LMS) of record. The LMS is selected via a group of faculty, staff and administrators from both colleges. IVC

Technology Services supports the LMS with a dedicated Instructional Technologist who reports to the Director of Technology Services. The Instructional Technologist at both IVC and Saddleback College attends weekly meetings with the vendor to discuss any new or current issues; those issues are resolved to the user satisfaction or they remain open until there is satisfaction. Additionally, the Instructional Technologist tests any upgrades, service patches and third-party connections to the LMS. Once the IT is satisfied, he coordinates the upgrades, services patches and third-party connections into the production system. The library faculty and staff review and record statistics and usage reports at monthly library department meetings.

The Math Department uses Maple Software and has a contract through Technology services to have access the Software in the Math Center, Library, and Student Success Center.
The Reading Center uses Merit Software and has a contract through IT services to provide all students access to the online Reading Software; IVC has a site license.
The Student Success Center (SSC) has a contract with Smarthinking as an online tutoring provider. Smarthinking is accessible to students with disabilities and is accessible to all students at no cost via Tutoring 301 enrollment. IVC's IT department worked with Smarthinking in its deployment to ensure its security, maintenance, and reliability. The SSC Coordinator views usage reports monthly and the contract is up for renewal annually. Smarthinking tutorial sessions are evaluated by students each time they are used and these evaluations are archived.

The LAC uses various third-party software and its site licensing agreements with the software vendors are coordinated thorough the Technical Services Department. In ESL, student and instructor surveys are used to gauge effectiveness and usage of the software. The library and student support learning centers use a common print system. CMS was the vendor used for over ten years, but when it was assessed that this vendor was not meeting the needs of the students, a collaborative effort between IVC and Saddleback college reviewed several options and determined that Pharos would replace CMS beginning in Summer 2016.

How does the institution gather information to assess whether the services are being used and are effective? (Federal Regulation)

The library and student learning centers review and analyze relevant usage reports. For the library, gate counts, circulation, and reference transactions are collected using equipment and software tools. Technology Services and facilities are consulted to determine if equipment is out of date and should be replaced based on the number of service requests and out-of-order occurrences.

All five of IVC's Learning Resource Centers (LRCs) track student usage through the collection of positive attendance via the software program SARS. SARS archives all of this data, making it available at any time. This usage data in reported in IVC's lab courses that students have enrolled in, except for computer lab usage at the Student Success Center (SSC) where a co-requisite enrollment is not required. Department chairs include evaluative information on the five LRCs' services in their Program Reviews; as part of this evaluation,

Student Learning Outcomes are measured and discussed within the departments, and subsequent modifications are made to the provision of services.

At the IVC Math Center information regarding utilization and effectiveness is gathered in three primary ways:

1) Math center attendance tracking using SARS. All students who arrive at the Math Center must log-in at the attendance computer and log-out upon departure. Reports of utilization are included in the Math department Program Review, and the details of this usage are employed when determining the tutoring staff needs and capability in order to meet student demands.

2) Assessment of SLOs. At the culmination of each semester, SARS reports are used, in cooperation with the Office of Research, Planning and Accreditation, to determine the pass rate of students taking Math 353 or Math 351 who also enrolled in the Math Center.

3) The Math Department student survey. This survey is conducted over the last two months of the Spring semester and asks students who attend the Math Center variety of questions to gauge student opinions about the effectiveness of the Math Center and its services.

The LAC uses SARS data to add or remove sections based on student demand. Also, 80% of the students in the LAC (students enrolled in ESL 301 and 201, two basic skills ESL writing courses), are required to attend four LAC instructor conferences, complete five grammar software modules, and complete 24 hours in the lab per semester. In addition, students are required to produce the language skills refined in the lab in their own essays, which are assessed by classroom instructors. All of these activities are graded components of ESL 301 and 201 courses; thus, both the use and effectiveness of the lab services are measured throughout the semester and as a course grade.

Additionally, faculty from all areas attend conferences for professional development and collaborate with other institutions to learn about new software and equipment as well as best practices in their field for assessing student usage and quality of data.

Standard II.C.1
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution. (ER 15)

Eligibility Requirement 15
The institution provides for all of its students, appropriate student support services that foster student learning and development within the context of the institutional mission.

Evidence of Meeting the Standard
Support programs and services offered under Student Services include: Admissions and Records, the IVC Lasers Bookstore, the Bursars, CalWORKs, the Career Center, the Child Development Center (CDC), Counseling, Disabled Students Program and Services (DSPS),

Extended Opportunity Program and Services (EOPS/CARE), Financial Aid, Guardian
Scholars (foster youth support), the Health and Wellness Center (HWC), International
Students Program (ISP), Outreach and Community Relations, Student Life, Student Equity,
Student Success and Support Program (SSSP/Matriculation), the Transfer Center, and the
Veterans Services Center (VSC).   Irvine Valley College Student Services strive to provide
quality services to all students by implementing within each program, the institutional
mission: "Irvine Valley College is committed to student success. The college is devoted to
student learning and success through exemplary and integrated teaching and support services
effective stewardship, and continued accessibility in a diverse community." (1).

The institution ensures the quality of services provided to students by conducting
comprehensive program reviews that include measurable student service outcomes (SSOs),
every 3 years. (3) (4) (5) (6) (7) (8) (9) Annual program review updates are developed and
discussed through a series of professional development and collaborative opportunities. (26)
(27) Student service programs assess student satisfaction with services and initiatives
through participant evaluations, student comment cards and surveys. (10) (11) (12) (13) (14)
(15) Surveys are also used as a tool to ensure students are meeting the individual learning
outcomes established by each department.
(16) (17) (18) (19) (20) (21) (22) (23)

In line with the established mission, programs solicit feedback from advisory boards, which
is used for program and service improvements. These meetings are also a way to update and
provide information to local partners and vested community members. (24) (25) The State
Chancellor's office conducts annual program audits on categorical programs offered at Irvine
Valley College to ensure program compliance and effectiveness. (28) Most recently,
categorical funding to support the core services of assessment, orientation, advisement and
follow up, through the Student Success and Support Program (SSSP); and funding to
mitigate disproportionate impact found in student groups based on gender, ethnicity,
disability status, socio-economic status (SES) and foster youth or veteran status through the
Student Equity program; have given the institution an opportunity to establish and enhance
the support services offered. (29) (30) (31) In direct alignment with the college mission to
"*offer continued accessibility in a diverse community*", a Guardian Scholars program was
developed as a Student Equity initiative to address the disproportionate impact found for
Foster Youth students with regards to accessibility. In spring 2016, the students were asked
to complete a needs assessment which was analyzed and discussed at program planning
meetings. (32) Also approved for Student Equity funding was an initiative to develop a re-
entry center on campus to support a population of non-traditional students with specialized
needs and challenges. (33) Currently in the planning phase, the re-entry center will be
initiated in fall of 2017.

The aspect of student support services that has experienced the greatest transformation is
with regards to services for distance education students. In response to the growing
enrollments in distance education, many student support services are available online.   An
overview of services available via different modalities is outlined below in Table 1.

Student Service	In Person	Evening*/ Saturday	Info/docs On-Line	Interactive services available online

1. Admissions & Records	X	X	X	Application, Registration, apply for degree or certificate, request transcripts, <mark>enrollment verification</mark> (35) Degree Audit (Implementation phase)
2. Assessment/ Matriculation/SSS P	X	X	X	Orientation, schedule appointment, advisement, 1st semester My Academic Plan (MAP)
3. Bursar	X	X	X	Request refund
4. CalWORKs	X	X	X	n/a
5. Career Center	X	X	X	College Central Network (36); Facebook, job posting website online, resume builder, flyers and tips. Informational interviews and resume critique via email
6. Child Development Center	X	X	X	n/a
7. Counseling	X	X	X	Phone/skype counseling, email q&a, MAP, appointment scheduling, online incident reporting for student discipline with ADVOCATE (42)
8. DSPS	X	X	X	Request for test proctoring online
9. EOPS/CARE	X	X	X	n/a
10. Financial Aid	X		X	FAFSA, My Financial Aid Status Check (37)
11. Guardian Scholars	X		X	Phone Counseling, email q&a, weekly digest sent to all participants (38)
12. Health & Wellness Center	X	X	X	Quarterly newsletter sent to all students/embedded links (39)
13. International Students	X		X	Monthly newsletter sent to all students/embedded links (40) Online appointment scheduling
14. Outreach	X	X	X	n/a
15. Student Life	X		X	ASG voting

16. Student Equity				Entire department has gone paperless. Application online in progress
17. Transfer Center	X		X	n/a
18. Veterans Service Center	X		X	Quarterly newsletter sent to all students/embedded links (41)
19. Tutoring/Student Success Center	X	X	X	Online tutoring through _____

* Evening hours constitute in-person services available after 5pm.

Analysis

As stated, the college regularly evaluates student services and demonstrates that these services support student learning. "Irvine Valley College is committed to student success. The college is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community."

To address the needs of our diverse student population, IVC ensures in-person assistance is available in the evenings and on weekends in addition to our increasing online services. The student services that experience the highest volume of student contacts, Admissions and Records, Counseling and Financial Aid have all increased their available hours to address the need for services for students enrolled in evening courses. For example, the Counseling Center is opened until 7 pm Monday-Thursday, as well as available appointments on Saturdays.

Plan

In an effort to meet the needs of the rapidly growing distance education population, members of the Student Services management team will collaborate with the Online Education Task Force to create a Student Services for Distance Education plan as an outline to guide future practices, increasing accessibility for distance education learners. The institution also plans to enhance professional development in the area of distance education services through participation in webinars, conferences and local workshops. The Associated Student Government of IVC has been discussing the needs of DE students and how to best support the activities, wants and concerns of their peers. Results of their discussions will be shared with the Online Education Task Force.

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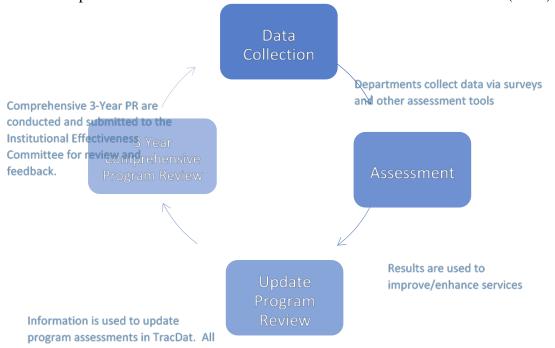
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evaluation

The institution uses Tracdat to input and store program and department assessment data. Assessments are conducted to measure many aspects of the student experience while enrolled at the institution. Ensuring student satisfaction with services, determining opportunity for program improvement or expansion, supporting state and district funding requirements, and

aligning services with the goals and objectives of the college and the district are some of the ways in which this information is utilized.

Evaluations are assessed by the Office of Research, Planning and Accreditation and reviewed by the Vice President for Student Services (2) (3) (4).   Results are presented at the following Student Services meeting and changes are implemented where appropriate. This process is detailed as part of the Office of Student Services Administrative Unit Review (AUR). (5)

Data Collection

Departments collect data via surveys and other assessment tools

Comprehensive 3-Year PR are conducted and submitted to the Institutional Effectiveness Committee for review and feedback.

3 Year Comprehensive Program Review

Assessment

Update Program Review

Results are used to improve/enhance services

Information is used to update program assessments in TracDat. All

Programs perform annual updates to the comprehensive 3-year review required to update Program Reviews (6). Meetings with the Office of Research, Planning and Accreditation, area managers, and, when appropriate the Vice on an annual basis President for Student Services, are conducted to ensure that the AUR, SLO and SSO progress and assessments are effectively measuring student support outcomes as evidenced by the various trainings conducted. (7) Program reviews are evaluated utilizing assessment methods to ensure the AUR's and SLOs/SSOs are functioning at a sustainable level. All outcomes are assessed and changes to programs are implemented based on the assessment process results. For instance, over 50% of the students polled in the 2011 Student Satisfaction Survey expressed concern that either their current financial status would interfere with their studies or that they would be unable to attend IVC without financial assistance (24). Financial Aid Office addressed this by sending both follow-up missing document emails and removing unnecessary document requirements, most notably a driver's license for each student (27). The initial actions of communicating more regularly with students and removing unnecessary barriers to access resulted in more student files being completed and a greater number of students receiving financial aid (37%). With additional time, access will continue to be less and less of an issue.

When surveyed in Spring 2012, 83% of students knew how to apply for financial aid and 71% knew how to complete their file in order to receive financial aid (25). However, as late as 20132014, only 34% of students attending IVC were receiving financial aid (26). The Health and Wellness Center receives continuous assessment data via student surveys to improve its health care programs annually. Students complete satisfaction surveys after each visit and this data is used to assess needs and see what changes need to be made each year. This drives the services provided to students (24). Additionally, students are now being provided increased mental health programs, including suicide intervention classes for staff and faculty to promote education on what to do in a crisis and sexual assault/consent classes done across campus to inform and educate on prevention and conduct that may lead to inappropriate behavior, including alcohol and drug abuse. This is a comprehensive program provided directly to student thru classes and group meetings, and has grown annually by 10% per year (25-27)**.**

The Veterans Student Center also conducted an assessment in spring 2014 to implement needed changes for Fall 2014 and implements a follow up survey in spring yearly as part of its continuous quality improvement process. The annual survey assesses the needs and demographics of IVC's student veteran population and formulates its services to provide resources and information to assure the veteran population are having their needs met (28).

The institution recognizes that student services learning outcomes are most effective when created as a collaborative effort in the department. To ensure that faculty and staff understand the purpose and benefit of relevant departmental SSOs, various training workshops have been held for staff members in student services. (8) Training topics have included basic overview, integrating SSOs with mission statements (9) (10), and SSO assessment. Recent training workshops have focused on ensuring that student services met the proficiency standard for SLO/SSO assessment as required by ACCJC. (11)

Analysis
As shown by regular training, meetings and evaluation of Student Services staff and administration, student and staff surveys, open forums, listening sessions and SSO's, Irvine Valley College regularly identifies and assesses student learning support outcomes, provides appropriate support and engages in continuous improvement in the delivery of its programs and services to students.

Plan
Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress.

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

Eligibility Requirement 15
The institution provides for all of its students, appropriate student support services that foster student learning and development within the context of the institutional mission.

Evaluation
The College offers comprehensive and equitable access to services for eligible students. Comprehensive services are provided by the Student Services Division from Admissions and Records, Childcare, Counseling, Disabled Student Services and Programs (DSPS), EOPS, & CARE & Program (CalWORKs), Financial Aid, Health and Wellness Center, International Student Center, Office of the Vice President for Student Services, Student Life and Veterans Center.

Below are a few examples of how IVC is providing appropriate comprehensive services to all students.

Admissions and Records
Equitable access starts with Admissions and Records, which is the first point of contact for students. Admissions and Records provides comprehensive services to all eligible students either in person or online. Services available online are provided through third party partnerships or MySite. Irvine Valley College partners with California Community College (CCC) Apply, the statewide admission application for its online admission application. Through South Orange County Community College District's (SOCCCD) student portal, MySite, students are able to add and drop classes, make fee payments, view their grades, apply for awards (certificates, general education certification, and associate degrees) and create their comprehensive educational plan. There are links in MySite to Credentials for purchase of parking permits, (27) Comevo for completing the online Orientation (28), and to the College bookstore, managed by Follet, to view course materials and purchase or rent any or all textbooks for their classes for mail delivery or in-store pickup (29). Students have a variety of options for obtaining their official transcripts. They may order them online, in person or by mail. (30) Other on-line services from the college's website include the access to the class schedule (31), College Catalog (23), and the Irvine Valley College Student Handbook (1).

Counseling
Counseling services are available to students in a variety of mediums: in person, group, phone, and online via Skype. The Center is open Monday-Thursday from 8 am to 7 pm, Friday from 8 am to 5 pm, and Saturday from 9 am to 1 pm. Additionally, students create their educational plan through My Academic Plan (MAP), available in My Site. (3) In response to the Student Success and Support Program (SSSP) requirement of
comprehensive educational plans for all students that complete 15 units or more, the MAP Lab was created. MAP Lab seats 14 students and counselors are available to assist students with completing their educational plans and approving their plans to clear the student for registration. Opening in we have reviewed over 2200 educational plans.

Disabled Student Services and Programs:
Disabled Student Services and Programs (DSPS) offers a variety of services to eligible students. Those services include counseling, test proctoring, alternate media for educational materials, extended academic tutoring, sign language interpreting, adapted equipment, and note taking assistance. (32) DSPS also offers specialized testing and services to those students who have learning disabilities. (34) DSPS students are surveyed throughout the year and through various campus surveys and the research department. Results from (which survey) conducted (date or semester) indicated that students with disabilities are enrolled in evening classes, yet support services were not offered during this time. Consequently, DSPS has extended office hours to 7pm. A surevey from (date) conducted through the Veteran Services Center revealed that 85% of veteran students surveyed do not utilize disability services. As a result of this finding,a strong collaborate effort between these two offices is in progress. Staff from DSPS attend monthly meetings (with whom) and are a part of the events held in the Veterans Resource Center.In an effort to ensure Veteran students are accessing all the resources available to ensure their success at the college, the Veteran academic counselor has undergone the training necessary to approve DSPS accomodations for students. (10)

Health and Wellness Center
The Health and Wellness Center offers services to all students enrolled at Irvine Valley College. The Center distributes? and assesses point of contact student surveys monthly. As a result of these surveys, changes regarding hours, medications offered, and medical service needs have been implemented. Additionally, a strong resource referral system was developed from the needs assessment for students to access services beyond the Health and Wellness Center capability. A monthly newsletter is emailed to distance learning students with health information and outside referral services for uninsured students. (11) The Health and Wellness Center has also promoted staff development toward effectively serving students. Kognito (www.ivc.edu/healthcenter/kognito) is an on-line mental health interactive avatar program provided by the California Mental Health program and available on the Health and Wellness Center website. (12) The system can also be utilized by students with topics such as: learning how to deal with anger and proper communications. The Health and Wellness Center offers mental health services on site for students in crisis and has a strong referral/resource system developed to ensure students are cared for with outside mental health services when needed. The Center also coordinates suicide prevention training for staff and faculty (flyer/PowerPoint).

International Students
Irvine Valley College admits eligible International Students who meet the application deadlines, submit required documents, and have demonstrated they possess the minimum language skills required by_____. In response to annual survey results stating_____, "mixers" (which are student get-togethers) were held to allow an opportunity for students to get to know each other, connecting them to each other and the campus. Another change implemented in response to survey results is the ISP

Orientation was separated into two tracks: one for students new to the U.S. and another for students transferring from U.S. based language schools. (13) (14). Survey results also noted that students wanted to learn about employment opportunities for F-1 visa students. Therefore, Occupational Practical Training (OPT) workshops were offered starting in the fall 2015 to respond to this need. (15) The International Student Program publishes a monthly newsletter for international students and increased specific Sherpa messages to update students with deadlines and requirements. (16)

Office of the Vice President for Student Services
The Office of the Vice President for Student Services began offering Title IX in-service training for staff and students in 2015. In collaboration with Student Success Support Program and the Crisis Intervention Team, an educational video was developed for students, staff and faculty. (18) Brochures and educational in-service trainings were provided to raise awareness. From these outreach efforts, the number of Sexual Assault cases being reported has increased and assessments have found that students are feeling more at ease and confident that they will be cared for and supported if an incident occurs. (19)

Irvine Valley College is currently working on building a degree audit system where students will be able to run their own degree queries.

South Orange County Community College District, contracted with CollegeSource Inc. for the u.achieve degree audit system to help automate the task of ensuring students have met all of the requirements for degrees, certificates and transfer certification and to assist with the student success initiative. Irvine Valley is currently entering the data and will begin its testing stages in 2017.

As the College is in the beginning stages of building The Advanced Education and Technology Park (ATEP) in Tustin, Irvine Valley College will need to expand its student services such as in Admissions, Counseling, Financial Aid, and EOPS at this site.

Analysis
Irvine Valley College (IVC) student support services provide essential services to student learning from outreach, assessment, orientation, advising, counseling, registration, financial aid, health, veterans services, EOPS, Cal Works, disabled students, student life, childcare and a complete range of programs and services in which support for academic success and personal growth are one of the primary focus. Student services assists students in advancing in institutional learning outcomes and improves cultural competence, diversity and development in life as they expand their educational goals. (36)

Access to the broad range of student services is available in the Student Success Building located in the center of the college with easy access and visibility. All student service departments provide remote access to complete and comprehensive program information with descriptive services, location, hours, contact information and online forms on our IVC website under Student Services (36). Examples of on line access includes Admissions and

Records, Counseling, Financial Aid, EOPS and distance learning which students can access. We also have face-to face and web access, email, phone and fax. Our on line services component has allowed student greater accessibility while adapting to the needs and use of our population that utilize on line, digital and remote devices in their educational needs (55).

Plan
Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to evaluate in-person and online services to students and implement improvements based on the evaluations as outlined below.

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
CCC Assess implementation	Contract with testing service	Admissions/Records	Spring 2017
ATEP increase student services at site	Involvement in construction site build to accommodate Student Services such as health services, financial aid, counseling and others at site once completed.	VPSS	Spring 2019
Degree Audit Beta Testing	Admissions personnel will complete degree audit beta testing, student selfservice will be online testing, students will run own degree progress audits to note progress toward degrees.	Admissions/Articulation/SSSP	Spring 2017

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

Evaluation

Irvine Valley College offers co-curricular, athletic and extra-curricular programs. With operational support from the Office of Student Life, students are able to participate in six cocurricular programs including Athletics and over 40 individual student clubs and organizations.

The co-curricular Programs at IVC are: Administration of Justice, Athletics, Dance, Forensics, Model United Nations, Phi Theta Kappa, Psi Beta and Wind Symphony. Our diverse student clubs and organizations represent academic, career, community and service learning, honor societies, leadership, multi-cultural, and special interests. Past and current clubs include Black Student Union, Circle K, Green Team, Hispanic Leadership Club, Inclusivity, Diversity and Equity Alliance (IDEA) and Lesbian Gay Bisexual Transgender Alliance (LGBTA) (1)

Oversight of co-curricular and extra-curricular programs is facilitated by the Office of Student Life, directly supervised by the individual program's instructional deans.   Each has a faculty advisor and funding provided by ASIVC. Extra-Curricular and Co-Curricular programs are expected to submit a calendar of events and activities, strategic goals, and objectives on an annual basis as part of the ASIVC budget allocation process. Each curricular program submits mid-year budget reports, participates in a site visits and budget presentations with members of the student government Budget and Finance Committee and submits accomplishments to their instructional deans.

Co-curricular programs are identified as requiring three components: tie to instruction, competitive in nature in their area of instruction, and student course enrollment.
Section 11.02 Designation of Clubs and Programs states: 11.020 Co-Curricular Programs are those that the College recognizes as official programs; such as Administration of Justice, Athletics, Forensics, Journalism, Music, Psychology, and any other new program which the Senate deems to be an official program by a two-thirds (2/3) majority vote and the College recognizes the program as official. Co-curricular programs have a tie to instruction and must be of a competitive nature in their area of instruction. Competitions, which do not include inter-murals, must be of officially recognized competitions that compete with other officially recognized schools on IVC's behalf. Enrollment in a course related to the program is required.

Following are examples of accomplishments and awards of some of the co-curricular programs.

> Model United Nations
> In Spring 2015, the United Nations Team took home a total of five awards at the 2015 Inland Empire Conference Model United Nations (IECMUN). The Irvine Valley College Model United Nations won its fourth consecutive Outstanding Delegation award at the National Model United Nations Conference held in New York. The team's performance at NMUN – NY coupled with its showing at NMUN – DC in the fall, once again makes IVC the most decorated college at National Model United Nations conferences this year. In addition, IVC's fifteen overall awards at

NMUN-NY (Held March 22 – 6) sets a new NMUN record for the most awards ever won at the NMUN – NY conference. NMUN – NY is the largest and most competitive international Model UN conference, bringing together more than 5,000 students from over 200 colleges and universities from around the world. In addition to winning the top team award, eighteen IVC students received research awards– Outstanding Position Papers–for their respective committees. Ten students received individual awards for the top performances in their respective committees and two students were selected for the distinct honor of serving as committee chairs for the NMUN staff.

Speech and Debate Team
Speech and Debate Team won gold awards in Debate and Overall Sweepstakes points at the 2015 Phi Rho Pi National Tournament in Cleveland, Ohio. This is the fifth consecutive year that IVC Forensic students have won both sweepstakes trophies in their division.

Leadership Development Training
ASIVC provides ongoing training and development for its members. Workshops on a variety of leadership topics are held throughout the year for members and advisors of cocurricular programs and student clubs. Topics include parliamentary procedures, programming, budget, social media, diversity and social justice. (12)

In addition to these trainings, a co-curricular handbook was developed to provide guidelines and procedural information for the expectations of Co-Curricular Programs. It is based on the rules and regulations outlined in the ASG of IVCConstitution and Bylaws and addresses issues of budget, finance, activities, rules and membership criteria. Currently the ASIVC is in the process of updating their constitution and bylaws; a revised co-curricular handbook will be finalized by December 2016. (13)

The ASIVC ratified four goals in the 2015-2016 (14) to better focus their efforts, address student concerns and align with the mission of the institution. They chose services and activities, student leadership development, facilities and technology and fiscal management. In doing so, they updated their organizational structure to add committees of Community Outreach, Diversity and Student Equity, Facilities and Technology, Leadership Development to existing committees of Budget and Finance, Public Relations and Student Activities. To ensure student participation in campus governance, student leaders of clubs, organizations, co-curricular and extra-curricular program on a wide variety of campus committees, work groups, and tasks forces, (15) these students who serve on these ASIVC committees also serve as the liaisons to the related campus committees, workgroups and taskforces to enhance the shared governance process.

Budgetary decisions are made as they relate to the college-wide process and follow strict guidelines per the college protocols. In order to evaluate the quality and effectiveness of cocurricular and extra-curricular programs, the Associated Student of IVC (ASIVC) implemented an annual allocation budget process that included mid-year program and goal updates (11) They are in process of working with the Office of IResearch, Planning and

Accreditation to develop an assessment template that each department would be required to complete at the end of each academic year. In addition, each department who receives ASG funding will be expected to provide updates on strategic goals and data results of assessments implemented throughout the year as a part of the budget development process.

Irvine Valley College athletic programs provide students with a wide spectrum of intercollegiate activities. Athletics is part of the School of Kinesiology, Health and Athletics. IVC draws student athletes from throughout Southern California and beyond, and from all socio-economic, racial, ethnic and cultural demographics including significantly higher percentages of Latino and black students when compared to the college population as a whole. (5)

IVC data indicates that the athletic learning community is among the most academically successful in the entire college, and achieves at the highest levels in enrollments, course success rates, persistence rates, GPAs and transfer rates. (6)

Irvine Valley College Athletic teams have collected 19 team state championships and 41 conference titles from 1990 through the spring of 2015. IVC currently competes in 13 intercollegiate sports: baseball, women's badminton, women's sand volleyball and men's and women's basketball, golf, soccer, tennis and volleyball. (7)

Intercollegiate athletics utilize print and electronic media announcements to inform the public regarding athletics and has a responsibility to students in athletic programs and the college to insure the highest program standards and personal integrity as part of its operational philosophy. It is important to note that IVC is among the very few colleges statewide (both 2-year and 4year) in compliance with the strict proportionality test of Federal Title IX laws. (8). Athletics has the support of a designated counselor. Student-athletes are counseled on the responsibility of representing the college, its students, the faculty and staff, and current and future alumni as part of athletic competition.

Student Athletes are provided access to a Student-Athlete handbook that includes all pertinent information on their activities and obligations, copies of documents they are required to sign, slides from the orientation and resources available to them from the College. The student-athlete handbook is maintained by the dean, reviewed annually, updated as circumstances require, and is available to student-athletes through the Irvine Valley College Athletics website as a printable .pdf file. (10)

Analysis
Irvine Valley College co-curricular programs and athletic programs are aligned with the institution's mission. With six co-curricular programs and over 40 student clubs, the College does promote and support the social and cultural dimensions for its students. The College hasstrict budget guidelines that requires campus-wide participation and mid-year updates on program goals and allocations.

Plan

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress.

Standard II.C.5

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

Evidence of Meeting the Standard

The mission of the Irvine Valley College (IVC) Counseling Services is to support our students in achieving their academic, career and personal goals at the College through academic and career planning as well as strategies to deal effectively with their personal obstacles.

Counseling Services is the umbrella under which many student service programs reside. Counseling activities and services are funded through General, and Categorical funding including Extended Opportunity Program and Services (EOPS), Student Success and Support Program (SSSP), Disabled Student Programs and Services (DSPS) and Student Equity. Academic, personal, and career counseling services are available to all IVC students and any potential/interested non IVC students at any time the Counseling Center is open. The Counseling Center is open and available to students Monday through Thursday from 8:00 am – 7:00 pm, Friday from 8:00 am – 5:00 pm and Saturday from 9:00 am – 1:00 pm. Saturday counseling hours were added in spring 2015 to better serve the weekend and the full-time weekday employee population. Through online counseling, students can submit questions to a counselor 24 hours a day, 7 days a week. Counselors are available in the Counseling Center during all days the College is open. Counseling services are communicated to students via email, Sherpa nudges, text messages, SARS appointment reminders via text and phone, social media, letters and flyers, college catalog, handbook, planners, campus monitors, outreach events, and direct referrals.

Counseling and Academic Advising Programs Support Student Development and Success

The College's mission is committed to student success and is reflected in many of the innovative services that are provided to students in the Counseling Department. They are as follows:
1. Stress Busters Workshops such as on Mindfulness and Meditation
2. Freshman Success Program – guaranteed schedule for incoming freshmen. Program consists of four CSU general education courses which also include a counseling course on study skills.

3. Fast Fridays – Available to incoming freshman that want to complete English and math assessments, campus tour, group advisement and first semester education in one day to get an early registration time for fall semester.

4. Laser Week – For new students to participate in student success workshops, learn about academic programs, connect with faculty before the beginning of fall semester.

Preparation of faculty and other personnel responsible for the advising function

Discipline Faculty Mentoring (DFM) Pilot Program: Through the support of SSSP funding, a new program was launched in the fall 2015, faculty discipline mentors will expand student support.

Counseling faculty have partnered with discipline faculty to provide additional academic support. Discipline faculty will inform students what careers may be available to students who major in a specific discipline, recommend course sequences and offer tips to students to be successful in the discipline.

In April 2016, IVC hosted a Cultural Competence Summit where faculty, staff and the community participated in a day-long dialogue on closing the achievement gaps and valuing students from various demographics. This event served as a professional development opportunity for all IVC counselors that attended. The content of the workshops gave IVC counselors opportunities to develop skills and strategies to effectively engage with our diverse student population. (19)

In spring 2016 counselors participated in a book review of "Redesigning America's Community Colleges" by Bailey, Smith Jaggars, Jenkins. The focus was on how to better engage students and explore more effective ways in which to orient and retain students until they achieve their intended academic goal. (7)

Irvine Valley College recognizes the importance of academic counseling to ensure student success and completion. In order to remain current and consistent, once a month training sessions are held for all counselors to review changes, provide updates and to refine skills related to counseling. (37) (38) In addition, the Counseling Department also has a Counseling site on Blackboard where important information and updates are posted for all full-time and part-time counselors to ensure they have timely access to information.

Irvine Valley College serves as a site for local area university graduate program internships and students are being mentored by a full-time counselor. In addition to the individual mentoring, the intern will also participate in training sessions conducted throughout the academic year. Fall 2015 the Dean, Counseling Services started to promote career opportunities in community college counseling at local graduate universities to help ensure that IVC has a sufficient pool of adjunct counselors.

Orientation of Students on Academic Requirements

Counseling services are provided in the following manner:

On-Campus

- In-Person Appointments: 30-minute, 45 minute and 60-minute appointments are available to students. Appointments open for student sign-up every other Wednesday for the following 2-week period. Drop-in Counseling:
- Drop-in counseling services are available to students requiring immediate assistance. Drop-in counseling is limited to 10-15 minutes per student. Drop-in counseling is available on a first come, first served basis during all Counseling Department hours. Drop-in counseling is provided at Drop-in Counseling stations located in the lobby of the Counseling Department. Distance Education Counseling
- Online Counseling: Through the Counseling website online counseling is also accessible 24 hours a day/7 days a week. Students submit questions online to counselors and counselors respond as appropriate. Average response time is

1-2 business days excluding weekends and campus holidays. (39) As

- Virtual Counseling: As desired or needed, appointments are conducted using Skype or FaceTime.
- Counseling FAQ's (Knowledgebase): Provides answers to frequently asked questions. (40)

Telephone Appointments: As desired or needed, appointments are conducted via telephone.

As technology advances, the Counseling Department plans to enhance online counseling service through effective use of technology.

My Academic Plan (MAP)

Students are able to create their education plan online via their student portal, MySite, since 2007. MAP provides students with all of the information they need such as requirements for certificates, associate degrees and transferring to University of California (UC) and California State University (CSU). MAP is integrated with Project ASSIST, a statewide inter-segmental articulation database sponsored by the CSU and UC university system.

MAP Lab

Opened in spring 2016 is an open entry, open exit counseling computer lab where students can get counseling assistance with completing their comprehensive academic plan.

Academic counseling courses

Specific counseling courses were created in spring 2014 to assist students with planning their courses and completing their educational goal in a timely manner. COUN 2, University of California Student Education Plan, Counseling 100A, AA/AS/Certificate Student Education Plan, and Counseling 100B, California State University Student Education Plan.   All courses are .5 units and at the end of the course students would be able to understand the course requirements for their degree objective and have a completed comprehensive academic plan on MySite.

Transfer Center provides UC, CSU and independent colleges and universities admissions and application workshops, campus tours, and individual appointments with university representatives. In addition transfer fairs and transfer week are also coordinated through the Transfer Center.

Analysis

The Counseling Department offers professional counseling services for current and prospective students to assist with a variety of academic, career, and personal concerns. The counseling faculty support students in clarifying their values, making decisions, choosing a major, coping with personal issues and the completion of the educational plan. Counseling services are available during the day and evenings, including Saturdays, by appointment or drop-in basis.

In addition to the counseling courses for special population students, counselors are assigned to work with these populations and provide counseling services that efficiently meet their educational needs. Populations who receive assigned counselors and services include the following: CARE, CalWORKs, CTE, DSPS, EOPS, Guardian Scholars (foster youth), Honors, international, reentry, veterans, probationary/dismissed students and student athletes. The Counseling Department also offers continual in-house training sessions, bi-annual faculty retreats, weekly counseling meetings and dedicated funding for professional development. In addition, the Academic Employee Master Agreement faculty performance evaluation includes a separate section on counseling activities. This section in the evaluation instrument specifically evaluates accurate and complete knowledge in the advisement process.

The campus has an active Distance Education Task Force which seeks to ensure that the needs of distance education students are met. Members of student services and the counseling center specifically are involved in this committee to ensure that their advising and counseling needs are met. (54)

The college has an outlined process for faculty evaluation and the granting of tenure as stipulated in the Academic Employee Master Agreement. (55) This four-year process includes evaluation from an appointed Tenure Review Committee as well as student evaluations of the faculty member.   Tenured faculty are then evaluated every three years with a process that includes student input. Part-time faculty are evaluated during their first semester of assignment and then every sixth semester.

Counselors also teach courses designed to facilitate personal and career exploration and development as well as academic survival skills. The counseling curriculum incorporates academic advising, student development and career exploration in their courses.

Plan

Based upon the analysis of the evidence, Irvine Valley College has met Standard IIC5: Student Support Services: Advisement. We will continuously monitor our progress through self-evaluations, SSO and employee evaluations. In meeting student needs, we will strive to stay current and update processes in the areas of technology. This includes expanding

delivery of counseling services, marketing of services to students and providing online accessibility to student success resources.

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
Implement an integrated online/video counseling process.	Integrated online counseling format website or program such as ConexED.	Counseling Faculty, IT, Fiscal Services, Technology Taskforce	Fall 2017
Student Success Webpage with information, videos and resources that promote student success (i.e. time management, study skills, recognizing and relieving stress)	Videos and content to be included on website. This includes, but is not limited to: student testimonials, videos on student success, how to videos, workshop videos.	Counseling Faculty, IT, Fiscal Services, Technology Taskforce	Spring 2018
Review of marketing and promotion of counseling services.	Task force or retreat to review current practices and how current/new technologies can be	Counseling Faculty, IT, Technology Taskforce	Fall 2017
	leveraged for further exposure.		

Standard II.C.6
The Institution has adopted and adheres to admissions policies consistent with its mission that specify the qualifications of students appropriate for its programs. The Institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals. (ER16)

Evaluation
Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community. (1) (2) (3) (4) (5)

The college admits domestic and international students in accordance with federal and state laws. IVC provides open admission to all California Residents, nonresidents and eligible K-12 concurrently enrolled students. IVC uses the CCC Apply Admission Application and will be piloting the CCC Apply International Student Admission Application in spring 2017. (8) (12)

The college requires non-exempt students to complete orientation, assessment, and advisement including developing a first semester educational plan before they are permitted to enroll. Students are also required to develop a comprehensive educational plan once they complete 15 associate degree units or before they register for their 4th semester. (7) (11),

Prior to enrollment, all college level students who seek to transfer or earn degree or certificate are required to complete an orientation, assessment for math and English or English as a Second Language (ESL), and counseling including the development of an initial academic plan. The college encourages students to complete these pre-enrollment steps early through the Freshman Advantage program. The Freshman Advantage Program provides an early registration opportunity in an effort to promote enrollment in math and English or ESL courses in the students' first semester of full time enrollment. Fast Fridays are a collaborative student services effort offering students an opportunity to complete assessment, obtain a campus tour, connect with student government, receive academic counseling services and develop an initial educational plan on a single Friday. (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23)

The Institution defines and advises students on clear pathways to complete degrees, certificates and transfer goals.

Once discipline faculty have updated or developed curriculum and have it go through the approval process the certificates and degrees will be available to students via print or online catalog.   Certificates, associate degrees, associate degree for transfer, and transfer pathways to UC or CSU campuses are available to students on MySite under My Academic Plan (MAP). Prerequisite courses are included based on student's placement in math and English or English as a Second Language. Students can start building their academic plans and then have a counselor review the pathways in a counseling appointment or in the MAP Lab.

 In 2015-16, the Discipline Faculty Mentors (DFM) project was launched. This project is a collaboration between the faculty in the School of Guidance and Counseling and other discipline faculty in an effort to add discipline focused mentoring services that will increase the expertise available to students for their academic and career planning. The project includes 11 faculty from a variety of disciplines such as history, political science, geography, business, biology, languages and engineering. (36) (37)
Clear pathways on certificates, associate degrees, associate degrees for transfer and transfer requirements to CSU and UC campuses are available to students online and in-person. Students also have access to see a counselor or a discipline faculty mentor to assist with their career pathways.

IVC is starting a pilot weekend Business Administration Degree in fall 2016 where students would be able to finish their degree in two years. Classes are offered on Friday evenings and weekends and they are offered in combination of hybrid, traditional and online format.
 The college has been selected as one of 30 colleges to participate in the American Association of Community Colleges (AACC) Pathways Project, funded by the Bill and Melinda Gates Foundation. Thus, more guided pathways will be made available through this funding.

Analysis
The District has adopted admissions policies and procedures consistent with the Education Code and Title 5 of the California Code of Regulations. (8) (12) (6)

The College has established processes to require orientation, assessment and advisement which includes developing a first semester academic plan. (6) (10) (20) (21) The college has also adopted processes to require students to complete comprehensive academic plans. (2-pg 17) (39) (13-pg 3)

Clear pathways on certificates, associate degrees, associate degrees for transfer and transfer requirements to CSU and UC campuses are available to students online and in-person. Students also have access to see a counselor or a discipline faculty mentor to assist with their career pathways.

Plan
Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress. Also as a result of the colleges' participation in the American Association of Community Colleges (AACC) Pathways, work with academic units to develop guided pathways for students.

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
Develop guided pathways		Counseling Faculty, Discipline Faculty	Spring 2018

Standard II.C.7: Student Support Services: Placement Instruments
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evaluation
As a California Community College, there are no admission instruments for domestic students. All California residents who have a high school diploma or who are 18 years of age or older and who can benefit from instruction are automatically admitted to the college. (1) In addition, the college admits all non-residents who meet the same academic standards. The only requirement is the individual seeking admission must apply for admission. (2) Students who are currently enrolled in grades K-12, may also concurrently enroll at Irvine Valley College with permission from their respective school principal or designee and their parent. (3) (4) (5) (6) (7)

International students are admitted in accordance with federal immigration laws and district policies. Again, no admission instruments are used to determine eligibility for admission.

Students are required to demonstrate proficiency in the English language by **achieving** a minimum TOEFL, IELTS, iTEP or EIKEN score or completion of an approved intensive English Language School for which we Irvine Valley College has a TOEFL waiver agreement. (8) (10)

The college may use an approved assessment instrument, but must still validate cut scores. IVC uses the CTEP for English Placement. (12) However, the college elects to an assessment not on this list for math and ESL, thus, the college must independently validate the instrument to ensure there is not bias, disproportionate impact, and to ensure appropriate placement.

The SSSP Workgroup is charged with ensuring the assessments administered are validated. (11) The primary English placement assessment instrument for native English speakers is the CTEP, version A, both paper-and-pencil and computer-based versions. CTEP has three components: reading comprehension (RC), sentence structure & grammar (SG) and sentence & syntax skills (SS). As a general rule, the CTEP is offered based on student demand, and staff and facility availability. The paper-and-pencil version of the CTEP is offered at local high schools and on the IVC campus to students with identified special needs.
Students who have completed the CTEP may challenge the initial course placement by completing a locally developed and managed writing sample (paper-and-pencil) administered in IVC's Assessment Center.

Two instruments are used to assess the skills and placement of ESL students. The Secondary Language Proficiency Test (SLEP) Form 3 measures a student's reading comprehension, vocabulary, grammar and listening skills while the ESL Writing Sample is used to measure a student's writing skills. The evaluation of a student's linguistic competence and critical thinking skills demonstrated in the writing sample complements the skills assessed by the SLEP. The ESL Writing Sample serves as a multiple measure.
Math placements are determined using the number of correct answers on the test in combination with the answers the students give to questions 15 and 16 of the Irvine Valley College Student Services Survey that students complete before taking the test.
The Mathematics department has created a Math Test and Multiple Measures Placement Matrix that is used to determine course placement for students. Students are encouraged to prepare and refresh their skills before taking the math and English assessments. The Mathematics Department makes review questions available with answers for Arithmetic and Pre-algebra (13), Elementary Algebra (14), Intermediate Algebra (15), Trigonometry (16) and Pre-calculus. These questions are PDF files that can be accessed free on the Math department's and on the Assessment Overview web pages.

Analysis
The admissions and assessment functions are governed by the shared governance SSAMMO (Student Success, Access, Matriculation, Marketing and Outreach) Committee. Furthermore, the primary charge of the SSSP Taskforce which reports to SSAMMO is the review and delivery of the assessment process. This group is comprised of faculty, classified staff, managers and administrators. (20) (21) (22)

Irvine Valley College has been very active on the statewide Multiple Measures Assessment Project (MMAP). Understanding that assessment instruments are not the best predictor of success, the MMAP set a goal to review the data to determine if other information can be used as a multiple measure to enhance student placement and, ultimately, improve student success. This research has shown that a student's unweighted cumulative high school grade point average is a significant predictor in a student's college success.

Consequently, in summer 2016, IVC piloted multiple measures using unweighted cumulative high school grade point average to place students in English. 480 eligible students were in the pilot and 46% changed their enrollment to a higher writing course.

Irvine Valley College is a pilot college for the statewide Multiple Measures project, and Saddleback College is a pilot college for the Common Assessment. Since both colleges are in the same district, both colleges are expecting to be piloting both simultaneously**.**

Plan

Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress. In addition, IVC will:

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
Implement MMAP in placement decisions	Programming, research	Counseling, Math, English, and ESL Faculty, SSSP Staff, Admissions and Records, District IT,	Fall 2017
Expand math pre-assessment preparation	Videos and content developed in Comevo	Math faculty, SSSP staff	Spring 2017
Implement CCC Assess (Common Assessment)	Programming, marketing	Counseling, Math, English, and ESL Faculty, SSSP Staff, Admissions and Records, District IT,	When made available by the Chancellor's Office

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

Evaluation
Student records are kept securely and confidentially. (1) (2) (3) The primary location for student records is the district Student Information System (SIS). Any paper files are destroyed in accordance with BP & AR 3310, the district Records Retention and Destruction Policy. (4) (5) (6)

The college maintains student records in the district-wide Student Information System (SIS). Users are granted permission by District IT, through the office of Admissions and Records, based on user roles. SIS data is stored in a database server. Full backups are performed nightly to a secure local location. This backup data is then archived by an off-site service, Live Vault. Off-site backups are performed through an encrypted tunnel and stored to a secured data vault, located on the east coast of the United States.

Student academic plans (MAPs) are created, approved and stored online through the district-wide SIS. Students are able to create multiple plans that can be reviewed by faculty and staff.
Academic counselors, through District IT, may request to retrieve archived or deleted plans. All MAP edits, either by an employee or the student, are recorded and stored electronically for retrieval at a later date, if needed.

In October 2011, the college migrated from its former imaging system, WebXtender, a Viatron product, to ImageNow from Perceptive Software. This was part of a district-wide decision to consolidate to a single common vendor that would afford inter-district accessibility to student documents in a secured environment. The campus technology office maintains security, licenses and access to users who are authorized by the Office of Admissions and Records. Users are granted permission through the Office of Admissions and Records based on 'User roles'**.** ImageNow data is stored on local file server. Full backups are performed nightly to a secure local location. This backup data is then archived to our off-site LiveVault archive service. Off-site backups are performed through an encrypted tunnel and the data is stored encrypted in a data vault on the east coast.

Protection of student information is maintained in compliance with the federal Family Education Rights and Privacy Act of 1974 and BP 5615 and AR 5615. (12) (13) Students must submit the Authorization to Release Student Information form for each instance.   The Authorization to Release Student Information form is also required for each third party authorized by the student to access his or her information. (14) (15) Documents must be submitted in person and with proper government issued identification to verify identity.

FERPA resources are also provided to the college community. While the Office of Admissions and Records staff receive regular FERPA training and updates. FERPA trainings for all Student Services staff is also provided each semester. Other college staff and faculty are Informed of FERPA requirements through Flex Week presentations at the start of each semester (FERPA ppt), and in the annual Faculty Manual issued by the Office of Instruction (IVC Faculty Manual). Students are informed of their FERPA rights in the annually published college catalog and website. HIPPA records and Law Enforcement records are not covered by FERPA. Legal requests for records and subpoenas are processed by the designated Custodian of Records in the Office of Admissions and Records when received from the Office of the Vice Chancellor of Human Resources.

IVC recently implemented a new online discipline system, Advocate. (Link to Liz's Power point on Advocate)   With the new system, a staff member, faculty or student can submit a discipline referral form online. The system will be available to the student, faculty, staff, and public 24 hours a day/ 7 days a week. All discipline reports will be maintained in this database and kept confidential. A link to the referral form can be found on the IVC website (Advocate Screenshot on Website). Once submitted, an email to the campus discipline officer is generated. The referral is then processed and forwarded as necessary. If the system fails, individuals can still submit a paper or email referral. Advocate is web-based and the data is stored and backed up on Advocate's server off-site. Advocate was implemented campus-wide in spring 2016. A decision to use Advocate was made due to our relationship with adjacent UCs who also use Advocate.

Analysis
Irvine Valley College maintains records permanently, securely, and confidentially in accordance with federal and state laws, following district board policy. Security and backup procedures for electronic records are maintained by the information technology departments at both the campus and district. Irvine Valley College also follows federal and local policies for informing students of their privacy rights and the release of student records. Training for campus constituents on such policies is also available.

Plan
Based on an analysis of the evidence, Irvine Valley College is meeting this standard and will continue to monitor its progress. IVC plans to:

Objective/Action	Resources Needed	Responsible Party	Expected Completion Date
Offer additional training on FERPA policies including coordination with Human Resources to offer an online module on	Identify an available product/module that the Office of Human Resources can purchase or use for	Office of Admissions and Records; Office	Fall 2017

understanding the requirements of FERPA for new employees.	new employee orientations and for current employees.	of Human Resources	
Develop a data handling manual as a resource for college employees who manage student information, in conjunction with Saddleback College and District Services(TATF Minutes 9-12-16).	Participation from constituent groups at Irvine Valley College and district-wide to produce a comprehensive manual.	To be determined	Spring 2018

Standard III: Resources

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

Standard IIIA: Human Resources

Standard III.A.1

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

The recruitment of highly qualified employees is essential to the educational mission of this institution. IVC administration and faculty work together to select highly qualified faculty members who are experts in the subject matter of their curriculum and can teach this subject matter effectively. IVC administration and faculty also work together to hire highly qualified counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their given specialty [-] In addition, the Chancellor and the College President—with input throughout this process from administration, faculty and staff—carry out their responsibility to select highly qualified administrators and managers and classified staff ([-] & [-]). The College and its District have three comprehensive and rigorous policies governing the hiring of administrators and managers. [-] faculty ([-]& [-]) and classified staff [-].

The hiring criteria and qualifications for academic positions are identified by the California Community College Chancellor's Office (in consultation with the Academic Senate for the California Community Colleges), Minimum Qualifications for Faculty and Administrators (January 2012) [-]. Departmental faculty, in consultation with the administration and the Office of Human Resources, may set desirable qualifications based on specific programmatic needs as determined by the faculty discipline experts and the administration. This process ensures the qualifications for each position are commensurate with specific programmatic needs as determined by the faculty discipline experts, the administration, and the Office of Human Resources. The minimum and desirable qualifications are clearly stated within the published position descriptions/job announcements.

The College is in the process of formalizing its part-time faculty hiring process as documented [-].Under this process, applicants for part-time faculty employment are required to complete an online application form. The applications are screened for completeness and for minimum qualifications by Human Resources first and then the chair, or designee, of the corresponding department time faculty majority screens and reviews applications forwarded by the Office of Human Resources, giving full consideration to the special needs of the department/school or program and the student populations to be served.

The institution develops hiring criteria for faculty, administrators, managers and classified staff based on the governing board approved position descriptions through the recruitment processes outlined in the respective board policies. These policies call for special care to be taken to ensure accurate and job-related criteria are used when reviewing applicants. They further require that interview questions and other requirements be job-related and composed with the intent of evaluating the candidate's knowledge and abilities in relation to the minimum and desirable qualifications as published in the formal job announcement. The list of interview questions and other requirements must be approved by the hiring committee and approved by the Vice Chancellor of HR & Employer-Employee Relations or a designee.

The qualifications for academic administrators and classified administrators/managers, classified positions, and police officers, are clearly stated in the governing board approved position descriptions. (SOCCCD Human Resources Classification and Compensation [-]). The hiring criteria, including minimum and desirable qualifications, for all positions are evaluated by the administration, faculty, and classified staff to ensure that the qualifications, education, training, and experience are clearly related to the institutional mission, goals, and accurately reflect the position duties, responsibilities, and authority.

For all academic positions, which include faculty and academic administrators, the District relies upon the "Minimum Qualifications for Faculty and Administrators in California Community Colleges published by the California Community College Chancellor's Office with recommendation from the California Academic Senate. [-]

For new classified management and administrator positions the District utilizes the service of a classification consultation, currently Marlys Grodt and Associates, to review the needs of the position and create an appropriate job description in accordance to the needs of the department and then ensures it articulates into the job structure within the District. In

addition, a comprehensive district-wide salary study and position description review was conducted by the same consultant for all classified managers and administrators in 2012.

For new classified bargaining unit classifications, the District utilizes a classification consultant mutually agreed by the district and CSEA. The Office of Human Resources works with the corresponding manager and/or administrator to determine the minimum and desirable qualifications for the new classification. (CSEA Contract [-])

In accordance with AR 4011.1, (Recruitment: Full-time Faculty [-]) faculty play a primary role in the selection of faculty as mandated by California Education Code Section 87360. The President coordinates the formation of the faculty hiring committees. The Department Chair recommends to the Academic Senate no fewer than four committee members, from which the Academic Senate votes to approve four or more faculty appointments to the Committee. Approximately two-thirds of the voting members of the committee must be full-time (tenured or tenure-track) faculty. No fewer than three members of the Committee shall be experts in the academic discipline of the recruited position and may be drawn from district faculty or staff, or from external sources. Including the discipline experts, other institutional members play a primary role in the selection of new faculty.   After Human Resources checks the applications for completeness, at least two discipline experts review the pool before the hiring committee meets to ensure that minimum qualifications have been met. The Dean of the relevant school is the provisional convening chair of the committee and the actual chair of the committee is appointed from among the members of the committee by a committee vote at the first meeting; normally, the committee appoints a faculty member to serve as chair. In addition, designated discipline experts are appointed by the committee from among its members. All committee members, including faculty contribute to the development of interview questionnaire as well as any writing assignment or teaching demonstration assignment deemed appropriate by the committee. They also complete application reviews to establish the number of candidates for interviews. During interviews each candidate is scored by members of the committee. After all interviews are completed, discussion concerning comparison of all the candidates takes place. The total scoring of application materials and interview scores determines candidates to be forwarded to second-level interviews with the College President. The President consults with the chair of the committee after the second-level interviews and before any offer of employment is made.

The institution involves personnel with experience in Distance Education in the recruitment of personnel whose assignment will or could include teaching or supporting DE. In particular, when hiring committee membership recommendations are made for a faculty position that involves teaching a DE course, the recommendations could include faculty with experience in DE. Similarly, for a classified position serving in the DE area, the committee composition would include experts in the DE area.

In order to attract the most qualified candidates, after a position has been identified and board approved all positions are advertised through the Office of Human Resources. The College/District utilizes several publications on a general basis for this purpose, employing technology and effective advertising methods to ensure a large and diverse pool of applicants. For faculty and administrator openings, the position is advertised in the

Chronicle for Higher Education, the California Community College Registry, Monster.com, Higheredjobs.com, Inside Higher Ed (InsideHigherEd.com), Insight into Diversity - Affirmative Action, LatinosinHigherEd.com, Universityjobs.com, Academic Careers Online, EDJOIN OnLine Educ. Recruitment, Community College Week, Diverse Issues in Higher Education, CommunityCollegeJobs.com, Academic Keys, HigherEdJobs.com, LinkedIn, IMDiversity.com, on the South Orange County website, cable television Channel 22, the Human Resources Job Line, Academic Careers On-line *Community College Times ,* and Association of California Community Colleges Administrators newsletters. For classified managers and staff openings, the position is advertised on the South Orange County website, cable television Channel 22, the Human Resources Job Line, and Monster.com as well as in the *California Community College Registry,* and *Community College Times*, and the California Association of School Business Officials newsletter. (sample advertising: [-]). Supplemental advertising can be utilized for specialized publications as requested by the department/division through the dean and include options such as Academic Employer Network, Asian Pacific Careers, Black Careers Now, the California Community College Job Bank Newsletter, *Chem-News; Community College Times*, Ed Joins, Ed Net, Hispanic Outlook, IMDiversity.com, Jobs Available, *Los Angeles Times*, Nurseweek.com, *Orange County Register, San Diego Tribune, Wall Street Journal*, as well as other discipline publications and various job fairs upon request (supplemental advertising [-]). Many of these advertising supplements are both printed media as well as electronic media.

A number of faculty job descriptions include DE expertise and experience as a desirable qualification. Schools and departments can decide if they wish to teach DE. [-]

In order to verify the qualifications of applicants and newly hired personnel, commensurate with Board policies, the District reviews the background of all candidates prior to the submission of the recommended candidates to the president for second-level interviews. For faculty and educational administrators, each applicant must provide at least three professional references who can address professional competency and appropriate practical skills. The Human Resource Specialist, in conjunction with the chair or designated committee member, conducts reference checks in order to verify all data on the application. Upon completion, the hiring committee may reconvene to review and discuss the reference checks for each of the provisional finalists. Based on the information provided, the committee may remove a finalist and may reconsider and submit an additional finalist.

IVC has not formulated specific, unique selection criteria in the field of DE. Determinations of appropriate qualifications in the field of DE are conducted through the regular hiring process including the job posting, application review, interviews and reference check processes. As is the case of typical hiring processes, it is the role of a hiring committee to determine whether questions and/or a teaching demonstration related to teaching a DE course should be included in the interview process. The IVC Distance Education Handbook provides a powerful resource to assist a hiring committee in formulating questions and/or teaching demonstration related to a DE course (IVC DE Handbook [-]).

The primary method used by the institution to assure that qualifications for faculty positions is based on the California Community College Chancellor's Office (in consultation with the

Academic Senate for the California Community Colleges), Minimum Qualifications for Faculty and Administrators. Departmental faculty, in consultation with the administration and the Office of Human Resources, may set desirable qualifications based on specific programmatic needs as determined by the faculty discipline experts and the administration. Thus, the qualifications for each academic position are commensurate with specific programmatic needs as determined by the state, faculty discipline experts, the administration, and the Office of Human Resources.

The method used to update administrators/managers and classified position descriptions, including required and desirable qualifications, are normally initiated by the respective manager or administrator who works with the respective Executive at the college, the college president and the Office of Human Resources to submit the requested change to the Board of Trustees for approval. The analysis and discussions leading the institution to agree on specific programmatic needs may vary. For faculty positions, discussion takes place at the school level and proposed revisions go through the curriculum committee. For administrators/managers and classified positions, discussions and analyses occur within the respective department, in conjunction with management, the respective vice president and the college president. The college utilizes the *IVC Comprehensive Budget Development Process* [-] as the primary method for developing recommendations on resource requests. All resource requests, including requests for human resources, are required to be linked to the program or administrative unit reviews, which contain analyses on programmatic needs of the area. Resource requests go through the committee review process where additional analysis and discussions take place

To assure that hiring procedures are consistently applied, the Chancellor and College Presidents are made responsible for the application of hiring procedures as established by Board policies. Board policy 4011, Employment Procedures for Administrators and Managers, specifies that the Chancellor shall have primary responsibility for hiring District administrators, managers, and the College Presidents; each College President shall have primary responsibility for hiring administrators and managers for their respective campus. BP 4011 also specifies it is the responsibility of the Chancellor or College President to ensure the integrity of the hiring process established by the policy (section 7). BP 4011 further specifies that the Chancellor or College President, with the assistance of the Office of Human Resources, oversees the implementation of the hiring process and the activities of the hiring committee as it exercises its duties, specifically to ensure that actions of hiring committees are consistent with both the written stipulations and the intentions of this policy (Board policy 4011, Employment Procedures For Administrators And Managers [-]). Further, Administrative regulation 4011.1, Recruitment: Full-time Faculty states that it is the responsibility of the President to ensure the integrity of the recruitment process established by this Regulation. The faculty, represented by the Academic Senate, also has an inherent professional responsibility in the implementation of policies and procedures governing the recruitment process. If, in the judgment of the President, the integrity of the process described herein has been substantially violated or abused, the President may order that the process be suspended, pending determination of an appropriate action in consultation with HR, the Chair, and by mutual agreement with the Senate President, or terminated (Administrative regulation 4011.1, Recruitment: Full-time Faculty [-]). Lastly, Board policy

4011.3, Hiring Policy For Classified Staff, specifies that the Chancellor shall have primary responsibility for hiring District classified staff; and each College President shall have primary responsibility for hiring classified staff for their respective campus. [-]

An additional safeguard included in all hiring procedures is the "interpretation" clause which states that if in the judgment of the HR specialist, the Chair, the Chancellor or the College President a problem of interpretation occurs which threatens the viability or integrity of a Committee's duties as described herein, all parties shall be immediately notified, and the hiring process shall be suspended pending resolution of the problem. It further states that the Chancellor or College President, in consultation with the Office of Human Resources, shall attempt to resolve any problem or difference of interpretation of this policy.

Thus, the College meets this standard. Its hiring process is based on utilizing well-defined hiring criteria, faculty involvement, advertisement and verification processes which assure that administrators, faculty and staff are qualified by appropriate education, training, and experience to provide and support these programs and services.

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

Faculty job descriptions include development and review of curriculum as well as assessment of learning as specified in the Administrative Regulation 4011.1 (page 4) under the heading, "Job Announcement Development" which states:

Departmental faculty shall have ten (10) business days from the date of notification to review and comment on the job announcement draft and to work with the Dean to prepare a list of any desirable qualifications for the position. The departmental faculty and the Dean may also recommend supplementary duties and responsibilities. The draft job announcement shall then be forwarded with any appropriate comments by the Dean to the Vice President. Following review with the President, the Vice President shall submit the draft to the Vice Chancellor or designee within three (3) business days, and may attach comments to the draft. In the absence of a timely response from the departmental faculty, the Vice Chancellor or designee may incorporate necessary revisions to the job announcement. The Vice Chancellor or designee may edit, format and amend the job announcement as required, and shall forward the final job announcement to the President for approval. Within five (5) business days of receipt from the Vice Chancellor or designee, the President shall provide an opportunity for final review and comment by the Vice President, Senate President, and departmental faculty via their Dean. Final approval of the job announcement rests with the President. Administrative Regulation 4011.1 [-]).

As an example, the job announcement of a recently recruited Computer Information Management instructor listed under the desirable qualifications section that the candidate needs to have a demonstrated ability and experience to develop curriculum at the college level.

The college ensures that the faculty selected for hire have adequate and appropriate knowledge of their subject matter by thoroughly engaging discipline experts throughout the hiring process. Administrative regulation 4011.1, Recruitment: Full-time Faculty provides that no fewer than three members of a faculty hiring committee shall be experts in the academic discipline of the recruited position, and may be drawn from district faculty or staff, or from external sources. All applicant files which have been certified to meet minimum qualifications are included in the process to be considered by the hiring committee. Applicants who do not meet the minimum qualification as published in the job announcement may apply for equivalency in accordance with statute and code by completing a supplemental application and providing appropriate evidence of qualifications equivalent to the published minimum qualifications. Applications for equivalency are evaluated by the hiring committee's discipline experts. A written record is kept for each decision and included in the candidate's application file. The discipline experts are responsible for announcing and explaining their decision(s) regarding any equivalency applications (Administrative regulation 4011.1, Recruitment: Full-time Faculty [-]).

In order to evaluate and judge effective teaching in the hiring processes, each applicant receives an independent evaluation of his/her scholarly accomplishments, curriculum vitae, and/or portfolio according to job-related criteria as a part of the screening process pursuant to AR 4011.1 (Recruitment: Full-Time Faculty Hiring). Effective teaching is evaluated by the hiring committee within the interview process and is based on the candidate's responses to the interview questions (designed by the discipline experts to test subject matter knowledge) and, in many instances, a teaching demonstration. Following committee discussion of each candidate, hiring committee members are responsible for exercising independent judgment in rating each candidate (Administrative regulation 4011.1, Recruitment: Full-time Faculty [-]). The committee defines the weight it wishes to place on the teaching demonstration; typically, when made a part of the interview process, the teaching demonstration now carries more weight than in previous years in order for committee members to better evaluate a candidate's teaching effectiveness. For disciplines with a small number of faculty, the new BP/AR allows the engagement of external discipline experts.

The college identifies faculty expertise in DE instruction through the regular hiring process including the job posting, application review, interviews and reference check process. It is the role of a hiring committee to determine whether questions and/or a teaching demonstration related to teaching a DE course should be included in the interview process. The *IVC Distance Education Handbook* provides a powerful resource to assist a hiring committee in formulating questions and/or teaching demonstration related to a DE course. In addition, faculty are encouraged to take a Learning Management System (LMS) training course through the college's technology services department before they can teach online or hybrid using the LMS. Analyses and discussions that have led the institution to determine the qualifications of faculty and staff involved in offering DE have taken place primarily at

the Online Education Task Force (OETF) meetings. The Online Education Strategic Plan (approved in May 2016), addresses faculty and staff qualifications needed for online education ([-]). The mission of the Irvine Valley College office of Online Education (Distance Education) is to promote student success and faculty professional development by providing resources, policies, procedures, and services to students and faculty to support high quality online instruction and learning. Specifically, Objective 1.4 of the plan calls for an increased professional development opportunities that potentiate employees' talents and interests on the topic of Online Education and includes several action steps to achieve the objective. Similarly, Objective 2.2 focuses on the need to increase employee professional development opportunities that focus on student success outcomes for Online Education.   In addition, the *IVC DE Handbook* provides definitions of, and a list of faculty best practices for, online and hybrid teaching for evaluative purposes those who teach online and hybrid (IVC DE Handbook [-]*)*.

The *DE Handbook* also contains the definitions and best practices of online and hybrid teaching for evaluative purposes. In order to define and evaluate and judge effective teaching in the hiring processes for faculty to be involved in DE/CE, each applicant receives an independent evaluation of his/her scholarly accomplishments, curriculum vitae, and/or portfolio which is conducted according to job related criteria as a part of the screening process pursuant to AR 4011.1. Effective teaching is evaluated by the hiring committee within the interview process and is based on the candidate's responses to the interview questions (designed by the discipline experts to test subject matter knowledge) and a teaching demonstration. Following committee discussion of each candidate, hiring committee members are responsible for exercising independent judgment in rating each candidate. [-]

For faculty who have been hired, the Faculty Performance Evaluation Criteria are designed to lead to improvement of job performance, institutional effectiveness, and the effectiveness of faculty in performing their classroom assignments and institutional responsibilities. The performance evaluation criteria include, among other things, demonstration of subject matter expertise. Numerous recent changes have been made to the faculty evaluations process, which both the faculty and administration view as extremely positive. The process is found in the collective bargaining agreement under Article XVII: Faculty Evaluations. The District is working on developing and implementing a new evaluations form at this time which both the Faculty Association and District believe will be forthcoming in the fall of 2016 (Performance Evaluation Review [-]). Faculty performance evaluation process is documented further in the response to Standard III.A.5, below.

The college assures that faculty qualifications include the necessary knowledge and skills through engagement of discipline exerts in the hiring faculty process, a comprehensive review of the background and experience of the applicants and consideration of teaching demonstrations.

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

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality based on the hiring process described under standard III.A.1 above. Post hiring, in order to ensure that the qualifications of administrators and other employees continue to be appropriate to perform duties required to sustain institutional effectiveness and academic quality, the institution uses rigorous performance evaluation processes as documented in standard III.A.5. In addition, the college employs a rigorous professional development program as documented in section III.A.14.

As a result, the College meets this standard. The well-defined and managed hiring process, coupled with a highly rated academic administrators and other employees with responsibilities in educational programs and services ensure the possession of qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

The college community's perception of IVC administrators' qualifications has been reflected in the 2015 IVC Employee Survey, (2015 Employee Survey [-]), where 63 percent of respondents (excluding those who picked don't know/NA) agreed that "IVC administrators and managers usually make decisions that are fair," and 73 percent of respondents agreed that "the administration at IVC provides effective leadership that supports the college's mission."

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

Required degrees held by faculty, administrators and other employees at IVC, including those involved in offering DE courses, are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. Prior to the commencement of employment, physical testing and background checks as required for the positions are conducted by the Office of Human Resources. The selected applicant must provide official transcripts which are verified by the Office of Human Resources to confirm education, experience, and initial salary placement. The process for obtaining an equivalency for degrees from non-United States institutions is listed on all postings of full-time and part-time faculty positions. This states:

> "I understand that all degrees must be from a U.S. accredited College or University. Additionally, I understand that any Non-U.S. transcripts must include a certified evaluation with translation (i.e. NACES agency: www.naces.org) by the recruitment

closing date; if not submitted, application will be considered incomplete."

In addition, the faculty position hiring process requires the applicants to confirm that all degrees have been earned from a U.S. accredited College or University and that any non-U.S. transcripts must include a certified evaluation with translation (e.g. NACES agency: www.naces.org) by the recruitment closing date; if not submitted, the application is considered incomplete.

To date, the District's and IVC's hiring policies and processes have yielded highly qualified employees due to the consistent implementation of the following procedures: Clear criteria and minimum and desirable qualifications are provided in job announcements/position descriptions for all personnel (as described under section III.A.1). As changes occur within the College, all positions are re-evaluated to ensure institutional effectiveness. A formal process for re-evaluation of classified staff positions is identified in the collective bargaining agreement with CSEA under Article 8: Pay and Allowances [-]. This process is conducted once every five (5) years. Classified staff employees as well as managers and administrators can have their classified staff positions as well as managers and administrators reviewed by request. A reclassification study was completed for all members of the District Administrator and Manager group in 2012. Finally, the College/District utilizes technology and effective advertising methods to ensure a large and diverse pool of applicants.

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

In order to ensure there are appropriate institutional responsibilities for personnel participation and evaluations lead to institutional improvement, all employee units are evaluated systematically and at stated intervals. The College/District has established written criteria for evaluating all personnel, including the performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise.

Faculty evaluation procedures and the Faculty Performance Evaluation Review are negotiated by the South Orange County Community College Faculty Association and the South Orange County Board of Trustees within the collective bargaining process. Article XVII of the 2015-2018 Academic Employee Master Agreement [-] governs faculty performance review and evaluations. The primary purpose of faculty performance review and evaluations is the "continued improvement of instruction and instructional support services." For new faculty, a Tenure Review Committee (TRC), consisting of the Dean and a minimum of two tenured faculty members from the department/school, follow the candidate through the four-year probationary period. The Tenure Review Committee conducts scheduled, mutually agreed-upon, classroom/worksite/electronic visits and written comments

are submitted to the dean. The probationary faculty member is evaluated on, among other elements, his/her participation in curriculum development and review, and the development and assessment of student learning outcomes. Student evaluations are arranged through the appropriate Dean's Office. Based on the TRC's observations and post-visit discussions with the probationary faculty member, a written report and recommendations are submitted to the dean, Vice President of Instruction, and the President in each of the four probationary years. In order to ensure that the evaluations lead to improvement, if the probationary faculty member's performance is "unsatisfactory," a plan is developed, including follow-up activities, dates of completion, and measureable outcomes to address the issues.

The purpose of the evaluation process for tenured and adjunct faculty is "to improve the teaching/learning process and delivery of student services," and "to provide a basis for professional growth and development." The evaluation consists of student evaluations (arranged through the appropriate Vice President's Office) and a scheduled administrative review of the classroom/worksite/electronic visitation. Each evaluation may include information relevant to the instructional duties assigned to the faculty member, including participation in curriculum development and review, and in development and assessment of student learning outcomes. Tenured faculty are evaluated every three years and adjunct faculty are evaluated during the first semester of his/her assignment and subsequent evaluations occur every other semester thereafter. In order to ensure that evaluations lead to improvement of job performance, a plan of action is developed for faculty members receiving an overall rating of "unsatisfactory."

All recommended improvement(s) are included in the plan of action, including the details(s) of activity for enhancement(s), date(s) of completion for each activity, and acceptable material(s) which document the completion of the activity. [-]

The Faculty Performance Evaluation Criteria are designed to lead to improvement of job performance, institutional effectiveness, and the effectiveness of faculty in performing their classroom assignments and institutional responsibilities. The performance evaluation criteria include: Participation in faculty professional development; fulfillment of contractual service hours; compliance with board policies/administrative regulations; timely grade and report submission; fulfillment of office hours; demonstration of subject matter expertise; clear statement of course grading policies, student learning activities, student learning outcomes, and methods of evaluation within the course syllabus; demonstration of effective preparation for lectures and/or laboratory sessions; demonstration of effective methods of instruction and effective use of instructional technology; demonstration that instructional methods encourage student learning, critical thinking, and academic initiative; and demonstration that interaction with students exhibits a tolerance of different perspectives. Counseling evaluation criteria include demonstration of complete and accurate knowledge of the advisement process and demonstration of sensitivity to the circumstances, needs, and objectives of individual students. Librarian evaluation criteria include: Demonstration of effective non-classroom library assignments; conduct of library research workshops; and demonstration of effective library reference services. Coaching evaluations include: Planning and maintaining effective athletic schedules and activities as required; demonstration of accurate knowledge of

eligibility and recruitment requirements; and development and implementation of recruitment plans including local high schools. [-]

In accordance with Board Policy 4090 [-], both administrators and classified management are evaluated twice the first year and annually thereafter. Performance evaluations of academic administrators and classified management personnel are completed by the immediate supervisor using established procedures and forms developed under the direction of the Chancellor. The form is completed the following standard evaluation competencies: Inclusiveness / Diversity, Managing People, Managing Resources, Problem Solving/Decision making, Strategic Planning and Organization, Communications, Quality, Leadership, Teamwork and Service Focus. In order to ensure that evaluations lead to improvement of job performance, a plan of action is developed for administrators and classified managers receiving an overall rating of "unsatisfactory." All recommended improvement(s) are included in the plan of action, including the details(s) of activity for enhancement(s) and date(s) of completion for each activity. In addition, a performance evaluation has a section for goal setting in order to proactively pursue goals that may not necessarily be related to performance issues. [-]

In accordance with the CSEA contract [-], each permanent classified employee receives a written evaluation at least once every two years. New employees are on probation for twelve working months and are evaluated once during the initial six months of employment, and again prior to the end of the probationary period. The evaluation process of all classified employees, including those with responsibilities in educational programs and services, contains the following standard evaluation competencies: Job Knowledge, Judgment, Industriousness, Quality of Work, Quantity of Work, Planning and Organizing, Communication, Dependability, Cooperation with Supervising Administrator, Cooperation with Coworkers, Adaptability and Flexibility, Attendance, Attempts to Improve, and Safety Consciousness. In order to ensure that evaluations lead to improvement of job performance, a plan of action is developed for CSEA members receiving an overall rating of Needs Improvement (2) or below. All recommended improvement(s) are included in the plan of action (CSEA Performance Evaluation Form [-])

At Irvine Valley College, personnel evaluations are connected to and lead to institutional effectiveness and improvement. Each position is designed to contribute toward reaching the goal of the respective program or administrative unit which in turn contribute toward reaching the goals, objectives and the mission of the college. Performance evaluations provide the vehicle for the college to ensure those goals and objectives are reached in an effective manner and institutional improvement is achieved. Examples of evaluative criteria that lead directly or indirectly to increased institutional effectiveness and improvement are: a) for classified staff: job knowledge; judgment; quality of work; planning and organizing; adaptability and flexibility; attempts to improve; b) for administrators and classified managers: managing people and resources; problem solving/decision making; strategic planning and organization; communications; quality; leadership; teamwork and service focus; c) for faculty: participation in professional development; demonstration of subject matter expertise; student learning activities, student learning outcomes, and methods of evaluation within the course syllabus; demonstration of effective preparation for lectures

and/or laboratory sessions; demonstration of effective methods of instruction and effective use of instructional technology.

The evaluation criteria of classified staff, administration and classified leadership, and faculty, including those performing their duties related to DE/CE activities, are designed to measure the effectiveness of personnel in performing their duties.

Classified staff are evaluated on the following rating scale: 1=Unsatisfactory; 2=Needs Improvement; 3=Good; 4=Very Good; 5=Excellent. The evaluation criteria for classifies staff includes effectiveness in the areas of planning, organization and communication (CSEA Performance Evaluation Form [-])

The evaluation form for administrators and classified managers is completed using a rating scale of 1 through 3: 1= Unsatisfactory, 2= Satisfactory, and 3= Excellent. The evaluation criteria for administrators and managers includes effectiveness in the areas of obtaining the best use of resources in personnel and materials, sharing information, oral and written communication, and negotiations. [-]

Faculty are evaluated on the following rating scale: Requires Improvement: Faculty member performs below professional standards; Satisfactory: Faculty member meets professional standards; Excellent: Faculty member exceeds professional standards. The evaluation criteria for faculty includes effectiveness in the areas of preparation for lectures and/or lab sessions, instructional methods, and use of instructional technology when appropriate. [-] To evaluate the effectiveness of faculty teaching an online or hybrid class, the appropriate Dean or designee may make a scheduled activity-observing visit electronically.

The faculty evaluation process identifies areas for improvement of duties related to DE/CE activities to the extent that the course(s) being taught by the corresponding faculty is online or hybrid. Although the evaluation process does not proactively identify the faculty's future interest in this field or need for development, it is being encouraged through the faculty professional development process as documented in section III.A.14

The College meets this standard. According to the 2015 Employee Survey [-], 64 percent of respondents (excluding those who selected Don't Know/NA) agreed that job performance evaluations are conducted systematically at regular intervals. In addition, 72 percent of respondents (excluding those who selected Don't Know/NA) agreed that job performance evaluations encourage improvement.

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

The Faculty evaluation procedures and the Faculty Performance Evaluation Review are negotiated by the South Orange County Community College Faculty Association and the South Orange County Board of Trustees within the collective bargaining process. Article XVII of the 2015-2018 Academic Employee Master Agreement governs faculty performance review and evaluations. Since 2007 the Master Agreement has included the evaluation of probationary, tenured and part-time faculty to include verified and documented information regarding participation in curriculum development and review, and in development and assessment of student learning outcomes. [-]

Faculty work together to assess Student Learning Outcomes in both face to face and DE/CE courses every year. Results of the SLOs are discussed at both the department and school level in conjunction with the academic chair and school dean in order to make adjustments to teaching strategies to improve student learning.

At the school/departmental level meetings, faculty discuss the results of the SLO assessments and plans are made by updating the program review as well as request additional resources to improve their programs, including DE.

The college meets this standard.

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

In order to maintain a sufficient number of qualified faculty with full-time responsibility to the institution, the Academic Senate and the administration have developed and implemented the IVC Full-time Faculty Hiring Priority List Development Process. [-] The full-time faculty priority list is developed annually in the Spring by the Academic Senate in collaboration with the College President and Vice Presidents. The priority list development process involves three categories (or tiers):

       Category 1 (Academic Senate Recommendations based on School needs) covers positions determined necessary by the Academic Senate to maximize the full-time/part-time staffing ratio in each School. For the purposes of the ranking, the positions in Tier 1 are regarded as filled or unfilled as the iterations of the process progress.
       Category 2 or tier 2 (Academic Senate Recommendations based on department and pro-gram needs) covers positions determined necessary by the Academic Senate to maximize the full-time/part-time staffing ratio in each department or program identified in the program review pro-cess; (for any course that is found in more than one program, a single program shall be designated as the parent program, and the FTES and FTEF shall be apportioned to that parent program). Non-classroom faculty (counselors) are ranked according to a formula which takes into account Full-Time Equivalent Faculty and unduplicated headcount.
       Category 3 or tier 3 (Office of Instruction Recommendations) covers positions

identified by the Office of Instruction and the Dean's Council based on programmatic need of existing program, expansion of an existing program and/or service due to demand, addition of a new pro-gram and/or service.

In order to establish a final priority list which reflects the programmatic needs of the academic schools, positions are rotated from category 1 to category 2 to category 3. In accordance with the process, the final priority list is forwarded to the College President for final disposition and subsequently to the Board of Trustees for approval, pending funding. The ultimate decision regarding how many faculty positions to fill at Irvine Valley College and Saddleback College is determined by the College Presidents, the Chancellor, and the Board of Trustees. The minimum number of funded faculty positions is based on the District Full-Time Faculty Obligation Number set by the California Community College Systems Office, and California Education Code §84362(d).

In 2016-2017, a new category 4 or tier 4 (Joint Academic Senate and Office of Instruction Recommendations) is added to addresses departments that have the highest number (headcount) of part-time faculty. Maintaining large numbers of part-time faculty members is a disproportionate burden on disciplines and part-time faculty turnover frequently leads to replacement hiring very close to the start of the term, which puts students and enrollment growth at risk if a section has to be cancelled due to lack of instructor.

Based upon funding, the District Full-Time Faculty Obligation Number set by the California Community College Systems Office, and California Education Code §84362, with the approval of the College President, the Chancellor, and the Board of Trustees the College hired 15 faculty positions in 2014-15, 6 faculty positions in 2015-16, and 13 faculty positions in 2016-17.

According to the 2015 IVC Employee Survey, 78 percent of full-time faculty members and college administrators who answered the survey were either "very familiar" (41%) or "somewhat familiar" (38%) with the Full-Time Faculty Hiring Priority List Development Process. In addition, of those who were at least "a little familiar" with the Full-Time Faculty Hiring Priority List Development Process, 61 percent considered the process either "very effective" (11%) or "somewhat effective" (51%) (2015 Employee Satisfaction Survey Results: Administrators [-], FT Faculty [-])

The district-wide FON calculations for the most recent 3 years are below [-].
- Fall 2016 – Actual P-2 and Compliance Final number were equal at 376.8
- Fall 2015 – Actual P-2: 398.8 which was higher than the Compliance Final number: 366.8
- Fall 2014 - Actual P-2 and Compliance Final number were equal at 353.8

The district-wide 50% Law calculations for the most recent 3 years were 2015-16 in 53.32%, 2014-15 in 51.89%, 2013-14 in 51.45%.

The institution determines appropriate staffing levels for each program and service, including those involved in the offering of programs and courses in DE/CE mode, utilizing the Faculty

Hiring Priority List Development Process. As noted above, this process considers, among other factors, Academic Senate recommendations based on department and program needs (category or tier 2) which contains positions determined necessary by the Academic Senate to maximize the full-time/part-time staffing ratio in each department or program identified in the program review process. In addition, the Office of Instruction recommendations contains positions based on programmatic need of existing program, expansion of an existing program and/or service due to demand, addition of a new program and/or service.

Classified staffing levels for each program and service, including those involved in the offering of programs and courses in DE/CE mode, are determined utilizing the Classified Hiring Priority List Development Process as documented in section III.A.9.

College-wide analyses and discussions that have led the institution to determine the organization of administrative and support staffing for DE/CE mode have taken place primarily at the Online Education Committee meetings. [-]

The number and organization of the institution's personnel work quite effectively to support its DE programs. Over the past five terms an average of 73% of students who took an online class rated the experience as positive or very positive. In Spring 2016 the percentage rating the experience as positive or very positive reached 80%. (Spring 2014 [-], Fall 2014[-], Spring 2015[-], Fall 2015[-], Spring 2016 [-]). The College Online Education Strategic Plan delineates strategic goals and objectives to further enhance student experience and promote student success through online education. [-]

The College meets this standard. It maintains sufficient number of qualified faculty to assure the fulfillment of faculty responsibilities. The Faculty Hiring Priority List Development Process assures that the staffing levels for each program and service are appropriate. The Faculty Obligation Number and 50% Law, among other factors, determine the minimum levels of faculty the college must maintain.

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

Full-time faculty hiring criteria, policies, and procedures have been jointly developed and mutually agreed upon between the Board of Trustees and the Academic Senate, and approved by the Board. Policies and procedures for part-time/adjunct faculty are similar in many ways, however they are not as well documented as those for full-time faculty. Since a majority of the College courses are taught by adjunct instructors, this is a college priority. Part-time faculty orientations usually occur at the school meeting during Faculty Professional Development Week and individually with Human Resources and the department chair or office staff when they pick up textbooks and course outlines.

All new faculty, including part-time and full-time faculty, receive a brief orientation to the college by the Vice Presidents of Instruction and Student Services (Fall 2016 Faculty Professional Development [-] page 4). In addition, the *Faculty Toolkit* [-] contains a wealth of information for new faculty including adjunct faculty who may not be familiar with the college processes and practices. District Human Resources has developed a special page called "Part-time Faculty's Assistant" [-], in order to provide relevant information at the District level. Lastly, adjunct faculty are invited to attend full-time faculty department and school meetings.

Oversight and evaluation of adjunct faculty is well-defined and is conducted in accordance with the 2015-2018 Academic Employee Master Agreement ([-] section III.A.5). These practices demonstrate that part-time and adjunct faculty meet the criteria of this Standard.

Adjunct faculty have opportunities to participate in professional development activities. In addition to these professional development opportunities, the College has a long standing practice of including part-time/adjunct faculty into the life of the campus by extending these employees invitations to campus-wide events and various functions.

Standard III.A.9
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The Classified Hiring Priority List Development Process (CHPLD) [-] provides for the development of a classified hiring list within each school or department through collaboration of the administrator or manager and the departmental staff. Requests for new classified positions are submitted using the Resource Request Form. The form contains a comprehensive questionnaire aimed to assess the urgency of the position being requested [-]. The list is reviewed and ranked by The Classified Priority List Development Task Force which makes recommendations to SPAC, which in turn makes final recommendations to the College President. This process ensures the college hires a sufficient number of the most critical staff to support the effective operations of the college, in a fiscally limited environment,

The appropriateness of qualifications of support staff is determined through the hiring process, (as documented in section III.A.1), performance evaluation, (as documented in section III.A.5), and professional development processes, (as documented in section III.A.14).

According to the 2015 Employee Satisfaction Survey, 37 percent of employee respondents were either "very familiar" (17%) or "somewhat familiar" (20%) with the Classified Hiring Priority List Development Process. Of those respondents who were at least "A little familiar" with the Classified Hiring Priority List Development Process, 48 percent considered the process either "very effective" (8%) or "somewhat effective" (40%). [-]

Standard III.A.10

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

In September 2015, the Board of Trustees were presented information on administrative levels at Saddleback College, Irvine Valley College and District Services in comparison to similar multi-college districts. There are several different categories of employees hired within the District. The California Community College Chancellor's Office defines four broad employee categories: Educational Administrators; Academic Tenure/Tenure Track; Academic Temporary; and Classified. The report contained an exhibit obtained from the California Community College Chancellor Office's comparing the proportion of educational administrators at South Orange County Community College District to the proportion of educational administrators at the other twenty-six (26) multi-campus districts [-]. Educational administrators at multi-campus districts account for between 1.53% and 5.71% of each district's total employee count. Statewide, educational administrators make up 2.37% of the total employee count, with a median of 2.24%. At SOCCCD, educational administrators make up 1.99% of the total employee count, which is the eighth lowest percentage in the state of California.

To ensure that the College maintains sufficient levels of administrator/manager positions in support of its mission, the following positions have been added since 2009: Dean of Social and Behavioral Sciences, two Construction Managers/Assistant Director of Facilities, Capital Projects, Assistant Director of Marketing and Creative Services, Assistant Director of Foundation, Director of Student Success and Support Program, and Outreach Director.

Presently, there are no state requirements and/or formula which assist colleges in determining the appropriate number of administrative staffing ratios. The College evaluates the effectiveness, number and organization of personnel through the analysis of available funding and requested human resources through the resource request process, in coordination with development of the Faculty and Classified Staff Priority List Development processes. This coordination is essential due to the limited resources available for ongoing commitments. The appropriate number, qualifications and organization of administrators are determined through workload assessment based on programmatic needs including those stemming from new/expanded categorical program requirements. The assessments are conducted by the immediate superior, and vice-president and, ultimately, the College President. In addition, the district retains a consultant who with assists the process of establishing new positions and with the reassessment of existing positions. The consultant works with the Human Resources department and the appropriate dean/director or Vice President to determine the qualifications of the positions and organizational structure. The new positions go through various vetting processes at the College, depending on the nature of the change. As a rule, new positions are introduced, vetted and funding recommendations are made through the college planning committees.

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

The District has established numerous board policies and administrative regulations promoting equal opportunities in employment for all persons and prohibiting discrimination and harassment, such as Board Policies 4000.4 (Equal Employment Opportunity [-]), and 4000.5 (Prohibition of Harassment and Discrimination [-]), as documented in Standard III.A.13.) (BP 110 [-], BP 112 [-], BP 2100 [-], BP 2101 [-], BP 4000.2 [-], AR 4000.2 [-], AR 4000.3 [-], BP 4000.4 [-], BP 4000.5 [-], AR 4000.5 [-], BP 4003 [-], BP 4700 [-], AR 4700 [-], DAM Ethics Statement [-]). In addition, the hiring policies for all personnel ensure that hiring procedures provide for fairness in all employment procedures, as previously discussed. Board Policies 4011 (Employment Procedures for Administrators and Managers [-]), 4011.1 (Full-Time Faculty Hiring [-]), and 4011.3 (Hiring Policy for Classified Staff [-]) contain equal opportunity policy statements. For example, Board Policy 4011 (Section 3.) provides: "The South Orange County Community College District shall recruit, hire, and promote in all job titles without regard to ethnic group identification, race, color, religion, sex, national origin, ancestry, physical or mental disability, age, medical condition, marital status, military service, sexual orientation, or any other basis protected by law. The District shall comply with the Board of Governors regulations relating to equal employment opportunity." [-]

A Human Resource Specialist serves as a non-voting member of all hiring committees to ensure adherence to employee hiring procedures. In addition, the Human Resources Specialist conducts an initial orientation for hiring committee members during which all hiring committee members sign a conflict of interest and confidentiality statement per Board Policy 4011.2. [-]

All Board policies, including personnel policies, are publicized on the District website and members of the Board Policy and Administrative Regulation Advisory Council receive updated policies and regulations digitally. A complete hard copy of the Board Policy and Administrative Regulation Manual is maintained by the Office of the Vice Chancellor of Human Resources and Employee Relations. In addition, the OHR has conducted district services Road Tours explaining personnel policies [-]. The Vice Chancellor of HR routinely attends managers' meetings at IVC explaining these policies.

As documented in Standard III.A.1, numerous board policies and administrative regulations exist to ensure personnel policies are consistently and equitably implemented to result in fair treatment of personnel. In the event of alleged violations, the faculty and classified contracts contain grievance procedures in order to ensure fair treatment of personnel. In addition, mandatory workshops regarding harassment and diversity are conducted annually.

The College meets this standard. The College and its District have established numerous written board policies and administrative regulations regarding personnel matters. The Board

Policy and Administrative Regulation Advisory Council (BPARAC) as a district-wide participatory governance committee reviews and makes recommendations regarding all board policies and regulations, including personnel policies [-]. These policies are strictly enforced, assuring a fair and equitable treatment of personnel.

Standard III.A.12

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

Board policy 4010 (Commitment to Diversity) clearly indicates the District's commitment to employing qualified people who are "dedicated to student success" in an "academic environment" of "cultural awareness" and diversity. [-]

More specifically, Irvine Valley College is committed to creating an environment which fosters an appreciation of equity and diversity. According to the College Mission Statement, "[T] he College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community."

IVC's policies and practices in promoting understanding of equity and diversity issues are effective. The institution assesses the effectiveness of these policies and practices through surveys. Irvine Valley College employees who responded to the 2015 Employee Survey [-] were quite positive when assessing the College's efforts in promoting a diverse employee and student community. Specifically, significantly large majorities of employees agreed that "Irvine Valley College promotes employee diversity" (85%), "Irvine Valley College promotes student diversity" (87%), and "Employees promote the development of a diverse educational and cultural campus environment" (86%). Furthermore, there were no significant differences in opinions based on bargaining units. Based on the survey data, the College's policies and practices are effective in promoting understanding of equity and diversity.

The institution assures the effectiveness of its policies and practices regarding equity and diversity through consistent application of those policies and practices. Administrators and classified managers have diversity as one of their performance evaluation criteria. Recognizing the importance of diversity, the district services retains a position of Director, Human Resources, Employer/Employee Relations, EEO, Diversity Compliance & Training, responsible for developing and coordinating recruitment and retention of faculty and staff, employee diversity programs, and sexual harassment and discrimination prevention programs.

The institution determines what kinds of support its personnel need through various means. The Director of Human Resources, Employer/Employee Relations, EEO, Diversity Compliance & Training coordinates diversity programs and provide advice and support to the college staff as needed. College administrators, including Vice Presidents and the College President, maintain an open-door policy for all employees of the College. For example, in

2015-16 the Vice President of College Administrative Services met with the College custodial staff one-on-one to address their concerns relative to personnel issues within the department. The staff expressed their appreciation for having the opportunity to communicate their concerns to the administration. In the Fall 2014 Professional Development Survey all employees were then asked about their interest in working with diverse students. At 72%, employees were most interested in increasing their awareness about various cultures, followed by working with students with disabilities (71%). [-]

The College and the District remain committed to providing opportunities for all employees to increase their awareness and appreciation of issues of equity and diversity. As documented in Standard III.A.1 and in Standard III.A.5, Board Policies and College and District practices have been established to ensure there is sensitivity to diversity and equal employment opportunities. All administrative, classified manager, faculty, and classified staff interview questions during hiring contain a "sensitivity to diversity" category which requires all applicants to explain their experience in dealing with people of diverse backgrounds. In addition, all employees are required to attend regular training sessions in recognizing and preventing all forms of harassment, including sexual harassment [-]. Employees participate in training workshops, meetings, and college activities in order to increase awareness of diversity; topics include cultural background and gender differences, perceptions, and problem solving [-]. Additionally, specialized training sessions such as "Sharpen Your Skills" workshops are conducted regularly. One of the more recent employee training activities was the Cultural Competence Summit, held on April 15, 2016 with a total of 275 people attending. The goal of the summit was to allow the attendees to work effectively in cross-cultural situations. This skill is critical in learning environments. [-]

Moreover, the College adopted a diversity requirement for the Associate of Arts degree and the Associate of Science degree. The College offers a variety of courses to fulfill this requirement including courses in Anthropology, Art, Dance, Geography, History, Humanities, Human Development, Japanese, Literature, Management, Music, Political Science, Sign Language, Sociology, and Communication Studies and Global Studies. (College 2016-17 catalogue [-])

The District has written policies and procedures ensuring fairness in all employment procedures, as indicated above. A Human Resource Specialist serves as a non-voting member of all hiring committees to ensure adherence to employee hiring procedures. In addition, the Human Resources Specialist conducts an initial orientation for hiring committee members. All hiring committee members sign a conflict of interest and confidentiality statement per Board Policy 4011.2 (Confidentiality and Conflicts in Hiring [-]).

In addition, in January 2014, the Office of Human Resources and the Chancellor's Executive Council made the decision to train and appoint administrators and managers district-wide to act as Equal Employment Opportunity (EEO) Representatives on hiring committees so that the backlog of recruitments could be addressed through expedited and fair hiring processes. Employees attended 2½ hour training programs which fully equipped them to successfully fulfill the non-voting role of EEO Representative during hiring interviews and received Equal Employment Opportunity (EEO) Training Certification [-]. Since then, the

certification has been expanded to include faculty and classified staff at Irvine Valley College with the latest training program held on September 16, 2016 [-]. Training for the EEO representatives is completed by field officers for the Equal Employment Opportunity Commission and all participants are issued a certificate of completion which allows them to represent EEO on search committees for up to three years at which time they can be re-trained for renewal.

These programs, practices, and services are evaluated on a regular basis through participant feedback and surveys. The information received is used to improve future presentations. As an example, attendees of the Cultural Competence summit were asked to complete overall evaluations of the summit in general as well as of the individual speakers. A total of 75 attendees (27.3% of all attendees) completed overall evaluations of the CCS. Attendees had overwhelmingly positive feedback about the CCS, giving it an average score of 4.0 out of 4. All three speakers received very positive feedback as well (detailed below). The organization of the conference received high ratings, with every aspect of the organization of the conference receiving a rating of at least a 3.9 out of 4. The food provided also received high marks, with breakfast and lunch both receiving ratings of 3.6 out of 4. [-]

The Office of Human Resources has coordinated the development of a District-Wide Equal Employment Opportunity Committee that created the SOCCCD Equal Employment Opportunity Plan ([-]).

In the Fall 2014 Professional Development Survey all employees were asked about their interest in working with diverse students. Seventy-two percent of employees were most interested in increasing their awareness about various cultures, and 71% were most interested in working with students with disabilities.

Annually, the District reviews all employment records through the submission of the Management Information System Report to the State Chancellor's office as well as the Equal Opportunity 1 Record. These reports provide a detailed breakdown of all employees.

As documented in Standard III.A.11, the District has established policies and procedures regarding the treatment of all personnel. Additionally, the hiring policies for each employee group also provides for equal opportunity in hiring (BP 4011 [-]), faculty (BP 4011.1 [-] & AR 4011.1 [-]), and classified staff (BP - 4011.3 [-]). In addition to the Board Policies and administrative regulations regarding the treatment of all employees, the 2015-2018 Academic Employee Master Agreement [-] and the California School Employees Association Contract 2015-2018 [-] contain clearly delineated grievance procedures for each employee unit. Administrative regulation 4000.6 [-] contains the provisions for filing a complaint in the event of harassment and/or discrimination.

In order to ensure that students are treated fairly, Administrative Regulation 5401 (Student Code of Conduct [-] contains the provisions regarding student conduct and the complaint procedures which afford the student due process. Administrative Regulation 5505 [-] delineates the grade grievance procedures for students who may have issues with a grade assigned in a course, and Administrative Regulation 5413 [-] provides the students with the

complaint procedures in the event of discrimination and/or harassment. (Also see Standard II.B regarding additional policies and procedures regarding student conduct).

Thus, College meets this standard. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The Board Policies, administrative regulations, Employee Grievance Procedures, and Student Complaint Procedures provide a sound framework to ensure that personnel and students are treated fairly. Grievances and/or complaints are investigated in a timely manner in order to ensure integrity in the treatment of personnel and students. Within the 2014 District-wide Climate Survey, respondents were asked several questions that indirectly measure employees' perception of their job climate, including whether or not they believed they have been treated with respect and whether or not they feel their work is appreciated. The table below illustrates that in general full-time faculty tended to feel that they have more access to professional development, have a greater opportunity to participate meaningfully in decisions at work, and have a stronger sense of community than do adjunct faculty or classified staff. Adjunct faculty on the other hand were more likely to say that they were treated with respect than were full-time faculty or classified staff. It is noteworthy that the adjunct faculty responses have improved since 2010 relative to their opportunities in participating in decision-making (from 29% to 50%) and whether they are treated with respect (53% to 84%). Full-time and adjunct faculty had similar levels of feeling that their work is appreciated and both faculty groups were more likely to feel this way than were classified staff. The table also shows that newer employees (<11 years) were more likely to feel appreciated, that they are treated with respect, that they could participate meaningfully in decisions at work, and a stronger sense of community at work than were longer tenured employees (11+ years).

2014 District-wide Climate Survey Results: Job Climate by Bargaining Unit and Length of Employment

Item	Full-Time Faculty (n=90)	Adjunct Faculty (n=87)	Classified (n=77)	<11 years (n=166)	11+ years (n=88)	Total (n=254)
I have the opportunity to participate meaningfully in decisions at work.	68%	50%	56%	64%	48%	59%
I am treated with respect.	77%	84%	65%	81%	65%	76%
I am able to participate in professional development opportunities I am interested in.	83%	67%	46%	66%	68%	67%
I feel we have a strong sense of community at work.	69%	57%	52%	63%	54%	60%
I feel my work is appreciated.	68%	70%	46%	74%	56%	67%

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

In order to foster ethical behavior in employees, numerous board policies and administrative regulations are in place which reference and encourage ethical behavior in all personnel, as well as members of the Board of Trustees, in all areas of professional conduct such as Non-Discrimination-Equal Opportunity, Electronic Communications, Prohibition of Workplace Violence, Employment of Relatives, Prohibition of Harassment and Discrimination as well as Whistleblower Protection as follows:

· Board Policy 110 (Code of Ethics - Standards of Practice [-]);
· South Orange County Community College Administrator and Manager Statement of Ethics [-] ;
· Board Policy 112 (Duties and Responsibilities of the Board of Trustees [-]);
· Board Policy 2100 (Delegation of Authority to the Chancellor [-]);
· Board Policy 2101 (Delegation of Authority to the College President [-]);
· Board Policy 4000.2 (Electronic Communication [-]);
· Administrative Regulation 4000.2 (Electronic Communication [-]);
· Board Policy 4000.3 (Workplace Violence [-]);
· Administrative Regulation 4000.3 (Workplace Violence [-]);
· Board Policy 4000.4 (Equal Employment Opportunity [-]);
· Board Policy 4000.5 (Harassment and Discrimination Prevention and Complaint Procedures [-]);
· Administrative Regulation 4000.5 (Harassment and Discrimination Prevention and Complaint Procedures [-]);
· Board Policy 4003 (Employment of Relatives [-]);
· Board Policy 4700 (Whistleblower Protection [-]);
· Administrative Regulation 4700 (Whistleblower Protection [-]);
· Board Policy 6120 (Academic Freedom [-])

In addition to the above board policies and administrative regulations, Board Policies governing the hiring of administrators and managers (BP 4011 [-]), faculty (BP 4011.1 [-] & AR 4011.1 [-]), and classified staff (BP 4011.3 [-]), delineate the inherent professional responsibility of administrators, managers, faculty, classified staff, and members of the Board of Trustees to ensure the integrity of the hiring processes and compliance with federal and state statutes relating to equal employment opportunities. Board Policy 4011.2 (Confidentiality and Conflicts in Hiring [-]) ensures confidentiality in hiring and prohibits personnel from participating in the hiring process in the event of a conflict of interest.

The institution does not have one standardized written code of ethics for all personnel. However, the administration and the Board of Trustees have written codes of ethics, and numerous board policies contain written statements of professional and ethical conduct pertaining to all employees. Further, faculty professional conduct is governed by the Academic Employee Master Agreement [-] Section XXIII (disciplinary actions) and the

California Education Code. Classified staff professional conduct is governed by the California School Employees Association Contract, [-] Article 15, (disciplinary actions).

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

The College has supported professional development activities for College faculty, classified staff, and classified managers and administrators which are consistent with the Mission and designed to meet the needs of personnel.

Pursuant to the 2015-2018 Academic Employee Master Agreement [-], faculty are required to meet a 38-hour contractual obligation for professional development. In order to assist faculty in meeting this obligation, workshops are held during the first week of the Fall and Spring semesters and are designed to enhance teaching and student learning as well as train personnel with regards to instructional technology.   Professional Development workshops are also offered throughout the academic year. Classified staff are invited to attend the workshops with the permission of their supervisor. [-] & [-]

Classified staff schedule workshops and half-day retreats which are designed to provide opportunities for professional development consistent with the institutional mission (IVC Classified Senate Professional Development Summit [-]), Classified staff are also invited to attend the workshops designed for academic faculty, with the permission of their supervisor.

Additionally, the College has provided funding for participation in professional conferences for faculty, classified staff, and administrators from the college general fund; indeed, the funding has routinely been available in the absence of state funding. Faculty and administrators are allocated funds to attend professional conferences related to teaching and student learning, curriculum development, discipline specific conferences, student learning outcomes assessment, accreditation, and instructional technology training. Classified staff were awarded professional development funding through two different channels: 1) each area Vice President and the College President receive an allocation of funds based on the number of classified employees in their respective areas; 2) the Classified Senate receives a separate allocation managed by the classified staff development committee.

Article XVI of the 2015-2018 Academic Employee Master Agreement [-] provides funding for semester or year-long sabbatical leaves. Sabbatical leave proposals are evaluated and approved by the District Sabbatical Leave Committee [-].

In addition to the Annual District New Faculty Orientation [-], the College holds monthly New Faculty Orientation Workshops (open to all faculty) designed to provide faculty with the opportunity to discuss teaching and student learning, information regarding contractual

obligations, board policies and administrative regulations, and college committee and decision-making processes. Numerous technology training workshops are provided throughout the year for all employees.

The Academic Senate holds a Distinguished Academic Lecture Series (DALS). During the 2015-2016 academic year, we had 3 presentations: Michelle Evans, Norman Stolzoff, and Nathan DeWall.

The institution identifies professional development needs of its faculty and other personnel through surveys and various assessments. The 2014 Professional Development Survey was administered to all employees via an e-mail invitation at the end of the Spring 2014 semester. A total of 97 employees responded to the survey, yielding a response rate of 19%. The largest group of respondents was classified staff, followed by full-time faculty [-]. The process utilized to identify professional development needs for faculty has been managed by the Academic Affairs. The activates that occur during Flex Week are discussed, arranged and decided on by the Academic Affairs Committee based on the responses to the evaluation forms and the variety of conferences that the individual committee members attend during the year. The need for classified professional development can be identified through employee self-assessment or through the assessment of their immediate supervisor, and the need is addressed utilizing funds allocated to Classified Senate or the respective Vice President's area.

The processes to ensure that professional development opportunities address those needs is based on a meaningful evaluation of professional development activities. The office of research conducts a follow up survey after each Flex Week. Additionally, within the required application for faculty professional development funds, there are questions that pertain to the 9 categories that are approved by the state. There are also brief descriptions that must be filled out as to how this will pertain to their job duties and what outcomes they will get from attending the event.

The impact of faculty professional development activities on the institution is assessed through the Academic Affairs Committee which coordinates faculty professional development activities and provides insight to current trends and developments within our community. The committee members stay involved with their disciplines and come back from conferences with information that is on the leading edge. This information is disseminated to the faculty in a timely manner so it may be used immediately.

The college meets this standard. The College is committed to providing professional development opportunities for faculty, classified staff, and classified managers and administrators. This commitment is demonstrated through the allocation of college general funds in the absence of state funding and the resources provided by the College to meet the needs of its personnel. Faculty professional development resources and workshop planning is administered through the Academic Affairs Committee (a subcommittee of the Academic Senate), which is chaired by a faculty member. The Academic Affairs Committee, in consultation with the Academic Senate and the administration, evaluate proposals in accordance with the criteria as set forth in California Education Code §87153 (Planning and

Decision Making Manual, [-] page 14). In order to perform the oversight duties and allocate resources, the Chair of Academic Affairs is given six-lecture-hour-equivalent reassigned time in fall and spring semesters and a summer stipend equivalent of one and a half lecture hours . Administrative support for faculty professional development is coordinated through the Office of Instruction. The teaching and learning needs of the faculty are addressed by the Academic Affairs Committee. The Chair of the Academic Affairs Committee, in consultation with the administration, is also responsible for planning the faculty professional development activities at the onset of the Fall and Spring semesters as well as planning professional activities throughout the year. Most recently, during the Fall 2016 Faculty Professional Development Week, numerous professional development workshops were offered to improve teaching and focus on student learning. [-]

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

Board Policy 4012 (Administrators and Classified Managers' Personnel Files [-]) provides for the security and confidentiality of administrative and classified manager personnel records and ensures that they have access to their personnel records. Article XVIII (Personnel Files) of the 2015-2018 Academic Employee Master Agreement [-] contains the provisions for security and confidentiality of faculty personnel files as well as the procedures to provide for faculty access to their personnel records.

Article 6 (Personnel Files) of the California School Employees Association Contract 2015-2018 governs the security and confidentiality and provides access to personnel records for classified employees. [-]

The College meets this standard. The Office of Human Resources is committed to maintaining secure and confidential personnel files for all employees. The District adheres to the policies, contractual provisions, and State and Federal Statutes governing the management of employee personnel files. Only authorized personnel are given access to personnel records.

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

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

Each of the four educational venues offered by IVC—the main campus, ATEP, the Early College Program (Beckman and El Toro high schools), and the DE program—provide assurances for a safe, accessible, secure and healthful learning environment through planning, oversight and evaluation by the Facilities and Maintenance Operations (FMO) department with the District Facilities Planning department, college-wide shared governance committees and task force groups, extensive safety training and illness prevention measures for college employees, and on-line surveys which gather valuable data from students, faculty and staff relating to overall College experience, facilities condition, health and safety, facilities' access, and general satisfaction.

In order to meet its obligations of maintaining a safe and healthful workplace within the College campus communities, the South Orange County Community College District (SOCCCD) has developed and implemented the Injury & Illness Prevention Program (IIPP), for which the Chancellor serves as Coordinator. [-]

The Chancellor has designated the Vice Chancellor of Business Services and College Presidents of Saddleback College and Irvine Valley College as IIPP Coordinators with site-specific responsibility for the IIPP. The Vice Chancellor and Presidents are responsible for ensuring that District policies and practices are implemented, employees are provided a safe and healthful workplace, and operations are in compliance with the IIPP and applicable federal, state, and local regulations and standards.

To ensure that the prescribed standards of prevention programs are upheld, Irvine Valley College has formulated a wide network of planning and oversight measures to ensure all students and staff benefit from the highest quality in technology upgrades and physical resource planning, particularly in regard to safety and security. At the campus level the Director of Facilities, along with the Director of Technology and the Chief of Police, work alongside the Campus Safety Task Force to ensure the proper oversight and execution of all planning as it relates to safety and security. Building safety walks are conducted on a monthly basis [-] with the committee meeting quarterly [-]. Deficiencies noted in the safety walks are addressed in one of two ways: 1) immediate concerns are addressed through the Maintenance Direct Work Order System; 2) long-range and more costly repairs are addressed through the Resource Request process.

The Maintenance Direct Work Order System is an all-access work order system that provides an efficient vehicle for addressing any condition needing the attention of the FMO personnel for inspection and repair; each individual work order submitted is tracked and monitored through completion. In 2014-15, the college instituted a new and innovative campus-wide, annual Resource Request process. The program allows equal access by all college employees and has been highly successful. In addition to addressing equipment and

facilities' upgrades, it gives the College staff the ability to submit requests that address needed repairs related to health, safety and security.

The College is committed to ensuring that the latest advancements in technology, as they apply to these critical areas, are routinely evaluated and implemented wherever applicable. For instance, the college is currently seeking approval for an "active shooter" forced-entry deterrent locking system and is in the planning stages of a campus-wide keyless entry/remote access (cloud based) security system that will incorporate motion activated security cameras. Irvine Valley College is a 100-acre property that conducts classes and student related activities until 10:00 pm.   The college has a wide network of parking lots and outlying facilities which present challenges in providing adequate safety and security for students and staff. In order to meet these challenges, the college installed twelve "Talk-A-Phone" towers [-] in August 2016. This Wide-Area-Emergency-Broadcast-System (WEBS) provides the students and staff with an emergency call-in handset accompanied by a flashing blue light warning system that maximizes the ability of campus security personnel to respond to emergency calls and initiate emergency notifications.

The Irvine Valley College Campus Safety Task Force (CSTF [-]) is responsible for providing an environmental health and safety program to support a safe and secure learning and work environment for students, faculty and staff. The CSTF is charged with the following [-]:

- Campus safety plans annually, including chemical and biological materials
- District Hazard Communication Plan and provide input annually
- Audit safety-related Incident Reports for patterns; propose and follow up on corrective measures
- Institutional Disaster Management Plan & Campus Safety
- Perform campus-wide safety inspections
- Slip, trip and fall hazards
- Fire/electrical hazards
- Bio-safety
- Chemical Hygiene
- Ergonomics
- Hazardous waste
- Personal Protection (PPE)
- Respiratory protection
- Universal waste
- Organize public information lectures
- Plan public safety educational events

The safety of the Irvine Valley College and ATEP campus' students and staff is continually evaluated by the CSTF, IVC Campus Police Department [-], Technology department, District Planning/Risk Management services as well as industry professionals and consultants. The FMO Department is responsible for the oversight of necessary repairs and scheduled maintenance of all campus facilities to ensure compliance with college / district plans, and all

applicable state laws and codes. In addition to the monthly safety walks, FMO oversees fire/life safety and code adherence checks as required by the governing agencies. [-]

To further ensure the safety of students and college employees, as well as to ensure the accessibility of all campus facilities and grounds, the District's Risk Management utilizes the services of Keenan and Associates to conduct the Statewide Association of Community Colleges (SWACC) Property and Liability Inspection. [-] Site inspections, as well as corrective measures/repairs performed by the College and a follow-up audit are conducted on a two-year cycle [-]. The most recent inspection was conducted February 2016, and was followed up with a report summary [-]. The College submits the appropriate work orders to maintenance personnel, who in turn make repairs and perform corrective measures which are subsequently inspected and signed off by a Keenan representative. A follow-up audit is scheduled for February 2017. Annually, the District's Risk Management Department and Keenan & Associates review and update the District's Injury and Illness Prevention Plan [-]. Results of their findings translate into monthly safety-training courses provided for staff and are designed to address specific areas of accident prevention within the college's FMO Department [-].

In regard to fire/life safety, the Keenan inspection is augmented by an annual inspection performed by the Orange County Fire Authority and permits are issued by area [-]. In addition, a fire/life safety inspection is conducted annually by an authorized fire/life safety contractor [-] who inspects all fire extinguishers and fire/life safety equipment and devices to ensure code compliance with all state and local laws. All deficiencies noted must be corrected and subsequent inspections performed to close out the annual inspection. In regard to elevator safety and inspection services, an annual contract is in place to make necessary adjustments and repairs in order to provide certification and permitting.

Irvine Valley College and the ATEP campus property share a 24-hour, 7 days/week Campus Safety / Police Department [-] staffed by fully sworn police officers, a full-time parking coordinator and a campus dispatch officer. This department offers a 24 hour/day on-call police escort service and a fully staffed campus patrol unit.

The Irvine Valley College Police Department's Strategic Plan [-] is an evolving document (originally drafted in 2008) in the form of a law enforcement management review which provides direction for the Department's activities and ensures the needs of the college community will be met in a responsive, responsible and professional manner. The plan has provided direction to assist in the decision-making processes, priority determinations, and resource acquisition and allocation decisions (evaluation of technology and equipment needs). The plan includes student/staff surveys, goals and objectives and is measured against the unit's Administrative Unit Review (AUR) on an annual basis. More importantly, the plan has allowed the department a means to evaluate its performance and make subsequent improvements in regard to community/campus policing and problem-solving initiatives.

Each year, to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Irvine Valley College Police Department publishes its

Annual Report. The Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses; the report is posted on the Irvine Valley College website [-]. The Act requires the College to provide policy statements regarding various safety and security measures, campus crime prevention program descriptions, and procedures to be followed during the investigation and prosecution of alleged sex offenses. This Report contains updated crime statistics for the years of 2013, 2014 and 2015.

Health, Safety, Security Annual Certifications: In keeping with the College's commitment to assure students and staff a healthful and secure working/learning environment at its main campus and at ATEP, the College has secured contracts with all prescribed ordinances and necessary certifications for fire/life safety, AQMD, elevator maintenance, hazardous waste monitoring and removal, storm water treatment, fume hood certification, Occupational, Safety and Health (OSH) inspections and Cal Waste Recycling. Inspections are conducted annually and certifications and permits are delivered to the college. The evidence spreadsheet provides the detail for each of the current permits and certifications on file [-].

Division of State Architect: Construction of all new College facilities as well as remodel/reconstruction and all scheduled maintenance is facilitated through the District Office of Facilities, Planning and Purchasing. The College meets the requirement by submitting plans to the Division of State Architect (DSA) of the State Department of General Services. The DSA requires a state-approved inspector on each DSA permitted construction site, ensuring compliance with plans that are specifically approved by the DSA for safety, structural, fire/life safety codes and accessibility.

In May 2016, Irvine Valley College received the Alpha Facility Condition Assessment Report [-]. Contracted by South Orange County Community College District in 2012, the final assessment focuses on (6) six main facilities' systems that make up the campus' physical resources: Mechanical, Electrical, Plumbing (MEP), roofs and interior finishes: ceilings, walls, floor coverings and a total evaluation of the campus infrastructure (includes partial mapping), and the underground storm drain system. All systems' assessments for each building are accompanied by a statement of current condition, estimated time of next repair/replacement, and estimated expense. This third-party evaluation of the campus' grounds and facilities condition provide an invaluable forecasting/planning tool to assure issues are prioritized in accordance with the campus community's concerns and to address accessibility, health and safety concerns in a timely manner. In addition to the benefits realized by the campus community, the report provides a reliable third-party assessment for state-scheduled maintenance reporting.

Custodial Services: Irvine Valley College provides complete custodial services to both the IVC campus as well as the ATEP campus. In order to assure faculty, students and staff a clean, healthful and safe learning environment, cleaning and maintenance services are performed throughout the campuses five nights per week, with custodial services provided on the weekends to cover special events on an as-needed basis. The college has one full-time utility custodian on staff trained to perform minor repairs on equipment and facilities as required. Over the past several years, the campus has experienced consistent growth and

continues to expand its physical resources to meet the demand. With the addition of two new buildings, Life Science Building and Liberal Arts Building, the college has correspondingly increased the custodial staff with the addition of two new hires in 2016. The custodial staff has access to a full range of well-maintained and easily accessible equipment. Student and staff surveys [-] conducted annually allow the campus to identify areas of concern through review of customer satisfaction. Low scoring areas in regard to cleanliness and scheduled maintenance are identified and entered into the Maintenance Work Order system where a work order is generated and completed.

The College maintenance community has been effective in their response to potential health concerns. Maintenance staff has received safety training [-] in the most common areas as identified by Keenan and Associates and are equipped to respond to potential hazards. For example, in Fall 2015 the back office area of the DSPS Testing Center experienced substantial flooding. The resulting damage included a deposit of mold spores within several of the exterior walls. The room was evacuated and sealed off and occupants moved to a swing space during remediation of the affected area. This is an example of the process most commonly practiced on the campus, which seeks to identify and avoid any potential health concerns while striving to alleviate any interruptions to course work and services.

In April 2016, the South Orange County Community College District submitted and received Board approval [-] to contract with the Cordoba Corporation's team of accessibility experts to conduct accessibility surveys and develop a comprehensive transition plan for Title II compliance [-]. The Americans with Disabilities Act (ADA) requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public, and the Department of Justice has published guidance on standards for Title II public entities. The inspections and resulting report will serve to identify all barriers that impede paths of travel and potentially impact access to interior and exterior facilities, programs and services used by students, staff and members of the community. The survey for the 'ADA Transition Plan' was completed in Fall 2016 and provides each campus a detailed plan that includes a description and location of the potential non-conforming issues, a rating of severity, and construction cost estimates for each issue. This document gives the College the ability to formulate an annual plan in order to prioritize, budget accordingly and remediate the non-conforming issues.

The College maintains sufficient control over off-site facilities at the Advanced Technology and Education Park (ATEP) to ensure their quality. The SOCCCD, along with Irvine Valley College and Saddleback College, have dedicated a total of 61.4 acres of land for development and have approved the construction of new buildings totaling up to 1 million square feet [-]. The new campus will be a combination of education and industry partners all working together toward a common goal. The first IVC building has broken ground in September 2016. This new 30,000 sf energy efficient educational building will feature state-of-the-art technology laboratories, classrooms, and administrative offices. The ATEP campus receives academic planning and oversight as well as guidance and counseling through a coordination of efforts between the ATEP on-site Dean of Instruction for Economic & Workforce Development, the ATEP Workgroup [-] and the IVC Office of Instruction. The off-site campus is maintained by full custodial services as well as a full-time grounds worker under

the supervision of the IVC Director of Facilities. The campus has a 24-hour site-security officer with oversight provided by the IVC Chief of Police. ATEP operates under the same state codes, permits and certifications for access, health, safety and security as Irvine Valley College.

Additional off-site educational offerings are coordinated through the Office of Instruction and an assigned Dean. Examples are found in the Early College Program, the Emeritus Program and Community Education. The Early College Program (ECP) [-] is a partnership that allows students to dual-enroll in classes at their high school and Irvine Valley College. The (ECP) oversight and planning responsibilities fall to the Early College Advisory Task Force, an advisory group under the Office of Instruction [-] & [-] which is responsible for the planning, coordinating and operational logistics of the program. Inspections of the off-site facilities and equipment are conducted by a Dean and members of the Early College Advisory Task Force. The classes offered at the high schools are Irvine Valley College courses taught by Irvine Valley College professors. Irvine Valley College provides counseling and assessment services, which are contracted for by the high school districts through an annual Memorandum of Understanding [-].The high schools who have met and agreed to the MOU with the college must operate under the standards and vision for California Public Schools and as such are inspected, maintained and certified by the State of California to assure compliance with the California Dept. of Education standards for access, safety and security [-]. Every student in the program has an education plan that outlines the courses they will take at IVC [-]. Professors from IVC are provided orientation to the high schools and staff development workshops on campus. IVC faculty have access to high school principals and vice principals to deal immediately with student/school issues and parental requests for information as they arise.

Complementing its maintenance of quality physical services, the College employs the use of research methods and resulting analysis to identify the needs for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode. Planning, review, evaluation and oversight are guided by the goals and objectives as prescribed in the Online Education Strategic Plan [-] (May 16, 2016). The Online Education Task Force (OETF) [-] provides advice to the Dean, Business Sciences, Online and Extended Education and the Director of Technology Services related to student success in online education, which includes online, hybrid courses, and web-enhanced courses. The committee reviews and recommends approval of all policies and procedures affecting online education. The classes are internet-based and utilize 'Blackboard Connect' for the course-management system provider. The Director of Technology Resources is responsible for providing sufficient and efficient technology resources to support distance education modes of instruction. The Director of Technology Resources oversees the Technology Advisory Task Force and the Academic Planning and Technology Committee which work in tandem with the OETF to identify, prioritize, and implement technology to meet the needs of the online education mode of instruction. The OETF employs the use of surveys [-] to provide analysis of the program as well as the annual review of the Administrative Unit Outcomes (AUR) [-], which summarizes the data related to IVC's online course offerings, including, but not limited to, student survey data and student demographics.

Thus, IVC employs mechanisms to evaluate the effectiveness of equipment and facilities to meet the needs of programs and services in DE/CE mode.

Overall, then, IVC meets Standard III.B.1. The College meets local, state and federal guidelines for access, safety, security, construction codes/standards, and presents a healthful learning environment. The facilities are well-maintained and are inspected weekly to ensure compliance with College standards. The College utilizes appropriate oversight and feedback processes for determining deficiencies in any of these areas. If deficiencies are discovered, the College addresses the concern promptly to assure the College learning and working environment is safe, secure, healthful, and accessible. In order to improve access and ensure proper compliance with ADA codes and standards, the college has completed an ADA transition plan which will identify all potential barriers to proper access of physical resources. The Irvine Valley College and South Orange County Community College District is responsible for assuring that the Advanced Technology and Education Park, off-campus programs, and OE programs meet local, state and federal guidelines to ensure access, safety, security, and a healthful learning environment for students and staff.

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

Irvine Valley College diligently pursues growth opportunities within its physical plant and is constantly expanding its reach of physical resources in order to meet the demands of a rapidly growing population throughout Southern California. The college currently occupies 85 acres of a 100 acre site and is actively pursuing the planning and development of the remaining 15 acres of the original property.

Student success is always at the forefront of capital improvement planning and the college has been successful in providing new and improved physical resources. Irvine Valley College is in the process of planning and ground-breaking on several new projects and is currently seeing the culmination of construction on other exciting new facilities. In March 2014 the College opened the new Life Sciences Building which provides over 30,000-square-feet of classroom and laboratory space to support a wide range of courses in the biological sciences. In support of the colleges growing Humanities, Social and Behavioral Sciences, and Languages programs, the highly anticipated Liberal Arts building opened in August 2016. This 27,000-square-foot facility offers 12 classrooms, 1 large Anthropology/Geography lab space, an expansive Writing Center, Honors Program area/offices and a full suite of faculty offices. Both of the new buildings incorporate student gathering areas to enhance the social aspects of the student experience. To improve the college's Health and Safety program offerings Irvine Valley College is currently in the planning/development stages for a new building including Health Services Center, Athletics Training Room combined with a Field Concessions area and public restroom facility. The new facility has been fully funded with ground-breaking scheduled for spring of 2017. A

Fine Arts building is proposed to the state chancellor's office for a funding match and if received, will continue into the design process in fiscal year 2018-2019.

The primary goal of the South Orange County Community College District-wide Parking Study [-] is to complete a parking analysis of the entire campus area of Irvine Valley College and parking needs for the ATEP as the campus continues to develop and expand. Currently, Irvine Valley College utilizes temporary parking lots to accommodate current overflow, but these lots will have to be closed within two years to align with the DSA allowance of three (3) years for temporary parking. Taking into account the future growth projections, the college's lack of parking facilities could potentially create further traffic congestion and potential safety hazards. By evaluating existing parking conditions, the report thus aims to quantify parking issues, provide recommendations for parking management strategies, and create a tool to allow the District to project the amount of parking needed as each campus continues to grow due to increases of student enrollment and new facilities. Indeed, the college has also recognized and responded to these growth challenges in student and staff parking by implementing new planning and development of a 400 space parking lot which will be accented by a solar shade structure converting solar energy into electric power. In order to improve traffic flow on the campus, and facilitate more efficient and safe access and egress in and out of the college site, a second main entrance, Barranca entrance, was completed in late 2016.

In order to ensure effective utilization and the continuing quality necessary to support its programs and services and achieve its mission, the College utilizes a combination of planning documents/surveys, shared governance committees and college-wide planning/scheduling processes to assess its facilities repairs and on-going scheduled maintenance needs as they relate to accessibility, safety, security and a healthful learning environment. Instrumental in the planning process and determination of College needs is the Planning and Decision Making Manual (PDM) [-]. In addition to all college-wide planning, the PDM carefully lays out the necessary processes to ensure the efficient management and shared governance responsibilities of the College's physical resources. The Alpha Facilities Condition Assessment Surveys [-] provide an invaluable third-party assessment of all physical resources (including the campus' underground storm drain infrastructure), allowing the campus the ability to determine long-range scheduled maintenance plans and costs. The annual five-year Scheduled Maintenance Plan ([-] & [-]) submission to the State Chancellor's Office ensures the college facilities' department's continued focus on providing current and regularly updated planning on critical systems and building maintenance in the hope of receiving state-scheduled maintenance funds. The District Facilities Update/Planning Committee [-] meets no less than quarterly to review and assess current capital improvement projects and scheduled maintenance projects. The planning committee maintains an up-to-date project list with assignments [-].

An excellent example of how the College plans for the effective utilization of its equipment, land, and other assets, in supporting its programs, services, college goals and objectives is the efforts put forth in regard to sustainability practices/upgrades and campus conservation planning [-]. Beginning in 2008, Irvine Valley College has undertaken an ambitious conservation plan to reduce electrical energy, and potable/reclaimed water consumption. By

creating campus-wide awareness along with thoughtful planning and participatory governance oversight, the College has been successful in achieving these goals.

Moreover, the college has established the IVC Environmental Leadership Committee (ELC), charged with implementing practices that enhance the overall campus environment at Irvine Valley College. These enhancements improve the productivity and sustainability of land use, evaluate and support the campus community's input for improvements to the campus physical environment, and evaluate ecological functionality in terms of social, cultural, and aesthetic values. The committee has representation from students, faculty and FMO classified staff [-].

As an energy-conscious public entity, Irvine Valley College took steps toward achieving the realization of a long-standing desire to greatly reduce the college's energy consumption by committing to a complete exterior lighting retrofit [-]. By July 2014 Irvine Valley College had undertaken the ambitious task of converting the exterior lighting and lighting controls of the campus to energy-efficient LED lighting/controls throughout the parking lots, walkways and common areas. This improvement has now translated into valuable energy savings:

· Total savings in Kilowatt-Hours/Year: 397,819
· Year 1 Total Electricity Savings in dollars: $52,912
· Year 1 Maintenance Savings in dollars: $24,655
·

The college was able to offset the cost of the entire project by utilizing the State's energy savings incentives generated by Proposition 39. By capitalizing on these generous funds, Irvine Valley College will realize an estimated total of $800,000 of tax-payer savings in energy consumption/maintenance and an estimated savings of 4,000,000 Kilowatt- Hours of energy over the next decade. The College has been diligent in planning each new building with the LEED standards setting the mark for water-conservation, healthier air quality and improved energy efficiency. Each new IVC building has achieved LEED Certification or at minimum, LEED 'equivalency' ratings.

In the immediate future, IVC will continue to undertake significant physical improvements. Two significant projects may be cited as examples. First, the program planning is underway for a fully funded solar-shade structure (estimated completion: Summer 2017) that will cover the majority of the new 400-space parking lot on the North-West portion of the campus. This highly efficient system of photo-voltaic panels will generate an estimated (1) Megawatt of usable electric current which will help offset the high energy demand of the College's Performing Arts Center. Second, the college remains committed to improving the sustainability of the campus property and land management by focusing on implementation of drought-resistant plants and shrubs in existing areas, which is designed to align with campus curriculum of California natives. Land management is further enhanced by the continued support of subletting the campus raw acreage to the farming of fruits and vegetables.

The College utilizes three main resources to ensure program and service needs determine equipment replacement and maintenance:

1) Resource Request Process [-]
The Resource Request Form submission process is an all-access, transparent process which allows members of College departments, programs and services the ability to evaluate and determine the need for maintenance of existing and/or replacement of outdated physical resources. As discussed elsewhere in this Accreditation report, resource requests follow the strategic planning process which evaluates existing conditions against the requested need.

2) Technology Advisory Task Force (TATF) [-]
The Technology Advisory Task Force advises the Director of Technology Services about priorities in deployment and assignment of technology. The committee evaluates the effectiveness of strategic planning initiatives, reviews new equipment requests, monitors ongoing requests, evaluates Resource Requests and reviews current tech-support issues. TATF reviews the latest education technologies with a focus on faculty and the success of college programs and services. TATF monitors and evaluates the progress and effectiveness of the Technology Plan [-] and makes appropriate recommendations concerning strategic planning for technology.

3) Maintenance Direct Work Order System [-]
Maintenance Direct (School Dude) is an all-access work order system that provides an efficient vehicle for addressing any condition needing the attention of Facilities and Maintenance personnel for inspection, maintenance and possible replacement. The work order system ensures that programs and service needs are met in a timely and efficient manner as each work order is tracked and monitored through its completion; the submitter is contacted upon completion.

The College utilizes three main resources when evaluating facilities and equipment effectiveness in terms of meeting the needs to programs and services:

1) Campus-wide Surveys
College-wide surveys are conducted annually and provide the College with valuable data related to facilities and equipment effectiveness as well as the general condition of the campus. These targeted surveys help to ensure that the College goals and standards are met. Survey results are examined for any anomalies or large changes. Substantial declines in satisfaction lead to the development of objectives and/or strategies in the department's Administrative Unit Review. The resulting analysis determines a course of action depending on the magnitude of the repair, such that replacement or maintenance of equipment and facilities may include one or more of the following: 1) Vetting through shared governance groups and the College decision-making process as prescribed in the PDM; 2) Submission of a Resource Request to be vetted and rated through shared governance groups. 3) Submission of a Maintenance Direct (School Dude) work order.

2) Administrative Unit Reviews

AURs ensure that the college's student support, programs and administrative services are effective and responsive to the local college community within the limitations of available resources. Through a review of AUOs, key unit indicators, and unit objectives, the college may assess its effectiveness and continue to offer high quality student support, programs and administrative services. The results of AUR are incorporated into the strategic planning and resource allocation decision processes of the college and provide information for unit planning and improvement.

3) Facilities Planning: Facilities Director

Facilities Planning evaluates the effectiveness of the College's facilities and equipment in meeting the needs of programs and services by reviewing, evaluating and prioritizing all approved facilities-related Resource Requests. Existing equipment inventory and/or facilities' condition are reviewed and evaluated against information provided on the request form in order to provide accurate feedback to the submitter prior to the shared governance review.

In evaluating how effective facilities and equipment meet the needs of programs and services, the IVC Health Center and Concessions project provide an excellent example. In this case, the college's strategic planning process worked effectively within the participatory governance model in meeting the needs of programs and services. The IVC Student Services Center was identified in the Facilities Master plan for future renovation [-] to accommodate growth in space-planning. This project is a combination of two projects from the Irvine Valley College Facilities Master Plan (FMP): The Health Center relocation project will provide additional square footage in the existing Student Services Center (SSC). By relocating the Health Services Center's 1,248 assignable square feet, a secondary effect ensures that the vacated space will address existing SSC expansion needs. Functional requirements including an adequately sized psychological counseling room and waiting room, a laboratory area and medication storage will be considered. The Concession/Athletic Complex portion of the project is planned to provide a sports medicine room, concessions/ticket booth and public restrooms which serve the athletics area of the campus. Therefore, by working in collaboration with the SOCCCD Capital Improvement Committee (CIC) and the Basic Aid Allocation and Resource Planning Committee (BAARC), the College's shared governing bodies were able to arrive at an effective solution that not only secured a new, expanded location but also generated productive secondary effects.

To ensure that program and service needs determine equipment replacement and maintenance for distance education for both online and the Early Education program, IVC utilizes the following resources:

Online Education Committee Oversight
The Online Education Task Force (OETF) [-] provides advice to the Dean, Business Sciences, Online and Extended Education and the Director of Technology Services related to student success in online education, which includes online, hybrid courses, and web-enhanced courses. According to the Irvine Valley College Online Education

Strategic Plan [-], updated Spring 2016, the committee reviews and recommends approval of all policies, procedures and resources affecting online education. Planning, review, evaluation and oversight are performed by the OETF and is must align with IVC's goals and objectives.

AUR/Resource Request

The OETF annually reviews its Administrative Unit Outcomes (AUOs), contained within the Administrative Unit Review (AUR), which summarizes the data related to IVC's online course offerings, including, but not limited to, student survey data and student demographics.   The stated outcomes for the unit will produce strategies that may require additional resources or maintenance of existing equipment in order to accomplish the goals and outcomes. The OETF has the ability to enter a Resource Request into the system in order to fulfill an online education need as identified by review of the Administrative Objectives and resulting strategies. According to the OETF's *Administrative Unit Review: B4. Unit Effectiveness: Resources*, ([-] pg. 12) in order to meet a strategy for an AUO, a Resource Request entry is recommended to "retain video/audio capture of an instructor's classroom lecture with the goal of increasing interaction between the instructor and students when the lectures are later incorporated into distance education courses."

Surveys

Distance education student satisfaction survey replies can be relatively compared to the IVC Student Satisfaction Survey data which the college conducts every two years, as this survey is campus-wide and includes students enrolled in all instructional modalities. Student satisfaction data for this portion of the AUR is derived from the Irvine Valley College Distance Education Student Survey, Spring 2015 [-].

Early College Program

Early College oversight and planning responsibilities fall to the Early College Advisory Task Force [-]. This task force is an advisory group under the Office of Instruction and is responsible for the planning, coordinating, and operational logistics of the program. Inspections of the off-site facilities and equipment are conducted by the Dean and members of the Early College Advisory Task Force.

The College meets or exceeds its equipment needs for OE based on the survey results listed in the 2015 AUR for Distance Education [-]: "The productivity for distance education courses were higher than classroom productivity for each of the five periods indicated in the survey." Indeed, the academic year 2015-2016 had the greatest classroom and DE combined productivity since the 2011-2012 academic year. OE courses show significantly higher productivity over the five years reviewed. OE productivity calculates to 578.60 of the review time period, whereas classroom productivity calculates to 485.20.

The facilities and technology evaluations in regard to equipment and the upgrades of existing equipment in the distance education programs are conducted by the Director of Facilities along with the Director of Technology in consultation with the OETF and the Technology Advisory Task Force (TATF). All Resource Requests related to OE equipment and

upgrade/maintenance requests are submitted and reviewed within the shared governance process.   Once evaluated and prioritized, they are reviewed by facilities and technology and requests are implemented. To further ensure that equipment needs are met, resource goals and objectives are identified in the IVC Online Education Strategic Plan [-], (updated Spring 2016). Goals include the effective use and oversight of equipment needs and resources:

- · Evaluate infrastructure needs for the online site and project the resources necessary to build that infrastructure.
- · Involve the online site in provision of comprehensive educational programs that fulfill the district's mission.
- · Include disciplines and college services in the evaluation, planning, and budgeting processes for online education.
- · Provide Academic Senate committees, Academic Senate Council, Department Chairs/Departments, the Office of Instruction, the Student Services Council, and the Board of Trustees with regular (e.g. annual) information on the status of online education at IVC.
- · Provide supporting communication from the college back to the disciplines and college services.
- · Integrate Online Education (e.g. offering courses, support services) at IVC into the college's planning, decision-making, and budgeting processes.

Overall, the college meets this standard as regular maintenance schedules have been developed and implemented for the College's physical resources and equipment. The Resource Request process allows for a means of reacting to deficiencies noted within the surveys, as does the Maintenance Direct Work Order System. The *2015 Employee and Student Survey* results have provided positive data on the effectiveness of the facilities and equipment maintenance practices at IVC. This data allows the facilities and maintenance and technology services departments with the strategic planning committees to evaluate the effectiveness of the College's building, upgrading, maintenance and replacement plans and practices. In addition to several other categories evaluated, the employee survey shows that most campus employees in the 2015 Employee Satisfaction Survey [-] *strongly agree* (57.43%) that campus grounds are attractive and well-maintained and campus buildings provide a healthy working environment (28.19% *strongly agreed* and 44.30% *somewhat agreed)*. In response to the adequacy of outdoor campus lighting, (27.52%) *strongly agreed* and (39.93%) *somewhat agreed* that the lighting at night is good. Employees responded to the question of classroom cleanliness with a (31.21%) *strongly agreeing* and (32.55%) *somewhat agreeing.* The student survey results show a somewhat higher satisfaction rate across similar categories; the question of, "are the College grounds attractive and well-maintained?" received an excellent rating of (54.43% *strongly agreeing*) and a (33.22% somewhat agreeing). Students rated the condition of the classrooms with a positive rating of (44.58% *strongly agreeing*) and a (39.89% *somewhat agreeing)*. In regard to the satisfaction with exterior campus lighting, (30.11% *strongly agreed)* that lighting at night is good and (37.33%) s*omewhat agreed.*

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

IVC considers the needs of programs and services throughout the capital improvement and scheduled maintenance planning cycle by utilizing a collaborative process including participatory governance groups at the College level in the development and implementation considerations of the South Orange County Community College District's Education and Facilities Master Plan (EFMP) [-]. The SOCCCD EFMP (covered in detail under III.B.IV) is the driving force behind the planning and construction of new capital improvement projects and the scheduled maintenance/renovation of existing buildings. Each of the three campuses within the District received an EFMP specific to the campus' long-range planning needs. Each plan is essential to achieving the goals and fulfilling the college's unique mission as it relates to the needs of its programs and services. The Irvine Valley College 2011-2031 Education and Facilities Master Plan (EFMP) is the culmination of research and input from community constituent groups and the College's participatory governance groups. In order to keep the plan relevant to current trends and growth opportunities in education, it is reviewed and updated every five years. The next review process is scheduled to begin the winter of 2016.

The long-term planning/assessment process is conducted through the Five-Year, Facilities and Education Master Plan [-]. Short-term planning/assessment is accomplished through the Budget Development and Resources Planning Committee (BDRPC) [-], which assesses and evaluates the feasibility and effectiveness of college facilities and equipment on an annual basis, based on the Resource Request cycle. Program Reviews and the Administrative Unit Review process provide other avenues for evaluation of facilities and equipment at the program level which includes the AUR of the Distance Education Program.   The Technology Master Plan 2010-2015 [-] provides a regular mechanism for evaluating and planning technology needs at the College. Both long-term and short-term planning processes rely on data to drive planning, priorities, and budgets. The Director of Facilities and Maintenance works closely with the Academic Planning and Technology Committee (APTC) [-] & [-] and the Office of Instruction to assess the effective utilization of classrooms and equipment on the campus proper as well as in the DE mode. The Vice-President of Instruction, Vice President of College Administrative Services and the College President meet regularly with the Director of Facilities during the President's Executive Council (PEC) [-] & [-] to evaluate, determine maximum efficiencies, and review long-term planning strategies for the college's physical resources.

These processes operate under the guidance of the college's participatory governance model that oversees long-term and short-term planning processes including the evaluation/assessment of existing facilities as well as determination of long-range planning goals:
> Online Education AUR/Strategic Plan
> The planning to ensure effective equipment utilization in the online program is stated in the Strategic Plan 4.3.2015 [-] under 2014-2020 Strategic Objectives 4.1, 4.2, and

4.3. Measurable outcomes are stated for each strategic planning objective, and these outcomes are continuously evaluated in order to make institutional improvements to ensure the needs of programs and services are met. The annual AUR process evaluates and provides feedback as to the progress of the stated objectives. Deficiencies are noted and are followed up by a Resource Request submission in order to fulfill equipment needs or repairs.

Campus-wide Surveys
College-wide surveys are conducted annually and provide the College with valuable data related to the efficient use of its facilities. Survey results are examined for any anomalies or large changes. Substantial declines in satisfaction lead to the development of objectives and/or strategies in the department's AUR (Administrative Unit Review) in order to assure goals are met.

The College Strategic Planning Process [-] as detailed in the College Planning and Decision Making Manual, IIIB-**Error! Bookmark not defined.** oversees and ensures that the evaluations that emerge from the AUR process are used such that college physical resources meet the current educational requirements of the college community including DE and the Early College Program. Through a shared governance model[-], the college community engages in an integrated, data-driven planning and decision-making process to assess the sufficiency, quality, integrity, replacement strategy, and scheduled maintenance requirements of the College's physical resources including the Five-Year Plan, Education and Facilities Master Plan, Technology Master Plan and the Resource Requests submissions. Plans are available to the College community through Sharepoint [-]. The strategic planning committees compile, analyze, reconcile, and integrate recommendations derived from evaluations from various campus bodies, task forces, and workgroups. The four strategic planning committees consider all relevant program's and services' needs and develop integrated, coherent, and cohesive recommendations in order to prioritize resource allocation regarding physical resources. Identified needs are submitted through the Resource Request process for replacement or maintenance and/or through the Maintenance Direct Work Order system for more immediate requests. The annual Resource Request submission process demonstrates one of the most important methods used by the College community to provide real-time information about the feasibility and effectiveness of the College's physical resources [-]. The College has adopted a transparent tracking software (Teamwork [-]) that allows the campus community the ability to track the progress of the vast majority of the College's maintenance and equipment replacement projects and capital improvement projects.

Thus, Irvine Valley College meets this standard as well. The College's Strategic Planning Process, working in tandem with the Resource Request Process, provides a regular, annual opportunity for faculty, staff and administrators to evaluate and submit requests for facilities and equipment upgrades as well as maintenance requests based on identified needs. The process is data-driven and leads to specific, measurable outcomes and results that are responsive to programmatic requests. College strategic planning assures that the physical resources of the College feasibly and effectively support institutional programs and services.

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

Three distinct processes ensure that institutional improvement goals and objectives are met and projections of total cost of ownership are reflected in planning outcomes:

1) Strategic Planning and Decision-Making Process
Capital projects are vetted and approved through the shared governing bodies to ensure alignment with strategies, planning objectives and goals [-]. In order to ensure widespread and effective College participation in the strategic planning process, the college committee structure fully integrates strategic planning within the fabric of the decision-making structure and the budget development process. Long-range capital planning is tied directly to the College's participatory governance planning process through the ongoing, annual *Strategic Planning and Decision Making Process* clearly laid out in the *Planning and Decision-Making Manual* [-]. This document details the collaborative process used to create the *Mission Statement*, *College Goals*, and the strategic planning objectives, the cornerstones of the college-wide continuous improvement process. A vital link in ensuring that institutional improvement goals are met in regard to proper planning of physical resources is the review process of the Resource Requests submissions [-]. The Strategic Planning and Accreditation Council (SPAC) [-] reviews, evaluates and rates requests as part of the strategic planning process [-]. In addition, the College's progress in achieving the planning objectives is reviewed and monitored by the SPAC on an annual basis. (*Irvine Valley College Strategic Plan, 2014-2020* [-])

The college goals form the basis for Strategic Planning Objectives which are linked to measureable outcomes. The outcomes are continuously evaluated through Administrative and Program Review in order to make institutional improvements. Capital planning and effective resource allocation are listed under College Goal #4. Long-range capital planning is proven to be an effective tool in the advancement of college improvement goals.

2) Education Facilities Master Plan (EMP & FMP)
The 2011 Education and Facilities Master Plan (EFMP) provides a blueprint for the future of IVC through the 2031 planning horizon and is updated every five to six years.   The SOCCCD is currently in the planning stages of updating and expanding the 2011-2031 EFMP to the 2016-2036 EFMP [-]. The EFMP serves as the foundation of subsequent plans for the allocation of campus resources and college goal-setting. This plan helps in determining how new and renovated facilities could improve our instruction, support services, and campus operations while enhancing student success. It also provides documentation of how constituent groups see the college currently and how they envision the future.

The Educational Master Plan (EMP) and the Facilities Master Plan (FMP) [-], components of long-range planning, comprise the Education and Facilities Master Plan, have been developed in tandem [-]. Together, they form an invaluable resource for comprehensive planning combining educational goals with capital improvement goals. Throughout this process, personnel with responsibility for education programs and those with facilities' responsibility participated together in nearly every discussion and meeting. At each organizational level, the process has followed the principals of participatory governance. The EMP serves to establish clear direction for the college by envisioning the future under the changing conditions of internal and external trends and influences and to provide a foundation that serves as a primary resource for the development of college planning activities. The FMP takes into account the history of Irvine Valley College and its surrounding communities; core values of the institution as represented in its mission, vision, and strategic goals; data from within the college and from authoritative external sources; and the best thinking of all constituency groups regarding a vision for the Irvine Valley campus.

The EFMP planning process established current space inventory broken down by category i.e. lab, classroom, office space etc. and an enrollment projection by discipline, and then developed a long term capital plan to meet student needs by discipline. Information and development strategies shown in the 2011 Facilities Master Plan reflects current and future forecasts for student and programmatic growth combined with strategic visions for campus modernization. The result is an integrated approach with facilities outcomes driven by education planning.

3) Five-Year Construction Plan
Each year the district is required to submit a Five-Year Construction Plan to the State Chancellor's office [-]. The plan is developed within the state's web-based FUSION program [-]. This five-year plan includes both locally funded and state funded projects and identifies project priorities for no less than the next seven years.   The five-year plan works in tandem with the EFMP, requiring that all projects submitted for the five-year plan must be listed on the EFMP [-]. The five-year plan helps to project the future cost of ownership by weighing the current cost of construction against future escalation estimates. The district and colleges review the plans and priorities and, if appropriate, modify the plan as part of this annual submission. When submitted to the State Chancellor's office in June, the submittal includes the Five-Year Construction Plan and the District's Initial and Final Project Proposals (IPP and FPP) for state funding considerations. The Capital Improvement Committee [-], relies on the Five-Year Construction Plan as a basis for recommending capital improvement projects to the Basic Aid Allocation Recommendation Committee (BAARC) [-] for funding considerations. The Basic Aid allocation process is driven by the SOCCCD Board Policy #3110 and Administrative Regulation 3110 which defines the allocation process in detail [-].

The long-awaited grand opening of the new Liberal Arts building took place in Fall 2016. This capital improvement project (also discussed above) is an excellent example of how the College's strategic planning process takes into account the long-range planning requirements

identified in the EFMP, the college's instructional needs, the current physical resource assessment, and the capital improvement funding process vetted through the District Strategic Planning Process: the Capital Improvement Committee (CIC) and the Basic Aid Allocation Resource Committee (BAARC). The new building supports the college's growing Social and Behavioral Sciences, Humanities and Languages programs. In order to construct the new home for the Social and Behavior Sciences program, a series of secondary effects needed to be included in the planning process to ensure that all instructional programs remained active and fully operational.

The plan for the new Liberal Arts building project is derived from a carefully formulated planning document contained within the EFMP. The plan was crafted through a process that included input from the campus community's participatory governance process. In the 2010-2011 planning cycle, it was agreed upon through the District and College shared governance groups to begin executing the initial planning phases of the relocation of the existing Life Sciences program (housed in an outdated building scheduled for demolition) to a new 30,000 sf state-of-the-art facility which opened in March 2014. This entire process is identified within the 2010-2016 Education and Facilities Master Plan. The master plan included a series of carefully orchestrated secondary effects (EFMP Project Summary describing proposed Liberal Arts project [-]) This series of capital improvement projects further demonstrate the results of successful collaborative efforts between the college and District's strategic planning processes.

In addition to the Five-Year Construction Plan described in this section, the elements that comprise the total cost of ownership regarding capital improvements, buildings renovations and equipment replacement and repair are best identified/described in the Resource Request Form. Through this Resource Request process, the College's Strategic Planning and Decision Making Process addresses the issue of identifying total cost of ownership including initial and on-going costs and how it will impact the department. This college-wide planning process includes the ability to identify additional personnel requirements including faculty hires, capital improvement needs, physical resource needs, equipment replacement/maintenance needs and requests for support of new programs and services. When a Resource Request form is submitted, the applicant must complete a series of questions regarding but not limited to: current and future department impact, funding source, i.e. one-time cost vs. on-going costs. This allows the Strategic Planning and Accreditation Council (SPAC) and the Budget Development and Resource Planning Committee (BDRPC) along with the budget managers to prioritize requests, identify appropriate sources of funding and project future fiscal impact. With a sound and effective strategic planning and budget development process in place, the facilities director, Office of Instruction and other stakeholders can now submit timely and accurate budget projections and determine total cost of ownership over the forecasted lifespan of the requested need.

The lighting retrofit project detailed under section III.B.II above is an excellent example of how the college calculates total cost of ownership for any given project:

- Total estimated cost of design and complete exterior retrofit.

- Calculated loss of parking revenue due to campus parking lot closures over extended period.
- Total estimated Proposition 39 incentives paid to college and deducted from total cost of ownership.
- Total calculation of 1 year energy savings as compared to existing energy usage baseline.
- Total cost of ownership over 10-year period vs existing baseline/ estimated total savings to the tax-payer.

In this case, the college was able to offset the cost of the entire project by utilizing the State's energy savings incentives generated by Proposition 39. By capitalizing on these generous funds, Irvine Valley College will realize an estimated total of $800,000 of tax-payer savings in energy consumption/maintenance and an estimated savings of 4,000,000 Kilowatt Hours of energy over the next decade.

The College's OE program long-term planning, review, evaluation and oversight is guided by the goals and objectives as prescribed in the Online Education Strategic Plan [-] (May 16, 2016). The Online Education Task Force (OETF) [-] reviews and recommends approval of all policies and procedures affecting OE. The Director of Technology Resources oversees the Technology Advisory Task Force and the Academic Planning and Technology Committee which work in tandem with the OETF to identify, prioritize, and implement technology to meet the long-term needs of the OE mode of instruction. The OETF employs the use of surveys [-] to provide analysis of the program as well as the annual review of the AURs, which summarizes the data related to IVC's online course offerings, including, but not limited to, student survey data and student demographics.

At Irvine Valley College, long-range capital planning works in collaboration with institutional improvement goals and educational planning (Office of Instruction) through a system of shared governance. Checks and balances are effectively inserted into the process through the College's Strategic Planning and Decision Making Process, EFMP, Five-Year Capital Outlay Plan, and Resource Request process to ensure proper fiscal planning takes place while considering future total cost of ownership.

Standard IIIC: Technology Resources

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

Descriptive Summary
Irvine Valley College provides students, faculty, and staff with a robust, secure and stable computing environment to enable the College to provide student learning programs and services. Management and oversight for the College technology services is provided by the Director of Technology Services who is responsible for the College technological

infrastructure and systems. Students, faculty, and staff participate in the planning and guidance through the Technology Advisory Task Force (TATF). TATF is co-chaired by the Director of Technology Services and by a faculty representative. TATF provides an opportunity for students, faculty, and staff to identify technology needs and bring new ideas forward for discussion and evaluation. TATF looks to review current and emerging technologies to ensure that the technology used by the College is effective and helps the College meet its instructional and service goals. Another technology-focused task force is the Online Education Task Force (OETF) which is co-chaired by the Dean of Online Education, Director of Technology Services and one to two faculty representatives.
At the College, the mission and, goals [-] and district-wide goals [-] drive strategic objectives that identify new technology needs and resource requests. Each fall semester, the College community submits their technology needs through the Resource Request System.   All resource requests are evaluated by the Budget Development and Resource Planning Committee (BDRPC); and Academic Planning and Technology Committee (APTC) reviews all instructional items.   Through these councils, committees and task forces, the College provides an opportunity for constituency groups to express their technology needs that will ensure the right resources are available to support instruction and College operations.

The College identifies the effectiveness of its technology, including online and hybrid courses, in meeting College needs through six distinct processes:
- The College Technology Advisory Task Force and Online Education Task Force
  - Offers a regular forum for students, faculty and staff to assess technology needs and to propose solutions that can benefit the College. They also test and review new solutions being proposed and offer feedback to make the solutions better.
- Administrative Unit Reviews (AURs) and Program Reviews
  - If a particular technology is no longer effectively meeting the needs of the program or unit, the affected area submits a resource request to replace an ineffective piece of technology [-]
- District Technology Committee and District Online Education Committee
  - Both committees allow for the colleges to bring new technology solutions to a district-wide committee and make recommendations to implement new technologies to enhance the technology used district-wide. Each committee's websites can be found here:
    - District Technology Committee
    - District Online Education Committee
- Surveys
  - The Office of Research, Planning, and Accreditation administers a *Bi-Annual Survey* of students, faculty and staff to assess the effectiveness of current technology and to elicit ideas for technology enhancements and improvements. The results are reviewed by TATF and OETF to understand where technology is no longer meeting the needs and make recommendations to the Director of Technology Services. [-]
- IVC Technology Plan [-]
  - Through an annual review of the Technology Plan by TATF, new technology needs are identified and discussed. Any new technology needs that are

approved through TATF are added to the Technology Plan so they can be implemented.

- Technology Services Department
  - Assesses the effectiveness of the infrastructure technology and regularly updates the AUR in TracDat. The Director of Technology Services meets with staff to understand needs and works together to find new systems and services to meet the needs of the College. [-]
  - The Director of Technology Services meets every October and March with the Chairs of each department to address their technology needs for the upcoming semester via Department Chair Meeting (Outlook) [-] The meetings are designed for the Chairs to engage in dialog with their faculty about technology needs. These meetings are designed to identify any issues or needs regarding computer labs from the faculty well in advance of the technicians beginning their work. Since implementing these meetings in 2012, the number of labs requiring additional software or hardware at the start of each semester has been reduced significantly. The Chairs then report their needs to the Director, which enables the Director to have an opportunity to pre-plan the changes requested to a lab or classroom and provide his staff enough time to implement with minimal staffing and classroom disruptions.

Technology Services and Professional Support

The Technology Services department, with input from the Technology Advisory Task Force and Online Education Task Force, and with support from the Office of District Vice Chancellors of Technology and Learning Services, is charged with supporting the technology needs of the College. Regardless of whether instruction is taking place in a classroom or online, the Technology Services department provides the same support. The following services are managed by the Director of Technology Services:

- Alternate Media [-]
  - Alternate Media Services provides direct support to students that have a disability. The Alternate Media Specialist helps convert materials in print and electronic format. They also train faculty and staff on the importance of compliance with Section 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act. Technology needs are identified through involvement with other Alternate Media Specialist email distribution lists, attending industry related conferences and needs identified by the DSPS department. After the resource request submissions, all technology requests are referred to the Director of Technology Services to ensure that all proposals conform to campus standards, are consistent with campus protocols and compliant with Section 508.
  - 2015-2016, the Alternate Media Specialist along with the TATF Faculty Co-Chair has provided 508 compliance training sessions during the second TATF meeting. The trainings were focused on faculty training on the importance and responsibility of 508 compliances when creating materials that are online or in the classroom.
- Application Support
  - The Service Desk is maintained by the Application Specialist(s) who are

charged with responding to requests for assistance that are phoned in from anywhere on campus. There are two Application Specialists in the department: an Application Specialist I and Application Specialist II. The department is staffed from 7am to 8pm Monday through Thursday and 7am to 6pm on Fridays. After hours' support is available with Blackboard Support. The online help service through Blackboard [-] provides level one support to students and faculty in support of the College Learning Management System (LMS).

- Duplicating
  - The Duplicating Center provides reprographic services to faculty and staff. Documents they produce are generally for use in the classroom or for sale in the Campus Bookstore. Also the Duplicating Center produces printed materials such as flyers, catalogs, banners, and other various items.
- Instructional Technologist
  - The Instructional Technologist supports classroom and online instruction (fully online and hybrid) classes, assist faculty create effective course materials in many formats, and provides training of faculty and staff. This position directly supports Blackboard and Canvas. They coordinate all upgrades, surveys, and trainings to ensure the faculty and students are ready to use the learning management system to the fullest.
- Media Services
  - Media Services supports many areas around the College with a primary focus on supporting the instructional classrooms, providing expertise with audio-visual technology equipment and supporting various college events located on and off campus. Support for classrooms begins with a phone call to x5253, x5696 or emailing ivctech@ivc.edu. The Media Services department also manages the equipment checkout processes for the department. When AV equipment needs to be repaired, the department also coordinates the repairs with vendors. The Media Services team also supports events on and off campus. The team provides all needed event-related equipment and the professional support for a successful event.
- Network Technicians
  - Network/Desktop Services provides support for all hardware and software needs. The Network Technicians build the software images for all labs and staff computers. The team's operating systems images standardize each computer so it has the IVC standards for virus protection, authentication and the supported versions of software. The Network Technicians also directly manage and support all network infrastructure systems, services and future projects. This includes items such as mobile devices, security related systems, wireless expansion, and virtualization.
- Programming
  - The College started programming services in 2012 to automate the College's internal technology systems, administrative and academic processes which frees the technicians from doing repetitive tasks that allows the team and the college to work more efficiently. The results of having a programmer dedicated to the College needs has resulted in significant increase in

efficiency, much improved experience for students who do not have to use the old outdated paper processes, and drastically reduced the resources required by the old processes.

- Webmaster
  - The College employs two webmasters who create and maintain the functionality and security of the College websites. The Technology Services department maintains the web infrastructure that is maintained by the Webmaster that reports to the Technology Services department. The Technology Services Webmaster maintains internet/intranet services, and assists with integration of online applications, reporting and any customization needs into the college and district systems. The Webmaster also assists the faculty in developing in maintaining and developing their department and program websites. External web content is maintained by the webmaster reporting to Marketing and Creative Services department.

Students, faculty and staff can obtain support for any technology related need via the technology ticket system. Currently the College uses a Dell KACE system that was implemented in 2010. KACE allows for technology requests to be submitted and tracked by the submitter. Submission can also be opened by calling into the Service Desk (x5696) where a Technology Services employee will enter in information regarding an issue and attempt to resolve the issue. Additionally, students, faculty, and staff can email their requests to ivctech@ivc.edu where the system will generate a ticket automatically and notify the submitter with their unique tracking URL. Each submitter can review their open requests and make comments that are then logged into the system.

In order to assist students, faculty and staff more efficiently with their Service Desk needs, the Director of Technology Services began researching new solutions that would increase the department efficiency while also increasing satisfaction rates. One solution that has been implement is live chat. The new Live Chat system allows for any authenticated student, faculty or staff to request help via their mobile or computer. This new system allows the technicians to increase the number of simultaneous requests while not causing the requestor to wait on hold or leave voicemails for assistance.

To ensure the Technology Services department is meeting the needs of the College, when the service request is closed, each submitter receives a survey. They are asked to rate the service provided, along with a comment box to allow the submitter to expand on their rating. These results are reviewed by the Technology Services department in order to ensure continuous quality improvements.

The College Office of Research, Planning, and Accreditation administers an *Annual Survey* [-] of students, staff, and faculty to assess levels of satisfaction with the provision of technology services. Survey results indicate an overall positive College treatment of technology needs. In the 2015 Employee Survey, 82% percent of respondents either "Very Satisfied" or "Somewhat Satisfied" agreed that Irvine Valley College "How satisfied are you with the job IVC Technology Staff is doing to provide services?" Responding to the statement that "technology equipment is reliable," 86% of staff agreed either "Strongly" or

"Somewhat." "Computer hardware and software are up-to-date" was agreed to either "Strongly" or "Somewhat" by 83% of staff.

Survey Item	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know/NA
IVC maintains, upgrades, or replaces its technology infrastructure and equipment to meet staff needs.	25%	36%	15%	6%	
IVC maintains, upgrades, or replaces its technology Infrastructure and equipment to meet instructional needs.	24%	34%	16%	4%	

The 2015 Student Satisfaction Survey shows the strong majority feel that IVC computer labs, services, websites, Online services and support are above satisfactory. [-]
The 2015 IVC Employee Survey shows the strong majority feel that support response, ease of access, and technology equipment are above satisfactory.
IVC Technology Support is routinely evaluated via surveys. As each support request is closed, the requestor is automatically sent a survey to rate and comment on the service they were provided. The survey results are reviewed and improvements are made.
IVC recognizes that professional development is necessary to ensure that all faculty, staff, administrators, and students are successful in using technology systems related to its programs, services, and institutional operations. The College will continue to expand its online and campus technology support resources. The Technology Services department will continue to improve upon the service offerings by expanding automation systems and services to reduce workloads and increase efficiencies to existing systems such as the Professional Development and Resource Request systems and innovate new systems for other departments at the college.

Emergency Notifications
College-wide communications for emergency and mass notifications are supported by three systems, Blackboard Connect, Sherpa and InformaCast. For any student and staff related emergency notifications, the college uses Blackboard Connect. Blackboard Connect sends out texts, emails, and voice messages to notify about an event and provide instructions to them. To allow the college to engage in more granular communications to students, the district developed a system called Sherpa. This system allows for targeted communications to be sent to an individual and/or a group based on certain criteria. The typical types of communications sent through Sherpa would be an announcement an announcement about an upcoming event that would engage in pre-enrollment activities of a certain co-hort. Lastly, the college uses InformaCast. This system is used to communicate to all of the Cisco phone handsets, emergency poles at IVC and Advanced Technology and Education Park (ATEP). The system is also capable to send a text and/or voice messages.

Instructional Technology

The Technology Services department directly supports the instructional needs of the faculty and students of the College. The department supports online learning through the use of the Learning Management System (LMS) and various other services provided to online education students. The Instructional Technologist offers group and personal training to help any faculty member be prepared. They provide how to's, best practices, work-arounds and other knowledge to assist the faculty in knowing how to leverage our technology.

The Technology Services department also uses the Application Specialists to assist faculty and students with other technical support related issues for online instruction via the Service Desk. The Service Desk is the first place that all employees and student contact for support. The department offers many ways to get the instructional technical support students, faculty and staff need.

In Summer 2016, the college adopted Canvas as our new LMS. Technology Services led the implementation of https://ivc.instructure.com for the pilot. The pilot integration the college Technology Services Department performed consisted of data integration to SIS, active directory, branding and automation of rosters. Once the new LMS was configured and running the Director released the system to the Instructional Technologist. The Instructional Technologist began the work to engage the 35 faculty in the pilot to ensure their transition to Canvas would be successful and identify any issues will in advance.

Facilities
The Technology Services department is responsible for the management, maintenance, operation and security of the College's technological infrastructure, data and equipment to include the facilities. The Technology Services department provides support to faculty, staff, and students with access to the technology resources either at the campuses or online. This is done through a variety of technology facilities that include labs, classrooms, learning spaces and offices.

The Technology Services department is located in various buildings across the campus. There are two data centers housing the core switches, air blown fiber conduits, a redundant site for our core servers, many of the core SAN's, Server, call servers, and redundant equipment for Saddleback College and District IT. The servers are configured with high availability and redundancy. Each have clustered services, redundant databases, air cooling, conditioned power, to ensure that they systems are operating efficiently. The College also has a backup generator that provides power to both data centers in the event of a power outage. The College retains a data backup system in an offsite location. Each night, the College backs up the servers.

The College has 140 classrooms and labs and 9 conference rooms. Each classroom is outfitted with Audio Visual technology systems that includes computers, projectors, document cameras, and DVD/Blu-ray. There are some labs that have the ability for live lecture capture, and voice lift systems. Some conference rooms have integrated LifeSize (webcams) into the rooms that allow for IVC employees to join district meetings without traveling to the Saddleback campus.

Technology needs at Advance Technology Education Park (ATEP) is outfitted with similar technology as the main College campus.

Reliability
The Technology Services department is constantly assessing the use of the current technology and ensuring the computing environment has ample capacity and reliability through the life of the equipment. The internal systems that the department manages such as servers, switches, phones, wireless, emergency notification systems are purchased with redundancy and reliability in mind. Servers are purchased with Redundant Array of Inexpensive Disks (RAID) configurations, redundant power, and backup Uninterruptible Power Supply (UPS) systems. Core campus switches which were replaced in 2013, have increased speeds, allowed for greater capacity with bring your own device (BYOD), offers the ability of redundant power as well. The College maintains this equipment via support contracts that offer replacements. The College keeps several spare switches in the event of an equipment outage.

In 2014, all fiber on campus was replaced with new air blown fiber. Currently the fiber in all buildings is communicating at 10GB per second and is cable of exponential future growth. When extra bandwidth is needed, or if a problem happens to an existing cable, new fiber can be blown to a building in seconds.

In 2016 the College went through an entire refresh of all UPS's on campus. The goal was to add remote monitoring abilities to the UPS's and extend time equipment will remain operational before all power is lost. Now the Technology Services department can be aware of any battery failures and proactively monitor them before an outage occurs.

Desktop security is maintained by using Symantec Antivirus software for all computers and servers on campus. The system updates every day or when urgent updates are released from Symantec which are pushed automatically. This ensures that every computer is kept up to date and would avoid any impact from viruses.

The Palo Alto Firewall is used to protect the network environment from hacking and other attacks that take place every day. The firewall is updated every day with the latest definitions similar to the antivirus process that is used on the desktops. The firewalls are kept current with the latest version of the operating system. All of these combined solutions ensure that our network is kept as clean as possible from attacks that could impact the College.

Disaster Recovery
All changes to servers, including those used for online education, are backed up every evening to an offsite location. If the entire College is affected by a long term outage all systems would be restored from the backup system.

All hardware and services, including those used for online education, are design with fault tolerance and the ability of proactive monitoring. IVC has several critical systems such as phones, internet and server infrastructure that have maximum reliability. Each system is

connected to a battery source that keeps it operation during a power outage. In 2016, the Technology Services department upgraded the Avamar to accommodate two locations. When a disaster occurs, the Avamar system can run the servers that it is backing up without the need of using the actual hardware. This allows for the Technology Services department to quickly get critical systems and services to a running state while the infrastructure issues are being resolved.

All vendors are required to ensure they backup all systems and related data should a catastrophic event take place. Vendors are also required to maintain an uptime of 99.999 percent up time. This ensures that the colleges systems should have very little impact over the lifecycle of the service.

The Technology Services department monitors each of these systems, including those used for online education, with a service from WhatsUpGold. This service detects when systems are not responding and sends alerts to the department. It also notifies when the service has been restored. The Internet service is monitored by *Corporation for Education Network Initiatives in* California *(CENIC).* Should an Internet outage occur, our systems automatically route out of our internal Wide Area Network (WAN) links to Saddleback College and use their Internet link. CENIC handles the outage including dispatching the service organization to correct the issue.

Privacy and Security
The wireless environment was changed from unencrypted to an encrypted environment in 2015. To further increase privacy, the Technology Services department implemented HTTPS (Secure browsing) for all College websites. HTTPS encrypts all traffic to and from our systems and keeps any unauthorized access from being easily compromised.

User accounts are provisioned by District IT. The College manages all user accounts at the College by way of Microsoft Active Directory. Security groups within Active Directory allow the Technology Services department to easily ensure that the appropriate rights are given. User ID's are provisioned nightly upon their start date.

The Technology Services department provides all computers and servers for all departments and classrooms on campus. All computers are added to our active directory domain where IVC policies and security standards are enforced. When computers are added to the domain several actions happen. All group policies are applied. These group policies add security policies and restrict users from modifying the computers that could create a security vulnerability. The primary policy added to all employee computers is the restriction from being local administrator to their workstation. This policy restricts employees from loading their own software onto the workstations. The Technology Services department installs all software onto the computers based on requests received through our service desk system. Security policies are also applied. These policies currently require each employee to authenticate to the computer with their ID and password. With an ID or password computer access is unavailable. In addition to these policies other software is loaded onto the computer to assist in securing the computer. Symantec Endpoint Solution monitors for viruses, malware and other various attempts from hacking into computers.

Servers are provisioned solely from the Technology Services department. The department applies strong passwords onto each server and supplies the credentials to the appropriate team. Each server is loaded with virus protection and patched regularly to ensure there are no vulnerabilities to our systems.

There are two new initiatives that the Director of Technology Services has proposed. First is to aid the college defining and protecting data, a request was made to the Vice Chancellor of Technology to develop a data handling manual for both colleges. In Fall of 2016, the request was referred to the District Institutional Research and Technology Committee (DIRT) to begin the work. The data handling manual is to encompass who, how and why data is shared and how it is to be protected. Second is encryption of all workstations and portable devices supported by Technology Services. By encrypting the workstations, data would only be accessible by active employees of the district. Encryption would also prevent access to data should any of the devices become stolen or lost.

Hardware and Software
The Technology Services department reviews and supports all technology related purchases for the College, including those for online education. Prior to requests being made for hardware and software, the department refers the requestors to the IT Standards Page [-].This page is updated regularly and reviewed by TATF to ensure the standards meet their needs. With hardware and software purchases originating from the Technology Services department, better control of over standards, license efficiency and harvesting is provided. By acting as the liaison, it also allows the district and other departments to know where to go for all things technology.

All hardware requisitions are reviewed by the Director of Technology Services to ensure they meet the College standards. These include items such as laptops, desktops, mobile devices, laptop carts, assistive learning devices, audio visual systems, teacher stations, digital signage, emergency notification systems, alarms along with other hardware needs.

The College has over 1300 desktops, 200 laptops, and over 400 mobile devices such as iPads that Technology Services supports. Desktop and server refresh rely on district basic aid funds. Each year the College submits for basic aid funds to replace a fourth of the desktops and laptops, and a fifth of the servers. The work to replace equipment is spread out all year long. The department also purchases and supports all mobile devices such as iPads and live scribe pens that are purchased by the college.

When hardware is no longer used by the College, the Technology Services department manages the surplus process. All areas on campus notify the department to gather inventory and package equipment for delivery to the District Warehouse. The Director of Technology signs off on all equipment transfers prior to being delivered to the District to surplus.

All software procurement and renewals for the College are management through the Technology Services department. The department is funded to maintain all recurrent software purchases. The centralization of all software contracts and subscriptions in 2011

reduced the costs to the College by leveraging the colleges buying power and consolidation of some licenses. In addition to software, the Technology Services department manages the library databases subscriptions as well. The Director of Technology Services and the librarians meet prior to Fall and Sprint semesters to discuss the library software, hardware and database needs [-]. During the discussion any underperforming or inadequate systems that are no longer necessary are identified and new replacement databases are requested.

Evaluating Technology Resources
Departments evaluate the technological needs of their administrative units and programs for classroom or online instruction through *Program and Administrative Unit Reviews*. Any identified technology needs are then made via the Resource Request system. If a Resource Request is technology-related, a review takes place that involves the respective, manager/administrator(s) and the Director of Technology Services. After the review, each manager is asked to evaluate and rate each request. Once their ratings are submitted, the requests are then assigned to a strategic planning committees for further review and ratings. Once each committee finalizes their ratings, those are made available to the Strategic Planning Accreditation Council for approval and then final recommendations are made to the President for approval.

Major technology initiatives that exceed $150,000 are referred to the basic aid submission process in accordance with the Board policy 3110 [-] and Administrative Regulation 3110 [-]. These requests are reviewed by the Director of Technology Services to ensure they meet Basic Aid Funding. They are then reviewed and rated by the College strategic planning committees. The District-wide Technology Committee (DTC) combines the technology basic aid requests from Saddleback College, IVC and District Services into one list. Each item is reviewed, discussed and prioritized by DTC. The voting results provide an overall ranked list of basic aid projects to be considered for funding. A final list is sent to the Vice Chancellor of Business Services for review in the Basic Aid Allocation Recommendation Committee [-].

District IT
District IT supports the college and the Technology Services department by managing solutions that are needed between the two colleges. District IT focuses on many requests that come from the college such as a result of changes in law. They also support and coordinate the implement many large solutions across both colleges. Below are a few examples of where District IT supports the Technology Services Department.

Direct Support
- Student Information System (SIS)
- MySite
- Admissions and Records
- Statewide reporting
- Email for employees.
- Email via Office 365 for students
- Sherpa
- Other integration areas where central support was warranted

Indirect/Coordinated Support
- Phones
- Network Security
- Application Integration
- Blackboard/Canvas
- Project management of large projects that involve both colleges

Self Evaluation
Irvine Valley College meets the standard.

Planning Agenda
None.

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

Descriptive Summary
The Director of Technology Services is charged with establishing and maintaining a robust technical infrastructure utilizing established processes and procedures. College technologies are continuously updated and replaced based on various plans, AUR's, and Program Review in support of the College mission and goals. The College's Strategic Goals guide the technology planning and decision-making. IVC and district-wide Goal #2 is "IVC will promote students' success by enhancing the teaching and learning environment." District-wide Technology Goal 1 is "SOCCCD will sustain innovative excellence in supporting students, faculty and staff through the development and use of creative technologies."

Continual Planning
The College's current Technology Plan was updated in 2015, with input from faculty, staff and students through various workshops. Input received was compiled into four technology domains, Governance, Applications, Network Infrastructure and Security, and Operations and Support. Each domain has respective objectives:
- Governance: Use the governance structure to guide technology activity and insure high levels of service. (IVC Strategic Objective 1.5)
- Applications: Develop technology solutions that improve campus-wide efficiency and augment classroom instruction and student services. (IVC Strategic Objective 4.2)
- Network Infrastructure and Security: Provide a secure and reliable environment to support students, faculty, and staff (IVC Strategic Objective 4.2)
  Operations and Support: Provide excellent support and service to Irvine Valley College's technology consumers such as faculty, staff, and students (IVC Strategic Objective 1.4, 1.5, 2.2, 3.3, 4.1, 4.2).

To assist the department, meet the demands of a growing college, the Director of Technology Services makes requests for additional personnel through the resource request process.

Each spring semester, the Technology Plan is reviewed by TATF and updated to reflect new goals and objectives from the College then submitted to the other planning committees and councils. In Spring 2016, the plan was updated by TATF and then sent for approval to ATPC, BDRPC, SPAC and Academic Senate.

Updates and Replaces Technology
In 2013, the Technology Services department developed a new system called the Resource Request system. The new system was derived by a need to allow for anyone to submit any request for resources. There are 5 types of resources that can be requested: Personnel, Facilities, Instructional Equipment, Technology and Other. To allow the submitters to understand the funding sources and their purposes, all funding sources and definitions are available for anyone to select from when submitting their resource request. After each submission, the resource request is sent to the appropriate manager and/or administrator for a review and rating. If the request is regarding technology, the request is also routed to the

Director of Technology Services for a review to ensure it meets IT standards. The request is then passed on to the appropriate strategic planning committees for review and rating. Specifically, all technology-related request are routed to the Budget Development and Resource Planning Committee (BDRPC). In addition, technology requests in student services area are routed to Student Success, Access, Matriculation, Marketing and Outreach SSAMMO (SSAMMO) committee and items related to teaching are sent to the Academic Planning and Technology Committee (APTC). After committee work is completed, the rated list is forwarded to the Strategic Planning and Accreditation Council (SPAC) for final review and recommendations to the President for funding decisions. Once approved funding allocations are made, the Technology Services department begins the work to purchase all approved items.

OETF and TATF work in tandem to plan for technology resources related to online education. One example is OETF and TATF worked with faculty committee members to examine each LMS option and carefully evaluate the LMS. Their evaluation looked to reassess which LMS is going to meet the needs of the College. Faculty were encouraged to attend presentations from both Blackboard and Instructure (provider of Canvas LMS) as well as training session of Canvas to gain familiarity with Canvas's functionality. Faculty participated in a workgroup and took online training courses from @One, Introduction to Online Teaching, in which the faculty used Canvas as students. Faculty learned best practices for online teaching as well as gained concrete experience with the functionality in Canvas to evaluate its end-user experience and its usefulness to facilitate effective online courses [-]. In addition to the resource request process, the College also provides various professional development opportunities to support faculty and staff in DE/CE:
- @One Online Courses
- Campus-wide subscription to Lynda.com
- Monthly training workshops by TATF on accessibility and 508 compliance [-]

Annual desktop, laptop and server refresh
Classroom, online education, and administrative technology needs that are to be refreshed are reviewed and prioritized each year by the Director of Technology Services and presented to BDRPC for review. The College has a 10-year replacement plan that is updated annually for the purpose of establishing the standards for effective lifecycle of campus technology as well as a recommended process for replacing devices across the College. Generally, the oldest equipment in the environment is replaced first with higher priority given to classrooms, labs and direct student support spaces. Each year's computer lab(s), library, faculty and staff computers are discussed and reviewed through the TATF. The goal is to have desktops and laptops to be replaced every four years. Server refresh is done on a 5 years cycle.

College Networking Infrastructure Improvements
In order to improve its network infrastructure, the College began moving toward desktop virtualization in 2012. Several technologies have been introduced in order accomplish this goal:
- New fiber between each of the data centers and the buildings was increased from 1GB/sec to 10GB/sec.

- The College replaced their core networking system in 2014. The new network core allowed for better control over the network traffic.
- In each building, there are as many as two Intermediate Distribution Frames (IDF). Inside the IDF's all switches were replaced to increase the throughput from 1 gigabit to 10 gigabits.
- The last bottleneck to get the 1GB all the way through to every desktop was the actual phone. In 2015, the College replaced all of their phones.
- In 2014, the College upgraded all of its existing access points for increased capacity and to improve student satisfaction. The College is in the process of strengthening and expanding its wireless coverage even further, which is aimed for a phased in completion in 2018.
- In order to strengthen its data recovery and business continuity efforts, the College replaced its backup and recovery solution in 2014, by employing a tertiary solution geographically located out of state.
- The College replaced all battery backups located in all Main Distribution Frame (MDF) and Intermediate Distribution Frame (IDF) in 2016 to ensure that critical systems would remain running for up to 20 minutes after an outage occurs.

Technological Infrastructure, quality, and capacity are adequate

The Technology Services department has several methods for assessing the use of the current technology and ensuring the computing environment has ample capacity and reliability through the life of the equipment. It all begins with design, fault tolerance and proactively monitoring all of the critical infrastructure systems. The Technology Services department designs and configures systems with the goal of ensuring any technology purchases meets current and future needs. Additionally, critical systems are designed with fault tolerance in mind. IVC has several critical systems in place such as phones, internet and server infrastructure that have maximum reliability. Each system is connected to a battery source that allows it to remain operational during a power outage. If the power outage is longer than one minute, a backup generator begins to provide power to those critical systems. There are two primary locations for the systems designed to operate simultaneously or alone should one of the facility locations become affected by an event.

The College backs up every evening all changes to servers to an offsite location. If the entire College is affected by a long term outage all systems would be restored from the backup system.

Bring Your Own Devices (BYOD)
The increased use of mobile and other devices, which is known as BYOD, has increased the demand on the College's infrastructure and capacity. Each student on average brings to the College 3 devices. Students expect that each of their devices is capable of connecting to the wireless environment and work without issue. To accommodate this expansion and address the issue of saturation of the wireless environment, the College has begun implementing the expansion of wireless to accommodate over 6 devices per student. Mobile devices, those owned by the College have also grown significantly in the past 5 years. The College now supports more than 8 mobile computing carts with each of these carts house over 30 plus laptop computers inside them. The number of iPads and other smart tablet devices have grown to over 300 by 2016. Just like laptops and desktops, each iPad must be inventoried and policies put in place on them to ensure they meet standards.

Business Continuity Improvements
The College is working on ensure that many of the critical systems it supports can continue to operate during a large regional event. The College has its main data backup device in an offsite data center. Each night the colleges critical systems are backed up. The College has replaced its Uninterrupted Power Supply (UPS) in each IDF and MDF. These new UPS's are now networked so they can alert staff of a battery failure or that the UPS's have lost their main power source. In addition, the College in corporation with District IT is working on a modifying the network design for ATEP. With the new ATEP building, IVC plans to connect ATEP directly to IVC and District Services versus all connections for ATEP being routed to the District, then IVC. By routing to IVC and District, any information bound for IVC will go direct and any information going to the District will go direct. This design also allows for the College and district to have another route to the internet should their primary routes go down and vice versa. ATEP will have two alternatives to the internet versus one.

Self Evaluation
Irvine Valley College meets the standard.

Planning Agenda
None.

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

Descriptive Summary
Irvine Valley College provides a state of the art reliable, safe, and secure access to technology resources on the College campus, Advance Technology Education Park (ATEP) and online education. Maintenance and refresh of hardware and software at all locations is reviewed by the Technology Services department.

Beginning in 2015, the College Technology Services department began requiring encryption onto all websites. By adding HTTPS to all systems, the College could be assured that any data going in and out of our systems would not be susceptible to data theft.

IVC's network has been engineered to be as decentralized as possible to ensure that an outage does not affect the entire College. Technology systems provide benefits of multiple data centers with reliability, network monitoring, firewall, centralized virus scanning, and backup procedures to all locations. All critical systems are backed up and those data backups are performed on a routine basis. IVC's data centers, which serve all locations, has state-of-the-art equipment such as paired air cooling systems, clustered servers for redundancy of database systems, mirrored equipment, should one data center become inoperable, and are monitored via a remote system with alerts should an outage occur. The system sends alert messages to IT personnel for anomalous situations like high temperature or power failure. One of the data center has a robust uninterruptible power supply unit (UPS) that supplies conditioned power to all data center equipment. The other location is the primary MDF and secondary data center location. This location has a series of large UPS's that supply conditioned power for the core network. In both locations, should a power outage occur, the UPS's would supply power long enough for the generator to become operational. The generator splits its load between both data centers and is capable to provide limited, but extended, services during a power outage. Both data centers are locked and do not have direct access from any hallway or outside location.

The primary device to prevent any unauthorized access to the College's networks and services is a firewall. IVC, District services and Saddleback College purchased new Palo Alto firewalls in 2010. Based on an audit of the firewalls done in 2015 many processes have been improved along with ensuring each device is updated to the latest operating system versions.

All classroom technology is configured and maintained by IVC's Network Technicians and the Media Services Technicians. A full Service Desk structure is in place which allows faculty and staff to request assistance with resolving issues that arise in the classroom through a centralized Service desk system. The Technology Services department also provides the ability for faculty and staff to submit their requests via email or online chat. When a submitter makes a request via email and online chat, a service desk ticket is generated and the submitter is emailed a URL to track their request. The goal of offering these methods to submit tickets is to allow for tracking from the submitter and minimize outside the service desk system.

IVC utilizes many of Microsoft's systems and services. Because of this, many of the systems use the same authentication system which reduces frustrations and calls for access to systems and services. To assist faculty and staff and further simplify authentication, the College and the district as a whole is in the process of implementing a single sign-on (SSO) solution to provide single username & password for access to each area for easier access and improved security. Users will only need to log into the SSO once. This will create new efficiencies and assist with the password reset processes.

The Technology Services department implemented a monitoring solution that alerts staff when a system has failed or is experiencing issues. Systems and services that are experiencing a possible failure can be identified and replaced before they fail completely. Network outages, bottlenecks and capacity issues are now diagnosed with much greater speed to reduce down time. The network is reliable.

In 2016, to protect valuable College hardware and prevent future thefts, a tracking solution was installed onto all iMac computers campus-wide. This will enable the computers to be found and provide law enforcement with tools to assist in the recovery of the colleges assets.

Not only are critical infrastructure items being monitored, but the Technology Services department also monitors their desktops as well. When computers are imaged a Dell KACE client is installed. This client monitors the computer's hardware and can proactively alert the IT staff should a failure or capacity issue happens with any desktop.

Self Evaluation
Irvine Valley College meets this standard.

Planning Agenda
None.

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

Descriptive Summary
The Technology Services department directly supports all faculty, staff, students, and administrators regardless of whether the need is related to an online course or on campus. The department provides assistance on how to effectively use our technology systems. IVC students, faculty, staff and administrators who require access to instructional related technology can receive support in 5 ways:
- Contact the Service Desk for individual immediate needs by
    - Calling extension number 5696
    - Email ivctech@ivc.edu
    - LiveChat
- Contact the Service Desk and request an appointment for a scheduled one on one instructional support
- Group training sessions such as a request to attend a school meeting
- Facilitate the Faculty Professional Development Week activities where instructional technology support trainings offered [-]

Access instructional materials located near supported devices (teacher stations, copiers and student print)

Applications Support & Training
Through the Application Specialists and Instructional Designer, the College has a formal, ongoing technology training program for all faculty and staff. This program is geared towards providing end-user training for the various applications installed and supported by the College. The College also provides one-on-one training support for all faculty and staff on a just-in-time basis. Structured and customized technology training is provided for the following:

- MySite (rosters, grades, email)
- Email (Outlook)
- Word Processing (Word)
- SARS Positive Attendance
- Network Access
- Password Resets
- Section 508 Compliance
- Duplicating System
- Copier Training
- Lecture Capture
- Resource Request System
- Websites
- Spreadsheet (Excel)
- Presentations (PowerPoint)
- Online Instruction (Blackboard; MediaSite)
- Computer Basics (e.g., Windows)
- Sharepoint (maintain your dept. website)
- Image Now
- TracDat
- Digital Photography
- Graphics Editing (PhotoShop)
- Digital Media (DVD, CD, Tape)
- Database (e.g., Access)
- Basic Troubleshooting
- Custom Training for IVC Developed Applications
- Workday

The College provides additional training resources outside of contacting the Service Desk. These services include the following self-paced or group workshop training opportunities:

- Lynda.com is provided to all employees of the district. Within the training system, employees can learn from thousands of training materials.
- Faculty Professional Development Week activity workshops are offered on a variety of technology topics including Office Suite, Blackboard new faculty technology orientation, Blackboard end of semester wrap up and start of semester preparation, and intermediate Blackboard training for more advanced faculty, Canvas orientations, Section 508 Compliance, Duplicating Request Process, Lecture Capture, and Copier training

- Training and support for faculty teaching online courses is offered through formal online training via a one-on-one instruction with the Instructional Technologist. Additionally, there is an Online Education Handbook available to all instructors [-].
- Training materials for both classroom and online instruction are available to the faculty on the Online Education website.

Alternate Media

The Alternate Media Specialist provides technology workshops and one-on-one training specifically designed for students and staff with disabilities. The workshops provide the training necessary for faculty to make their online or electronic compliant with Section 508 of the Federal Rehabilitation Act, and with the Americans with Disabilities Act. Other services the Alternate Media Specialist provides include book conversions to electronic media, facilitating captioning training for faculty, facilitating captioning requests to grants, internal resources and outside agencies and how to use and leverage new technologies and curriculum review for compliance.

Online Education

Blackboard is the primary system that supports faculty's online courses or on the ground classrooms. The result of Blackboard being highly utilized by the College increased the need for technical training. The College has addressed this training need by providing:

- Regularly-scheduled workshops for faculty on using Blackboard via the Instructional Technologist
- One-on-one customized training and support
- Video tutorials for both faculty and students
- Contracting with a vendor to provide after-hours support

With the adoption of Canvas as the new LMS, Technology Services also provides the training necessary for all faculty to use the new system. The trainings are similar to Blackboard.

The Online Education website has been substantially revised to reflect the growth of online education at the College. The updated website consolidates much of the information that was formerly dispersed throughout the Irvine Valley College website. A major new feature of the Irvine Valley College Online Education webpage is that the online orientation instructions are now available for all online courses and a link to the Online Education Faculty Handbook. Students now have a clear focal point for accessing specific orientation instructions for their online courses. For faculty, the Instructional Technologist and Application Specialist(s) provide training in the tools necessary to teach online.

Media Services

The Media Services department is available to all faculty and staff for the support of campus audio visual equipment and other media equipment related needs. This includes providing end-user, operational documentation for the various technology resources in the classroom, such as the projector, document camera, video switch, and desktop computer. The multimedia and audio visual technicians also provide targeted, just-in-time classroom training on an ongoing basis as requested.

Self Evaluation
Irvine Valley College meets this standard.

Planning Agenda
None.

Standard III.C.5
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning process.

Descriptive Summary
Irvine Valley College as part of the South Orange County Community College District has established policies, procedures, and practice documents which guide the appropriate use of technology in the teaching and learning process. SOCCCD board policies guiding appropriate use of technology include:
- Administrative Regulation 3726: Information Security-Data Classification [-]
- Administrative Regulation 3727: Information Security-Access Control [-]
- Administrative Regulation 3728: Information Security-Physical Security [-]
- Administrative Regulation 3729: Information Security-Logging and Monitoring [-]
- Administrative Regulation 3730: Information Security-Remote Access [-]
- Administrative Regulation 6110: Distance Education [-].

In early 2012, the District IT along with representatives from the College hired a consultant to develop new acceptable use policies. As part of their initial development, the colleges and district revised the administrative regulations. The new and updated administrative regulations were adopted in winter of 2013.

In addition to the administrative regulations, the Online Education Task Force led by faculty co-chairs developed the Irvine Valley Online Education Faculty Handbook. The handbook was initially approved in 2015. After the annual review, it was updated in 2016. The annual review process begins in the Online Education Task Force and then goes to the Academic Planning Technology Committee, Academic Senate and Strategic Planning and Accreditation Council for approval. Technology use is addressed in sections on: Accessibility (section 504 and section 508 Compliance), Captioning Guidelines, Student Privacy, and Online Education Resources.

There are also several policies and procedures listed in various systems and areas of the College, such as:
- Student Print System How to Guides
- Media Services Guides located at each podium.
- TracDat End User Training Guides
- Cisco Phone Training
- Network and Email Support
- How to access the IVC Wireless network

- Accessibility (section 504 and section 508 Compliance)
- Captioning Guidelines

The Instructional Technologist also provides a series of training for new hires and refresher training for existing faculty and staff. Those training include but are not limited to:
- Mysite (Rosters, Grades, Email)
- Online Instruction (Blackboard, Canvas)
- Computer Basics
- Enhancing Instruction with MediaSite and Camtasia

IVC is also committed to compliance with federal and state regulations including FERPA, HIPPA, section 504, and section 508. To ensure that policies and guidelines related to the appropriate use of technology remain current, the College needs to create a workgroup designed to address regulations and begin creating new complete policies and procedures related to technology use and introduce training, as appropriate, to help students, faculty, staff and administrators comply with policies.

The College has made many provisions to ensure a robust and secure technical infrastructure is in place. These provisions are addressed in details in Standard III C2.

Self Evaluation
Irvine Valley College meets this standard.

Planning Agenda
None.

Standard III D: Financial Resources

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

Irvine Valley College's 2016-2017 Adopted Budget is $81,705,894. This includes $64,061,883 in Unrestricted General Funds and $17,644,011 in Restricted Funds. The total 2016-2017 Adopted Budget for South Orange County Community College District is $755 million. [-]

The College provides sufficient revenues to support educational improvements and consistently allocates funds to support them. It has consistently allocated funds to support educational improvements. The college publishes annual funding allocations for institutional improvements on the intranet under the Budget Development and Resource Planning Committee site [-]. Irvine Valley College Comprehensive Budget Development Process provides a means for setting priorities for funding institutional improvements. The College

focuses on program effectiveness and efficiencies in order to allocate its existing resources to fund new program improvements in the future [-].

The College manages its finances in a manner that ensures integrity and financial stability. The College maintains a $1.0 million reserve annually, as documented in section III.D.2 below. In addition to the college's reserve, the District sets a 7.5% reserve for economic uncertainties set through the District Resources Allocation Committee (DRAC), [-] in accordance with the Board Budget Development Guidelines [-] as well as a 20% Basic Aid reserve pursuant to Section 4.C (Contingency) of Administrative Regulation 3110 (Basic Aid Allocation Process) [-]
The following guiding principles are provided to DRAC and the college budget committees for use when recommendations are made about the budget [-].

1.   Reserve for Economic Uncertainties
2.   Future Long-Term Debt Issues
3.   Retirement Incentives
4.   Area/College Allocations
5.   Deficit Financing
6.   Retiree Medical, Dental, Vision, and Medicare Coordination of Benefits
7.   (COB) Plans
8.   Basic Aid
9.   One-time Cost Savings
10.   Full Time Equivalent Student Targets
11.   Funding for Growth
12.   Budget Planning

The College aims to maintain sufficient reserves to address a possible situation when no growth funding is available to cover the step-and-column and other built-in mandatory cost increases. Institutional resources have been sufficient to ensure financial solvency. The College's unrestricted general fund ending balances in the last three years are as follows:

Fiscal Year	Ending Balance	Reference Endnote
2015-2016	$3,921,728	2016-2017 Adopted Budget pg 28 [-]
2014-2015	$3,085,848	2015-2016 Adopted Budget pg 29 [-]
2013-2014	$2,577,143	2014-2015 Adopted Budget pg 27 [-]
2012-2013	$20,019	2013-2014 Adopted Budget pg 27 [-] Note the ending balance in 2012-13 was low due to an early retirement payout.
2011-2012	$1,331,633	2012-2013 Adopted Budget pg 23 [-]

The 7.5% contingency reserve set through the DRAC model for the last 5 years were as follows:

Fiscal Year	7.5% Contingency Reserve	Reference Endnote
2016-2017	$12,705,329	2016-2017 Adopted Budget pg 19 [-]
2015-2016	$13,090,208	2015-2016 Adopted Budget pg 21 [-]
2014-2015	$11,452,534	2014-2015 Adopted Budget pg 18 [-]

| 2013-2014 | $11,296,568 | (2013-2014 Adopted Budget pg 27 [-] Note the ending balance in 2012-13 was low due to an early retirement payout. |
| 2012-2013 | $10,345,556 | 2012-2013 Adopted Budget pg 14 [-] |

The 20% basic aid contingency reserve for the last 5 years are listed in the Table below:

Fiscal Year	20% Basic Aid Reserve	Reference
2016-2017	$11,702,190	2016-2017 Adopted Budget pg 21 [-]
2015-2016	9,021,647	2015-2016 Adopted Budget pg 23 [-]
2014-2015	8,291,463	2014-2015 Adopted Budget pg 21 [-]
2013-2014	7,853,846	(2013-2014 Adopted Budget pg 27 [-] Note the ending balance in 2012-13 was low due to an early retirement payout.
2012-2013	17,639,088	2012-2013 Adopted Budget pg 16 [-]

The capital outlay/basic aid fund of the District has a substantial amount of cash balance committed to specific future capital projects. As of August 2016, that amount was $223,596,236. This cash may be temporarily transferred to another fund for the payment of obligations in accordance with the state budget and accounting manual. [-]
The resource allocation process provides a means for setting priorities for funding institution improvements. The IVC Comprehensive Budget Development Process [-] allows the administrative unit heads (deans, directors, vice presidents/president) to review and rate individual resource requests submitted in their areas. The resource requests are then reviewed and rated by committees using a consistent rating rubric. The process concludes with a prioritized list of resource requests and corresponding funding sources recommended to the President of the college by the Strategic Planning Oversight and Accreditation Council (SPAC).

All resource requests must be supported by a program review or administrative unit review strategy or other planning document such as a college or district technology plan, education and facilities master plan, college- or district- wide strategic planning objective. Moreover, IVC's budget provides sufficient resources for the effective planning, maintenance, implementation and enhancement of Online Education (OE) courses, programs and services as well as personnel development. The College provides an instructional technology and 508 compliance specialist position to support the Distance Education programs and courses. Blackboard is the software platform used to support OE, and IVC maintains an instructional technologist position to support faculty. IVC is also currently piloting the Canvas Learning Management System (LMS). Professional Development funds are available to all faculty, including OE Faculty. The College spent $55,756 in 2015-2016 for faculty professional development activities, including OE. [-] Below is a sample professional development activities related to online education from 2015-16:

- Online Teaching Certification Program Training
- Workshop titled "Google for Education"
- Online Teaching and Learning with @ONE

- @One: Introduction To Teaching With Canvas

Therefore, Irvine Valley College meets this standard. It has consistently allocated funds to support educational improvements. The IVC Comprehensive Budget Development Process provides a means for setting priorities for funding institutional improvements. In the current economic environment of limited funding for growth, the institution was able to dedicate funds for institutional improvements annually. The College focuses on program effectiveness and efficiencies in order to redirect its existing resources to fund new program improvements in the future.

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

As documented in Standard I, the institution regularly reviews and revises, if necessary, the Mission Statement and College Goals. The current Mission Statement, Goals and Objectives are posted to the IVC public website [-]. The review of the Mission Statement and College Goals is initiated by the Institutional Effectiveness Committee. As a part of this process, the BDRPC regularly reviews these documents from a fiscal planning perspective to ensure progress is made in completing them and assesses the college fiscal planning to align it with the Mission Statement and College Goals [-].

The Mission Statement and the College Goals thus drive the development of planning objectives as planning objectives are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. In order to integrate financial planning with institutional planning, the Strategic Planning Committees review resource requests to ensure their alignment with the Mission Statement and College Goals. (A resource request is the proposed action to achieve the objectives and goals.) Planning objectives are included in the resource request form for the author to select and thereby link the resource request to a college-wide objective. College planning and resource allocation processes are reviewed annually at the Strategic Planning and Accreditation Council (SPAC) retreat. [-]

The institution establishes priorities among competing needs so that it can predict future funding needs, in accordance with the Comprehensive Budget Development Process [-] described above. The institution sets priorities among competing needs through the resource request review and rating process as well as mapping all possible funding sources with resource requests in order to maximize the use of available resources. The electronic resource request form requires the author to complete worksheets pertaining to personnel, equipment, facilities, technology and other resources, as necessary. The annual assessment of resources projects future spending in the area and allows the institution to establish priorities among competing needs in such a manner that future funding needs can be

predictable and aligned with revenue projections.

The College has plans that are clearly linked to both short-term and long-range financial plans. These plans are reflected in the 5-year budget model which allows BDRPC to make funding recommendations to SPAC for both ongoing and one-time expenditures. Final funding allocations to support college plans are made based on the BDRPC funding recommendation. [-]

During this process, requests that did not receive full funding are reviewed and analyzed to establish future funding needs. The unfunded list is shared with the campus (including the IVC Foundation) in order to explore the possibility of resource development raising funds through donor contributions. [-] Institutional plans are reflected in the college's strategic plan [-] and the planning objectives are linked in the resource request form under the planning section [-].

The College has a 5-year budget model that is being continually updated by BDRPC. The model shows long-term revenue and expenditure projections, both one-time and ongoing. It allows the institution to identify funding amounts for one-time and ongoing resource requests [-]. Thus, the college has plans that are clearly linked to both short-term and long-term financial plans. Short-term and long term financial plans are reflected in the 5-year budget model which allows BDRPC to make funding recommendations to SPAC for both ongoing and one-time expenditures. Final funding allocations to support college plans are made based on the BDRPC funding recommendation.

The financial planning process relies primarily on institutional plans for content and timelines. The Comprehensive Budget Development Process [-] drives all institutional and financial planning on an annual timeline. Planning begins well in advance to allow sufficient time for review of the Mission Statement and College Goals as well as the planning objectives and strategies, and making changes as necessary. The review of the Mission Statement, College Goals and Objectives occurs annually with major updates taking place on a three-year cycle. The online resource requests process is designed in such a way that the requests are tied into College goals and objectives. In addition to directly linking to strategic planning objective, the Comprehensive Budget Development Process allows linking financial planning to Program Reviews and Administrative Unit Reviews which in turn tie to the college mission, goals and objectives [-].

The College has evidence that past fiscal expenditures have supported the achievement of the College's plans. The resource request form includes a planning section where the author is required to select an institutional or departmental planning objective thus linking the expenditure authorization request to the achievement of institutional plans.

The governing board and other institutional leadership receive information about fiscal planning that demonstrates its links to institutional planning. Specifically, the following information has been provided in recent years:

Date	Topic	Forum	Reference
August 22, 2016	SOCCCD FY 2016-2017 Basic Aid Allocation Recommendations	Board of Trustees Meeting	SOCCCD FY 2016-2017 Basic Aid Allocation Recommendations [-]
August 22, 2016	FY 2016-17 Adopted Budget	Board of Trustees Meeting	FY 2016-17 Adopted Budget [-]
February 25, 2016	A Workshop on Understanding the Budget	College-wide Presentation	A Workshop on Understanding the Budget [-]

The main source of financial resources is property tax revenues allocated through the District Revenue Allocation Model based on the State Apportionment. Excess revenue above apportionment is allocated to the College or District for one-time purposes including capital outlay projects pursuant to BP/AR 3110. [-] Other sources of financial resources, including grants, partnerships, the Irvine Valley College Foundation and other auxiliary funds. The institution has not experienced any cash flow difficulties in the past. The district as a whole is debt free and all the liabilities are fully funded. The district has a healthy General Fund cash balance that is reported to the board of trustees on a regular basis [-]. The College aims to maintain sufficient reserves to address a possible situation when no growth funding is available to cover the step-and-column and other built-in mandatory cost increases. As documented in section III.D.1, Table IIID-1 (College Ending Balances) location specific fund balances which have been more sufficient to maintain the financial health of the institution.

In addition, as documented in section III.D.1, Table IIID-2 (DRAC 7.5% Contingency Reserves) the District maintains an unrestricted general fund reserves of no less than 7.5% which is higher than the 5% recommended by the State Chancellor's. Lastly, as documented in the same section, Table IIID-3 (Basic Aid 20% Contingency Reserves), the district maintains a 20% basic aid reserved required by BP/AR 3110. For these reasons, the institution believes that it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation.

Other sources of financial resources, including grants, partnerships, the Irvine Valley College Foundation and other auxiliary funds, are linked to institutional planning and there is realistic understanding of any restrictions on expenditures from those funds, as discussed above. There is also a realistic understanding of the availability of those funds. Specifically, the budget for the Associated Student Government (ASG) of Irvine Valley College is presented to the Board of Trustees in an open session. [-] The ASG of IVC Budget presentations are available at the Student Life Office upon request. The Child Development Center and Community Education Fund budgets are posted online [-]. The Irvine Valley College Foundation fiscal update is presented to the Foundation Board of Governors in an open session and is available at the Foundation Office upon request [-].

The District has sufficient insurance to cover its needs. Liability insurance costs are covered as an assessment on college Full Time Equivalent Student (FTES) income through the District Revenue Allocation Model. The District is not self-insured but participates in several joint power authorities (JPAs) such as the State-Wide Association of Community Colleges (SWACC) (property and liability), Self-Insured Schools of California (SISC) (medical), and the Protected Insurance Program for Schools (PIPS) (workers compensation) lessening its risk factor and reducing costs. The District reviews its coverage annually in the Spring and carries an excess liability policy. The District has implemented and fully funded an irrevocable trust for its Other Post-employment Employee Benefits (OPEB). The OPEB fund balance as of August 2016 was $95.9 million.

The College meets this standard. Institutional planning at Irvine Valley College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. The College's financial planning is integrated with and supports all institutional planning through the Comprehensive Budget Development Process. The institution has financial plans that are integrated with the institution's plans and prioritized strategies supporting the Mission Statement and the College Goals. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

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

IVC 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. The processes for financial planning and budget are recorded and made known to College constituents through the Comprehensive Budget Development Process [-] which contains the budget development timeline. The document is circulated through various means of communication. It is posted on the BDRPC SharePoint website [-]. Lastly, the timeline and summary flowchart of the process can be accessed through the resource request form [-].

The Basic aid Allocation Recommendation Committee (BAARC) process is described in Administrative Regulation 3110 (Basic Aid Allocation Process) [-].

The various financial planning processes were shared with the campus community at the district services Understanding the Budget Workshops held most recently in February 2016 [-]. Lastly, on the BDRPC SharePoint site there is a communication section where all the major budget and planning communication is recorded [-].

To ensure the inclusiveness of the Comprehensive Budget Development Process, all constituent groups of the College are represented on all strategic planning committees. The IVC and district-wide Planning and Decision-Making Manuals define the composition of the

Strategic Planning Committees [-]. The composition of strategic planning committees, as described in the Planning and Decision Making Manuals, ensures all constituencies are given appropriate opportunities to participate in developing institutional plans and budgets. Strategic planning committee minutes are posted on their individual SharePoint web pages. The minutes record the attendance of the committee members and demonstrate a high participation rate for all constituent groups [-].

The composition of strategic planning committees, as described in the Planning and Decision-Making Manual, ensures that all constituencies are given appropriate opportunities to participate in developing institutional plans and budgets. As discussed in Standard IV.B, Strategic Planning Committees, Task Forces, and Administrative Councils operate collegially on the basis of consensus with the focus on the establishment of a safe harbor for healthy dialogue on various issues including financial issues. The constituents involved in these processes are faculty, classified staff, administrators, managers, and students representing a variety of college areas such as instruction, student services, supportive services, research, technology, facilities, and the student body.

As discussed in Standard I.B, all academic programs and student services participate in a Program Review, which feeds into the IVC Comprehensive Budget Development Process and further promotes faculty participation in the financial planning and budget development process. All programs identify program objectives, which are associated with the College Goals. Thus, the program-level planning process is integrated with the college strategic planning process to ensure that the College Mission and College Goals are achieved. Similarly, academic and student support programs develop program objectives and planning strategies which are specific, measureable, achievable, realistic, and time related.

The College thus meets this standard as it clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to receive communication about, and participate in, the development of institutional plans and budgets.

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

Individuals involved in the Comprehensive Budget Development Process Process [-] receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. BDRPC regularly reviews the College's Five-Year Fiscal Plan including ongoing projections and anticipated changes. BDRPC develops recommendations for SPAC on funding augmentations for one-time and ongoing resource requests [-].

To ensure communication of accurate information and to facilitate coordination, all chairs of the Strategic Planning Committees and the members of the President's Executive Council—the President, Vice Presidents, and Executive Director of Marketing, Communications and

Broadcast Services—are also members of the SPAC. In addition the institution establishes funding priorities in order to reasonably achieve its strategic goals. According to the Comprehensive Budget Development Process, proposed planning strategies are submitted to the appropriate Strategic Planning Committee using a Resource Request form in order to request funding and/or the necessary resources to implement planning strategies. The Resource Request form requires the author to specify how the funding request supports the College plans, including Goals, Objectives, or Program or Administrative Unit Reviews. The manager, VP and Strategic Planning Committees review and rate Resource Requests, and SPAC makes recommendations on funding priorities to the President, who makes final funding decisions. During the review and rating process, the funding priorities are established in a manner that helps the institution archive its mission and goals [-].

The status and outcomes of the approved strategies and corresponding objectives are tracked for accountability and to assist the institution in achieving its underlying goals in a reasonable fashion. For instance, items focused on student learning are given high priority consistent with the mission of the college. At the Summer 2015 SPAC retreat, the IVC Research office presented data that showed a very high correlation between resource request rating/funding and student learning [-].

As described above, the Resource Request form is the main document that ties the resource allocation to the College Goals and planning objectives. Other documents describing funding priorities used by institutional planners at IVC include Education Code Section 84362 (the 50 percent law). To comply with this requirement, "classroom instruction" is also given a high funding priority by institutional planners. Documents describing any restrictions on the use of special funds are also used in the planning and budget development process.   Other documents used to establish funding priorities include: the Education and Facilities Master Plan, the Technology Master Plan and the Online Education Master Plan, ASIV Goals (for ASG requests), and Environmental Initiatives (in progress).

Overall, then, institutional planning at Irvine Valley College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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

An audit of the district's financial records, including those of Irvine Valley College, is conducted in the Fall of every year [-].

This audit is conducted by an independent certified accounting firm in accordance with California Education Code Section 8848, in accordance with generally accepted auditing

principles and is designed to obtain reasonable assurance that the financial statements are free of material misstatement. This process includes examination and testing of supporting documentation as well as an examination of internal controls which provide feedback on processes that require improvement or adjustments. The audit assesses the accounting principles used and management's estimates to provide reasonable assurance that material misstatements which could affect the financial statements as a whole are detected. It considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. The District's effective financial management is reflected in the limited number of audit findings. Budget and audit documents are posted to the District Business Services website.

The District audit reports and findings are reported to the Board of Trustees in November of each year [-]. The report is shared by the audit firm representatives who highlight material weaknesses, if any. The District has audit committees for the District and foundation audits and several board members serve on those committees. The auditors share more detailed information during these meetings.

Information about budget, fiscal conditions, financial planning, and audit results is provided throughout the College. This information is sufficient in content and timing to support institutional and financial planning and financial management, thus supporting its credibility with the College's constituents. The District's tentative and final budgets are approved at the Board of Trustees' June and August meetings, respectively, each year [-]. The Vice President for College Administrative Services also provides periodic updates on financial matters to the college committees, councils and senates with BDRPC being the primary participatory governance body where fiscal and budget planning matters are discussed [-].

The College reviews the effectiveness of its past fiscal planning as part of planning for current and future fiscal needs. The primary method of assessment of the effectiveness of past fiscal planning is a special survey around resource request planning administered annually by the college's research and planning office. BDRPC and SPAC review the survey results and make necessary improvements to the fiscal planning process [-].

The director or administrator of each department/project is responsible for managing their budgets. Expenditure reports are provided by the Fiscal Office on a quarterly basis or as needed to assist them with budget management. Any expenditure above budget is corrected within the department or by the appropriate Vice President/President within the budget. At the end of each year, a comprehensive review of actual revenues/expenditures is conducted by the Fiscal Office to strengthen fiscal management and correct any possible errors. This comprehensive review is shared with the management and outcomes are incorporated into the next year's budget.

Thus, the College meets this standard. Documents containing the institution's financial information demonstrate that the allocation of resources is done with integrity. The audit statements indicate that financial management is sound and corrections to audit exceptions are timely. The annual external audit includes an examination of internal controls, which is the mechanism to provide feedback on processes that require improvement or adjustments.

The internal institutional review of financial management processes described above, existing financial management processes, and the results of the evaluation are used to improve financial management systems.

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

As previously discussed, funds are allocated, as shown in the College Budget, in a manner that will realistically achieve the institution's stated goals for student learning. The College realizes the importance of allocating resources in support of student learning. Research data shows that the institution's resources are allocated in a manner that supports student learning [-].

In addition, the 50 Percent Law ensures that the college, as a part of the district, spends a minimum amount of its unrestricted general fund on classroom instructional salaries. The district is in compliance with the 50 Percent Law, and the calculation for 2015-16 was 53.32 percent, which was well above the required minimum percentage [-]. Lastly, the district is in compliance with the Full Time Faculty Obligation (FON) which requires that the college employs a minimum number of full-time faculty as required by the state chancellor's office [-].

The institutional budget is an accurate reflection of institutional spending and has credibility with constituents. Salaries and benefits comprise 88-90% of the college's budget and the highest level of accuracy is assured since the budget information for personnel comes directly from the Human Capital Management (HCM) section of Workday, the HR/Finance software program the district uses. Operating expenses and equipment budgets are also accurate since they are developed through departmental meetings in the Spring of each year. The $1 million contingency reserve and any other uncommitted funds are discussed and shared with the participatory governance groups during BDRPC meetings [-].

BDRPC receives periodic reports showing monthly expenditures by all object codes compared to the annual budget [-] which ensures the credibility of budget information with constituents. Lastly, funding decisions are posted to the BDRPC page and circulated widely throughout the college to assure a high degree of transparency and understanding of funding decisions [-].

As evidenced above, IVC meets this standard as financial documents are shared with the college community on a regular and transparent manner to ultimately reach the college's goal for student learning.

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

As discussed previously, the institution has an annual external audit to provide feedback on its processes in accordance with California Education Code Section 8848 [-]. Information about the College's budget, fiscal conditions, financial planning, and audit results are provided throughout the College. The District's tentative and adopted budgets are approved at the Board of Trustee's June and August meetings, respectively, each year [-] [-].

The District audit reports and findings are reported to the Board in November of each year [-]. In addition, the Vice President of Administrative Services provides a college-wide presentation on the College Budget, its fiscal condition and financial planning in August and January of each year [-]. The Vice President for College Administrative Services also provides periodic updates on financial matters to the college committees, councils and senates with BDRPC being the primary participatory governance body where fiscal and budget planning matters are discussed [-].

Lastly, the College President and Vice President of Administrative Services send periodic college-wide emails with information pertaining to the state and local budget developments and fiscal analysis [-]. Information communicated to the campus is sufficient in content and timing to support institutional and financial planning and financial management. The college's Comprehensive Budget Development Process requires that funding recommendations on resource requests are made to the President by June 30 of each year and the President makes final funding decisions by July 31 [-]. This schedule matches the timing of the adoption of tentative and adopted budgets by the Board of Trustees. Any adjustments in financial management stemming from audit findings will be formally incorporated starting with November of each year when the audit reports are presented to the Board, however any major findings would be addressed prior to that timeline to ensure that the institution's sound financial management is maintained.

The past six audits have resulted in a total of three findings for Irvine Valley College; two in 2011-2012 and one in 2010-2011. Each of the findings was corrected before the next audit. These results are summarized below:

Fiscal Year	Finding	Reference
2014-2015	None	SOCCCD 2014-2015 Financial Audit Report [-]
2013-2014	None	SOCCCD 2013-2014 Financial Audit Report [-]
2012-2013	None	SOCCCD 2012-2013 Financial Audit Repor [-]
2011-2012	Student Financial Assistance Cluster (Corrected) EOPS/CARE advisory committee meetings (Corrected)	SOCCCD 2011-2012 Financial Audit Report [-]
2010-2011	Lack of evidence for tracking TBA hour student participation (Corrected)	SOCCCD 2010-2011 Financial Audit Report [-]

Table III.D-4 – SOCCCD Financial Audits

The College meets this standard. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

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

As documented in section III.D.7, the College's funds, including special funds, are audited and reviewed regularly by external auditors and/or funding agencies. Each year, the District is audited by an independent CPA firm (currently Christy White and Associates). All auxiliary funds (Associated Student Government, Community Education, Child Development Center, Foundation, and financial aid grants) undergo an annual independent financial audit along with the College's general fund. In addition to the annual audit, most programs have rules, guidelines, reporting requirements and separate audits specific to the program. The audits demonstrate the integrity of the College's financial management practices, as reflected in the limited number of audit findings [-].

Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source. Restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities. The director or administrator of each department/project is responsible for managing their budgets and compliance with the rules and regulations of that specific funding source.   The District does not have any funding from bonds.

The annual financial audit includes a review of the entire financial operations, including internal controls, compliance with laws and regulations, and the accuracy of the financial systems. As noted in Table IIID-4 (Table III.D-4 – SOCCCD Financial Audits), any findings

issued are corrected in a timely manner to maintain the highest level of security and efficiency in its processes.

Lastly, the College and the district conduced several Business Process Analyses (BPAs) for the district's financial processes, the approvals and controls in place. Many of the outcomes of the recommendations were implemented in the new HR/Finance system thereby improving business practices and internal controls of the district [-].

The College meets this standard. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Standard III.D.9

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

IVC aims to maintain sufficient reserves to address economic uncertainties. As documented in section III.D.1, IVC has consistently realized significant unrestricted general fund balances in the last several years. In addition, the District is in compliance with Board Policy 3100 (Budget Preparation) [-], which states that "unrestricted general fund reserves shall be no less than 7.5%" which is higher than the 5% recommended by the State Chancellor's Office. Furthermore, a 20% Basic Aid reserve is required pursuant to Section 4.C (Contingency) of Administrative Regulation 3110 (Basic Aid Allocation Process) [-]. Lastly, the capital outlay/basic aid fund of the District has a substantial amount of cash balance committed to specific future capital projects which may be temporarily transferred to another fund for the payment of obligations, including for emergencies, in accordance with the state budget and accounting manual [-].

For these reasons, the institution believes that it has reasonable and sufficient financial resources to cover its costs in case of an emergency situation. The institution believes that the cash receipt schedule does not pose any cash flow difficulties for the College

Overall, then the institution has sufficient cash flow and reserves to maintain stability. The College has appropriate strategies for risk management and realistic plans to meet financial emergencies and unforeseen occurrences.

Standard III.D.10

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

The College develops its budgets based on funding sources available for operation. The unrestricted general fund is allocated for the main operations of the College based on the

District Resource Allocation Model. Restricted funds are allocated for specific purposes as defined by the corresponding granting or donor entities. The director or administrator of each department/project is responsible for managing their budgets. Expenditure reports are generated by the department or provided by the Fiscal Office on a regular basis or as needed to assist with budget management. Any expenditure above budget is corrected within the department or by the appropriate vice president/president. At the end of each year, a comprehensive review of actual revenues/expenditures is conducted by the Fiscal Office to strengthen fiscal management and correct any possible errors. The review is shared with management and outcomes are incorporated into the next year's budget [-].

All auxiliary funds (Associated Student Government, Community Education, Child Development Center, Foundation, and financial aid grants) undergo an annual independent financial audit along with the College's general fund. In addition to the annual audit, most programs have rules, guidelines, reporting requirements and separate audits specific to the program [-].

Demonstrating compliance with Federal Title IV regulations and requirements, the financial aid grants and operations are audited at least on an annual basis as part of the district, state, federal or veteran's affairs audits. In addition, the Blue Book "is intended to provide guidance to those offices and individuals responsible for managing, keeping records of, accounting for, and reporting on the use of federal funds at institutions that participate in the Title IV, Federal Student Aid programs." There is a self-reporting requirement for the financial aid programs at the year end [-].

Institutional grants are administered by the Office of Grants and Contracts within the Office of Academic Programs and Economic and Workforce Development. The state and federal granting agencies conduct periodic and ad hoc audits to ensure that the funds are spent in compliance with the rules and regulations governing the grant [-].

The College uses results of these evaluations as the basis for improvement. As noted in Table IIID-4 (Table III.D-4 – SOCCCD Financial Audits), any audit findings issued are corrected in a timely manner to maintain the highest level of security and efficiency in its processes. Based on the above evidence, the College meets this standard and exercises effective oversight of finances and provides effective fiscal management of its auxiliary programs.

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

The institution has evidence of long-term fiscal planning and priorities. Specifically, the institution's *Five-Year Budget Model* is reviewed by the BDRPC on a regular basis [-]. The *Five-Year Budget Model* was developed by the College's Fiscal Office utilizing various sources of information including the District Revenue Allocation Model, costs-of-living-and-

doing-business assumptions, and enrollment growth assumptions. The *Five-Year Fiscal Plan* was utilized as a planning tool to maintain the financial health of the institution while realistically assessing the resources that would be available for institutional improvements. According to the IVC Comprehensive Budget Development Process [-] by the end of May, June, and as necessary, BDRPC develops and updates revenue expenditure projections for the following fiscal year and for a longer planning horizon to identify ongoing and one-time sources of funds that have not been committed and any restrictions on those funds. SPAC reviews any unfunded resource requests and updates funding recommendations to the President.

The College has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building maintenance costs. The College follows the Board of Trustees Budget Development Guidelines [-] published annually as part of the District's final budget. Guideline # (5) disallow deficit financing defined as a budget in which projected expenditure exceeds projected revenue for the year. Furthermore, the institution's commitment is to commit ongoing revenues to cover ongoing expenditures only, while committing one-time revenues to one-time expenditures. Unrestricted General Fund revenues are identified through the District Revenue Allocation Model and include primarily the property taxes within the state apportionment formula and non-resident tuition fees. The bulk of ongoing expenditures are permanent personnel and utility costs. The College does not have any long-term debt instruments.

Health benefit costs are included in the college's *Five-Year Budget Model* and are continually monitored by BDRPC as a part of annual budget planning process. The state provided base allocation adjustments in 2015-16 and 2016-17 in order to accommodate the rising health benefit costs along with pension costs for community colleges.

Liability insurance costs are covered as an assessment on college Full Time Equivalent Student (FTES) income through the District Revenue Allocation Model (DRAC) [-].

Building maintenance costs have been covered through a combination of state and local scheduled maintenance funds. The college conducted a comprehensive Facility Condition Assessment in May 2016 [-] as a part of a district-wide 20 year projection of facility needs including projected cost and revenue. This information is used in short-term and annual budget and other fiscal planning.

The Institution allocates resources to address long-term obligations. Currently, there are no long-term debts in the entire district. Resources are directed to actuarially developed plans for Other Post-Employment Benefit (OPEB) obligations and the OPEB liability has been fully funded through a trust fund. According to the most recent SOCCCD Actuarial Valuation of Retiree Health Program Report the trust is adequately funded to meet future obligations. The actuarial plan to determine OPEB liability is current and prepared as required by appropriate accounting standards [-].

Through integrated and regular planning processes, the institution is able to assure that its short-range and long-range priorities are consistent. The institution meets its liabilities and future obligations while maintaining financial stability.

Standard III.D.12

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

As documented in section III.D.11, currently, there are no long-term debts in the entire district. Resources are directed to actuarially developed plans for OPEB obligations and the OPEB liability has been fully funded through a trust fund [-].

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations for compensated absences and other employee related obligations. Liabilities related to employee-compensated absences are handled as part of the college budget. In areas with a higher rate of absences and/or required coverage for services such as Maintenance and Operations and Campus Police, a baseline budget is provided to cover substitute expenditures during such absences. STRS and PERS rates are anticipated to increase significantly over the next five years. STRS rate increases have already been set by the legislature. PERS rates are set each year by the PERS Board. For FY 2016-2017, the increase cost over the prior year is estimated at $2.8 million. This amount will grow an additional $9 million by FY 2020-2021. The Board has approved participation in a Pension Stabilization Fund to offset these increased costs. An initial deposit of $14.5M was made in FY 2015-2016 with an additional $12.6M budgeted from basic aid funds for FY 2016-2017 [-].

The College meets this standard, as it plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Standard III.D.13

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

As documented in sections III.D.11 and III.D.12, the College does not have any locally incurred debt instruments.

Standard III.D.14

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

The College develops its budget based on funding sources available for operations. The unrestricted general funds are allocated for the main operations of the College based on the District Resource Allocation Model. Restricted funds are allocated for specific purposes based as defined by the corresponding granting or donor entities. The director or administrator of each department/project are responsible for managing their budgets. Any expenditure above budget is corrected within the department or by the appropriate vice president/president. At the end of the each year, a comprehensive review of actual revenues/expenses is conducted by the Fiscal Services Department to strengthen fiscal management, and correct any possible errors. The review is shared with management, and the outcomes are incorporated in the next year's budget [-].

Each expenditure is reviewed online by the corresponding manager, including all auxiliary operations, and grants to ensure the expense is used for its intended purpose. The expenditure is also reviewed by management at the District for another check to ensure it is being used for the intended purpose [-].

The College does not have any debt repayment obligations. The subject of short-term and long-term financial liabilities and future obligations is covered in more detail in sections III.D.11 and III.D.12.

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

The Department of Education has now gone to a 3yr CDR calculation, 2012 being the most recent cohort. The Official 3-Year Cohort Default Rates for the (3) most recent years at IVC are as follows:

Year	Rate
2012 Official	8.9%
2011 Official	14.7%
2010 Official	14.6%

The default rate at IVC is within the federal guidelines and is considered adequate for a community college based upon the demographics of our student population. Anything less than 10% removes additional restrictions placed by the Department of Education on schools when disbursing student loan funds. New business practices are underway to develop a plan to reduce the default rate if it ever should exceed the federal guidelines.

Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The Financial Aid Office continually monitors the default activity, working with the skip trace reports from servicers, and speaking with other schools on best practices, including reaching out to delinquent borrowers by developing a communication plan to keep our default rate below 10%. Beginning Spring 2016, the

Financial Aid Office began participation with the U.S. Department of Education in Experimental Site #6 - Limit Direct Unsubsidized Loan Over-borrowing. As a result, the College only offers Direct Unsubsidized Loans to students who have completed 24 units of college level coursework and have a "satisfactory" academic progress status as students in these populations have the highest risk of defaulting on student loans. The financial aid grants and operations are audited at least on an annual basis as part of the district, state, federal or veteran's affairs audits. In addition, the Blue Book "is intended to provide guidance to those offices and individuals responsible for managing, keeping records of, accounting for, and reporting on the use of federal funds at institutions that participate in the Title IV, Federal Student Aid programs." There is a self-reporting requirement for the financial aid programs at the year-end [-].

The College meets this standard. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

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

The institution has several types of contracts with various external entities, such as independent contractor agreements, service maintenance agreements, construction contracts, software agreements, and memorandums of understanding. All contracts support the Mission of the college by supporting the activities under the appropriate School or department. All contracts are approved by the College President, or designee, and the Vice Chancellor of Business Services and ratified by the Board of Trustees. If warranted, the District seeks external legal advice prior to signing a contract to protect the College against liabilities and maintain the integrity of the institution. The Office of Instruction and Academic Senate have an agreement to sunshine academic contracts in the Academic Senate to provide discipline experts an opportunity to vet the contracts and to assure the contracts are conducive to academic freedom. Annual facility rentals are signed by the Director of Facilities who serves on the Budget Development and Resource Planning Committee as well as the Strategic Planning and Accreditation Council. Lastly, the Bookstore Task Force and the Cafeteria Task Force are charged to oversee the contract negotiations with the Bookstore and Cafeteria, respectively [-].

The contracts signed by the District have an early termination clause for situations when work performed does not meet the expectations of the institution. They also have an indemnification clause, and liability and other insurance requirements aimed at minimizing the risk for the district [-]. To guide the college with the contract process and requirements, the district has a comprehensive website with agreement templates and helpful tips [-].

External contracts that are related to federal funding or programs are managed in a manner to ensure that federal guidelines are met [-] [-].

The College meets this standard. The institution has reliable internal controls in place pertaining to contract negotiations, and there are strong connections between the contract operations and the college's mission.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Introduction
Irvine Valley College is committed to creating an environment in which all members of the college community have the opportunity to effectively participate in institutional planning and decision-making. To create an environment for empowerment, innovation, and institutional excellence, college leadership encourages faculty, staff, administrators, and students to participate fully in the decision making process. Stakeholders have a variety of avenues for participating in discussions about strategic planning, budget development, resource allocation, student learning, student support programs, and institutional effectiveness. Through the use of formal and informal structures, College and District leadership encourages broad participation in the planning and decision-making processes to increase institutional effectiveness.
Irvine Valley College (IVC) and the South Orange County Community College District (SOCCCD) have undertaken significant efforts to address the 2010 ACCJC recommendations required for reaffirmation of Accreditation. As outlined in the 2013 Irvine Valley College Midterm Report (IV.I.3), the College and District are proud of our improvement efforts and continue to meet all Accreditation standards. Ten of the twelve 2010 ACCJC recommendations are related to Standard IV (Leadership and Governance) and are addressed throughout. For example, the following are two recommendations from 2010 that pertain to the ability of administrators, faculty, staff, and students to work together for the good of the institution.

- College Recommendation 4: *In order to improve, the team recommends that the college enhance communication among constituencies, especially those with supervisorial/subordinate roles, regarding established procedures and decision-making practices in a collegial manner.*

- College Recommendation 6: *Although the college and its constituent groups have achieved a collegial working relationship with the current president to address issues*

with a new optimism, the college does not have this same type of relationship with the district leadership and the Board of Trustees. While some progress has been made and policies have been developed, the team feels that Recommendations 7 and 8 (Standards IV.A.1, 2, 3, 5) of the 2004 visiting team Accreditation Team have not been fully met.

As part of the ongoing process for improvement, IVC and District as a whole have adopted strategic planning goals that address "respectful interactions and collaboration." (evidence) and have included questions specific to the above recommendations in our bi-annual employee surveys as one of several means of evaluating our progress. Consequently, the pertinent facts from the most recent employee surveys are important considerations. The 2015 Irvine Valley College Employee Survey Results (IV.I.1) had 314 respondents and a summary of the responses are below in Table IV.1. The District-wide Climate Survey (IV.I.2) had 781 respondents and Table IV.2 provides a summary of the responses. Due to the varied wording of Likert-Scale prompts, non-negative responses are presented in Table IV.1 and Table IV.2 for quick analysis. More complete analysis can be completed by reviewing the entire survey results (IV.I.1, IV.I.2).

Table IV.1: Excerpts and Summary of IVC Employee Survey Results 2015

Statement / Question	Non-negative Responses (percentage)
Assessment of the working relationship between IVC and District Services.	89
Assessment of working relationship between IVC and Saddleback.	87
The district provides effective leadership that supports the college's mission.	72
The administration at the district is generally respected by employees.	73
The administration at IVC provides effective leadership that supports the college's mission.	78
District administrators and managers usually make decisions that are fair.	73
I have the opportunity to participate meaningfully in shared governance at IVC.	86
I am informed about budget decisions that affect my work area.	58
I regularly receive the information I need to help me fulfill my job responsibilities.	79
I am content with the amount of information I receive on the major issues being addressed by my participatory governance representatives.	84
I am content with the amount of information I receive on the major issues being addressed by the college president.	78
The college president communicates regularly with all constituencies.	77

Staff and faculty members are kept informed about support services available for students.	82
I am content with the amount of information I receive on the major issues being addressed by the Chancellor.	68
The District Chancellor communicates regularly with all constituencies.	69

Table IV.2: Excerpts and Summary of the SOCCCD District-wide Employee Survey Results 2014

Statement / Question	Non-negative Responses (percentage)
Overall, how would you assess the working relationship between Irvine Valley College and District Services?	90 (55 n/a)
Overall, how would you assess the working relationship between Irvine Valley College and Saddleback College?	81 (33 n/a)
Administrators throughout the district provide effective leadership that supports the district's mission.	71
Administrators throughout the district provide effective leadership that supports the District-wide Strategic Plan.	76
Administrators throughout the district follow established policies, procedures, and protocols.	71
Administrators throughout the district understand the roles of the colleges and district services.	70
Administrators throughout the district encourage civility and respectful behavior.	73
Administrators throughout the district encourage collaboration.	68
Administrators throughout the district encourage respectful interaction.	72
I have the opportunity to participate meaningfully in decisions at work.	67
I regularly receive information on the major issues being addressed by the college presidents.	68
I regularly receive information on the major issues being addressed by my participatory governance representatives.	78
I regularly receive information on the major issues being addressed by the chancellor.	69
I am aware of the district-wide integrated strategic planning process.	69

Students, faculty members, classified staff, managers, and administrators are encouraged to take initiative in improving the practices, programs, and services within the institution. In order to ensure that all members of the college community have the opportunity to participate effectively, the College developed and adopted the *Irvine Valley College Planning and Decision-Making Manual* (IVC-PDM) (IV.A.1), which is discussed at length in Standard IV-

A. The IVC-PDM clearly delineates the role and scope of authority of all college councils, committees, and task forces, and the roles of each participatory governance constituent group in order to provide sufficient information for members of the College to participate effectively. Processes by which the College participates in district-wide decision are described in the *SOCCCD District-Wide Planning and Decision-Making Manual* (SOCCCD-PDM) ([IV.A.2](#)) and will be discussed in detail in sections addressing Standards IV-C and IV-D. The SOCCCD-PDM also describes the relationship between college constituent groups, the district councils and committees, and the process by which college leadership interacts with the Board of Trustees.

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Irvine Valley College (IVC) and the South Orange County Community College District (SOCCCD) support the rights of faculty, staff, students, managers, and administrators to participate effectively in District and College governance processes in accordance with Education Code §70902(b)(7). Additionally, IVC has adopted a governance structure and policies that encourage leadership at all levels of the organization and promote the sharing of ideas and suggestions for improvement to institutional effectiveness: student performance and outcomes, fiscal stability, academic quality, and federal and state compliance. The *Irvine Valley College Planning and Decision-Making Manual* (IVC-PDM) ([IV.A.1](#)), and the *Participatory Governance Decision-Making Flowchart* ([IV.A.3](#)) outline IVC's formal committee structure. The committee structure was developed to create an environment for empowerment, innovation, and institutional excellence.

The College adopted the IVC-PDM in 2008 in order to provide opportunities for effective participation by all members of the college community in institutional planning, and to ensure individuals would be able to bring forward ideas for institutional improvement. The College also adopted a consensus decision-making philosophy that is described in the IVC-PDM and discussed during its regular review. According to this philosophy, it is the responsibility of institutional leaders to establish a safe-harbor wherein members of the College community can engage in honest and open dialogue. Additionally, we overhauled our committee structure to include task forces and work groups. The intention was that this structure would permit members of all constituent groups, including students, to participate either in smaller groups with more focused charge or in a larger committee that intentionally represented the breadth of the campus community.

The commitment to promote student, faculty, staff, and administrator voices in planning and decision-making can be illustrated with the following example. In 2013 the Director of Fiscal Services, now VPAS, predicted a budget shortfall in two to three years, given the

budget situation in the District and in California. The budget committee (then SPOBDC) recommended that the Budget Solutions Recommendations (BSR) Work Group be established to investigate the budget in detail and make suggestions to address the deficit. BSR examined several department budgets and the budget continuity process in some detail to gain a better understanding of the extent to which department budgets were "rolled over" and the extent to which they were annually re-evaluated. We also placed a link on Inside IVC (IV.A.4), available to all employees, for suggestions and comments regarding the budget and college priorities. While the participatory governance committees and councils continued to look at budgetary issues in their formal meetings within their purview, the BSR site gleaned a large number of suggestions. The BSR has now been incorporated into the Budget Development and Resource Planning Committee (BDRPC) as a work group that can be convened as needed, and its Inside IVC page (IV.A.4) persists with a link "Add a Suggestion," perpetually available to the campus community to participate directly, as well as through their governance committee representatives. Every suggestion submitted to the BSR work group during this period was discussed, and a compiled and annotated list of recommendations were brought forward. Thus, the entire college staff was aware of the global budgetary concerns, there was broad discussion, and suggestions were fielded and used from all interested members of the campus to solve the immediate problem.

A consideration of note is the College's efforts to promote innovation at all levels of the organization through professional development. In the IVC Strategic Plan (IV.A.5), two of the college goals involve professional development. The same is true in the SOCCCD Strategic Plan (IV.A.6). One of these is focused on professional development to improve student learning and student success; the other is to encourage employees of all titles and positions to undertake professional development to improve their work productivity or to move to another position to which they aspire, perhaps because of increased responsibility, or perhaps because it better fits their strengths or personal preference. The benefit to the institution of professional development activities directed to improving student learning and student success are readily apparent. Potentiating employee satisfaction with their work by making them more successful at what they are currently doing, as well as by encouraging employees to move into more congenial work situations in which they are likely to be more successful and satisfied, also improve the work product and the climate of the institution.

Similarly, several categorical grant programs, such as Student Equity, SSSP, BSI, Perkins, and AANAPISI, support directed relevant professional development for faculty members, administrators, and staff. [cite budgets]. In each of these cases, members of the faculty, administration, and staff who participate in these activities, conferences, workshops, etc. are better able, and are expected to actively participate and assume leadership roles in the focus area of the supported activity.

Analysis and Evaluation
The governance structure and culture in the District and at IVC endorse individual involvement and responsibility for promoting best practices that enhance programs and services regardless of the individual's title, constituent group, or level in the organization. Constituent members are encouraged to voice concerns, share ideas, and communicate freely about College and District programs and services. The College committee structure is one

prong of the effort to encourage and support involvement of all employees and students to develop and explore their ideas for improving the College as a whole, or specific aspects of the institution. The extensive systematic participatory committee structure, described in the IVC-PDM institutionalizes this approach. Interested members of the staff, administration, faculty, and the student body can choose to become involved in task forces or work groups with very focused charges, or in strategic planning committees or councils that make recommendations for policy or decisions with significant institution-wide implications. These include prioritizing allocations of resources for personnel, equipment, facilities, technology, student success initiatives, and academic and enrollment planning. In this environment, students, faculty, staff, managers, and administrators openly share ideas through their committee and task force representatives, and the formal and informal participatory governance and review structures provide the framework for innovation.

Standard IV.A.2
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
The College relies on Board Policies, Administrative Regulations, and college governance procedures to establish the rights of faculty, staff, administrators, and students to participate effectively in the governance and resource allocation processes. Board Policy 2001 (Administrative Organization) (IV.A.7) outlines the College Presidents' responsibilities for the development of college governance committees.

In accordance with Title 5, §53200(c), Board Policy 2100.1 (Delegation of Authority to the Academic Senate) (IV.A.7) asserts that the "district and college governance structures, as related to faculty roles" are academic and professional matters requiring collegial consultation between the College President and the Academic Senate. Board Policy 2100.2 (Role and Scope of Authority of the Academic Senates) (IV.A.7) espouse that faculty not only have the right to participate and express opinions at the college and district level, but the guarantee that their opinions will be given every reasonable consideration. Additionally, Board Policy 6100 (Curriculum) (IV.A.7) establishes that the Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum and academic standards.

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. 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.

Assembly Bill (AB) 1725 directs the Board of Trustees to 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 (CSEA), and the Police Officers Association (POA). 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. The CSEA has the right to appoint the first representative to any committee and 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 Classified Senate.

Board Policy 4056 (Classified Employees Participation in Decision Making) (IV.A.7) and Title 5, §51023.5, define the right of classified staff to participate effectively in college governance through the Classified Senate. Accordingly, the Classified Senate is included in the joint formulation and development of District and College policies and procedures that significantly affect the classified staff and the opinions and recommendations of the Classified Senates of the District are given every reasonable consideration.

Title 5, Section 51023.7, Calif. Ed. Code, Section 70902[b][7]), and Board Policy 5627 (Student Participation in Governance) (IV.A.7) authorize student participation in the decision-making processes that significantly affect them and recognize the Associated Student Government at each college in the District.   Board Policy 5240 (Associated Students' Organization) (IV.A.7) established the Associated Students as the official voice for the students in the college consultation process. Consequently, the Associated Students of Irvine Valley College (ASIVC) play an integral role in student clubs and activities, and college governance.

To ensure that administrators have a substantive and clearly defined role in institutional governance and exercise a substantial role in institutional policies, planning and budget, the *IVC Planning and Decision-Making Manual* (IVC-PDM) (IV.A.1) clearly delineates the role and scope of authority of the Administrative Councils. The administrative structure consists of the Strategic Planning and Accreditation Council, the President's Executive Council, the Vice President of Instruction's Council, the Instructional Council, and the Student Services Council. The charge of each council, membership, and reporting responsibilities are defined in the manual and outlined in Standard IV.A.3.

The processes for college and district strategic planning and decision-making are described fully in the IVC-PDM (IV.A.1), the *SOCCCD District-Wide Planning and Decision-Making Manual* (SOCCCD-PDM) (IV.A.2), and on SOCCCD SharePoint site where the district-wide committees' membership and charge are published. District-wide planning and decision-making will be discussed in detail in the narrative for Standard IV.C.   The interface between

district-wide and college committees and representation on the committees has two main components: District-wide committees have representatives from the two Colleges and District Services, and college representatives report back to relevant college groups where matters of concern are discussed. College representatives, thus, are clear about the consensus perspective of the groups they represent when they meet in district-wide committees. District committees' membership usually balances representation from the two Colleges and District Services and among the constituent governance groups - faculty, classified staff, administrators and managers, senates and bargaining units, and students - so that all voices have a clearly defined role.

Analysis and Evaluation
Student learning is the focus of the governance and decision-making processes. Individuals are encouraged to bring ideas for improvement through their representatives on the committees, task forces, work groups, and administrative councils through the agreed upon decision-making processes. 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. Managers and administrators are encouraged to make accommodations so classified staff may attend meetings and represent their constituents and ASIVC draws upon their membership to find student representatives to attend regularly scheduled governance meetings.
Within IVC, the nature of participatory governance in planning and decision-making is substantiated by the revisions of the IVC-PDM that established faculty co-chairs for each of the strategic planning committees (SPCs) and the Strategic Planning and Accreditation Council (SPAC). The budget committee (originally SPOBDC, then BDRPC) was, from its inception with the first edition of the PDM, co-chaired by the Academic Senate Vice President. The SPC Institutional Effectiveness Committee was similarly co-chaired by the Academic Senate President. The intentional inclusion of faculty co-chairs for the other SPCs and SPAC reflects the college-wide appreciation for the role and responsibilities of the faculty in planning and decision-making. Most of the task forces and work groups also sport faculty and administration co-chairs, in the same spirit. Furthermore, the number of faculty members as well as their proportion on college task forces, committees, and SPAC have also increased gradually for several years, and with specific intention in the last major IVC-PDM revision.
There are some purely administrative committees and councils, specifically the Vice President for Student Services Council and the Vice President for Instruction Council, that serve administrative functions. In parallel, the Academic Senate sub-committee, Academic Affairs, deals exclusively with faculty or Senate matters and is composed of faculty members. When any of these groups address issues of broader concern, those matters are brought forward as recommendations to college task forces or committees as appropriate.
One notable exception to this pattern is Instructional Council, comprised of all the instructional deans, department chairs, the curriculum chair, certain staff from the Office of Instruction, and chaired solely by the VP for Instruction. This is because this council is used primarily for dissemination of information, rather than planning or decision making. However, it remains an important forum for deans, department chairs, and the VPI with other Office of Instruction staff, to discuss strategies for enrollment management, the interplay and balance between productivity and increased number of sections, balancing day, night,

weekend offerings in a pattern that supports programmatic clusters of courses for students expected to enroll in such clusters. It is the only organized structured forum for deans and department chairs across campus to exchange ideas and ensure some structural unity in our enrollment and section offering management, and as such, remains a vital component of the campus conversation.

IVC committees have student members, either voting or non-voting as deemed appropriate in each instance. For example, students are invited to attend and speak at Academic Senate meetings, but do not have a voting role in this organization that specifically represents the professional interests of the IVC faculty. On the other hand, student members of college committees have the same voting privileges as any other member. The term is specious only in that virtually all decisions in these committees are accomplished through consensus, rather than voting.

Student attendance and participation in College and District affairs has increased tremendously in the past few years, due in large measure to new staff in the Office of Student Life. Two temporary and now the permanent director have been, and continue to be, strong proponents of vigorous student involvement in the affairs of the student government (ASIVC) and supporting and encouraging regular student representation on campus and district committees that deal with matters of student concern. During Academic Year 2015-2016, for example, ASIVC has rewritten their bylaws, updated their rules for how they organize and support student clubs, and have revamped the philosophy underpinning the use of ASIVC funds. College committees have seen a remarkable and welcome increase in attendance and participation by student representatives during the past 2-3 years.

Standard IV.A.3
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
In accordance with Title 5, California Code of Regulations §53023, SOCCCD enacted board policies BP-2100.1 (Delegation of Authority to the Academic Senate), BP-2100.2 (Role and Scope of Authority of the Academic Senates), BP-6100 (Curriculum), BP-4056 (Classified Employees Participation in Decision Making), and BP-5627 (Student Participation in Governance) (IV.A.7) which provide clear delineation of roles so committee compositions, bylaws, and negotiated collective bargaining agreements all reflect the rights and responsibilities of faculty, staff, students, managers, and administrators to engage in college and district governance processes. Included in their responsibilities, department chairs, managers, and administrators have regular unit meetings to provide opportunities to exchange ideas for program change and improvements. This philosophy of open communication and active participation is also included in the faculty, manager, and administrator evaluation process and job descriptions (evidence).

IVC reorganized its committee structure in 2008 under the auspices of a group convened by the President that included the President of the Board of Trustees, the SOCCCD Deputy Chancellor, and many IVC employees, including the Vice Presidents, the President of the

Academic Senate, and a wide diversity of members of the faculty, classified staff, administration, and classified managers. The inclusion of the Deputy Chancellor and Board President ensured that all of the work was familiar and acceptable at the district level, and that they witnessed the inclusive nature of the process. This process constituted change in the relationships among groups on campus and with the Chancellor's Office and the Board. Since then, the trust and ability to engage in fruitful and open dialog has grown, so for the past several years a sustainable relationship among constituent groups at the College and throughout the District has been obtained.

Since 2008, *The Planning and Decision-Making Manual* (IVC-PDM) (IV.A.1) has been the primary document that specifies the systematic processes by which individuals, representatives of constituent groups, and members of the administration work together to make decisions that support student learning programs and services, and institutional effectiveness. The charge, membership, role and scope of authority of Strategic Planning Councils, Committees, Task Forces, Academic Senate, Classified Senate, employee bargaining units, and students are clearly delineated in the manual to ensure that all members of the college community have the opportunity for effective participation in the planning and decision-making processes.

In an effort to clarify and reduce redundancy in the college committee structures, we have defined in the IVC-PDM, four levels of committees, *viz.* "councils", "committee" which comprise only the four strategic planning committees, "task force", and "work group". Membership in all of these, except work groups, is delineated in the IVC-PDM and can be changed only by agreement of the Academic Senate and Strategic Planning and Accreditation Council (SPAC), with final approval by the President. Membership on college committees and task forces includes representatives of the student body appointed by the Associated Students of IVC (ASIVC); faculty representatives appointed by the Academic Senate and in some instances the bargaining unit, the Faculty Association (FA); classified staff appointed by the bargaining unit, the California School Employees Association (CSEA) and the Classified Senate; classified managers and administrators appointed by the appropriate vice president. Work groups can be called together for a specific function and have more variable membership. No college-wide approbation is required for these units, which are usually temporary. A few persistent work groups are exceptions, and are described in the IVC-PDM. They remain designated as work groups in order to permit more flexibility in their membership and schedule.

With this in mind, we overhauled our committees as much as seemed feasible at the time, and established a revamped College Council that funneled recommendations from five strategic planning committees (SPCs) to the president and his President's Executive Council for final decisions. Most of the other committees and task forces reported to one or more of the SPCs. The intention was that this structure would permit members of all constituent groups, including students, to participate either in smaller groups with more focused charge, which were not necessarily completely representative, or in a larger SPCs that intentionally represented the breadth of the campus community for a more integrated discussion of the issues in the context of the strategic plan.

During the 2011-2012 (verify year) academic year, the SPC for Institutional Effectiveness undertook a significant revision of the IVC-PDM (IV.A.1) including combining two of the SPCs, moving strategic planning from the budget committee (hitherto Strategic Planning Oversight and Budget Development Committee) to what had been called College Council, thus forming the Strategic Planning and Accreditation Council (SPAC). Membership in the SPCs and SPAC of non-administrators, especially faculty members, was increased. In 2015-2016, in an effort to stem committee bloat and to clearly delineate the organizational structure, we agreed that the only committees to be named "Committee" would be the SPCs, with all others designated as task forces, or work groups. This clarification also averted the growing competition for what had been seen as a promotion from a temporary task force to a permanent committee, instead establishing these designations as reflecting tiers of reporting responsibility and breadth of charge.
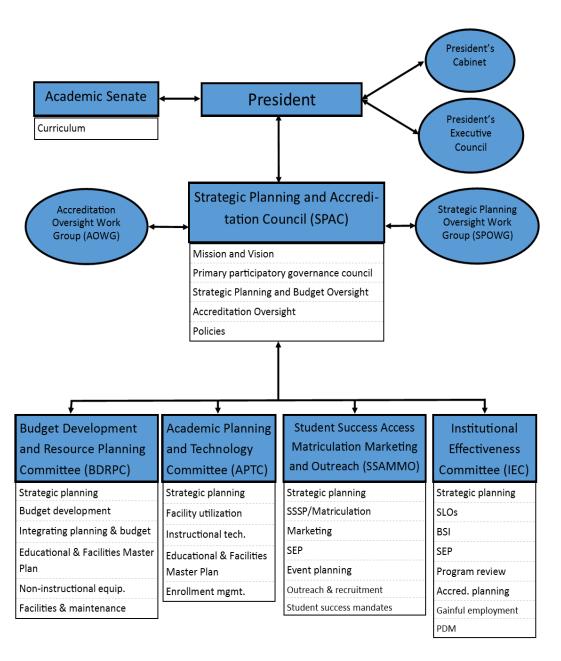
The discussions of our organization and decision-making philosophy that are part of annual committee reviews keeps the campus community aware of the intentionality of our committee structure and consensus-oriented, decision-making philosophy. Since each revision entails inquiry of each committee whether they recommend any changes to their charge, membership, reporting structure, meeting schedule, etc., extensive discussion is had in the Institutional Effectiveness Committee (IEC), the Academic Senate, and SPAC that lead to a recommendation to the President for adoption. All interested members of the college community are encouraged to be part of the conversation and provide input. The "safe harbor" and consensus model is discussed often, keeping both in the public view.

The four SPCs are the:
- Academic Planning and Technology Committee (APTC);
- Institutional Effectiveness Committee (IEC);
- Budget Development and Resource Planning Committee (BDRPC)
- Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO).

Each Strategic Planning Committee meets regularly throughout the academic year, has specific charges, membership, and reporting responsibilities, as described in the IVC-PDM. All meetings are open, and interested parties are encouraged to attend and participate. Committee agendas and minutes are posted on the college SharePoint site, "Inside IVC". Discussions in all of the committees, task forces, and councils range from the effects of the committee's charge on student learning and success, definitions of student success from various perspectives, programs and services offered by the College and District as they pertain to student success, employee satisfaction and efficiency, institutional planning, and the evaluation/assessment of college policies, procedures, and practices. The organizational structure of the College is designed to provide the opportunity for effective participation, inclusivity, and communication. Further, it is designed to have a certain amount of overlap among SPCs and between each task force and the SPC to which it reports, in order to ensure that many people are able to discuss vital issues in a variety of combinations and contexts. While this inevitably leads to a certain amount of redundancy, our experience is that our system works best when knowledgeable people span committees to ensure good integration and depth of understanding.

Implementation of policies and procedures regarding institutional improvement is the responsibility of the Administrative Councils. The college administrative councils include the President's Executive Council, the President's Cabinet, the Vice President of Instruction's Council, the Instructional Council, the Administrative Services Council, and the Student Services Council. Each Administrative Council has specific charges, defined membership, and a clearly delineated system of reporting responsibilities. The roles and responsibilities of the administrative councils are outlined below.

The President's Executive Council (PEC) is chaired by the College President. Membership includes the Vice President of Instruction, the Vice President of Student Services, the Vice

President of Administrative Services, and the President's Executive Assistant. According to the *Strategic Planning and Budget Development Process* (evidence), the Strategic Planning Oversight and Budget Development Committee makes recommendations to the President's Executive Council pertaining to strategic planning, budget development and allocation of college resources in the following areas: staffing, academic planning, facilities, technology, enrollment management, marketing and outreach, institutional effectiveness, student success, access and matriculation. The recommendations are developed by the appropriate strategic planning committee. In addition, Academic Senate recommendations regarding academic and professional matters as defined by Title 5, §53200(c) are forwarded to the President's Executive Council for final disposition. Classified Senate and Associated Students of Irvine Valley College recommendations are also forwarded to the President's Executive Council for final deliberation.

The President's Cabinet (PC) is chaired by the College President and membership includes the Vice President of Instruction, the Vice President of Student Services, the President of the Academic Senate, the President of the Classified Senate, and the President of Associated Students Irvine Valley College. This Cabinet assists the President with constructing the agenda for SPAC. Together, PEC and the President's Cabinet provide sounding boards for innovative ideas and also promote better communication among all the college leadership. In these smaller groups, information can be shared in all directions, coordination among groups is supported and encouraged, and issues and concerns not yet ready for general broadcast can be discussed.

The Vice President of Instruction's Council is chaired by the Vice President of Instruction. Membership includes the Vice President of Student Services, the Deans representing the Academic Schools, the Dean of Career Technical Education and Workforce Development, the Director of Technology Services, and the Director of Research, Planning, and Accreditation. The Council is the principal advisory group for the Vice President of Instruction, regarding planning, coordination, and operational functions for the instructional units of the College. The Council is responsible for promoting the principles of effective participation in decision-making, including efficient, fair, and effective implementation of management rights, review of the instructional budgets, recommendations regarding establishment of enrollment targets and funding per Academic School/discipline, recommendations regarding the allocation of state-funded growth monies, recommendations regarding room and facilities utilization, implementation of the faculty and classified contracts, and implementation of district and college policies and procedures (evidence).

The Instructional Council is an advisory body that makes recommendations to the Vice President of Instruction regarding scheduling, room utilization, weekly student contact hours/full-time equivalent faculty (WSCH/FTEF) targets, and other operational aspects of instruction. Membership includes the Vice President of Student Services, the Deans of the Academic Schools, the Director of Planning, Research and Accreditation, the Research and Planning Analyst, the Academic (Department) Chairs, the Chair of the Curriculum Committee, the Executive Assistant to the Office of Instruction, Senior Administrative Assistants, and the Directors of Extended Education and Honors (evidence).

The Student Services Council is chaired by the Vice President of Student Services. Membership includes the Dean of Counseling Services, the Dean of Enrollment Services, the Assistant Dean of Financial Aid and Student Support Services; the directors of the Child Development Center, the Health and Wellness Center, and Student Life and Equity; and the Registrar. The Student Services Council is the principal administrative body for Student Support Services. The council meets bi-weekly to review issues related to students, staff, and the College as a whole. It regularly assesses departmental student learning outcomes and program reviews, identifies and implements interventions for increasing student success and staff satisfaction, participates in the development of district and college goals, and reviews and implements federal and state regulations (evidence).

The Administrative Services Council is chaired by the Vice President of College Administrative Services. The membership of the council includes the Director of Facilities, the Director of Technology Services, the Director of Safety and Security, and the Manager of College Fiscal Services. The Administrative Services Council makes recommendations related to staffing and resource requests, campus-wide technology and safety projects, and facilities planning, maintenance, and construction.

Analysis and Evaluation
Students, faculty, staff, managers, and administrators have clearly defined roles in the governance process. They are called upon to actively participate on committees, task forces, and work groups in accordance with established policies and procedures. Furthermore, IVC's participatory governance committees have membership from each of the primary constituency groups and decisions are made in an inclusive manner. Additionally, each SPC and SPAC annually evaluates its role in leadership of the governance and decision-making processes to ensure integrity and effectiveness. The results of the evaluation are widely communicated and form the basis for improvement and, as needed, revisions to the committee structure and charge. As a result, faculty, staff, students, and administrators are generally aware of their roles and responsibilities in the governance and decision-making processes.

Using an inclusive system for planning and decision-making is often lengthy as every effort is made to vet issues and concerns in multiple venues. As our processes become more familiar and are used for more purposes, we are able to discover the major avoidable bottlenecks and adjust the procedures to minimize them. Unavoidable delays, for example those imposed by meeting schedules, are identified so that they do not engender so much frustration. When a more expeditious decision is required, we are comfortable with adjustments that do not significantly reduce popular input. The resource request process is an excellent example of all of these components: a laborious, but inclusive and open deliberative process, with well-defined cut-outs and notifications for matters that require faster decisions. This process is discussed in more detail in Standard III.

Clear definition of roles and responsibilities for constituent members go beyond governance and policy decisions. Faculty, staff, and students also have defined roles in unit operations, hiring processes, instructional activities, and student success initiatives as the following examples illustrate.

Within instructional units, the library, and Guidance and Counseling, the deans are assisted by department chairs. The roles and compensation for department chairs has been clarified in several steps since the last self-evaluation. Through the department chairs, faculty expertise in departments and schools is communicated to the deans. This includes scheduling and faculty teaching assignments, hiring and evaluations of part-time faculty members, department budget recommendations, and other matters that might arise. On the rare occasion that there is a major disagreement between a chair and a dean, the matter is brought to the relevant vice president for consideration. Of course, it may happen that larger philosophical disagreements may occur, that are brought to the Academic Senate or to the relevant college committee, but such instances are extremely rare in recent years.

The Academic Senate also has clearly defined roles in the faculty hiring prioritization process. The Academic Senate plays a key role in determining evaluation criteria, prioritization methodology, and ranking recommendations to the president. The Senate must also approve the search committee composition for faculty hiring. The Senate appoints faculty representatives for manager and administrator hires (evidence). In addition, the Academic Senate has defined roles in determining if newly hired administrators from outside the District will be granted retreat rights – the ability to secure a teaching position in the District.

Standard IV.A.4
Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
The roles and responsibilities of faculty, staff, and administrators in developing curriculum and enhancing student learning programs and services are defined in Board Policy 6100 (Curriculum), Board Policy 2100.2 (Role and Scope of Authority of the Academic Senate), Board Policy 5050 (Student Success and Support Programs) (IV.A.7); and in the charters of the Curriculum Committee, Academic Senate, Academic Planning and Technology Committee (APTC) Institutional Effectiveness Committee (IEC), Student Services Council, and Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO).

The faculty, staff, and administrators have clearly defined roles in the curriculum process. The Curriculum Committee (CC) is a committee of the Academic Senate, and makes recommendations to the Senate regarding curriculum, certificates, and the other curricular aspects of academic programs. The Senate makes recommendations regarding these items to the President, who makes recommendations to the Board of Trustees.
The Curriculum Specialist, a member of the classified staff who works in the Office of Instruction, serves as an *ex officio* non-voting member of the Curriculum Committee. The Vice President for Instruction is a member of CC, and has currently delegated this work to the Dean of Academic Affairs. The articulation officer serves as an *ex-officio* voting member. CC membership includes one voting faculty member from each school; assigning

"alternates" who attend regularly, and can therefore serve in place of the member, is encouraged. As our faculty has grown, the Senate has encouraged Schools, especially the larger ones, to send new faculty members to CC, Academic Affairs, or the Representative Council of the Academic Senate to become familiar with college practices and these core faculty roles. CC membership is usually a healthy mix of experienced and new faculty members, so the more experienced members provide continuity and help train the newer ones.

Curriculum is written or revised in CurricUNET, so that any interested faculty member is able to view it easily. New and revised curriculum is vetted by discipline experts in the department, and passed forward to CC by the department chair. The dean is notified that new or revised curriculum is moving forward so they can review it. If necessary, they may engage the author, department chair, entire department, or school, in discussion if there is any concern about available resources (facilities, instructors, budgeted hours to offer the course, supplies, etc.) for the proposed course.

New and revised curriculum is reviewed by the Technical Review (TR) work group, which asks for further revision as needed until the curriculum is acceptable to the Faculty. This review includes checking that; the California Community College Chancellor's Office requirements are met; that student learning objectives are well described and integrated with content; methods of assessment, and all other components of the Course Outline of Record (COR), that the course proposal is integrated in certificates and/or programs; and that prerequisites are reasonable, and other technical requirements are met. CC reviews the COR upon recommendation from TR, reviewing the matters of integration and confirming, that in areas where disciplines may intersect or abut, we do not introduce deleterious competition between departments or schools. Since the Office of Instruction is represented at CC, and in the 2015-16 academic year, the Dean of Academic Planning had also attended most TR meetings. The administration is kept abreast of any potential areas of concern during curriculum development. By the time CC recommends approval of new or revised curriculum to the Academic Senate, there is every expectation that it is acceptable to faculty and administration, and that the college administration is willing and able to offer the course. Proposed changes or revisions in programs and certificates follow the same process as described above, though the role of administration is greater in determining that resources are available to support the program, and offer its components frequently enough for students to be able to complete it in a timely manner.

Board Policy 5050 and Administrative Regulation 5050 (Student Success and Support Programs) (IV.A.7) establish the framework for expectations that faculty, staff, and administrators work collaboratively to ensure the College "provide students opportunity for (1) access, (2) equitable, quality education, and (3) successful attainment of their educational objectives, with a full range of support services through matriculation, all of which acknowledge the requirements and intent of the Seymour Campbell Act of 1986 and Student Success Task Force Requirements, September 2012."
Student learning services are diverse and numerous. Standard II describes these in great detail. Faculty, staff, managers, and administrators in student services areas - defined for these purposes as all departments under the management of the Vice President for Student

Services (VPSS) - participate broadly in all college committees for planning and decision-making. Similarly, instructional faculty members participate in many committees that are traditionally part of student services. Thus, there is collegial and fruitful crosstalk between the two "sides" of the campus community, reducing friction and increasing productive use of time and resources. These elements are apparent in the membership of the planning and oversight committees for student services and student success grants and initiatives as well as the strategic planning committees.

The Student Success, Access, Matriculation, Marketing, and Outreach Committee (SSAMMO) and the Student Services Council are the primary bodies that make recommendations regarding student services and programs to the Strategic Planning and Accreditation Council (SPAC) and the President. SSAMMO is charged with the development, review, and oversight of programs, grants, and processes, including matriculation, K-12 partnerships, student success mandates, tutoring, the Basic Skills Initiative, and Student Equity, to name a few.

Analysis and Evaluation
The faculty, staff, and administration have well defined roles in the processes and decisions related to curriculum and student learning programs and services. Curriculum is a faculty driven process, but administrators and classified staff provide input and participate in decision making, and administration input is critical for assessing resource availability. The Curriculum Committee is the main body that reviews and makes recommendations for courses, programs, degrees, and certificates to the Academic Senate; CC and APTC recommend to the Academic Senate and SPAC respectively, regarding programs and resource (including personnel, facilities, and technology) requirements. Other committees such as the Institutional Effectiveness Committee (IEC) and SSAMMO involve faculty, staff, and administrators in recommendations related to student learning and support services including oversight, review, and evaluation of Student Learning Outcomes, Administrative Unit Outcomes, and Student Services Outcomes.

Working collaboratively, the faculty and administrators share the responsibility for shaping the courses, programs, and services that support student learning and achievement. To illustrate, policies and procedures requiring broad participation are in place, and are reviewed and revised as needed to propose new programs or to discontinue a program. Program discontinuance has been rare at IVC; instead every effort is made by all constituent groups to revise faltering programs so that they become viable. In the one instance since we established a process for program discontinuance, and it was used to discontinue a program with the full accord and support of the discipline faculty involved. A very similar program has recently been started and a new full-time faculty member hired to support it. This decade long history of Optics and Photonics at IVC is an excellent example, demonstrating the utility of our processes to reflect the changing academic, career technical education, and the workforce development needs of our community; the ability of IVC to respond to these community needs rather than be bogged down in our history; and the collaborative nature of the decision-making process.

Standard IV.A.5
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
The policies and procedures outlined in Standard IV.A.2 establish the rights of faculty, staff, students, and administrators to participate effectively in the governance process, so employee groups and students have regular direct and collegial consultations with the administration. Every effort is made to include individuals and groups with the appropriate expertise and area of involvement in the decision making process. Administrators, faculty, and staff are assigned to committees that fits their area of expertise, training, knowledge of best practices, and functions relative to their job duties and decision-making occurs in an open and collegial manner during regularly scheduled participatory governance meetings which ensure that individual stakeholders and the resident experts for particular items have a voice in the process. In addition to regularly scheduled meetings, work groups are formed or additional meetings are convened when necessary - in accordance with Section 54952 of the California Governance Code (the Brown Act). Individual committees, task forces, and work groups establish timelines to ensure that closure or a decision is attained in a timely manner but we generally error on the side of collegial and inclusive decisions versus rushing the process as the following example illustrates.

The 2014 – 2015 (verify year) revision of the *IVC Planning and Decision-Making Manual (IVC-PDM)* (IV.A.1) took additional time for widespread conversation and consensus. In academic year 2014-15 the proposed revisions included descriptions of our decision-making process and consensus, and a new decision-making flow diagram. These engendered a great deal of discussion and many iterations before consensus could be reached, delaying the adoption of the final version until Fall 2016. In Spring 2016 the updated and revised committee charge components were approved by the Academic Senate and the Strategic Planning and Accreditation Council (SPAC), so their implementation was not delayed. That there were disagreements and that we were able ultimately to find compromises with which all parties could feel comfortable is exceedingly strong evidence of "appropriate consideration of relevant perspectives" in the decision-making process.

Analysis and Evaluation (relevant sections from prior report included)
The aforementioned policies and governance procedures specify the roles of students, faculty, staff, managers, and administrators. Constituent input is taken into account for decisions that directly affect them, or for which they have expertise or a vested interest. Administrative units and governance groups monitor operational timelines and the published calendar. They meet throughout the primary terms so there is ample time for notice, so input may be gathered from the appropriate stakeholders and whenever possible, decisions are delayed until we are able to reach consensus. However, students, faculty, staff, and administrators are often over scheduled and feel pressure from conflicting responsibilities. Attending regularly scheduled committee meetings and the associated task forces or workgroups that are formed for contentious items or consensus building is sometimes

problematic. The classified staff appear to have the most difficulty with limited availability to participate in governance processes while also meeting the demands and time lines specific to their jobs. In many instances, financial concerns prohibit the use of overtime for staff members to complete their work if non-standard workgroup meetings are required for issues that require their expertise. The college is aware of the predicament that many face with the conflicting need to finish one's work and a desire to participate in the governance process.

Standard IV.A.6
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard
The decision-making processes, delegation of authority, and delineation of roles and responsibilities are accessible to the public and employees through the publication of board policies, administrative regulations, various committee charters and bylaws, and the *Planning and Decision Making Manual*. There are several ways in which documentation of the decision-making process and the associated decisions are communicated throughout the District and College. Communication to the public or the relevant stakeholders is achieved through committee reports, newsletters, district or college-wide announcements, ad-hoc gatherings, and the College and District websites (evidence). Board meetings and college governance meetings are open meetings with agendas and minutes posted on the College or District SharePoint sites or websites in accordance with Section 54952 of the California Code (the Brown Act) and at these meeting opportunities are provided for individuals to make public comments. Additionally, Board meetings and many college-wide meetings are videotaped and posted to the District or College website (evidence).

Operational units and committees that do not fall under the provisions of the Brown Act, conduct open meetings and maintain publically accessible websites and/or SharePoint sites that are available to employees (evidence). In all cases, committee members are charged with reporting information back to their respective constituent group(s) through oral or written reports (evidence). To illustrate, curriculum updates are a standing agenda item at Academic Senate, Vice President of Instruction Council, and Academic School meetings (evidence); the Senate President regularly reports decisions made in college or district-wide committees back to the Senate (evidence); and collective bargaining units communicate negotiation progress and contract updates at regularly scheduled meetings, ad-hoc meetings, or via email (evidence).

Analysis and Evaluation
College and District policies, procedures, and communication protocols are compliant with the provisions of the Brown Act. Recommendations and final decisions are communicated to the public and employees through newsletters, announcements, committee reports, scheduled meetings, and ad-hoc gatherings.
- Need a good example for this section
- Need to include evidence for how processes and decisions are communicated.

Standard IV.A.7
Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
Evaluation of the decision-making process and committee effectiveness occurs as a result of the planning protocols that are incorporated in each committee's charter. The College has institutionalized regular evaluation of the role of leadership and the decision-making structures and processes, in order to ensure integrity and effectiveness. Additionally, stakeholders periodically call policies and processes into question, which prompts additional evaluations to enhance the integrity and effectiveness of the decision-making process. The self-evaluation process may take the form of surveys, formal written reports, or discussions (evidence).

Leadership roles, policies, and processes are described in the *Planning and Decision-Making Manual* (PDM). The PDM is reviewed annually and for a few years, only minor requested changes were made. In academic years 2012 - 2013 (verify) and 2015 -2016 (verify) major reviews and revisions were undertaken, resulting in an extended college conversation and strategic planning committee revisions. During the major PDM revisions, a concerted effort was made to name faculty and administrator co-chairs for every Strategic Planning Committee (SPC) and the Strategic Planning and Accreditation Council (SPAC). Previously, only the Institutional Effectiveness (IEC) and budget (SPOBDC) committees had faculty member co-chairs while the other SPCs and College Council did not.

SPAC and all the SPCs review their work annually using a common survey (evidence). It has been suggested, that members of all SPCs and SPAC evaluate their own committee, but also evaluate the other SPCs and SPAC with which they are supposed to interact. Committee practices are modified in response to complaints or concerns discovered through these surveys. Furthermore, campus-wide biannual surveys include queries about the committee structure and participatory governance, and the roles and practices of campus leadership. All of this data contributes to the modification of the charge, meeting schedule, and/or membership of all committees is adjusted in the next IVC-PDM revision. Additionally, these annual committee and council reviews include: a review of the *Strategic Planning and Budget Development Process*; the distribution of evaluation results and recommended improvements; the integration of data into the planning process using internal and external data scans; and a review the *College Mission Statement* and *College Goals (*evidence*).*

The College also conducts biennial *Employee and Student Satisfaction Surveys (09, 11, 13, & 15)* to assess the efficacy of the planning process, and to evaluate the role of leadership and the decision-making processes (evidence). The results of the surveys are posted on the website, posted on committee SharePoint sites, reviewed during Strategic Planning Committee meetings, and discussed at college-wide meetings during professional

development week. The relevant results are presented at Academic Senate, Associated Students of Irvine Valley College, and Classified Senate meetings (evidence).

Analysis and Evaluation
The College and District have developed mechanisms to evaluate and update governance processes and procedures. Participatory governance committees and operational units undergo the self-evaluation process annually or when processes and procedures are questioned. Recommendations from the self-evaluation process are discussed and action is taken by the appropriate body (evidence).

To illustrate, constituent group members periodically report communication hurdles and point to the effectiveness of some committees and task forces. A recurring concern is the communication gaps that occur when committee members don't report back to their constituent groups in a timely manner, and periodic difficulties with filling committee vacancies. Consequently, the governance structure is reviewed annually and modifications are made to committee charters, bylaws, and compositions. Through this review process, committees and task forces are disbanded or formed in efforts to improve institutional efficiency, communication, or resolve pressing issues (evidence).
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Standard IV.B.1
The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard
Board Policy 2101 (Delegation of Authority to the College President) (IV.B.1) states that "the President is the Chief Executive Officer of the College [and] is responsible for implementing the College's strategic plan and District policies," additionally "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 College President therefore makes final decisions based as much as feasible on the advice of the President's Executive Council (PEC) representing the administration's perspective, the Strategic Planning and Accreditation Council (SPAC) representing more broadly the perspective of the entire college community, and the Academic Senate.

IVC adopted a consensus-based decision-making philosophy in 2006, and has made in all iterations of the *IVC Planning and Decision-Making Manual* (IVC-PDM) (IV.B.2) then and since a strong statement that we believe in a "safe harbor" philosophy of open and honest discussion without fear of deleterious repercussion. As we have worked with the notion of "consensus," the IVC-PDM definition and description have evolved into a mature version that, on the one hand adopts a traditional idea that while consensus can be reached without all parties favoring the proposition, if anyone objects, that is, "can't live with it," consensus is not reached and discussion, hopefully toward and acceptable compromise, continues. On the other hand, an organization cannot become mired in such a decision-making process so that either no decision is reached at all, or an authority figure simply takes the matter away from

the group. Therefore, when a stalemate seems to be occurring, the group discusses the situation and either comes to a common decision or sends a recommendation forward with both (or all) final arguments presented fairly, so that the next level up in the organization can make a decision with the complete input from the "lower" group. So far, this last resort has seldom been necessary, but when it has been invoked, all parties, "winners and losers," have been satisfied that their voices have been heard and considered. Since ultimately the President makes all decisions, and all of the committees are recommending bodies only, this arrangement has been very successful at IVC for ten years.

This system is most apparent when one examines the resource allocation processes and procedures. These are also discussed at length in Standard III. While the process adopted in 2006 for participatory discussion of requests for resources - including funds for equipment and personnel - was a major improvement from the processes it replaced, most resources were allocated outside that system. For example, instructional equipment funds were handled exclusively by the VPI; many categorical and other student services funds were handled by the VPSS; Perkins funds were handled by a committee formed by a dean delegated to oversee these funds, and so forth. Only a portion of the general fund available to fund requests was actually funneled into the participatory system.

Starting in 2011, the members of the Strategic Planning Oversight and Budget Development Committee (SPOBDC) now reconfigured to the Budget Development and Resource Planning Committee (BDRPC) began asking about all the funding sources and how those funds were allocated. In the intervening years, all funding sources have been brought into the light, and are clearly visible in the BDRPC and SPAC resource allocation spreadsheets. The resource request process and software developed by IVC's IT department members to support it, has been evolving to include all requests for resources, whether from categorical, grant (with the exception of certain grant-specified items), specific restricted, or general fund sources. Thus, by the end of the process, anyone who chooses to query the Inside IVC site is able to see not only which requests were funded, but whence the funds derived. Since all SPCs and SPAC meetings are open, with agendas and minutes posted, the system is remarkably open and visible. Ultimately, SPCs make recommendations to SPAC, which in turn forwards its recommendations to the President for his final decision.

The President's leadership is evident in several initiatives and grants that he has promoted or encouraged that have enhanced the programs and services offered by the institution. In collaboration with faculty, classified staff, and administration, the College President has worked diligently to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The evidence may be summarized and has been documented in this report as follows:

- The development and implementation of the *College Mission Statement* and *College Goals*, including the development of the *Mission Statement and Goal Review Process*.

- The development and implementation of a transparent, data-driven *Strategic Planning and Budget Development Process* wherein resource allocation is directly related to planning, the *College Mission Statement,* and *College Goals.*

- Continued resource allocation to the Office of Research, Planning, and Accreditation to support the acquisition of data that form the basis of the annual college strategic planning efforts and institutional effectiveness.

- The integration of the *College Strategic Planning and Budget Development Process* with the District planning and goal-setting process.

- The reorganization of the College Committee structure resulting in the integration of strategic planning and decision making.

- The development, implementation, and updating of the *Planning and Decision-Making Manual* which sets forth the roles and scope of authority of all constituent groups providing the means for widespread and effective participation by members of the college community.

- Continued support for the collegial decision-making processes for hiring new and replacement faculty, administrators, and classified staff positions.

- The initiation and updating of the *Educational and Facilities Master Planning Process.*

- Oversight of the construction of the Performing Arts Center, the Business Science Education and Technology Center, the Life Science Building, the Liberal Arts Building.

- Oversight of the plans for the Fine Arts Building and the maintenance and renovation of pre-existing facilities.

- Effective and long standing leadership in the development of the Advanced Technology and Education Park (ATEP).

- Support for the acquisition and oversight of grants and projects including: SSSP, SEP, Perkins, BSI, AANAPISI, AACC Pathways, and the OC Pathways.

Analysis and Evaluation

The governance structure is such that councils, committees, and task forces make recommendations to the President for final approval. The President is therefore ultimately responsible for decisions involving planning, resources, student success endeavors, personnel decision, community engagement, and institutional effectiveness. Through effective and continuous communication the President demonstrates leadership and takes responsibility for the quality of the institution's programs and service to the community. 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. The President confers with PEC and the Vice Presidents, but ultimately makes all decisions.

Standard IV.B.2
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard
The President is actively involved in the planning and oversight of the three primary units in the College – Administrative Services, Student Services, and Instruction. The President delegates the operations of these units to the corresponding Vice President. Administrators and managers are delegated authority to act in line with the mission and strategic goals of the College, but the President is ultimately responsible for evaluating the individual and collective accomplishments from this delegated authority.

The President ensures that the organization has sufficient staffing to support outstanding student performance and institutional outcomes. Throughout his tenure, the President has supported hiring additional instructional faculty, librarians, counselors, administrators, and support staff. In order to assure the integrity and quality of programs and services, the College President is committed to employing highly qualified personnel with the appropriate education, training and experience within all academic programs, student support services, and classified staff positions. The qualifications for administrators and classified managers are clearly stated in the Board approved position descriptions. Minimum and desirable qualifications for all positions are evaluated by the administration, faculty, and classified staff to ensure that the qualifications, education, training, and experience are clearly related to the *College Mission* and the *College Goals*, and accurately reflect the position duties, responsibilities, and authority.

Board Policies BP-2100.1 (Delegation of Authority to the Academic Senate), BP-4056 (Classified Employees Participation in Decision Making), and BP-5627 (Student Participation in Governance) (IV.B.1) outline how faculty, staff, and students may participate effectively. As such, the President is responsible for the integrity of the process and making sure that constituent members are delegated the appropriate authority needed for effective participation. To illustrate, the President co-chairs SPAC, the highest level participatory governance college committee (a "Council"), as well as his advisory PEC, and the President's Cabinet. Before the most recent committee reorganization, College Council served the role of the top of the committee pyramid, and was chaired solely by the President. When we reorganized, he agreed that it would be healthy for the College that the SPCs and SPAC should all have faculty and administration co-chairs. He sits on, but neither chairs nor

dominates the budget committee (BDRPC). Although naturally members look to him during discussions, he encourages free discussion so that all voices and opinions are heard before the body makes recommendations to SPAC, and through SPAC where more voices can be heard, the recommendations come to him. This is a good example of his proper and effective delegation of responsibility to recommending bodies.

The revision of the SPCs and SPAC is an excellent indication that the President supports participatory governance, and encourages the voices of all governance groups to be heard and considered. Comparing the initial SPCs' and College Council memberships and charges to the committee structure and recommendation organization chart that they replaced, the 2006 IVC-PDM (IV.B.2) constituted a sea change [major shift] in participatory governance and decision-making policy and philosophy at IVC. The importance of that change in attitude was volcanic on campus, and was reflected in major improvements across the board in faculty and staff outlook and confidence in the system. The recent revision (2011-2012) in structure, membership, and charge of the SPCs, and the reconfiguration of College Council into SPAC, while not a radical change in philosophy, reflected maturation of the system.

Analysis and Evaluation
The President delegates authority to constituent members and administrators in accordance with the individual's formal role, job description, and the committee or council charge/bylaw. For example, institutional effectiveness is the purview of the SPC called the Institutional Effectiveness Committee (IEC). The Director of Research, Planning, and Accreditation and the Academic Senate President co-chair this committee that reviews data to formulate reports and recommendations regarding institutional effectiveness. These are sent, ordinarily, to the Academic Senate and to SPAC, and as appropriate, to other SPCs for their use in adjusting our activities to maintain or improve our programs and the various parameters of student success. Thus a broad panoply of committees, departments, and individuals participate in not only monitoring our institutional effectiveness, but in devising ways to improve. The large number and diversity of people, including students, staff, faculty, and administrators participating in one or more of our college initiatives is evidence that this is part of the IVC community constitution.

It is the President's responsibility to make sure that the delegation of authority is appropriate and improves service to students and the community. When improvements can be made, the duties of administrators and managers are reorganized, for example, the Chief of Police and the Director of Facilities reported directly to the President until the position of Vice President of Administrative Service was established and took these reporting responsibilities. The President assures that administrators are assigned responsibilities within their purview and that they are held accountable for their performance. For all departments that report to one or another VP, the President delegates well. Each VP has his/her own VP Council [IVC-PDM (IV.B.2)] to help coordinate the VP's area of responsibility, and the President ordinarily follows recommendations of the VPs taken together in PEC. Similarly, the College's task forces report to SPCs, that interact with each other as needed, and send recommendations to SPAC. Recommendations from SPAC to the President are usually followed, and if not, or to

the extent that the President does not follow SPAC recommendations, he ordinarily explains his decision carefully and openly.

The 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. Faculty, staff, and administration hiring is discussed from a financial perspective as part of budget development (BDRPC making recommendations to SPAC) and resource allocations as discussed above. The priorities are set by separate processes. It is rare that the President contravenes the recommendations emanating from the governance process, or makes decisions that are seemingly outside the process.

Standard IV.B.3
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the College sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard
Working in conjunction with students, faculty, staff and administrators, the President has through the participatory governance structure established a variety of collegial processes that improved institutional effectiveness and the overall campus climate. Much of this is outlined in the *IVC Planning and Decision-Making Manual* (PDM) (IV.B.2). Additionally, "mutual respect and collegial behavior" has been stated as a formal goal in the strategic plan. At IVC, institutional assessment and improvement is an ongoing process led and encouraged by the President, but is a process that requires the participation and buy-in of the entire college community. The IVC-PDM (IV.B.2) describes the organizational structure that supports these processes and procedures, which are further described and documented by posted agendas, minutes, other meeting handouts, and shared documents on Inside IVC - the SharePoint site – which allows all interested employees to access the information they need, or just assuage their curiosity about ongoing college efforts.

Under the guidance of the College Presidents and Chancellor an extensive process to set the 2014-2020 IVC, Saddleback, and SOCCCD Strategic Plan was undertaken in 2013. All members of the College were invited to participate in numerous ways including all-college meetings, workshops, flex week activities, and invitations to submit suggestions in addition

to these fora. First we brainstormed to gather any ideas that people thought were important for the College to undertake or improve or continue. Then we organized these into clusters at workshop-style open meetings. A work group did further organizing and coalescing until the emerging patterns could be coalesced into a relatively concise yet comprehensive set of goals and objectives. Saddleback College undertook their own tactics to develop their list. Then a District task force comprised of representatives from all three units (IVC, SC, and DS) managed to collegially bring all the ideas together into a proposed District-wide Strategic Plan (DWSP) comprised of four goals, and a total of 13 objectives. These were discussed widely in all three units and ultimately were adopted by the District-wide Planning Council (DWPC) [innumerable DWPC-TF minutes, and a few DWPC minutes & the retreat notes].

IVC then discussed the extent to which the DWSP encompassed everything that we wanted in our College's Strategic Plan. One of the required parameters for the DWSP was that all three units could and should have a role in each goal and in each objective. Since IVC (as did SC) determined that there are college-specific SP components that do not in any way conflict with the DWSP, we adopted as our IVC–SP a set of goals and objectives very similar to the DWSP's but modified slightly and enriched to be IVC-specific. The inclusive process involved in generating and accepting these SPs and the number and diversity of employees who participated was remarkable for engagement and participation in the College and District.

The President ensures that the College sets institutional performance standards for student achievement and institutional outcomes. To maintain compliance, the Office of Research Planning and Accreditation works through the participatory governance structure and the Institutional Effectiveness Committee (IEC) to define and adopt institution-set standards, targets, and performance goals (link to set-standards and IEPI targets).

IEC annually collects and examines data on various measures of student success, compares our students' achievements to our stated goals, and re-evaluates our goals. Discussions in IEC also include trying to define and summarize the underlying causes when we see success rates lower than those to which we aspire. These discussions lead to recommendations, often to other SPCs that have more operational charges in instruction, student services, and other components of the College. Thus our institutional evaluations of student success are not merely rote exercises, and this interplay exemplifies the interconnectedness of our SPCs. Since there are a number of people who are members of more than one SPC, communication in both directions is not *pro forma*, but is channeled both through formal means among leadership, and by champions among the membership.

The President has directed resources to promote a culture where planning incorporates quality analysis of internal and external conditions. To illustrate, the College has hired a Scheduling and Enrollment Management Analyst, and additional research analysts for the Office of Research Planning and Accreditation to increase the use of quality analysis in the decision-making process. As a means of increasing collaboration and the use of data, IEC is co-chaired by the Director of Institutional Planning and Accreditation and the Academic Senate President, ensuring good interplay among constituent groups, as is true for all of the SPs. Under the leadership of the current director, the growth in the research department

means much more institutional research is feasible, so it has become more common to base decisions on better data (internal and external including environmental scans) that is analyzed more completely than hitherto. The availability of these data and research staff to help with analysis has become expected as we evaluate plans and outcomes. While IEC does have some operational components to its charge, for the most part its function is planning and evaluation of progress.

The President has promoted a resource allocation process that is tied to program evaluation and student performance outcomes. Resource requests must be mapped to strategic planning goals and outcomes assessment in TracDat (link) before they can be forwarded for consideration. To illustrate, departments and academic programs submit resource requests that are prioritized with student outcomes at the forefront of the discussion. Next, the schools rank items on the list prior to the list being sent to the appropriate Vice President's council for evaluation. The ranked list from the Vice President's is then reviewed by SPAC who makes a recommendation to the President. As a consequence of this process, resource requests directly relate to the goals and objectives cited in the primary planning documents – EFMP, IVC-PDM, and the Strategic Plan. Further, student learning and administrative unit outcomes and the resulting assessment data are integrated in the decision-making involved in resource planning activities.

The President ensures that resource allocation supports student and institutional learning and achievement through broad constituent participation and specific committee charge(s) for the resource allocation process (described above) and the budget development process. Budget development is initiated by the office of the VPAS, but discussion of the proposed budget is an open and often prolonged process in BDRPC, which is charged with the effective allocation of resources as it relates to improved institutional outcomes. BDRPC is co-chaired by the Academic Senate VP, and SPAC is co-chaired by the Academic Senate President, and both committees have representation from all governance groups.   The Academic Senate President is a member of both BDRPC and APTC as well. SSAMMO, which focuses on various aspects of student services, has significant participation by both instructional and student services faculty members and has a faculty co-chair. Further, the VPI, co-chair of APTC, and the VPSS, co-chair of SSAMMO are also a members of both BDRPC and IEC. These overlaps ensure that budget planning at the college level is data-based and has significant input from administrators, faculty, and staff who are well versed and who champion instructional and support components of the College's efforts to further student success. Enrollment planning, hiring of faculty, administrators, and staff, and resource allocations are all filtered through these SPCs and SPAC, in our attempt to allocate our resources wisely and efficaciously, keeping our mission as well as effectiveness, i.e. student achievement parameters, as the central underpinning in our discussions and budgetary recommendations. Since so many people, representing every part of the campus participate in one way or another, we are always engaged in compromises that lead to balance in our priorities and minimizing factionalism.

The President oversees all plans and ensures that the overall planning process is evaluated annually and that progress is being made toward attainment of the college mission. At the

end of each cycle, a meta-evaluation of the planning process is completed by IEC and recommended changes are incorporated into the next cycle.

The *College Mission Statement* and the *College Goals* are received annually and drive the development and review of the planning objectives. Planning objectives are set to attain or implement the goals. Planning objectives are statements which are specific, measurable, achievable, realistic, and time-related. The planning objectives are designed to implement the *College Goals* through the development of planning assumptions based on data and information related to: demographics, the economy and employment, educational trends, social trends, public policy, student learning and achievement, student outreach, technology, and facilities support. Data provided by the *Institutional Effectiveness Annual Report* also inform the planning assumptions (evidence). Thus, planning, decision-making, and resource allocation are predicated on annual analysis of quantitative and qualitative data to ensure institutional effectiveness.

For example, within the category of student learning and achievement, aggregated assessment data for the College is provided in overall annual successful course completion rates, successful completion rates in English and math basic skills courses; successful course completion rates in weekend, eight-week, and distance education courses; progression rates from basic skills to college-level courses in English and math; matriculation and persistence rates for first-time college students; the number of degrees and certificates awarded; percent growth in full-time equivalent students compared to percent growth in permanent employees; and transfer rates. Student learning outcomes assessment data is provided for the course level, program level, and degrees or certificates. Progress reports are prepared and distributed annually. The faculty, representing the academic disciplines, produce aggregated reports which are reviewed with discipline experts during the annual program review updates.

In addition to the *Institutional Effectiveness Annual Report*, which provides aggregated assessment data for the College, the Office of Research, Planning, and Accreditation provides key performance indicators for each program undergoing a *Comprehensive Program Review* pursuant to the six-year review cycle previously discussed. The assessment data included for each program includes disaggregated data down to the course level in each program over a five-year period for planning purposes, such as enrollment data, number of sections, productivity rates, fill rates, student retention rates, student grades, student success rates, student demographic information, education goals, and awards data.

Analysis and Evaluation
With the direction of the College President, the College utilizes a variety of assessment data in institutional as well as program-level planning in order to ensure institutional quality. Through formal and informal dialog about institutional goals, values, and priorities; the governance structure; and a data-driven resource allocation process, the President guides a collaborative process for institutional improvement. The President supports the integration of institution-set standards and targets into the strategic planning process and ensures that institutional performance standards are included in the resource allocation process and the annual planning process maps learning outcomes to department goals, college goals, and resource requests. Through program and unit reviews, educational planning is integrated with

resource allocations to support student learning and achievement. Additionally, the President has continuously approved the necessary resources to implement student learning outcomes and the faculty leadership has received administrative support in providing the necessary resources for the implementation of student learning outcomes and assessment plans.

Based on the foregoing, the President, in collaboration with the college community, guides a collegial annual evaluation of the overall institutional planning and improvement process. Each committee and council is charged with annual reviews of the role of leadership and governance, and decision-making processes to ensure integrity and effectiveness.

Standard IV.B.4
The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
The President ensures that faculty, staff, and administrators actively participate in the accreditation process, and he embraces the primary leadership role and ensures that the College exceeds the minimum standards set by the ACCJC. Through appropriate delegation of responsibilities and accreditation standard appointments, the President ensures that representatives from each constituent group are well versed and are able to provide meaningful input in the development and analysis for the self-study. For the purposes of the self-study, SPAC, AOWG, and the Academic Senate made recommendations for accreditation standard membership, but standard assignments can be fluid and individuals have participated in discussions for additional standards based on their interest and expertise. The faculty, staff, and administration of the College have been encouraged to and share responsibility for assuring compliance with accreditation requirements.

IVC's President Roquemore has participated in ten site visits for the ACCJC over the past twenty-one years, and has been the team lead for seven of them. He has also chaired a Partnership Resource Team (PRT). As IVC President since 2002, and as a full-time faculty member prior to that since 1990, he has participated in various ways in the IVC accreditation process for a quarter of a century. As such, he is very well versed in the accreditation standards and their evolution, interpretation, and both the flexibility and inflexibility of the accreditation process as experienced at Colleges and Districts in California.

The President has delegated the ALO responsibility to the VPI, and has supported and approved the current committee structure in which the Strategic Planning and Accreditation Council (SPAC) charge also includes the work of what had been, hitherto, a separate accreditation oversight committee convened specifically for this purpose. The benefits to the College of this new arrangement are several. First and foremost, operationally/logistically, it reduces the separate committee load for the college leadership who must, perforce, be the core of both the leading college council and the accreditation oversight group. Secondly, and more important philosophically, the leading college council knows, from its name, charge,

and default agenda that it must always be mindful of the consequences of all of its actions and recommendations, and indeed the way in which it handles business, for accreditation. In essence, then, SPAC is continually involved in institutional self-evaluation, as it should be, regardless of the accreditation report and visit schedule.

All of the college committees, regardless of designation as work group, task force, committee, or council, ultimately feed into the strategic planning committees (SPCs) and SPAC, with the exception of the mostly curricular concerns reposed in the Academic Senate. Some committee work does not require consideration and imprimatur of SPAC, but even then, the efforts are reported. Through all of the committees, then, all members of the College participate - at no more than one level removed through the representation of the governance groups - in the health of the College, and thus the attainment of the accreditation standards.

Analysis and Evaluation
The President assumes the primary leadership and communication role in the accreditation process. Practically, the accreditation process is organized and maintained by a smaller group, a standing work group of SPAC, the Accreditation Oversight Work Group (AOWG) that has a standing report at SPAC meetings. AOWG maintains the accreditation work group membership lists, the accreditation Inside IVC and outward-facing web sites, and generally monitors the progress of composing accreditation reports including this self-evaluation. It is the major editor of the self-study document. However, all iterations are posted on Inside IVC, major revisions are announced to the college community, and all members of the faculty, staff, and administration are invited to participate in as many ways as they are willing to do.

Recommendations from participatory governance groups including AOWG and SPAC are sent to the President for final approval, and individuals from across the College are encouraged to participate and provide input based on their formally assigned role, area of expertise, and interest. As such, the faculty, staff, and administrative leaders have been charged with assuring compliance and have been empowered to work through the participatory governance structure to guide the process of writing the standard reports and preparing for a comprehensive evaluation and site visit.

Standard IV.B.5
The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard
To fulfill his responsibilities the President stays current with statutes, regulations, and governing board policies through active involvement with professional associations, conferences, and College and District governance meetings. Adding to the President's effectiveness are his 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 IVC. However, it is through collaboration with each constituent group and delegation of responsibilities to administrators, that 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. For example, the VPI is responsible for ACCJC compliance while the VPSS is responsible for Federal Title IX compliance.

Board Policy 2101 delegates to the College President the responsibility of managing the College, including the college budget. The College President makes final decisions for the College based as much as feasible on the advice of the President's Executive Council (PEC) representing the administration perspective, Strategic Planning and Accreditation Council (SPAC) representing more broadly the perspective of the entire college community. Funding for the College comes from many sources; some are specific to IVC such as certain grants. Most funds are allocated by the District as IVC's share of District funding. These allocations are managed in large measure by the District Resource Allocation Council (DRAC) described in depth in Standard III. Other District allocations emanate via the Basic Aid Allocation recommendation Committee (BAARC) as described in BP & AR 3110 (IV.B.1).

Once the college income is ascertained, college processes are used to develop and update, as necessary, the college budget. These processes are described in detail in Standard III. The budget committee, BDRPC, is a representative committee with members from all governance groups including students. It is co-chaired by the Academic Senate Vice President and the College VPAS. During the last few years (approximately 2011-current), the amount of information brought to BDRPC has grown from a rudimentary description of the budget to a fairly complete description of income sources, and broadly, spending patterns. Thus, BDRPC now has enough information to make educated, data-based recommendations after extensive discussion when anything potentially controversial arises. For example, when the finance office projects a deficit or an upcoming deficit, the discussion of how to address the budgetary problems is addressed first in BDRPC, then, if severe, opened to the college community for suggestions. This was the process used, for example, in 2012-13 when the President, through College Council, established in December 2012 the Budget Solutions Recommendation (BSR) Work Group. [BDRPC InsideIVC – BSR tab]

After the main budget is recommended, and approved by the President, as yet unallocated funds may be requested for special projects through the resource request process, also described in depth in Standard III. This process has its origins in the major committee and planning overhaul of 2005-2006. In recent years, 2012-present, we have modified the process both logistically and philosophically. Logistically, IVC-IT has been developing a web-based site for resource requests and their analysis by relevant committees, SPCs, and SPAC that makes the final college recommendations to the President. Philosophically, we are progressively increasingly including more funding sources and types of allocations in this open and public assessment process.

Since so many faculty, staff, and administrators are involved in the process, and any employee has access to all of the information including SPC and SPAC ratings and minutes of discussions, we are confident that our resources are allocated in accordance with our

mission, and to fund projects acknowledged by the campus community to be high priority. Even people who are un or under-funded can see the logic of the decisions and while perhaps disappointed, have confidence in the system when it is followed.

While the President makes all final decisions, he does serve on BDRPC and co-chairs SPAC. Thus, he is party to and part of all of the discussions about process and the final SPAC recommendation conversations. It is expected that, should he disagree with anyone in these meetings that he, as any member, will speak up and participate.   This is part of the "safe harbor" aspect of our consensus-driven decision-making process. In most cases this does, in fact, occur. Hence, the participants, committee members report confidence in the system. [link to committee evaluations].

Analysis and Evaluation
The President is well versed and conversant in statutes, board policies, and regulations. He embraced overall responsibility for compliance issues, but delegates to others based on their area of competence and assigned roles. The President has established an effective organization and governance structure to comply with regulations, Board policies, and Accreditation mandates. The infrastructure and established participatory governance processes promote broad discussion and enhance compliance through shared responsibilities and a collaborative approach.

The College and District have a long history of being fiscally stable and using conservative approaches to maintain positive ending balances. The President promotes this conservative fiscal approach and maintains effective control of budgets and expenditures. Information about the budget is shared widely and budget updates are a regular agenda item for participatory governance committee meetings and despite occasional differences of opinions fiscal control and the conservative approach usually prevail with items that impact students taking the highest priority. In practice the President effectively controls budget and expenditures through numerous mechanisms. First, as a member of BDRPC, the President is actively involved with strategic planning, budget development, and the allocation of college resources. Second, the President meets twice monthly with the President's Executive Council, so he receives regular updates on the college budget and expenditures, and reviews recommendations from SPCs. Third, an audit is conducted annually in the fall. The audits are designed to provide reasonable assurance that the financial statements are free of material misstatement. The fiscal *Audit Reports* (IV.B.3) are presented to the Board of Trustees annually in November.   Based on the foregoing, the President manages the College's financial affairs with integrity and in a manner that ensures financial stability.

Standard IV.B.6
The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard
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 through academic programs. Naturally, the President is not expected to be our only, or even our main means of communication, but it is within his role to be aware of these elements, support them, provide introductions and links when appropriate, delegate responsibilities, and ensure integration of these prongs into an integrated and effective component of our efforts to achieve our mission.

The President hosts an annual breakfast for the Principals and Vice Principals of our feeder high schools. In previous years, this has been an opportunity for IVC to convey information about the demographics of the region, workforce development data, IVC's great diversity of programs and the success of our students in our transfer and CTE programs, and the success of IVC transfer students. Then, each Principal is presented with their school-specific data. Much of the purpose is, clearly, to encourage the Principals to encourage their students to consider IVC not only as a back-up plan but as a viable alternative route for success in a bachelor's degree educational plan. Weaknesses were pointed out with the intention that knowing these would help the high school teachers focus some effort on those components of the coursework in high school.

For many years, Student Services, and in particular the School of Guidance and Counseling, has invited the counselors from our feeder schools to a program lasting most of a day to discuss similar topics and encourage the high school counselors to see IVC as a viable path for students. In 2016, these hitherto separate programs were successfully combined, gathering the Principals, Vice Principals, and counselors together for a joint presentation followed by separate focused sessions. This seemed to have been an improvement, and the scheme will be continued in the future. The President's role as host, certainly, but more importantly by articulating his and IVC's vision of our role in educating high school students and graduates, is very important to our successful relationships with our feeder high schools.

Under the leadership of the new Executive Director of the IVC Foundation, and with the support and input of the President, the Foundation Board of Governors (BOG) has expanded tremendously, now including more than XX community members and YY members of the college community, including administrators, members of the classified staff and faculty, and emeritus faculty. Long-standing members have returned to the BOG, and new members have been enticed to join. The enthusiasm of the BOG members is evident in the success of recent events and the level of attendance and participation at approximately bimonthly meetings and the annual retreat. The Foundation is an arm of the President's outreach activities, and the willingness of community members to join and participate is evidence of his ability to communicate with them convincingly about the value IVC brings to the community.

Another thrust of the President's communication with our community is his involvement with a variety of business and civic organization that have allowed him to increase

networking endeavors with local businesses who in turn support the Foundation and are potential employers and providers of internships for IVC students, and participants on advisory councils for IVC CTE programs. The President has been a member of community organizations including:

- Irvine Chamber of Commerce
- Irvine Sister Cities Foundation
- Tustin Chamber of Commerce
- U.S. Army Community Advisory Board
- Founding member, U.S. Army Community Advisory Board
- Orange County Business Council, Board Member
- OCBC Community College Working Group, Chair
- Irvine Exchange Club

The President has also been involved in state-wide organizations including:

- Southern California Community College Chief Executive Officers Association, President
- Community College League of California: Advisory Committee on Education Services
- Association of California Community College Administrators: Commission on Finance and Legislative Advocacy
- AACC Commission on Workforce Development (nominee for the Executive Board)
- AACC Presidents Academy Executive Council

Based on the memberships and community involvement documented above, The President has strengthened relationships within the community served by the College.

Analysis and Evaluation
Given that "our community" extends beyond our service area, and President Roquemore has been active in regional, state- and national- level activities, a strength of the College President is the increased level of communication from the Office of the President. He has elevated the role of public information, marketing, and the College Foundation. The President also works to communicate with the external college community through a variety of means. The President writes and disseminates newsletters campus-wide, and holds two information sessions each semester (one mid-day, one early evening), in an effort to keep everyone informed. In addition, he hosts the President's Breakfast each semester during Flex Week, Faculty Professional Development Week, followed by a morning of college updates and, usually, a special topic program.

The benefits to the College of the President's efforts in the community range from connections that benefit our growing Foundation and fund-raising efforts, internship possibilities for students and potentially externships for faculty members, and improved relations with neighboring universities increase transfer pathways for our graduates. We can consider three components of the communication with the communities we serve: drawing in more students and improving their likelihood of success; establishing and strengthening ability to place students after, and during, their experience at IVC as they move into the workforce and/or we further education; strengthening our role, and our perceived role in the

local community. These elements are intertwined and should be synergistic. For example, if work with feeder schools to improve the preparation of incoming students, not only do we expect their success and completion rates to be improved, they are also more likely to aspire to education and careers of higher potential, thus better supporting the economy ["workforce development"] and being more successful should they transfer for continued education.

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Evidence of Meeting the Standard
The South Orange County Community College District's (SOCCCD) Governing Board (Board) consists of seven members elected by voters in south Orange County. Responsibilities of the Board are defined by California Education Code §70902, Title 5 California Code of Regulations (find), and by Board Policy 112 (Duties and Responsibilities of the Board) (IV.C.1). The California Education Code §70902 (b) (1-14) further specifies the responsibilities of the Board, which include ensuring the educational quality and the financial integrity of the District. The Board has the ultimate responsibility for:
- Establishing policies for academic and facilities plans
- Establishing policies for approving curriculum and educational programs
- Establishing academic standards; probation, dismissal and readmission policies; and graduation requirements
- Employing and assigning all personnel, and establishing employment practices, salaries, and benefits for all employees
- The determination and control of the District's operational and capital outlay budgets
- The management and control of district property
- Establishing procedures to ensure faculty, staff, and students have the opportunity to express their opinions, 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 the Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards
- Establishing rules and regulations governing student conduct
- Establishing student fees
- Receiving and administering gifts, grants, and scholarships

The Board exercises its authority and responsibility for policies designed to ensure academic quality, integrity, and institutional effectiveness through established policies consistent with the *District-Wide Mission Statement,* the *District-Wide Vision Statement*, and the *District-Wide Goals* (IV.C.2)*.* To illustrate, the following Board Policies have been adopted to ensure academic quality, integrity, and student learning and safety (IV.C.3):
- BP-5300 (Grading Policy)
- BP-5300 (Grade Changes)

- BP-5301(Course Repetition)
- BP-5320 (Academic Renewal)
- BP-5401 (Rules And Regulations for Student Conduct)
- BP-5404 (Sexual Assaults)
- BP-5505 (Grade Grievance Policy)
- BP-5600 (Associate Degree Requirements)

The Board has adopted several board policies and administrative regulations to ensure the financial integrity of the District including board policies BP-3100 (Budget Preparation), BP-3101 (Budget Management), BP-3101.5 (Fiscal Management), and BP-3102 (Investment Policy) (IV.C.4). According to Board Policy 3100: 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*. The schedule for presentation and review of budget proposals shall comply with state laws and regulations, and provide adequate time for board study. 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 provide to the Board by the annual December board organization meeting that includes dates for presentation of the tentative budget and required public hearings that interested persons may attend and address the Board regarding the proposed budget or any item in the proposed budget
- Unrestricted general reserves shall be no less that 7.5 percent
- Budget projections address long term goals and commitments

The Board of Trustees is the ultimate arbiter regarding legal matters which are deliberated in closed session pursuant to Government Code 54950 et seq. (California Open Meeting Act) and, if appropriate and required by statute, in open session. The Board routinely seeks advice from legal counsel to ensure the integrity of its decisions.

Analysis and Evaluation
The SOCCCD Board establishes policies and regulations to ensure academic quality and integrity, fiscal integrity and stability, student learning, safety, equity, and accountability and accreditation. The Board of Trustees has authority over, and responsibility for all aspects of the institution as established in policy and documented in practice. 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.

While the Board has ultimate responsibility and its actions are final, 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 from the Chancellor's Executive Team (CET), which consists of

the College Presidents, Vice Chancellors, 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, Associated Students, California School Employee Association (CSEA), and Police Officer Association (POA) at all monthly Trustee meetings.

Standard IV.C.2
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
Board members adhere to the guidelines in BP-112 (Duties and Responsibilities of the Board of Trustees), BP-110 (Code of Ethics – Standards of Practice), and BP-180 (Respectful Interactions and Collaboration) (IV.C.5). BP-180 describes the expectations for fostering a district-wide culture of mutually respectful interactions, cooperation, and a climate of civility for all employees.
The Board is composed of members from diverse backgrounds with differing perspectives. During meetings, the Trustees engage in energetic discussion of agenda items and share their individual viewpoints. However, once a decision is reached, they move forward in a unified fashion. The Board members are respectful and inclusive of all input and viewpoints when discussing topics in board meetings and prior to any voting. The Board meetings are taped and posted on the district website (IV.C.6).

Analysis and Evaluation
The Board adheres to the policies and procedures that provide the framework for the members' collective action and individual behavior. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes and videotape of the Board meetings from recent years substantiate this behavior.

Standard IV.C.3
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The Board follows California Education Code and Board policies in the selection and evaluation of the Chancellor and the College Presidents. Board policies, BP-146 (Chancellor Succession), BP-148 (Evaluation of the Chancellor), and BP-4011.6 (Employment Procedures for Chancellor) (IV.C.5, IV.C.7), govern the hiring and evaluation of the Chancellor who serves as the Chief Executive Officer for the District. The Chancellor is responsible for recommending the selection of the College Presidents in accordance with BP-4011 (Employment Procedures for Administrators and Classified Managers) (IV.C.7). The Chancellor is also responsible for the supervision and evaluation of the College Presidents.

Oversight for hiring a new Chancellor is delegated to the current Chancellor or a 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. Direct involvement by the Board is reserved for second-level interviews. In order to select a 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. Each participatory governance group has at least one representative on the first-level interview committee, so the interests of a wide cross section of the District is represented in the search for the District's CEO.

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 Office of Human Resources, 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 the established policy.

In August 2007 the Board adopted Board Policy 148 (Evaluation of the Chancellor) which stipulates that:
- The Board shall conduct an evaluation of the Chancellor at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the Chancellor as well as this policy.
- The Board shall evaluate the Chancellor using an evaluation process developed and jointly agreed upon by the Board and the Chancellor.
- The criteria for evaluation shall be based on board policy, the Chancellor job description, and performance goals and objectives developed in accordance with Board Policy 2100 (Delegation of Authority to the Chancellor) (IV.C.8).

The Board has a clearly defined policy for selecting the Presidents of the Colleges. The hiring procedures are delineated in Board Policy 4011 (Employment Procedures for Administrators and Classified Managers) (IV.C.7). Board Policy 4011 mirrors the hiring procedures for the Chancellor outlined above and clearly specifies rigorous hiring procedures to ensure that the College President is sufficiently qualified to guarantee the integrity of programs and services. Presently, there is no board policy outlining the evaluation criteria for the College President. The Chancellor sets the goals for the College Presidents and evaluates the Presidents based of their assigned goals.

Analysis and Evaluation
The Board is responsible for hiring and evaluating the Chancellor. In turn, the Chancellor is responsible for selecting and evaluating his/her direct reports including the College Presidents. On July1, 2016, Chancellor Gary Poertner announced his retirement after serving as Chancellor since December 2010. For continuity, the Board appointed Vice Chancellor Debra Fitzsimons as the Acting Chancellor of the District. Following a brief search, Dr. Fitzsimons was appointed Interim Chancellor at the August 22, 2016 Board meeting (IV.C.9).

The District is currently in the midst of the process for hiring a new Chancellor. In accordance with the aforementioned policies, Interim Chancellor Fitzsimons has been assigned oversight of the recruitment process. At various venues during the Fall 2016 professional development week, Interim Chancellor Fitzsimons reached out to the shared governance groups and asked that the District as a whole begin thinking about the characteristics that are important in a Chancellor so that individuals will be prepared to provide input in open forums and through their participatory governance leaders. Dr. Fitzsimons also explained that:
- The Board will hire an executive search firm for assistance with the selection process.
- The executive search firm will convene focus group/town hall meetings at both colleges. During these meetings, employee and student input will help develop a Chancellor's profile.
- The executive search firm will use the desired qualities and characteristics for a new Chancellor to develop a job description and timeline for selecting and hiring of the new Chancellor.

Need more here

Standard IV.C.4
The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard
The Board of Trustees is comprised of seven members elected at large to four-year terms by the voters in south Orange County. Each governing Board member qualifies for candidacy by having legal residence within one of seven different trustee areas (IV.C.10). Terms are staggered with elections being held every two years in connection with the general election. In accordance with California Education Code §72023.5 and Board Policy 104 (Student Membership of the Board of Trustees) (IV.C.5), the Board also has a Student Trustee who is elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related matters and collective bargaining items.

Board policy dictates that the Board act as an independent policy-making body that represents the public interest. 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) has been implemented ([IV.C.5](#)). Additionally, Board
Policy, BP-110 (Code of Ethics – Standards of Practice) asserts that each member of the
Board will:

- Avoid any situation that may constitute a conflict of interest and disqualify him/her
  from participating in decisions in which he or she has a financial interest. Conflicts of
  interest may relate not only to the individual trustee but also to his or her family and
  business associates, or transactions between the District and trustees, including hiring
  relatives, friends, and business associates as college employees.
- As an agent of the public entrusted with public funds protect, advance and promote
  the interest of all citizens maintaining independent judgment unbiased by private
  interests or special interest groups.
- In all decisions, hold the educational welfare and equality of opportunity of the
  students of the District as his or her primary concern.
- Conduct all District business in open public meetings unless in the judgment of the
  Board, and only for those purposes permitted by law, it is appropriate to hold a closed
  session.

BP-110 also maintains that a "Board member may be subject to a resolution of censure by the
Board of Trustees should it be determined the Trustee misconduct has occurred."

The Board's role in protecting and promoting the interests of the District is also observed
when the Board engages in advocacy efforts on behalf of the SOCCCD in particular, and
community colleges in general, through its legislative advocates in Sacramento and in
Washington, DC. The Board sets its policy and legislative priorities in consultation with the
Chancellor, a State legislative consultant, and a federal lobbyist firm as illustrated in the
September 2015 Legislative and Advocacy Efforts, Board presentation ([IV.C.11](#)).

Analysis and Evaluation

Board members work collaboratively to advocate for the interests of the District through
interactions with the community, legislators, business organizations, and other public entities.
The Board maintains its independence as a policy-making body by (1) being well-informed
and reviewing all materials in advance of meetings (2) asking questions and requesting
additional information or Board Reports as needed (3) facilitating public input though open
session comments at Board meetings, and (4) maintaining a comprehensive website that
provides information to the public to support transparency in decision making ([IV.C.6).](#)

Standard IV.C.5

*The governing board establishes policies consistent with the college/district/system mission
to ensure the quality, integrity, and improvement of student learning programs and services
and the resources necessary to support them. The governing board has ultimate
responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

The Board establishes and updates policies consistent with the District's mission and
monitors their implementation to ensure the quality, integrity, and improvement of student
learning programs and services. The District-wide mission and goals are reviewed annually
by the Colleges and District Services. The overarching themes of the current mission and

goals are: student success and access, community engagement, respectful interactions and calibration, the economic vitality of the region, and fiscal responsibility (IV.C.2). The first four pages of the District's Adopted Budget provides an overview of budget and planning efforts, major capital projects, technology initiatives, budget resources, priorities and the Board's governing values regarding resource allocation (IV.C.15).

To assure fiscal integrity and the allocation of resources to support student learning programs, the Board has adopted guidelines for annual collaborative planning and periodic progress reports and updates. Board Policy, BP-2120 (Institutional Planning) (IV.C.8) sets forth that the "Chancellor chairs a district-wide planning council which provide opportunities for administrators, faculty, and staff to participate in revising, establishing, and implementing the district-wide strategic plan to be submitted to the Board of Trustees for review, discussion, and revisions as needed, [and] the colleges and district services will use campus meetings, shared governance procedures, and contact with advisory council members and other college and district liaisons to obtain broad-based input on the District-Wide Strategic Plan." The most recent Board presentation on Strategic Planning occurred in December 2015 (IV.C.12).

The Board ensures educational quality through Board policies governing students and instruction (IV.C.3). The Board's commitment to providing resources for enhancing student performance outcomes is illustrated through the District's investment in and support for the development of highly innovative technology tools (IV.C.14) that support educational quality and student success. Investments in technology tools like MAP (My Academic Plan), Sherpa, and the Student Success Dashboard have had positive impacts on the District's student success agenda.

Long-term fiscal stability is key to assuring sufficient resources for student success endeavors and general operations. 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 BP-3100 (Budget Preparation), BP-3101 (Budget Management), BP-3101.5 (Fiscal Management), and BP-3102 (Investment Policy) (IV.C.4). The District Resources Allocation Committee (DRAC), the Basic Aid Allocation Recommendation Committee (BAARC), and BP-3110 (Basic Aid Funds Allocation Process) govern the responsible allocation of all operating and capital outlay expenses to ensure educational quality and financial stability. Both committees are participatory governance committees representing all constituencies. The Board receives regular updates though reports and budget presentations (IV.C.15) including Basic Aid presentations (IV.C.16).

The Board maintains authority over all legal matters associated with the operation of the District. The Board closely monitors legal issues that arise, reviews them in closed session, and approves decisions during open session, as required by legislative statutes.

Analysis and Evaluation
As documented above, the standing policies and practice of the Board of Trustees demonstrates that the Board assumes responsibility for policies and decisions affecting

educational quality, legal matters, and financial integrity and stability. The District's mission is reviewed annually with input from constituencies district-wide to ensure it continues to support the quality, integrity, and improvement of student learning programs. The Board adheres to strict budget planning guidelines and fiscally conservative values, and ensures that the colleges have the necessary resources to deliver quality student learning programs and services.

Standard IV.C.6
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
The District publishes all Board policies, bylaws, administrative procedures (IV.C.17), and specifications related to the Board's size and areas (IV.C.10) on the District's website. Board members adhere to the guidelines in BP-112 (Duties and Responsibilities of the Board of Trustees) and other Board responsibilities outlined the 100 Board Policy Series (IV.C.5).

Analysis and Evaluation
The published Board policies in the 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. The vast majority of policies refer to the corresponding Education Code, Government Code, Title 5, Penal Code, or WASC/ACCJC Standards. The Board publishes bylaws and policies that are publically available, both electronically and on paper. These policies are regularly reviewed and updated when necessary.

Standard IV.C.7
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard
The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws outlined the 100 Series (IV.C.5) of the established Board Policies. The Board acts professionally and works collegially to resolve issues as documented in videotaped meetings and meeting minutes (IV.C.6).

The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges' and District's mission and commitment to educational quality, institutional effectiveness, and student success. Board Policy, BP-107 (Board Policy and Administrative Regulation) (IV.C.5) notes that the "Board of Trustees will periodically review board policies [and] the Chancellor shall assist the Board of Trustees in the formation and revision of all board policies. In addition, 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 Board Policy and Administrative Regulation Advisory Council (BPARC) is a district-wide participatory governance committee tasked with systematically reviewing and updating board policies. Revisions to board policies, once approved by committee, are presented to Chancellor's Council for review and input. The policies are then presented as a monthly agenda item for Board review and discussion. The following month, they are presented for board approval. Once approved, the revised policies are posted to the district's website. Agendas, minutes and documents for BPARC and Chancellor's Council meetings are posted on the district's SharePoint intranet site home page under District-wide Committees (IV.C.18). To illustrate, the following policies and administrative regulations were under review at the May 6, 2016 BPARC meeting:

1. BP-7340 Employee Leaves – *FA Update from March 4, 2016*
2. AR-7340 Employee Leaves- *March 4, 2016*
3. AR-5302 Campus Safety- *Aug 23, 2013*
4. AR-4225 Recruitment of Part-time Faculty – *March 4, 2016*
5. BP-4011 Recruitment – Administrators and Managers
6. AR-4011 Recruitment – Administrators and Managers
7. BP-4720 Abusive Conduct in the Workplace- *Feb 5. 2016*
8. BP-5626 Independent Study – *Sept 11, 2015*
9. AR-5626 Independent Study – *Revised IVC 10-15, 2015*

Analysis and Evaluation
The Trustees act in accordance with established policies. Board meeting minutes, agendas, and videotaped sessions provide clear evidence of the Board acting in a manner consistent with policies, bylaws, and responsibilities. Board policies and administrative regulations are subject to regular review and revision by BPARC. Additionally, the District has recently hired a retired administrator to work part-time as facilitator for Board policy revisions.

Standard IV.C.8
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
At set intervals throughout the year, the Board reviews, discusses and accepts reports that address indicators for student learning and achievement. The Board is updated annually with research and reports on institutional effectiveness, and student success and completion. Presentations are made at the public Board meetings so the Trustees have opportunities to review and openly discuss performance indicators outlined by the Student Success Scorecard (IV.C.13). The Scorecard provides performance indicators on how well the colleges are

doing in remedial instruction, job training programs, retention of students, and graduation and completion rates.

The Board has a second opportunity to review key performance indicators during the review of the ACCJC Annual Report (IV.C.19) which includes institution-set standards, goal/targets, and student achievement measures for students in basic skills courses, CTE programs, and degree and certificate programs. The Annual Report also includes data for SLO assessment, degree and certificate awards, and university transfer rates. The Board has also invited presentations on student success initiatives including ESL & Basic Skills, Financial Aid, Learning Resource Center Tutorial Programs, Enrollment Management plans, and Career Technical Education Certificate programs (Need evidence). During the ensuing discussions the Board has expressed an interest in factors that may contribute to low basic skills completion rates and benchmarking SOCCCD performance data with similar districts.

Analysis and Evaluation
The Board is regularly apprised of data for key indicators for student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and Board input regarding student performance outcomes and the colleges' plans for improving academic quality. The Board's level of engagement, along with its knowledge about student learning and achievement has grown over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges.

Standard IV.C.9
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
The District has an ongoing training program and an orientation program for new Board members that includes a review of ethical rules and responsibilities, compliance with the Brown and Fair Political Practices acts, and an overview of the District's operation. All new Board members including the Student Trustee are oriented prior to them taking office. The Chancellor and District Services staff, in consultation with the President of the Board, facilitate an annual Board retreat, promote Trustee attendance at relevant conferences, and arranges for periodic Board education presentations throughout the year. Additionally, Board members provide oral reports and summaries of the conferences and Board educational activities that they have participated in at each board meeting (IV.C.6).

Board Policy, BP-109 (Board Education) (IV.C.5) asserts that "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." BP-109 adds that:
- 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, leadership, and accreditation standards and expectations.

- Individual trustees are encouraged to participate in at least one conference per year that provides professional development of trustee-related knowledge and skills.
- On an annual basis, the Chancellor will circulate a list of national, state and regional conferences for trustees to select which they will attend, in order to take advantage of discounts on early registration and travel.
- At the board meetings following conferences, workshops and meetings, trustees are encouraged to share their written report from attendance of such conferences, meetings or workshops. The Board President may allow additional time for oral reports beyond the allotted two minutes, provided in the board report section of the agenda.

In practice, the Board training program and new member orientation includes:
- Board attendance at the CCLC Effective Trusteeship Workshop each January
- Board attendance at conferences with CCLC, AACC or ACCT. (Need to spell out acronyms)
- Completion of the online ACCJC's Accreditation Basics online training program.
- New board members receiving an orientation from the Chancellor and the Manager of the Office of the Chancellor and Trustee Services.
- Incoming board members also meeting with each Vice Chancellor from each district services area, the College Presidents, and several other department managers.
- Ethics training through the California Fair Political Practices Commission (IV.C.21).

Board continuity is addressed through the combination of Board Policy BP-108 (Vacancies on the Board) (IV.C.5), which outlines the mechanisms for filling vacancies and with staggered elections. Specifically, Trustees are elected to four-year terms and Board member terms are staggered with elections held every two years in connection with the general election to provide continuity of Board membership.

Analysis and Evaluation
The Board has a consistent program for orientation and ongoing development including self-evaluation. The Board has followed policy in ensuring continuity of Board membership when vacancies have occurred. Staggered Board elections have provided consistency and incumbents are frequently re-elected, adding continuity of governance.

Standard IV.C.10
Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard
Each year the SOCCCD Board of Trustees conducts an evaluation of its performance in order to continually assess its effectiveness. Board Policy, BP-172 (Board Self Evaluation) (IV.C.5) states that "the Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning." The Board's self-evaluation process includes surveys of Board members and employees, discussion of the surveys, and a workshop to review outcomes and set goals. All employees are invited to participate in providing feedback through a survey. A special meeting of the Board is publicized and conducted by a third party facilitator. Information is posted on the district website for public transparency (IV.C.20). The Board fully reviews the surveys and Board goals in an effort toward continual improvement and effectiveness.
The Board of Trustees also holds periodic Trustee listening sessions for classified staff and faculty to hear issues. These are publicized district-wide. The Board may subsequently ask the Chancellor to follow up on any concerns, provide a public presentation or Board report on a specific issue. The listening sessions help the Board clarify and underscore its role at the policy level. The trustee listening sessions improve Board performance by connecting the Board members to the colleges and district. The Chancellor, managers and administrators are asked not to attend these sessions in order to facilitate a more open dialog with Board members.

Analysis and Evaluation
The Board has clear policies and procedures for self-evaluation. The self-evaluation process has heightened the Board's focus on communication and on appropriate roles and responsibilities for policy-making in the District. The Board regularly participates in training, orientation, goal-setting, and self-evaluation activities, which have increased their knowledge of appropriate engagement in policy-making, the accreditation process, college operations, and institutional effectiveness. **Need more here**

Standard IV.C.11
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard
SOCCCD has clear policies and procedures that govern ethical behavior and conflict of interest expectations for Board members as well as employees. The District also has defined procedures for dealing with behavior that violates the code of ethics. Board Policy 154 (Conflict of Interest) (IV.C.5) prohibits Board members from voting, debating, or attempting to influence the vote regarding a contract wherein the Trustee is financially interested as defined by Government Code §1091, and that a Board member shall not engage in any employment or activity that is inconsistent with, incompatible with, in conflict with or

inimical to his or her duties as an officer of the District. Additionally, each Trustee files an annual Conflict of Interest form (California Form 700, Statement of Economic Interests). Board Policy, BP-110 (Code of Ethics – Standard of Practice) (IV.C.5) requires that:

- The Board maintains high standards of ethical conduct for its members.
- Members of the Board are responsible to establish and uphold, implement and enforce all laws and codes applying to the District.
- All Board members are expected to maintain the highest standards of conduct and ethical behavior and to adhere to the Board's Code of Ethics.
- The Board reserves the right to censure any Board member who does not adhere to this policy or engages in other unethical conduct.

The Board completes ethics training required by law for cities, counties, and special districts in California (AB 1234, Chapter 700, Stats. of 2005) through the California Fair Political Practices Commission (IV.C.21). This training is free of charge and is provided online. Upon completion of training, Board members are provided with a Certification of Completion. These are kept on file in the Office of the Chancellor and Trustee Services.

Analysis and Evaluation
The Board of Trustees has a policy governing ethical behavior which includes detailed standards of practice and guidelines for enforcement. Board members are careful to disclose any connections to personal or financial interests that may conflict with their responsibilities as public stewards and abstain from any decision making related to such interests. Board meetings are taped to provide further public transparency. These are available on the district's website the day after a board meeting.

Standard IV.C.12
The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
The Board delegates authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make administrative decisions. Board Policy, BP-2100 (Delegation of Authority to the Chancellor) (IV.C.8) asserts that in compliance with the provisions of the Education Code, the Board delegates full responsibility and authority to the Chancellor to implement and administer board policies and conduct the business of the District and educational programs without interference, and holds the Chancellor accountable for the operation of the District. In addition, Board Policy, BP 2101 (Delegation of Authority to the College President) (IV.C.8) states that "the President is the Chief Executive Officer of the college [and] the President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees in Board Policy 2100."

Analysis and Evaluation
As Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor, the Board has improved its ability to let the Chancellor and Presidents handle operational and administrative details at

the District and Colleges respectively. These practices have effectively empowered the Interim Chancellor to manage the operations of the District while it is evident that the Board holds her accountable.

Standard IV.C.13
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
The Board has a strong and ongoing focus on accreditation. All Board members are made aware of the ACCJC Eligibility Requirements and Accreditation Standards, and processes though ongoing training and Board presentations. The Board's annual training on accreditation includes a review of the ACCJC publication: *Guide to Accreditation for Governing Boards*, and all Board members complete the ACCJC's online *Accreditation Basics* training.

The Board of Trustees is kept apprised of the process and progress of the Colleges in preparing the self-study report through presentations and reports by college and district administration in public meetings (IV.C.22). District services administrators participate on the college accreditation steering committees and keep the Chancellor updated on progress and both colleges publish comprehensive accreditation resources on the college websites.

Analysis and Evaluation
The Board of Trustees is engaged in the Accreditation process. Through training and presentations, Board members remain informed about Eligibility Requirements, Accreditation Standards, and Commission policies. In addition, the Board of Trustees supports the efforts of both Colleges to improve and excel through the approval of institutional policies, processes, and practices that ensure the Colleges meet the Eligibility Requirements and in particular those requirement involving recommendations from pervious self-study reports.

Standard IV.D.1
In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
In accordance with Board Policy BP-2100 (Delineation of Authority of the Chancellor) (IV.D.2) Chancellor Poertner and now Interim Chancellor Fitzsimons have provided

leadership and have both encouraged employees from the Colleges and District Services to work together towards educational excellence and integrity. Through their leadership and communication, the Chancellor and Interim Chancellor have clarified roles, responsibility, and authority between the Colleges and District Services as outlined in the *Chancellor's Perspective* (IV.D.8) and the *District-wide Function Map* (IV.D.7) to support the effective operation of the Colleges. The Interim Chancellor meets regularly with the College Presidents, and faculty and staff leaders to facilitate collaboration, team building, and mutual support for the Colleges. The Interim Chancellor also uses formal forums including District-wide participatory governance meetings, facility ground-breaking and grand-opening ceremonies, District-wide emails, and the Chancellor's Opening Session to communicate her expectations for educational excellence and integrity with College, District, and community stakeholders.

The Interim Chancellor holds the College Presidents to clearly articulated standards for educational excellence, student success, and fiscal stability. She emphasizes and supports consultation with faculty and staff leadership in policies and activities related to student preparation and success, and District and College governance activities through the implementation of the *District-wide Planning and Decision-Making Manual* (SOCCCD PDM) which has the expressed purpose of uniting the collective around the shared vision that "student success is the most important endeavor." (IV.D.6) The SOCCCD PDM, also clarifies roles and responsibilities and promotes "governance structures that enable our Colleges to fulfill their missions and respond effectively to the needs of students."

Chancellor Poertner sought opportunities to communicate about operational roles and delineation of responsibilities to clarify expectations. In The Chancellor's Perspective from June 18, 2015 (IV.D.8), Chancellor Poertner asserts that:
- There are clear lines of authority established between the board and Chancellor and the Chancellor and Presidents.
- Organizationally, neither the Colleges nor district Services reign over each other. Any assumptions that one entity is superior over another sets unreasonable expectations and fuels tensions.
- District Services provides centralized functions, enabling the District to operate more economically and efficiently. Accounting, payroll, purchasing, contracts, job recruitment, and IT systems security are examples of services performed for all departments, divisions, and employees District-wide.
- Some people may not realize that District Services is also responsible for areas related to legal, compliance, policy, legislative, reporting, development, systems, employee complaints, research and planning.

The Chancellor's Perspective also used statements from the employee surveys to provide context thorough examples. To illustrate, an employee noted that "the District does not give my department sufficient supply and equipment budgets." Chancellor Poertner responded by noting that:

> Funds are annually distributed through the District Resource Allocation Committee (DRAC), a participatory governance group, to each College and District Services. All college departments are funded out of college funds and all of those decisions and allocations are made at the college level without interference from the Chancellor or

District Services. Similarly, all District Services funds are allocated through the Chancellor's office.

Analysis and Evaluation

Interim Chancellor Fitzsimons communicates her expectations for institutional excellence and integrity through District-wide participatory governance meetings, civic engagements, electronic communications, and College and District activities and events. In her role as Vice Chancellor for Business Services and her current role as Interim Chancellor, Dr. Fitzsimons has demonstrated leadership in updating the District-wide Function Map and the District-wide Planning and Decision-Making Manual, which clarify the roles and responsibilities of the Colleges and District Services.

Recent discussions during the 2016 update of the *District-wide Function Map* have identified gaps in understanding of roles and authority between District Services and the Colleges. The ensuing dialog was helpful in identifying and addressing service gaps, and providing clarification of responsibilities and authority for employees and stakeholders across the District. To illustrate, as technology advances and the needs of students and the Colleges change, the roles and responsibilities of College IT and District IT will need to be evaluated and updated more frequently.

Standard IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Interim Chancellor Fitzsimons has clearly communicated the delineation of functions and responsibilities of District Services from those of the Colleges in accordance with Board Policies (IV.D.1, IV.D.2, IV.D.3, IV.D.4, and IV.D.5):
- BP-112, Duties and Responsibilities of the Board of Trustees
- BP-2100, Delegation of Authority to the Chancellor
- BP-2100.1, Delegation of Authority to the Academic Senate
- BP-2100.2, Role and Scope of Authority of the Academic Senates
- BP-2101, Delegation of Authority to the College President
- BP-3001, Delegation of Authority
- BP-4309, Duties and Responsibilities of the Faculty
- BP-4056, Classified Employees Participation in Decision Making
- BP-5627, Student Participation in Governance

In sum, there are over 20 Board Policies and associated Administrative Regulations that address the delineation of roles, responsibilities, and authority. As mentioned in Standard IV.D.1, the two primary documents that address the delineation of duties are the *District-*

wide Function Map (<u>IV.D.7</u>) and the *District-wide Planning and Decision-Making Manual* (<u>IV.D.6</u>). Additionally, governance, fiscal, and operational responsibilities are often clarified and refined in the District-wide participatory governance committees and councils, including the:

- Basic Aid Allocation Recommendation Committee
- Board Policy and Administrative Regulation Advisory Council
- Business Continuity Planning Committee
- Capital Improvement Committee
- Chancellor's Council
- District Online Education Committee
- District Resource Allocation Committee
- District-wide Planning Council
- District-wide Technology Committee
- Learning Services Coordinating Committee

The Interim Chancellor ensures that the Colleges receive effective and adequate District Services support through dialogue, the governance structure, and the scope of authority of the units in District Services. Services at the District level are organized through the offices of the Vice Chancellor for Human Resources, the Vice Chancellor for Business Services, the Vice Chancellor for Technology and Learning Services, and the Chancellor and Trustee Services.

The Office of the Vice Chancellor for 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; and human resources information systems.

The Office of the Vice Chancellor of Technology & Learning Services coordinates educational programs, technology services, and District-wide research. The Vice Chancellor also provides leadership in enrollment management; distance education; workforce development programs; online services, products, and programs; security, reliability, and continuity of all District-wide network infrastructure, computer operations, and telecommunications; the maintenance of MIS data and reporting tools; and the maintenance of the Student Information System (SIS), My Academic Plan (MAP), MySite, the Learning Management Systems (Blackboard and Canvas), and Workday.

The Office of the Vice Chancellor for Business Services provides oversight of all business departments, including Fiscal Services, Facilities Planning and Purchasing, Accounting, Payroll, and Risk Management. The Vice Chancellor collaborates with the two Colleges to prepare the tentative and final District budgets, and provide support and expertise to the District Resources Allocation Council (DRAC). The Vice Chancellor's office also provides oversight of the annual audit; new construction and facilities renovation; master plan development; and warehouse/mailroom services.

The Office of the Chancellor and Trustee Services is responsible for the coordination of all regular and special Board meetings, including notification, preparation, and distribution of agendas and minutes. Office responsibilities also include dissemination of information District-wide, coordination of District-wide events such as the Chancellor's Opening Session during Professional Development (Flex) Week each semester, and coordination of District-wide committee meetings including the Chancellor's Executive Team, the Chancellor's Cabinet, and the Docket and District Leadership Team. Public Affairs, a division within the Office of the Chancellor, is responsible for coordinating marketing; government, community and public relations; and media relations.

The services provided to the Colleges by District Services are evaluated through discussions in, and surveys for, the participatory governance committees. For example, the District's resource allocation process is evaluated by several committees including CIC, BARC, and DRAC. Evaluation of services is also done with a bi-annual District-wide climate survey (IV.D.9). The survey is used to provide opportunities for employee feedback and identify future goals. Lastly, evaluation of services is also done by each District Services department through the use of Administrative Unit Reviews (AUR) with goals, action steps, and documented outcomes (link to AUR).

Analysis and Evaluation
The Interim Chancellor strives to continuously delineate and outline the functions of District Services and its operational responsibilities to support the Colleges in achieving their missions. The adequacy and effectiveness of District Services are evaluated through Administrative Unit Reviews and employee satisfaction surveys. The District and Colleges almost continually discuss and evaluate the resource allocation process and the DRAC model. Yet, financial accountability policies are in place to ensure that the Colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability.

Given that college employees periodically expressed concerns that District Services occasionally overreached and got involved in college operations, Chancellor Poertner arranged *District Services Road Shows* (IV.D.10) at the Colleges to provide an overview of each department, highlight topic areas where employees might need assistance, gather input from employees, and identify areas for improvement. The Road Shows are widely marketed to all employees and the Road Show materials and resources are kept on the District's SharePoint site for future reference. Also, in response to feedback from the Colleges that District Services did not always appear to act in service of the Colleges, a professional development event was held March 22, 2016 that focused on improving the customer service skills of District Services employees.

- Add evidence for the HUGS (Higher Understanding Group Sessions) - meetings that are periodically held to resolve issues?

Standard IV.D.3
The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
The District has established resource allocation policies and procedures that support the effective operations and sustainability of the Colleges and District Services. Under the leadership of the Interim Chancellor, College and District personnel work together to ensure effective control of expenditures and financial sustainability for the Colleges and the District Services.

DRAC and BAARC are the primary committees that provide leadership on District level budget policies and recommendations to the Interim Chancellor. The allocation of District general fund resources to the Colleges occurs in accordance with Board Policies, BP-3100 (Budget Preparation), BP-3101 (Budget Management), BP-3101.5 (Fiscal Management) (IV.D.3), and the *Budget Development Guidelines* (IV.D.11). The *Budget Development Guidelines* were developed to "ensure wise and prudent use of public resources, promote financial strength and stability, and maximize educational opportunities for students." In addition, the *Budget Development Guidelines* (IV.D.11) specify that despite the District's current basic-aid status:

- The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
- Excess revenue above apportionment shall be allocated at the College or District for one-time purposes such as to cover some of the unfunded obligations for the retiree benefit plans.
- Excess revenue above apportionment shall not be used for ongoing expenditures, such as salaries.
- Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the District's future financial stability.
- A general fund reserve for economic uncertainties of no less than 7.5 percent of the projected unrestricted revenue shall be maintained.

The District has established effective policies and mechanisms to control expenditures. College and District financial statuses are regularly reported to and reviewed by the Board, and the District commissions annual fiscal *Audit Reports* (IV.D.12). The audit is designed to provide reasonable assurance that the financial statements are free of material misstatement. The annual audit considers the District's internal controls over financial reporting in order to plan the audit but does not give an opinion on those controls. The District's participatory governance committees also provide comprehensive budget and financial oversight, including reviews of the District's CCFS-320 filings, full-time Faculty Obligation Number (FON), enrollment projections, and year-to-year comparisons with enrollment targets.

Analysis and Evaluation
SOCCCD has a long history of financial conservatism. The Colleges and District Services adhere to standards of good practice that include the maintenance of adequate reserves and

the obligation to maintain balanced budgets. Through the effective control of expenditures, District Services and the Colleges have consistently closed out the fiscal year with positive ending-balances. Each College President is responsible for their college budget and has the authority to collaboratively develop and implement appropriate processes for budget development and the effective utilization of financial resources in support of his/her college mission.

The District's Fiscal Services Office processes and facilitates the distribution of resources to the Colleges in accordance with the DRAC Model, State and Federal categorical fund allocation guidelines, and Board policies. The majority of resources allocated to the Colleges are data-driven and reflect the needs of the institution through application of State-mandated guidelines and the local Board approved budget guidelines.

Standard IV.D.4
The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
As outlined in Standards IV.B.1 and IV.D.2, the Board of Trustees has adopted multiple policies and procedures to ensure that the Chancellor gives full responsibility and authority to the College President. In January 2009 the SOCCCD Board of Trustees adopted Board Policy BP-2101 (Delegation of Authority to the College President) (IV.D.2). This policy establishes the College President as the final authority on the College level. At each College, the College President is therefore expected to:
- Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan.
- Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
- 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.
- Propose strategies for selecting and retaining diverse high quality full-time faculty, staff and administrators.
- 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.

In practice and accordance with Board Policy, BP 2101 (Delegation of Authority to the College President) and the adopted *District-wide Function Map* (IV.D.7), the Interim Chancellor delegates full authority and responsibility for college operations to the College Presidents and supports them in implementing District policies at their respective Colleges. The College Presidents are held accountable for their Colleges' performance by the Board

and Interim Chancellor, but have the ability to conduct their work without interference from the Interim Chancellor and Board.

Analysis and Evaluation
The College Presidents serve as the chief executives for their respective Colleges and they ensure the quality and integrity of programs and services, fiscal sustainability, and accreditation status of their Colleges. The Interim Chancellor delegates fully the authority and responsibility to the College Presidents for implementing College and District policies without interference. The College Presidents are held accountable for the performance of their Colleges by the Board, the Interim Chancellor, and the communities they serve. **Need to find an example with evidence for this section**

Standard IV.D.5
District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard
SOCCCD has adopted District-wide integrated processes for fiscal, facilities, strategic, and technology planning. These processes provide the framework for planning integration across the District with the goal of promoting student learning and institutional effectiveness. Administrative Regulation, AR-2120 (Institutional Planning) (IV.D.2) espouses that "District-wide goals will be integrated with the Colleges and District Services and reflected in their respective written planning documents." The District-wide Integrated Budget Planning Resource Guide (IV.D.15), provides information about the planning and budget process in the District. From a fiscal standpoint, the *Budget Development Guidelines* (IV.D.11) and the application of the *District Resource Allocation Model* align the college planning process with the District planning process. Also, the College's Education and Facilities Plans (IV.D.16) are integrated with and inform the overall District's *Education & Facilities Master Plan* (IV.D.17).

The Colleges' strategic plans are integrated with the District-wide Strategic Plan (IV.D.13), through alignment of goals between the two. To illustrate, Goal 1 from the District-wide Strategic Plan indicates that "SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration" and Goal 1 from the IVC Strategic Plan (IV.D.14) indicates that "IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration." The Colleges have in-effect adopted the strategic goals of the District, but the Colleges have sufficient autonomy and responsibility to implement unique objectives for the shared goals based on local conditions and institutional priorities.
The District Technology Plan (IV.D.18) is aligned with the District-wide Strategic Plan (IV.D.13), and establishes the framework of goals and objectives that guide District-wide technology planning. The IVC Technology Plan (IV.D.19) is integrated with the District Technology Plan and both establish standards and prioritize the deployment of technological solutions based on available resources.

There are several mechanisms used to evaluate the effectiveness of integrated planning throughout the District. District-wide and College-wide participatory governance planning committees assess their effectiveness through the annual committee self-evaluation process (evidence). Administrative Unit Reviews (AUR) (IV.D.25) include an analysis of planning outcomes and a review of planning process (evidence).

Analysis and Evaluation
SOCCCD has established mechanisms for integrated District-wide strategic planning. This integration involves collaboration and cooperation between the Colleges, District Services, and participatory governance committees. Assessment mechanisms include discussion and subsequent updates of governance and decision-making processed, District-wide surveys, College-wide surveys, governance committee self-evaluation, and AURs.

Standard IV.D.6
Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard
Board Policy, BP-2001 (Administrative Organization) (IV.D.2) maintains that for "the District and the Colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business." To promote effective and timely communication, the Interim Chancellor meets weekly with the College Presidents to discuss executive issues and ensure seamless operations of the Colleges. SOCCCD also has a robust participatory governance process in which numerous councils and committees with diverse representation meet regularly to enhance communication and ensure the effective and timely flow of information between and among the Colleges and District Services. In accordance with the Brown Act, agendas are posted in advanced of meetings, and minutes and meeting handouts are posted electronically on the respective committee's SharePoint site. For example, the Chancellor's Council meets monthly to discuss District-wide topics and all constituency groups are represented. Council members provide updates and are responsible for communicating information back to their constituencies in a timely manner.

The Executive Director of Public Affairs and Government Relations in the Chancellor's Office reports outcomes from board meetings via *Board Highlights* (IV.D.20), a newsletter sent out via email District-wide following each regular Board meeting. These are also posted on the District website. The Public Affairs Office also sends out announcements from District Services departments via District-wide email on various subjects to ensure a high level of effective operations and constant communication with employees. The District Services administrative units have conducted Road Shows (IV.D.10) and produced and distributed newsletters (IV.D.21) to enhance communication and ensure the effective operation of the Colleges.

- Need to find evidence and add information about HUGS (Higher Understanding Group Sessions)

Analysis and Evaluation

Due to sheer size, complexity, and volume of activity, the Colleges and District Services periodically struggled with communication. Maintaining consistent engagement and effective communication has been a priority for Chancellor Poertner and Interim Chancellor Fitzsimons. To address communication deficits, the District, Colleges, and primary planning bodies have all adopted strategic planning goals that include the need for ongoing efforts to promote "respectful interactions and collaboration." Table IV.1 and Table IV.2 outline the results of the most recent College and District employee survey results that are related to communication and collaboration (IV.D.24, IV.D.22). (update links for surveys).

The Colleges and District Services have improved in many respects. Stakeholders have improved access to information. College and District Services SharePoint sites host information and resources for the primary units and governance committees, as well as newsfeeds, announcements, meeting agendas, handouts and outcomes, directories for assistance, and archived communications for reference. Committees and councils have increased their membership to ensure broad constituent representation, in part to add new perspectives to the conversation but also to improve transparency about processes. The advent of Road Shows, HUGS, newsletters and other endeavors to improve communications highlight the District's commitment to promoting timely, accurate, and complete communication in order for the Colleges to make decisions effectively.

Standard IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

Under the guidance of Chancellor Poertner and Interim Chancellor Fitzsimons, the District regularly evaluates and communicates the effectiveness of role delineations between District Services and the Colleges for governance and decision-making processes. Role delineations are evaluated during the bi-annual review of *District-wide Function Map* (IV.D.7) and the *District-wide Planning and Decision-Making Manual* (IV.D.6) with revisions made based on input from participatory governance committees, administrative units, the Chancellor's Cabinet, and college stakeholders. The Function Map is currently being reviewed and updated and will be finalized prior to the Colleges 2017 site visit.

The District has implemented and upheld an annual process for governance committee evaluations, and analysis and reporting of results (Add Evidence). These committee self-assessments usually document the committee's accomplishments and challenges in addition to highlighting areas for improvement in the College and/or District governance processes (Add Evidence). District Services and the Colleges have designed and administered bi-annual

District-wide and College-wide surveys, the results of which are discussed widely and posted on the College or District website for review. The District institutionalized these cycles and continues to review and revise processes to assure integrity and institutional effectiveness.

Analysis and Evaluation

SOCCCD has processes and regularly evaluated District and College role delineations, governance, and decision-making. It has developed mechanisms for wide communication of the results of these evaluations. The District and Colleges have conducted surveys (IV.D.24, IV.D.22), analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. To illustrate, the following are excerpts from the 2014 District Climate Survey:

I am aware of the District-wide integrated strategic planning process.		
Strongly Agree	63	9%
Agree	315	47%
Disagree	170	25%
Strongly Disagree	37	5%
Don't Know/Not Applicable	88	13%
Total	673	100%

I feel planning in our District is effective.		
Strongly Agree	38	6%
Agree	254	38%
Disagree	150	22%
Strongly Disagree	55	8%
Don't Know/Not Applicable	176	26%
Total	673	100%

I am aware of the District-wide Planning and Decision Making Manual.		
Strongly Agree	49	7%
Agree	203	30%
Disagree	191	28%
Strongly Disagree	90	13%
Don't Know/Not Applicable	140	21%
Total	673	100%

- **Add more here**

Quality Focus Essay
Action Project One: the Resource Request Process
Overview

Action Project	Outcomes	Alignment with Standards
Resource Request Process Component of Budget Development and Management	Strategic	IA, IB, IC, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, IVA, IVB

Since 2007, IVC faculty, classified staff, managers, and administrators have been working together to develop and improve our methods for allocating resources in a fair, equitable, and open fashion that reflects our strategic intentions and operational needs. Funds not already allocated for our general costs of doing business—including salaries and benefits, utilities, ongoing maintenance and upkeep, and office and instructional supplies—are scarce and thus highly sought. All of our college processes, including those for allocation of resources have been evolving steadily; the component engendering the most discussion about the need for improvement is our Resource Request Process.

The College receives funds from diverse sources, many of which have specific restrictions. Until recently, the allocation of funds from most of these sources have been managed by one or two administrators or managers who have been designated as the functionary most closely involved with the designated uses of these funds. In 2011, however, the Resource Request Process was revised to permit any employee to make a resource request to include funding sources other than general fund in the process that employed the Strategic Planning Committees (SPCs) to prioritize allocations.

To increase the efficiency and open access for requestors, appraisers, and observers in the process, a program was developed in-house to meet the specifications of the process. This development has been fortuitous because each iteration has resulted in modifications to the process, and therefore the program, in response to feedback from all involved parties. The system is a vast improvement over the paper-based process used in the past, and most of the people involved agree that we are seeing incremental improvement with each cycle of use, review, and revision in each subsequent year.

Three remarkable aspects of the process we now employ are:

- All employees are invited to submit requests into the system; the requests remain in the system available to view and track, throughout the entire process. All employees have access to the IVC SharePoint site, InsideIVC.edu, where the progress of any proposal through its consideration and minutes of committee meetings can be monitored by any interested employee.

- Review includes the budget manager of the area or department from which the request originates, the directors of College Technology Services and Facilities (if relevant), and the appropriate Vice President to get a sense of need and relevance from the people most involved technically and operationally with the proposal. Then, one or more SPCs rate the proposal, to prioritize each proposal from a college-wide perspective as well as with a view to its strategic import. Final open collegial review occurs in the Strategic Planning and Accreditation Council (SPAC). Membership in all the SPCs

and SPAC thus represents all governance groups, and decisions are made by consensus. SPAC makes its recommendations to the President who makes funding decisions.

- All sources of funding are listed and considered (to the extent that their restrictions allow) when SPAC deliberates on its final recommendations. This procedure makes all sources of funds visible to the college community. Further, within the limits of their restrictions, the college community as a whole, through its representatives on SPCs and SPAC, prioritize the use of these various funds.

Each of these three components affords major benefits to the college, but each also results in challenges that we continue to work to address, while at the same time being mindful of preserving the strengths of the system. **The goal of this project is to develop a Resource Request allocation process that better balances the virtues of the current system with advancing solutions to its major problems.**

The primary challenges that we have encountered are that our process is cumbersome, laborious, and takes much too long to complete. Many of these weaknesses are a direct consequence of allowing anyone to make a request and keeping all requests in the system throughout the process, which greatly increases the number of requests being considered. Having many eyes review and rate or comment on each request is laborious and seems, to many, to be redundant or superfluous. Especially in cases where several requests are submitted, it takes a long time for people to complete their review work. In the old system, managers and administrators consulted with Vice Presidents or the President in some cases, and the VPs and President decided how to allocate most of the funds from the various special funding sources. Only the available general fund amount was seen by the previous Resource Request process. Thus, this process could be completed relatively quickly, as the VPs and President made executive decisions. Funding was provided, but the decisions were often seen as mysterious to much of the college community. In the new process, every request is reviewed by at least one SPC, thereby facilitating a more open discussion. These meetings are open, and anyone is permitted to speak. While decisions take much longer, more people contribute to the effort, and the process is visible.

When only the unrestricted funding was considered in the open Resource Request process, it was clear that many fewer requests could be accommodated, which greatly reduced the need for extended conversation. Only the highest value requests could be considered.

Furthermore, in the previous system, many of the requests would not be discussed in an open forum, and many others were funded by the college administration using available funding sources. A great deal of the college budget was, at that time, not visible to most of the college community, including the budget committee (then the Strategic Planning and Budget Development Committee) and College Council. Now the SPCs and SPAC must work with a far more complex spreadsheet of funding sources and requests, which is a far more challenging prospect for a committee as large as these compared to the past practice.

In our view, the new process has the critical benefits of openness and inclusive decision-making along with the detriments of being time and human resource-consuming. While we believe we have been improving it each year, we still have many improvements to make. One idea currently being considered by committee members who have been involved in this process is to review requests two or three times per year, instead of the current practice of rating requests in the Spring. This change would address two main problems: the number of

requests and thus, the workload entailed, and the fact that some funding sources have a fiscal year that differs from that of the college general fund. Currently, this discrepancy further confuses the review process and our attempt to keep all decisions open and visible. Reviewing a smaller number of requests in a shorter season could be more feasible than taking them all at once, could furthermore permit a more thorough discussion, and could result in a shorter response time for requesters. Even if the number of requests increases slightly with a "rolling" system as envisioned, we believe the smaller number being considered at each period will reduce the human toll.

We are currently piloting a revised process along these lines, incorporating the aspects of the process that seem to be working well and attempting to address the shortfalls. When we have an acceptable process, IVC Technology Services department will update the program to support that process.

Action Project Two: Online Education at Irvine Valley College
Overview
During Irvine Valley College's Strategic Planning Process for 2014-2015, Online Education was selected as an area for enrichment and growth in the 2015-2016 academic year. Since that time, multiple initiatives have begun in this area. Specifically, the college leadership has had integrated planning and decision-making for online education, as well as integrated planning, Program Review and resource allocation. As a result of these processes, Online Education has been selected as one of two areas for the Quality Focus Essay.

Action Project	Outcomes	Alignment with Standards
Online Education Planning and Implementation	Strategic	I.B.6,I.A.1,II.A.7,II.B.1,II.C.1, III.A, B, and C, IV.C, IV.D, and Substantive Change for OE

Irvine Valley College's online education offerings are guided by the philosophy that, as an institution of higher learning, we strive to find innovative ways to enhance student learning and achievement in order to ensure both student access and institutional effectiveness. We therefore embrace a culture of academic freedom and shared governance in promoting excellence in online education. The Online Education Task Force (OETF) is composed of two Faculty Co-chairs, the Dean of Online Education, the Director of Technology Services, faculty representatives from each School, and relevant other representatives, such as student services (others attend when related agenda items are on the calendar, e.g., Assistive Technology, Learning Resources, etc.). IVC offers online learning that consists of programs and courses offered fully online and partially online (hybrid) with the guiding principle of enhancing overall access for students to achieve and completing their educational goals, with support provided to faculty and related resources. The key documents that support this principle are the IVC Planning and Decision-Making Manual, Distance Education Faculty Handbook, Online Education Strategic Plan, and Online Education Administrative Unit Review (AUR). (IVC Planning and Decision-Making Manual: Planning-and-Decision-Making-Manual_rev120215_kts-clean, Distance Education Faculty Handbook: Irvine_Valley_OE_Faculty_Handbook-2016-05-02-OETFapproved-cln, and Online Education Strategic Plan: IVC Strat Plan 2016-05-16-OETFapproved, and Online Education Administrative Unit Review: OE AUR: DE AUR 5-16-16_OETFapproved).

Description, Purpose and Goals

Our campus embraces values of student access and success, innovation, mutual respect, lifelong learning, diversity, shared governance and student learning excellence. These values, along with the IVC's Mission statement, guide the internal review of the institution and integrate external changes, such as technology and innovation, which impact the student learning experience and require planning, change and action. Following a period of steady growth in online offerings at the college and acknowledging stable enrollments, the college—via collaboration with the Dean of Online Education and the Online Education Task Force (OETF)—made a commitment to systematically re-enforce a framework for online learning, using planning and resource allocations to prioritize actions for improvement in faculty professional development and student learning. (OETF Priorities List: Top OETF Priorities for 2016-2017, OETF Meeting Agenda for the first Fall 2016 Meeting: OETF Agenda 2016-08-29.docx).

Each year, the OETF addresses and assesses significant goals with achievable outcomes, (i.e., what has been accomplished in the prior year is assessed, discussed, changes are made, with documents updated and new priorities established for the upcoming year). To meet the identified areas of need in this self-evaluation, the goals for OE form the framework of quality established by the OETF. These include:

➢ Regular and effective contact and student engagement in learning through a review of the DE Faculty Handbook and quick sharing at each School meeting in the Fall semester
➢ Faculty professional development
➢ Online course approval process
➢ OE strategic plan and resource request process and actions
➢ Collaborative decision-making process within the OETF and as the OETF recommendations are forwarded and approved according to the IVC Planning and Decision-making manual
➢ Work with the Technology Advisory Task Force to align technology, helpdesk, and faculty training (e.g., 508 and 504 compliance).

When the Online Education (OE) Strategic Plan was developed, the college intentionally integrated the Districtwide Strategic Plan, IVC Strategic Plan and IVC Technology Plan to support the strategic directions outlined in the IVC OE Strategic Plan. The Administrative Unit Review (AUR), with outcomes (AUOs) are directly linked to the strategic plan. OETF also consults with and communicates planning, annual priorities and technology and innovation needs to the Technology Advisory Task Force (TAFT). IVC continues to make changes to its Online Education program and courses in order to continually improve learning and instruction. (Online Education Strategic Plan: IVC Strat Plan 2016-05-16-OETFapproved, District-wide Strategic Plan: 04. 2011-2014 DW Strategic Plan, IVC Technology Plan: IVC Technology Plan 2016-2021 Revised May 2016, OE AUR: DE AUR 5-16-16_OETFapproved).

Ongoing Strategies and Action Plans

IVC engages in continuous and systematic evaluation and planning of its Online Education offerings. Specific strategic areas that have been identified in this process include:

- ➢ Regular and effective contact
- ➢ Professional Development
- ➢ Learning Resources, 508/504 compliance
- ➢ Learning Management System (LMS) migration
- ➢ Faculty representation and consultation in online course approval via curricular approval process
- ➢ Unit representation from both School Faculty Representatives and Offices of Instruction and Student Services for dialogue and recommendations regarding steady expansion of course offerings and systematic planning for program completion via online offerings.

Three actions form the core of ongoing strategies and action planning: Curriculum Process, Migration to a new Learning Management System, and Strategic Planning for online courses and programs.

The **Online Education Task Force** (OETF) has been established to work on these areas identified as core functions to support quality online educational learning. This group is comprised of faculty, administration and classified staff.

Distance Education Curriculum Process

The curriculum proposal process requires teamwork and effort from many different faculty members and administrators. The Curriculum Committee must approve each course taught in an online or hybrid format. The process to develop a new online or hybrid course may take up to a year. The actual development and design of the course is approximately 100–300 hours.

Each mode of instruction for an existing course intended for delivery by Online Education (OE) is separately reviewed and approved by the Curriculum Committee prior to being offered. For online courses, including both 100% fully online courses and hybrid courses, the curriculum process is as follows: it begins with faculty who complete and submit an OE/DE proposal for the course as per the DE faculty handbook (linked below). The OE/DE proposal (form linked below) moves through the curriculum approval process beginning with a review by other faculty in the same School, then is reviewed and approved by the Department or School Chair. Upon approval, the proposal is reviewed by the Alternate Media Specialist, who works with faculty to insure the course is accessible (meets Section 508 compliance) for all students. After further review by Technical (Tech) Review, which is a subcommittee of the Curriculum Committee, then suggested changes addressed by faculty, followed by the OE/DE proposal being sent to the Curriculum Committee for approval, and finally on to the IVC Academic Senate.

The OE/DE proposal process focuses on establishing how faculty will engage students throughout the course. Methods used for substantive, regular, effective academic engagement must be described in terms of the tools used and how frequent the contact is.

IVC has been working hard to increase our online course offerings and this process begins with curriculum approval. Currently, IVC has fully approved 281 courses for 100% fully online courses and/or hybrid courses and another 54 courses are currently in the process of being approved.

In order to continue to insure the rigor and quality of our online and hybrid course offerings, the OETF is in the process of developing a system and rubric for evaluating online courses. The development of the process will take place organically, primarily through discussion in the Online Education Task Force meetings. The goal is to develop a process based on the input by faculty and online education policies. The OETF will begin with discussing what areas of the course should be assessed including course design, accessibility, interaction and collaboration in the course, methods of assessment, and support for learners. This discussion will lead to the development of a rubric and a systematic process of course evaluation for OE/DE courses.

(Distance Education Faculty Handbook: Irvine_Valley_OE_Faculty_Handbook-2016-05-02-OETFapproved-cln, Curriculum DE Proposal Form: Curric DE Proposal Form-12-1-14-DETF AS APTC approved)

Learning Management System Migration

The California Community Colleges have implemented the Online Education Initiative (OEI). One of the primary offerings of the OEI is a subsidized migration to a LMS that has been selected and recommended by the OEI Canvas. Irvine Valley College began the process of exploring this opportunity in August 2015. Over the last academic year, the OETF has worked to develop a LMS decision-making process, an endeavor that has involved multiple presentations from two LMS vendors (Canvas and Blackboard), faculty participation in the Canvas "sandbox", college-wide forums to discuss both the process and assessment of vendor demonstrations, and feedback from the Canvas Pilot Workgroup. Based on the results of these explorations, the OETF made a recommendation to the Academic Senate and the Academic Planning and Technology Committee (APTC) to migrate from Blackboard to Canvas. In addition to providing this input to the reporting groups for OETF, the recommendation was vetted with the Technical Advisory Task Force, Budget Development and Resource Planning Committee (BDRPC), Strategic Planning and Accreditation Committee (SPAC), and District Online Education Committee (DOEC). During Spring 2016, Summer 2016, and Fall 2016, the OETF provided professional development for faculty to learn Canvas (see below for the Professional Development Table); the OETF will continue to support professional development opportunities through the final migration phase-in. For Fall 2016, we had a Canvas Pilot consisting of approximately 70 sections. The plan is to continue to assess, expand, and support Canvas Phase-in implementations during Spring 2017 and continuing through the final migration phase-in. (IVC LMS Decision-Making Plan 2015-updated-OEC-2015-11-16, OETF Rec-LMS_030716)

Online Education Strategic Planning

The focus of the plan is to continually improve student access and faculty development to enhance completion, success, and instructional excellence.

As a part of the action plan and process improvement, the Irvine Valley College Online Education Strategic Plan was created in 2015. This plan was a response to the high impact of online education on Irvine Valley College. In Fall 2009, the Online Education course offerings accounted for approximately 8% of college's total enrollment; as of Fall 2015, the percentage has steadily increased to 14%. There are 5 Certificates of Achievement (COAs) offered 100% online. There are 35 Certificates of Proficiency (COPS) offered 100% online. Other AA

degrees and GE Certifications can be earned in an online environment, including CSU/IGETC requirements.

In response to this growth, and in alignment with IVC's Online Strategic Plan, departments at IVC can determine the suitability of their courses for online offerings. The OETF assesses student satisfaction and information every semester and uses this information to address any issues and confirm priorities and goals. (Semester based Student Surveys: DE Student Surveys and Reports, Annual OE Reports: Annual OE Reports).

The process to develop the Online Education strategic plan involved faculty input, from academic school meetings, Program Reviews, the OETF, forums and college-wide presentations (e.g., Faculty professional development week).

The purpose of the IVC Online Strategic Plan is to **increase access and success** for online students through:

1) **Determining** which components are essential to providing appropriate and effective online course offerings and services to students, enabling them to complete requirements and participate in a quality educational experience without physically visiting the campus sites;

2) **Assessing** the background and current state of those components, and making recommendations regarding ways to improve;

3) **Developing** a vision for the expansion of the online site to serve the needs of our students and prospective students and helping them reach their educational goals through online learning;

4) **Ensuring** the subsequent development and support of a robust online education offering at Irvine Valley College;

5) **Establishing** a key place for online learning and the online site in the IVC Planning and Decision Making Manual (PDM);

6) **Evaluating** infrastructure needs for the online site and projecting the resources necessary to build that infrastructure;

7) **Involving** the online site in provision of comprehensive educational programs that fulfill the South Orange Community College District's Mission.

The IVC Online Education Mission Statement created in this process is: *"The IVC College Office of Online Education will promote student success and faculty development by providing resources, policies, procedures, and services to students and faculty to support high quality online instruction and learning."*

The IVC 2014-2017 Online Strategic Goals include:
1) **Goal 1:** IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaborations;

2) **Goal 2:** IVC will promote students' success by enhancing the teaching and learning environment;

3) **Goal 3:** IVC will advance economic and workforce development through regional partnerships with educational institutions and industry, and by strengthening career technical education;

4) **Goal 4:** IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

Under this process, the following online education objectives were developed.

Objective 1.1	Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide on the topic of Online Education.
Objective 1.2	Improve district climate in the areas of optimism, commitment, and respectful collaborations on the topic of Online Education.
Objective 1.3	Improve the representation process through active engagement and communication on the topic of Online Education.
Objective 1.4	Increase professional development opportunities that potentiate employees' talents and interests on the topic of online education.
Objective 2.1	Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps for courses and programs via online/hybrid modalities.
Objective 2.2	Increase employee professional development opportunities that focus on student success outcomes for Online Education.
Objective 2.3	Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support for courses and programs offered as Online Education.
Objective 3.3	Provide relevant, innovative, and appropriate workforce training, including courses and programs offered as Online Education.

These objectives are currently being implemented on the IVC Campus. (Online Education Strategic Plan: IVC_Strat_Plan_2016-05-16-OETFapproved, OE AUR: DE_AUR_5-16-16_OETFapproved).

Resources
The college's annual Resource Request Form (RRF process) ensures these resources are integrated into the institutional allocation process to support the broad based mission of Irvine Valley College. The OETF submitted a RRF outlining priorities focused on faculty professional development, instructional and student services support services and planning for consideration of a new Learning Management System (LMS). The request for the DE Baseline Budget was approved and subsequent actions relate directly to the strategic planning priorities and these funds continue to support a systematic and robust faculty professional develop

calendar. (Appendix A, Online Education Strategic Plan: IVC Strat Plan 2016-05-16-OETFapproved).

Providing faculty Professional Development opportunities is a foundational activity for the OETF and the Faculty Co-Chairs. The college is in the process of transitioning to a new LMS and professional development is essential in assuring a smooth transition; therefore, the OETF is offering multiple @ONE Introduction to Teaching with Canvas trainings. In addition, the OETF is offering multiple @ONE Introduction to Online Teaching and Learning, which focuses on effective practices in online instruction; this workshop builds on a solid understanding of California Community College distance education policies and procedures, giving faculty the opportunity to actively create an effectively designed online learning unit, maximize student success, develop online policies, identify the functions of a course management system, explore dynamic online content options, evaluate online assessments, and successfully apply copyright and fair use practices to digital content. In addition to these trainings, the OETF has supported the following professional development opportunities in the past three years:

IVC Online Education Professional Development Actions, 2014-2016:

Professional Development Opportunities	Dates	Participants
@ONE Online Training: Introduction to Online Teaching and Learning	Spring 2016: February 16, 2016 through March 11, 2016	16 faculty members successfully completed
	Summer 2016: July 11, 2016 through August 5, 2016	17 faculty members successfully completed
	Fall 2016: September 19, 2016-October 14, 2016	On-going training
@ONE Online Training: Introduction to Teaching with Canvas	Summer 2016, - July 25, 2016 through August 19, 2016	19 faculty members successfully completed
	Fall 2016, October 24, 2016-November 18, 2016	On-going training
@ONE Online Training: Introduction to Teaching with Canvas - Self-Paced	Spring 2016, Summer 2016, Fall 2016	No accurate count available
Online Teaching Conference	June 2013, 2014, 2015, 2016	5 – 7 college faculty and administrators attended
4C/SD Professional Development Conference	April 2016	1 college faculty attended
Academic Senate for California Community Colleges Plenary	Spring 2014, Fall 2014, Spring 2015, Fall 2015, Spring 2016	1 college faculty attended sessions on OE
DET-CHE	Fall 2015	2 college faculty and administrators attended
Quality Matters Conference	Spring 2015	1 college faculty attended
Online Tech Conference	Fall 2014	1 college faculty attended
The Accessibility Forum	April 28, 2016 in the PAC at Irvine Valley College	60 attendees

OETF Co-chairs presentations in all the IVC School Meetings	Fall 2014-Spring 2015	Approximately 80 faculty attended

The RRF has provided a framework for online education to gain the resources necessary to address online education priorities.

Conclusion

To meet the needs of student attending IVC online, the college community will continue to:

- **Recognize and support innovative ideas** through respectful collaboration and active engagement on the topic of OE district-wide.
- **Increase professional development opportunities** for faculty and technology services staff who provide faculty online education training that focuses on student success outcomes for OE.
- **Increase student completion rates** (degrees, certificates and transfer) while preserving access, enhancing quality, and closing achievement gaps for courses and programs offered via online/hybrid modalities.

Throughout the next academic year, the IVC campus community will continue to increase opportunities for student engagement inside and outside the classroom for courses and programs offered in Online Education by systematically expanding OE offerings with appropriate support, resources, and attention to quality in order to meet Strategic Planning Objective 3.3. It will also provide relevant, innovative, and appropriate workforce training, including courses and programs offered as online education.

References

IVC Planning and Decision-Making Manual: Planning-and-Decision-Making-Manual_rev120215_kts-clean

Distance Education Faculty Handbook: Irvine_Valley_OE_Faculty_Handbook-2016-05-02-OETFapproved-cln

Online Education Strategic Plan: IVC Strat Plan 2016-05-16-OETFapproved

OETF Priorities List: Top OETF Priorities for 2016-2017

OETF Meeting Agenda for the first Fall 2016 Meeting: OETF Agenda 2016-08-29.docx

OETF Agendas/Minutes: OETF Meeting Minutes

District-wide Strategic Plan: 04. 2011-2014 DW Strategic Plan

IVC Technology Plan: IVC Technology Plan 2016-2021 Revised May 2016

OE AUR: DE AUR 5-16-16_OETFapproved

Semester based Student Surveys: DE Student Surveys and Reports

Annual OE Reports: Annual OE Reports

Learning Management System (LMS) Decision-Making Plan
 IVC LMS Decision-Making Plan 2015-updated-OEC-2015-11-16,

OETF Recommendation to Academic Senate and APTC
OETF Rec-LMS_030716

Curriculum DE Proposal Form: Curric DE Proposal Form-12-1-14-DETF AS APTC approved

APPENDIX A

DE Baseline Budget Annual Adjustment; Varies by annual assessment, services and support of faculty and DE learning and student success.

General Info

Creator Name:

Cathleen Greiner

Submission Year: *2014-2015*

Creator Title:

Dean of Business Science, Online and Extended Education (IVC)

Date:

1/16/2015

Need By:

School/Division:

School of Business Sciences

CC:

Bruce Hagan; Amy Stinson; Amy Stinson;

Proposal Title:

DE Baseline Budget Annual Adjustment; Varies by annual assessment, services and support of faculty and DE learning and student success.

Description:

Compliance: ACCJC Standards-The accreditation standards point to a level of oversight for DE courses specifically in Standard 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. The three areas within this Standard cover varied needs, delivery systems and mode of instruction compatible with the objectives of the curriculum and student learning outcomes and assessment. Moving down a level to consider reviewing an online course (in general) and if there is a concern, in the Guide to Evaluating Institutions, ("designed to be used by institutions preparing their Self Evaluation Report"), the self-refection question associated with the Standard is "How are delivery methods evaluated for their effectiveness in meeting student needs?" (ACCJC, Guide, p. 16, July 2013). This sampling of questions strongly suggests both the same attentiveness as in face-to-face instruction (in this specific instance, if there is a concern) and level of inquiry peers will be reviewing, including seeing a broad array of online courses and reviewing components from SLOs to technology. Related to this is instructor preparation and support. The DETF supports and requests funds for faculty to be introduced to, continue or enhance learning for online instruction. Similarly, there is increased emphasis on providing student support services as a result of ongoing implementation strategies related to the SSA. Ongoing support for piloting, testing and assessing online tutoring is an important objective. Growth in DE is strategically essential to enhance non-capital enrollment management growth and needs sustainable support for faculty and students to be successful in this modality of learning at the college.

Program Information:

Baseline Budget Adjustment
Resource Type:
Other

Worksheet

Baseline adjustment to meet critical compliance and procedure requirements from ACCJC, Title 5, AR 6112 and US Department of Education, serve 10% of student population, prepare for Accreditation emphasis on DE for 2016; develop AURs for DE.

Total Amount:
$48,000.00

*Stipends for faculty to successfully complete @One (or similar) Online Teaching Certification Program or specific Online/DE courses to gain additional knowledge; 25 faculty members for 2015-2016, both part-time and full-time teach DE
1
$25,000.00
$25,000.00
Conferences, Dean and DE Faculty Coordinator and other DE Faculty
1
$5,500.00
$5,500.00
Memberships, Books, Media
1
$2,500.00
$2,500.00
Flex and Professional Development Activities
1
$5,500.00
$5,500.00
Strategic Planning and Accreditation Preparation
1
$9,500.00
$9,500.00
*The stipend will be prorated for the number of classes completed.

Briefly explain the rationale behind selecting the funding sources above.
Request Amount:
$48,000.00

Planning

District-wide Objective
Objective 2.2 (Increase opportunities ...)
Adding SEP as a source given there is data indicating that students experiencing disproportionate impact may enhance their success by taking an online (full or hybrid) course.

Transaction History

08/28/2015 *12:31* *PM*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 5.1**
                                                        DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Minutes of the Board of Trustees Meeting

ACTION: Approval

_____

Minutes from:

September 26, 2016 Regular Meeting of the Board of Trustees (Exhibit A)
October 17, 2016 Special Meeting of the Board of Trustees (Exhibit B)

are submitted to the Board for review and approval.

Item Submitted By: *Debra L. Fitzsimons, Interim Chancellor*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RONALD REAGAN BOARD OF TRUSTEES ROOM - RM 145
HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE

MINUTES OF THE BOARD OF TRUSTEES' MEETING
September 26, 2016

PRESENT

Members of the Board of Trustees:

Timothy Jemal, President
James R. Wright, Vice President
David B. Lang, Clerk
Barbara J. Jay, Member
Marcia Milchiker, Member
T.J. Prendergast, III, Member
Terri Whitt, Member
Johnathan Forde, Student Member

Administrative Officers:

Debra Fitzsimons, Interim Chancellor
David Bugay, Vice Chancellor, Human Resources
Glenn Roquemore, President Irvine Valley College

ABSENT

C.M. Brahmbhatt, Acting Vice Chancellor, Business Services
Robert Bramucci, Vice Chancellor, Technology and Learning Services
Tod Burnett, President Saddleback College

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**. *If you wish to address the board on a closed session item, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room.* **Speakers are limited to two minutes each.**

RECESS TO CLOSED SESSION FOR DISCUSSION OF THE FOLLOWING:

1.3 Public Employee Employment, Discipline, Dismissal, Release (Government Code Section 54957(b).)
   A. Public Employee Discipline, Dismissal, Release (Government Code Section 54957(b).)(2 matters)

1.4 Conference with Labor Negotiators (Government Code Section 54957.6)
   A. Police Officers Association
      Agency Designated Negotiator: David P. Bugay, Ph.D.
   B. SOCCCD Faculty Association
      Agency Designated Negotiator: David P. Bugay, Ph.D.
   C. California School Employees Association (CSEA)
      Agency Designated Negotiator: David P. Bugay, Ph.D.

1.5 Conference with Legal Counsel (Government Code Section 54956.9)
   A. Anticipated Litigation (Government Code Section 54956.9(d)(2), (e)(1) (1 potential case)

RECONVENE OPEN SESSION: 6:30 P.M.

2.0 PROCEDURAL MATTERS

2.1 Actions Taken in Closed Session

On a 7-0 vote, the board voted to approve a Retirement Agreement with an academic administrator at Saddleback College.

2.2 Invocation
Led by Trustee Dave Lang

2.3 Pledge of Allegiance
Led by Trustee Marcia Milchiker

2.4 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. If you wish to address the board, please complete a yellow form entitled, "Request to Speak" and submit it to the board's Executive Assistant. These forms are available outside the board room. **Speakers are limited to up to two minutes each.**

3.0 REPORTS

3.1 Oral Reports: **Speakers are limited to up to two minutes each.**
   A. Board Reports

2

    B. Chancellor's Report
    C. College Presidents' Reports (*Written Reports included in Section 8.0*)
    D. Associated Student Government Reports
    E. Board Request(s) for Reports

4.0   DISCUSSION ITEMS

4.1   SOCCCD: Legislative and Advocacy Overview

Tere Fluegeman, Executive Director of Public and Government Affairs, Mark MacDonald, State Legislative Advocate from McCallum Group Inc., and Dana DeBeaumont, Federal Legislative Advocate from Capitol Advocacy Partners, will present a brief overview of legislative and advocacy efforts on behalf of the district and colleges.

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.

Trustee Tim Jemal requested to remove item 5.6 from the consent calendar for separate discussion and action.

On a motion made by Trustee Wright and seconded by Trustee Lang, the balance of the consent calendar was approved on a 7-0 vote.

5.1   SOCCCD: Board of Trustees Meeting Minutes

Approve minutes of Regular Meeting held on August 22, 2016 and Special Meeting held on September 13, 2016.

5.2   SOCCCD: Saddleback College, Wireless Access Points Installation Project, Award of Bid No. 2054, T and D Communications, Inc.

Award Bid No. 2054, Wireless Access Points Installation project and approve the agreement with T and D Communications Inc., in the amount of $107,457.

5.3   SOCCCD: Saddleback College PE Sewer Ejector Project Bid No. 2046, Notice of Completion, MMC, Inc.

Authorize filing of the Notice of Completion for Saddleback College PE Sewer Ejector project to MMC, Inc., for a final contract amount of $247,012.36.

5.4   SOCCCD: Irvine Valley College, Classroom B230 Renovation Project, Award of Bid No. 318, A2Z Construct, Inc.

Award Bid No. 318, Irvine Valley College Classroom B230 Renovation project and approve the agreement with A2Z Construct, Inc. of Rancho Santa Margarita, CA, in the amount of $121,500.

5.5 **SOCCCD: Irvine Valley College Liberal Arts Audio/Visual Material and Installation Project, Notice of Completion, ELB (US) Inc.**
Authorize filing the Notice of Completion for the Irvine Valley College Liberal Arts Audio/ Visual Material and Installation project to ELB (US) Inc., for a final amount of $100,727.

5.6 **SOCCCD: Irvine Valley College, Campus Safety Building - Backup Generator Project, Award of Bid No. 323, AMTEK Construction**
Award Bid No. 323, Irvine Valley College Campus Safety Building - Backup Generator project and approve the agreement with AMTEK Construction of Whittier, CA, in the amount of $372,730.

On a motion made by Trustee Jemal and seconded by Trustee Wright, this item was approved on a 7-0 vote.

5.7 **SOCCCD: Irvine Valley College Health Center - Concessions Project, Design-Build Criteria Architectural Services, IBI Group**
Approve the IBI Group agreement for Criteria Architectural Services for the Irvine Valley College Health Center - Concessions project in the amount of $144,792.

5.8 **SOCCCD: Irvine Valley College Emergency Phone / Mass Notification System Project, Notice of Completion, The Amergroup Inc.**
Authorize filing the Notice of Completion for the Irvine Valley College Emergency Phone/Mass Notification System project to The Amergroup Inc. for a final amount of $287,000.

5.9 **Saddleback College and Irvine Valley College: Speakers**
Approve general fund honoraria for speakers for events and/or classes at Saddleback College and Irvine Valley College.

5.10 **SOCCCD: Student Out of State Travel**
Approve the student out-of-state travel for the participants, dates, locations, courses and costs as listed in EXHIBIT A.

5.11 **SOCCCD: Trustees' Requests for Attending Conferences**
Approve trustees' requests for attending conference(s).

5.12 **SOCCCD: Annual renewal of Microsoft Campus Agreements with ComputerLand of Silicon Valley for District-wide Microsoft Software Use**
Approve the annual renewal of a software licensing agreement for the district-wide Microsoft Software Licensing for FY 2016-2017 with ComputerLand of Silicon Valley at a cost not to exceed $218,836.

5.13 **SOCCCD: August 2016 Change Orders / Amendments**
Ratify the change orders and amendments as listed.

5.14 **SOCCCD: Purchase Orders and Checks**
Ratify the purchase orders and checks as listed.

5.15 **SOCCCD: July- August 2016 Contracts**
Ratify contracts as listed.

6.0   GENERAL ACTION ITEMS

6.1 **SOCCCD: Agreement for Chancellor Search Consultant Services with Professional Personnel Leasing, Inc. (PPL, Inc.)**
Approve consultant agreement and authorize interim chancellor to negotiate and execute the agreement with PPL, Inc.

On a motion made by Trustee Milchiker and seconded by Trustee Lang, this item was approved on a 7-0 vote.

6.2 **SOCCCD: Saddleback College Central Plant Phase 2, Upgrade Services Project, Notice of Completion, Southland Industries**
Authorize the filing of the Notice of Completion for Saddleback College Central Plant Phase 2, Upgrade Services project to Southland Industries, for a final contract amount of $1,340,000.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a 7-0 vote.

6.3 **SOCCCD: Saddleback College Technology & Applied Sciences Building Swing Space Project, Architectural Services Agreement, Amendment No. 13, R2A Architecture**
Approve Amendment No. 13 to extend architectural services to November 1, 2016 with R2A Architecture for the Saddleback College Technology & Applied Sciences Building Swing Space project for a no cost change.

On a motion made by Trustee Lang and seconded by Trustee Whitt, this item was approved on a 7-0 vote.

6.4 **SOCCCD: Saddleback College Fine Arts HVAC Upgrades and Interior Renovation Project, Notice of Completion, Solpac Construction, Inc. dba Soltek Pacific Construction Company**
Authorize the filing of the Notice of Completion for Saddleback College Fine Arts HVAC Upgrades and Interior Renovation project to Solpac Construction Inc. dba Soltek Pacific Construction Company, with a current contract amount of $7,464,237 and outstanding change orders under negotiation.

On a motion made by Trustee Lang and seconded by Trustee Milchiker, this item was approved on a 7-0 vote.

6.5 **SOCCCD: ATEP IVC First Building Project, Change Order No. 1, McCarthy Building Companies, Inc.**
Approve Board Change Order No. 1 for the ATEP IVC First Building project and authorize staff to execute the corresponding change order with the design-build contractor resulting in an increase of $1,268,345 for a revised contract amount of $17,553,345 and add 15 days for a revised contract completion date of November 24, 2017.

On a motion made by Trustee Lang and seconded by Trustee Wright, this item was approved on a 7-0 vote.

6.6 **SOCCCD: Irvine Valley College Liberal Arts Building Project, Notice of Completion, Swinerton Builders**
Authorize filing the Notice of Completion for the Irvine Valley College Liberal Arts Building project to Swinerton Builders for a final amount of $9,339,041.

On a motion made by Trustee Lang and seconded by Trustee Milchiker, this item was approved on a 7-0 vote.

6.7 **SOCCCD: Conflict of Interest – Biennial Code Review and Amendment**
Approve the revised Conflict of Interest Code, subject to the review and approval by the Orange County Board of Supervisors.

On a motion made by Trustee Lang and seconded by Trustee Jay, this item was approved on a 7-0 vote.

6.8 **SOCCCD: Academic Personnel Actions – Regular Items**
Approve New Personnel Appointments, Additional Compensation: General Fund, Additional Compensation: Categorical/Non-General Fund, Reorganization, Reclassification, Workload Banking, Reduced Workload Program with STRS Retirement, Resignation/Retirement/Conclusion of Employment.

A correction was made to Exhibit A, pg. 7, D.1., effective date was changed to October 3. Under Reclassification, pg. 8, item. E.a was removed along with the accompanying Exhibit B.

On a motion made by Trustee Milchiker and seconded by Trustee Whitt, this item was approved on a 7-0 vote.

6.9 **SOCCCD: Classified Personnel Actions – Regular Items**
Approve New Personnel Appointments, Authorizataion to Eliminate Classified Position and/or Position Numbers, Authorization to Establish and Announce a Classified Position, Reclassification, Reorganization, Change of Status, Out of Class Assignments, General Leave of Absence, Resignation/Retirement/Conclusion of Employement, Volunteers.

A correction was made to Exhibit A, pg. 11, G.1. the word Valley was added to

read Irvine Valley College.

6.10 **SOCCCD: Employment Agreement – Dr. Debra L. Fitzsimons, Interim Chancellor**
Approve the contract of Dr. Debra L. Fitzsimons to serve as Interim Chancellor.

On a motion made by Trustee Prendergast and seconded by Trustee Milchiker, this item was approved on a 7-0 vote.

7.0 REPORTS

7.1 **SOCCCD: Irvine Valley College and Saddleback College Foundation Financial Reports**
Executive Directors of Irvine Valley and Saddleback College Foundations will provide summary information on the accomplishments FY 2015-2016, financial summary, and highlights of major initiatives planned FY 2015-2016.

This item was advanced under Discussion Items, following item 4.1.

7.2 **SOCCCD: 2017 Teacher of the Year Recognition Ceremony**
Information on OC Teachers of the Year program. The nominees being honored from SOCCCD are Claire Cesareo, Anthropology Professor from Saddleback College and Rebecca Beck, ESL Professor from Irvine Valley College.

7.3 **SOCCCD: Technology Plan**
Accept for review and study the proposed SOCCCD Technology Plan.

7.4 **Saddleback College and Irvine Valley College Responses to ITT Tech Closure**
Report to provide actions to support displaced students from ITT Tech.

At 8:52 p.m., Trustee Lang made a motion, seconded by Trustee Wright, to extend the meeting to 9:30 p.m. The motion passed on a 7-0 vote.

7.5 **Saddleback College and Irvine Valley College: Speakers**
A listing of speakers for events and/or classes at Saddleback College and Irvine Valley College.

7.6 **SOCCCD: Basic Aid Report**
Report on projected receipts and approved projects.

7.7 **SOCCCD: Facilities Plan Status Report**
Status of current construction projects.

7.8 **SOCCCD: Monthly Financial Status Report**
The reports display the adopted budget, revised budget and transactions through July 31, 2016 and August 31, 2016.

7.9 **SOCCCD: Retiree (OPEB) Trust Fund**
Report is for the period ending July 31, 2016

8.0 REPORTS FROM ADMINISTRATION AND GOVERNANCE GROUPS

Reports by the following individuals and groups may be written and submitted through the docket process prior to distribution of the Board agenda packet. **Speakers are limited to two minutes each.**

A. Saddleback College Academic Senate
B. Faculty Association
C. Irvine Valley College Academic Senate
D. Vice Chancellor, Technology and Learning Services
E. Vice Chancellor, Human Resources
F. Vice Chancellor, Business Services
G. Irvine Valley College Classified Senate
H. California School Employees Association
I. Saddleback College Classified Senate
J. Police Officers Association

9.0 ADDITIONAL ITEMS

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

The meeting was adjourned at 9:13 p.m. in memory of Saddleback College students Robert McCorkle and Lori Shepherd.

Debra L. Fitzsimons, Interim Chancellor

**SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
RONALD REAGAN BOARD OF TRUSTEES ROOM - RM 145
HEALTH SCIENCES/DISTRICT OFFICES BLDG., SADDLEBACK COLLEGE**

**MINUTES OF THE SPECIAL BOARD OF TRUSTEES' MEETING
October 17, 2016**

PRESENT

Members of the Board of Trustees:

Timothy Jemal, President
James R. Wright, Vice President
David B. Lang, Clerk
Barbara J. Jay, Member
Marcia Milchiker, Member
T.J. Prendergast, III, Member
Terri Whitt, Member

Also present for the duration of the meeting were:
Debra L. Fitzsimons, Interim Chancellor
Dean Colli, Consultant, PPL, Inc.
Guy Lease, Consultant, PPL, Inc.

CALL TO ORDER: 4:30 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 set forth
   on the agenda. **Speakers are limited to up to two minutes each.***

   1.3   Invocation
   Led by Trustee Marcia Milchiker

   1.4   Pledge of Allegiance
   Led by Trustee T.J. Prendergast, III.

   There were no requests to address the Board.

2.0 DISCUSSION AND ACTION

2.1 SOCCCD: The Board of Trustees will finalize the chancellor position description and desired attributes; review search timeline, search process and selection committee composition.

Interim Chancellor Fitzsimons gave introductory remarks and welcomed the Board and PPL consultants to the special meeting.

Board members reviewed and discussed each of the exhibits presented. The Board agreed to provide edits on the chancellor's job description.

The board of trustees authorized approval of the proposed chancellor's search process materials. The revised job description will be submitted for final review and approval at the October 24 board meeting.

ADJOURNMENT

The meeting was adjourned at 7:14 p.m.

Debra L. Fitzsimons
Debra L. Fitzsimons
Interim Secretary, Board of Trustees

TO: Board of Trustees

FROM: Dr. Debra L. Fitzsimons, Interim Chancellor

RE: Irvine Valley College Community Education for Spring 2017

ACTION: Approval

BACKGROUND

The South Orange Community College District is known for offering high-quality, non-credit programs and fee-based classes. Irvine Valley College performs important services and fulfills a vital part of their mission by offering these classes and programs through Community Education. The Community Education programs, presenters, and accompanying compensation require the approval of the Board of Trustees.

STATUS

A variety of educational and recreational events have been planned by Irvine Valley College Community Education to serve the community during Spring 2016. Expenses for conducting these classes will be paid by the income from participant fees. Exhibit A lists the additional class offerings, presenters, and compensation.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the Community Education courses, presenters and compensation.

Item Submitted By: *Dr. Glenn R. Roquemore, President*

COURSE TITLE	DATES	INSTRUCTOR	HONORARIA	FEE
		South Orange County Community College District		
		IRVINE VALLEY COLLEGE		
		COMMUNITY EDUCATION NOT-FOR-CREDIT PROGRAM - Spring 2017		
Aquatic Fitness	1/17/17-5/29/17	Barbara Stockler	70% gross	$20
Art Courses	1/17/17-5/29/17	Annette Hernandez	70% gross	$45
Art Courses	1/17/17-5/29/17	Donna Hanna-Chase	70% gross	$30
Art Courses	1/17/17-5/29/17	Pam Schader	70% gross	$38
Art Courses	1/17/17-5/29/17	Sheri Cohen	70% gross	$45
Art Courses	1/17/17-5/29/17	Teresa Fernald	70% gross	$60
Band Rehearsal/Performance	1/17/17-5/29/17	Ed Peterson	70% gross	$30
Band Rehearsal/Performance	1/17/17-5/29/17	Peter Fournier	70% gross	$30
Business Management	1/17/17-5/29/17	Gene Konstant	50% gross	$29-$159
Choral Music	1/17/17-5/29/17	Cecilia Kim	70% gross	$20
College Funding	1/17/17-5/29/17	Charles Rowan	50% gross	$25
Computer Classes	1/17/17-5/29/17	Benjamin Schramm	50% gross	$15
Computer Classes	1/17/17-5/29/17	Vazi Okhandiar	60% gross	$45-$329
Country Line Dancing	1/17/17-5/29/17	Ida Stuart	70% gross	$20
Creative Writing	1/17/17-5/29/17	Jeffrey Briar	70% gross	$45
Creative Writing	1/17/17-5/29/17	Kathryn Kramer	50% gross	$30
Dance Classes	1/17/17-5/29/17	Diana Krivosheya	50% gross	$60
Dance Courses	1/17/17-5/29/17	Dorothy Bregozzo	70% gross	$30
Dance Courses	1/17/17-5/29/17	Marge Forehan	70% gross	$30
E-Bay Courses	1/17/17-5/29/17	Carolyn Jacinto	50% gross	$95-$225
Film Genres	1/17/17-5/29/17	Kathyrn Kramer	70% gross	$20-$30
Film Genres	1/17/17-5/29/17	Mark Sevi	50% gross	$20
Film Genres II	1/17/17-5/29/17	Kathryn Kramer	50% gross	$20
Film Studies	1/17/17-5/29/17	Dov Simens	50% gross	$395
Financial Management for Women	1/17/17-5/29/17	James Peters	50% gross	$59
Financial Management Workshop	1/17/17-5/29/17	Charla Sue Riley	50% gross	$49
Fitness Courses	1/17/17-5/29/17	Becki Rigali	70% gross	$15-$25
Fitness Courses	1/17/17-5/29/17	Beejay Janiga	70% gross	$25
Fitness Courses	1/17/17-5/29/17	Carrie Henderson	70% gross	$25-$29
Fitness Courses	1/17/17-5/29/17	EJ Baldonado	70% gross	$15-$40
Fitness Courses	1/17/17-5/29/17	Eugenia Lane	70% gross	$15-$25
Fitness Courses	1/17/17-5/29/17	Jeffrey Briar	70% gross	$20
Fitness Courses	1/17/17-5/29/17	Joanna Schoon	70% gross	$30-$70
Fitness Courses	1/17/17-5/29/17	Judith Shields	70% gross	$30
Fitness Courses	1/17/17-5/29/17	Kathyrn Burns	70% gross	$25
Fitness Courses	1/17/17-5/29/17	Lesley Lowe	70% gross	$20

*per person, **per session

COURSE TITLE	DATES	INSTRUCTOR	HONORARIA	FEE
Fitness Courses	1/17/17-5/29/17	Lisa Messenger	70% gross	$15-$25
Fitness Courses	1/17/17-5/29/17	Mikki Michele	70% gross	$36-$60
Fitness Courses	1/17/17-5/29/17	Jackie Ovadia	70% gross	$20
Fitness Courses	1/17/17-5/29/17	Renee Fiore-Burton	70% gross	$25-$29
Fitness Courses	1/17/17-5/29/17	Sebastian Caramagno	70% gross	$25
Fitness Courses	1/17/17-5/29/17	Jada Robitaille	70% gross	$25-$30
Free Publicity in Newspapers	1/17/17-5/29/17	Robert Gluckson	50% gross	$40
High School & Tournament Tennis	1/17/17-5/29/17	Di Lin	50% gross	$55
Internet/Web Certificate Courses	1/17/17-5/29/17	Bill Cunningham	50% gross	$225
Internet/Web Certificate Courses	1/17/17-5/29/17	Fabian Toth	50% gross	$225
Internet/Web Certificate Courses	1/17/17-5/29/17	Rich Talmo	IVC receives $29-300*pp	$49-$4,500
Introduction to SQL	1/17/17-5/29/17	Vazi Okhandiar	60% gross	$399
Introduction to Stock Options	1/17/17-5/29/17	Sanjeev(Sam) Bhai	50% gross	$250
Lean Practitioner	1/17/17-5/29/17	Greg Pettit	50% gross	$500-$800
Life College	1/17/17-5/29/17	Joyce Arntson	50% gross	$400-$600
Makeup and Skincare	1/17/17-5/29/17	Michelle Jackson	50% gross	$65
Modern Quilting	1/17/17-5/29/17	Sandra Johnson	50% gross	$50
Music Courses	1/17/17-5/29/17	Louise Jacobs	70% gross	$20-$25
Music Courses	1/17/17-5/29/17	William Nicholls	70% gross	$35
Myths of Wealth Management	1/17/17-5/29/17	James Peters	50% gross	$59
Navigating the Global Economy	1/17/17-5/29/17	Mark Matsumoto	50% gross	$60
Navigating the Global Economy	1/17/17-5/29/17	Myung Han	50% gross	$60
Navigating the Global Economy	1/17/17-5/29/17	Jim Mayfield	50% gross	$60
Notary and Loan Specialist Classes	1/17/17-5/29/17	Thomas Peauyhouse	50% gross	$70
Personal Enrichment Courses	1/17/17-5/29/17	John Pak	50% gross	$20-$49
Personal Enrichment Courses	1/17/17-5/29/17	LeeAnne Krusemark	50% gross	$29-$99
Personal Enrichment Courses	1/17/17-5/29/17	Leslee Newman	50% gross	$45
Personal Enrichment Courses	1/17/17-5/29/17	Richard Katz	50% gross	$45
Piano Courses	1/17/17-5/29/17	Carol Lippert	70% gross	$30
Retirement Planning Courses	1/17/17-5/29/17	Andrew Gordon	IVC receives $20 *pp, $5 spouse	$49-$54
Retirement Planning Courses	1/17/17-5/29/17	Rod Kamps	50% gross	$59
Retirement Planning Courses	1/17/17-5/29/17	Ronald Gable	50% gross	$59
Rudy On Rounds	1/17/17-5/29/17	Richard Katz	50% gross	$35
Savvy Social Security/Medicare Plan	1/17/17-5/29/17	Kirk O'Brien	50% gross	$49
Screenwriting Courses	1/17/17-5/29/17	Mark Sevi	50% gross	$75-$150
Social Badminton Classes	1/17/17-5/29/17	Helen Tung	50% gross	$45-$75
Surviving Market Swings	1/17/17-5/29/17	James Peters	50% gross	$59
Tennis Classes	1/17/17-5/29/17	Hyung Moon Ki	IVC receives $1,500 per session	$40-$80
Therapeutic Yoga/Correct Breathing	1/17/17-5/29/17	Mona Ness	50% gross	$65
Tree of Life Health & Wellness Prog.	1/17/17-5/29/17	Jackie Ovadia	50% gross	$90

*per person, **per session

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Academic Program and Course Revisions for
               2016-17 and Course Revisions for the 2017-18 Academic Years

ACTION: Approval

BACKGROUND

Saddleback College's Curriculum Committee and Academic Senate review and
approve the curriculum on a regular basis. Subsequently, the curriculum is
recommended to the college president or designee for approval.

STATUS

Saddleback College proposes revised curriculum for the College for the 2016-17 and
the 2017-18 academic years. Exhibit A includes revisions to existing academic
programs and courses for 2016-17 and Exhibit B includes course revisions for 2017-
18. The revised curriculum is recommended by the Curriculum Committee and
includes collegial consultation with the Academic Senate of Saddleback College
pursuant to Title 5, Sections 53200 et seq.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approves the proposed
curriculum changes for the 2016-17 and 2017-18 academic years at Saddleback
College as listed in Exhibits A & B.

Item Submitted By: *Dr. Tod A. Burnett, President*

Current
Global Business Certificate Program

Technology and international commerce have redefined business in a global context. The Global Business program prepares students for careers in international business and industries that deal with international trade and global markets. The program focuses on the dynamics of international organization, environments, trade, language, socioeconomic and cultural forces, political and legal issues, and emerging global markets. Completion of the recommended electives demonstrates global competencies in international business. Elective courses provide specialized areas of study. Transfer International Business majors should refer to the Business Administration transfer curriculum.

Course ID	Title	Units
BUS 1	Introduction to Business	3
BUS 12	Business Law	
or		3
BUS 14	Legal Environment of Business	
BUS 104*	Business Communication	3
BUS 150	International Business	3
BUS 260	Survey of Exporting and Importing	3
Restricted Electives		6-7

Restricted Electives:

Course ID	Title	Units
BUS 102	Oral Business Communications	3
BUS 105	Social Media Marketing	3
BUS 135	Marketing	3
BUS 137	Professional Selling Fundamentals	3
BUS 138/CTVR 138	Advertising	3
BUS 160	Entrepreneurship	3
CWE 180	Cooperative Work Experience: Business	3-4

Total		21-22

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revised
Global Business Certificate Program

Technology and international commerce have redefined business in a global context. The Global Business program prepares students for careers in international business and industries that deal with international trade and global markets. The program focuses on the dynamics of international organization, environments, trade, language, socioeconomic and cultural forces, political and legal issues, **import/export processes and regulations,** and emerging global markets. Completion of the recommended electives demonstrates global competencies in international business. Elective courses provide specialized areas of study.

Course ID	Title	Units
BUS 1	Introduction to Business	3
Or		
BUS 1H	**Honors Introduction to Business**	**3**
BUS 13	Legal Environment & Business Law	3
BUS 104*	Business Communication	3
BUS 150	International Business	3
BUS 260	Survey of Exporting and Importing	3
BUS 103	**Business English**	**3**
Or		
ENG 1A*	**Principles of Composition I**	
Or		
ENG 1AH*	**Principles of Composition Honors I**	**4**

Restricted Electives: 6 Units – Any one of the following courses not already used from above

Course ID	Title	Units
BUS 102	Oral Business Communications	3
BUS 106	**Legal Aspects of Entrepreneurship**	**2**
BUS 107	**Innovation and New Product Development**	**3**
BUS 108	**Social Entrepreneurship**	**3**
BUS 105	Social Media Marketing	
Or		
BUS 109	**eCommerce Marketing**	**3**
BUS 111	**Business Sustainability Strategies: People, Planet, Profit**	**3**
BUS 120	**Business Management**	**3**
BUS 135	Marketing	3
BUS 137	Professional Selling Fundamentals	3
BUS 138/CTVR 138	Advertising	3
BUS 160	Entrepreneurship	3
SP 20	**Intercultural Communication**	**3**
CWE 180	**Cooperative Work Experience: Business**	**1-3**
	Total Units for the Certificate	**24-25**

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current	Revised

Associate in Science in Biology for Transfer Degree

The curriculum of the Biology program is designed to provide the transfer student the opportunity to achieve an Associate in Science in Biology for Transfer degree by providing the necessary breadth of study and an introduction to research methods used in a variety of Biology disciplines. ~~Students who complete the Associate in Science in Biology for Transfer degree will receive priority admission to the California State University system, though admission to a specific campus is not guaranteed.~~ While an associate degree may support attempts to gain entry-level employment or promotion, a baccalaureate or higher degree is recommended for those considering professional careers, which can be achieved through transfer

Students who complete this program will be able to demonstrate:

- A working knowledge of the scientific method.
- The ability to articulate (verbally and in writing) knowledge of biological concepts, biological methods, and current biological issues.
- An awareness of the impact that biology has had on society at large.
- Scientific critical thinking skills, such as assessing the appropriateness of experimental design and interpreting data.

To earn the Associate in Science in Biology for Transfer degree, students must complete 60 CSU-transferable semester units with a minimum grade point average of 2.0, including both of the following:

- completion of all courses required for the major with grades of "C" or better; and
- completion of the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics (IGETC for STEM) pattern.[1]

Course ID	Title	Units
Required Core (8 units)		
BIO 4A*	Principles of Cellular Biology	4
BIO 4B*	Principles of Organismal Biology	4
List A: (23-25 units)		
CHEM 1A*	General Chemistry	5
Or		
CHEM 2*	General Chemistry Principles	5
CHEM 1B*	General Chemistry	5
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and Calculus	5
~~Select One (1) of the following pairs of courses~~		
PHYS 1A*	Physics with Calculus for Chemistry And Life Science I	4
PHYS 1B*	Physics with Calculus for Chemistry And Life Science II	4
Or		
PHYS 2A*	~~Introduction to Physics I~~	5
PHYS 2B*	~~Introduction to Physics II~~	5
Or		
PHYS 4A*	~~General Physics I~~	5
PHYS 4B*	~~General Physics II~~	5
~~List B: Select one (3 Units) course articulated as lower-division preparation in the Biology major at a CSU.~~		
~~GEOG 1~~	~~Physical Geography~~	~~3~~
~~Or~~		
~~GEOG 1H~~	~~Honors Physical Geography~~	~~3~~
~~MATH 10~~	~~Introduction to Statistics~~	~~3~~
~~BIO 22~~	~~Human Genetics~~	~~3~~
~~HLTH 1~~	~~Contemporary Health Issues~~	~~3~~
~~HORT 113~~	~~Soils and Fertilizers~~	~~3~~
~~PSYC 1~~	~~Introduction to Psychology~~	~~3~~
~~Or~~		
~~PSYC 1H~~	~~Honors Introduction to Psychology~~	~~3~~
~~Total Units for the Major~~	~~34-36~~	

* Course has a prerequisite, co-requisite, limitation, or recommended preparation, see course description.
[1]IGETC for STEM is only an option for students earning AS-T degrees in Biology for Transfer and/or Chemistry for Transfer. IGETC for STEM certification requires the following courses before transfer:
- All Courses in Area 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC;
- Two courses in Area 3 – one course in Area 3A and one course in Area 3B; and
- Two courses in Area 4 from two different disciplines

The following deferred courses must be completed after transfer:

- One remaining lower-division general education course in Area 3;
- One remaining lower-division general education course in Area 4; and
- One course in Area 6 for UC-bound students who have not satisfied the requirement through proficiency.

(The deferred lower-division courses must be replaced with calculus and/or science courses that are required to be taken before transfer to the university.)

Associate in Science in Biology for Transfer Degree

The curriculum of the Biology program is designed to provide the transfer student the opportunity to achieve an Associate in Science in Biology for Transfer degree by providing the necessary breadth of study and an introduction to research methods used in a variety of Biology disciplines. The Associate in Science in Biology for Transfer degree __is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major.__ While an associate degree may support attempts to gain entry-level employment or promotion, a baccalaureate or higher degree is recommended for those considering professional careers, that can be achieved through transfer

Students who complete this program will be able to demonstrate:

- A working knowledge of the scientific method
- The ability to articulate (verbally and in writing) knowledge of biological concepts, biological methods, and current biological issues.
- An awareness of the impact that biology has had on society at large
- Scientific critical thinking skills, such as assessing the appropriateness of experimental design and interpreting data

To earn the Associate in Science in Biology for Transfer degree, students must complete 60 CSU-transferable semester units with a minimum grade point average of 2.0, including both of the following:

- completion of all courses required for the major with grades of "C" or better; and
- completion of the Intersegmental General Education Transfer Curriculum for Science, Technology, Engineering, and Mathematics (IGETC for STEM) pattern[1]

Course ID	Title	Units
Required Core (8 units)		
BIO 4A*	Principles of Cellular Biology	4
BIO 4B*	Principles of Organismal Biology	4
List A: (23-25 units)		
CHEM 1A*	General Chemistry	5
Or		
CHEM 2*	General Chemistry Principles	5
CHEM 1B*	General Chemistry	5
MATH 3A*	Analytic Geometry and Calculus	5
Or		
MATH 3AH*	Honors Analytic Geometry and Calculus	5
PHYS 1A*	Physics with Calculus for Chemistry	
__And__	And Life Science I	4
PHYS 1B*	Physics with Calculus for Chemistry And Life Science II	4
Or		
PHYS 2A*	Introduction to Physics	5
__And__		
PHYS 2B*	Introduction to Physics	5
__Or__		
PHYS 4A*	General Physics	5
__And__		
PHYS 4B*	General Physics	5
Total Units for the Major		**31-33**

* Course has a prerequisite, corequisite, limitation, or recommended preparation, see course description.
[1]IGETC for STEM is only an option for students earning AS-T degrees in Biology for Transfer and/or Chemistry for Transfer. IGETC for STEM certification requires the following courses before transfer:
- all Courses in Area 1 (except 1C for UC-bound students), 2, and 5 of the traditional IGETC;
- two courses in Area 3 – one course in Area 3A and one course in Area 3B; and
- two courses in Area 4 from two different disciplines

The following deferred courses must be completed after transfer:

- One remaining lower-division general education course in Area 3;
- One remaining lower-division general education course in Area 4; and
- One course in Area 6 for UC-bound students who have not satisfied the requirement through proficiency.

(The deferred lower-division courses must be replaced with calculus and/or science courses that are required to be taken before transfer to the university.)

CURRENT
Associate in Arts Degree in
History for Transfer

The curriculum in the History program is designed to provide the transfer student the opportunity to achieve an ~~Associate-in-Arts-in-History-for-Transfer-degree~~ by providing the necessary breadth in the field and an introduction to the methods used ~~Students who complete the Associate in Arts Degree in History for Transfer receive priority admission to the California State University system, though admission to a specific campus is not guaranteed. While an associate degree may support attempts to gain entry-level employment or promotion, a baccalaureate or higher degree is recommended for those considering professional careers, which can be achieved through transfer.~~

The following is required for all AA-T or AS-T degrees:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

2. Obtainment of a minimum grade point average of 2.0. Students must earn a C or better in all courses required for the major or area of emphasis. ~~A "P" (Pass) grade is not an acceptable grade for courses in the major.~~

Course ID	Title	Units
Required Courses		
HIST 16	History of the United States to 1876	3
HIST 17	History of the United States Since 1876	3
Group A: (6 units)		
~~HIST 4~~	~~World History to 1750~~	~~3~~
~~HIST 5~~	~~World History From 1750~~	~~3~~
Group B: Select one course from each area (6 units)		
Area 1:		
HIST 70	History of Asia to 1800	3
HIST 71	History of Asia Since 1800	3
HIST 72	History of China	3
HIST 74	History of the Middle East to 1800	3
HIST 80	Introduction to Contemporary Africa	3
~~HIST 21~~	~~Women in United States History: A Multicultural Perspective~~	~~3~~
~~HIST 33~~	~~The Political/Social History of the Chicanas/os~~	~~3~~
HIST 81	African American History	3
Area 2:		
~~HIST 62~~	~~European History to 1650~~	~~3~~
HIST 63	European History Since 1650	3
HIST 75	Introduction to the Contemporary Middle East	3
HIST 30	History of Mexico	3
	Total Units for the Major	**18**

REVISED
Associate in Arts Degree in
History for Transfer

The curriculum in the History program is designed to provide the transfer student the opportunity to achieve an Associate **for Transfer (AA-T) degree in History** by providing the necessary breadth in the field, an introduction to the methods used, **and the ability to complete both major preparatory coursework along with courses required for general education.**

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

2. Obtainment of a minimum grade point average of 2.0. Students must earn a "C" or better in all courses required for the major or area of emphasis.

Course ID	Title	Units
Required Courses		
HIST 16	History of the United States to 1876	3
HIST 17	History of the United States Since 1876	3
Group A: (6 units)		
HIST 4	**World History to 1500**	**3**
HIST 5	**World History Since 1500**	**3**
Group B: Select one course from each area (6 units)		
Area 1:		
HIST 21	**Women in United States History - A Multicultural Perspective**	**3**
HIST 27	**Latin America - Pre-European to Independent Nationhood**	**3**
HIST 28	**Latin America - 1800 to the Present**	**3**
HIST 29	**Film and History in Latin America**	**3**
HIST 33	**Chicano – Latino American History**	**3**
HIST 62	**European History to 1650**	**3**
HIST 70	History of Asia to 1800	3
HIST 71	History of Asia Since 1800	3
HIST 72	History of China	3
HIST 74	History of the Middle East to 1800	3
HIST 80	Introduction to Contemporary Africa	3
HIST 81	African American History	3
Area 2:		
ANTH 2	**Cultural Anthropology**	**3**
ANTH 3	**Culture and Language**	**3**
ANTH 5	**Anthropology of Latin American-Culture, Identity, And Power**	**3**
HIST 11	**Perspectives of Peace Studies**	**3**
HIST 15	**The Vietnam War**	**3**
HIST 19	**United States since 1945**	**3**
HIST 20	**Ethnic Cultures of the United States**	**3**
HIST 30	History of Mexico	3
HIST 32	**California History**	**3**
HIST 61	**History and Politics of Russia – Soviet Period to the Present**	**3**
HIST 63	European History Since 1650	3
HIST 75	Introduction to the Contemporary Middle East	3
SOC 1	**Introduction to Sociology**	**3**
SOC 2	**Social Problems**	**3**
	Total Units for the Major	**18**

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current

Yoga Teacher Training

Occupational Skills Award

Yoga Teacher Training is designed to deepen students' understanding of yoga by investigating the biomechanics of yoga postures, learning to use anatomical cueing for proper alignment in poses, examining effective teaching techniques for a variety of settings, and exploring the history and philosophy of yoga. Upon successful completion of the Yoga Teacher Training Occupational Skills Award, students will be eligible to apply for their Yoga Alliance 200-hour instructor certification and will be prepared for employment as a trained yoga teacher in public and private settings. Yoga Alliance is the largest and most influential governing body in the yoga field, thus providing our Yoga Teacher Training students with a prestigious certification. A minimum grade of "C" in all courses is required to receive this award, and 10 additional hours of practice teaching hours and feedback forms are mandated for those students applying for the Yoga Alliance credential.

Course ID	Title	Units
KNES 160*	Anatomy and Fundamentals of Yoga	3
KNES 161*	Teaching of Yoga	3
KNES 162	Philosophy of Yoga	3
Select 2 courses from Restricted Electives		2
	Total	**11-11.5**

Restricted Electives:

KNES 28	Beginning Yoga	1
KNES 39*	Intermediate Yoga	1
KNES 40*	Advanced Yoga	1
DANC 128	Yoga for Dancers	1.5

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Revised

Yoga Teacher Training

Occupational Skills Award

Yoga Teacher Training is designed to deepen students' understanding of yoga by investigating the biomechanics of yoga postures, learning to use anatomical cueing for proper alignment in poses, examining effective teaching techniques for a variety of settings, and exploring the history and philosophy of yoga. Upon successful completion of the Yoga Teacher Training Occupational Skills Award, students will be eligible to apply for their Yoga Alliance 200-hour instructor certification and will be prepared for employment as trained yoga teachers in public and private settings. Yoga Alliance is the largest and most influential governing body in the yoga field, thus providing our Yoga Teacher Training students with a prestigious certification. A minimum grade of "C" in all courses is required to receive this award, and 10 additional hours of practice teaching hours and feedback forms are mandated for those students applying for the Yoga Alliance credential.

Program Student Learning Outcomes

Students who complete this program will be able to:

- **Demonstrate core principles of Hatha Yoga.**

- **Demonstrate skills for instructing yoga, including verbal cues, sequences, variations, adjustments, and modifications.**

- **Illustrate stress management techniques with yoga poses.**

- **Describe the philosophy of yoga through history, and the development of asanas.**

- **Interpret major lineages of yoga and related practices and apply to contemporary teaching.**

Course ID	Title	Units
KNES 60*	Anatomy and Fundamentals of Yoga	3
KNES 61*	Teaching of Yoga	3
KNES 62	Philosophy of Yoga	3
Select 2 courses from Restricted Electives		2-3
	Total	**11-12**

Restricted Electives:

KNES 28	Beginning Yoga	1-1.5
KNES 39*	Intermediate Yoga	1-1.5
KNES 40*	Advanced Yoga	1-1.5
DANC 28	Yoga for Dancers	1.5

*Course has a prerequisite, corequisite, limitation, or recommended preparation; see course description.

Current
History Associate Degree Program

The curriculum in the History program is designed to provide the transfer student with an understanding of the diversity of the human experience and the Historical processes that have shaped individuals and communities throughout the world. It fosters critical thinking and the opportunity to achieve an Associate in Arts (AA) degree in History by providing the necessary breadth in the field, an introduction to the methods used in the study of History, and the ability to complete both major preparatory coursework along with courses required for general education. While a baccalaureate or higher degree is recommended for those considering this major, earning an Associate degree may support entry-level positions such as: Museum and Historical Organizations, Cultural Resources Centers, or Legislative Support Staff Worker.

Course ID	Title	Units
HIST 4	World History to 1500	3
HIST 5	World History Since 1500	3
HIST 16	History of the United States to 1876	3
HIST 17	History of the United States Since 1876	3
	Select from Restricted Electives	15-17
	Total Units for the Major	**27-29**

Restricted Electives:

HIST 7	Social & Economic History of the U.S. to 1876	3
HIST 8	Social & Economic History of the U.S. 1877 to the Present	3
HIST 11	Perspectives of Peace Studies	3
HIST 12	Revolutions and Revolts	3
HIST 15	The Vietnam War	3
HIST 19	United States Since 1945	3
HIST 20	Ethnic Cultures of the United States	3
HIST 21	Women in United States History – A Multicultural Perspective	3
HIST 27	Latin America - Pre-European to Independent Nationhood	3
HIST 28	Latin America – 1800 to the Present	3
HIST 29	Film and History in Latin America	3
HIST 30	History of Mexico	3
HIST 32	California History	3
HIST 33	Chicanos – Latino American History	3
HIST 40	History of England to 1688	3
HIST 41	History of England Since 1688	3
HIST 61	History and Politics of Russia – Soviet Period to the Present	3
HIST 62	European History to 1650	3
HIST 63	European History Since 1650	3
HIST 70	History of Asia to 1800	3
HIST 71	History of Asia Since 1800	3
HIST 72	History of China	3
HIST 74	History of the Middle East to 1800	3
HIST 75	History of the Modern Middle East	3
HIST 80	Introduction to Contemporary Africa –	3
HIST 81	African American History	3
ANTH 2	Culture Anthropology	3
ANTH 3	Culture and Language	3
ANTH 5	Anthropology of Latin America – Culture, Identify, and power	3
ECON 2* –Or	Principles (MACRO)	3
ECON 2H*	Honors Principles of Macroeconomics	3
ECON 4* –Or	Principles (Micro)	3
ECON 4H*	Honors Principles of Microeconomics	3
ES 1	Multicultural Experiences in the United States	3
ES 3	Introduction to Chicana(O) and Latina (O) Cultures	3
PS 1 –Or	American Government	3
PS 1H	Honors American Government	3
PS 12	Comparative Politics and Government	3
PS 14	International Relations	3
PSYC 1 –Or	Introduction to Psychology	3
PSYC 1H	Honors Introduction to Psychology	3

Suggested coursework not required for the major: ECON 20; SOC 20, HIST 135; PS 4, 11, 80.

* Course has a prerequisite, corequisite, limitation, or recommended preparation, see course description.

Associate in Arts Degree

Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Revised
History Associate Degree Program

The curriculum in the History program is designed to provide the transfer student with an understanding of the diversity of the human experience and the Historical processes that have shaped individuals and communities throughout the world. It fosters critical thinking and offers the opportunity to achieve an Associate in Arts (AA) degree in History by providing the necessary breadth in the field, an introduction to the methods used in the study of History, and the ability to complete both major preparatory coursework and courses required for general education. While a baccalaureate or higher degree is recommended for those considering this major, earning an Associate degree may support entry-level positions such as: Museum and Historical Organizations, Cultural Resources Centers, or Legislative Support Staff Worker.

Course ID	Title	Units
HIST 4	World History to 1500	3
HIST 5	World History Since 1500	3
HIST 16	History of the United States to 1876	3
HIST 17	History of the United States Since 1876	3
	Select from Restricted Electives	6
	Total Units for the Major	**18**

Restricted Electives:

HIST 11	Perspectives of Peace Studies	3
HIST 12	Revolutions and Revolts	3
HIST 15	The Vietnam War	3
HIST 19	United States Since 1945	3
HIST 20	Ethnic Cultures of the United States	3
HIST 21	Women in United States History – A Multicultural Perspective	3
HIST 27	Latin America - Pre-European to Independent Nationhood	3
HIST 28	Latin America – 1800 to the Present	3
HIST 29	Film and History in Latin America	3
HIST 30	History of Mexico	3
HIST 32	California History	3
HIST 33	Chicanos – Latino American History	3
HIST 41	History of England Since 1688	3
HIST 61	History and Politics of Russia – Soviet Period to the Present	3
HIST 62	European History to 1650	3
HIST 63	European History Since 1650	3
HIST 70	History of Asia to 1800	3
HIST 71	History of Asia Since 1800	3
HIST 72	History of China	3
HIST 74	History of the Middle East to 1800	3
HIST 75	History of the Modern Middle East	3
HIST 80	Introduction to Contemporary Africa –	3
HIST 81	African American History	3
ES 1	Multicultural Experiences in the United States	3
ES 3	Introduction to Chicana (O) and Latina (O) Cultures	3

Suggested coursework not required for the major: ECON 20; SOC 20; PS 4, 11, 80.

* Course has a prerequisite, corequisite, limitation, or recommended preparation, see course description.

Associate in Arts Degree

Complete a minimum of 60 units including the total number of units described above and the General Education requirements with an overall GPA of 2.0 to qualify for the Associate in Arts degree. A minimum of 12 units must be completed at Saddleback College.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in this catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Division	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
				assign=assignments
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				lrng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs = program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational
				sch desc=schedule description
				sr=scheduled review is for courses that are scheduled for review and there are no revisions
				ti=title
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
KNES	KNES 63	433726.00	BEG. ROCK CLIMBING	cat desc, sch desc
KNES	KNES 90	428244.00	BEG. SELF-DEFENSE	cat desc, sch desc
KNES	KNES 90	428244.10	BEG.SELF-DEFENSE	cat desc, sch desc
KNES	KNES 91	992763.00	INTERM. SELF DEFENSE	cat desc, sch desc
KNES	KNES 93	675350.10	BEGINNING KARATE	cat desc, sch desc
KNES	KNES 93	675350.20	BEGINNING KARATE	cat desc, sch desc
KNES	KNES 97	992762.00	INTERMEDIATE KARATE	cat desc, sch desc

Division	Course Id	Catalog Id	Abbreviated Course Title	Action Taken
				assign=assignments
				cat desc= catalog description
				c/l w/+ cross-listed with (and list the other crs id)
				coreq=corequisite
				crs id=course prefix and/or number
				dc=delete course
				dv=delete version of course
				gr opt=grading option
				hrs=hours
				lim=limitation
				lrng obj=learning objectives
				moe=methods of eval
				nc=new course
				nv=new version of existing course
				oe/oe=open entry/open exit
				prereq=prerequisite
				pcs =program course status
				reactv=course reactivation
				rec prep=recommended prep
				rpt=repeatability
				SAM code=occupational code (A=apprenticeship, B=advanced occupational, C=clearly occupational, D=possibly occupational, E=non-occupational
				sch desc=schedule description
				SLOs=student learning outcomes
				sr=scheduled review is for courses that are scheduled for review and there are no revisions
				ti=title
				tps=topics
				txt=text-required for all courses numbered 1-299
				un=units
				val=validation
BS	ACCT 1 A	601000.00	FINANCIAL ACCOUNTING	SLOs, assign
BS	ACCT 1 B	602000.00	MANAGERIAL ACCOUNTING	SLOs, val
BS	ACCT 120	428465.00	INTRODUCTION TO FINANCIAL PLANNING	SLOs
BS	ACCT 202 A	608000.00	INTERMEDIATE ACCOUNTING I	SLOs
BS	ACCT 202B	609000.00	INTERMEDIATE ACCOUNTING II	SLOs, assign
BS	ACCT 203	610000.00	COST ACCOUNTING	SLOs, assign
BS	ACCT 210	650751.00	ACCOUNTING ETHICS	SLOs, assign, txt
BS	ACCT 214	603000.05	BUSINESS ANALYSIS AND CALCULATIONS	SLOs, assign
BS	ACCT 215	613000.05	GENERAL ACCOUNTING	SLOs

BS	ACCT 217	616000.00	PARTNERSHIP AND CORPORATE TAXATION	SLOs
BS	ACCT 221	992486.00	ACCOUNTING INFORMATION SYSTEMS	SLOs, txt
BS	ACCT 235	450146.00	ENTREPRENEURIAL ACCOUNTING	SLOs
BS	ACCT 275	430483.00	AUDITING	SLOs
BS	BUS 102	500030.05	ORAL BUSINESS COMMUNICATIONS	cat desc, sch desc, tps, lrng obj, SLOs, moe, assign
BS	BUS 104	500050.05	BUSINESS COMMUNICATION	SLOs, moe, assign, val, txt
BS	BUS 105	428170.00	SOCIAL MEDIA MARKETNG	tps, SLOs, assign, txt,
BS	BUS 106	650746.00	LEGAL ASPECTS OF ENTREPRENEURSHIP	lrng obj, SLOs, moe, txt
BS	BUS 107	650748.00	INNOVATION AND NEW PRODUCT DEVELOPMENT	sch desc, SLOs, moe, assign, txt
BS	BUS 108	650744.00	SOCIAL ENTREPRENEURSHIP	sch desc, tps, lrng obj, SLOs, moe, assign, txt
BS	BUS 109	650749.00	E-COMMERCE MARKETING	tps, lrng obj, SLOs, moe, assign, txt, val
BS	BUS 111	650747.00	BUSINESS SUSTAINABILITY STRATEGIES, PEOPLE - PLANET - PROFIT	cat desc, sch desc, lrng obj, moe, txt
BS	BUS 116	431677.00	PERSONAL/STREET LAW	cat desc, sch desc, tps, SLOs, moe, assign, txt
BS	BUS 120	500090.05	BUSINESS MANAGEMENT	lrng obj, SLOs, moe, assign, txt
BS	BUS 13	650745.00	LEGAL ENVIRONMENT AND BUSINESS LAW	tps, SLOs, moe
BS	BUS 136	500180.00	PRINCIPLES OF RETAILING	SLOs, moe, txt
BS	BUS 137	500190.00	PROFESSIONAL SELLING FUNDAMENTALS	SLOs, moe, txt
BS	BUS 138	500200.00	ADVERTISING	cat desc, sch desc, tps, lrng obj, SLOs, moe, assign, txt
BS	BUS 147	162330.10	SPECIAL EVENTS	tps, lrng obj, SLOs, moe, assign
BS	BUS 148	428948.10	VISUAL MERCHANDISING	SLOs, moe, assign
BS	BUS 150	428228.00	INTERNATIONAL BUSINESS	tps, SLOs, moe, assign, txt
BS	CWE 180	431090.00	CO-OP-ED-BUS	tps, lrng obj, SLOs, txt, retaining rpt 3 times
BS	CWE 180	431092.00	CO-OP-ED-BUS	SLOs, txt, retaining rpt 3 times
BS	CWE 180	431108.00	CO-OP-ED-BUS	tps, lrng obj, SLOs, txt, retaining rpt 3 times

BS	CWE 180	429980.00	CO-OP-ED-BUS	SLOs, retaining rpt 3 times
BS	RE 170	740020.05	REAL ESTATE PRINCIPLES	cat desc, sch desc, SLOs, assign
BS	RE 172	740040.00	REAL ESTATE PRACTICE	cat desc, sch desc, SLOs, moe, assign
BS	RE 174	740050.00	LEGAL ASPECTS OF REAL ESTATE	cat desc, sch desc, SLOs, moe, assign
BS	RE 175	740070.00	REAL ESTATE FINANCE	cat desc, sch desc, SLOs, moe, assign
BS	RE 176 A	740080.00	REAL ESTATE APPRAISAL I	SLOs, moe, assign
BS	RE 176 B	740090.00	REAL ESTATE APPRAISAL II	rec prep fr ~~RE 176A~~ to <u>None</u>, sch desc, lrng obj, SLOs, moe, assign, val
BS	RE 176 C	992431.00	REAL ESTATE APPRAISAL III	rec prep fr ~~RE 176B~~ to <u>None</u>, cat desc, sch desc, SLOs, val
BS	RE 178	740100.00	REAL ESTATE ECONOMICS	SLOs, txt
BS	RE 190	740160.00	ESCROW	tps, SLOs, txt
BS	RE 195	740190.00	PROPERTY MANAGEMENT	rec prep fr ~~RE 170~~ to <u>None</u>, lrng obj, SLOs, moe, assign, val
BS	RE 200	429604.00	UNIFORM STANDARDS OF PROFESSIONAL APPRAISAL PRACTICE (USPAP)	SLOs, assign, txt
BS	RE 202	433673.00	COMPUTER APPLICATIONS IN REAL ESTATE	tps, SLOs, txt,
BS	RE 250	740220.00	REAL ESTATE LICENSE PREPARATION	SLOs, assign, txt
BS	RE 280	431685.00	MORTGAGE LOAN BROKERING AND LENDING	lrng obj, SLOs txt
EI	ART 39XA	970606.00	BEGINNING JEWELRY DESIGN LOST WAX (EI)	dc
EI	FASH 125X	433664.00	RIBBON WORK (EI)	dc
EI	KNEA 2X	971123.20	MILD WATER EXERCISE (EI)	dc
EI	KNEA 2X	971123.10	MILD WATER EXERCISE (EI)	dc
EI	KNEA 101X	971118.20	PHYSICAL FITNESS FOR THE BACK (EI)	dc
EI	MUS 20 X	973853.00	FOR THE LOVE OF MUSIC (EI)	sch des, tps, lrng obj, SLOs, assign, txt
EI	PHOT 50 XA	971037.20	BEGINNING DIGITAL PHOTOGRAPHY (EI)	sch desc, tps, lrng obj, SLOs, assign, txt

MSE	BIO 40	144230.00	EVOLUTION	cat desc, sch desc, SLOs, moe, assign, txt, val
MSE	BIO 43	144260.00	ANIMAL BEHAVIOR	cat desc, sch desc, SLOs, moe, assign, txt, val
MSE	GEOL 183	356730.05	GFS: ANZA-BORREGO	dc

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College: Student Travel Study Abroad Program to Cuba, from May 30, 2017 to June 6, 2017

ACTION: Approval

BACKGROUND

Saddleback College is committed to providing high quality education and a full range of cultural activities for students. In the past, Saddleback College has offered similar courses, which have been conducted in many countries, by expert faculty who provide academic coursework in conjunction with cultural travel experiences. Study abroad programs are authorized under Education Code 72640.

STATUS

The Social and Behavioral Sciences Division at Saddleback College proposes to offer a study abroad program in history during the spring semester of 2017, from May 30 to June 6. The program will be organized and arranged by Travel and Education (T&E), a District approved study abroad operator, for a fee of $3,216 per student (excluding the cost of roundtrip airfare from Orange County to Miami) at a cost of $402 per day for 10 students. The details of the program, which are modeled after the currently running Liberal Arts Division study abroad program in Cuba, are summarized in the Narrative in EXHIBIT A and the Study Abroad Program Information Summary in EXHIBIT B. The required Educational Tour/Field Study Contractor Agreement in EXHIBIT C includes evidence of liability insurance of not less than $5,000,000. Included is the General Agreement proposal from T&E in EXHIBIT D. Financial Aid opportunities will be provided through the Office of Financial Aid for those students who qualify. There is no impact to the General Fund. The current travel warnings issued by the U.S. Department of State in EXHIBIT E do not include Cuba.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the Saddleback College study abroad program to Cuba from May 30, 2017 to June 6, 2017 as summarized in EXHIBIT A, and authorizes the administration to execute the Education Tour Field Study Travel Contractor Agreement with the Travel and Education for coordinating all travel agreements in EXHIBIT C.

Item Submitted By: *Dr. Tod A. Burnett, President*
       C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

Study Abroad Narrative
Cuba
Spring 2017

Saddleback College offered its first study abroad program in Cuba during the spring of 2016. Student interest and applications for the program well-exceeded program capacity, indicating that there is sufficient demand for additional programs in Cuba. In order to meet this demand, we propose that a second program be run during the second half of the Spring semester 2017 to complement the original program (which is now scheduled to run in December/January during the upcoming academic year).

This second program will use the same provider as the original program (Travel & Education), and the Cuba itinerary will follow the same basic itinerary as the existing Cuba trip, with some minor substitutions and additions to the daily excursions/activities to reflect the historical focus of the courses offered on this program. This program seeks to bring 20-30 students and two full-time faculty members to Cuba in order to study Cuban history, and the faculty will be present for all scheduled activities, class meetings, and flights.

Two three-unit courses will be offered as a part of this study abroad program: History 5 (World History from 1750) taught by Professor Christina Ghanbarpour and History 28 (Latin America from 1800 to the Present) taught by Professor Jedrek Mularski. The first portion of both courses will be taught as a pre-trip, online course that will run from the March 27 through May 29. The second component of both courses will be taught in Cuba from May 30-June 6 through daily excursions to historical sites, cultural activities, and classroom discussions. Both courses will conclude with final essays being composed and submitted after students return to the United States.

As is the case with the existing Cuba program, accommodations for students will be a combination of hotel rooms and approved homestays that Travel & Education will arrange.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

STUDY ABROAD PROGRAM INFORMATION SUMMARY

1. PROGRAM										
Location/Destination:	**Cuba**				First Trip:	Yes:		No:	**X**	
Dates:	From:	**May 30, 2017**	To:	**June 6, 2017**	Total No. of Days:		**8**			
Partner Name (Academic Institution):		**Travel and Education (T&E)**								
Address:		**1055 Mill Creek Drive, Feasterville, PA 19053**								
Contact Person:	**Patrizia D'Adamo**			Telephone No.:	**215-396-0239**					
Description of Institution:		**Study Abroad Provider**								

Includes:					
	Accredited Instruction	Yes:	X	No:	
	Transfer College Units	Yes:	X	No:	
	Orientation	Yes:	X	No:	
	Books/Supplies	Yes:		No:	X
	Tutors	Yes:		No:	X
	Weekend Study Activities	Yes:	X	No:	
	Food	Yes:	X	No:	
	Transportation	Yes:	X	No:	
	Lodging	Yes:	X	No:	

Other:	Airfare (Miami-Havana), Guides, Excursions, Medical & accident insurance, Fees for U.S. travel to Cuba (visa, departure tax, 1 checked bag)
Does Not Include: (Examples: Local Transportation at home; Personal Items, etc.)	Application fee, mandatory comprehensive insurance, passport fees, meals not on itinerary, misc. hotel charges (phone, laundry, tips, etc.), personal expenses, any excursions/activities not listed on the itinerary.
Other:	

2. FACULTY						
Lead Faculty Name:	**Jedrek Mularski & Christina Ghanbarpour**					
Coordinates Trip:		Yes:	X	No:		
If No, Explain:						
Travels to Site:		Yes	X	No:		
Dates: From:				To:		
Teaching Assignment at Program Site:		Yes	X	No:		
Dates: From:	**May 30, 2017**			To:	**June 6, 2017**	
Requires Substitute at IVC and/or SC?		Yes		No:	X	
Unpaid Faculty Exchange:		Yes		No:	X	
If Yes, Faculty Name(s) Required:						
Assignments to be Covered:						

Course No.:	Course Title:	Date(s)	Time(s)

Other:	

3. COURSE(S) OFFERED AT PROGRAM SITE

Course No.:	Course Title:	No. of Units
History 5	World History from 1750	3
History 28	Latin America: 1800-the Present	3

4. STUDENTS

Minimum number of students required to make program:	10
Minimum number of units:	6
Maximum number of units:	6
If this is a repeat program site, what is the average number of units taken per student?	(different courses offered)
Other	

5. COSTS

Student:		
Contracted cost per student:	$	3216
Average cost per day: (It costs approximately $13,000 per year for a student to reside in South Orange County and attend SOCCCD.)	$	402

College:					
Additional costs to the District?	Yes:		No:	X	
If Yes Explain:					
Cost of substitute pay if instruction is also receiving salary for courses at IVC and/or SC during the same period of time.	$				
Other Costs	$				

6. OTHER ACTIVITIES NOT PART OF THE COURSE(S) (ATTACHMENTS)

7. TYPICAL WEEKLY SCHEDULE OF INSTRUCTIONAL/ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 a.m.	Breakfast And Meeting	Breakfast And Meeting	Breakfast And Meeting	Breakfast And Meeting	Breakfast And Meeting	Breakfast And Meeting	Breakfast And Meeting
9 a.m.	Historical Site Visit	Historical Site Visit	Historical Site Visit	Historical Site Visit	Historical Site Visit	Historical Site Visit	Historical Site Visit
10a.m.	↓	↓	↓	↓	↓	↓	↓
11a.m.	↓	↓	↓	↓	↓	↓	↓
12 Noon	↓	↓	↓	↓	↓	↓	↓
1 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2 p.m.	↓	↓	↓	↓	↓	↓	↓
3 p.m.	Historical Site Visit & Class Discussion	Historical Site Visit & Class Discussion	Historical Site Visit & Class Discussion	Historical Site Visit & Class Discussion	Historical Site Visit & Class Discussion	Historical Site Visit & Class Discussion	Historical Site Visit & Class Discussion
4 p.m.	↓	↓	↓	↓	↓	↓	↓
5 p.m.	↓	↓	↓	↓	↓	↓	↓
6 p.m.	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

7 p.m.	Cultural Activity	↓	Cultural Activity	↓	Cultural Activity	↓	↓
8 p.m.	↓	↓	↓	↓	↓	↓	↓
9 p.m.							
10 p.m.							

Exceptions to weekly schedule: | Travel Days (arrival & departure)

8. ATTACHMENTS

1. Course Outline
2. Course Syllabus
3. Contract Provider

9. REQUIRED SIGNATURES

_____ 8/1/16
Lead Faculty Member   Date

_____ 7/30/16
Department Chair   Date

_____ 08-02-2016
Division/School Dean   Date

_____ 9/9/16
Vice President, Instruction Date

_____ 9-1-16
College President   Date

_____ 5/1/16
Jed Hularski   Date

Exhibit C
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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

EDUCATIONAL TOUR / FIELD STUDY
TRAVEL CONTRACTOR AGREEMENT

GENERAL TERMS AND CONDITIONS

Travel & Education studies in Cuba, Spring 2017.

This Agreement is made this 24 day of October, 2016 between the South Orange County Community College District, located at 28000 Marguerite Parkway, Mission Viejo, California ("DISTRICT") and Travel & Education ("TRAVEL CONTRACTOR") located at 1055 Mill Creek Drive, Feasterville-Trevose, Pennsylvania and is for the limited purpose of providing travel arrangements for the Educational Tour / Field Study Trip described on the Exhibits to this Agreement labeled "SPECIFIC DETAILS."

IN CONSIDERATION of the covenants, promises, and agreements of the parties hereinafter contained, DISTRICT and TRAVEL CONTRACTOR hereby covenant, promise and agree as follows:

1. INSTRUCTIONAL SERVICES – District shall arrange for and provide all instructional services, including but not limited to appropriate course announcements, course descriptions and registration prerequisites, student selection and registration, pre-trip student orientation, lectures (staff and guest), student supervision, instruction by Trip Instructor and evaluation for said Educational Tour / Field Study Trip.

2. TRAVEL SERVICES – TRAVEL CONTRACTOR shall arrange for and provide all transportation and lodging for the Educational Tour / Field Study Trip, the details of which TRAVEL CONTRACTOR shall specify on the Exhibit to this Agreement labeled "SPECIFIC DETAILS." Said Exhibit shall be prepared by TRAVEL CONTRACTOR and submitted to DISTRICT for written approval and acceptance by DISTRICT as part of this Agreement. In the event of a conflict between the terms and conditions of any of the SPECIFIC DETAILS set forth in such Exhibit and the terms and conditions set forth in this Agreement, the General Terms and Conditions set forth in this Agreement shall prevail.

3. PROMOTIONAL MATERIAL – TRAVEL CONTRACTOR may prepare and provide at its own expense additional promotional material, which material must have the written approval of the DISTRICT administrator responsible for the activity before publication and distribution to the participants of the Educational Tour / Field Study Trip. Such material shall prominently display the statement: "Instructional Activities provided by Saddleback College or Irvine Valley College." All travel arrangements are the responsibility of TRAVEL CONTRACTOR."

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Travel Contractor Agreement

4.   PAYMENT BY TRIP PARTICIPANTS – All payments by Educational Tour / Field Study Trip participants for travel services shall be made directly to TRAVEL CONTRACTOR. All checks drawn by Educational Tour / Field Study Trip participants shall be made to the order of TRAVEL CONTRACTOR'S firm name or to such other name as TRAVEL CONTRACTOR may direct in writing.

TRAVEL CONTRACTOR shall manage all charges collected from Educational Tour / Field Study Trip participants in accordance with applicable Federal and State laws and regulations and the requirements of this Agreement. Any and all funds received by TRAVEL CONTRACTOR shall be held in trust for the benefit of the Educational Tour / Field Study Trip. TRAVEL CONTRACTOR shall account in detail to the DISTRICT the total cost to each participant of each Educational Tour / Field Study Trip.

TRAVEL CONTRACTOR shall provide to District a detailed itemization of all costs and expenses for each Educational Tour / Field Study Trip. Trip costs and expenses shall include but are not limited to details regarding the extent of free transportation, per diem allowance, incidental support, any direct payment to or prerequisites intended by TRAVEL CONTRACTOR for Trip Instructor. Disclosure of these costs and expenses for each Educational Tour / Field Study Trip shall be labeled "SPECIFIC DETAILS." Cost figures so disclosed will not be changed, except that costs quoted may be based on tariffs and foreign exchange rates in effect at the time of the quote and may be subject to change without amendment to this Agreement if the possibility of such changes has been disclosed in advance and in writing by TRAVEL CONTRACTOR to the DISTRICT and each participant in the Educational Tour / Field Study Trip. In the event an Educational Tour / Field Study Trip is for any reason cancelled prior to the time of its scheduled departure, TRAVEL CONTRACTOR shall refund in full within ten (10) days, any payments received from Educational Tour / Field Study Trip participants provided, however, that if any Educational Tour / Field Study Trip participants cancel after the date specified for final payment for participation in a particular Educational

Tour / Field Study Trip TRAVEL CONTRACTOR shall refund payments within ten (10) days to said Educational Tour / Field Study Trip participants minus any non-recoverable charges or expenses incurred by TRAVEL CONTRACTOR in connection with its provision of travel services for those participants.

5.   RESTRICTION ON TRIP PARTICIPATION – All Educational Tour / Field Study Trip participants shall be registered in the course related to the Educational Tour Field Study. Though registration is open to the public, some individuals may be denied admission on the basis of academic prerequisites or other constraints.   TRAVEL CONTRACTOR SHALL NOT MAKE THE TOUR PACKAGE AVAILABLE TO INDIVIDUALS WHO ARE NOT STUDENTS OF DISTRICT EXCEPT UNDER CONDITIONS ACCEPTED BY THE DISTRICT IN WRITING AND MADE A PART OF THIS AGREEMENT. IN THE EVENT PERSONS WHO ARE NOT DISTRICT STUDENTS SHALL PARTICIPATE IN AN EDUCATIONAL TOUR / FIELD STUDY TRIP WITHOUT DISTRICT PERMISSION, THE TRAVEL CONTRACTOR HEREBY

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Travel Contractor Agreement

ASSUMES ALL LIABILITY, AS DEFINED IN THIS AGREEMENT, FOR SUCH NON-STUDENT PARTICIPATION." Prior to the departure of any Educational Tour / Field Study Trip, TRAVEL CONTRACTOR shall provide the DISTRICT at the address set forth below with a roster of all Educational Tour / Field Study Trip participants, showing name, address, emergency contact and address, along with the same information for any other persons the DISTRICT has agreed in writing to allow participation in the Educational Tour / Field Study Trip.

6. EDUCATIONAL TOUR / FIELD STUDY CORRESPONDENCE - TRAVEL CONTRACTOR shall forward a copy of all correspondence between the TRAVEL CONTRACTOR and any Trip/Instructor/Presenter/Guide of the DISTRICT at the address set forth below.

7. INDEMNIFICATION – TRAVEL CONTRACTOR shall protect, hold harmless, indemnify, and defend DISTRICT (including its trustees, officers and employees) from any and all liability as defined in this Paragraph. For purposes of this Agreement, liability means any and all claims, demands, losses, causes of action, suits, or judgments of any and every kind (including reasonable attorney's fees) that any person (including but not limited to Educational Tour / Field Study Trip participants or TRAVEL CONTRACTOR'S employees), or such person's heirs, executors, administrators or assigns may have against the DISTRICT, arising out of or in connection with TRAVEL CONTRACTOR'S activities under this Agreement which give rise to personal injury, accident, illness or death, or any loss or damage to property, or any other claim including but not limited to claims based on TRAVEL CONTRACTOR'S failure or refusal to perform in accordance with this Agreement, that results from any cause other than the sole negligence of the DISTRICT.

8. LIQUIDATED DAMAGES. – TRAVEL CONTRACTOR acknowledges that the DISTRICT is a non-profit public entity that makes no economic gain on travel arrangements for Educational Tour / Field Study Trips. If TRAVEL CONTRACTOR fails to perform in accordance with the Educational Tour / Field Study Trip set forth in SPECIFIC DETAILS or in promotional brochures provided by TRAVEL CONTRACTOR to Educational Tour / Field Study Trip participants, such breach may cause hardship to the Educational Tour / Field Study Trip participants. However, from the nature of the case it would be impracticable and difficult to fix the amount of damages sustained by Educational Tour / Field Study Trip participants in the event of any such breach. DISTRICT and TRAVEL CONTRACTOR, therefore, presume that in the event of any such breach by TRAVEL CONTRACTOR the minimum amount of damages that will be sustained by Educational Tour / Field Study Trip participants will be $100 per trip per participant and that TRAVEL CONTRACTOR shall pay such amount as liquidated damages and not as a penalty, provided, however, that the rights set forth in this Paragraph shall not preclude each Educational Tour / Field Study Trip participant from claiming and from being awarded, upon proper proof thereof, of damages in a greater amount than the liquidated damages amount specified in this Paragraph.

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Travel Contractor Agreement

9.   TRAVEL AGENTS – All travel agents used by TRAVEL CONTRACTOR to arrange for transportation (or TRAVEL CONTRACTOR itself if it is a travel agency) shall be licensed and bonded by the International Air Transport Association (IATA) and the Air Traffic Conference (ATC) and shall be members of the American Society of Travel Agents (ASTA) or an equivalent professional travel agent's association.

10.   TRIP CANCELLATION INSURANCE – TRAVEL CONTRACTOR shall make available to each Educational Tour / Field Study Trip participant trip cancellation insurance that will insure trip participants of trip transportation in spite of accident or illness of any participant that prevents that participant from either commencing the trip or requires the participant's early return from the trip.

11.   GENERAL LIABILITY INSURANCE – TRAVEL CONTRACTOR shall for the duration of each Educational Tour / Field Study Trip maintain a comprehensive worldwide, general liability policy or policies insuring TRAVEL CONTRACTOR'S activities under this Agreement against risk of loss due to: (a) bodily injury, death or property damage caused by an occurrence arising out of the operation, maintenance or use, including loading and unloading of hired automobile, watercraft or aircraft in TRAVEL CONTRACTOR'S operations; (b) personal injury arising out of TRAVEL CONTRACTOR'S operations, and shall provide emergency medical services to participants while on the Educational Tour / Field Study Trip, and other general trip insurance benefits as specifically set forth in SPECIFIC DETAILS. If the Educational Tour / Field Study Trip is to travel to locations beyond the continent of the United States, such policy shall be endorsed to provide coverage for planes brought into the United States, for occurrences elsewhere.

LIABILITY INSURANCE – CERTIFICATE OF INSURANCE – TRAVEL CONTRACTOR shall provide the District's Office of Administrative and Business Services with a valid certificate of insurance for each Educational Tour / Field Study Trip naming the District as additional insured with a single limit of liability of a minimum of $5,000,000 with evidence that the policy covers the world-wide exposures of each Educational Tour / Field Study Trip. The certificate shall be submitted with the executed AGREEMENT to the Office of the Vice Chancellor, Business Services at least fifteen (15) working days prior to commencement of the program.

12.   TRAVEL CONTRACTOR INFORMATION AND IDENTIFICATION – TRAVEL CONTRACTOR shall at all times maintain on file with the DISTRICT an accurate information sheet listing name, address, telephone, facsimile, e-mail, person(s) responsible for assisting the Educational Tour / Field Study Trip.

13.   TERM – This Agreement shall be effective on the date first noted above when signed by TRAVEL CONTRACTOR and DISTRICT and shall continue in force until terminated. TRAVEL CONTRACTOR may, upon written notice to DISTRICT, cancel any particular Educational Tour / Field Study Trip no later than 45 days prior to the departure of the Educational Tour / Field Study Trip (or fewer days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set

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forth SPECIFIC DETAILS) if the minimum number of participants specified in SPECIFIC DETAILS fails to sign up for Educational Tour / Field Study Trip. DISTRICT may, upon written notice to TRAVEL CONTRACTOR, cancel any particular Educational Tour / Field Study Trip or may terminate this Agreement in its entirety at any time if TRAVEL CONTRACTOR fails to satisfy any of the terms and conditions of this Agreement or DISTRICT may terminate this Agreement in its entirety in District's sole discretion upon 45 days prior to departure written notice to TRAVEL CONTRACTOR stating that DISTRICT so terminates (or fewer days upon the express mutual written agreement of DISTRICT and TRAVEL CONTRACTOR specifically set forth in SPECIFIC DETAILS). The termination or expiration of this Agreement shall not relieve any party from any liability arising from breach of this Agreement.

14.   NO ASSIGNMENT/TIME OF ESSENCE / HEIRS AND ASSIGNS – This Agreement is for the particular services of TRAVEL CONTRACTOR and shall not be assignable by TRAVEL CONTRACTOR in whole or in part without the prior written consent of DISTRICT. Time is of the essence on the performance of each and every provision of this Agreement. The provisions of this Agreement shall extend to be binding upon and inure to the benefit of the heirs, executors, administrators, successors and assigns of the respective parties hereto or of any third party beneficiaries of the Agreement.

15.   NO MODIFICATION OF AGREEMENT – This Agreement constitutes the full and complete understanding of the parties on the subject hereof, and supersedes all prior understandings or agreements on that subject. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto. No prior or contemporaneous agreements, representations or understandings between TRAVEL CONTRACTOR and any Trip Instructor for any Educational Tour / Field Study Trip that are not set forth herein shall be binding upon DISTRICT. No waiver, modification or amendment of any provision of this Agreement shall be effective unless it is in writing and signed by both parties.

16.   NOTICE – Any notices required or permitted hereunder shall be given in writing to the appropriate party at the address specified above or at such other address as the party may have noticed to the other in accordance with this Paragraph. Such notice upon personal delivery shall be deemed given at the time of personal delivery to the signatory of the appropriate party named below, or upon mailing by certified or registered mail three (3) days after the date of such mailing.

17.   CONTROLLING LAW – This Agreement is made in California and its terms and conditions shall be construed in accordance with the laws of the State of California, excluding the body of law applicable to conflicts of law. TRAVEL CONTRACTOR warrants and agrees that any suit brought by DISTRICT or any Educational Tour / Field Study Trip participant against TRAVEL CONTRACTOR based upon this Agreement may be brought in any California court of competent jurisdiction.

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Travel Contractor Agreement

IN WITNESS WHEREOF, TRAVEL CONTRACTOR and DISTRICT have executed this
Agreement to be effective on the day and year first written above.

TRAVEL CONTRACTOR

Travel & Education

Date: _____

By: _____
Patrizia D'Adamo
Name of authorized agent

Title: Director of U.S. Operations

Address: 1055 Mill Creek Drive

Feasterville, PA 19053

Phone: 215-396-0235

DISTRICT

South Orange County Community
College District

Date: _____

By: _____

Title: Vice Chancellor, Business Services

Address: 28000 Marguerite Parkway

Mission Viejo, CA 92692

Phone: (949) 582-4664

travel & education

TRAVEL & EDUCATION

GENERAL AGREEMENT with SADDLEBACK COLLEGE
8- DAY Touring Program

Effective Date: October 24, 2016

CUBA

PROGRAM DATES:
*Dates may need to be modified to accommodate international flight to CUBA.

Departure SNA-MIA and overnight in MIAMI	Tuesday, May 30th, 2017
International Flight MIA-CUBA-transfer to accommodation	Wednesday, May 31st, 2017
Tour of LA HAVANA	Thursday, June 1st, 2017
Excursion to VALLE DE VIÑALES	Friday, June 2nd, 2017
Excursion to CIENFUEGOS	Saturday, June 3rd, 2017
Excursion TRINIDAD	Sunday, June 4th, 2017
Excursion SANTA CLARA	Monday, June 5th, 2017
Transfer to airport and return to US	Tuesday, June 6th, 2017

PROGRAM COMPONENTS INCLUDED IN THE STUDENT FEE:

- ***International roundtrip airfare MIA-HAV-MIA** (Miami / Havana). The domestic portion in OPTIONAL COMPONENTS section below.
- **Expert guide for the duration of the program.** SADDLEBACK COLLEGE'S assigned point person with presence during all group activities and emergency contact number for the duration of the program.
- **Airport transfers,** by private bus from airport to hotel in La Habana and from the hotel in La Habana back to the airport.
- **Eight 8 days / 7 nights** (double or triple occupancy). One (1) night in **Miami** upon the start of the program and seven (6) nights in **Cuba.**
- **Breakfast and dinner daily,** lunches provided for 6 days.
- **Excursions** will be included along with group transportation by private bus, hotel accommodations with meals (where applicable), and sightseeing tour of the various cities with entrances to relevant historical monuments as listed and the services of a T&E tour manager and a professional English-speaking tour guide. Meet with locals in various professions and learn about daily Cuban life. Travel across the island visiting Havana, Viñales Valley, Cienfuegos, Trinidad, and Santa Clara, discussing sustainable agriculture, art, music, dance, even ceramics with local professionals.
- **Medical and accident insurance coverage** in Cuba during the duration of the program.
- **Included fees associated with US travel to Cuba:** Visa = $85, departure tax = $25, All participants will be allowed one checked bag weighing 44lbs= $20 (the fee charged for overweight bag is $2 per pound and will be the responsibility of each individual participant at check-in in Miami should bags be over the allowed weight).

*IMPORTANT NOTE: Group flights to CUBA flying legally out of Miami are chartered and cannot be confirmed until 90 days prior to departure therefore dates are subject to the availability of group flights. Also, airfare can only be guaranteed for a minimum of ten (10) participants.

VALUE ADDED BENEFITS

- **US Liability insurance Policy** under which your school will be covered for the duration of the program.
- **Comprehensive Study Abroad Insurance Coverage:** Accident and Sickness, Trip cancellation and interruption, Baggage/Personal effects, Dental, Emergency Medical Reunion, Accidental death and

dismemberment, Mobile App/24 hour assist, Compassionate visit, Administrator visit/Faculty Replacement. Additional fee may apply. See below for details.

US Embassy registration for each student for the program period.

Accounting / billing services in the U.S.

Pre-departure information services and a **TOLL-FREE contact number** in the U.S.

24 hour contact number for emergency or for **after-hours support** for participants in programs outside the EST time zone.

Full color comprehensive "T&E Acceptance and Orientation Packet" and additional promotional materials including flyers and posters for university wide promotions.

Advance planning services offered by our **T&E** office in Philadelphia.

Promotional digital PDF version of flyer for reproduction by SADDLEBACK COLLEGE.

Promotional presentations / orientations at SADDLEBACK COLLEGE campus or other specified places by T&E local staff on predetermined and mutually agreed upon dates.

FACULTY BENEFITS INCLUDED IN THE STUDENT FEE:

Faculty support services for target enrollment **10 students** with one (1) faculty member as listed below:

Roundtrip flights between California and Miami and Miami and Cuba on the scheduled group flights.

Private accommodations for one (1) SADDLEBACK COLLEGE faculty or administration.

Local Medical insurance for the duration of the program while on Cuban soil.

Inclusion in Comprehensive insurance policy as mentioned above.

Mobile phone

Full participation on all activities scheduled on the itinerary, on the same basis as the students, including transfers, entrances, sightseeing tours, etc.

For group participation in short term programs the faculty benefits listed above will be for the entire program period. For long-term group participation faculty benefits will be for a period of one (1) week during the group program period. Faculty benefits are paid in full for an enrollment of specified paying participants as listed below, or pro rata for a lower enrollment.

For groups requiring ADDITIONAL administrative participation: Only one (1) administrative visit will be allowed by T&E per program period per a minimum group size of 10 participants. Any additional administrative arrivals will be the financial responsibility of SADDLEBACK COLLEGE. Should SADDLEBACK COLLEGE require additional administrator visits, T&E will provide shared accommodations in addition to airport transfers in order to meet this requirement and the additional administrator visit will be limited to these benefits. Full benefits as listed above only apply to the primary group program director. The additional administrator will need to pay an obligatory supplement for participation in the full service program provided to all T&E participants. Fee for additional administrator is listed in optional components.

PROGRAM FEES:

***$ 3, 216** US Dollars per participant for a minimum enrollment of a minimum of **ten (10) paying student participants** with one (1) faculty administrative visit.

Prices are subject to change based on any price fluctuations resultant from Cuban service providers up to 21 days prior to program start date.

NOT INCLUDED IN PROGRAM FEES:

Roundtrip airfare LAX-MIA-LAX.

$95 application fee.

Mandatory comprehensive insurance coverage: $40

Passport fees.

Meals other than those indicated on itinerary.

Hotel charges including phone charges, use of laundry facilities, tips, minibar etc...

Personal expenses.

Additional field trips that have not been specified.

OPTIONAL COMPONENTS

Group flight Reservations for LAX-MIA-LAX is OPTIONAL:
T&E offers the option for group flight reservations for roundtrip on the domestic portion between Los Angeles and Miami to ensure your group stays together and that the fly within guidelines for the international portion. SADDLEBACK COLLEGE will need to meet a minimum sustained enrollment of **ten (10) paying participants in order to qualify.** T&E will provide an itinerary based on group preference along with a group quote prior to that date. Students will be provided with a deadline by which they should purchase airline tickets via the link below for the assigned flight associated with SADDLEBACK COLLEGE.
   o https://www.studentuniverse.com/study/traveleducation

Single room supplement: **$500** per person for the duration of the program.

PROPOSED PROGRAM APPLICATION PROCEDURE, BILLING, PROMOTIONS AND FOLLOW-UP
(This procedure can be modified according to the needs and general practice of at SADDLEBACK COLLEGE)

SADDLEBACK COLLEGE program coordinator will provide a group roster of participating students and their corresponding email addresses along with a program deposit in the amount of $450 and airfare deposit of $250 (total **$700**) per student by **February 17th, 2017.** Payments can be made in the form of personal check or money order made out to Travel & Education or credit card at www.travelandeducation.org under the APPLY tab.

SADDLEBACK COLLEGE program coordinator will instruct students to apply to the appropriate program via the provided link below. All students will be held to T&E Application Contract for the given term. Online application due by **February 24th, 2017.**

   ★ **2017 Online Student Application link for SADDLEBACK COLLEGE Cuba Program - May**

T&E will bill students directly who will then be responsible keeping up with T&E payment schedule as outlined on the T&E invoice. **All T&E invoices are sent via email only.** Please contact T&E if a hard copy invoice is required.

Second installment payment of 25% of fees owed or **$1000** is due by **March 17th, 2017.**

Final payment is due **April 7th, 2017.** T&E reserves the right to withdraw students who are not paid in full by the final payment deadline.

All assigned SADDLEBACK COLLEGE visiting administrator must fill out a corresponding form no later than **March 3rd, 2017.** The visiting program administrator will be asked a series of questions regarding preferences on communications with the group and other important items. Use the following link to register: T&E Accompanying Faculty Application. Faculty will then receive a "T&E Welcome Email" which will provide access to their online inscription. **From the online inscription record, faculty will be provided with a link to monitor student enrollment and access student files.**

T&E can accept applications after **February 24th, 2017**, but cannot guarantee program costs after this date. Students applying after this date can only be accepted on a space-available basis and may be subject to a supplemental charge and a land-only status.

All required documents outlined in this contract in the AIRFARE AND DOCUMENTATION section below must be completed and submitted to T&E no later than **March 31st, 2017.**

The school administration and SADDLEBACK COLLEGE will promote the program on an appropriate institutional website listing or through the various available institutional outlets in order to ensure student awareness of the program offering at SADDLEBACK COLLEGE.

T&E will be invited to present programs to SADDLEBACK COLLEGE's students and parents on predetermined and agreed upon dates during strategic periods of each academic term and will be provided with dates with sufficient time to plan for attendance. If T&E is unable to attend in person we will offer other options via video conferencing platforms.

AIRFARE AND DOCUMENTATION

T&E cannot arrange airline tickets for students applying after **February 24th, 2017. T&E** is financially committed at this time to any confirmed airline seats therefore it is imperative that Saddleback College provide a preliminary list of student participants in order to confirm and/or release air reservations.

T&E will reserve spaces according to information provided on the online student application form. Names must be entered as they appear on the student's US Passport. Once airline tickets have been issued to students they cannot be changed or refunded.

It is the responsibility of each student to determine their eligibility requirements for travel to Cuba from their particular country of origin. **T&E** can provide assistance if requested however should the student fail to obtain the proper clearances **T&E** will not be held responsible for any actions taken by airport authorities nor any fees resultant from the negligence of the program participant.

For insurance purposes, all students must sign a **certificate of compliance**. This form will be provided by **T&E** via email as part of the pre-departure communications program prior to the program start date.

In order to be in compliance with US law for US citizens traveling to Cuba for educational purposes, **T&E** requires all participants to provide the following documents:

* **Visa Application Form, Travel Affidavit, and Reservation Form:** These forms will be provided by **T&E** via email once the group is confirmed and all fees are paid.
* **Passport:** provide a copy of the information page of their valid US passport (must be valid at least 6 months beyond the program return date) as part of the application process with **T&E** online.

REFUND POLICY

Should an individual participant withdraw from the program they must do so in writing to T&E and the following policy will apply based on the date of withdrawal...

If participant withdrawals in writing...	he / she receives...
On or before February 17th, 2017	a refund of all fees paid less $450 non-refundable application fee plus airfare deposit of $250 any additional non-refundable deposits paid by the student or by **T&E** on behalf of the student.
After February 17th and before March 24th, 2017	a refund of all fees paid less $450 non-refundable application fee, $250 airfare deposit, $1000 1st installment and any additional non-refundable deposits paid by the student or by **T&E** on behalf of the student.
After March 24th, 2017 and before April 21st, 2017	a refund of all fees paid less $450 non-refundable application fee, $250 airfare deposit, $1000 1st installment, $310 insurance and any additional non-refundable deposits paid by the student or by **T&E** on behalf of the student
After April 21st, 2017	No refund.

Once the program has begun students withdrawing receive no refund unless **T&E** suspends the program.

Force Majeure: The Parties agree that, if by reason of strike or other labor disputes, civil disorders, severe weather, acts of God, acts of terror, war, pandemic, or other unavoidable cause beyond the control of the party seeking to invoke this paragraph, either Party is unable to perform its obligation, such non-performance shall not be considered a breach of this Agreement. In the event a US Department of State travel warning is issued advising against travel to Cuba, SADDLEBACK COLLEGE may refrain from sending students to Cuba and in such event shall only pay for actual and documented costs incurred by Travel & Education for the scheduled program.

In the case of the U.S. State Department issuing a travel warning which advises U.S. citizens not to travel to Cuba or to leave the country if they are already there, **T&E** will:

- o If the program has not started, either make suitable alternative arrangements or cancel the program and refund all fees paid.

- o If the program has started, suspend the program and fly the students home. If students are returned home they will receive a prorated rebate of fees paid to **T&E** for the portion of the program not completed, less the $200 processing fee, the $75 insurance premium, the $95 non-refundable application fee and any costs incurred for flying the student home.

Loyalty Clause: As part of the terms of this agreement, SADDLEBACK COLLEGE will not actively seek out or accept any offer of a direct relationship with any of the academic institutions or organizations who partner with T&E in Cuba to supply academic and/or other services as part of the T&E provided program for the next 3 terms starting from the effective date of this contract.

ADDITIONAL CONSIDERATIONS

Airfare is the responsibility of each individual participant and any accompanying faculty unless otherwise indicated on this contract. T&E guidelines set forth in the T&E Application Contract must be followed when making airline reservations in order to take advantage of T&E provided transfer services to and from the airport. Should the T&E guidelines not be followed, participants will be responsible for determining the group's whereabouts and for providing their own transportation to join the group.

The present agreement is subject to all of the policies, terms and conditions set forth in the T&E brochure and T&E Application Contract.

The present agreement will be valid for the 2016 academic term with the mutually implicit understanding that T&E and SADDLEBACK COLLEGE will continue a relationship for the offering of T&E programs to SADDLEBACK COLLEGE students for both short and long term study abroad options. The present contract will be reviewed and drawn up on an annual basis and will be negotiated at the start of the promotional period for the following academic term.

ACCEPTANCE OF PROPOSAL

Travel & Education requires written acceptance of this proposal by November 1, 2016 in order to prepare program materials, make the relevant bookings and to guarantee the price quoted. Please sign and date below to confirm that the components listed in this proposal fulfill your program requirements. Once signed, this document can be sent in its entirety via regular mail to **Travel & Education, 1055 Mill Creek Drive, Feasterville-Trevose, PA 19053** or by fax to 215-396-0236. Should a signed agreement not be submitted by the specified due date above and SADDLEBACK COLLEGE subsequently launches a group program through Travel & Education Corp during term quoted, the formal acceptance of this agreement will be implied and will be binding with the stated terms and conditions.

travel & education

PROPOSAL ACCEPTED BY _____(please print)
 Name of Authorizing Representative SADDLEBACK COLLEGE

_____(sign)
 Signature Authorizing Representative SADDLEBACK COLLEGE

DATE_____

travel.state.gov   U.S. Passports & International Travel   Students Abroad   U.S. Visa   Intercountry Adoption   International Parental Child Abduction |

travel.state.gov > Passports & International Travel > **Alerts and Warnings**

Print   Email

Alerts and Warnings

Travel Warnings

We issue a Travel Warning when we want you to consider very carefully whether you should go to a country at all. Examples of reasons for issuing a Travel Warning might include unstable government, civil war, ongoing intense crime or violence, or frequent terrorist attacks. We want you to know the risks of traveling to these places and to strongly consider not going to them at all. Travel Warnings remain in place until the situation changes; some have been in effect for years.

- ## Travel Alerts

We issue a Travel Alert for short-term events we think you should know about when planning travel to a country. Examples of reasons for issuing a Travel Alert might include an election season that is bound to have many strikes, demonstrations, or disturbances; a health alert like an outbreak of H1N1; or evidence of an elevated risk of terrorist attacks. When these short-term events are over, we cancel the Travel Alert.

Refine by Destination   Cuba   [GO]   Clear Results

Type	Date	Location

No matching records found

10/13/2016 3:52 PM

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   ITEM: 5.5
                                                      DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Saddleback College, Use of the WSCA/NASPO Cisco
           Systems, Inc. Contract for Data Communications Products and
           Services, Equipment for Wireless Coverage Expansion Project, ePlus,
           Inc.

ACTION: Approval

BACKGROUND

On October 26, 2015 the Board of Trustees approved the use of Cisco Systems Master Price Agreement No. AR233 awarded by the State of Utah, in association with the National Association of State Procurement Officials/Western States Contracting Alliance NASPO/WSCA and approved for use by the State of California pursuant to Participating Addendum No. 7-14-70-04. Cisco Systems, Inc. has many authorized resellers which they refer to as partners, and these are listed within the NASPO/WSCA agreement.

STATUS

Saddleback College IT staff requested three quotes from authorized resellers for the procurement of the Saddleback College Wireless Coverage Expansion equipment using the Cisco Systems Master Price Agreement No. AR233 (EXHIBIT A). The low quote was received from ePlus, Inc. in the amount of $323,442.04.

The WSCA contract and the California Participating Addendum has been reviewed and approved for use by the OCDE Legal Counsel and is available for review in the Facilities Planning and Purchasing department.

Basic aid funds for this project are available in FY 2016-2017 Districtwide IT Wireless Coverage Expansion project equaling $738,000 with Saddleback College's portion equaling $481,545.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the use of WSCA/NASPO Cisco Systems, Inc. Contract for Data Communications Products and Services Master Price Agreement No. AR233 awarded by the State of Utah and approved for usage by the State of California pursuant to the California Participating Addendum No. 7-14-70-04 for procurement of Saddleback College Wireless Coverage Expansion equipment from ePlus, Inc. for an amount of $323,442.04.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

Request for Quotes
Wireless Expansion Equipment
Saddleback Wireless Coverage Expansion Project

October 24, 2016

COMPANY NAME	CITY	AMOUNT
*ePlus, Inc.	Irvine, CA	$323,442.04
Meridian IT	Deerfield, Il	$436,188.62
CDW-G	Chicago, Il	$459,924.12

*Lowest bid

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   ITEM: 5.6
DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Approval

BACKGROUND

Outside speakers may be invited by administrators, faculty members, or recognized student groups to speak at events open to the public.

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges and/or ATEP since the last board meeting. Travel expenses and/or honorarium for speakers must be recommended by the Chancellor or college president and submitted to the Board prior to reimbursement of travel expenses or payment of honorarium.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the general fund honoraria as shown in Exhibit A.

Item Submitted By: *Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

Presentation Date	Faculty Member Course Title/Activity	Speaker Name	Topic	General Fund Honorarium/Travel
9/28/16	Amira Wegenek All Psychology Courses	Patricia Evans	Healthy Communication in Interpersonal Relationships	$800/ASG
9/29/16	Erica Vogel Anthropology Speaker Series	Matine Azadian Chancelllor's scholar UCI	Majoring in Anthropology and Pre- Med. Path to success	$50 ASG
10/19/16	Erica Vogel Anthropology Speaker Series	Dr. Leo Chavez, Professor UCI	The Latino Threat: Anchor Babies, Citizenship and the Election	$500 ASG
11/9/16	Erica Vogel Anthropology Speaker Series	Dr. Susan Coutin, UCI Dean & Professor	Exiled Home: Salvadoran Transnational youthy in the Aftermath of Violence	$500 ASG

IRVINE VALLEY COLLEGE

Presentation Date	Faculty Member Course Title/Activity	Speaker Name	Topic	General Fund Honorarium/Travel
11/4 to 11/6/16	Anissa Cessa Heard-Johnson Student Diversity and Equity Retreat	CeCe Smith	Re-entry, Foster Youth and African Americans	$2,000 Student Equity Funds
11/4 to 11/6/16	Anissa Cessa Heard-Johnson Student Diversity and Equity Retreat	David Rowe	Veterans, European Americans, Males and Low Income	$2,000 Student Equity Funds
11/15/16	John Russo Business Leader Society Club	David Rohlander	Leadership and Developing Success	$200 IVC Foundation

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Trustees' Requests for Attending Conferences

ACTION: Approval

BACKGROUND

The Orange County Department of Education requires that all travel/mileage expenses claimed by Trustees for official college business be approved by the Board of Trustees as well as their requests to attend upcoming conferences and meetings.

STATUS

The official trips reported in Exhibit A require Board approval for payment by the County of Orange.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve/ratify the Trustees' requests for attending conference(s) as shown in Exhibit A. The schedule of events is included in Exhibit B.

Item Submitted By: *Debra L. Fitzsimons, Interim Chancellor*

TRUSTEE ATTENDANCE AT CONFERENCES AND MEETINGS

Trustees wishing to attend:

EVENT/LOCATION	DATE(s)*	ESTIMATED COST** (per person)	TRUSTEE REQUESTED ITEM:	TRUSTEE(S) ATTENDING
ACCT Governance Leadership Institute Kapi'olani Community College Honolulu, HI	March 29-April 1, 2017	$2,750		

*   The figure in parentheses is the estimated number of nights lodging
**   The amount listed includes estimated airfare, lodging, meals, and other expenditures

Item Submitted By: *Debra L. Fitzsimons, Interim Chancellor*

GLI Governance Leadership Institute

ACCT ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

GLI LOCATION
KAPI' OLANI COMMUNITY COLLEGE
HONOLULU, HAWAII

ACCOMMODATIONS
DOUBLETREE BY HILTON ALANA – WAIKIKI BEACH

Wednesday, March 29th

2:00 p.m. – 3:00 p.m.	**Registration**
3:30 p.m. – 5:00 p.m.	**Introductions, Opening Exercises and Objectives for Institute**
	Dr. Narcisa Polonio, Vice President for Education Research, and Board Leadership Services, ACCT
5:00 p.m. – 7:00 p.m.	**Welcome Luau**

Thursday, March 30th

8:00 a.m.	**Transportation Pick Up From Hotel to College**
8:30 a.m. – 9:00 a.m.	**Breakfast**
9:00 a.m. – 11:00 a.m.	**Key Indicators of an Effective Board**

- Higher Education and Community College Trends & Key Questions
- Evolving Organizational Structures to Meet the Demand of Institutional Change
- Assess Your Board's Health
- Identify Strengths and Weaknesses
- The Board's Changing Role and Fostering Goodwill and Commitment
- Understanding Leadership and Group/Team Dynamics
- Effective Ways to Deepen Trustee Engagement in Shaping the Mission and Objective(s) of the College
- Handling Conflict and the "Self-Interested Trustee"

11:15 a.m. – 12:15 p.m.	**Safeguarding Your Institution – Becoming a Disaster Resilient College**
12:15 p.m. – 1:00 p.m.	**Lunch & Guided Group Discussion**
1:00 p.m. – 2:30 p.m.	**What Trustees Need to Know About Outcomes, Quality and Student Success – A Case Study**

2:45 p.m. – 3:45 p.m.	**The Complexity of Diversity on Campus**
3:45 p.m.	**Enjoy Hawaii**

Friday, March 31st

8:00 a.m.	**Transportation Pick Up From Hotel to College**
8:30 a.m. – 9:00 a.m.	**Breakfast**
9:00 a.m. – 9:30 a.m.	**Reflection and Prioritizing the Agenda**
9:30 a.m. – 10:30 a.m.	**How Trustees Can Apply a College Value Framework to Decision-Making**
10:30 a.m. – 10:45 a.m.	**Break**
10:45 a.m. – 11:45 a.m.	**Addressing the Economic Needs of the Community: Presidential Perspectives**
12:00 p.m. – 1:00 p.m.	**Lunch & Guided Group Discussion**
1:00 p.m. – 2:00 p.m.	**Strategies for the New Normal**
2:00 p.m. – 2:15 p.m.	**Break**
2:15 p.m. – 3:15 p.m.	**What Trustees Need to Know: From Running Effective Meetings to Fostering Collaboration across the College**
3:30 p.m. – 4:30 p.m.	**Bringing it all Together, T-Shirt Exchange & Group Photo**

Saturday, April 1st

8:00 a.m.	**Transportation Pick Up From Hotel to College**
8:30 a.m. – 9:00 a.m.	**Breakfast**

9:00 a.m. – 10:00 a.m.   **Presidential Evaluation as a Leadership Tool**
- Presidential Assessment
- Succession Planning
- Recruitment and Hiring Best Practices to Yield Effective and Strategic Leaders
- High Impact Leadership Development to Address the Need for Future Leaders

10:15 a.m. – 10:30 a.m.	**Break**

10:30 a.m. –11:30 a.m.   **From Good to Great: The Journey to Becoming an Exemplary Board**
- Elements of a Leadership Plan

- Successful Strategies
- Code of Commitment and Ethics

11:30 a.m. – 12:15 p.m.   **Effective Strategies and Tools for Addressing Financial Constraints**
- Understanding your Fiduciary Responsibilities to Ensure the College has Sound Finances
- How to Focus on Quality, Gaining Efficiencies and Being More Cost-Effective
- Effective Communication Reinforces Trust

12:15 p.m. – 1:00 p.m.   **Lunch & Guided Group Discussion**

1:00 p.m. – 2:00 p.m.   **Beginning & Continuing the Journey**
- How to Inspire your Trustee Colleagues
- Defining a Purposeful Path for the Governing Board

UNIVERSITY *of* HAWAI‘I®

KAPI‘OLANI
COMMUNITY COLLEGE

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   ITEM: 5.8
                                                      DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Student Out of State Travel

ACTION: Approval

BACKGROUND

The Saddleback College and Irvine Valley College are committed to offering high quality educational opportunities to their students which may include travel out of state for attendance at conferences and other activities which are in connection with courses of instruction or school-related social, educational, cultural, athletic, or college music activities and/or performances. Student travel shall the follow guidelines as listed in the board policy BP-6125 Student Travel: Field Trips and Excursions.

STATUS

The student out-of-state travel items listed in EXHIBIT A have been reviewed by college faculty and administration, along with appropriate business services staff for adherence to all requisite activities and conditions associated with student travel. Faculty and staff advisors traveling with students are listed along with the college, trip dates, location, costs and funding source related to the travel. For course related travel, the course name and catalog number are included along with course credit values.

Students and staff shall at all times adhere to the standards of conduct applicable to conduct on campus. Advisors will ensure all students have appropriate risk management forms completed.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the colleges' student out-of-state travel for the participants, dates, locations, courses and costs as listed in EXHIBIT A.

Item Submitted By: *Dr. Glenn R. Roquemore, President, Irvine Valley College*
                    Dr. Tod A. Burnett, President, Saddleback College
                    C.M. Brahmbhatt, Acting Vice Chancellor, Business Services

Out of State Student Travel
October 24, 2016
Board of Trustees Meeting

Student Group Travel

Description of Trip, Location	Trip Dates Inclusive, to/from	Group, Club	No. of students	No. of faculty	Cost Per Student	College Cost	Total Cost (student plus college)	Funding Source(s)	College

Student Course Travel (Board approved curriculum)

Course Name and Catalog Number	Trip Dates Inclusive, to/from	Location of travel	Course fee per student (if appropriate)	Enrollment Capacity	Number of Units for course	Total Cost (Course Fee plus number of units)	College
GEOL 170 Geology of the National Parks	4/27/17 – 4/30/17	Grand Canyon National Park, Arizona	$71.68	24	1	$117.68	IVC

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM:**   5.9
                                                                              DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Auction No. 60 - Surplus Property

ACTION: Approval

BACKGROUND

The Facilities Planning and Purchasing department accumulates surplus supplies, equipment, materials and other items including "lost and found" merchandise from various departments at the warehouse on both campuses. Items, which are determined to be of no usable value to the district, are then aggregated for disposal. Board Policy 3600 requires that the Board of Trustees authorize the disposal of surplus or obsolete supplies and equipment no longer suitable for district purposes.

STATUS

The items described in the attached EXHIBIT A have accumulated over the past two years and have been found no longer suitable for district or college use. It is recommended that a public auction be held in accordance with the requirements of Education Code No. 81450 (b). All items will be sold to the highest bidder upon the completion of the auction.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the sale of surplus property, Auction No. 60, and authorize the Director of Purchasing, Contracts, and Materials Management to hire a private auction firm to conduct the auction, and to dispose of items not sold at the auction.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

SURPLUS BID # 60 "2016"

#	DESCRIPTION	MODEL	INVENTORY #
1	1 - "2001" Ford Sedan	Crown Victoria	7701
2	1 - "1993" Ford Cargo Van	E350	3626
3	1 - "1992" Ford Van	E350	3608
4	1 - "2006" Ford Sedan	Crown Victoria	16851
5	1 - "1992" Ford Van	E350	901
6	1 - "1992" Ford Van	E350	3606
7	1 - Carryall Cart	JG9946	848
8	1 - Club Cart	Run-A-Bout	6886
9	1 - Aerial Lift	Snorkelift	
10	Lot - 325 Dell Optiplex computers	745/960/755/620/760	
11	Lot - 29 Cisco routers	1720/1721/2500/2600	
12	Lot - 64 Cisco IP Phones	7940	
13	Lot - 23 Cisco cameras, 2 - Cisco switches, 19 - modules	VT	19355, 13044
14	Lot - 162 Monitors	Dell/LCD	
15	Lot - 81 Apple Mac computers		
16	Lot - 199 Dell computers		
17	Lot - 53 Projectors	Epson/Hitachi/Sanyo	8688
		Kodak 111 slide	
18	Lot - 18 Laptop computers, 1 - iPad	Dell/Micron/Inspiron	
19	Lot - 119 Printers	HP/Dell/Epson/Xerox	
20	Lot - 9 boxes of cables, keyboards, IT parts		
21	Lot - 30 Mac Pro computers		
22	Lot - 372 Dell computers	990/980/745/380	
23	Lot - 254 Imac computers		
24	Lot - 480 Monitors	Dell/HP/CRT	
25	Lot - 400 Hard drives and mice		
26	Lot - 392 Computer monitors	Dell	
27	Lot - 498 Dell computers, Lot - 1 Micron PC & monitor		
28	Lot - 34 Computer servers	Dell/Cisco/HP/IBM	6599, 6600 ,6070, 6072,
		APC/DEC/GVS	7645, 10384, 10385, 6069
			12291, 10875, 13187,
			8830, 11428, 11429
			5846, 13787, 13788
29	Lot - 1 Cannon copier, 1 - Xerox copier,	DC430	6908
30	Lot - 12 Scanners	HP/Xerox/Minolta	
		Epson/Fujitso	
31	Lot - 25 Monitors, 7 - monitor arms, stands and platform	Apple/Sony	
32	Lot - 4 Clear One Audio units	XAP800	
33	Lot - 1 IBM total storage	ULTRIUM	9372
34	Lot - 204 Dell computers	270/960/620/755/990	
35	Lot - 20 Laptop computers	D630/D430	
36	Lot - 14 UPS systems	BK650MC	
37	Lot - 1 office supplies, folders, ink cartridges, calculator		
38	Lot - 14 three D studio V1Z R2	Auto Desk	
39	Lot - 25 wireless USB adapters	Dell 1450	
40	Lot - 48 ink print cartridges		
41	Lot - 7 Fax machines	Brother/Cannon	
42	Lot - 9 TV VCR / DVD , 2 - Samsung VHS/DVD players	Insignia/Toshiba/DVC	
43	Lot - 2 digital cameras	Minolta/Cannon	
44	Lot - 1 plasma display	Samsung	

SURPLUS BID # 60 "2016"

#	DESCRIPTION	MODEL	INVENTORY #
45	Lot - 16 computer laptops	Dell/Mac/Powerbook	
46	Lot - 6 televisions,2 - projection screens,1 - video monitor	Panasonic	
47	Lot - 86 Dell laptop computers	D630/9300/E5530	
48	Lot - 26 Dell computers	745/980/GX620	
49	Lot - 7 typewriters, 4 - microwaves, 1 - paper shredder	Panasonic/IBM/Sanyo	
50	Lot - 1 Panasonic HDTV Projector	PT-47X54J	
51	Lot - 1 Pinacle Engraver, 1 - electric compressor	L-25	9956
52	Lot - 9 Colortran lights, 1 - Sony TV and monitor	KU-13TR24/PVM20L5	
53	Lot - 10 Ammeters,18 - docking stations,16 -station trays,		
	14 - power supplies, 20 - Ima meter movements, 5 - Intel		
	motherboards, 16 - prototyping boards, 9 - optical drives,		
	240 - IDE hard drives, 17 - PCI combo cards, 1 - voltage		
	probe and 2 - dividers, 1 - circuit transistor tester,		
	2 - analyzers and 2 - tracking generators, 2 - Oscopes,	Tektronix / 2232	
	1 - ether router, 1 - microwave, 1 - Micronta meter,	Thorton	
	1 - Hickok Semiconductor Curve tracer,6 - motherboards,	5400	
	29 - DVI to VDA adapters,1 - CDE capacitor box,1- power		
	meter, 1 - Fordham LC-340 LCR bridge, 1 - Decade box	435B/4750	
54	Lot - 1 green faux marble pedestal		
55	Lot - 3 Nikon film scanners, Lot - 9 camera lens filters	LS	
56	Lot - 3 battery chargers, 1 - Ten X-L router, 1 - RTS deck,		
	2 - Apple keyboards, 1 - ESE timer, 1 - Manfrotto Tripod,	546B	
	1 - Sony HR Trinitron monitor, 1 - AJA HD/SD converter,	PVM-8045Q	
	1 - Panaxonic DVCPro, Hanabi lighting board	13633, 13470	
57	Lot - 2 self check out machines stands	10441, 10440	
58	Lot - 4 Bacti-cinerators, 1 - UV/VIS monitor, 1 - centrifuge,	014-0289	
	1 - refrigerator,2 - spectrophotometers,1- New Brunswick	T2556	
	incubator shaker		
59	Lot - 1 Science equipment: 12 - multi testers, 1 - Pasco	DVM-636	
	analyzer,6 - Decade capacitors,1 - lead storage container,	Heathkit IN-27	
	11 - dc power supplies, 11 - volt meters, 9 - amp meters,		
	1 - tel-x-ometer, 1 - teltron ratemeter, 8 - field map sets,		
	29 - oscopes, 5 - Swift microscopes, 3 - hot plates,		
	6 - miligram balances,5 - E/M apparatus,1- dry ice maker,		
	16 - Elenco generators, 1 - Sorvall centrifuge, 1 - PCR	MC12C	
	machine, 1 - APC power supply, 4 - pressure guages,	Marsh	
	1 - Beckman oxygen analizer, 2 - PH meters, 3 - oxygen		
	meters,1 - SCT meter,1 - aquarium light,1 - splash pump,		
	2 - GPS units, 21 - transformers, 10 - timers, 1 - portable	Ttrimble	
	vacuum		
60	Lot - 1 Dell optiplex, 1 - Time & Frequency tech. unit,		
	1 - Sony videocassette player, AJA video unit, 1 - Kramer	12116	
	Audio Matrix Switcher, Ocean Matrix Passion Switcher,	VP-64ETH	
	2 - Scott Studios computers, 1 - Micron computer,		3042
	1 - DigiDesign box, 1 - GE answering machine, 1 - Telos		
	Audio transceiver,1 - RCA compact disc player,1 - battery	RP-7913A	
	backup and 3 - smart UPS-700 power supply, 1 - Markita	350/SU700NET	
	drill, 1 - Sony monitor, 1 - Storcase duplicator	DS100-4-160	
61	Lot - 6 Epson photography printers, 1 - Dell photo printer	R3800/R3880	
62	Lot 1 paper cutter / trimmer, 3 - rolling carts		

SURPLUS BID # 60 "2016"

#	DESCRIPTION	MODEL	INVENTORY #
63	Lot - 1 Time clock, 1 - paper shredder		
64	Lot - 1 Seismograph, 1 - Seismograph drum, 2 - vacuum	VR-3	4910
	pumps, 1 - light/trace table, 1 - Winsco stroboscope,	E-40	
	2 - Humbolt sorters, 2 - sorter trays, 6 - sorter troughs,	H-3990	
	2 - digital power meters, 1 - Centigram balance	815	
65	Lot - 29 boxes Lost and Found items: clothing,8- bicycles,		
	jewelry, sunglasses, cell phones, books, textbooks,cords,		
	ipods, mugs, backpacks, laptops, calculators, watches,		
	headphones, yoga mats, shoes, dvds, computer mice,		
	cell phone charger, wallets, staplers, mp3 player, water		
	bottles, cds, art supplies, binoculars		
66	Lot - 10 refrigerators, 1 - Kenmore freezer,1 - dishwasher	Revco / Whirlpool	
67	Lot - 2 clothes washers, 2 - clothes dryers	GE / Maytag	
68	Lot - 1 Scifit stepper machine, 1 - Scifit arm machine		
69	Lot - 4 Health adjusting tables, 1 - stepmaster machine	Totalcare	
70	Lot - 1 elliptical fit machine, 1 - metal safe, 1 - emc pump,	Maximum	
71	Lot 1 Maintenance equipment: 5 - plumbing snakes and		
	attachments, assorted plumbing supplies and fittings,		
	1 - auto floor scrubber, 6 - Kubota portable generators,	Kent 28D	13577
	1 - Sun auto meter, 1 - Band saw, 1 - dust collector,	Hardee	
	2 - truck bed tool cabinets, 7 - drinking fountains,1 - press	AB Dick 9810XCS	1210
	2 - Auto rotary lifts, 1 - portable air condtioner,	SM123-10 / RJ6000	
	1 - Snap-On Counselor 11, 1 - Sun engine analyzer,		253
	1 - metal tool box, 8 - floor air blowers, 2 - floor vacuums,	Windsor	
	6 - backpack vacuums		
72	Lot - 2 Life fitness machines, 1 - Lifecycle machine		
73	Lot - 1 Ideal press paper cutter,	3915	
74	Lot - 1 Teaneck Graphics vacuum platemeker system		
75	Lot - 1 weight parallel bars, 2 - aluminum diving boards		
76	Lot - 1 infant care air shields system		
77	Lot - 1 Southbend Steam Master	KSLG-20E	14388
78	Lot - 17 wood and metal tables , Lot - 1 metal cabinet		
79	Lot - 35 metal fine art painting / drawing easles		
80	Lot - 1 aquatic physical education wheel chair		
81	Lot - 1 laminate machine, Lot - 8 computer tables		
82	Lot - 46 metal office file cabinets		
83	Lot - 12 office book shelves		
84	Lot - 22 wooden office desks		
85	Lot - 139 misc. office chairs		
86	Lot - 2 computer component cabinets		
87	Lot - 1 rolling darkroom filmaker		
88	Lot - 1 metal pull-down screen		
89	Lot - 1 stainless photography film dryer	DF8	
90	Lot - 5 wood desk credenzas		
91	Lot - 3 color correct fluorescent/ incandescent task lights		
92	Lot - 3 metal rolling carts, 1 - plastic cart		
93	Lot 1 metal stand rolling clothes cart		
94	Lot - 3 Technics electric pianos		
95	Lot - 1 Eiki projector and rolling cart	LC-300	
96	Lot - 1 Noritz water heater		

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 5.10**
                                                    DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Budget Amendment: Adopt Resolution No 16-28 to Amend
               FY 2016-2017 Adopted Budget

ACTION: Approval

BACKGROUND

Title 5 of the California Code of Regulations, Section 58308 provides that the Board of Trustees by resolution may amend the District budget to provide for the expenditure of funds, the amount of which was unknown at the time of the adoption of the final budget.

STATUS

In order to properly account for the revenues and expenditures of these funds, it is necessary to amend the FY 2016-2017 Adopted Budget.

The District is updating the adopted budget with current information as follows:

General Fund	
2016/2017 Common Assessment Initiative at Saddleback College	$5,655
2016/2017 CTE Transitions at Irvine Valley College	$44,139
2016/2017 Perkins Title IC at Irvine Valley College	$205,918
Career Pathways Trust at Irvine Valley College	($194,819)
CTE Enhancement Fund (Local) at Irvine Valley College	($68,948)
NSF Planning Grant at Irvine Valley College	$69,425
Summer Entrepreneurship Workshop (RSCCD) at Irvine Valley College	$11,180
Work-based Learning Linkages at Irvine Valley College	$10,761
Total Increase to the General Fund	**$83,311**
Total Budget Amendment	**$83,311**

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 16-28 to amend the FY 2016-2017 Adopted Budget as indicated in EXHIBIT A.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

GENERAL FUND

RESOLUTION 16-28

October 24, 2016

WHEREAS, the Governing Board of the South Orange County Community College District has determined that income in the amount of $83,311 is assured to said District as an increase of the amounts required to finance the total proposed budget expenditures and transfers for fiscal year 2016-2017 from sources listed in Title 5 of the California Code of Regulations, Section 58308;

WHEREAS, the Governing Board of the South Orange County Community College District can show just cause for the expenditure of such funds;

NOW, THEREFORE, BE IT RESOLVED that, pursuant to Title 5 of the California Code of Regulations, Section 58308, such excess funds are to be appropriated according to the following schedule:

General Fund

Account	Income Source	Amount
8100	Federal Revenue	$319,482
8600	State Revenue	($247,351)
8800	Local Revenue	$11,180
		$83,311

Account	Expenditure Description	Amount
1000	Academic Salaries	$69,143
2000	Classified Salaries	$59,971
3000	Fringe Benefits	$33,593
4000	Books and Supplies	$30,323
5000	Other Operating Expenses and Services	($128,245)
6000	Capital Outlay	$18,526
		$83,311
	Total Budget Amendment	**$83,311**

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

BUDGET AMENDMENT FY 2016-2017
GENERAL FUND
RESOLUTION 16-28
October 24, 2016

STATE OF CALIFORNIA   )
)
COUNTY OF ORANGE   )

     I, Debra L. Fitzsimons, Acting Secretary to the Board of Trustees of South Orange County Community College District of Orange County, California, hereby certify that the Budget Amendment and foregoing Resolution in the amount of $83,311 duly and regularly adopted by the said Board at a regular meeting thereof held on October 24, 2016.

     IN WITNESS WHEREOF, I have hereunto set my hand and seal this 25th day of October 2016.

_____
Debra L. Fitzsimons
Acting Secretary to the Board of Trustees

| SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT | ITEM: 5.11 |
| | DATE: 10/24/16 |

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Transfer of Budget Appropriations

ACTION: Ratification

BACKGROUND

Title 5, California Code of Regulations, Section 58199 requires the Board of Trustees to approve, by a two-thirds (2/3) vote of its members, all transfers of funds from its contingency reserve to any expenditure classification, and ratify, by a majority vote, all transfers of funds between expenditure classifications other than that originating from the Contingency Reserve.

STATUS

For the current reporting period ending September 30, 2016 and in accordance with Administrative Regulation 3101, the Transfer of Budget Appropriations are summarized on EXHIBIT A and presented for ratification.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the Transfer of Budget Appropriations as detailed in EXHIBIT A.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

TRANSFER OF BUDGET APPROPRIATIONS SUMMARY

For the period ended September 30, 2016

General Fund

Account	Description	From	To
1000	Academic Salaries		$8,132
2000	Classified Salaries		$205,287
3000	Fringe Benefits	$22,780	
4000	Books and Supplies	$154,826	
5000	Other Operating Expenses & Services		$108,910
6000	Capital Outlay		$128,559
7000	Other Outgo	$273,282	
Total Transfers - General Fund		**$450,888**	**$450,888**

Child Development Fund

Account	Description	From	To
2000	Classified Salaries	$27,000	
4000	Books and Supplies		$27,000
Total Transfers - Child Development Fund		**$27,000**	**$27,000**

Capital Outlay Fund

Account	Description	From	To
5000	Other Operating Expenses & Services		$93,000
6000	Capital Outlay	$3,000	
7000	Other Outgo	$90,000	
Total Transfers - Capital Outlay Fund		**$93,000**	**$93,000**

Total Transfers		**$570,888**	**$570,888**

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 5.12**
                                                        DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: August, September and October 2016 Change Orders/
                Amendments

ACTION: Ratification

BACKGROUND

On October 26, 2015, the board authorized the Chancellor/designee to execute
change orders/amendments up to $100,000 for board ratification. The following
change orders/amendments were reviewed and approved by the Vice Chancellor of
Business Services or designee, following review by legal counsel, when appropriate.

Exhibit	Contractor Name / Description	Change Order Amount	Revised Total Contract Amount
A.	Solpac Construction, Inc. Saddleback College Fine Arts HVAC Upgrade Interior Renovation Project – Construction Services Change Order No. 3 – For project revisions to the general contractor's contract. SOCCCD	$57,003.00	$7,521,240.00
B.	Dougherty + Dougherty Architects, LLP. ATEP Utilities and Infrastructure Phase 1 Project – Architectural Services Amendment No. 2 – For additional consulting services. SOCCCD	$38,870.00	$573,970.00
C.	T and D Communications, Inc. District-wide Air Blown Fiber Project – Consultant Services Change Order No. 5 – For additional services and a no cost extension of consultant services through November 18, 2016. SOCCCD	$14,279.51	$723,438.51

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

D.	TestMarcx Solutions, LLC Saddleback College Sciences Building Project – Commissioning Services Amendment No. 2 – For extension of commissioning services through May 29, 2017. SOCCCD	$13,200.00	$104,400.00
E.	Dougherty + Dougherty Architects, LLP Saddleback College Sciences Building Project – Architectural Services Amendment No. 6 – For additional architectural services. SOCCCD	$10,620.00	$2,738,399.50

Item Submitted By: *Acting C.M. Brahmbhatt, Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Fine Arts HVAC Upgrade Interior Renovation Project at Saddleback College
Board Change Order No. 3

October 6, 2016

Bid #	DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	BCO N0. 6 COR Total	REVISED CONTRACT AMOUNT	Approved Time Extension (Cal. days)
2041	General Contractor	Solpac Construction Inc. (dba Soltek Pacific Construction Company)		$7,317,766	$146,471	$57,003	$7,521,240	0
		2424 Congress Street, San Diego, CA 92110	TOTAL	7,317,766			7,521,240	0

COR No.	Date	Description	Requested	Status	Amount	Added Cal. Days
052	9/15/2016	Reconfigure walls at Rooms 332 & 332A, Add store	By District	Approved	$11,942	0
063	9/14/2016	Re-route damaged, unforeseen sewer line at courtyard	By District	Approved	$10,152	0
081	9/29/2016	Relocate exposed conduits at caissons	By District	Approved	-$3,094	0
087	9/1/2016	Reinforce platforms at Air Handler Units 2, 3, 4, & 5	By District	Approved	$13,014	0
106	9/15/2016	Reinstall drywall in chase corridors, Sound booth drywall patch	By District	Approved	$2,348	0
133	9/29/2016	Provide framing for new louver at Air Handler 17	By District	Approved	$2,732	0
138	9/29/2016	Add speakers and PA system at Room 320	By District	Approved	$5,568	0
149	9/29/2016	Add blocking at dor frames and light wells	By District	Approved	$2,788	0
232	9/14/2016	Repair/ replace data lines through complex	By District	Approved	$11,553	0
		TOTAL			$57,003	0

AMENDMENT No. 2
TO THE ARCHITECTURAL SERVICES AGREEMENT
FOR ATEP UTILITIES AND INFRASTRUCTURE, PHASE 1 PROJECT

August 30, 2016

THIS AMENDMENT shall modify the original agreement dated September 29, 2015 by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and Dougherty + Dougherty Architects, LLP, 3194D Airport Loop, Costa Mesa, CA 92626-3405 hereinafter referred to as "VENDOR."

WHEREAS, Article 11, paragraph 16 of the original agreement provides that this agreement may be amended or modified only by an agreement in writing; and

WHEREAS, Southern California Edison was presented with an application for power from SOCCCD in April 2016, and has internally transferred our project twice with no design yet received from them; and

WHEREAS, additional utility coordination is necessary with the City of Tustin for Victory Road and the County of Orange for the Animal Care Facility, it has become necessary to enlist the services of a professional consulting company specialized in dealing with and expediting the dry (electrical, gas and communications) services. Such services will increase the agreement by a value of $38,870.

NOW, THEREFORE, the Parties agree to modify the original contract as follows:

Original Contract Amount:	$ 523,100
Amendment No. 1:	$ 12,000
Amendment No. 2:	**$ 38,870**
Revised Contract Amount:	**$ 573,970**

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

"DISTRICT"
South Orange County Community College District

By: _Debra L. Fitzsimons_

Dr. Debra L. Fitzsimons
Interim Chancellor

Date: _9/26/16_

"VENDOR"
Dougherty + Dougherty Architects, LLP

By: _____

Brian Dougherty
Owner

Date: _8·29·16_

District-wide Air Blow Fiber Project

Bid #318D

Board Change Order No. 5

September 27, 2016

Bid #	BID PACKAGE DESCRIPTION	CONTRACTOR		CONTRACT AMOUNT	Previously Approved COR's	BCO COR Total	REVISED CONTRACT AMOUNT	Previoulsy Approved Time Extension (cal days)
318D	General Contractor	T and D Communications, Inc.		$658,089.00	$51,070.00	$14,279.51	$723,438.51	187
		12102 Severn Way Riverside, CA 92503	TOTAL	658,089.00			723,438.51	187

COR No.	Date	Description	Requested	Status	Amount	Time Extension
N/A	9/27/2016	Close out Contract Allowance. Original Allowance: $50,000, Used $43,191.09	by District	reviewed	($6,818.91)	0
N/A	8/4/2016	Install Multi-mode air-blown fiber for fire alarm panels in order to proceed with remediation and provide no cost contract extention	by College	reviewed	$21,098.42	386
		TOTAL THIS CHANGE ORDER REQUEST			$14,279.51	386

EXHIBIT C
Page 1 of 1

AMENDMENT NO. 2
TO COMMISSIONING SERVICES AGREEMENT
FOR
SCIENCES BUILDING PROJECT
SADDLEBACK COLLEGE

August 22, 2016

THIS AMENDMENT shall modify the original agreement dated March 29, 2012 by and between the South Orange County Community College District, hereinafter referred to as "DISTRICT," and TestMarcx Solutions, LLC, 8205 W. Warm Springs Road, Ste. 110, Las Vegas, NV 89113, hereinafter referred to as "CONSULTANT."

WHEREAS, Article IX, paragraph 13 of the original agreement establishes that it may be amended in writing signed by both parties; and

WHEREAS, Article VII, paragraph 1 establishes the compensation of the agreement at a total contract value of $56,800; and

WHEREAS, the scope of services has increased on the Sciences Building project by $13,200 to address additional exhaust fans and to ensure conformance with DSA requirements; and

NOW, THEREFORE, the Parties agree to modify the original agreement as follows:

PROVIDE ADDITIONAL COMMISSIONING SERVICES

Original Contract Amount:	$ 56,800
Amendment No. 1	$ 34,400
Amendment No. 2	**$ 13,200**
Total Contract Amount	**$104,400**

Modify Article I, paragraph 3 to read, "The construction services covered by this AGREEMENT shall be completed within 62 months of the date of this AGREEMENT with additional time within the original AGREEMENT for the required post construction phase work."

IN WITNESS HEREOF, the Parties have executed this Amendment No. 2 as of the date set forth above.

"DISTRICT"	"CONSULTANT"
South Orange County Community College District	TestMarcx Solutions, LLC

By: _____
Debra L. Fitzsimons
Interim Chancellor

Date: 9/22/16

By: _____
Cristi Leafstedt
CEO

SEP 9 2016

Date: _____

AMENDMENT NO. 6
TO ARCHITECTURAL SERVICES AGREEMENT
SCIENCES BUILDING
SADDLEBACK COLLEGE

September 2, 2016

THIS AMENDMENT shall modify the original agreement dated March 1, 2011, by and between the SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT, hereinafter referred to as "DISTRICT," and **DOUGHERTY + DOUGHERTY ARCHITECTS, LLP,** 3194 Airport Loop Road, Costa Mesa CA, 92626, hereinafter referred to as "CONSULTANT."

WHEREAS, Article 10.15, of the original agreement establishes that it may be amended in writing by mutual consent of both parties; and

WHEREAS, Article 8, establishes the compensation of the agreement at $2,604,000.00; and

WHEREAS, the scope of services has been increased to include additional engineering services for added exhaust fans, appeal of LEED credits, and added ADA van stall; and

NOW, THEREFORE, the Parties agree to modify the original agreement as follows:

1. Article 8, of the agreement shall be modified as follows: "The DISTRICT" shall compensate the "CONSULTANT" for services described in the original agreement and services required to include additional engineering services and as follows:

Original Contract Amount:	2,604,000.00
Amendment No. 1:	17,000.00
Amendment No. 2:	27,500.00
Amendment No. 3:	16,500.00
Amendment No. 4:	35,932.00
Amendment No. 5:	36,132.00
Amendment No. 6	**10,620.00**
Total Contract Amount:	**$2,738,399.50**

IN WITNESS HEREOF, the Parties have executed this Amendment as of the date set forth above.

"DISTRICT"
South Orange County Community College District

By: _____
Dr. Debra L. Fitzsimons,
Acting Chancellor

Date: SEP 15 2016

"CONSULTANT"
Dougherty + Dougherty Architects, LLP

By: _____
Brian Dougherty
Partner

Date: 9·14·16

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 5.13**
DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Purchase Orders and Checks.

ACTION: Approval

BACKGROUND

In accordance with the provisions of Article 4 of Chapter 8 of the California Education Code, commencing with Sections 85230, purchase orders and checks are submitted for ratification by the Board of Trustees.

STATUS

Purchase orders over $5,000 amounting to $493,870.18 and an additional 368 purchase orders below $5,000 amounting to $286,558.23 for a combined total of $780,428.41 are submitted to the Board of Trustees for ratification. The purchase order list is provided in order of supplier (EXHIBIT A), and in order of amount (EXHIBIT B).

The district processed 1,300 checks in the amount of $13,217,747.61 as summarized and submitted for ratification by the Board of Trustees (EXHIBIT C).

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees ratify the purchase orders and checks in EXHIBIT A through EXHIBIT C.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

South Orange County Community College District

Purchase Order Ratification (Supplier)

September 7, 2016 through October 5, 2016

PO Number	Supplier	Description	Amount
P176610	American Association of Community Colleges	Membership Dues 2017	14,722.00
P176792	American Foothill Publishing Co., Inc.	Printing of the Lariat editions FY16-17	9,685.00
P176565	Apple Computer, Inc.	Apple iPads for HR	8,727.48
P176706	Blake's Janitorial Supplies	Annual Janitorial Supplies IVC FY16-17	6,159.24
P176821	Bolton Tools	Equipment for electric vehicle project	5,071.00
P176549	CCLC/CCCAA	Membership for Irvine Valley College FY16-17	8,175.00
P176882	CDW Government LLC	ATEP Laptops for Engineering (20)	22,587.38
P176840	CI Solutions	Printers and ribbon for access control	8,052.12
P176751	Clark Security Products, Inc.	Annual Locksmith Supplies SC - FY16-17	20,376.62
P176752	Construction Hardware	Annual Locksmith Supplies SC - FY16-17	9,570.89
P176638	CPP, Inc.	Strong and MBTI Assessments for COUN	12,300.00
P176770	CPP, Inc.	MBTI, Form M administration via Skillsone	6,580.00
P176886	DS Waters of America, Inc.	FY16-17 Bottled Water Service for IVC & ATEP	11,000.00
P176700	EBSCO Subscription Services	Annual periodical subscription renewal for library	8,001.75
P176546	Europrint, Inc.	Printing of Fall Publications Materials	7,323.48
P176708	Gale Supply Company	Annual Janitorial Supplies IVC FY16-17	17,607.46
P176791	Knorr Systems, Inc.	Swimming Pool Supplies FY16-17	47,900.16
P176881	MCIS Radio	Campus Police Radios	62,570.77
P176705	P & R Paper Supply Company	Janitorial Supplies IVC FY16-17	24,768.83
P176516	Pitney Bowes Reserve Account	Postage for District, Saddleback and IVC	30,000.00
P176588	Quest Diagnostics	Medical supplies	7,500.00
P176605	Questyme USA	UPS Upgrade for MDF	11,413.82
P176817	Sehi Computer Products	Laptops for CTE and Cart	39,676.20
P176776	Sehi Computer Products	20 HP EliteBook PC for Counselors	21,297.60
P176548	Universal Medical Inc.	Plastic Brains for Lab Instruction	12,415.20
P176599	Veritiv Operating Company	Hand dryers for IVC campus restrooms	24,352.88
P176702	Waxie Sanitary Supply	Annual Janitorial Supplies IVC FY16-17	19,222.42
P176887	Western Graphics Plus, Inc.	Career Café resources for Counselors Workshop	11,631.58
P176747	Xerox Corporation	Pharos Add Funds Station for Student Print	5,181.30
		Total Purchase Orders Over $5,000	493,870.18
		368 Purchase Orders Under $5,000	286,558.23
		TOTAL PURCHASE ORDERS	780,428.41

South Orange County Community College District

Purchase Order Ratification (Amount)

August 3, 2016-September 6, 2016

PO Number	Supplier	Description	Amount
P176881	MCIS Radio	Campus Police Radios	62,570.77
P176791	Knorr Systems, Inc.	Swimming Pool Supplies FY16-17	47,900.16
P176817	Sehi Computer Products	Laptops for CTE and Cart	39,676.20
P176516	Pitney Bowes Reserve Account	Postage for District, Saddleback and IVC	30,000.00
P176705	P & R Paper Supply Company	Janitorial Supplies IVC FY16-17	24,768.83
P176599	Veritiv Operating Company	Hand dryers for IVC campus restrooms	24,352.88
P176882	CDW Government LLC	ATEP Laptops for Engineering (20)	22,587.38
P176776	Sehi Computer Products	20 HP EliteBook PC for Counselors	21,297.60
P176751	Clark Security Products, Inc.	Annual Locksmith Supplies SC FY16-17	20,376.62
P176702	Waxie Sanitary Supply	Annual Janitorial Supplies IVC FY16-17	19,222.42
P176708	Gale Supply Company	Annual Janitorial Supplies IVC FY16-17	17,607.46
P176610	American Association of Community Colleges	Membership Dues 2017	14,722.00
P176548	Universal Medical Inc.	Plastic Brains for Lab Instruction	12,415.20
P176638	CPP, Inc.	Strong and MBTI Assessments for COUN	12,300.00
P176887	Western Graphics Plus, Inc.	Career Café resources for Counselors Workshop	11,631.58
P176605	Questyme USA	UPS Upgrade for MDF	11,413.82
P176886	DS Waters of America, Inc.	FY16-17 Bottled Water Service for IVC & ATEP	11,000.00
P176792	American Foothill Publishing Co., Inc.	Printing of the Lariat editions FY16-17	9,685.00
P176752	Construction Hardware	Annual Locksmith Supplies SC FY1617	9,570.89
P176565	Apple Computer, Inc.	Apple iPads for HR	8,727.48
P176549	CCLC/CCCAA	Membership for Irvine Valley College FY16-17	8,175.00
P176840	CI Solutions	Printers and ribbon for access control	8,052.12
P176700	EBSCO Subscription Services	Annual periodical subscription renewal for library	8,001.75
P176588	Quest Diagnostics	Medical supplies	7,500.00
P176546	Europrint, Inc.	Printing of Fall Publications Materials	7,323.48
P176770	CPP, Inc.	MBTI, Form M administration via Skillsone	6,580.00
P176706	Blake's Janitorial Supplies	Annual Janitorial Supplies IVC FY16-17	6,159.24
P176747	Xerox Corporation	Pharos Add Funds Station for Student Print	5,181.30
P176821	Bolton Tools	Equipment for electric vehicle project	5,071.00
		Total Purchase Orders Over $5,000	493,870.18
		368 Purchase Orders Under $5,000	286,558.23
		TOTAL PURCHASE ORDERS	780,428.41

EXHIBIT C
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South Orange County Community College District

Check Ratification

September 7, 2016 through October 5, 2016

Fund	Checks	Amount
01 General Fund	1,076	9,059,944.88
07 IVC Community Education	13	31,826.59
09 SC Community Education	25	42,762.06
12 Child Development	10	114,266.71
40 Capital Outlay	126	3,459,669.74
68 Self Insurance	4	4,866.74
71 Retiree Benefit	4	405,088.48
95 SC Associated Student Government	5	17,396.07
96 IVC Associated Student Government	37	81,926.34
Total	**1,300**	**13,217,747.61**

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM:** **5.14**
                                                    DATE: **10/26/16**

TO: Board of Trustees

FROM: Dr. Debra Fitzsimons, Interim Chancellor

RE: SOCCCD: August and September 2016 Contracts

ACTION: Ratification

BACKGROUND

On January 16, 2007, the board authorized the Chancellor/designee to approve individual business contracts up to a maximum limit of $100,000, with the following exceptions: contracts involving bid limits, the Chancellor/designee shall be limited to less than $15,000 for public works projects and $87,800 for equipment, supplies and maintenance projects. During the August and September 2016, the following contracts were reviewed and approved by the Vice Chancellor of Business Services, following review by legal counsel, when appropriate.

CONTRACTOR NAME   CONTRACT AMOUNT

TYR, Inc. Architectural Services Agreement (Amend #1)- For additional Division of the State Architect (DSA) inspection services for IVC Barranca Entrance Project of $6,303.60 for a revised contract total of $90,911.60. District Services	$90,911.60
Teller Architects Architectural Services Agreement (Amend #1)- To extend conceptual design service term from 9/15/2016 to 3/15/2017 with total contract remaining at $83,000. Saddleback College	$83,000.00
R2A Architecture Architectural Services Agreement- For architectural services for gymnasium bleacher replacement, new storage rooms and new scoreboards from 9/15/2016 to 3/15/2018. Saddleback College	$79,128.00
Blue Coast Consulting Architectural Services Agreement (Amend #1)- For extended Division of the State Architect (DSA) inspection service date for Saddleback College Fine Arts HVAC upgrade project from 9/6/2016 to 9/30/2016 of $11,000 for a revised contract total of $66,000. District Services	$66,000.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Education Advisory Board Professional Services Agreement- To provide unlimited access to research, services and materials in the Community College Executive Forum from 10/28/2016 to 6/30/2019. Saddleback College	$62,628.00
Goodwill Industries of OC Independent Contractor Agreement- For interpreting services for hearing impaired students from 7/1/2016 to 6/30/2017. Saddleback College	$60,000.00
Jean Marie Christian Educational Services Agreement- For community education in art to be paid out of estimated revenue from 7/1/2016 to 6/30/2017. Saddleback College	$56,700.00
Chabot-Las Positas Community College District Affiliation Agreement- To provide resources for implementing a mentor program on behalf of CA Early Childhood Mentor Program from 8/1/2016 to 7/31/2017. Saddleback College	$53,862.00 (Revenue)
Rancho Santiago Community College District Sub-Grant Agreement- To support Career and Technical Education (CTE) program development and improvement efforts from 7/19/2016 to 10/31/2017. Saddleback College	$50,000.00 (Revenue)
JM Justus Fence Co. Construction Service Agreement- To replace fence at Child Development Center (CDC) from 10/11/2016 to 12/11/2016. Saddleback College	$46,000.00
CollegeBoard Software License Agreement- For software licenses for the PowerFAIDS software system, a financial aid management system, from 9/1/2016 to 8/31/2017. Irvine Valley College	$45,484.26
dmoorecreative Independent Contractor Agreement (Amend #1)- To extend video production services date from 8/15/2016 to 12/31/2016. Saddleback College	$39,750.00
CSI Electrical Contractors, Inc. Construction Service Agreement- For electric vehicle charging station installation service from 9/6/2016 to 10/21/2016. Irvine Valley College	$35,972.00
Allana Buick & Bers, Inc. Consultant Services Agreement (Amend #1)- For additional site visits and reports regarding window testing failures for Fine Arts HVAC renovation of $14,895 for a revised contract total of $29,790. District Services	$29,790.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

All Pro Building Maintenance Services, Inc. Independent Contractor Agreement- For Fine Arts Building cleaning service from 8/15/2016 to 8/21/2016. Saddleback College	$26,780.00
Emcor Services, Mesa Energy Systems Independent Contractor Agreement- For HVAC repairs on an as needed basis from 8/29/2016 to 6/30/2017. Irvine Valley College	$25,000.00
Synergy Software Solutions Independent Contractor Agreement- To perform software development services for the Medical Assistant (MED) Program from 9/26/2016 to 12/30/2016. District Services	$25,000.00
iHeartMEDIA Advertising Agreement- For radio advertising to increase enrollment and web traffic from 10/3/2016 to 10/26/2016. Irvine Valley College	$24,480.00
Veolia Energy Independent Contractor Agreement (Amend #1)- To extend service term from 6/30/2015 to 6/30/2016 and funds for annual Air Emissions Report of $10,000 for a revised contract total of $19,500. Saddleback College	$19,500.00
Laguna Ballet Independent Contractor Agreement- For performance agreement of the Nutcracker to be paid out of estimated revenue from 12/12/2016 to 12/18/2016. Saddleback College	$17,500.00
Floor Tech Group Construction Service Agreement (Amend #1)- To extend service term from 6/4/2016 to 7/21/2016 for carpet replacement in the Counseling Center. Irvine Valley College	$16,894.00
Optiv Security Software Maintenance and Support Agreement- For maintenance and support renewal of LogRythm, a security information and event management (SIEM) software, from 10/1/2016 to 9/30/2017. District Services	$16,619.50
Floor Tech America Construction Service Agreement- For carpet installation in Asian American Native American Pacific Islander (ANNAPISI) Center from 8/30/2016 to 9/30/2016. Irvine Valley College	$15,035.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

International Business Machines Corporation (IBM) Software License Agreement- For license subscription of SPSS, an instructional software for statistical analysis and data research, from 8/31/2016 to 8/31/2017. Saddleback College	$13,339.00
Becky Jackson Educational Services Agreement- For community education in Pilates and physical fitness to be paid out of estimated revenue from 7/1/2016 to 6/30/2017. Irvine Valley College	$12,600.00
Gkkworks Construction Service Agreement- For construction management service for A400 HVAC Upgrade Project from 9/15/2016 to 10/15/2016. Irvine Valley College	$12,320.00
New Vision Construction Construction Service Agreement- For the install of aluminum floor closers service in Learning Resource Center (LRC) from 9/1/2016 to 11/1/2016. Saddleback College	$12,000.00
Dog Gone It (aka Carnival Catering) Independent Contractor Agreement (Amend #1)- To extend equipment rental service date from 3/28/2016 to 6/30/2018 and rental fees of $2000 for a revised contract total of $11,000. Irvine Valley College-ASIVC	$11,000.00
CDW-G Software License Agreement- For license subscription of Teradici, a remote workstation connection software for virtual desktop machines, used in Language Arts Building and Library from 8/30/2016 to 8/30/2019. Irvine Valley College	$10,197.80
CBS Local Media Independent Contractor Agreement- For digital advertising media for underserved communities from 10/1/2016 to 10/31/2016. Irvine Valley College	$10,000.00
Drew & Associates Independent Contractor Agreement- For consultant to assist in design and development of grant proposals from 8/29/2016 to 6/30/2017. Irvine Valley College	$10,000.00
Be Safe Technologies Inc. Services Agreement (Amend #1)- To provide additional subscription of emergency response system to M1, M2 and Science building of $466.20 for a revised contract total of $9,466.20. Saddleback College	$9.466.20
Outfront Media Advertising Agreement- For bus advertising in Spanish and English to promote Fall semester enrollment from 10/3/2016 to 10/30/2016. Irvine Valley College	$9,250.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

The Hills Hotel Facility Use Agreement- For facility use for real estate education conference in Laguna Hills, CA on 10/14/2016. Saddleback College	$9,000.00
City of Los Angeles Department of Recreation and Parks Facility Use Agreement- For overnight training retreat for Student Equity Activities at the Griffith Park Boys Camp in Los Angeles from 11/4/2016 to 11/6/2016. Irvine Valley College-ASIVC	$8,019.00
Kroll Ontrack Software License Agreement- For Power Control Perpetual Software License and maintenance to provide flexibility to restore SharePoint files individual from 9/1/2016 to 8/31/2017. Saddleback College	$7,950.00
6Musco Lighting, LLC Construction Service Agreement- For baseball infield lighting repair from 4/29/2016 to 5/29/2016. Saddleback College	$6,600.00
City of Los Angeles Department of Recreation and Parks Facility Use Agreement- For overnight training retreat for Associated Student Government members at Griffith Park Boys Camp in Los Angeles, CA from 10/8/2016 to 10/9/2016. Irvine Valley College-ASIVC	$6,169.00
Steris Corporation Independent Contractor Agreement- For autoclave steam sterilization services at Life Sciences Building (LSB) from 9/1/2016 to 8/30/2017. Irvine Valley College	$5,775.00
Blue Tiger, Inc. Consulting Independent Contractor Agreement- For preparing and coordinating data collection for Life College as a sub-grantee under the Adult Education Block Grant Program from 8/10/2016 to 10/31/2016. Irvine Valley College	$5,000.00
Kent Helwig Independent Contractor Agreement- To provide keyboard and vocal services on IVC productions of "Guys and Dolls," and "Little Shop of Horrors" on 9/23/2016 and 4/7/2017. Irvine Valley College	$5,000.00
Glass Pros Independent Contractor Agreement- For main entrance door repair in Child Development Center (CDC) from 9/6/2016 to 9/30/2016. Irvine Valley College	$4,960.00
Good Times Travel Educational Services Agreement- For educational travel trips and other similar travel programs through Community Education to be paid out of estimated revenue from 6/1/2016 to 6/30/2016. Irvine Valley College	$9,100.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

<u>Orange County Business Journal</u> Advertising Agreement- For a full page color advertisement on 11/7/2016. Irvine Valley College	$4,820.00
<u>Precision Concrete Cutting</u> Construction Service Agreement- To repair concrete at Student Services Center (SSC), B 300 and Physical Education (PE) 160 from 9/6/2016 to 10/6/2016. Irvine Valley College	$4,580.94
<u>Outfront Media</u> Advertising Agreement- For design production and installation of bus advertising to promote Fall semester enrollment on 10/3/2016. Irvine Valley College	$4,132.20
<u>Scott Boveia</u> Independent Contractor Agreement- To provide game worker services at home athletic events from 8/25/2016 to 5/31/2017. Saddleback College	$4,000.00
<u>Precision Plumbing, Inc.</u> Service Maintenance Agreement- For reclaimed water leak repair service near A100 building from 6/23/2016 to 8/8/2016. Irvine Valley College	$3,825.00
<u>Financial Advisors Network, Inc.</u> Community Education Services Agreement- To provide education services for the community education classes in retirement, investment, social security, Medicare, economic and tax planning to be paid out of estimated revenue from 7/1/2016 to 6/30/2017. Irvine Valley College	$3,540.00
<u>Schools Services of California, Inc.</u> Professional Services Agreement- To assist in the community college update services in finance, legislation, budgeting, capital outlay, and other general fiscal issues from 9/1/2016 to 9/1/2017. District Services	$3,420.00
<u>JM Justus Fence Co</u> Construction Services Agreement- For I.T. interior fence installation from 10/5/2016 to 12/5/2016. Saddleback College	$3,385.00
<u>Bruce Bishop, PhD, C. P.</u> Independent Contractor Agreement- To provide presentations on parliamentary law and procedures for student leadership groups from 9/15/2016 to 6/30/2018. Irvine Valley College- ASIVC	$3,000.00
<u>Brian Williams-Williams Recordings</u> Independent Contractor Agreement- To provide videotaping services for IVC Instrumental Music FY 2016/2017 concert season from 8/15/2016 to 6/30/2017. Irvine Valley College	$3,000.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Eberhard Equipment Independent Contractor Agreement- For equipment rental services for Facilities and Maintenance Department from 9/1/2016 to 6/30/2017. Irvine Valley College	$3,000.00
Ev Stanton Independent Contractor Agreement- For projection and scenic design services for Fall 2016 production with Theatre Arts from 9/30/2016 to 9/9/2017. Saddleback College	$3,000.00
Walter Smith III Independent Contractor Agreement- For guest saxophonist to perform at Jazz Day on 2/27/2017. Saddleback College	$3,000.00
Specialty Equipment Independent Contractor Agreement- For installation of weather guard transfer tank from 9/1/2016 to 10/1/2016. Irvine Valley College	$2,975.14
ProQuest LLC Software License Agreement- For license renewal of The Wall Street Journal online database, used by the Library for students, from 9/1/2016 to 8/31/2017. Irvine Valley College	$2,970.00
Bibliotheca+3M Software Maintenance and Service Agreement- For annual maintenance and service renewal of 3M library gates and software for gate detection systems and book check desensitizer for fiscal year 2016/2017. Irvine Valley College	$2,910.60
At Last Window Coverings Independent Contractor Agreement- To provide and install blackout roller shades for Chancellor's Office from 8/15/2016 to 9/15/2016. District Services	$2,701.55
Dabco Inc. Construction Service Agreement- To repair chilled water line leak outside of Physical Education (PE) 200 from 6/6/2016 to 7/6/2016. Saddleback College	$2,562.87
Avalon Tent & Party Independent Contractor Agreement- For stage rental for Sciences Building Grand Opening Reception on 9/29/2016. Saddleback College	$2,538.83
Avalon Tent and Party Independent Contractor Agreement- For annual event equipment rental services from 8/31/2016 to 6/30/2017. Irvine Valley College	$2,500.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Jennifer Wijnker Independent Contractor Agreement- To provide support to CA Career Café project director from 9/6/2016 to 12/31/2016. Irvine Valley College	$2,500.00
Glass Pros Independent Contractor Agreement- To provide door repair services in Business Sciences & Technology Innovation Center (BSTIC) from 8/30/2016 to 9/10/2016. Irvine Valley College	$2,320.00
R & S Overhead Doors of So-Cal, Inc. Independent Contractor Agreement- For annual fire door drop test service from 9/1/2016 to 11/30/2016. Irvine Valley College	$2,108.00
At Last Window Coverings Construction Service Agreement- To install new window coverings at Fine Arts (FA) 203 from 9/1/2016 to 10/16/2016. Saddleback College	$2,000.00
Chris Lipold Independent Contractor Agreement- To provide game worker services at home athletic events from 8/25/2016 to 5/31/2017. Saddleback College	$2,000.00
Edmund A, Cleofe Independent Contractor Agreement- To provide game worker services at home athletic events from 8/25/2016 to 5/31/2017. Saddleback College	$2,000.00
Matthew G. White Independent Contractor Agreement- To provide technical sound work on the IVC production of "Guys and Dolls" from 9/23/2016 to 11/06/2016. Irvine Valley College	$2,000.00
Tustin Buick-GMC Independent Contractor Agreement- For maintenance and repair services of campus police vehicles from 7/1/2016 to 6/30/2017. Irvine Valley College	$2,000.00
Volvo Construction Equipment & Service (VCES) Independent Contractor Agreement- To repair light towers in temporary parking lots on campus from 8/31/2016 to 6/30/2017. Irvine Valley College	$2,000.00
Whalen, Inc. Sterling Party Rentals Independent Contractor Agreement- For equipment and supply rentals for campus events from 8/30/2016 to 6/30/2017. Irvine Valley College-ASIVC	$2,000.00
Western Graphic Plus Independent Contractor Agreement- For color printed production of College Program Matrix Books from 9/7/2016 to 12/1/2016. Saddleback College	$1,984.50

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Red Hawk Fire & Security Independent Contractor Agreement- To replace defective power supply in fire panel at Power House 1 from 9/6/2016 to 9/30/2016. Irvine Valley College	$1,850.00
Quality Office Furnishings Independent Contractor Agreement- For structural calculation services for the district human resources high density filing system from 9/19/2016 to 9/30/2016. District Services	$1,782.00
City of Irvine Community Services Agreement- For Irvine Global Village Festival Sponsorship at the Bill Barber Park in Irvine, CA on 9/24/2016. Irvine Valley College	$1,750.00
Equal Employment Opportunity Commission (EEOC) Professional Services Agreement- To provide trainings on the laws enforced by the EEOC with an emphasis on best practices in hiring and how to prevent discrimination in the workplace on 9/16/2016. District Services	$1,700.00
True Golf Company, LLC Independent Contractor Agreement- For putting and green reading coaching services for IVC Women Golf Team and Men Golf Team in Fall and Spring from 10/1/2016 to 6/30/2017. Irvine Valley College	$1,600.00
South Coast Family Medical Center Independent Contractor Agreement- To provide pre-placement medical services, required for employment for public safety dispatcher/peace officer, from 7/1/2016 to 6/30/2017. District Services	$1,500.00
John Pak Educational Services Agreement- For community education in financial planning and retirement to be paid out of estimated revenue from 7/1/2016 to 6/30/2017. Irvine Valley College	$1,470.00
Pam Barton Independent Contractor Agreement- To provide choreography service for the production of "Oedipus" from 9/23/2016 to 12/1/2016. Irvine Valley College	$1,500.00
Foundation Directory Software License Agreement- To purchase an online directory for use by the Foundation Department from 9/21/2016 to 9/21/2018. Irvine Valley College-Foundation	$1,398.60
Haz Rental Center Independent Contractor Agreement- For canopy rental for Fall 2016 Transfer Day College Fair on 8/31/2016. Saddleback College	$1,360.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Community Publications, LLC DBA Sorbet- A SoCal Senior Publication Independent Contractor Agreement- For advertisement and editorial articles on Sorbet magazine issues for May 2016 and June 2016. Saddleback College	$1,350.00
Quality Office Furnishings Independent Contractor Agreement- For adding receptacles to workstations from 9/23/2016 to 9/24/2016. District Services	$1,287.52
Mark IV Communications, Inc. Independent Contractor Agreement- For new cable installation of Health Sciences building from 9/21/2016 to 9/28/2016. Saddleback College	$1,267.84
Neil Hamamura Independent Contractor Agreement- To provide videotaping services for the IVC Instrumental Music FY 2016/2017 concert season from 8/15/2016 to 6/30/2017. Irvine Valley College	$1,250.00
DS Services of America, Inc. Independent Contractor Agreement- For bottled water delivery services from 9/19/2016 to 12/15/2020. District Services	$1,200.00
Timothy D. Cowell Independent Contractor Agreement- For Home Health Aid trainer to teach 10 classes from 9/1/2016 to 3/31/2017. Saddleback College	$1,200.00
David W. Deursch Educational Services Agreement- For community education courses in financial management to be paid out of estimated revenue from 7/1/2016 to 6/30/2017. Irvine Valley College	$1,102.50
Red Hawk Fire & Security Independent Contractor Agreement- To repair ground fault alarm for fire panel in Power House 1 from 9/6/2016 to 9/30/2016. Irvine Valley College	$1,050.00
Daniela Beatriz Almada Independent Contractor Agreement- For guest artist for Latin American Piano Concert Recital on 9/11/2016. Irvine Valley College	$1,000.00
David Lisker Independent Contractor Agreement- For guest artist to perform a piano concert on 9/23/2016. Irvine Valley College	$1,000.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Falconpro Sports Video	$1,000.00
Independent Contractor Agreement- For video editing analysis at Irvine Valley College Men's soccer games from 10/1/2016 to 6/30/2017. Irvine Valley College-Foundation	
Joshua Ryan Fleming	$1,000.00
Independent Contractor Agreement- To provide speech analysis for speech and debate team for FY 2016-2017 academic year from 9/1/2016 to 5/20/2017. Saddleback College	
The Perfect Impression	$1,000.00
Independent Contractor Agreement- For embroidery services on athletic apparel for the Athletics Department from 9/1/2016 to 6/30/2017. Saddleback College	
The Polished Image	$1,000.00
Independent Contractor Agreement- For embroidery services on athletic apparel for the Athletics Department from 7/1/2016 to 6/30/2017. Saddleback College	
Sound Image	$1,000.00
Independent Contractor Agreement- To inspect and test the sound and lighting systems at the McKinney Theater from 9/21/2016 to 10/2/2016. Saddleback College	
QuickCaption, Inc.	$905.00
Professional Services Agreement (Amend #1)- For additional captioning services for hearing impaired students of $95 for a revised contract total of $905. Irvine Valley College	
Red Hawk Fire & Security	$905.00
Independent Contractor Agreement- To repair Post Indicator Valve (PIV) tamper switch in Business Sciences and Technology Innovation Center (BSTIC) from 9/6/2016 to 9/30/2016. Irvine Valley College	
Mark IV Communications, Inc.	$846.75
Independent Contractor Agreement- To install additional data jacks in Business Sciences and Technology Innovation Center (BSTIC) from 8/30/2016 to 12/31/2016. Irvine Valley College	
EICI Inc.	$800.00
Independent Contractor Agreement- For Psychology Guest Speaker Series from 9/26/2016 to 9/28/2016. Saddleback College	
Pablo Rieppi	$800.00
Independent Contractor Agreement- For guest percussionist to instruct a Master Class on 10/28/2016. Irvine Valley College	

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

South Coast Fire Protection Independent Contractor Agreement- For testing of Ansul Fire Suppression System, a hazard fire protection system, at cafeteria and hazardous waste storage in 9/1/2016 and 2/28/2017. Irvine Valley College	$633.40
Red Hawk Fire & Security Independent Contractor Agreement- For fire alarm troubleshoot service in Business Sciences and Technology Innovation Center (BSTIC) from 9/6/2016 to 9/30/2016. Irvine Valley College	$595.00
Lucy's Fluff and Fold Laundry Independent Contractor Agreement- For laundry service from 9/15/2016 to 6/30/2017. Irvine Valley College	$560.00
Crown Valley Cleaners Independent Contractor Agreement- For dry cleaning services for the Theatre Art Costume Department from 9/29/2016 to 6/30/2017. Saddleback College	$500.00
Kyle Palmer Independent Contractor Agreement- For Jazz Lab performance with trumpet player/composer on 10/3/2016. Saddleback College	$450.00
Nub Games, Inc. Software License Agreement- For annual subscription of LibraryH3lp, an online reference chat window software for students, from 9/18/2016 to 9/17/2017. Saddleback College	$450.00
No Ka'oi Photo Booth Professional Services Agreement- To provide hosted photo booth service for Classified Staff Development Day 2016 on 3/21/2017. District Services	$400.00
Nuance Communications, Inc. Software License Agreement- For subscription of Dragon Naturally Speaking, a speech recognition software, used by Disabled Student Programs and Services (DSPS) department from 9/28/2016 to 9/28/2017. Saddleback College	$398.49
Cal Building Systems Independent Contractor Agreement (Amend #1)- For change in service term from 12/31/2016 to 12/30/2017 for fire safety monitoring service. Irvine Valley College	$360.00
Lake Forest Community Association Facility Use Agreement- For IVC Emeritus Institute Facility Use at the Lake Forest Community Association from 7/1/2016 to 6/30/2017. Irvine Valley College	$359.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Shred-it Professional Services Agreement- For document shredding service for Payroll Department on 7/27/2016. District Services	$357.50
South Coast Fire Protection, Inc. Independent Contractor Agreement- To refill fire extinguishers after CERT training session from 9/16/2016 to 10/16/2016. Saddleback College	$350.00
Classapps Software License Agreement- For support and license renewal of SelectSurevey.NET Server Software Level 1, an online web survey software, from 8/26/2016 to 8/26/2017. District Services	$329.00
Scott Cokely Independent Contractor Agreement- For Theatre Arts Production Accompanist for Fall 2016 projects and work on an as needed basis from 8/29/2016 to 9/9/2016. Saddleback College	$240.00
SurveyMonkey Software License Agreement- For subscription renewal of SurveyMonkey, an online survey software from 9/14/2016 to 9/13/2017. District Services	$204.00
Gillian Watson Independent Contractor Agreement- For Soprano performance on 9/22/2016. Saddleback College-Foundation	$200.00
Ryan Dragon Independent Contractor Agreement- For guest artist, trombonist, for concert "Dragon/Sellers" on 9/1/2016. Saddleback College-Foundation	$200.00
Prezi Software License Agreement- For subscription renewal of Prezi Pro Plan, a cloud-based presentation software, from 9/28/2016 to 9/28/2017. Irvine Valley College	$159.00
Hulme Notary Services Independent Contractor Agreement- For notarization of signatures on district documents from 9/27/2016 to 9/30/2016. District Services	$150.00
APCO Signs Independent Contractor Agreement- To provide and install door signs for Business Sciences & Technology Innovation Center (BSTIC) from 9/1/2016 to 9/30/2016. Irvine Valley College	$144.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

Gresham Savage Nolan & Tilden Independent Contractor Agreement- For legal and investigative consultation services on 7/1/2016. District Services	$100.00
Alta Dermatology Clinical Training Affiliation Agreement- To provide clinical internship opportunities for students enrolled in administrative and clinical medical assistance. Saddleback College	$0.00
Alta Newport Hospital, Inc. Clinical Training Affiliation Agreement- To provide clinical internship opportunities for nursing students enrolled in health sciences and human services. Saddleback College	$0.00
Alzheimer's Orange County Clinical Training Affiliation Agreement- To provide internship opportunities for students finishing a "Certificate of Achievement" in Alcohol & Drug Studies, Community-Based Correction, Human Services Generalist and Mental health Worker. Saddleback College	$0.00
Asian & Pacific Islander American Scholarship Fund (APIASF) Memorandum of Understanding- To partner with APIASF and disburse scholarship dollars and provide marketing from June 2016 to June 2017. Irvine Valley College	$0.00
City of Mission Viejo Facility Use Agreement- For off-campus facility use for instruction for Saddleback College Emeritus Institute from 8/22/2016 to 12/18/2016. Saddleback College	$0.00
Chancellor of the California Community Colleges Professional Services Agreement- To collect collect through the State Franchise Tax Board's Interagency Offset Program, outstanding student financial aid and proper non-financial aid obligations owed to the District. District Services	$0.00
Dana Point Medical Associates Clinical Training Affiliation Agreement- To provide clinical or administrative medical assistant externship as required by the college course from 7/4/2016 to 6/30/2019. Saddleback College	$0.00
Keenan & Associates Disclosure and Hold Harmless Agreement- For purpose of monitoring claims administrations, reserves and assessing return to work effective 5/25/2016. District Services	$0.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

<u>Mission Hospital</u> Clinical Training Affiliation Agreement- To provide clinical externship in the area of Health Care Education from 7/11/2016 to 7/11/2019. Saddleback College	$0.00
<u>Rosemead School of Psychology at Biola University</u> Clinical Training Affiliation Agreement- To provide training site for students enrolled in the Rosemead Clinical Psychology degree program and to receive clinical instruction and experience from 7/25/2016 to 7/25/2019. Saddleback College	$0.00
<u>UNAVCO, Inc.</u> Land Use Lease Agreement- To install, operate, and maintain Global Positioning System (GPS) monuments, and other earth monitoring instrumentation, used to measure ground shifts caused by earthquakes, from 6/30/2016 to 6/30/2021. Saddleback College	$0.00
<u>Citibank, N.A.</u> Professional Services Agreement- New credit card provider for the State of California Travel Payment System (TPS) program from 11/1/2016 to 10/31/2019. District Services	$0.00

Item Submitted By: *CM Brahmbhatt, Acting Vice Chancellor, Business Services*

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Biennial Ethics Training, Trustee Travel and
                 Compensation

ACTION: Approval

BACKGROUND

On June 26, 2014, the Orange County Grand Jury published a report entitled *Community College Trustees: Responsibilities, Compensation and Transparency.* The report focused on three of the four community college districts in Orange County and called for several actions to increase transparency. Rancho Santiago Community College District was not included in the report for reasons that are not known to the other districts. South Orange County Community College District provided a response to the report on August 26, 2014.

STATUS

After careful review of the report, the South Orange County Community College District trustees agreed to take action on several items:

1. Complete a biennial ethics training program to comply with requirements set forth in California Assembly Bill 1234. Two options are available for this training:
    *   Online training through the Fair Political Practices Commission (FPPC).
    *   Attendance of ethics training offered at various conferences.

    Board members have satisfied the ethics training requirement for the current period and are due to complete the next training cycle by June 30, 2017.

2. Report the following items annually during a public meeting and on the district website:
    *   Annual individual travel expenditures of the chancellor and trustees. (Exhibit A)
    *   The value of all district compensation received by each trustee during the previous fiscal year. (Exhibit B)

RECOMMENDATION

The interim chancellor recommends approval of the Report of Chancellor and Trustee Travel Expenditures for the period of September 1, 2015 through August 31, 2016 (Exhibit A) and Report of Total Annual Trustee Compensation for FY 2015-16 (Exhibit B). These reports will be posted on the district website.

Item Submitted By*: Debra L. Fitzsimons, Interim Chancellor*

Expenses for Board Members & Chancellor September 1, 2015 through August 30, 2016

Prepared September 9, 2016

Name	Description	Amount Paid	Total by Name
TRUSTEE			
Forde, Johnathan (Student Trustee)	CCLC Student Trustees Workshop in Burlingame, CA	$1,276.40	**$1,276.40**
Jay, Barbara J.	CCLC Effective Trusteeship Workshop in Sacramento, CA	$1,905.07	**$1,905.07**
Jemal, Timothy	OCSBA Annual Dinner Meeting in Irvine, CA	$35.00	
Jemal, Timothy	OCBC 2015 Economic Forecast Conference in Irvine, CA	$160.00	
Jemal, Timothy	OCBC 2016 Annual Dinner in Irvine, CA	$275.00	**$470.00**
Lang, David B.	None	$0.00	**$0.00**
Milchiker, Marcia	CCLC Annual Convention in Burlingame, CA	$1,618.55	
Milchiker, Marcia	OCSBA Dinner Meeting in Irvine, CA	$35.00	
Milchiker, Marcia	CCLC Annual Trustees Conference in Palm Desert, CA	$1,376.61	
Milchiker, Marcia	CCLC Excellence in Trusteeship Program Registration Fee	$150.00	
Milchiker, Marcia	Irvine Chamber of Commerce Business & Educ. Partnership Breakfast, Irvine, CA	$15.00	**$3,195.16**
Pendergast, T.J.	OCSBA Annual Dinner Meeting in Irvine, CA	$35.00	
Pendergast, T.J.	ACCT Leadership Congress in San Diego, CA	$2,712.71	
Pendergast, T.J.	CCLC Effective Trusteeship Workshop in Sacramento, CA	$1,461.91	
Pendergast, T.J.	CCSSE Pathways Project Institute #1 in San Antonio, TX	$990.72	
Pendergast, T.J.	OCSBA Dinner Meeting in Irvine, CA	$35.00	**$5,235.34**
Whitt, Terri	CCLC Effective Trusteeship Workshop in Sacramento, CA	$1,529.24	**$1,529.24**
Wright, Jim	OCSBA Annual Dinner Meeting in Irvine, CA	$35.00	
Wright, Jim	ACCT Leadership Congress in San Diego, CA	$2,661.49	
Wright, Jim	OCSBA Dinner Meeting in Irvine, CA	$35.00	**$2,731.49**
	Total Travel: Trustees	**$16,342.70**	**$16,342.70**
Poertner, Gary	CCLC CEO Symposium in Yosemite Valley, CA (cancelled)	$50.00	**$50.00**
	Total Travel: Chancellor	**$50.00**	**$50.00**

SOCCCD BOARD OF TRUSTEES - ANNUAL COMPENSATION

Employee	Annual Salary - Schedule	Health & Welfare Benefits	Total Annual Compensation
Board of Trustees Member	$ 9,000.00	$ 23,513.00	$ 32,513.00
Student Trustee Member	$ 4,500.00	$ -	$ 4,500.00

Employee	FYTD Compensation 2015-2016	Health & Welfare Benefits	Total Fiscal Year Compensation
Timothy Jemal, President	$ 9,000.00	$ 23,513.00	$ 32,513.00
James R. Wright, Vice President	$ 9,000.00	$ 23,513.00	$ 32,513.00
David B. Lang, Clerk	$ 9,000.00	$ 23,513.00	$ 32,513.00
Barbara J. Jay, Member	$ 9,000.00	$ 23,513.00	$ 32,513.00
Marcia Milchiker, Member	$ 9,000.00	$ 23,513.00	$ 32,513.00
T. J. Prendergast, III, Member	$ 9,000.00	$ 23,513.00	$ 32,513.00
Terri Whitt, Member (8/24/15 - 6/30/16)	$ 8,250.00	$ 19,594.00	$ 27,844.00
Johnathan Forde, Student Member (5/1/16 - 6/30/16)	$ 750.00	$ -	$ 750.00
Lemar Momand, Student Member (7/1/15 - 4/30/16)	$ 3,750.00	$ -	$ 3,750.00

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Saddleback College Access Control Project, Adopt
              Resolution No. 16-27, Authorizing Design-Build Delivery Method

ACTION: Approval

BACKGROUND

On March 26, 2012, the Board of Trustees adopted a resolution authorizing the use of design-build procurement.

California Education Code section 81700, *et seq.*, authorizes California community college districts to use the design-build delivery method on public works projects of improvement, costing in excess of $2.5 million. The district's use of the design-build delivery method shall either (1) reduce comparable costs of the projects, or (2) expedite competition of the project, or (3) provide features and benefits unavailable through the traditional design-bid-build process.

STATUS

Staff is recommending the board authorize the use of the design-build delivery method for the Saddleback College Access Control project. California Education Code section 81702(a) requires the Governing Board to adopt a resolution (EXHIBIT A) authorizing the use of design-build prior to entering into a design-build contract.

The Access Control Project will occur in phases. The total value of the project, excluding buildings that will be addressed through renovations, is estimated at $10,000,000. Funds for this phase of the project are available through Saddleback College Schedule Maintenance budget equaling $3,250,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees adopt Resolution No. 16-27 (EXHIBIT A) to authorize the use of the design-build delivery method for the Saddleback College Access Control project.

Item Submitted By: *C. M. Brahmbhatt, Vice Chancellor, Business Services, Temporary*

RESOLUTION NO. 16-27

RESOULTION OF THE BOARD OF TRUSTEES
OF THE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
AUTHORIZING DESIGN-BUILD PROCUREMENT AS SADDLBACK COLLEGE ACCESS CONTROL PROJECT

October 24, 2016

WHEREAS, California Education Code section 81700, *et seq*., authorizes California community college districts such as South Orange County Community College District (the "District"), to use the Design-Build delivery method on public works of improvement costing in excess of $2.5 million; and,

WHEREAS, California Education Code section 81702(a) requires the Governing Board to adopt a resolution approving the use of the design-build delivery method prior to entering into a design-build contract; and,

WHEREAS, pursuant to California Education Code section 81702(a), the Governing Board has reviewed the guidelines developed pursuant to former Education Code section 81706; and,

WHEREAS, the Governing Board finds that the use of the Design-Build delivery method for public works should either (1) reduce the comparable costs of the project, or (2) expedite completion of the project, or (3) provide features and benefits unavailable through the traditional Design-Bid-Build process; and,

WHEREAS, the Request for Proposal ("RFP") package for Design-Build procurement will conform to State Law and provide the minimum performance criteria and design standards for the Project; and,

WHEREAS, the RFP will also identify the basic scope, concept drawings, and needs of the Project, the expected cost range, and other information deemed necessary to inform interested parties of the contracting opportunity; and,

WHEREAS, the RFP will define the factors and sub-factors that the District reasonably expects to consider in evaluating proposals, including cost of price and all non-price related factors and sub-factors, the methodology and rating or weighting scheme that will be used in evaluating competitive d proposals; and,

WHEREAS, to the extent the District wishes to reserve the right to hold discussions or negotiations with responsive bidders, the RFP will define the applicable rules and procedures to ensure that any discussions or negotiations are conducted in a fair and impartial manner,

NOW, THEREFORE, BE IT RESOLVED, THAT THE South Orange County Community College District Board of Trustees hereby declares its intention to commence the process for Design-Build for the Saddleback College Access Control project in accordance with applicable State Law, guidelines, processes, and terms and conditions set forth therein;

PASSED AND ADOPTED, by the Board of Trustees of the South Orange County Community College District, Orange County, California, on October 24, 2106.

_____

Timothy Jemal, President

_____

James R. Wright, Vice President

_____

David B. Lang, Clerk

_____

T. J. Pendergast, III, Member

_____

Marcia Milchiker, Member

_____

Barbara J. Jay, Member

_____

Terri Whitt, Member

_____

Debra L. Fitzsimons, Interim Chancellor
And Secretary to the Governing Board

Resolution No. 16-27

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
DECLARING
ITS INTENT TO ENTER INTO
AUTHORIZING DESIGN-BUILD PROCUREMENT FOR THE
SADDLEBACK COLLEGE ACCESS CONTROL PROJECT

OCTOBER 24, 2016

STATE OF CALIFORNIA}
　　　　　　　　　　　}
COUNTY OF ORANGE }

      I, Debra L. Fitzsimons, Secretary to the Board of Trustees of the South Orange County Community College District of Orange County, California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by said Board at a regular meeting held on the 24th day of October 2016.

      IN WITNESS THEREOF, I have hereunto set my hand and seal this 24th day of October 2016.

_____
Debra L. Fitzsimons
Secretary to the Board of Trustees

Resolution No. 16-27

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT **ITEM:** 6.3
DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Saddleback College Access Control Project, Phase 1, Hire Design-Build Consultant, Alternate Delivery Solutions, LLC

ACTION: Approval

BACKGROUND

At this October 24, 2016 Board Meeting, staff is recommending the Board of Trustees approve a resolution authorizing the design-build construction delivery method for the Saddleback College Access Control project.

Government Code section 53060 allows community college districts to retain consultants that provide special services and advice in financial, economic, accounting, engineering, legal or administrative matters if such persons are specially trained and experienced and competent to perform the special services required. Alternative Delivery Solutions, LLC, is engaged on a project by project basis as the district's design-build consultant.

District use of the design-build delivery method will be in alignment with the requirements of California Education Code 81700 et seq. to reduce comparable costs, expedite completion or provide features and benefits unavailable through the traditional design-bid-build process.

STATUS

Specialized services are required to assist staff with developing a complex Request for Proposals and aligning selection criteria and construction processes with both established district standards and state requirements. Additionally, staff is incorporating lessons learned into all contract documents to ensure continuous improvement of best practices. Staff recommends approval of the agreement (EXHIBIT A) for design-build consultant services for the Saddleback College Access Control, Phase 1 project with Alternative Delivery Solutions, LLC, for a total contract amount of $232,310.

The Saddleback College Access Control, Phase 1 project will occur in phases. The total value of the project, excluding buildings that will be addressed through renovations, is estimated at $10,000,000. Funds for this phase of the project are available through Saddleback College Schedule Maintenance budget equaling $3,250,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve an agreement (EXHIBIT A) with Alternative Delivery Solutions, LLC, to provide Design-build Consultant services for the Saddleback College Access Control, Phase 1 project in the amount of $232,310.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

AGREEMENT- DESIGN-BUILD CONSULTANT SERVICES, SADDLEBACK COLLEGE, ACCESS CONTROL, PHASE 1 PROJECT, ALTERNATIVE DELIVERY SOLUTIONS, LLC

This AGREEMENT is hereby entered into on the 1st of November 2016 between the South Orange County Community College District, hereinafter referred to as "DISTRICT," and Alternative Delivery Solutions, LLC, 24396 Tropicana Place, Laguna Niguel, CA 92677, 949-300-0686 hereinafter referred to as "CONSULTANT."

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and

WHEREAS, CONSULTANT is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

ARTICLE I - SERVICES TO BE PROVIDED BY CONSULTANT:

The CONSULTANT'S services shall consist of those services performed by the CONSULTANT, CONSULTANT'S employees and CONSULTANT'S sub consultants as enumerated in Articles II and III of this AGREEMENT.

The CONSULTANT'S services shall be performed in a manner which is consistent with professional skill and care and the orderly progress of the work. The CONSULTANT represents that he/she will follow the standards of his/her profession in performing all services under this AGREEMENT. The time limits established by this schedule shall not, except for reasonable cause, be exceeded by the CONSULTANT.

The CONSULTANT has been selected to perform the work herein because of the skills and expertise of key individuals. The CONSULTANT shall designate Robert J. Hartung as the person primarily responsible for the services rendered.

The services covered by this AGREEMENT shall run through Access Control project completion and closeout.

ARTICLE II – SCOPE OF CONSULTANT'S SERVICES

1.   CONSULTANT services scope description and fees are for the Saddleback College Access Control, Phase 1 project. A draft schedule has been prepared by the Design-Build Entity and can be found in Attachment A.

2.   CONSULTANT'S primary services will consist of professional services necessary for assisting the district with execution of the alternative construction delivery approach known as design-build. Services include general oversight, consultation and advice regarding best practices, assistance with validation as requested, and all supporting, related materials and other professional services necessary to deliver certain public projects through to the completion of construction on the Access Control design/build contract as noted in the phases incorporated herein.

3.   Phase I – Pre-Procurement Process

    a.   Review Criteria Architect procurement documents.

    b.   Assist with interviews and selection of Criteria Architect.

    c.   Assist with development of pre-procurement documents/ preliminary programming.

4.   Phase II – Assist with Procurement Documents for Design Build Entity

    a.   General oversight and leadership for the Procurement Process Phase.

    b.   Review Request for Proposal Document to ensure alignment with District and College standards and to meet state requirements.

    c.   Assist with the joint efforts of Criteria Architect and District user groups.

    d.   Lead in preparation of the RFQ for issuance to potential proposers.

    e.   Lead in preparation of the RFP document.

5.   Phase III – Procurement Process

    a.   Assist with pre-proposal meetings for the design-build proposers.

    b.   Assist with answers to questions from proposers.

    c.   Assist with reviewing RFQ responses and establishing short list of prequalified proposers (non-scoring).

    d.   Assist with the review of RFQ and RFP responses.

    e.   Facilitate debriefings for RFQ participants after selection.

    f.   Assist with Instructions to short listed proposers regarding interviews.

    g.   Facilitate pre-proposal meeting with the short listed Design-Build teams.

    h.   Facilitate interviews with short listed proposers.

    i.   Assist with reviewing RFP responses and "best value" selection of the proposing entities. Facilitate final selection of the winning proposal (non-scoring).

    j.   Assist with contract review and negotiations.

    k.   Facilitate debriefings for RFP participants after award of contract.

6.   Phase IV - Design, Construction and Close Out

    a.   Assist with Validation meeting.

b. Provide consultation and advice regarding best practices of the design-build process through the design and construction phases of the project.

c. Attend/facilitate project kick- meeting with the DISTRICT and design-builder.

d. Assist with "open book" buyout, subcontractor selection and project budget reviews.

e. Attend meetings during design and construction as requested by DISTRICT, anticipated to be per the following schedule:

    i. Early design and target price conformance: two meetings/month for three months = 6 meetings.

    ii. Design Document completion, DSA approval and buy out: one meeting/month for ten months = ten meetings.

    iii. Initial construction start up: two meetings/month for two months = four meetings.

    iv. Construction through close out: two meetings/month for twelve months = 24 meetings.

f. Assist with conflict resolution.

g. Assist with project close out. Attend project close out meetings.

7. CONSULTANT will meet with DISTRICT as requested or warranted, and keep the DISTRICT appraised of findings and progress.

8. The following items are excluded from services to be provided:

a. Liaison between District and Design-Build entity.

b. Daily construction management including daily site observations, review of submittals, approval or pay requests, etc.

c. Verification of adherence to program, criteria, quality or technical standards.

d. Other services not listed in items 1-8 above unless specifically requested through additional services.

ARTICLE III -ADDITIONAL CONSULTANT'S SERVICES

1. The CONSULTANT shall be given additional compensation for the services described in this Article.

2. CONSULTANT shall notify the DISTRICT in writing of the need for additional services required due to circumstances beyond the CONSULTANT'S control. CONSULTANT shall obtain written authorization from the DISTRICT **before** rendering such services. Compensation for such services shall be compensated based on standard hourly rates of $195/hour. Such services might include:

a. Support services during litigation from the filing of a lawsuit, through trial, post-trial motions and all activities up to notice of appeal, if any.

b. Providing services of consultants for other than those listed Article I and II of this agreement.

ARTICLE IV - TERMINATION

DISTRICT or CONSULTANT may, at any time, with or without reason, terminate this AGREEMENT. If so terminated, DISTRICT shall compensate CONSULTANT only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT or CONSULTANT shall be sufficient to stop further performance of services by CONSULTANT. Notice shall be deemed given when received by the DISTRICT or CONSULTANT or no later than three days after the day of mailing, whichever is sooner.

DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONSULTANT; or (b) any act by CONSULTANT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONSULTANT is adjudged bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONSULTANT'S insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within ten (10) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the ten (10) days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

ARTICLE V - COMPENSATION

1.   DISTRICT agrees to pay the CONSULTANT for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Two Hundred Thirty-two Thousand, three hundred and ten and No/100 Dollars ($232,310.00) upon satisfactory completion of the services. Reimbursable allowance is expected to be included within the $232,310.00 amount as follows:

a.	Phase I – Pre-Procurement	$ 18,720
b.	Phase II - Prepare Procurement Documents	$ 46,800
c.	Phase III - Procurement Process and Award	$ 43,290
d.	Phase IV - Design, Construction, Closeout	$123,500
	Total	$232,310

a.   Services shall be billed monthly as the work progresses through the end of each month.

b.   Payments are due and payable upon receipt of the CONSULTANT'S invoice. Amounts unpaid sixty (60) days after the invoice date shall bear interest at the legal rate prevailing at the time for Orange County, California.

c. To the extent that the scope initially established for the completion of CONSULTANT'S services is exceeded or extended through no fault of the CONSULTANT, compensation for any services rendered during the additional period of time shall be computed at standard hourly rates listed in Article III.

d. Reimbursable Expenses incurred by the CONSULTANT and CONSULTANT'S employees and consultants in the interest of the PROJECT shall have prior DISTRICT written approval before incurred and records of such expenses shall be provided to DISTRICT for the DISTRICT'S review.

e. Reimbursable expenses are in addition to compensation for Basic and Additional Services and include expenses incurred by the CONSULTANT and CONSULTANT'S employees and consultants in the interest of the Project.

f. Reimbursable expenses shall be expenses in connection with authorized out-of-town travel. CONSULTANT'S normal travel expense and meals are excluded.

g. Expense of reproductions, except those needed for the use of the CONSULTANT and his or her consultants or identified specifically as a deliverable, postage and handling of Drawings, Specifications and other documents including overnight/courier services are reimbursable upon DISTRICT'S prior written approval.

h. For reimbursable expenses, compensation shall be computed at a multiple of one point one (1.1 %) times the expenses incurred by the CONSULTANT, the CONSULTANT'S employees and consultants in the interest of the Project.

i. For additional services of consultants, compensation shall be computed at a multiple of one point one (1.1%) times the amounts billed to the CONSULTANT for such services.

ARTICLE VI – INDEMNITY AND INSURANCE

1. Hold Harmless: To the fullest extent permitted by law, CONSULTANT agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its Board of Trustees, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

a. any and all claims under workers' compensation acts and other employee benefit acts with respect to CONSULTANT'S employees or his/her subcontractor's employees arising out of CONSULTANT'S work under this AGREEMENT; and

b. any and all claims for damages because of personal injury or death or damages to property, or other costs and charges, directly or indirectly arising out of or attributable to, in whole or in part, to CONSULTANT'S negligent acts, errors and/or omissions in the performance of his/her obligations as stated in this AGREEMENT, or the negligent acts, errors and/or omissions of CONSULTANT'S sub consultants, employees either directly or by independent contract, or agents in the performance of their obligations as stated in this AGREEMENT whether said injury or

damage occurs either on or off DISTRICT'S property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents; and

c.   The coverage of such indemnification shall include, without limitation attorneys' fees and court costs incurred by DISTRICT with regard thereto. Said indemnity is intended to apply during the period of this AGREEMENT of CONSULTANT'S performance and shall survive the expiration or termination of this AGREEMENT until such time as action against DISTRICT on account of any matter covered by such waiver or indemnity is barred by the applicable statute of limitations.

2.   CONSULTANT shall purchase and maintain insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT policies of insurance, which will protect CONSULTANT and DISTRICT from claims which may arise out of or result from CONSULTANT'S actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a.   Statutory workers' compensation and employers' liability.

b.   Comprehensive general and auto liability insurance with limits of not less than 1,000,000 per occurrence combined single limit for bodily injury and property damage liability per occurrence, including:

       i.   owned, non-owned and hired vehicles;
      ii.   blanket contractual;
    iii.   broad form property damage;
    iv.   products/completed operations; and
     v.   personal injury.

c.   Each policy of insurance required in (a) and (b) above shall name DISTRICT and its officers, agents and employees as additional insureds; shall state that, with respect to the operations of CONSULTANT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance; shall state that not less than thirty (30) days' written notice shall be given to DISTRICT prior to cancellation; and, shall waive all rights of subrogation. CONSULTANT shall notify DISTRICT in the event of material change in, or failure to renew, each policy. Prior to commencing work, CONSULTANT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event CONSULTANT fails to secure or maintain any policy of insurance required hereby excepting professional liability, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of CONSULTANT, and in such event CONSULTANT shall reimburse DISTRICT upon demand for the cost thereof.

d.   In addition, CONSULTANT agrees to provide an endorsement to this policy stating, "Such insurance as is afforded by this policy shall be primary, and any insurance carried by DISTRICT shall be excess and noncontributory."

e.   CONSULTANT shall provide DISTRICT with certificates of insurance evidencing all coverage and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage.

ARTICLE VII - MISCELLANEOUS

1.   <u>Independent Contractor</u>. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONSULTANT assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONSULTANT'S employees.

2.   <u>Materials</u>. CONSULTANT shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT. CONSULTANT'S services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

3.   <u>Originality of Services</u>. CONSULTANT agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONSULTANT and shall not be copied in whole or in part from any other source unless permitted, except that submitted to CONSULTANT by DISTRICT as a basis for such services.

4.   <u>Copyright/Trademark/Patent</u>. CONSULTANT understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT'S express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONSULTANT consents to use of CONSULTANT'S name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

5.   <u>Assignment</u>. The DISTRICT and CONSULTANT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT. The obligations of the CONSULTANT pursuant to this AGREEMENT shall not be assigned by the CONSULTANT.

6.   <u>Compliance with Applicable Laws</u>. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. CONSULTANT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONSULTANT, CONSULTANT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

7.   Permits/Licenses. CONSULTANT and all CONSULTANT'S employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

8.   Employment with Public Agency. CONSULTANT, if an employee of another public agency, agrees that CONSULTANT will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

9.   Entire Agreement/Amendment. This AGREEMENT and any Attachments attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

10.   Affirmative Action Employment. CONSULTANT agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

11.   Non Waiver. The failure of DISTRICT or CONSULTANT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

12.   Notice. All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) Scanned and emailed with acknowledged receipt by recipient or (c) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid.

Service shall be considered given when received if personally served or acknowledged via email or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:	CONSULTANT:
Saddleback College	Alternative Delivery Solutions, LLC
28000 Marguerite Parkway	24396 Tropicana Place
Mission Viejo, CA 92692	Laguna Niguel, CA 92677
Attn: Jim Rogers	Attn: Robert J. Hartung
Assistant Director, Capital Projects	
jrogers39@saddleback.edu	adsllc@cox.net
COPY TO DISTRICT:	COPY TO DISTRICT:
South Orange County Community College District	South Orange County Community College District
28000 Marguerite Parkway	28000 Marguerite Parkway
Mission Viejo, CA 92692	Mission Viejo, CA 92692
Attn: Dr. Debra L. Fitzsimons	Attn: Brandye K. D'Lena
Vice Chancellor, Business Services	Executive Director of Facilities Planning and Purchasing
dfitzsimons@socccd.edu	bdlena@socccd.edu

13.   Interest.   No member, officer or employee of the DISTIRCT during tenure or for one year thereafter, shall have any interest direct or indirect, in this Agreement or the proceeds thereof.

14.   Severability.   If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

15.   Governing Law.   The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

THIS AGREEMENT IS ENTERED INTO THIS 1st DAY OF NOVEMBER 2016.

"DISTRICT"   "CONSULTANT"
South Orange County Community College District   Alternative Delivery Solutions, LLC

By:_____   By: _____
   Dr. Debra L. Fitzsimons   Robert J. Hartung
   Vice Chancellor of Business Services   President

Date:_____   Date: _____

                                          Taxpayer Identification Number____71-0972465____

ATTACHMENT A – OVERVIEW OF PHASE III – DESIGN AND CONSTRUCTION

a. Provide consultation and advice regarding best practices of the design-build process through the design and construction phases of the project

b. Assist with Validation meetings after award

b. Attend/facilitate project kick-off meeting with the DISTRICT and design-builder.

c. Coordinate with Criteria Architect and the DISTRICT on a regular basis during design and construction.

d. Attend meetings during design or construction as requested by the DISTRICT.

e. Assist with conflict resolution.

f. Assist with project close-out. Attend project close-out meetings.

ATTACHMENT B– PRELIMINARY DESIGN AND CONSTRUCTION SCHEDULE

Design   8 Months

Construction   14 Months

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Advanced Technology & Education Park (ATEP) Utilities and Infrastructure Phase I Project, Award of Bid No. 20, Griffith Company

ACTION: Approval

BACKGROUND

On June 22, 2015, the Board of Trustees approved $7,000,000 for the Advanced Technology & Education Park (ATEP) Utilities and Infrastructure Phase I Project, and $3,100,000 for the IVC First Building parking lot.

The ATEP Utilities and Infrastructure Phase I project includes a parking lot and site development aligned with the guidelines of the ATEP Development Framework and approved by the Board of Trustees on June 22, 2015.

STATUS

On June 2, June 9, July 7, and July 14, 2016, SOCCCD ran newspaper advertisements requesting pre-qualification submittals by general engineering contractors for the ATEP Utilities and Infrastructure Phase I project. The request for pre-qualification submittals was also posted on the district web site. Nine companies submitted and 4 were deemed qualified to submit bid proposals. On August 25, 2016, three of the four pre-qualified bidders attended the mandatory job walk. Three bids were received on September 29, 2016. The lowest bid meeting all specification requirements was submitted by Griffith Company in the amount of $5,353,750 (EXHIBIT A). Staff has reviewed the bids and recommends approval.

Basic aid funds are available in the approved project budget of $10,100,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees award Bid No. 20, Advanced Technology & Education Park (ATEP) Utilities and Infrastructure Phase I project, and approve the agreement (EXHIBIT B) with Griffith Company, in the amount of $5,353,750.

Item Submitted By: *C.M. Brahmbhatt, Vice Chancellor, Business Services, Temporary*

Bid No. 20
Utilities and Infrastructure Phase I Project
Advanced Technology & Education Park

October 24, 2016

CONTRACTORS	LOCATION	AMOUNT
*Griffith Company	Santa Fe Springs, CA	$5,353,750
McCarthy Building Companies, Inc	Newport Beach, CA	$5,393,082
W.A. Rasic Construction	Long Beach, CA	$5,945,000
**ARB, Inc.	Lake Forest, CA	No Bid

*RECOMMENDED AWARD

**PREQUALIFIED BUT DID NOT SUBMIT BID

AGREEMENT – CONSTRUCTION SERVICES, UTILITES AND INFRASTRUCTURE PHASE I PROJECT ADVANCED TECHNOLOGY & EDUCATION PARK (ATEP), GRIFFITH COMPANY

THIS AGREEMENT, dated the 24th day of October, 2016 , in the County of Orange, State of California, is by and between South Orange County Community College District, (hereinafter referred to as "DISTRICT"), and Griffith Company, 12200 Bloomfield Avenue, Santa Fe Springs, CA 9067, (562) 929-1128 (hereinafter referred to as "CONTRACTOR").

The DISTRICT and the CONTRACTOR, for the consideration stated herein, agree as follows:

1. CONTRACTOR agrees to complete the Project known as Utilities and Infrastructure Phase I at Advanced Technology & Education Park   according to all the terms and conditions set forth in the Project Documents, including but not limited to the Notice Calling For Bids, Information for Bidders, Bid Form, Bid Security, Designation of Subcontractors, all prequalification forms submitted pursuant to Public Contract Code Section 20651.5, if any, Non-collusion Declaration, Workers' Compensation Certificate, Faithful Performance Bond, Payment Bond, Escrow Agreement, if applicable, Drug-Free Workplace Certification, Smoke-Free Workplace Certification, No Gift Policy Certification, Change Orders, Shop Drawing Transmittals, Insurance Certificates and Endorsements, Guarantees, CONTRACTOR'S Certificate Regarding Non-Asbestos Containing Materials, Disabled Veteran Business Enterprises Certification, if applicable, General Conditions, Supplemental Conditions, if any, Special Conditions, if any, Drawings, Specifications, and all modifications, addenda and amendments thereto by this reference incorporated herein. The Project Documents are complementary, and what is called for by any one shall be as binding as if called for by all.

2. CONTRACTOR shall perform within the time set forth in Paragraph 4 of this Agreement everything required to be performed, and shall provide, furnish and pay for all the labor, materials, necessary tools, expendable equipment, and all taxes, utility and transportation services required for construction of the Project. All of said work shall be performed and completed in a good workmanlike manner in strict accordance with the drawings, specifications and all provisions of this Agreement as hereinabove defined and in accordance with applicable laws, codes, regulations, ordinances and any other legal requirements governing the Project. The CONTRACTOR shall be liable to the DISTRICT for any damages arising as a result of a failure to fully comply with this obligation, and the CONTRACTOR shall not be excused with respect to any failure to so comply by any act or omission of the Architect, Engineer, Inspector, Division of State Architect, or representative of any of them, unless such act or omission actually prevents the CONTRACTOR from fully complying with the requirements of the Project Documents, and unless the CONTRACTOR protests at the time of such alleged prevention that the act or omission is preventing the CONTRACTOR from fully complying with the Project Documents. Such protest shall not be effective unless reduced to writing and filed with the DISTRICT within three (3) working days of the date of occurrence of the act or omission preventing the CONTRACTOR from fully complying with the Project Documents.

3. DISTRICT shall pay to the CONTRACTOR, as full consideration for the faithful performance of this Agreement, subject to any additions or deductions as provided in the Project Documents, the sum of Five Million Three Hundred Fifty Three Thousand Seven Hundred Fifty Dollars and 00/100 ($5,353,750).

4. The work shall be commenced on the date of the DISTRICT'S Notice to Proceed and shall be completed within Three Hundred Ninety-Three (393) consecutive calendar days from the date specified in the Notice to Proceed.

5. **Time is of the essence**. If the work is not completed in accordance with Paragraph 4 above, it is understood that the DISTRICT will suffer damage. It being impractical and infeasible to determine the amount of actual damage, in accordance with Government Code Section 53069.85, it is agreed that CONTRACTOR shall pay to DISTRICT as fixed and liquidated damages, and not as a penalty, the sum of Three Thousand Seven Hundred Fifty Dollars($3,750) for each calendar day of delay until work is completed and accepted. Time extensions may be granted by the DISTRICT as provided in Article 64 of the General Conditions. Liquidated damages shall be imposed as set forth in Article 64 of the General Conditions.

6. Termination for Cause or Non-appropriation. In the event CONTRACTOR defaults in the performance of the Agreement as set forth in General Conditions Article 13(a) or if there is a non-appropriation of funds or insufficient funds as set forth in General Conditions Article 13(d), then this Agreement shall terminate or be suspended as set forth in General Conditions Article 13.

7. Termination for Convenience. DISTRICT has discretion to terminate this Agreement at any time and require CONTRACTOR to cease all work on the Project by providing CONTRACTOR written notice of termination specifying the desired date of termination. Upon receipt of written notice from DISTRICT of such termination for DISTRICT'S convenience, CONTRACTOR shall:

    (i) Cease operations as directed by DISTRICT in the notice;

    (ii) Take any actions necessary, or that DISTRICT may direct, for the protection and preservation of the work; and

    (iii) Not terminate any insurance provisions required by the Project Documents.

In case of such termination for DISTRICT'S convenience, CONTRACTOR shall be entitled to receive payment from DISTRICT for work satisfactorily executed and for proven loss with respect to materials, equipment, and tools, including overhead and profit for that portion of the work completed. In the case of Termination for Convenience, DISTRICT shall have the right to accept assignment of subcontractors. The foregoing provisions are in addition to and not in limitation of any other rights or remedies available to the DISTRICT.

8. Hold Harmless and Indemnification. Contractor shall defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from all liabilities, claims, actions, liens, judgments, demands, damages, losses, costs or expenses of any kind arising from death, personal injury, property damage or other cause based or asserted upon any act, omission, or breach connected with or arising from the progress of Work or performance of service under this Agreement or the Contract Documents. As part of this indemnity, Contractor shall protect and defend, at its own expense, District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from any legal action including attorney's fees or other proceeding based upon such act, omission, breach or as otherwise required by this Article.

Furthermore, Contractor agrees to and does hereby defend, indemnify and hold harmless District, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors from every claim or demand made, and every liability, loss, damage, expense or attorney's fees of any nature whatsoever, which may be incurred by reason of:

(a)   Liability for (1) death or bodily injury to persons; (2) damage or injury to, loss (including theft), or loss of use of, any property; (3) any failure or alleged failure to comply with any provision of law or the Contract Documents; or (4) any other loss, damage or expense, sustained by any person, firm or corporation or in connection with the Work called for in this Agreement or the Contract Documents, except for liability resulting from the sole or active negligence, or the willful misconduct of the District.

(b)   Any bodily injury to or death of persons or damage to property caused by any act, omission or breach of Contractor or any person, firm or corporation employed by Contractor, either directly or by independent contract, including all damages or injury to or death of persons, loss (including theft) or loss of use of any property, sustained by any person, firm or corporation, including the District, arising out of or in any way connected with Work covered by this Agreement or the Contract Documents, whether said injury or damage occurs either on or off District property, but not for any loss, injury, death or damages caused by the sole or active negligence or willful misconduct of the District.

(c)   Any dispute between Contractor and CONTRACTOR'S subcontractors/supplies/ Sureties, including, but not limited to, any failure or alleged failure of the Contractor (or any person hired or employed directly or indirectly by the Contractor) to pay any Subcontractor or Material supplier of any tier or any other person employed in connection with the Work and/or filing of any stop notice or mechanic's lien claims.

Contractor, at its own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on account of or founded upon any cause, damage, or injury identified herein Article 5 and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

The CONTRACTOR'S and Subcontractors' obligation to defend, indemnify and hold harmless the Owner, Architect, Construction Manager, Inspector, the State of California and their officers, employees, agents and independent contractors hereunder shall include, without limitation, any and all claims, damages, and costs for the following: (1) any damages or injury to or death of any person, and damage or injury to, loss (including theft), or loss of use of, any property; (2) breach of any warranty, express or implied; (3) failure of the Contractor or Subcontractors to comply with any applicable governmental law, rule, regulation, or other requirement; (4) products installed in or used in connection with the Work; and (5) any claims of violation of the Americans with Disabilities Act ("ADA").

This indemnity shall survive termination of the contract or final payment thereunder. This indemnity is in addition to any other rights or remedies which the DISTRICT may have under the law or under the Project Documents. In the event of any claim or demand made against any party which is entitled to be indemnified hereunder, the DISTRICT may in its sole discretion reserve, retain or apply any monies due to the CONTRACTOR under the Project Documents for the purpose of resolving such claims; provided, however, that the DISTRICT may release such funds if the CONTRACTOR provides the DISTRICT with reasonable assurance of protection of the DISTRICT'S interests. The DISTRICT shall in its sole discretion determine whether such assurances are reasonable.

9.   CONTRACTOR shall take out, prior to commencing the work, and maintain, during the life of this Agreement, and shall require all subcontractors, if any, whether primary or secondary, to take out and maintain the insurance coverages set forth below and in Articles 16, 17, 18 and 19 of the General Conditions. CONTRACTOR agrees to provide all evidences of coverage required by DISTRICT including certificates of insurance and endorsements.

Public Liability Insurance for injuries
including accidental death, to any one

person in an amount not less than	$2,000,000
Subcontractors of every tier	$1,000,000
and	
Subject to the same limit for each person on account of one accident, in an amount not less than	$2,000,000
Subcontractors of every tier	$1,000,000
Property Damage Insurance in an amount not less than	$2,000,000
Subcontractors of every tier	$1,000,000
Course of Construction Insurance without exclusion or limitation in an amount not less than	$2,000,000
Excess Liability Insurance (Contractor only)	$2,000,000

Insurance Covering Special Hazards: The following special hazards shall be covered by rider or riders to above-mentioned public liability insurance or property damage insurance policy or policies of insurance, or by special policies of insurance in amounts as follows:

Automotive and truck where operated in amounts as above

Material hoist where used in amounts as above

Waiver of Subrogation

Contractor waives (to the extent permitted by law) any right to recover against the District, and its respective elected officials, officers, employees, agents, and representatives for damages to the Work, any part thereof, or any and all claims arising by reason of any of the foregoing, but only to the extent that such damages and/or claims are covered by property insurance and only to the extent of such coverage (which shall exclude deductible amounts) actually carried by the District.

The provisions of this section are intended to restrict each party to recovery against insurance carriers only to the extent of such coverage and waive fully and for the benefit of each, any rights and/or claims which might give rise to a right of subrogation in any insurance carrier. The District and the Contractor shall each obtain in all policies of insurance carried by either of them, a waiver by the insurance companies there under of all rights of recovery by way of subrogation for any damages or claims covered by the insurance.

Pollution Legal Liability Insurance Terms.

The Contractor shall obtain at its sole cost and expense and maintain in effect from the inception of the Contract until the District's filing of a Notice of Completion and with an extended reporting period of not less than five (5) years after the Notice of Completion, Pollution Legal Liability Insurance which provides financial protection and assurance for benefit of the District, for all claims, losses, expenses, and costs related to or arising from pollution

conditions, including those related to asbestos containing materials, lead based paint, PCB's and petroleum products and their derivatives that are created, released or conveyed through the Contractor's or the Contractor's agents' activities and performance under the contract, including negligence or failure to perform the project.

Contractor shall provide to the District and the City of Tustin with ten (10) working days after the Notice of Award of the contract evidence of the aforementioned insurance with insurer endorsements, which must meet the requirements of this Article. An Acord Certificate will be accepted solely as evidence of the name of the insurers and the amounts of insurance. Failure to comply with these requirements will result in annulment of the award, forfeiture of the proposal guarantee, and the District will pursue award to the next qualified responsive bidder. Contractor is advised that insurance requirements are non-negotiable and the District will not consider waiving insurance requirements. There are no exceptions.

Contractor shall provide District and the City of Tustin with a Certificate of Insurance form which evidences the required insurance. The certificate shall be submitted with the contract documents and shall cover risks associated with personal injury, property damage, defense costs, and remediation costs, in an aggregate amount of not less than $5,000,000.00 and with a self-insured retention amount not in excess of $100,000.00 per claim. Such insurance contract shall name the District, the City of Tustin, the Tustin Public Financing Authority, and the Tustin Community Redevelopment Agency and the Department of the Navy (only for those portions of the project within the boundaries of the properties listed as Lease in Furtherance of Conveyance "LIFOC" as additional insured, without any limitations on coverage different from those provided for the Contractor. Such policy hall provide that the carrier waives any right of subrogation against the City of Tustin, the Tustin Public Financing Authority, and the Tustin Community Redevelopment Agency and the Department of the Navy. Such policy shall not be cancellable by the Contractor without the prior written consent of the District and the City of Tustin, and shall have the premium paid at inception and 100 percent earned at that time. Contractor shall provide evidence of its ability to satisfy multiple self-insured retention amounts (Multiple SIRs would be the SIR for each claim, so if there were 5 claims, the Contractor would have to satisfy the $100,000.00 SIR 5 times).

Additional Insured Endorsement Requirements.

The Contractor shall name, on any policy of insurance required the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. Subcontractors shall name the Contractor, the District, their officers, employees, Construction Manager, Architect, and all other Agents and Representatives as additional insureds. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. The additional insured endorsement shall be an ISO CG 20 10 (04/13), or an ISO CG 20 38 (04/13), or their equivalent as determined by the District in its sole discretion. If the additional insureds have other insurance that is applicable to the loss, such other insurance shall be on an excess or contingent basis. The insurance provided by the Contractor must be designated in the policy as primary to any insurance obtained by the District. The amount of the insurer's liability shall not be reduced by the existence of such other insurance.

10.   Public Contract Code Section 22300 permits the substitution of securities for any retention monies withheld by the DISTRICT to ensure performance under this Agreement. At the request and expense of the CONTRACTOR, securities equivalent to the monies withheld shall be deposited with the DISTRICT, or with a state or federally chartered bank in California as the escrow agent, who shall then pay such monies to the CONTRACTOR. The DISTRICT retains the sole discretion to approve the bank selected by the CONTRACTOR to serve as escrow agent. Upon satisfactory completion of the Agreement, the securities shall be returned to the CONTRACTOR. Securities eligible for investment shall include those listed in Government Code Section 16430 or bank or savings and loan

certificates of deposit. The CONTRACTOR shall be the beneficial owner of any securities substituted for monies withheld and shall receive any interest thereon.

In the alternative, under Section 22300, the CONTRACTOR may request DISTRICT to make payment of earned retention monies directly to the escrow agent at the expense of the CONTRACTOR. Also at the CONTRACTOR'S expense, the CONTRACTOR may direct investment of the payments into securities, and the CONTRACTOR shall receive interest earned on such investment upon the same conditions as provided for securities deposited by CONTRACTOR. Upon satisfactory completion of the Agreement, CONTRACTOR shall receive from the escrow agent all securities, interest and payments received by escrow agent from DISTRICT pursuant to the terms of Section 22300.

11.   Prevailing Wages. Wage rates for this Project shall be in accordance with the general prevailing rate of holiday and overtime work in the locality in which the work is to be performed for each craft, classification, or type of work needed to execute the Contract as determined by the Director of the Department of Industrial Relations. Copies of schedules of rates so determined by the Director of the Department of Industrial Relations are on file at the administrative office of the District and are also available from the Director of the Department of Industrial Relations. Monitoring and enforcement of the prevailing wage laws and related requirements will be performed by the Labor Commissioner/ Department of Labor Standards Enforcement (DLSE). The following are hereby referenced and made a part of this Agreement and Contractor stipulates to the provisions contained therein: (1) Chapter 1 of Part 7 of Division 2 of the Labor Code (Section 1720 et seq.); and (2) California Code of Regulations, Title 8, Chapter 8, Subchapters 3 through 6 (Section 16000 et seq.)

12.   If CONTRACTOR is a corporation, the undersigned hereby represents and warrants that the corporation is duly incorporated and in good standing in the State of California, and that Lucas J. Walker, whose title is Vice President/Regional Manager, is authorized to act for and bind the corporation.

13.   Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not currently inserted, then upon application of either party the Agreement shall forthwith be physically amended to make such insertion or correction.

14.   This Agreement constitutes the entire agreement of the parties. No other agreements, oral or written, pertaining to the work to be performed, exists between the parties. This Agreement can be modified only by an amendment in writing, signed by both parties and pursuant to action of the Governing Board of the District. This Agreement shall be governed by the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

DISTRICT
South Orange County Community College District

CONTRACTOR
Griffith Company

By:_____
Signature

By: _____
Signature

Dr. Debra L. Fitzsimons
Print Name

Lucas J. Walker
Print Name

Interim Chancellor

Title

Vice President/Regional Manager

Title

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CONTRACTOR'S License No.

Tax ID/Social Security No.

(CORPORATE SEAL OF CONTRACTOR,
 if corporation)

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ITEM: 6.5
DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Advanced Technology and Education Park, ATEP IVC First Building Project and Utilities and Infrastructure Phase I Project, DSA Inspection Services Agreement, The Vinewood Company, LLC

ACTION: Approval

BACKGROUND

On July 22, 2013, the Board of Trustees approved seven firms for a pool from which to draw Division of the State Architect (DSA) inspection services for a five year period. When project specific services are necessary, staff provides the pool with a Request for Proposal (RFP).

On June 22, 2015, the Board of Trustees approved the Advanced Education and Technology Park (ATEP) IVC First Building design-build agreement with McCarthy Building Companies, Inc., for a total contract amount of $16,285,000 and a contract is recommended for award at this October Board meeting for the ATEP Utilities and Infrastructure Phase I project.

Due to the combined value of the two projects, both a lead DSA inspector and an assistant are required. The district's resident inspector will act as lead inspector.

STATUS

On September 21, 2016 staff received responses from five firms (EXHIBIT A) which district and college staff evaluated using an objective and measured process. Staff recommends that The Vinewood Company, LLC be engaged for the assistant DSA Inspection Services agreement (EXHIBIT B) for the ATEP IVC First Building project and the ATEP Utilities and Infrastructure Phase I project, for a not to exceed amount of $178,144.

Basic aid funds are available in the approved IVC First Building project budget of $23,000,000 and in the approved Utilities and Infrastructure Phase I project of $7,000,000.

RECOMMENDATION

The Interim Chancellor recommends that the Board of Trustees approve the DSA Inspection Services agreement (EXHIBIT B) with The Vinewood Company, LLC for the Advanced Technology and Education Park, ATEP IVC First Building and Utilities and Infrastructure Phase I projects for a not to exceed amount of $178,144.

Item Submitted By: *C.M. Brahmbhatt, Acting, Vice Chancellor, Business Services*

Request for Proposals
DSA Inspection Services
ATEP IVC First Building and Utilities and Infrastructure Phase I Projects

October 24, 2016

COMPANY NAME	CITY	SUBMITTED BY
Blue Coast Consulting	Del Mar, CA	Jason Maletic
BPI Inspection Service	Los Angeles, CA	Bob Payinda
Knowland Construction Services	Rancho Palos Verdes, CA	Christopher Knowland
T.Y.R. IOR Services	Lakewood, CA	Youssef Sobhi
*The Vinewood Company, LLC	La Verne, CA	Howard Mason Jr.

*Recommended Firm

AGREEMENT: DIVISION OF THE STATE ARCHITECT (DSA) INSPECTION SERVICES FOR ATEP IVC FIRST BUILDING AND UTILITIES & INFRASTRUCTURE PROJECTS AT ADVANCED TECHNOLOGY & EDUCATION PARK, THE VINEWOOD COMPANY, LLC

This AGREEMENT is hereby made and entered into this 24ᵗʰ day of October in the year 2016 between **South Orange County Community College District**, 28000 Marguerite Parkway, Mission Viejo, California 92692, hereinafter referred to as "DISTRICT", and The Vinewood Company, LLC, 1854 Vinewood Street, LaVerne, CA 91750 (909) 630-2764, hereinafter referred to as "CONSULTANT";

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT desires to obtain DSA Inspection Services for the ATEP IVC First Building and Site Utilities & Infrastructure Projects, hereinafter referred to as "PROJECT" located at Advanced Technology & Education Park (ATEP) in the DISTRICT; and

WHEREAS, CONSULTANT is specially trained and fully licensed as required by the State of California, experienced and competent to provide CONSULTANT services in conformity with the laws of the State of California; and

NOW, THEREFORE, the parties hereto agree as follows:

ARTICLE 1 CONSULTANT'S SERVICES AND RESPONSIBILITIES

1.1 **Basic Services**. The CONSULTANT's services shall consist of those services performed by the CONSULTANT and CONSULTANT's employees as enumerated in this AGREEMENT.

1.2 **Standard of Care**. The CONSULTANT's services shall be performed in a manner which is consistent with professional skill and care and the orderly progress of the work. The CONSULTANT represents that he/she will follow the standards of his/her profession in performing all services under this AGREEMENT the terms hereof and applicable law, code, rule or regulations. CONSULTANT shall without additional compensation, correct or revise any errors or omissions in its studies, reports, and other services.

1.3 **Key Individual Assignment**. The CONSULTANT has been selected to perform the work herein because of the skills and expertise of key individuals. The CONSULTANT shall designate Frank Behlau as DSA Inspector, Class 1, and Howard E. Mason, Jr. as Principal in Charge. So long as their performance continues to be acceptable to the DISTRICT, these named individuals shall remain in their respective positions on the PROJECT. Additionally, the CONSULTANT must furnish the name of all other key people in CONSULTANT's firm that will be associated with the PROJECT.

1.4 **Replacement of Key Individual**. If the designated project manager or any other designated lead or key person fails to perform to the satisfaction of the DISTRICT, then upon written notice

the CONSULTANT will have 10 working days to remove that person from the PROJECT and replace that person with one acceptable to the DISTRICT.

1.5 **Relationship of CONSULTANT to Other PROJECT Participants**. CONSULTANT's services hereunder shall be provided in conjunction with contracts between the DISTRICT and: (a) the Architect; (b) the Contractor; (c) Test/Inspection Service Providers; and (d) others providing services in connection with bidding and/or construction of the PROJECT. The Architect is responsible for the adequacy and sufficiency of the PROJECT design and the contents of Design Documents for the PROJECT. The Architect shall perform its duties in accordance with its contract(s) with the DISTRICT. Except as expressly set forth herein, neither this AGREEMENT, nor CONSULTANT's rendition of services hereunder shall be deemed CONSULTANT's assumption of responsibility for the adequacy or sufficiency of the PROJECT design or the Design Documents for the PROJECT, which are and remain that of the Architect. CONSULTANT shall coordinate all work with DISTRICT consultants as necessary to complete contract requirements.

1.6 **Acceptance of Project Schedule**. The CONSULTANT shall accept the DISTRICT's project schedule for the performance of the CONSULTANT's services. The schedule may be adjusted as the PROJECT proceeds by mutual written agreement of the parties and shall include allowances for time required for the DISTRICT's review and for approval by authorities having jurisdiction over the PROJECT. The time limits established by this schedule shall not, except for reasonable cause, be exceeded by the CONSULTANT.

ARTICLE 2 SCOPE OF CONSULTANT'S SERVICES

2.1 **Code.** Services to be provided by CONSULTANT: Inspector of Record services as required by Section 34 of the California Administrative Code, Title 21, Public Works, for the construction of the Project.

2.2 **Services.** The CONSULTANT'S services shall include but not be limited to the following tasks:

a. Provide DSA inspection services to insure compliance with code, plans, specifications and quality control required of an educational facility. Issue correction and stop work notices and notify the District and Construction Manager in writing if work does not conform to contract document.

b. Inspect and verify that Contractor's As-Built record documents are updated monthly prior to processing of Contractor's monthly payment request.

c. Maintain liaison with the Resident Inspector, A/E, Construction Manager, Testing Lab, Special Inspections Lab, District and other regulatory agencies and governing bodies as necessary to maintain project continuity.

d. Submit, **on a daily basis**, an activity report to the Construction Manager and Resident Inspector, including the following information:

1. Activities performed by the Contractors, and areas where work is performed.

2. Staffing assigned to each Contractor and Subcontractor.

3. Weather conditions.

4. Equipment and materials delivered to the site.

5. Construction equipment and vehicles utilized.

6. Nature and location of the work being performed (starting and completion dates for various portions of the work).

7. Verbal instruction and clarifications of the work given to the Contractor.

8. Inspection by representatives of regulatory agencies.

9. Note occurrences or conditions that might affect Contract Sum or Contract Time.

10. List visitors to the site, titles, and reasons for visit.

11. List telephone calls made or received, and a substantial outline of the nature of such calls, including statements or commitments made during the call. Identify the parties calling.

12. Record any work or material in place that does not correspond with the drawings or specifications, as well as resulting action taken. List any other problems or abnormal occurrences that arise during each day, including notations of any particular lack of activity on the part of the Contractor. Note corrective actions taken.

e. CONSULTANT shall comply with all federal, state, county and local governmental requirements.

f. Review and monitor Contractor's construction methods and procedures during all construction activities, including earthwork, concrete placement, masonry erection, welding procedures, all finishes, electrical, mechanical, fire alarm, etc.

g. Attend all meetings as required in contract documents and requested by District, i.e., billing meetings, specification review meetings, coordination meetings, weekly progress meetings, pre-roofing meetings, etc.

h. Assist the Construction Manager and District in scheduling all required tests, and testing laboratory visitations required by the Contract documents. Observe and record dates and times of all test procedures.

i. Inspect, verify, and document Contractor's delivered equipment and materials to insure that they meet submittal and specification requirements. Such inspection **must** occur within 48 hours of Contractor's delivery of equipment to the job site.

j. Submit to the Construction/Project Manager, in a timely manner, a detailed report or request for a clarification whenever any corrective change is necessary in field construction that will result in a variance from the drawings or specifications as originally issued.

k. Review the Contractor's Payment Requests at billing meetings.

l. When the Contractor's work or a designated portion thereof is substantially complete, prepare for the District a list of incomplete or unsatisfactory items via a "punch list" and submit to the Construction Manager.

m. Assist the District in the review of Contractor's Submittals.

n. At completion of project, deliver all inspection records and project correspondence to the District.

o. Perform all necessary coordination to ensure timely submittals to DSA including managing "Box" activities and acting as liaison for the District on all project close out submittals. Examples of forms CONSULTANT will include but are not limited to:

   1. DSA 6-PI: Project Inspector Verified Report.
   2. DSA 102-IC: Construction Start Notice/Inspection Card Request.
   3. DSA 151: Project Inspector Notifications.
   4. DSA 154: Notice of Deviations/Resolution of Deviations.
   5. DSA 155: Project Inspector Semi-Monthly Report.
   6. DSA 156: Commencement/Completion of Work Notification.

p. CONSULTANT will be required to have an understanding of all associated IR'S and advise Resident Inspector/DISTRICT whenever conflict might arise.

q. Prior to commencement of work, CONSULTANT will cooperate with the District, the Resident Inspector and the Construction Manager to develop an **inspection plan** for the construction of the project.

r. Participate in the constructability review of project documents with contracting firm, District, and College representatives.

2.3 An assessment of the billing against the contract amount will be maintained by the CONSULTANT and submitted to the DISTRICT for monthly review with the invoice submittal. If it appears that any testing/inspection line items will be exceeding the planned budget, the

CONSULTANT will immediately notify the DISTRICT to review the reasons for the overage and whether any corrective action is appropriate for budget adjustments.

ARTICLE 3   ADDITIONAL CONSULTANT'S SERVICES

3.1   The CONSULTANT shall be given additional compensation for the services described in Article 3.

3.2   CONSULTANT shall notify the DISTRICT in writing of the need for additional services required due to circumstances beyond the CONSULTANT's control. CONSULTANT shall obtain written authorization from the DISTRICT **before** rendering such services. Compensation for such services shall be compensated based on attached standard hourly rates. Such services shall include:

a.   Providing services required because of significant changes in the PROJECT including, but not limited to, size, quality, complexity, or the DISTRICT's schedule, except for services required under Article 5.

b.   Providing consultation concerning replacement of work damaged by fire and furnishing services required in connection with the replacement of such work.

c.   Providing services made necessary by the default of the Contractor, by major defects or deficiencies in the work of the Contractor, or by failure of performance of either the DISTRICT or Contractor under the construction contract.

d.   Providing services in connection with an arbitration proceeding or legal proceeding except where the CONSULTANT is a party thereto.

e.   Providing services after issuance to the DISTRICT of the final certificate for payment except as provided herein.

f.   Providing any other services not otherwise included in this AGREEMENT or not customarily furnished in accordance with generally accepted CONSULTANT's practice.

ARTICLE 4   TERM OF SERVICES

4.1   **Time is of the Essence**. Time is of the essence in the performance of each Party's obligations under this AGREEMENT, including without limitation CONSULTANT's performance of the service required hereunder and DISTRICT's payment of all sums due to CONSULTANT.

4.2   **Term**. Services under this AGREEMENT shall be diligently performed by the CONSULTANT for 14 months. This term shall be extended at no cost to the DISTRICT as result of delays caused directly by CONSULTANT actions. Should services be necessary after the expiration of 14 months of service, they can be provided as Additional Services in accordance with the Billing Rates as provided in Exhibit "A". Extensions to the duration of the CONSULTANT services shall be addressed as outlined in Article 3.

4.3   **Suspension Notice**. DISTRICT may suspend this AGREEMENT at any time without penalty by written notice to CONSULTANT of such suspension (refer to Article 7).

ARTICLE 5 INDEMNITY AND INSURANCE

5.1 **CONSULTANT Indemnity of DISTRICT**. CONSULTANT shall indemnify, defend and hold harmless the Indemnified Parties from all claims, demands, liabilities, actions and causes of action arising out of this AGREEMENT, including without limitation, claims for bodily injury, death, physical property damage (other than to the work of the PROJECT itself and property damage covered by a Builders Risk Insurance obtained by the Contractor) and demands, losses, liabilities or other claims arising out of CONSULTANT's services hereunder or the negligent, willful acts omissions. The Indemnified Parties are: the DISTRICT, the DISTRICT's Board of Trustees and each individual member thereof and the employees, officers, agents and representatives of the DISTRICT. The CONSULTANT's obligations hereunder shall survive termination of this AGREEMENT and the completion of obligations hereunder, until barred by the applicable statute of limitations.

5.2 **Hold Harmless**. To the fullest extent permitted by law, CONSULTANT agrees to indemnify and hold DISTRICT, and it board of Trustees, officers, employees and agents, entirely harmless from all liability arising out of:

a. **Workers' Comp Claims**. Any and all claims under workers' compensation acts and other employee benefit acts with respect to CONSULTANT's employees or his/her subcontractor's employees arising out of CONSULTANT's work under this AGREEMENT including a waiver of subrogation; and

b. **CONSULTANT Negligence.** Any and all claims for damages costs and/or charges caused by CONSULTANT's negligent acts, errors and/or omissions, recklessness or willful misconduct in the performance of his/her obligations as stated in this AGREEMENT, or the negligent acts, errors and/or omissions, recklessness or willful misconduct of CONSULTANT's consultants, employees or agents in the performance of their obligations under this AGREEMENT. The coverages of such indemnification shall include, without limitation attorneys' fees and court costs incurred by DISTRICT with regard thereto. Said indemnity is intended to apply during the period of this AGREEMENT of CONSULTANT's performance and shall survive the expiration or termination of this AGREEMENT until such time as any matter covered by such indemnity is barred by the applicable statute of limitations.

c. **Reimbursement for Defense**. Regarding the defense of any claim embraced by CONSULTANT's indemnity, each indemnitee shall control its own defense and at the time of claim resolution CONSULTANT will reimburse the indemnitees for all costs reasonable and appropriately incurred in this regard to the extent of any fault by or attributable to CONSULTANT's negligence and to the extent covered by CONSULTANT's liability insurance.

5.3 **CONSULTANT shall purchase and maintain insurance** with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT policies of insurance, which will protect CONSULTANT and DISTRICT from claims which may arise out of or result from

CONSULTANT's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. The aforementioned insurance shall include coverage for:

a. **Workers' Compensation and Employers Liability Insurance.** CONSULTANT shall purchase and maintain Workers' Compensation Insurance covering claims under workers' or workmen's compensation, disability benefit and other similar employee benefit acts under which CONSULTANT may be liable. CONSULTANT shall purchase and maintain Employer's Liability Insurance covering bodily injury (including death) by accident or disease to any employee which arises out of the employee's employment by CONSULTANT. The Employer's Liability Insurance required of CONSULTANT hereunder may be obtained by CONSULTANT as a separate policy of insurance or as an additional coverage under the Worker's Compensation Insurance required to be obtained and maintained by CONSULTANT hereunder.

b. **Comprehensive general and auto liability**. CONSULTANT shall purchase and maintain Commercial General Liability and Property Insurance as will protect CONSULTANT from the types of claims set forth below which may arise out of or result from CONSULTANT's services under this AGREEMENT and for which CONSULTANT may be legally responsible: (i) claims for damages because of bodily injury, sickness or disease or death of any person other than CONSULTANT's employees; (ii) claims for damages insured by usual personal injury liability coverage which are sustained (a) by a person as a result of an offense directly or indirectly related to employment of such person by CONSULTANT, or (b) by another person; (iii) claims for damages, other than to the Work itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom; (iv) claims for damages because of bodily injury, death of a person or property damages arising out of ownership, maintenance of use of a motor vehicle; (v) contractual liability insurance applicable to CONSULTANT's obligations under this AGREEMENT; and (vi) for completed operations.

   1. CONSULTANT shall purchase and maintain comprehensive general and auto liability insurance with limits of not less than $1,000,000 combined single limit, bodily injury and property damage liability per occurrence, including:

   2. owned, non-owned and hired vehicles;

   3. blanket contractual;

   4. broad form property damage;

   5. products/completed operations; and

   6. personal injury.

c. **Professional liability insurance** including contractual liability with limits of $1,000,000. Such insurance shall be maintained during the term of this AGREEMENT and renewed for

a period of at least 5 years thereafter if available to the professional and/or at rates consistent with the time of execution of this AGREEMENT adjusted for inflation. In the event that CONSULTANT subcontracts or assigns any portion of his/her duties, he/she shall require any such subcontractor to purchase and maintain insurance coverage as provided in this subparagraph.

d. **Additional Insured**. Each policy of insurance required in (b) above shall name DISTRICT, District Board of Trustees, District officers, District agents, District employees, and District Contractors as additional insureds and shall state that, with respect to the operations of CONSULTANT hereunder, such policy is primary and any insurance carried by DISTRICT is excess and non-contributory with such primary insurance. Each policy of insurance stated in (a) and (b) above shall state that not less than 30 days written notice shall be given to DISTRICT prior to cancellation; and, shall waive all rights of subrogation. CONSULTANT shall notify DISTRICT in the event of material change in, or failure to renew, each policy.

5.4 **State Authorized Insurers**. All policies of insurance required hereunder shall be issued by insurer(s) authorized to issue insurance by the State of California and to the reasonable satisfaction of the DISTRICT. Coverages under each policy of insurance, whether by endorsement or otherwise, shall provide that such policy will not be materially modified, canceled or allowed to expire without at least thirty (30) days advance written notice to the DISTRICT.

5.5 **Certificates of Insurance**. Prior to commencing work, CONSULTANT shall deliver to DISTRICT certificates of insurance as evidence of compliance with the requirements herein. In the event CONSULTANT fails to secure or maintain any policy of insurance required hereby excepting professional liability, DISTRICT may, at its sole discretion, secure such policy of insurance in the name of and for the account of CONSULTANT, and in such event CONSULTANT shall reimburse DISTRICT upon demand for the cost thereof.

5.6 **DISTRICT Indemnity of CONSULTANT**. The DISTRICT shall indemnify, defend and hold harmless CONSULTANT from all claims arising out of this AGREEMENT, including without limitation, claims for bodily injury (including death) and physical property damage (other than to the work of the PROJECT itself and property damage covered by a Builders Risk Insurance) which arise out of the negligent or willful acts, work of the omissions. The DISTRICT shall cause the Contractor to indemnify CONSULTANT to the same extent as the DISTRICT is indemnified and to have the CONSULTANT named as an additional insured on all policies associated with the PROJECT.

5.7 **Coverage Amounts**

Insurance Policy	Minimum coverage Amount
Workers Compensation	In accordance with applicable law

Employers Liability

One Million dollars ($1,000,000)

Professional Liability

One Million ($1,000,000) per occurrence and
One Million dollars ($1,000,000) project
specific in the aggregate

ARTICLE 6 COMPENSATION TO THE CONSULTANT

6.1 **Contract Price for Basic Services**. The Contract Price for the CONSULTANT's performance of the Basic Services under this AGREEMENT shall consist of the following Not to Exceed prices:

DSA Inspection Services	$ 178,144
TOTAL:	$ 178,144

6.2 **Price Inclusions**. The Contract Price is inclusive of personnel expenses (inclusive of all benefits and burdens), fees and personnel expenses of any sub-consultant or subcontractor to the CONSULTANT, travel for personnel to and from the Site, travel within the Counties of Los Angeles, Orange, Riverside, San Diego, San Bernardino and Ventura, insurance and all other overhead/administrative expenses or costs associated with performance of the Basic Services, except for Allowable Reimbursable Expenses described in this AGREEMENT. At no time shall meals be considered a reimbursable expense.

6.3 **CONSULTANT Monthly Billing Statements**. CONSULTANT shall submit monthly billing invoices to the DISTRICT for payment of the Contract Price for Basic Services, authorized Additional Services, and previously approved and allowable Reimbursable Expenses performed or incurred in the prior month in a format previously approved by the DISTRICT. Previously approved and allowable Reimbursable Expenses shall be itemized and evidence shall be provided of the cost or value of any Allowable Reimbursable Expense costs for which payment is requested by CONSULTANT.

6.4 **DISTRICT Payment of Contract Price**. Within 30 days of the date of the DISTRICT's receipt of CONSULTANT's billing invoices, DISTRICT will make payment to CONSULTANT of undisputed amounts of the Contract Price due for Basic Services, authorized Additional Services, and Allowable Reimbursable Expenses. No deductions shall be made or withheld from payments due CONSULTANT hereunder on account of any penalty, assessment, liquidated damages or other amounts withheld by the DISTRICT from payment to the Architect or any Contractor.

6.5 **Withholding Payment**. The DISTRICT may, however, withhold or deduct from amounts otherwise due CONSULTANT hereunder if CONSULTANT shall fail to timely and completely perform material obligations to be performed on its part under this AGREEMENT, with the amounts withheld or deducted being released after CONSULTANT has fully cured its failure of performance, less costs, damages or losses sustained by the DISTRICT as a result of such failure of performance of a material obligation hereunder.

6.6 **Payment in Full**. This compensation shall be compensation in full for all services performed by the CONSULTANT under the terms of this AGREEMENT, except where additional compensation

is agreed upon between the CONSULTANT and DISTRICT in writing as provided for as additional services.

6.7 **Monthly Payments**. Payments for CONSULTANT services shall be made monthly and, where applicable, shall be 100% of the services performed within each phase of service, on the basis set forth in paragraph 1.

6.8 **Late payments**. Invoices shall be on a form and in the format approved by the DISTRICT. Payments are due and payable upon receipt of the CONSULTANT's invoice. Amounts unpaid thirty (30) days after the invoice date shall bear interest at the legal rate prevailing at the time, at the site of the PROJECT.

6.9 **Schedule Delay**. To the extent that the time initially established for the completion of CONSULTANT's services is exceeded or extended through no fault of the CONSULTANT, compensation for any services rendered during the additional period of time may be computed as follows: at standard hourly rates, per Exhibit A attached.

6.10 **Reimbursable Expenses** incurred by the CONSULTANT and CONSULTANT's employees and consultants in the interest of the PROJECT shall have prior DISTRICT written approval before incurred and records of such expenses shall be provided to DISTRICT for the DISTRICT's review. The DISTRICT shall not be liable to CONSULTANT for any costs or expenses paid or incurred by CONSULTANT in performing services for DISTRICT, except reimbursable expenses that have been pre-approved in writing. Expenses may be invoiced during the monthly pay request at cost plus 10% markup.

a. Reimbursable expenses are in addition to compensation for Basic and Additional Services and include expenses incurred by the CONSULTANT and CONSULTANT's employees and consultants in the interest of the PROJECT.

b. Reimbursable expenses shall be expense of transportation in connection with the PROJECT; expenses in connection with authorized out-of-town travel; long-distance communications; and fees paid for securing approval of authorities having jurisdiction over the PROJECT. CONSULTANT's normal travel expense (including to and from the PROJECT) and meals are excluded.

c. Expense of reproductions, except those needed for the use of the CONSULTANT and his or her consultants or identified specifically as a deliverable, postage and handling of Drawings, Specifications and other documents are reimbursable upon DISTRICT's prior written approval.

d. If authorized in advance in writing by the DISTRICT, expense of overtime work requiring higher than regular rates will be reimbursed.

e. Expense of renderings, models and mock-ups requested by the DISTRICT if not part of CONSULTANT's Basic Services will be reimbursed.

f. For reimbursable expenses, compensation shall be computed at a multiple of one point one (1.1) times the expenses incurred by the CONSULTANT, the CONSULTANT's employees and consultants in the interest of the PROJECT. Cost + 10%

g. For additional services of consultants, compensation shall be computed at a multiple of one point one (1.1) times the amounts billed to the CONSULTANT for such services. Cost + 10%

ARTICLE 7 CONSULTANT'S DOCUMENTS

7.1 **DISTRICT Ownership of Documents**. The documents prepared by the CONSULTANT for this PROJECT shall be and remain the property of the DISTRICT pursuant to Education Code Section 17316. Such documents supplied as herein required shall be the property of the DISTRICT whether or not the work for which they were made is executed. CONSULTANT grants to the DISTRICT the right to copy, use, modify, and reuse any and all copyrights and designs embodied in the documents prepared or caused to be prepared by the CONSULTANT pursuant to this AGREEMENT.

7.2 **Documentation**. The CONSULTANT shall provide daily reports as noted in Scope of Work section.

7.3 **Electronic Copy of Documents**. The CONSULTANT shall perform the work under this AGREEMENT and shall deliver electronic copy of all reports and documentation via CD, DVD or flash drive in PDF format upon completion of each of the three phases, design, construction, and post construction. If work is terminated prior to completion, a copy of the work completed to date shall be provided to the DISTRICT.

7.4 **Copyright/Trademark/Patent**. CONSULTANT understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission, except CONSULTANT shall distribute copies of his reports to DSA and other parties as required by California Administrative Code, Title 24. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONSULTANT consents to use of CONSULTANT's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

ARTICLE 8 TERMINATION

8.1 **Termination for Convenience**. 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. Thirty (30) day written notice by DISTRICT shall be sufficient to stop performance of services by CONSULTANT. Notice shall be considered applicable as of the date established on the termination notice and deemed given when received by the CONSULTANT or no later than 3 days after the day of mailing, whichever is sooner.

8.2 **Termination for Cause**. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONSULTANT; or (b) any act by CONSULTANT exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONSULTANT is adjudged a bankrupt, CONSULTANT makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONSULTANT's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within 10 days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the 10 days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party or no later than 3 days after the day of mailing, whichever is sooner.

8.3 **Termination by Either Party**. This AGREEMENT may be terminated without cause by the DISTRICT upon not less than 7 days written notice to the CONSULTANT. This AGREEMENT may be terminated by either party upon not less than 7 days written notice should the other party fail substantially to perform in accordance with the terms of this AGREEMENT through no fault of the party initiating the termination.

8.4 **Suspension of PROJECT**. The DISTRICT may suspend this AGREEMENT at any time without penalty by written notice to CONSULTANT of such suspension. The Suspension Notice shall set forth the reason for the suspension, the anticipated term of the suspension and shall be provided to the CONSULTANT not less than 15 days prior to the suspension date. If the PROJECT is suspended by the DISTRICT for more than 90 consecutive days, the CONSULTANT shall be compensated for services satisfactorily performed prior to such suspension. When the PROJECT is resumed, the CONSULTANT's compensation shall be equitably adjusted to provide for expenses incurred in the interruption and resumption of the CONSULTANT's services.

8.5 **Abandonment of PROJECT**. If the DISTRICT abandons the PROJECT for more than ninety consecutive days, the CONSULTANT shall be compensated for services satisfactorily performed prior to the abandonment and CONSULTANT may terminate this AGREEMENT by giving not less than 7 days written notice to the DISTRICT.

8.6 **Non Payment**. The DISTRICT's failure to make payments to the CONSULTANT in accordance with this AGREEMENT shall be considered substantial nonperformance and cause for termination by the CONSULTANT.

    a. In the event the DISTRICT fails to make timely payment, the CONSULTANT may, upon 7 days written notice to the DISTRICT, suspend performance of services under this AGREEMENT. Unless payment in full is received by the CONSULTANT within 7 days of the date of the notice, the suspension shall take effect without further notice. In the event of a suspension of services, the CONSULTANT shall have no liability to the DISTRICT for delay or damage caused the DISTRICT because of such suspension of services.

8.7 **CONSULTANT Compensation**. The CONSULTANT shall be compensated for services satisfactorily performed prior to a termination which is not the fault of the CONSULTANT. The DISTRICT shall pay the CONSULTANT only the fee associated with the services provided, since the last billing and up to the notice of termination.

8.8 **Liability for DISTRICT Damages**. In the event of termination due to the fault of CONSULTANT, CONSULTANT shall receive compensation due for services satisfactorily rendered prior to the date of termination. The CONSULTANT is liable for all damages suffered by the DISTRICT due to CONSULTANT's failure to perform as provided in the AGREEMENT.

ARTICLE 9 DISPUTES, MEDIATION AND ARBITRATION

9.1 **Work to Continue**. In the event of a dispute between the parties as to performance of the work, the interpretation of this AGREEMENT, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute. Pending resolution of the dispute, CONSULTANT agrees to continue to diligently perform and provide services hereunder until completion of the work. If the dispute is not resolved, CONSULTANT agrees it will neither rescind this AGREEMENT nor stop the progress of the work. The DISTRICT and CONSULTANT agreed that, in the event that a dispute comes to litigation, each party will bear its own legal expenses.

9.2 **Mediation Requirements**. All claims, disputes or controversies arising out of or relating to the PROJECT or to this AGREEMENT or the breach thereof shall be first attempted to be resolved through mediation.

9.3 **AGREEMENT Governance**. Unless otherwise provided, this AGREEMENT shall be governed by the law of the state and county where the PROJECT is located.

ARTICLE 10 DISTRICT'S RESPONSIBILITIES

10.1 **DISTRICT Provided Information**. The DISTRICT shall provide to the CONSULTANT full information regarding requirements for the PROJECT, including information regarding the DISTRICT's objectives, schedule, constraints and criteria.

10.2 **DISTRICT Representative**. The DISTRICT shall appoint a representative authorized to act on the DISTRICT's behalf with respect to the PROJECT. The DISTRICT or its authorized representative shall render decisions in a timely manner pertaining to documents submitted by the CONSULTANT.

10.3 **DISTRICT Notification**. The DISTRICT shall give prompt written notice to the CONSULTANT if the DISTRICT becomes aware of any fault or defect in the PROJECT or nonconformance with the construction contract. However, the DISTRICT's failure or omission to do so shall not relieve the CONSULTANT of his/her responsibilities hereunder and the DISTRICT shall have no duty to observe, inspect or investigate the PROJECT.

ARTICLE 11   MISCELLANEOUS

11.1   **Affirmative Action**. CONSULTANT agrees that CONSULTANT will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

11.2   **Compliance with Applicable Laws**. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONSULTANT agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONSULTANT, CONSULTANT's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

11.3   **CONSULTANT Accounting Records**. Pursuant to and in accordance with the provisions of Government Code Section 8546.7 or any amendments thereto, all books, records, and files of the DISTRICT and the CONSULTANT, including, but not limited to the costs of administration of this AGREEMENT, shall be subject to examination and audit of the State Auditor at the request of the DISTRICT or as part of any audit of the DISTRICT for a period of 3 years after final payment is made under this AGREEMENT. During this time, CONSULTANT shall maintain accounting records and make them available upon request of the DISTRICT for reproduction or inspection.

11.4   **Cumulative Rights; Non-Waiver**. Duties and obligations imposed by this AGREEMENT and rights and obligations hereunder are in addition to and not in lieu of any imposed by or available at law or inequity. The failure of DISTRICT or CONSULTANT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

11.5   **Definitions**

a.   **Contract**. A Contract for Construction awarded by the DISTRICT to a Contractor for the construction of a portion of the PROJECT.

b.   **Contractor**. A Contractor to the DISTRICT under a Contract awarded by the DISTRICT for construction of the PROJECT.

c.   **Design Documents**. The Drawings, Specifications, calculations and other work product and Instruments of Service prepared by or on behalf of the Architect for the PROJECT. Design Documents include surveys, soil reports and other documents prepared for the PROJECT by a licensed Architect or registered Engineer, whether under contract to the Architect or DISTRICT.

d.   **Architect**. The Architect is (Name of Firm). References to the Architect include (XXX XXX) and its consultants retained to prepare or provide any portion of the Design Documents.

e. **Submittals**. Shop Drawings, Product Data or Samples prepared or provided by a Contractor or a Subcontractor to a Contractor or suppliers illustrating some portion of work of the PROJECT.

f. **Site**. The physical area for construction and activities relating to construction of the PROJECT.

g. **Construction Contract Documents**. The Contract Documents issued by or on behalf of the DISTRICT under a Contract for construction of the PROJECT. Construction Contract Documents include all modifications issued by or on behalf of the DISTRICT. Unless otherwise expressly stated, references to the Construction Contract Documents are referenced to all of the Contract Documents issued for the Contract awarded for PROJECT construction.

h. **Substantial Completion**. Substantial Completion is when the Work of a Contract has been completed and installed and the Work can be used or occupied for its intended purposes, subject only to minor corrections, repairs or modifications.

i. **Final Completion**. Final Completion is when all of the Work of a Contract has been completed and installed (including items noted for correction, repair or modification upon Substantial Completion) and the Contractor has completed all other obligations to be performed on its part under the Contract.

11.6 **Employment with Public Agency**. CONSULTANT, if an employee of another public agency, agrees that CONSULTANT will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT. Additionally, no member, officer or employee of the DISTRICT during tenure or for one year thereafter, shall have any interest direct or indirect, in this AGREEMENT or the proceeds thereof.

11.7 **Full Force of Remaining Contract**. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions hereof will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

11.8 **Governing Law**. This AGREEMENT shall be governed by the laws of the State of California. The duties and obligations of the parties created hereunder are performable in Orange County and such county shall be the venue for any action or proceeding that may be brought or arise out of, in connection with or by reason of this AGREEMENT.

11.9 **Independent Contractor**. CONSULTANT, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONSULTANT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONSULTANT

assumes the full responsibility for the acts and/or omissions of his or her employees or agents as they relate to the services to be provided under this AGREEMENT. CONSULTANT shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes for the respective CONSULTANT's employees.

11.10 **Marginal Headings; Captions**. The titles of the various Paragraphs of the AGREEMENT and the Articles of these Conditions are for convenience of reference only and are not intended to and in no way shall enlarge or diminish the rights or obligations of CONSULTANT and DISTRICT hereunder.

11.11 **Non-Assignment**. The obligations of the CONSULTANT pursuant to this AGREEMENT shall not be assigned by the CONSULTANT. Nothing contained in this AGREEMENT shall create a contractual relationship with or a cause of action in favor of any third party against either the DISTRICT or CONSULTANT. The sale or transfer of a majority membership interest in CONSULTANT firm or the admission of new member to the CONSULTANT firm which causes there to be a change in majority ownership and/or control of CONSULTANT firm shall be deemed and assignment for purposes of this AGREEMENT. Nothing contained in this AGREEMENT is intended to make any person or entity who is not a signatory to the AGREEMENT a third party beneficiary of any right created by the AGREEMENT or by operation of law.

11.12 **Permits/Licenses**. CONSULTANT and all CONSULTANT's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

11.13 **Notifications**. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served requiring signature acknowledging receipt, or if mailed, on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section.

11.14 **Communications** between the parties shall be sent to the following addresses:

DISTRICT
Mary Opel
Construction Manager
South Orange County
Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692
mopel@socccd.edu

CONSULTANT
Howard E. Mason
Managing Member/PIC
The Vinewood Company LLC
1854 Vinewood Street
LaVerne, CA 91750

hmason@vinewoodcompanyllc.com

COPY

Dr. Debra L. Fitzsimons
Interim Chancellor
South Orange County
Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692
dfitzsimons@socccd.edu

11.15 **Entire Agreement/Amendment**. This AGREEMENT and the parameters identified in reference documents listed below hereto represent the entire AGREEMENT between the DISTRICT and CONSULTANT and supersede all prior negotiations, representations or agreements, either written or oral with respect to the services contemplated. This AGREEMENT may be amended or modified only by an agreement in writing signed by both the DISTRICT and the CONSULTANT.

a. Copy of Signed DSA Form 5

b. Project Schedule dated (insert date)

11.16 **Binding Agreement**. The DISTRICT and CONSULTANT, respectively, bind themselves, their partners, officers, successors, assigns and legal representatives to the other party to this AGREEMENT with respect to the terms of this AGREEMENT.

This AGREEMENT entered into as of the day and year first written above.

"DISTRICT"   "CONSULTANT"

South Orange County Community College District   The Vinewood Company LLC

Dr. Debra L. Fitzsimons   Howard E. Mason Jr.
Interim Chancellor   Managing Member/Principal in Charge

(Date)   (Date)

                                             (Taxpayer number)

EXHIBIT A - CRITERIA AND BILLING FOR EXTRA WORK

The following rates which include overhead, administrative cost and profit shall be utilized in arriving at the fee for extra services. The hourly rates reflected below shall be effective by date of execution of this Contract and shall be revised each twelve (12) months; thereafter, based upon changes in the Consumer Price Index for the previous twelve month period, using the CPI for the geographical area of the CONSULTANT.

CONSULTANT Services	Fee Per Hour
DSA Class 2 Inspector	$ 76
DSA Class 2 Inspector overtime (1.5 times)	$114
DSA Class 2 Inspector Sunday/Holiday (2.0 times)	$152

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Board Policy Revision: BP-4202 Transfer of Sick Leave for Classified Personnel, BP-4420 Enrollment Fee Reimbursement for Eligible Employees, BP-5130 Financial Aid, BP-5200 Student Health Services, BP-5625 Students in the Military

ACTION: Accept for Review and Study

BACKGROUND

Board policies and administrative regulations are periodically reviewed to ensure that they are satisfactory, meet the District's needs, and are in compliance with current laws and regulations.

STATUS

Five board policies are presented to the Board of Trustees for review and study. The new language to the board policies was reviewed and revised by the District's Board Policy and Administrative Regulation Advisory Council and includes collegial consultation with the Academic Senates, pursuant to Title 5 Section 53200 et. seq.

Legal counsel has been involved throughout the review process. The proposed policies were presented to the Chancellor's Council on October 13, 2016 for review and recommendation to the Chancellor.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees accept for review and study the board policies as shown in EXHIBIT A through E.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

BOARD POLICY

4202

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

HUMAN RESOURCES

TRANSFER OF SICK LEAVE FOR CLASSIFIED PERSONNEL

Any classified employee of a community college district, school district, or county superintendent of schools who has been employed for a period of one calendar year or more whose employment is terminated for reasons other than action initiated by the employer for cause and who subsequently accepts employment with the South Orange County Community College District within one year of such termination of his/her former employment, shall have transferred with him/her the total amount of earned leave of absence for illness or injury to which he/she is entitled under California Education Code. In any case where an employee was terminated as a result of action initiated by his/her former employer for cause, such a transfer may be made if agreed to by the Board of Trustees. The District may elect to allow transferred service to apply toward seniority, provided that personnel reduction has not been ordered.

Reference:
  California Education Code, Section 88202

Adopted: 10-09-67
Revised: 4-10-89
Revised: 1-22-91
Revised: 4-26-99
Revised: 5-24-04
Revised: 1-31-05

Reviewed by BPARAC & Chancellor on 7-6-11
No Recommended Change to Policy

BOARD POLICY

4420

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

~~PERSONNEL~~HUMAN RESOURCES

ENROLLMENT FEE REIMBURSEMENT FOR ELIGIBLE EMPLOYEES

Eligible full time permanent employees of the South Orange County Community College District may receive reimbursement for enrollment fees paid to attend District courses. Enrollment fee reimbursement is intended to provide employees with the opportunity to continue their education and improve their skills.

The District shall establish regulations implementing this Policy.

Adopted: 12-11-06
Revised: 1-20-11

EXHIBIT C
Page 1 of 1

BOARD POLICY   5130

SOUTH ORANGE COUNTY   STUDENTS
COMMUNITY COLLEGE DISTRICT

FINANCIAL AID

The Financial Aid Department will use the ~~nationally~~ standardized Needs Analysis Procedures designed by the United States Department of Education and California Student Aid Commission to determine the eligibility of each student who applies for financial aid while attending the South Orange County Community College District.

A program of financial aid to students will be provided which may include, but is not limited to, fee waivers, scholarships, grants, loans, and work and employment programs.

All financial aid programs will adhere to guidelines, procedures, and standards issued by the funding agency, and will incorporate federal, state, and other applicable regulatory requirements.

The District shall establish, publicize, and apply satisfactory academic progress standards for participants in ~~the Title IV~~ federal and state student aid programs.

References:
  California Education Code Section 66021.6, 76300
  20 United States Code Sections 1070 et. seq.
  34 Code of Regulations, Section 668
  United States Department of Education regulations on the integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
  Title 5, Sections 58600 et. seq.

Adopted: 3-26-12
Revised: 2-24-14   Page 1 of 1

BOARD POLICY

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

5200

STUDENTS

STUDENT HEALTH SERVICES

Student health services shall be provided in order to contribute to the education aims of students by promoting physical and emotional well-being through health oriented programs and services and assisting in the maintenance of a healthy and safe college campus, where personal and public health is an institutional commitment.

Reference:
 Education Code Section ~~76401~~ 76355

BOARD POLICY

~~5625~~5013

SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

STUDENTS

STUDENTS IN THE MILITARY

In order to meet the unique educational demands of active duty services personnel and their dependents, the South Orange County Community College District offers services for active duty military and their dependents, including contracts for degrees; counseling; and service-oriented entrance, resident, transfer, and credit requirements.

Reference
  Title 5 Section 54041, 54042, 55023, 55024, 54050, 58620
  Military & Veterans Code Section 824
  SOCCCD Administrative Regulation 5608

Revised: 5-15-89
Technical Update: 4-26-99
Revised: 2-23-09
Revised: 5-20-13

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 6.7**
                                                          DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Academic Personnel Actions – Regular Items

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

Those academic personnel actions shown in Exhibit A are presented to the Board of Trustees for ratification to be effective on the dates as shown on the Exhibit.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the academic personnel actions as shown in Exhibit A.

Item Submitted by: *David P. Bugay, Ph.D., Vice Chancellor Human Resources & Employer/Employee Relations*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

ACADEMIC PERSONNEL ACTIONS/RATIFICATIONS

A. **NEW PERSONNEL APPOINTMENTS**

1. **ADMINISTRATIVE EMPLOYMENT** (Ratified – Pursuant to Board Policy 4002.1)

   a. FELDHUS, KARIMA is to be employed as Interim Assistant Vice President for Institutional Effectiveness, Pos #P0010069, Office of Instruction, Saddleback College, Academic & Classified Administrators/Classified Managers Salary Range 23, Step 8, effective October 3, 2016. This is a temporary replacement for Christopher McDonald.

2. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF**

Applicant	Highest Degree	Assignment	Approx. Salary Placement	Start Date
[1]Bliss, Susan	PhD/Music	Music/SC	5	01/17/17
D'Aquino, Veronica	MS/Library & Info Sci.	Librarian/SC	2	01/17/17
Franco, Angela	JD/Law	Paralegal/IVC	5	01/17/17
[2]Fredendall, Richard	BA/Biology	Med. Lab Tech/SC	1	01/17/17
Gomez, Edwin	MFA/Animation	Art (Animation)/IVC	2	01/17/17
[3]Hopkins, Loma	MEd/Rehab Counseling	DSP&S/SC	5	01/17/17
Krongold, Steven	JD/Law	Paralegal/IVC	5	01/17/17

3. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4002.1)

Applicant	Highest Degree	Assignment	Approx. Salary Placement	Start Date
[4]Butorac, Terrie	MA/Clinical Psychology	Transfer, Career/SC	2	08/22/16
Holmes, Charity	MS/Nursing & MBA	Nursing/SC	3	08/22/16
[5]Hughes-Mandani, M.	MS/Counseling	SSSP Counseling/SC	4	08/22/16
[6]Kistler, Stefani	BA/Business Admin.	CIM/SC	1	08/22/16
Robertson, Susan	MBA/Accounting	Accounting/SC	5	08/22/16
Stoddard, Rani	MA/Business Mgmt	Health Sciences/SC	2	08/22/16
Townsend, Hiroko	MA/Linguistics	Japanese/IVC	2	08/22/16

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[1] Former P/T Faculty member & CalSTRS Retiree. Rehired to teach Music/SC.
[2] Current NBU Employee.
[3] Former F/T Counselor & CalSTRS Retiree. Rehired for DSP&S Part time Counselor.
[4] Current NBU Employee
[5] Former P/T Faculty Member. Rehired for Part time Counselor - SSSP/Counseling Services
[6] Daughter of F/T Faculty Member Dixie Massaro

October 24, 2016

A. NEW PERSONNEL APPOINTMENTS - Continued

3. ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF (Ratified - Pursuant to Board Policy 4002.1)

EQUIVALENCY

As outlined in the Academic Hiring Policies, Division 1, Part 4, Section 3B, Review of Equivalent Minimum Qualifications, members of the hiring committee, including faculty with discipline expertise, have met and rendered an affirmative decision that each recommended candidate possesses the educational background equivalent to the minimum qualifications for each respective position. As such, the following individuals are submitted for approval/ratification as part-time instructors under Equivalencies as outlined in the Title 5 Regulations and Minimum Qualifications, Article 2, Section 53430.

Applicant	Highest Degree	Assignment	Approx. Salary Placement	Start Date
Ball, Mindy	BS/Music	Music/SC	1	08/22/16

Equivalency is based on a Bachelor's Degree in Harp Performance with Honors from Chapman University. Ms. Ball has also trained with the Los Angeles Philharmonic Institute Orchestra under distinguished American conductor Leonard Bernstein. Currently celebrating her 36th year as principal harp with Pacific Symphony, she is also principal harp with the Hollywood Bowl Orchestra and has held principal positions with Opera Pacific and Pittsburg Opera. Ms. Ball performs regularly for major and international touring ballet companies and has recorded for film and television. Along with keeping a busy freelance career, she teaches harp at Biola, Chapman, Cal State Fullerton, Vanguard, and Concordia Universities.

[7]Bogusiewicz, Kelley	BA/Legal Studies	LRC/Tutoring Center	5	08/22/16

Equivalency is based upon a Bachelor's Degree in Legal Studies from the University of California, Berkeley and a Multiple Subject Teaching Credential (CLAD) from National University. Ms. Bogusiewicz has been teaching ESL classes in the Adult Program with Capistrano Valley Unified School District for the past 13 years.

De La Rosa, Donald	MEd/Education	Adult Ed ESL/SC	2	08/22/16

Equivalency is based on a Master's Degree in Education and a Bachelor's Degree in History with a minor in Physical/Health Education from Whittier College. Mr. De La Rosa also holds California State Administrative and Standard Teaching credentials. He taught elementary and secondary English to English and limited/non-English-speaking students at Montebello Unified School District (MUSD), as well as serving as the high school's Bilingual/Bicultural Coordinator for 10 years. During this time, he was also responsible for the language placement, assessment, and education development for 450 students and the Bilingual/Bicultural Parent Advisory and Involvement Committee. Mr. De La Rosa was employed by MUSD for 37 years, retiring in 2004. For the past 31 years, he has also taught Adult Ed ESL and Citizenship on a part-time basis for Capistrano Unified School District.

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[7] Currently teaches Adult Education/ESL. Board approved on 10/26/2016

A. **NEW PERSONNEL APPOINTMENTS** - Continued

3. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4002.1)

[8]Hinman, Gretchen   BA/Education   LRC/Tutoring Center   1   08/22/16

Equivalency is based on a Bachelor's Degree in Education from Southern California College and a Clear Multiple Subject Teaching Credential from Long Beach State University. Ms. Hinman has held intermittent part-time, non-credit Adult Education teaching positions in ESL, EDL, and Citizenship for the past 18 years at Saddleback Valley Unified and Capistrano Valley Unified School Districts.

Joseph Kibbe   MBA/Marketing   Accounting/SC   2   08/22/16

Equivalency is based on over nine years of working experience at Verizon Wireless (1997-2006) where he achieved the position of Chief Financial Officer (CFO), the highest position in a company's accounting department. At Verizon, Mr. Kibbe was responsible for regional accounting functions including all accounting entries, internal controls, and preparation of financial statements applying Generally Accepted Accounting Principles (GAAP). He has also served as consultant in areas of financial projects including financial analysis, cash management, internal controls, budgeting, and other areas of accounting. Mr. Kibbe has two years of recent teaching experience at Santiago Canyon College, where he taught Financial Accounting and Accounting Quickbooks.

[9]Smith, Kathryn   BA/English   LRC/Tutoring Center   5   08/22/16

Equivalency is based on a Bachelor's degree in English from the University of Nevada, Las Vegas, and an Adult Teaching credential from the California Commission on Teacher Credentialing (CCTC). Before transitioning to Saddleback College Adult Education, she taught ESL classes in the Adult Program with the Capistrano Unified School District since 2001. Ms. Smith also has taught English classes for Berlitz International in Costa Mesa and English Solutions in Newport Beach.

[10]Sommerville, NancyBA/Interdisciplinary   LRC/Tutoring Center   5   08/22/16

Equivalency is based on a Bachelor's degree from National University and an ESL full-time credential from the University of San Diego. Ms. Sommerville joined Saddleback College faculty in August 2015. She has also worked for the Capistrano Adult School for the past 12 years and the Saddleback Valley Unified School District teaching ESL and classes for older adults. She has attended numerous seminars and training for Adult ESL, along with computer training related to the job of an ESL teacher.

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[8] Currently teaches Adult Education Citizenship. Board approved on 3/28/2016
[9] Currently teaches Adult Education/ESL. Board approved on 09/28/2015
[10] Currently teaches Adult Education/ESL. Board approved on 09/28/2015

A. NEW PERSONNEL APPOINTMENTS - Continued

3. **ACADEMIC TEMPORARY PART-TIME/SUBSTITUTE STAFF** (Ratified - Pursuant to Board Policy 4002.1)

Stetson, Stephanie   BA/Horn Performance   Music/SC   1   08/22/16

Equivalency is based on a Bachelor's degree in Horn Performance from the University of Southern California. Ms. Stetson performs regularly with the Pacific Symphony, LA Opera Orchestra, Santa Barbara Symphony, Santa Barbara Chamber Orchestra, Long Beach Symphony, and the Long Beach Municipal Band. She has performed in numerous Broadway shows at the Schubert, Ahmanson, and Pantages theatres such as: Wicked, Lion King, The Producers, and Phantom of the Opera. She also has extensive studio recording experience in TV, radio, audio recordings, and motion picture soundtracks. Ms. Stetson has been teaching at Azusa Pacific University since 2004 where she has taught Applied Horn, Horn Master Class, Horn Literature, and Horn Pedagogy. She is a member of the APU Faculty WW Quintet. Since the beginning of 2010, she has also been teaching Applied Horn at Citrus College.

Stevens, Colin   BA/Public Policy   Economics/IVC   2   08/22/16

Equivalency is based on a Bachelor's degree in Economics from University of California, Los Angeles, as well as a Master's degree in Public Policy at University of California, Irvine, Although he does not have a graduate degree in economics, he has taken extensive graduate coursework in economics as part of his Public Policy Degree. This coursework, in addition to his undergraduate economics coursework, qualifies him to teach lower division economics courses.

[11]Thomas, Meredith   BA/Animal Science   LRC/Tutoring Center   4   08/22/16

Equivalency is based on a Bachelor's degree in Animal Science Education from San Francisco State University. Ms. Thomas also holds a Clear Designated Subjects Adult Education Teaching Credential (Full Time for English as a Second Language). Before transitioning to Saddleback AESL, Ms. Thomas taught ESL classes for the Adult Program with the Capistrano Unified School District for 15 years.

B. ADDITIONAL COMPENSATION: GENERAL FUND

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for the 2016/2017 fiscal years.

		Not to Exceed	
Name	Activity	Amount ($)	Effective Date
Beasley, James	SSSP ESL Assessment Reader 1	252.20	05/31/16-08/12/16
Beck, Rebecca	SSSP ESL Assessment Reader 8	77.60	05/31/16-08/12/16
Boone, Rick	Chair, Emeritus	3,649.25	01/10/17-05/26/17
Chan, Carlo	Academic Senate Recorder	3,981.00	01/10/17-05/26/17
Choo, Brooke	Basic Skills Coordinator	6,635.00	08/15/16-12/19/16

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[11] Currently teaches Adult Education/ESL. Board approved on 09/28/2015.

October 24, 2016

B. **ADDITIONAL COMPENSATION: GENERAL FUND** - Continued

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for the 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Coleman, Catherine	SSSP ESL Assessment Reader 2	407.40	05/31/16-08/12/16
[12]Ghuloum, Adam	Chair, Economics	2,654.00	08/15/16-12/19/16
[13]Mathur, Roopa	Chair, Bus. Sciences (Correction)	663.50	08/15/16-12/19/16
Mathur, Roopa	Chair, Business Sciences	8,625.50	01/10/17-05/26/17
McLaughlin, June	Paralegal Program Coordinator	2,654.00	01/10/17-05/26/17
Morris, April	GAP4+1 Program Director	3,981.00	01/17/17-05/25/17
Perlman, Randi	SSSP ESL Assessment Reader 5	465.60	05/31/16-08/12/16
Ponzillo, Gizelle	SSSP ESL Assessment Reader 6	310.40	05/31/16-08/12/16
Stern, Heather	SSSP ESL Assessment Reader 3	562.60	05/31/16-08/12/16
Stern, Susan	SSSP ESL Assessment Reader 4	252.20	05/31/16-08/12/16
Wilson, Jeff	SSSP ESL Assessment Reader 7	155.20	05/31/16-08/12/16
Total for Month: General Fund/IVC		**35,326.45**	
2016-2017 IVC FISCAL YEAR TOTAL TO DATE		**$303,631.76**	

C. **ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND**

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Beck, Rebecca	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Borron, Brenda	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Cassens, Michael	Speaker Summer Entrepreneur	100.00	05/31/16-08/12/16
Castroconde, Miriam	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Haeri, Melanie	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Hernandez, Angel	BST Initiative Project Director	5,152.00	07/01/16-07/31/16
Huber, Kenn	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Kaminsky, Rebecca	Course Coordinator, WR399 Project	1,766.66	08/22/16-12/19/16
Knoll, Melissa	English Co-Requisite Coordinator	1,990.50	01/17/17-05/25/17
Licitra, John	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Mackenzie, Emalee	Biotech Pgrm/Depot Coordination	5,500.00	08/15/16-12/19/16
Mackenzie, Emalee	Biotech Pgrm/Depot Coordination	5,500.00	01/10/17-05/17/17
Monacelli, Brian	NSF Planning Grant PI	5,308.00	08/22/16-12/16/16
Monte, Brent	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Pham, Lan	Pre-Statistics Coordinator	3,981.00	01/17/17-05/25/17
[14]Romero, Amanda	CTE Committee Faculty Co-Chair	2,000.00	08/15/16-12/16/16

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[12] Replacement for Mark McNeil who is on Workload Banking Leave (Mr. McNeil was previously approved as Economics Chair by the Board of Trustees on August 22, 2016),.

[13] Correction by Division. Previous approval by the Board of Trustees was for 6 LHE, Ms. Mathur earns 6.5 LHE for role. Correction reflects payment for the additional .5 LHE.

[14] Title correction by Division. This stipend was approved by the BOT on August 22, 2016 as "Co-Coordinator CTE", Correction reflects the actual title.

October 24, 2016

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND - Continued

1. It is recommended that the following **Irvine Valley College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Romero, Amanda	CTE Committee Faculty Co-Chair	2,000.00	01/10/17-05/25/17
Salviani, Michael	Cyber Patriot Project	3,000.00	08/15/16-11/30/16
Scherger, Deanna	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Serpas, Summer	Curriculum Director WR399 Project	700.00	08/22/16-12/19/16
Serpas, Summer	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Tran, Tiffany	HS Articulation/CATEMA	2,000.00	08/15/16-12/16/16
Tran, Tiffany	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Tran, Tiffany	HS Articulation/CATEMA	2,000.00	01/10/17-05/25/17
Warner, Brent	Multiple Measures Work Group	1,990.50	01/17/17-05/25/17
Wolken, Matt	NSF iUSE Project Director	5,308.00	08/15/16-12/19/16
Total for Month: Categorical/Non-General Fund/IVC		**68,201.66**	
2016-2017 FISCAL YEAR TOTAL TO DATE/IVC		**$235,580.86**	

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Abelson, Robert	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Allah, Nancy	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Andre, Joy	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Andrews, Tamar	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Argila, Carl	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Bayubay, Walter	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Benschop, Joanne	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Boccignone, A.	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Bodhanwala, Homi	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Boyd, Melody	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Brady, Kenneth	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Broeske, Patricia	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Bryars, Teresa	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Budica, Jessica	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Busick, Elizabeth	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Bustani, Ladi	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Call, Linda	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Cavazzi, Deidre	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Caverly, Carolin	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Cervantes, Rebecca	Faculty Professional Development	500.00	08/22/16-12/16/16
Chandler, Meghan	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Chang, Wayne	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Cioczek-Georges, R.	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Conrad, John	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Cooper, Susan	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Dassero, Sarah	Associate Faculty Dinner	50.00	08/18/16-08/18/16

October 24, 2016

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND – Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
DeMarchi, Joanne	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Desopo, Camille	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Donaldson, Lindsay	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Dorner, Meredith	WOW Facilitator (3 Workshops)	300.00	08/16/16-08/19/16
Dorri, Ali	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Dyer, Katy	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Elston, Lisa	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Evans, Mercedes	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Famalette, Dwynn	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Fanney, Elise	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Fisher, Marni	WOW Facilitator (3 Workshops)	300.00	08/16/16-08/19/16
Fisher, Marni	SSSP Assessment Summer Reader	310.00	05/24/16-08/12/16
Fitz-Maurice, Teri	BSI DLA Project F16	995.00	08/22/16-12/16/16
Frydenberg, Jia	Common Assessment Initiative	1,198.80	08/22/16-12/18/16
Ganguli, Priya	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Gates, Alana	Associate Faculty Dinner	50.00	08/18/16-08/18/16
George, Sarah	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Ghanbarpour, C.	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Giron, Michelle	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Golden, Jennifer	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Gonzalez, Sara	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Goodman, Richard	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Gonsowski, Steven	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Goss, Debbie	BSI Inst. For Teaching & Learning	79.92	08/15/16-08/15/16
Gross, Cindy	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Hanna-Chase, D.	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Harrison, Milagros	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Hass, Kevin	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Hawley, Adam	Master Class	150.00	09/27/16-09/27/16
Hayter, Catherine	Week of Workshops Coordination	970.00	07/17/16-08/14/16
Hayter, Catherine	Stud. Suc. Coord. Comm. Update	1,940.00	07/17/16-08/14/16
Hoffman, Laura	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Homma, Mary	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Hong, Song	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Horlings, Jane	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Huft, Justin	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Jahani, Amir	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Jaime, David	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Jenkins, Christina	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Jenkins, Christina	BSI Inst. for Teaching & Learning	279.72	08/15/16-08/17/16
Johnson, Elaine	M-PAC Outreach Liaison	959.04	10/04/16-12/18/16
Jones, Steven	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Kellman, Sophia	Associate Faculty Dinner	50.00	08/18/16-08/18/16

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND – Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Khorram, David	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Klingbeil, Candice	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Knapp, Rebecca	CWE Assessment	2,597.40	08/22/16-10/24/16
Konishi, Hiro	Operation Video to Assist Students	500.00	07/11/16-08/12/16
Kuang, Shilong	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Kucharski, Phillis	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Kuznetsov, Kira	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Laird, Joanna	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Law, Dennis	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Lebauer, Roni	ESL CAI Work Group	776.00	07/14/16-08/14/16
Lebowitz, Jerry	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Lee, Florence	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Leonadro, Rebecca	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Long, Erin	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Luque, Jonathan	June Math Refresh Workshops	2,017.60	06/01/16-06/30/16
Luque, Jonathan	Saddleback Math CAI Work Group	232.80	07/14/16-08/14/16
Luque, Jonathan	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Magrann, Tracey	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Maniaci, Vera	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Manjarre, Janeth	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Marshall, Cynthia	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Marzolo, Gary	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Marzolo, Ramon	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Matthews, Bob	Associate Faculty Dinner	50.00	08/18/16-08/18/16
May, Carol	Part Time Counseling Institute	119.88	09/01/16-09/30/16
McBride, Lori	Associate Faculty Dinner	50.00	08/18/16-08/18/16
McCarthy, Mary	Part Time Counseling Institute	119.88	09/01/16-09/30/16
McPherson, Teryn	Jazz Faculty/Concert	100.00	08/29/16-08/29/16
Merrell, Jo Ann	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Metcalf, Tiffany	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Miremadi, Ali	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Moir, Casey	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Monge, Michael	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Mongeon, Jannine	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Montoya, Jesus	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Morgan, Rebecca	Part Time Counseling Institute	119.88	09/01/16-09/30/16
MorrisFreshwater, L	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Myhren, Brett	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Navarro, Jonathan	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Niccola, Loretta	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Niccola, Loretta	TAACCCT Online Development	599.40	08/22/16-12/18/16
Nichols, Peggy	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Nin, Orlantha	TPP-STEM/CTE Grant Director	3,107.21	08/22/16-12/09/16

October 24, 2016

C. ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND – Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Novak, Jacqueline	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Ochi, David	Speaker Summer Entrepreneur	100.00	05/31/16-08/12/16
Ochi, Shellie	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Ou, Mark	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Paige, Monique	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Paige, Monique	BSI Inst. For Teaching & Learning	79.92	08/15/16-08/15/16
Perez, Janeen	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Perez, Larry	Week of Workshops Coordination	1,164.00	07/17/16-08/14/16
Pieri, Glenna	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Pino, David	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Placencia-Carrizosa, B.	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Podolak, Mark	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Pryor, Cathleen	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Rasch, Kaylan	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Reed, Brandon	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Reed, Mike	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Richards, Holly	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Robbins, Jared	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Roffel, Frank	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Roman, Selene	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Ruud, Amanda	BSI DLA Project F16	6,633.36	08/22/16-12/16/16
Sadeghipour, Allia	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Sahranavard, Neda	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Schubert, Pat	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Shannon, Janet	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Shelton, Alison	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Sierakowski, Elisia	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Sierakowski, Mark	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Signo-Jackson, Janet	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Silveira, Lisa	Saddleback Math CAI Work Group	853.60	07/14/16-08/14/16
Skaron, Deborah	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Smith, Christina	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Smith, Jeanne	Saddleback Math CAI Work Group	853.60	07/14/16-08/14/16
Smith, Kathryn	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Smith, Melinda	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Sommerville, Nancy	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Sorensen, Cynthia	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Sorensen, Cynthia	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Spinella, William	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Stachenfield, M.	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Stanfield, Scott	SSSP Assessment Summer Reader	310.00	05/24/16-08/12/16
Stevenson, Glen	Prj. Coord. OC Pathways Adv. Mft.	3,000.00	10/03/16-12/30/16
Sullivan, Pat	Associate Faculty Dinner	50.00	08/18/16-08/18/16

C. **ADDITIONAL COMPENSATION: CATEGORICAL/NON-GENERAL FUND** – Continued

2. It is recommended that the following **Saddleback College** faculty members be compensated as indicated below for 2016/2017 fiscal years.

Name	Activity	Not to Exceed Amount ($)	Effective Date
Swanson, Rosemary	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Toscano, Laura	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Vargas, Arlene	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Vazquez Paramio, S.	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Vidal-Prudholme, L.	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Vogel, Jeff	Common Assessment Initiative	3,980.02	08/22/16-12/18/16
Vu, Nam	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Walker, Tina	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Wang, Caitlin	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Wang, Jenny	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Watt, Deb	Part Time Counseling Institute	119.88	09/01/16-09/30/16
Weaver, Chris	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Weaver, Chris	SSSP Assessment Summer Reader	310.00	05/24/16-08/12/16
Weckerly, Michelle	BSI Inst. For Teaching & Learning	79.92	08/15/16-08/15/16
Weckerly, Michelle	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Weiss, Elizabeth	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Westcott, John	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Wetlesen, Sandra	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Wheelahan, Melissa	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Wheelahan, Melissa	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Williamson, Hedy	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Willis, Evgenia	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Wolff, Michele	Week of Workshops Facilitator	100.00	08/16/16-08/19/16
Wood, Debra	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Woods, Wind	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Yell, Lacey	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Yu, Su Young	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Zajac, Mark	BSI DLA Project F16	2,653.34	08/22/16-12/16/16
Zamudio, Rocio	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Zemanek, Erika	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Ziehm, Carol	SSSP Assessment Summer Reader	310.00	05/24/16-08/12/16
Zimmer, Susan	Associate Faculty Dinner	50.00	08/18/16-08/18/16
Zimmerman, Ray	SSSP Assessment Summer Reader	310.00	05/24/16-08/12/16
Total for Month: Categorical/Non-General Fund/SC		**48,404.85**	
2016-2017 FISCAL YEAR TOTAL TO DATE/SC		**$180,246.56**	

D. **WORKLOAD BANKING**

1. GARANT, DOROTHY, ID #3174, Dance Instructor, Pos #P0001770, Division of Kinesiology and Athletics, Saddleback College, is requesting a leave of absence for the Spring Semester 2017, based on the equivalent of 15 banked LHE, in accordance with Article XXVIII, Academic Employee Master Agreement 2015-2018, in compliance with the Workload Banking Program.

F. RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT

1. BURNETT, TOD, ID #16312, President, Pos #P0004583, Saddleback College, Office of the Chancellor, resignation effective August 1, 2018, and retirement effective August 2, 2018. Payment is authorized for any compensated time off. (Start date: August 1, 2008)

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 6.8**
                                                     DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Classified Personnel Actions – Regular Items

ACTION: Ratification

BACKGROUND

In accordance with Board Policy 2100, all SOCCCD employee actions must be ratified by the Board of Trustees.

STATUS

Personnel are employed in the South Orange County Community College District for the purpose of meeting the needs of students.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees ratify the classified personnel actions as shown in Exhibit A and Exhibit B.

Item Submitted By: *David P. Bugay, Ph.D., Vice Chancellor of Human Resources & Employer/Employee Relations*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

CLASSIFIED PERSONNEL ACTIONS/RATIFICATIONS

A. NEW PERSONNEL APPOINTMENTS

1. CLASSIFIED EMPLOYMENT (Information Items – Pursuant to Board Policy 4002.1)

   a. BUI, BRIAN is to be employed as Accounting Specialist, Pos. #4108, Accounting, Office of Fiscal Services, District Services, Classified Bargaining Unit Salary Schedule Range 127, Step 3, 40 hours per week, 12 months per year, effective October 10, 2016. This is a replacement for Jackie Han.

   b. HENDRICK, JULIE is to be employed as Director of Site Development, Pos. #5076, Office of Facilities Planning and Purchasing, Academic and Classified Administrator and Manager Salary Schedule Range 20, Step 6, 40 hours per week, 12 months per year, effective December 1, 2016. This is a replacement for John Edwards.

   c. METCALF, ANDRIA is to be employed as Admissions and Records Specialist I, Pos. #2617, Division of Admissions, Records and Enrollment Services, Saddleback College, Classified Bargaining Unit Salary Schedule Range 116, Step 1, 25 hours per week, 12 months per year, effective July 1, 2016. This is a replacement for Kathryn Messick.

   d. MONTER, GRACIELA is to be employed as Senior Counseling Office Assistant, Pos. #3469, School of Guidance and Counseling, Irvine Valley College, Classified Bargaining Unit Salary Schedule Range 119, Step 1, 40 hours per week, 12 months per year, effective October 24, 2016. This is a replacement for Mina Nawabi.

   e. SANTIAGO, DEEJAY is to be employed as Director of Student Success and Support Program, Categorical, Pos. #4981, School of Admissions, Records and Enrollment Services, Irvine Valley College, Academic and Classified Administrator and Manager Salary Schedule Range 11, Step 3, 40 hours per week, 12 months per year, effective November 1, 2016. Employment in this position is contingent upon funding by Student Equity Program. This is a replacement for Janet Vera Lopez.

   f. SOLORIO, ANNETTE is to be employed as Office Assistant, Pos. #6914, Office of Physical Plant, Irvine Valley College, Classified Bargaining Unit Salary Schedule Range 113, Step 1, 29 hours per week, 12 months per year, effective October 10, 2016. This position was approved by the Board of Trustees on October 26, 2014.

2. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Classification	Hourly Rate($)	Start Date
Ayers, Wanda	Dispatcher/Records/IVC	21.71	08/29/16-06/30/17
Bustos Hernandez, Clemente	Police Officer/IVC	26.69	08/29/16-06/30/17
Hernandez, Madeline	Senior Administrative Asst/SC	26.45	09/13/16-06/30/17
James, Robert	Police Officer/IVC	26.69	08/29/16-06/30/17
Jung, Lisa	Graphic Designer ProdTech/IVC	25.80	09/13/16-06/30/17
Lacambra, Andrew	Custodian/SC	18.71	08/29/16-06/30/17

October 24, 2016

A. NEW PERSONNEL APPOINTMENTS - Continued

2. The following individuals are to be employed as **Substitutes** in the classification noted below, on an if-and-as-needed basis. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Classification	Hourly Rate($)	Start Date
[1]Ling, Maximilian	Library Assistant I/IVC	19.66	09/20/16-06/30/17
Madrid, Tracey	Administrative Assistant/SC	22.80	09/20/16-06/30/17
Oliveras, Robert	Custodian/SC	18.71	08/29/16-06/30/17
Ostadaghei, Tannaz	Lab Tech, Life/Phys. Sci/IVC	23.38	09/06/16-06/30/17
Pilioglos, Daniel	Administrative Assistant/SC	22.80	08/29/16-06/30/17
Romero, Patricia	Graphic Designer ProdTech/IVC	25.80	09/20/16-06/30/17
Romero, Tim	Custodian/SC	18.71	09/13/16-06/30/17
Slaughter, Teresa	Administrative Assistant/SC	22.80	08/29/16-06/30/17
Smith, Jason	Laboratory Assistant/SC	20.15	09/20/16-06/30/17

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2016/2017** academic year, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Position	Hourly Rate $)	Start/End Date
Alterman, Chase	Project Specialist/IVC	10.50	08/29/16-06/30/17
Anglin, Brooke	Coaching Aide/IVC	25.00	09/13/16-06/30/17
Borlin, Jeremy	Project Specialist/SC	12.00	09/20/16-06/30/17
[2]Bothwell, Sunny	Project Specialist/SC	19.00	08/15/16-06/30/17
Breceda, Larry	Project Specialist/IVC	55.00	08/29/16-06/30/17
Butorac, Terrie	Project Specialist/SC	24.00	08/15/16-06/30/17
Crider, Eric	TMD Aide/SC	10.50	08/15/16-06/30/17
Curtis, Bradley	Coaching Aide/SC	25.00	07/01/16-06/30/17
Daniels, Andrew	Project Specialist/SC	12.00	07/01/16-06/30/17
Davis, Parker	Project Specialist/IVC	55.00	09/20/16-06/30/17
Evans, Matthew	Coaching Aide/SC	25.00	07/01/16-06/30/17
Golbad, Kia	Project Specialist/IVC	15.00	08/29/16-06/30/17
Goodrich, Peter	Project Specialist/IVC	55.00	08/29/16-06/30/17
Greene, Alexander	Project Specialist/IVC	15.00	08/29/16-06/30/17
Huff, Hannah	Project Specialist/IVC	13.00	09/20/16-06/30/17
[3]Hurlbut, Robert	Project Specialist/IVC	19.00	08/29/16-06/30/17
Johnson, Edmond	Coaching Aide/SC	25.00	07/01/16-06/30/17
Jones, Shelby	Coaching Aide/SC	25.00	08/22/16-06/30/17
Jorgenson, Katelin	Coaching Aide/IVC	25.00	08/22/16-06/30/17
Kind, Andrew	Project Specialist/SC	19.00	08/15/16-06/30/17
Kohn, Denise	Project Specialist/IVC	55.00	08/29/16-06/30/17
Lee, Bo Kyoung	Project Specialist/SC	10.50	09/20/16-06/30/17
Lee, Roy	Project Specialist/SC	50.00	08/29/16-06/30/17

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[1] Related to Sophie Ling, Library Technician, School of Library Services, Irvine. Valley College.
[2] Related to Dustin Bothwell, Associate Faculty, Division of Kinesiology and Athletics, Saddleback College.
[3] Related to Jeffrey Hurlbut, Director of Irvine Valley College Facilities, Office of Physical Plant, Irvine Valley College.

October 24, 2016

A. NEW PERSONNEL APPOINTMENTS - Continued

3. The following individuals are to be employed as **Short-Term (Temporary)** positions for the **2016/2017** academic year, on an if-and-as-needed basis, and shall work no more than 160 days in any fiscal year. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Position	Hourly Rate $)	Start/End Date
Lindstrom, Peter	Project Specialist/SC	15.00	09/20/16-06/30/17
Martin, Brian	Project Specialist/SC	15.00	08/29/16-06/30/17
Martinez, Mariah	Project Specialist/IVC	14.00	09/06/16-06/30/17
Neri Vazquez, Nancy	Outreach Aide/SC	12.50	09/06/16-06/30/17
Nguyen, Tiffany	Project Specialist/IVC	20.00	08/15/16-06/30/17
Ortlieb, Chad	Project Specialist/IVC	55.00	08/29/16-06/30/17
Palmer, Cassi	Project Specialist/IVC	55.00	08/29/16-06/30/17
Pask, Daniel	Coaching Aide/SC	25.00	08/29/16-06/30/17
Pool, Katherine	Project Specialist/SC	35.00	08/22/16-06/30/17
Pope, Amanda	Project Specialist/IVC	55.00	08/29/16-06/30/17
Roque, Pedro	Project Specialist/IVC	55.00	09/06/16-06/30/17
Sack, Tammy	Project Specialist/IVC	20.00	08/29/16-06/30/17
[4]Sessler, Madison	Project Specialist/SC	12.00	09/13/16-06/30/17
Severin, Lynn	Project Specialist/SC	20.00	08/29/16-06/30/17
Silver, Matthew	Project Specialist/IVC	55.00	08/29/16-06/30/17
Smith, Susan	Clerk/SC	15.00	09/13/16-06/30/17
Snakowski, Andrew	Project Specialist/IVC	18.00	09/06/16-06/30/17
Trant, Michael	Outreach Aide/SC	12.50	08/29/16-06/30/17
VanNorman, Timothy	Project Specialist/IVC	27.50	09/13/16-06/30/17
Williamson, Kaysha	Coaching Aide/SC	25.00	09/13/16-06/30/17
Wu-Woods, Natalie	Project Specialist/IVC	15.00	08/29/16-06/30/17

4. The following individuals are to be employed as **Student Help (Temporary)**, Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2016/2017** academic year.

Name	Start/End Date
Addal, Mohammad	09/06/16-06/30/17
Al Shammari, Murooj	07/01/16-06/30/17
Alexander, Amanda	07/01/16-06/30/17
Bailey, Karyn	08/29/16-06/30/17
Banks, Dylan	09/13/16-06/30/17
Campbell, Brooke	08/15/16-06/30/17
Chapman, Jillian	08/15/16-06/30/17
Clark, Benjamin	09/06/16-06/30/17
Cohen, Shayla	09/06/16-06/30/17
Collins, Tanner	07/01/16-06/30/17
Cowan, Austin	08/29/16-06/30/17
Cruz Fuentes, Jazmin	09/06/16-06/30/17
Delvey, Cassandra	08/29/16-06/30/17

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[4] Related to Louis Sessler, Facilities Maintenance/Energy Project Manager, Office of Physical Plant, Saddleback College.

October 24, 2016

A. **NEW PERSONNEL APPOINTMENTS** - Continued

4. The following individuals are to be employed as **Student Help (Temporary)**, Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2016/2017** academic year.

Name	Start/End Date
Farahbod, Nahid	08/15/16-06/30/17
Finks, Samantha	08/29/16-06/30/17
Finnell-Ransonet, Paul	08/29/16-06/30/17
Garcia, Mayra	09/06/16-06/30/17
Gaub, Isaac	09/06/16-06/30/17
Gomez, Jenny	08/29/16-06/30/17
Goss, Larissa	08/15/16-06/30/17
Grade, Parker	07/01/16-06/30/17
Hall, Jordan	08/15/16-06/30/17
Harrell, Lowden	08/22/16-06/30/17
Heydarimolaei, Sina	09/06/16-06/30/17
Kapata, Penelope	07/01/16-06/30/17
Kenny, Dillan	08/29/16-06/30/17
Klopfer, Kaitlan	08/29/16-06/30/17
Knauer, Gary	08/15/16-06/30/17
Kronk, Ian	08/29/16-06/30/17
Lewis, Lavonia	08/29/16-06/30/17
Long, Tyler	08/22/16-06/30/17
Mahdavi, Mojtaba	08/29/16-06/30/17
Maney, Thomas	09/06/16-06/30/17
Mansouri, Nadia	09/06/16-06/30/17
Martin, Deanna	08/15/16-06/30/17
Martinez, Daisy	07/01/16-06/30/17
Meshgin, Neeyusha	09/20/16-06/30/17
Mohseni, Akbar	09/06/16-06/30/17
Moore, Deondre	08/22/16-06/30/17
Moradi, Sepideh	07/01/16-06/30/17
Moreno Castaneda, Chantal	09/06/16-06/30/17
Moreno Ornelas, Osvaldo	09/06/16-06/30/17
Nguyen, Nhi	09/06/16-06/30/17
Niknam, Minoush	09/06/16-06/30/17
Ortiz, Destiny	09/06/16-06/30/17
Owens, Richard	09/13/16-06/30/17
Pearson, Kydell	07/01/16-06/30/17
Pinchuk, Anatolii	09/13/16-06/30/17
Reyes, Destinee	08/29/16-06/30/17
Rizk, Irene	08/15/16-06/30/17
Robbs, Brian	09/13/16-06/30/17
Ross, Chad	09/13/16-06/30/17
Sanchez, Paul	09/06/16-06/30/17
Semenov, Kevin	09/06/16-06/30/17
Smart, Mohammad	09/06/16-06/30/17
Stutz-Cordova, Gina	09/06/16-06/30/17
Taele-Paopao, Chasity	09/13/16-06/30/17
Tehrani, Sahar	07/01/16-06/30/17

October 24, 2016

A. **NEW PERSONNEL APPOINTMENTS** - Continued

4. The following individuals are to be employed as **Student Help (Temporary)**, Irvine Valley College and Saddleback College, on an if-and-as-needed-basis, for the **2016/2017** academic year.

Name	Start/End Date
To, Vicky	07/01/16-06/30/17
Torres, Cecilia	09/13/16-06/30/17
Tran, Austin	09/13/16-06/30/17
Velasquez, Claudia	09/20/16-06/30/17
Vielmann, Ashley	08/22/16-06/30/17
Warner, Andrew	08/22/16-06/30/17
Williams, Clayton	09/06/16-06/30/17
Wimber, Katherine	08/29/16-06/30/17
Woo, Kendall	08/15/16-06/30/17
Younan, Dalia	08/29/16-06/30/17
Zareh, Zahra	09/06/16-06/30/17

5. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2016/2017** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Position	Not to Exceed ($)	Start/End Date
Aghamohammadiamghani, P.	Tutor/IVC	12.00	08/22/16-06/30/17
Alam, Aisha	Tutor/IVC	12.50	09/13/16-06/30/17
Alexander, Ted	Tutor/IVC	12.00	08/22/16-06/30/17
Alsayed, Safy	Tutor/SC	12.00	08/22/16-06/30/17
Asfahani, Celena	Tutor/IVC	12.00	08/22/16-06/30/17
Avalos Galvez, Diego	Tutor/SC	12.00	08/29/16-06/30/17
Babaei, Shohreh	Tutor/SC	12.00	08/15/16-06/30/17
Bassam, Khalil	Tutor/IVC	12.00	08/22/16-06/30/17
Butler, Robert	Tutor/IVC	12.00	08/22/16-06/30/17
Carey, Jonathan	Tutor/IVC	12.00	08/22/16-06/30/17
Cavazzi, Bentley	Tutor/SC	12.00	08/15/16-06/30/17
Chen, Kaiser	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Craib, Jennifer	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Crook, Danielle	Clinical Skills Specialist/SC	30.00	08/29/16-06/30/17
Ehyaeeghodraty, Navid	Tutor/IVC	12.00	08/22/16-06/30/17
Fitzmaurice, Hillary	Tutor/SC	12.00	08/15/16-06/30/17
Foroughi Shafiei, Sepehr	Tutor/IVC	12.00	08/22/16-06/30/17
Fraser, Austin	Tutor/SC	12.00	08/15/16-06/30/17
Garcia, Jesus	Certified Test Proctor/IVC	10.50	09/13/16-06/30/17
Golemo, Jordan	Tutor/IVC	12.00	08/22/16-06/30/17
Goodman, Abigail	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Green, Mariko	Tutor/SC	19.00	08/15/16-06/30/17
Gronnerud, Kathleen	Tutor/SC	12.00	08/15/16-06/30/17
Haerianardakani, Sepehr	Tutor/SC	12.00	08/29/16-06/30/17

A. **NEW PERSONNEL APPOINTMENTS** - Continued

5. The following individuals are to be employed on a temporary basis, as **Professional Expert, Community and Contract Education**, Irvine Valley College and Saddleback College, as defined in the California Education Code 88003, for the **2016/2017** academic year. Each individual's rate of pay not to exceed the amount as defined below. (Information Items – Pursuant to Section 70902(d) of the California Education Code)

Name	Position	Not to Exceed ($)	Start/End Date
Heto, Prince	Tutor/SC	12.00	09/13/16-06/30/17
Hillman, Elizabeth	Tutor/SC	12.00	09/06/16-06/30/17
Hosseiny, Habib	Tutor/SC	12.00	08/15/16-06/30/17
Kajbaf, Sara	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Kapp, Lindsay	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Keshavarz, Navid	Tutor/IVC	11.00	09/13/16-06/30/17
Khabbaz, Raja	Workforce Trainer/IVC	72.00	09/06/16-06/30/17
Khosravi, Pooya	Tutor/IVC	12.00	08/22/16-06/30/17
Kosmala, Mikayla	Tutor/IVC	12.00	08/22/16-06/30/17
Kudza, Sandra	Medical Professional/SC	35.00	08/15/16-06/30/17
Kyaw, Paing	Tutor/IVC	11.00	08/29/16-06/30/17
Lappin, David	Tutor/SC	12.00	08/22/16-06/30/17
Liu, Christopher	Tutor/IVC	12.00	08/29/16-06/30/17
Lopez, Chris	Tutor/SC	12.00	09/13/16-06/30/17
Luschei, Ashleigh	Tutor/SC	12.00	08/15/16-06/30/17
MacDonald, Donald	Tutor/SC	12.00	08/15/16-06/30/17
McConaughy, Richard	Tutor/SC	12.00	08/15/16-06/30/17
McConkey, Jennifer	Tutor/SC	15.00	08/15/16-06/30/17
Metivier, Jackson	Tutor/IVC	12.00	08/29/16-06/30/17
Mohammadi, Ava	Tutor/IVC	12.00	08/22/16-06/30/17
Montgomery, Edie	Tutor/SC	12.00	08/15/16-06/30/17
Moore, Christopher	Model/SC	25.00	08/15/16-06/30/17
Morgan, Taylor	Tutor/SC	12.00	08/15/16-06/30/17
Naghibi, Seyed	Tutor/SC	12.00	08/15/16-06/30/17
Orozco Pacheco, Reina	Tutor/SC	15.00	08/15/16-06/30/17
Parto, Omid	Community Ed Presenter/SC	10.50	08/22/16-06/30/17
Pizzarusso, Hope	Clinical Skills Specialist/SC	30.00	09/13/16-06/30/17
Pyle, Allison	Tutor/IVC	11.50	08/29/16-06/30/17
Quinlan, Serena	Tutor/SC	12.00	08/15/16-06/30/17
Riedel, Jeffrey	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Saavedra, Juan	Tutor/IVC	12.00	08/22/16-06/30/17
Seghtoleslami, Sogol	Tutor/SC	12.00	08/15/16-06/30/17
Smolyanov, Elena	Tutor/SC	12.00	08/15/16-06/30/17
Stephens, Samantha	Tutor/IVC	12.00	08/22/16-06/30/17
Takhsha, Mahsa	Clinical Skills Specialist/SC	30.00	08/29/16-06/30/17
Tupper, Linda	Clinical Skills Specialist/SC	30.00	08/22/16-06/30/17
Warren, Vicki	Tutor/SC	12.00	08/15/16-06/30/17
Zamanian, Ali	Tutor/IVC	12.00	08/22/16-06/30/17
Zhara, Sarah	Tutor/IVC	11.00	09/13/16-06/30/17

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B. **AUTHORIZATION TO ESTABLISH AND ANNOUNCE A CLASSIFIED POSITION**

1. ACCOUNTING SPECIALIST, Accounting, Classified Bargaining Unit Salary Schedule Range 127, Office of Fiscal Services, District Services, seeks authorization to establish and announce a full-time, 40 hours per week, 12 months per year position to its staff complement, effective October 25, 2016.

2. GRANTS MANAGER, CATEGORICAL (REAL ESTATE EDUCATION), Academic and Classified Management Salary Schedule Range 8, Division of Business Science, Economic and Workforce Development, Saddleback College, seeks authorization to establish and announce a part-time, 20 hours per week, 12 months per year position to its staff complement, effective October 25, 2016. Employment in the position is contingent upon funding by the Real Estate Education grant. (Exhibit B, Attachment 1)

3. PROGRAM ASSISTANT, SPECIALLY FUNDED Classified Bargaining Unit Salary Schedule Range 118, Community Education, Division of Community Education, Emeritus Institute, and K-12 Partnerships, Saddleback College, seeks authorization to establish and announce a full-time, 40 hours per week, 12 months per year position to its staff complement, effective October 25, 2016. Employment in this categorical funded position is conditioned upon funding by the Adult Education Block Grant.

4. PUBLIC SAFETY ASSISTANT, Classified Bargaining Unit Salary Schedule Range 113, Office of Campus Safety and Security, Irvine Valley College, seeks authorization to establish and announce a part-time, 20 hours per week, 12 months per year position to its staff complement, effective October 25, 2016.

5. PUBLIC SAFETY ASSISTANT, Classified Bargaining Unit Salary Schedule Range 113, Office of Campus Safety and Security, Irvine Valley College, seeks authorization to establish and announce a part-time, 20 hours per week, 12 months per year position to its staff complement, effective October 25, 2016.

6. PUBLIC SAFETY ASSISTANT, Classified Bargaining Unit Salary Schedule Range 113, Office of Campus Safety and Security, Irvine Valley College, seeks authorization to establish and announce a part-time, 24 hours per week, 12 months per year position to its staff complement, effective October 25, 2016.

C. **AUTHORIZATION TO INCREASE HOURS AND/OR MONTHS PER YEAR**

1. SADDLEBACK COLLEGE seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.

    a. **ELIMINATE** CAREER PLACEMENT OFFICER, Pos. #3475, Career Placement Center, Division of Business Sciences, Economic and Workforce Development, Classified Bargaining Unit Salary Schedule Range 129, 40 hours per week, 11 months per year; and **CREATE** CAREER PLACEMENT OFFICER, Career Placement Center, Division of Business Sciences, Economic and Workforce Development, Classified Bargaining Unit Salary Schedule Range 129, 40 hours per week, 12 months per year position to its staff complement, effective October 25, 2016. (Pos. #3475 was approved by the Board of Trustees on February 27, 2006)

C. AUTHORIZATION TO INCREASE HOURS AND/OR MONTHS PER YEAR

1. SADDLEBACK COLLEGE seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.

    i. **UPDATE** HILDEN, ERIC, ID #015118, CAREER PLACEMENT OFFICER, Pos. #3475, Career Placement Center, Division of Business Sciences, Economic and Workforce Development, Classified Bargaining Unit Salary Schedule Range 129, Step 6, full-time, 40 hours per week, 11 months per year; to CAREER PLACEMENT OFFICER, Pos. #3475, Career Placement Center, Division of Business Sciences, Economic and Workforce Development, Classified Bargaining Unit Salary Schedule Range 129, Step 6, full-time, 40 hour per week, 12 months per year, effective October 25, 2016.

    b. **ELIMINATE** LABORATORY TECHNICIAN, COMMUNICATION ARTS, Pos. #3333, College Broadcast Services, Division of Fine Arts and Media Technology, Classified Bargaining Unit Salary Schedule Range 122, part-time, 26 hours per week, 11 months per year; and **CREATE** LABORATORY TECHNICIAN, COMMUNICATION ARTS, College Broadcast Services, Division of Fine Arts and Media Technology, Classified Bargaining Unit Salary Schedule Range 122, full-time, 40 hour per week, 12 months per year position to its staff complement, effective November 1, 2016. (Pos. #3333 was approved by the Board of Trustees on February 27, 2006)

    i. **UPDATE** VAN DYKE, RANDY, ID #018423, LABORATORY TECHNICIAN, COMMUNICATION ARTS, Pos. #3333, College Broadcast Services, Division of Fine Arts and Media Technology, Classified Bargaining Unit Salary Schedule Range 122, Step 6, part-time, 26 hours per week, 11 months per year; to LABORATORY TECHNICIAN, COMMUNICATION ARTS, College Broadcast Services, Division of Fine Arts and Media Technology, Classified Bargaining Unit Salary Schedule Range 122, Step 6, full-time, 40 hour per week, 12 months per year, effective November 1, 2016.

    c. **ELIMINATE** SENIOR LABORATORY TECHNICIAN, ART, Pos. #3657, Division of Fine Arts and Media Technology, Classified Bargaining Unit Salary Schedule Range 130, full-time, 35 hours per week, 12 months per year; and **CREATE** SENIOR LABORATORY TECHNICIAN, ART, Division of Fine Arts and Media Technology, Classified Bargaining Unit Salary Schedule Range 130, full-time, 40 hour per week, 12 months per year position to its staff complement, effective November 1, 2016. (Pos. #3657 was approved by the Board of Trustees on November 20, 2005, and is currently vacant)

C. AUTHORIZATION TO INCREASE HOURS AND/OR MONTHS PER YEAR - Continued

2. IRVINE VALLEY COLLEGE seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.

   a. **ELIMINATE** OFFICE ASSISTANT, Pos. #3149, Disabled Student Programs and Services, School of Guidance and Counseling, Classified Bargaining Unit Salary Schedule Range 113, part-time, 25 hours per week, 12 months per year; and **CREATE** OFFICE ASSISTANT, Disabled Student Programs and Services, School of Guidance and Counseling, Classified Bargaining Unit Salary Schedule Range 113, full-time, 40 hours per week, 12 months per year to its staff complement, effective October 25, 2016. (Pos. #3149 was approved by the Board of Trustees on February 27, 2006, and is currently vacant)

D. RECLASSIFICATION

1. DISTRICT seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.

   a. **ELIMINATE** CONSTRUCTION MANAGER, Pos. #4685, Office of Facilities Planning and Purchasing, Academic and Classified Administrator and Manager Salary Schedule Range 16, full-time, 40 hour per week, 12 months per year; and **CREATE** DIRECTOR OF SITE DEVELOPMENT, Office of Facilities Planning and Purchasing, Academic and Classified Administrator and Manager Salary Schedule Range 20 full-time, 40 hour per week, 12 months per year position to its staff complement, effective November 1, 2016. (Pos. #4685 was approved by the Board of Trustees on December 29, 2012)

      i. **PROMOTE** MARY OPEL, ID #019341, Construction Manager, Pos. #4685, Office of Facilities Planning and Purchasing, Academic and Classified Administrator and Manager Salary Schedule Range 16, Step 6 at $11,128.00 per month, full-time, 40 hour per week, 12 months per year; to Director of Site Development, Academic and Classified Administrator and Manager Salary Schedule Range 20, Step 4 at $12,268.00 per month, full-time, 40 hour per week, 12 months per year, effective November 1, 2016. (Reclassification cost variance in salary: $1,140.00 per month)

   b. **ELIMINATE** BENEFITS SPECIALIST, Pos. #4396, Payroll, Office of Fiscal Services, Classified Bargaining Unit Salary Schedule Range 127, full-time, 40 hour per week, 12 months per year; and **CREATE** SENIOR BENEFITS SPECIALIST, Payroll, Office of Fiscal Services, Classified Bargaining Unit Salary Schedule Range 131, full-time, 40 hour per week, 12 months per year position to its staff complement, effective October 25, 2016. (Pos. #4396 was approved by the Board of Trustees on May 23, 2011) (Exhibit B, Attachment 1)

      i. **PROMOTE** RUBY HAZZARD, ID #016706, Benefits Specialist, Pos. #4396, Payroll, Office of Fiscal Services, Classified Bargaining Unit Salary Schedule Range 127, Step 4 at $5,154.00 per month, full-time, 40 hour per week, 12 months per year; to Payroll, Office of Fiscal Services, Classified Bargaining Unit Salary Schedule Range 131, Step 3 at $5,415.00 per month, full-time, 40 hour per week, 12 months per year, effective October 25, 2016. (Reclassification cost variance in salary: $261.00 per month)

D. **RECLASSIFICATION** - Continued

1. DISTRICT seeks authorization to eliminate and create the following Classified positions, within their organization as defined by Title 5 Education Regulation, Section (a), (b), and (c) Recruitment 53021.

   c. **ELIMINATE** PAYROLL AND BENEFITS PROCESSING MANAGER, Pos. #4594, Payroll, Office of Fiscal Services, Academic and Classified Administrator and Manager Salary Schedule Range 13, full-time, 40 hour per week, 12 months per year; and **CREATE** PAYROLL AND BENEFITS MANAGER, Payroll, Office of Fiscal Services, Academic and Classified Administrator and Manager Salary Schedule Range 16, full-time, 40 hour per week, 12 months per year position to its staff complement, effective November 1, 2016. (Pos. #4594 was approved by the Board of Trustees on May 21, 2012) (Exhibit B, Attachment 1)

      i. **PROMOTE** ROSA AGUILAR, ID #019375, Payroll and Benefits Processing Manager, Pos. #4594, Payroll, Office of Fiscal Services, Academic and Classified Administrator and Manager Salary Schedule Range 13, Step 8 at $10,598.00 per month, full-time, 40 hour per week, 12 months per year; to Payroll and Benefits Manager, Payroll, Office of Fiscal Services, Academic and Classified Administrator and Manager Salary Schedule Range 16, Step 6 at $11,128.00 per month, full-time, 40 hour per week, 12 months per year, effective November 1, 2016. (Reclassification cost variance in salary: $530.00 per month)

E. **CHANGE OF STATUS**

1. CLASSIFIED EMPLOYMENT (Information Items – Pursuant to Board Policy 4002.1)

   a. BRAMWELL, TODD, ID #022128, Police Officer, Pos. #2575, Classified Police Officers Association Bargaining Unit Salary Schedule Range II, Step 1, 20 hours per week, 12 months per year, Office of Campus Safety and Security, Saddleback College is to be employed as Police Officer, Pos. #2576, Classified Police Officers Association Bargaining Unit Salary Schedule Range II, Step 1, 40 hours per week, 12 months per year, Office of Campus Safety and Security, Saddleback College, effective October 13, 2016. This is a replacement for Edward Grijalva.

F. **OUT OF CLASS ASSIGNMENTS**

1. SADDLEBACK COLLEGE placed the following permanent Classified Bargaining Unit employee/s in a temporary, out of class assignment (Information Items - in accordance with Article 8.7.2 of the C.S.E.A Contract).

Name	Temporary Assignment	Range/ Step	Hours	Effective Date
Maynard, Emily	Program Technician, Temporary	122/3	29	08/26/16

F. **OUT OF CLASS ASSIGNMENTS** - Continued

2. IRVINE VALLEY COLLEGE placed the following permanent Classified Bargaining Unit employee/s in a temporary, out of class assignment (Information Items - in accordance with Article 8.7.2 of the C.S.E.A Contract).

Name	Temporary Assignment	Range/Step	Hours	Effective Date
Bramwell, Todd	Police Officer	II/1	40	09/19/16

3. DISTRICT SERVICES returned the following permanent Classified Bargaining Unit employee/s from a temporary, out of class assignment, back to their permanent assignment (Information Items - in accordance with Article 8.7.2 of the C.S.E.A Contract).

Name	Permanent Assignment	Range/Step	Hours	Effective Date
Santana, Bernardita	Payroll Specialist	127/6	40	10/01/16

4. IRVINE VALLEY COLLEGE returned the following permanent Classified Bargaining Unit employee/s from a temporary, out of class assignment, back to their permanent assignment (Information Items - in accordance with Article 8.7.2 of the C.S.E.A Contract).

Name	Permanent Assignment	Range/Step	Hours	Effective Date
Ballo, Erlynne	Senior Matriculation Specialist	127/5	40	10/03/16

G. **RESIGNATION/RETIREMENT/CONCLUSION OF EMPLOYMENT**

1. JACKSON, CORINNE, ID #002525, Admissions and Records Specialist III, Pos. #3421, School of Admissions, Records and Enrollment Services, Irvine Valley College, resignation effective September 30, 2016, and retirement effective October 1, 2016. Payment is authorized for any compensated time off. (Start date: August 1, 1989)

2. LEITHEM, LEE ANNE, ID #002396, Admissions and Records Specialist II, Pos. #3315, Division of Admissions, Records and Enrollment Services, Saddleback College, resignation effective December 30, 2016, and retirement effective December 31, 2016. Payment is authorized for any compensated time off. (Start date: January 26, 1988)

3. LEONARD, SALLY, ID #015663, Senior Administrative Assistant, Pos. #3221, Office of Student Services, Irvine Valley College, resignation effective October 6, 2016, and retirement effective October 7, 2016. Payment is authorized for any compensated time off. (Start date: July 30, 2007)

4. PAHAN, JULIE, ID #001938, Admissions and Records Evaluator, Pos. #3482, Division of Admissions, Records and Enrollment Services, Saddleback College, resignation effective December 30, 2016, and retirement effective December 31, 2016. Payment is authorized for any compensated time off. (Start date: February 15, 1979)

5. PHILLIPS, SKY, ID #018372, Lab Assistant, Pos. #4771, Physical Sciences, Division of Mathematics Sciences and Engineering, Saddleback College, resignation effective September 21, 2016. Payment is authorized for any compensated time off. (Start date: December 1, 2013)

H. **VOLUNTEERS**

1. The following individuals are to be Ratified as Volunteers for the 2016/2017 academic years.

   Advanced Technology and Applied Sciences, Saddleback College

Ajaj, Ali	Alcover, Myles	Al-Hamed, Saeed
Allen, Adrianna	Allen, Marc	Andampour, Hirad
Atiyeh, Laith	Aziz, Alexa	Baek, Eunjin
Bahan, Laney	Bahou, Nadeem	Baker, Joshua
Baker, Laura	Barton, Katylin	Belmont, Chad
Berkson, Brianna	Bocanegra, Maria Paz	Boerlin, Zach
Boyadjiev, George	Boyd, Jason	Bright, Justin
Brouillette-Janes, Khrystl	Campanile, Ezekiel	Campbell, Chase
Cardenas, Claudia	Carlson, Roger	Caro, Caitlin
Carr, Thomas	Cassens, Nathan	Castellanos, Kelly
Cervantes-Scurlock, Anthony	Chastain, Rachel	Cherland, Logan
Chmura, Lindsay	Collins, Brandon	Cooney, Delaney
Cusato, Kennedy	Dao, Ngan	Davis, Jake
Eldridge, Taylor	Farber, Nicole	Fematt, Sabrina
Fitch, Natalie	Franklin, Matthew	Frey, Maclean
Garvey, Taylor	Gaudreau, Justine	George, Cassidy
Gielish, Brennan	Gille, Jordan	Gonzales, German
Goss, Larissa	Gritton, Arianna	Hargraves, Mia
Hekimian, Philip	Hernandez, Felipe	Hernandez, Hector
Hewitt, Jillian	Huitema, Justin	Humphrey, Sandra
Hyde, Delia	Jahnsen, Briana	Jauanpour, Nima
Jeffcoat, Sydney	Jensen, Chester	Jurak, Ian
Kalagian, Miranda	Karapetian, Anthony	Karotkin, Clancy
Kim, Nga	Kivlin, Nicolette	Klemm, Paige
Knox, Damien	Ko, Moo Seung	Kostik, Jacob
Kuhnle, Cooper	Lafer, Miles	Lafever-Jackson, Alexis
Laheri, Vidish	Lam, Christine	Leader, Natalie
LeBlanc, Madison	Little, Craig	Lucke, Sabina
Luken, Alana	Luna, Carlos	Lopiccolo, Sarah
Lowe, Christina	Mang, Alec	Marowitz, Matt
McDaniel, Dylan	McGowan, Kai	McGowan, Sierra
McGrath, Jacob	McTiernan, Alan	Meledy, Michelle
Menor, Bernard	Meyer, Grant	Mitchell, Marilyn
Montanez, Randi	Moore, Chase	Moran, Alejandra
Morris, Haeleigh-Jeanne	Moussan, Joan	Mouzoon, Beetah
Nanzig, Michael	Nenad, Nicholas	Nguyen, Tina
O'Rourke, Kate	Ortega, Lorin	Osburn, Andrea
Partsch, Alison	Perry, Stephanie	Peterson, Selena
Porter, Katherine	Puga, Emilio	Purll, Samantha
Ragone, Daniel	Ramirez, Mauricio	Ricca, Kelly
Ricco, Giordano	Rogers, Julia	Ross, Sydnie
Rouser, Tim	Russell, Alexandra	Salinas, Jackie
Sanchez, Taylor	Savage, Kristina	Schwacher, Mathew
Schwartz, Samantha	Seitz, Sam	Self, Madison
Seo, Keong	Shahriar, Nirvana	Shuirman, Joseph

H. **VOLUNTEERS** - Continued
October 24, 2016

1. The following individuals are to be Ratified as Volunteers for the 2016/2017 academic years.

Advanced Technology and Applied Sciences, Saddleback College

Sims, Angela	Smith, Sierra	Sobrero, Priscilla
Solis, Merilyn	Starr, Riley	Shonafelt, Chris
Thiart, Dean	Thomas, Jacob	Torres, Kristin
Tupper, Sarah	Varela, Stephen	Vincent, Baylie
Vivar, Veronica	Volz, Matthew	Walker, Kendall
Walker, Riley	Wei, Yidi	Wexler, Landon
Williams, Harvey	Willis, Andrew	Wood, Toni
Yeganegi, Ryan	Zamalloa, Daniel	

Business Science, Online, and Extended Education, Irvine Valley College

Ahn, Kevin	Cohen, Sheri	Kim, Sang-Bum
Min, Helen	Nam, Kiwon	Selim, Antony
Shim, Carolyn		

Fine Arts, Irvine Valley College

Bowers, Lucas	Doesburg, Peter	Gaydos, Nick
Hogan, Kristen	Priest, Art	Rowe, Barry
Sheridan, Emily	Stevens, Desmond	Tellez, Jesse
Wasik, Jeff		

Fine Arts and Media Technology, Saddleback College

Anzls, Mike	Bartouilh de Taillac	Bickford, Greg
Cohen, Myrna Jane	Dibley, Christopher	Friedman, Shaune
Gilmore, Matthew	Greeninger, Michael	Hasbrouck, Rebekah
Haudenschild, Rob	Kovaleva, Lyuba	Kremin, Aaron
Love, Robert	Milliken, John	Mwaka, Justin
Price, Jeff	Price, Linda	Ray, Kyle
Ross, Grant	Sappleton, Danielle	Stanton, Jeremy
Thornburg, Thomas	Wirtz, Larissa	Woloson, Gordon
Zuill, Danny		

Guidance and Counseling, Irvine Valley College

Hoggatt, Amanda	Pollard, Erin

Humanities and Languages & Learning Resources, Irvine Valley College

Aiko, Okuzono	Clark, Amber	Guiotoko, Lisa
Korepanova, Larisa	Nakajima, Meguwi	Nakayama, Kokoro
Nomura, Sakiko	Okada, Toko	Yamada, Sayuri
Yasuhara, Kana		

Kinesiology, Health, and Athletics, Irvine Valley College

Jaeschke, Thomas	Van de Water, James

H. VOLUNTEERS - Continued

October 24, 2016

1. The following individuals are to be Ratified as Volunteers for the 2016/2017 academic years.

Kinesiology, Health, and Athletics, Saddleback College

Avenado, Jonah	Avenado, Nolan	Bacopulos, Amanda
Baker, Noah	Benito, Ryan	Brophy, Caleb
D'eon, Alexandra	Ditonno, Brittany	Dunnin, Sean
Espinosa, Danny	Fambrini, Anna	Fricke, Scott
Graham, Mark	Greenamyer, Brad	Linehan, Kevin
Gruszczynski, Sherri	Hillemann, Chris	Huerta, Leticia
Luna, Karyl-Mae	Macedo, Joselyn Hernandez	Paulite, Brandon
Ramirez, Dania	Romero, Lawson	Weiss, Kathy

Liberal Arts, Saddleback College
Weatherman, Austin

Math, Computer Science and Engineering, Irvine Valley College and ATEP
Erbas-White, David

Office of Student Services, Irvine Valley College
Monell, Roger

October 24, 2016

ATTACHMENT 1

South Orange County Community College District

GRANT PROJECT MANAGER FOR REAL ESTATE EDUCATION-SPECIALLY FUNDED – JC #, Classified Management, Integrated Academic and Classified Administrator and Manager Salary Schedule 08

DEFINITION
To serve as Project Manager for the California Real Estate Education Center, a grant-funded activity sponsored by the Foundation for the Community Colleges and the California Community Colleges Chancellor's Office.

To foster a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the State of California by supporting the activities of the grant to include but not limited to, Coordinating at least two conferences per year, maintaining web site, Communicating with educators and Industry professionals from around the State of California, working with educators to support programs related to Real Estate and; encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

DISTINGUISHING CHARACTERISTICS
This classification is distinguished from other District classifications in that the position assigned to this single-position classification is funded by special, not District, funds. The incumbent assigned to this position is hired only for the duration of the grant and accrues seniority only for hours worked. This is a ½ time (.50 FTE) position. This grant has been funded for five years.

SUPERVISION RECEIVED AND EXERCISED
Receives administrative direction from the Dean of Economic\Workforce and Development and Business Science or President's designee.
Exercises functional and technical supervision over classified employees or other part-time, temporary or student workers as assigned.

EXAMPLES OF DUTIES - Duties may include, but are not limited to, the following:
1. Create, manage and update a database of former, current and future real estate educators in California.

2. Regularly survey real estate educators and conference attendees.

3. Provide updates to real estate educators and conference attendees from the California Board of Real Estate (CalBRE) and the Board of Real Estate Appraisers (BREA).

4. Regularly update and maintain the REEC website with relevant information; regularly update student and instructor real estate study guides available statewide; Write and distribute the REEC newsletter.

5. Plan, organize and deploy real estate conferences in the Northern and Southern California regions; procure appropriate guests and speakers for conference events; serve as narrator/moderator at conference events.

6. Contact members of real estate industry to secure donations.

7. Promote and distribute relevant information regarding available real estate scholarships.

8. Report quarterly accounting statements to the appropriate governing body.

October 24, 2016

South Orange County Community College District
Page 2 - Grant Project Manager for Real Estate Education-Specially Funded

9. Regularly report to the Saddleback College faculty advisors.

10. Coordinate with 4-year institutions to help facilitate the implementation of articulation agreements.

11. Coordinate with real estate industry members to help match student skillsets with prospective careers.

12. Compile and report on statistical data regarding employment trends in the real estate sector.

13. Perform other related duties as assigned.

QUALIFICATIONS

EDUCATION AND EXPERIENCE GUIDELINES:
Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:
An Associate's degree or higher from an accredited college or university with an emphasis in business or public administration, event planning, communication or closely related field. A Bachelor's Degree is preferred.

Experience:
Demonstrated experience working with technology, including: Excel, MS Word, survey applications, mass email lists, website maintenance, QuickBooks or equivalent; demonstrated experience working with the business community; proven track record of successful public speaking skills; and experience working with individuals from diverse cultural, ethnic, and socioeconomic backgrounds.

Desired Qualifications:
Preference will be given to candidates who demonstrate the following skills:
Contacting and obtaining speakers for various events.
Demonstrated experience planning and coordinating events.
Design, create, and implement cutting-edge, modern websites.
Effective use of computer technology.
Experience working in the Real Estate industry.
Familiarity with the California Community College system.
Procuring event venues.
Proven track record of successful marketing/advertising skills.

LICENSE AND OTHER CERTIFICATION:
Valid California driver's license.

South Orange County Community College District
Page 3 - Grant Project Manager for Real Estate Education-Specially Funded

Knowledge of:
Basic data collection and analysis.
Basic marketing and public relations principles and techniques.
Basic web page design.
Budget preparation and administration.
Correct English composition, grammar, spelling and vocabulary.
Effective business letter writing and report preparation.
Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students, faculty and staff.
Interpersonal skills including tact, patience and diplomacy.
Oral, listening and written communication skills.

Ability to:
Accomplish work through effective supervision.
Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
Collect, compile and analyze data.
Communicate clearly, concisely and effectively, using various means, including written and oral methods, including public speaking, with diverse constituencies.
Demonstrate flexibility and adaptability.
Develop and implement technology-based solutions to issues.
Develop market and promotional strategies for Center.
Embrace and work effectively within a system of participatory governance.
Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.
Establish and maintain effective, harmonious, and collaborative relationships with a diverse population of students, staff and community.
Exercise initiative and work independently.
Exercise judgment or choice among possible actions, sometimes without clear precedents and often with concern for the consequences of the action.
Forecast current and future needs and costs affecting assigned programs and services.
Gain cooperation through discussion and persuasion.
Meet deadlines and juggle multiple, important priorities, and is comfortable in a fast-paced environment.
Operate computer/applications software, including database management, spreadsheet, word processing and software related to area of assignment.
Operate modern office equipment such as computer, printer, calculator, copier and facsimile machine.
Perform with tact, patience and sensitivity.
Plan, organize, coordinate, manage and expedite assigned projects and activities related to assignment in a manner conducive to full performance and high morale.
Prepare and administer complex budgets for assigned program areas.
Prepare oral and written reports and recommendations.
Relate effectively to people of varied academic, cultural and socio-economic background using tact, diplomacy and courtesy.
Understand and commit to working with culturally and ethnically diverse groups.
Work effectively in a fast paced environment with numerous interruptions.
Work effectively with others to achieve common goals.

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South Orange County Community College District
Page 4 - Grant Project Manager for Real Estate Education-Specially Funded

WORK ENVIRONMENT AND PHYSICAL DEMANDS
The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment
Standard office cubicle setting. Typically, duties are performed in an office environment while sitting at a desk or computer workstation. An incumbent may also visit business and community sites and is subject to contact with others, frequent interruptions, noise from talking or office equipment and demanding timelines. At least minimal environmental controls to assure health and comfort.

Physical Demands
The incumbent regularly sits for long periods, walks short distances on a regular basis, travels to various locations to visit instructional, business and community sites, attend meetings and conduct work; uses hands and fingers to operate an electronic keyboard or other office machines; reaches with hands and arms, speaks clearly and distinctly to answer telephones and to provide information; sees to read fine print and operate computer; hears and understands voices over telephone and in person; and lifts, carries, and/or moves objects weighing up to 10 pounds.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Marlys Grodt and Associates, October 6, 2016
Approved by the Board of Trustees,

ATTACHMENT 2

South Orange County Community College District

PAYROLL AND BENEFITS MANAGER – JC #651, Classified Management, Integrated Academic and Classified Administrator and Manager Salary Schedule 16

DEFINITION
To plan, organize, coordinate, manage, control and evaluate the functions, programs, projects. services and activities all District Payroll and Benefits-related functions of District Fiscal Services, including project direction, payroll preparations, payroll reconciliations, taxes, payroll accounting and reporting, payroll deductions and payroll vendor accounts, settlements employee pension plans, insurances agreements, insurance rates, benefits compliance; ensure that programs are operating within the appropriate fiscal parameters and remain in compliance with District collective bargaining agreements and local, State and federal legal requirements; organize, coordinate and implement configuration to district system applications; coordinate assigned activities and events at the District and college levels; exercise good judgment in the application and interpretation of complex rules, regulations and procedures related to payroll and benefits; and ensure the timely and accurate preparation and disbursement of a variety of records, reports and payment forms related to payroll and benefits, including monthly remittances related to the District's employee health and welfare programs, and employee pay warrants; operate as the compliance subject matter expert and provide resolution to unusual and complicated payroll issues; provide policies and procedures related to payroll and benefits; provide highly responsible and complex administrative assistance to the Executive Director of Fiscal Services/Comptroller.
To foster a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the District; lead by example; actively participate in and support District-wide participatory governance components and activities and other collaborative processes; encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

SUPERVISION RECEIVED AND EXERCISED
Receives general direction from the Executive Director of Fiscal Services/Comptroller.
Exercises direct supervision over technical and clerical payroll and benefits subordinates.

EXAMPLES OF DUTIES - Duties may include, but are not limited to the following:
Plan, develop, organize, coordinate, manage and evaluate the payroll and benefits programs, services, operations and activities of the District, including classified and certificated payroll and employee benefits payments; assume responsibility for multiple, monthly payroll system processes to generate payroll files for payroll; investigate and correct unusual payroll problems.

Assist in assuring cost-effectiveness of the District's employee benefit programs; research, evaluate and recommend benefit options to reduce costs; provide technical recommendations concerning employee benefits changes, additions, policies and procedures.

Maintain current knowledge of various employee benefits programs and related laws, regulations, legislation, policies and procedures; kept current with and notify employees of mandated changes affecting employee benefits programs.

Ensure the timely and accurate payment of employees; monthly payroll check, ensuring that tax withholding is accurately calculated and reported; and ensure the timely and accurate preparation and submittal of local, State and federal tax returns; ensures the payment of payroll taxes and withheld wages, payments to STRS and PERS retirement systems.

South Orange County Community College District
Page 2 - Payroll and Benefits Manager

Direct the maintenance of all payroll records and reports to ensure the timely and accurate preparation and maintenance of payroll and benefits records; ensure consistency between all personnel and payroll systems; and correct use of all general and accepted payroll procedures; audits the accuracy and integrity of all payrolls and benefit health cost premiums; ensures the timely reporting and payments to the CalPERS and CalSTRS retirement systems regarding employee resignations, retirements, and agency requirements; create queries and reports from the Payroll database; direct the maintenance of employee records for payroll, industrial accidents, retirement, and leave of absence; maintain payroll schedules, calendars, master control lists, payroll files and assignments; distribute information as appropriate.

Identify opportunities for improving service delivery methods and procedures; implement process and system application functionality improvements; develop and implement goals, objectives, policies and priorities; identify resource needs; and recommend and implement policies and procedures.

Assist the Executive Director of Fiscal Services/Comptroller in forecasting short-range and long-range District payroll and benefit costs for Board members, District administrators and managers, faculty, classified staff, police officers and other interested parties.

Prepare accruals for salaries and benefits for yearly reports; assist auditors in the preparation of annual audit reports such as compensated absences.

Ensure that all payroll and benefits operations and activities of the District are performed according to collective bargaining agreements, Board policy and local, State and federal legal requirements; ensure the timely and accurate processing and distribution of employee payrolls and benefits; and provide analysis and compliance guidance to Vice Chancellor of HR & Employer-Employee Relations as appropriate.

Coordinate and direct the planning of project implementation and conversions of data integration from multiple system application.

Plan, develop and implement new and revised payroll and employee benefit reporting procedures, operations, programs, policies and administrative regulations in accordance with laws and regulations and controls; develop, implement and maintain appropriate methods and procedures to optimize efficient and effective delivery of services related to assigned functions; monitor and evaluate operations and activities and take corrective actions as necessary; review proposed legislation and policy issues and detail the analysis of legislation affecting payroll and benefit issues to ensure District payroll and benefit procedures are in compliance.

Plan, organize, coordinate, manage and supervise the development of the division work plan; assign work activities, projects and programs; monitor workflow; implement policies and procedures; review and evaluate work products, methods and procedures; and develop, revise, and analyze procedures, handbooks, and forms related to payroll and related records.

Serve on committees, task forces and other work groups as needed; provide technical expertise and guidance regarding areas of responsibility; research, analyze and resolve problems; find solutions and improve operations while keeping an open mind and complying with legal requirements and established procedures; develops, implements, and administers a variety of special projects.

South Orange County Community College District
Page 3 - Payroll and Benefits Manager

Serve as liaison and coordinate with other district services departments and outside agencies on matters relating to payroll issues, retirement plans, and to represent the district's interests; communicate and coordinate with other fiscal services personnel, District and college administrators and support personnel, time-recorders, representatives of State and federal agencies, educational institutions and others to coordinate programs and activities; manage and build internal and external relationships and outreach efforts to the campuses and district services departments, ensuring maximum effectiveness and productivity; provide training materials, manuals, and training and workshops as necessary; organize and lead in-service training and orientation programs for payroll staff and district timekeepers concerning payroll functions; explain and elucidate District organization, payroll procedures, and related information.

Manage, monitor, review and evaluate the status of various ongoing projects and identify and report weakness to maintain appropriate financial integrity of the District.

Provide a variety of information to district staff concerning payroll deadlines, payroll information, status, employee history, assignments, state or federal withholding taxes, deductions, and retirement systems; coordinate responses to inquiries from employees and outside agencies concerning retirement, vacation or sick leave balances, earnings, service credits, and employment / earnings verification.

Interpret, understand, apply and explain collective bargaining agreements between the District and various employee groups, as well as applicable local, County, State and federal laws, and ensure legal compliance; inform, guide and monitor District and college staff and employee benefit providers regarding legal compliance, timeliness and accuracy related to payroll and benefits and other related activities and transactions.

Provide technical assistance related to employee payroll and benefit programs, including workers' compensation and retirement systems; provide technical assistance in evaluating contracts; interpret and administer current contracts; and provide analytical and technical direction to staff conducting various payroll-related activities.

Train, guide, supervise, support, assign, and evaluate the performance of assigned personnel; assure the staff is provided current and updated information regarding payroll, time recording, and calculations of pay, leave plans, court ordered garnishments, collections, payroll taxes, retirement compliance and reporting, and District system applications; establish and monitor timelines and prioritize work; delegate and review assignments and projects; and evaluate work products and results.

Interview, select and recommend hiring of assigned employees; recommend transfers, reassignment, termination and disciplinary action; motivate staff and resolve conflicts; optimize the contributions of payroll team through lean processes, coaching, counseling with workable solutions to business issues/problems; troubleshoot daily technical problems; ensure that District payroll and related records are maintained, destroyed and stored according to legal and approved records management procedures.

Prepare, administer and monitor annual budget for area of assignment; prepare recommendations and justifications regarding budget requests; authorize expenditures according to District policies and applicable regulations.

Maintain current knowledge of changes, concepts, methods, requirements, regulations and policies for assigned programs, including computer programs and software enhancements.

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Page 4 - Payroll and Benefits Manager

Develop and make written and oral presentations at various gatherings; conduct workshops to provide specialized information regarding payroll, benefits, accounting and budgeting as needed or assigned; and assure the development and dissemination of information related to new or revised automated systems, requirements or regulations affecting assigned areas of fiscal operations and services.

Assist District and college management and staff in developing, preparing, maintaining and reporting employee time-recording records; prepare accruals for salaries and fringe benefits for yearly reports; assist auditors in the preparation of annual audit reports and/or special audit requests; and manage the preparation and distribution of year-end reports and tax documents, such as W-2 forms.

Respond to requests for information and advice District departments, governmental agencies and the public of District payroll policies.

Direct, manage, supervise and maintain data integrity; implement configuration changes; prepare advanced integration logic and transfer of data for the coordination of integrated system application; provide technical work direction to the District's Information Technology department when necessary to implement complex issues; and direct, supervise and maintain the District Applications/Systems Support which ensures that payroll and time-reporting meet STRS, PERS, local, State and federal laws, collective bargaining agreements, and District policies and procedures.

Maximize technology functionality to ensure system is fully optimized; maintain payroll system modifications and functionality to meet changes in laws, regulations, tax requirements, reporting procedures, accounting policies, and/or organizational needs; audit and research system elements to ensure for accuracy and prepare, update, revise and make recommendations, as necessary to make corrections or improvements.

Perform related duties as assigned.

QUALIFICATIONS

EDUCATION AND EXPERIENCE GUIDELINES
Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education:
Associate of Arts degree with major coursework in finance, accounting, business administration or closely-related field and two additional years of recent, directly-related payroll experience in a public education setting. A bachelor's degree from an accredited college or university with major course work in finance, accounting, business administration or a closely related field is highly desirable.

Experience:
At least six years of increasingly responsible payroll systems management, retirement compliance & reporting, tax compliance management, benefit administration, and supervision experience in professional Payroll responsibility involving public payroll and benefits, including four years in a lead or supervisory capacity in an organization of medium to large size.

South Orange County Community College District
Page 5 - Payroll and Benefits Manager

LICENSES AND OTHER REQUIREMENTS:
A valid California driver's license.
CPP – Certified Payroll Professional Certificate from American Payroll Association

Knowledge of:
Applicable local, State and federal laws, codes, regulations, policies, and standards pertaining to public finance, collective bargaining and fiscal and payroll operations, including State Education Code (EC), Fair Labor Standards Act (FLSA), Family Medical Leave Act (FMLA) and California Family Rights Act (CFRA).
Automated systems and uses, as related to payroll and benefits, including the Orange County Department of Education (OCDE) payroll/data backup systems, Human Resources application software, including database management, spreadsheet, word processing and specialized software.
Collective bargaining unit contracts as related and applied to payroll and benefits.
Computerized payroll and accounting systems and data processing systems.
District and community college organization, operations and objectives.
Federal, State and local reporting requirements related to payroll and benefit processes and various tax and appropriate withholding procedures as they relate to payroll and paid benefit plans.
Interpersonal skills including tact, patience and diplomacy.
Modern office practices, procedures, methods, and equipment.
Modern principles, practices, terminology, and organizational structures of general and government accounting and auditing, including payroll and benefits, particularly pertaining to community colleges or public agencies.
Oral and written communication skills.
Principles and practices of governmental accounting & auditing including payroll and benefits.
Principles, practices, and procedures of training, supervision and performance evaluation.
Principles, procedures and techniques of budget analysis and development.
Record keeping techniques, including industry best practices.
Retirement systems/reporting as related to payroll and service credit.

Ability to:
Analyze and interpret financial and accounting records related to payroll and benefits.
Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
Collect, compile and analyze data.
Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.
Communicate effectively with staff, employees and the public using tact, patience, diplomacy and courtesy.
Design and install new and improved methods of accounting and record keeping as it applies to payroll and benefits.
Develop and implement improvements in practices and procedures.
Develop, implement and manage methods and procedures for payroll and benefits.
Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.
Establish and maintain cooperative and effective working relationships with those contacted in the course of work.
Interpret, apply and explain applicable District policies and procedures.
Interpret, apply and explain applicable local, State and federal laws, codes and regulations.
Learn the District organization, operations and policies.
Make arithmetic calculations quickly and easily.

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South Orange County Community College District
Page 6 - Payroll and Benefits Manager

Ability to:
Maintain clear and accurate payroll records, while meeting schedules and time deadlines.
Operate computer and applications software, including database management, spreadsheet, word processing and software related to area of assignment.
Operate modern office equipment such as computer, printer, calculator, copier and facsimile machine.
Organize, direct and implement a comprehensive public payroll and benefits function.
Participate in developing, consolidating and administering the District's annual comprehensive budget.
Plan and coordinate the work of a fast paced, deadline driven organization.
Plan and organize work.
Plan and manage multi-campus payroll processes.
Prepare and administer budgets for assigned program areas.
Prepare complex and comprehensive financial data, summaries, statements, reports and analyses.
Prepare oral and written reports and recommendations.
Relate effectively to people of varied academic, cultural and socioeconomic background using tact, diplomacy and courtesy.
Select, train, lead, direct, supervise and evaluate the performance of assigned personnel.
Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.
Understand and explain retirement reporting for State Teachers Retirement System (STRS) and Public Employees Retirement Systems (PERS).
Work independently and confidentially with minimum direction.

WORK ENVIRONMENT AND PHYSICAL DEMANDS
The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment:
Standard office setting. Typically, duties are performed in an office environment while sitting at a desk or computer workstation. Incumbents are subject to contact with administrators and other personnel, frequent interruptions, noise from talking or office equipment and demanding legal timelines. At least minimal environmental controls to assure health and comfort.

Physical Demands:
Incumbents regularly sit for long periods of time, walk short distances on a regular basis, travel to various locations to attend meetings and conduct work, use hands and fingers to operate an 'electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and to provide information; see to read fine print and operate computer; hear and understand voices over telephone and in person; and lift, carry, and/or move objects weighing up to 10 pounds.

Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Finalized by Marlys Grodt and Associates, October 4, 2016
Approved by the Board of Trustees,

October 24, 2016

<div align="right">**ATTACHMENT 3**</div>

South Orange County Community College District

SENIOR BENEFITS SPECIALIST – JC #, Classified Bargaining Unit Salary Schedule Range 131

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION
Under direction from higher level supervisory or management staff, performs a variety of complex, technical, and paraprofessional duties involved in supporting District employee benefits programs including enrollment, eligibility, and orientation functions; provides consultation, technical assistance, and liaison services related to employee benefits and other assigned areas to employees, retirees, and others; provides assistance and staff support to administrative and management staff; and may provide technical and functional or technical supervision over clerical and technical employees.

DISTINGUISHING CHARACTERISTICS
This is the advanced journey level class in the Benefits Specialist series. Positions at this level are distinguished from other classes within the series by the level of independence and responsibility assumed and the complexity of duties assigned. Employees perform the most difficult and responsible types of duties assigned to classes within this series including the most complex benefits plan management and system configuration functions. Employees at this level are required to be fully trained in all procedures related to assigned area of responsibility and may provide direction to others.

REPRESENTATIVE DUTIES
The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Perform a variety of specialized duties in support of District employee benefits programs including health and welfare insurance packages; administer and assist in implementing District employee benefits plans including coordinating enrollment, eligibility, and orientation functions; coordinate the daily functions of the District's benefits program in accordance with established laws, rules, regulations, policies, and procedures.
2. Independently facilitate and provide various services and events related to health, welfare, and other employee benefits programs; coordinate activities to ensure employees and retirees receive appropriate health and other benefits; ensure the proper distribution of various fees and disbursements; author and maintain communication of upcoming events and programs available via newsletter distributions.
3. Conduct open enrollment activities for District employees; enroll, add, and delete employees and dependents to and from various benefit plans; review, process, and assist employees with completing a variety of system driven self-service enrollment and manual application forms and applications; determine eligibility for benefits.
4. Provide consultation to employees and retirees concerning employee benefits programs, insurance, and eligibility; analyze and respond to inquiries and provide detailed and technical information concerning related plans, options, claims, laws, codes, regulations, processes, policies, and procedures.
5. Serve as a liaison between District administrators, personnel, and outside agencies concerning assigned benefits; independently resolve benefit issues and conflicts in a proper and timely manner; work with insurance agencies to ensure employees are provided with appropriate benefits.
6. Monitor eligibility for COBRA benefits for federal compliance; offer benefits within federal requirements and guidelines to avoid penalties and District liability.

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South Orange County Community College District
Page 2 - Senior Benefits Specialist

7. Meet and confer with employees concerning employee benefits; conduct benefit orientations for new employees; distribute informational materials and enrollment forms and explain health, disability, and various other benefits plans and related deductions, options, and eligibility guidelines.
8. Distribute, collect, review, prepare, process, and evaluate eligibility of benefit applications; verify accuracy and completeness and make corrections as needed; assist employees with completing applications as needed.
9. Research, compile, and evaluate a variety of benefits data and information; prepare and maintain various records, reports, and files related to benefits, plans, insurance, personnel, claims, and injuries.
10. Collect data and information to process ACA mandatory enrollments; assist management staff in the collection and analysis of data for preparation of reporting requirements for federal mandated year end forms.
11. Reconcile payments for self-pay insurance; collect premium payments as needed; calculate, prepare, process, revise, and ensure accuracy and proper distribution of various payments and disbursements; monitor and follow up on status of employees on leave.
12. Coordinate communications between employees, other District departments, providers, claims administrators, consultants, outside organizations, and various state and federal agencies to ensure smooth and efficient functioning of employee benefits programs.
13. Maintain accurate data and update a variety of employee and benefits changes in District systems; establish and maintain automated records and files; initiate queries, develop spreadsheets, and generate a variety of computerized documents, lists, and reports; ensure accuracy of input and output data.
14. Maintain benefit records in retention management system; scan, categorize, and ensure records are maintained as part of the District's record retention policies and practices.
15. Assist retirees; review and evaluate new and existing claims to ensure timely reporting and claims resolution; assist employees throughout the claims process; communicate regarding changes to plans to retirees.
16. Initiate and monitor long-term disability claims; review and evaluate new and existing claims to ensure timely reporting of claims; monitor leaves of absence to process plan coordination accordingly.
17. Act as a resource to the District Benefits Committee and provide requested information and analysis for decision making.
18. Provide staff support and assistance to management staff; work closely with the assigned manager on matters related to the benefits system.
19. Compose, distribute, and respond to a variety of correspondence; prepare and develop various benefits forms to meet departmental needs.
20. Communicate with personnel, administrators, and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.
21. Operate a variety of office equipment including a calculator, copier, fax machine, computer, and assigned software.
22. Assist in ensuring cost-effectiveness of the District's employee benefits programs; research, evaluate, and recommend benefit options to reduce costs; provide technical recommendations concerning employee benefits changes, additions, policies, and procedures.
23. May assist with payroll functions as necessary.
24. Maintain current knowledge of various employee benefits programs and related laws, regulations, legislature, policies, and procedures; keep current with and notify employees of mandated and negotiated changes affecting employee benefits programs.
25. Perform related duties as required.

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South Orange County Community College District
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QUALIFICATIONS
The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:
Operations, services, and activities of a benefits administration program.
Fundamental principles and practices of benefit administration including enrollment, eligibility, and orientation functions.
Methods, practices, terminology and procedures used in benefits administration.
Employee benefits enrollment practices and procedures.
Employee benefit packages and insurance programs.
Principles of lead supervision and training.
Computer applications and software used in benefits administration.
Mathematical principles.
Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.
Principles, practices, and procedures of confidential record keeping and filing.
Principles of business letter writing and basic report preparation.
Oral and written communication skills.
Interpersonal skills using tact, patience and courtesy.
District benefit policies and procedures.
Pertinent federal, state, and local codes, laws, and regulations pertaining to benefit administration operations and practices, COBRA, and related areas.

Ability to:
Administer and implement District employee benefits programs and coordinate the daily functions of the fringe benefits program.
Lead, organize, and review the work of assigned staff.
Independently perform the most difficult benefit administration functions including those related to retiree benefit programs.
Facilitate and provide workshops of benefit related information in front of an audience.
Examine and verify benefit documents and reports.
Perform a variety of complex technical and paraprofessional duties related to the benefits function.
Provide technical training to others concerning benefit laws, policies, and procedures.
Research and respond to inquiries and requests for information and assistance related to benefits from current employees, retirees, and others.
Provide consultation to employees concerning employee benefits programs, insurance, and eligibility.
Review, evaluate, and determine eligibility and benefit amount.
Enroll, add, and delete employees to and from various benefit plans.
Review, process, verify, and evaluate a variety of forms and applications.
Conduct benefit orientations for new employees.
Serve as a liaison between personnel, administrators, and various outside agencies.
Plan, prioritize, and organize work to meet changing priorities and deadlines.
Interpret and apply applicable federal, state, and local laws, codes, and regulations.
Interpret and implement district policies and procedures.
Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
Work independently in the absence of supervision.
Work confidentially with discretion.

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South Orange County Community College District
Page 4 - Senior Benefits Specialist

Ability to:
Exercise good judgment and maintain confidentiality regarding critical and sensitive information, records, and reports.
Understand and follow oral and written instructions.
Compile data, maintain records and files, and participate in the preparation of administrative or technical reports.
Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.
Communicate clearly and concisely, both orally and in writing.
Establish and maintain effective working relationships with those contacted in the course of work.

EDUCATION AND EXPERIENCE GUIDELINES - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:
Equivalent to two years of college level course work in human resources, business administration, or a related field.

Experience:
Three years of responsible employee benefits experience.

LICENSE OR CERTIFICATE:
Possession of a Certified Employee Benefits Specialist certificate is highly desirable.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT
The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment:
Work is performed primarily in a standard office setting. Duties are typically performed at a desk or computer terminal; subject to noise from office equipment operation; frequent interruptions and contact in person and on the telephone with students, academic and classified staff and others. At least minimal environmental controls are in place to assure health and comfort.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision:
See in the normal visual range with or without correction.

Hearing:
Hear in the normal audio range with or without correction.

October 24, 2016

South Orange County Community College District
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Evaluative Criteria: Education: __%; Experience: __%; Knowledge: __%

Created by Forsberg Consulting Services, October, 2016
Approved by the Board of Trustees,

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: 2017-18 Tenure Track Hiring Authorization

ACTION: Approval

BACKGROUND

A priority in advancing the missions of Saddleback College and Irvine Valley College is to hire qualified full-time faculty at both colleges.

STATUS

Annually, Saddleback College and Irvine Valley College, through collegial consultation processes, develop lists of recommended full-time faculty positions for recruitment. These positions include proposed, newly created faculty positions as well as faculty positions that already exist but are currently vacant. The college presidents have reviewed the full-time faculty hiring recommendations for the 2017-2018 academic year (Exhibits A and B). With Board approval, the positions listed will be authorized for recruitment through academic year 2018-2019.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees approve the college faculty hiring lists as shown in Exhibits A and B for the 2017-2018 academic year. Recruitment and selection of new faculty is contingent on funding and will proceed as recommended by the presidents and approved by the chancellor.

Item Submitted by: *David P. Bugay, Ph.D., Vice Chancellor, Human Resources & Employer/Employee Relations*

Saddleback College
Tenure Track Hiring Authorization
2017-2018 Academic Year

Division/School	Academic Discipline	Vacant/New Position
Fine Arts	Art (Rick Reese)	Vacant
Business Science & Economic Workforce Development	Computer Info. Management	New
Math Science & Engineering	Computer Science	Vacant
Transfer, Career & Special Programs	DSPS Counselor	Vacant
Liberal Arts	English	Vacant
Liberal Arts	ESL	Vacant
Liberal Arts	English Composition	New
Health Science & Human Services	Medical Lab Technician	New
Extended Opportunity Programs & Services (EOPS)	CalWORKs Counselor (Categorical)	New
Fine Arts	Cinema/Tel/Radio	New
Advanced Technology & Applied Sciences	Graphics - (Biomedical Illustration)	New
Community Ed, Emeritus Inst.& K-12 Partnerships	Adult ED ESL (80% Categorical)	New
Community Ed, Emeritus Inst.& K-12 Partnerships	Adult Ed ESL Faculty Coordinator (80% Categorical)	New
Business Science & Economic Workforce Development	Computer Info. Mgmt.	New
Fine Arts	Speech Communications Forensics	New
Community Ed, Emeritus Inst.& K-12 Partnerships	Health (Emeritus)	New
Math Science & Engineering	Physics	New
Community Ed, Emeritus Inst.& K-12 Partnerships	Humanities (Emeritus)	New
Advanced Technology & Applied Sciences	Graphics	New

New = New position to be approved by the Board of Trustees

Vacant = Previously approved position

Authorized for recruitment through academic year 2018-19

Irvine Valley College
Tenure Track Hiring Authorization
2017-2018 Academic Year

Division/School	Academic Discipline	Vacant/New Position
Social & Behavioral Sciences	Geography	New
Social & Behavioral Sciences	Political Science	Vacant
Life Sciences & Technologies	Biology (Anatomy)	New
Humanities	English/Writing Conference	New
The Arts	Digital Media Arts	New
The Arts	Art	New
Languages & Learning Resources	Adult ESL	New
Math, Computer Science & Engineering	Mathematics	New
Life Sciences & Technologies	Biology	New
Social & Behavioral Sciences	Economics	Vacant
Social & Behavioral Sciences	Administration of Justice	New
Languages & Learning Resources	ESL	New
The Arts	Music	New
Humanities	Philosophy	New
Business Sciences	Accounting	New
Life Sciences & Technologies	Biology/Health Sciences	New
Math, Computer Science & Engineering	Mathematics	New
Languages & Learning Resources	ESL	New
Physical Sciences	Physics	New
Physical Sciences	Chemistry	New
Humanities	History	New
Guidance & Counseling	Counseling	New
Library Services & Learning Resources	Librarian	New
Physical Sciences	Geology	New
The Arts	Music	New
Languages & Learning Resources	Foreign Languages	New
The Arts	Communication Studies	New
Health, Kinesiology, Athletics	Kinesiology	New
The Arts	Art	New
The Arts	Digital Media Arts	New

New = New position to be approved by the Board of Trustees
Vacant = Previously approved position
Authorized for recruitment through academic year 2018-19

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 6.10**
                                                          DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Adopt Resolution No. 16-29: Classified Employee/Position
             Layoff

ACTION: Approval

BACKGROUND

As a result of lack of funds and/or lack of work, it is necessary to reduce one classified position through layoff.

STATUS

The classified position in Exhibit A shall be eliminated. Order of layoff shall be determined in accordance with the Education Code 88017 and the collective bargaining agreement as applicable.

RECOMMENDATION

The Chancellor recommends that the Board of Trustees adopt Resolution No. 16-29 to approve the reduction and/or discontinuance of classified service shown in Exhibit A.

Item Submitted by: *David P. Bugay, Ph.D., Vice Chancellor Human Resources & Employer/Employee Relations*

South Orange County Community College District

GOVERNING BOARD
RESOLUTION 16-29

<u>CLASSIFIED LAYOFF RESOLUTION</u>

BE IT RESOLVED that the Governing Board of the South Orange County Community College District, pursuant to the recommendation of the Chancellor, hereby determines that the following classified position be eliminated, as of October 24, 2016 due to a lack of work and/or lack of funds:

Number of Positions	Job Classification	Assigned Time	Disposition
1	*Program Technician, Categorical Work-Based Learning (California Career Café) Position ID# P0004804 Irvine Valley College*	*20 hours/week 12 months/year*	*Eliminate*

BE IT FURTHER RESOLVED by the Governing Board as follows:

1. That due to a lack of funds and/or lack of work, the number of classified positions and/or employees and the amount of service rendered shall be reduced by layoff as specified above, pursuant to Education Code Section 88127 and Article 17 of the Collective Bargaining Agreement ("Agreement") between the District and the California School Employees Association – Chapter 586.

2. That the Chancellor, or her designee, is directed to give notice of layoff to the affected classified employees (considering displacement or bumping rights) pursuant to the requirements of law and the Agreement.

3. That said layoffs shall become effective on December 23, 2016 subject to negotiations to the extent required by law.

4. That employees laid off pursuant to this Resolution shall be eligible for reemployment pursuant to Education Code Section 88117 and the Agreement, Article 17.

South Orange County Community College District

GOVERNING BOARD
RESOLUTION 16-29
(continued)

The foregoing resolution is hereby ratified by the South Orange County Community College District Governing Board on the 24th day of October, 2016 by the following vote.

Timothy Jemal, President	James R. Wright, Vice President
David B. Lang, Clerk	T.J. Prendergast III, Member
Marcia Milchiker, Member	Barbara J. Jay, Member
Terri Whitt, Member	Debra L. Fitzsimons, Interim Chancellor and Secretary to the Governing Board

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   ITEM: 6.11
                                                       DATE: 10-24-16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Chancellor Position Description

ACTION: Approval

BACKGROUND

After the Chancellor's retirement in July 2016, and selection of an interim chancellor for the South Orange County Community College District, the Board of Trustees embarked on the recruitment search process in the selection of a new Chancellor.

STATUS

One of the steps in the recruitment search process is to update the Chancellor's position description. The Board of Trustees has reviewed the Chancellor's job description and submitted changes that have resulted in a new Chancellor position description to be used in the Chancellor's search & selection process. (Exhibit A)

RECOMMENDATION

The Interim Chancellor recommends that the Board approve the modifications to the previous Chancellor's position description resulting in a new position description for the Chancellor.

Item Submitted by: Debra L. Fitzsimons, Interim Chancellor

South Orange County Community College District

CHANCELLOR
(Salary and non-mandated benefits are negotiated between
the Chancellor and Board of Trustees as a separate contract)

Overview
The Chancellor of South Orange County Community College District ("District") is responsible for overseeing all functions, programs, services and operations of the District's two Colleges, Saddleback College and Irvine Valley College, ("Colleges") as well as development of the Advanced Technology and Education Park (ATEP), in accordance with federal and state regulations and policies adopted by the District's seven-member Board of Trustees ("Board"). The Chancellor provides executive direction and leadership to the District's academic and classified administrators and staff in all areas of administration, instruction, student services and other support services. The Chancellor has a primary leadership role for accreditation, ensuring that the District and Colleges meet or exceed eligibility requirements, accreditation standards, and commission policies at all times. The Chancellor assumes overall responsibility for the fiscal health and prudent operation of the District. The Chancellor ensures that the District and its Colleges continually improve to meet the diverse and changing needs of students and are actively engaged in outreach to community stakeholders.

The Chancellor fosters a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the District; leads by example; actively participates in and supports District-wide participatory governance components and activities and other collaborative processes; encourages professional excellence among the staff and promotes an organizational culture of customer service, innovation, and quality services.

As Chief Executive Officer of the District, the Chancellor reports directly to the Board of Trustees and supervises the College Presidents, Vice Chancellors and other departmental staff. Responsibilities and duties include, but are not limited to, the following areas:

Educational Leadership
- Works collaboratively with and provides leadership to the College Presidents to support the Colleges' primary role of teaching and learning, improving academic programs, and providing for optimum student access, success, and completion with wise use of resources.
- Works collaboratively with and provides leadership to District departments to provide centralized, efficient resources to the Colleges and support to the District's communities.
- Provides overall responsibility for the quality of all District programs, services, and activities and seeks opportunities to increase and maximize program funding sources to continually meet the needs of the District and its diverse communities.
- Participates in meetings at the state and national levels, such as CCLC and ACCT, and seeks relevant positions on boards and/or committees of significant educational leadership at the state and national levels. Acquires CEO training offered by CCLC and other professional organizations.
- Seeks opportunities to speak and provide influence at the community, state and national levels to bring visibility to the District, create good will, form partnerships and cultivate resources.
- Proposes and advocates for policy, legislation, fiscal and ancillary resources to sustain, enhance and develop new programs, services and opportunities.
- Expands partnerships with business, government, industry, community organizations, and

educational organizations to meet changing needs and cultivate economic development in the community.

- Provides leadership and guidance for integrated, District-wide planning processes that are inclusive, collaborative, and ensure the highest quality instruction, student services, community services, and overall administration of the District within achievable resources.
- Develops and implements innovative opportunities that allow staff to acquire knowledge and skills for professional growth to enhance the overall quality of services that the District provides.

Management Leadership

- Serves as an inspirational leader for all administrative, academic and classified staff and empowers, motivates and mentors personnel in developing new approaches, methodology and concepts in the field of education.
- Leads, develops, and evaluates the District executive team.
- Strengthens management systems for sound decision-making and effective policy implementation with emphasis on flexibility, accountability, and continuous improvement.
- Develops the District budget, provides oversight of the budget, and is responsible for the overall fiscal integrity of the District.
- Ensures the recruitment, employment, and retention of highly qualified and culturally diverse faculty and staff in accordance with Board policies.
- Builds consensus through collegial consultation and collaboration to cultivate and maintain healthy relationships in a multi-college District.
- Provides experience and leadership in developing long-range planning that frames the budget process, resource allocation, site development and education and facilities master planning of the District.
- Inspires and leads internal constituencies to collaborate on developing a shared District-wide vision that advances the organization while honoring the unique qualities of each entity inside the organizational structure.
- Ensures fiscal stability, student success and completion, student access and student equity through prudent management principles and responsible allocation of resources.
- Advocates for state and federal funding and creatively pursues alternative resource funding to ensure quality of programs and foster growth.
- Provides knowledge and leadership in organizational development, change management, human resources, facilities planning, information systems management, community and legislative relations, short and long term strategic planning, and fiscal management.

Governance and Process Leadership

- Cultivates and inspires a climate of cooperation between the Colleges and the District Office by working with the Presidents and Vice Chancellors to encourage collegiality and unity. Collaborates on strengthening District-wide processes that best serve the organization.
- Values collaborative problem solving as integral to the collegial consultation process, as well as interest-based bargaining as a tool for effective employee-employer relations.

Community Leadership

- Articulates and promotes a strong, innovative vision of the District to educational entities, community groups, business and industry, labor organizations, the California Community Colleges Chancellor's Office, other community colleges, University of California, California State University,

private colleges and universities, city and county agencies, the California Legislature and U.S. governmental entities to advance the interests of the District and ensure quality educational and workforce investment.

- Engages and encourages District and College leaders to dialogue and pursue diverse interests in the community.
- Represents community needs and interests to internal constituencies.
- Provides leadership and support to expand revenue resources through fundraising, including developing strategic partnerships with government agencies, public officials, business and industry, major donors and foundations.
- Provides leadership support to fund development and cultivation efforts of the Saddleback College and Irvine Valley College Foundations.
- Serves as a spokesperson for the District in the local, state and national media.

Board Relations & Development
- Assists the Board in understanding and strengthening the Board's role including setting policy, providing prudent fiscal resource management, serving in various roles as District spokespersons and representatives of the community.
- Establishes a strong and trusting partnership with the Board of Trustees and creates a culture of mutual respect and open communication between the Board and Chancellor. Actively and regularly communicates with the Board as a whole and with individual Board members, and develops and strengthens the Chancellor/Board relationship.
- Guides the Board to continually examine priorities that balance autonomy and accountability for the Colleges; set appropriate District responsibilities and controls; and support policy-making and fiscal oversight from the Board.
- Advises, updates and seeks policy direction and support from the Board on a regular basis. Proactively communicates to the Board regarding the needs and activities of the District and Colleges.
- Executes delegated authority pursuant to Board direction and policy.
- Directs the preparation of all Board agendas in accordance with applicable laws.
- Provides leadership and professional expertise to assist the Board in annual goal setting, professional development, and self-evaluation.   Ensures that the Board has a code of ethics and conflict of interest policy and that individual Board members adhere to the code.
- Provides orientation and ongoing training for the Board, and is responsible for the proper conduct and related documentation of Board meetings in compliance with applicable law.
- Guides the Board in developing long-range goals and objectives based on a shared vision of the future of the District and assists the Board in periodic evaluation of the District's success in meeting goals and objectives.
- Implements the Board's goals and objectives through collegial consultation processes and appropriate division of roles and responsibilities.
- Systematically promotes the enhancement of the Board's knowledge of the District's programs, services, and processes.
- Ensures that the Board acts in a manner consistent with its policies and bylaws and that it meets to have a program that regularly assesses its policies and bylaws for effectiveness in fulfilling the District mission and revises them as necessary.
- Ensures that the District and Colleges are accomplishing their goals for student success and completion and that the Board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

- Provides leadership in evaluation of Board roles and functions in the accreditation process.

Professional Experience
- Demonstrated understanding of and commitment to the community college philosophy and an awareness of contemporary issues, trends, and legislation in higher education.
- Experience and leadership skills to form a shared vision in the development and maintenance of a strategic master plan that frames budget processes, resource allocation, site development, and facilities planning.
- Experience advocating and participating in collegial consultation and consensus building and promoting collegiality and respect among all District constituencies.
- Experience maintaining a prudent financial management system, aggressively advocating for state and federal funding, and creatively pursuing alternative resource development activities.
- Demonstrated leadership role in economic development including expanding partnerships with business, industry, government, and other educational institutions.
- Demonstrated leadership in Board stewardship, advising a governing Board as policies are developed and reviewed, and interpreting these policies for staff and community.
- Demonstrated experience in encouraging and recognizing the uniqueness of separate colleges in a multi-college district.
- Substantial experience delivering public speeches to a wide array of educational, academic, community and business audiences.
- Experience in effectively utilizing research-based planning and decision making.
- Demonstrated understanding of development of strong educational programs.
- Experience in a variety of college-related roles in instruction and/or student services.
- Demonstrated productive community involvement and commitment to serving a diverse community and student population.
- Experience in local, state and national legislative advocacy.
- Experience with collective bargaining and laws and regulations in a higher education environment.

Personal Characteristics
- Provides strong, dynamic and energetic leadership to inspire and evoke the respect of students, faculty, staff, the Board and the community.
- Demonstrates outstanding interpersonal, public speaking, and written communication skills.
- Creates a positive environment of cooperation and mutual support among faculty, staff, students, administration and the Board and is able to resolve conflicts skillfully.
- Brings ethical principles to the organization that value integrity, honesty, trustworthiness, open communication, transparency, humility and flexibility.
- Employs specialized skills to build strong, effective teams and create institutional improvement.

QUALIFICATIONS

Minimum Qualifications
Education
An earned master's degree from an accredited college or university in business or public administration or related field.

Experience
At least five years of demonstrated senior level experience in directing major components of a large and complex organization, preferably a multi-campus higher educational institution with a broad variety of instructional and student services programs, technology support services, resources and facilities, including at least three years' experience at the level of Chief Executive Officer, Chancellor, Deputy Chancellor, Vice Chancellor, College President, Superintendent or Assistant Superintendent in a system of comparable complexity.

Desired Qualifications
An earned doctorate from an accredited college or university.

- Experience with working with a diverse board in an effective governance model.
- Experience in teaching, student services and/or support for the roles of faculty, instruction, student services, and a higher educational environment.
- Experience and/or demonstrated ability to understand shared governance and collective bargaining in a collegial environment.
- Experience in and/or demonstrated knowledge of the role of community colleges in economic and workforce development.

Knowledge of:
- Budget preparation, control and administration for a large, multi-faceted public organization.
- A collective bargaining environment and practices of shared governance.
- Contract negotiations and employee grievances at the community college level.
- Community college philosophy and an awareness of contemporary issues, trends and legislation in higher education.
- Current management information systems, functions, operations and equipment, including hardware and software applications.
- Instructional program development and implementation at the community college level.
- Interpersonal skills including tact, patience and diplomacy.
- Local economic conditions, community leaders and service organizations.
- Local, State and federal laws, codes and regulations related to public and community college administration, including the California Education Code and the California Government Code.
- Compliance requirements, including accreditation standards.
- Needs, interests and concerns of various groups of community college students.
- Oral and written communication skills.
- Organizational development theory, strategic change management, human resources, facilities planning, informational systems management, community and legislative relations, short and long term strategic planning, and fiscal management.
- Participatory governance at the community college level.
- Policies, objectives, procedures, organization, operations, guidelines, programs and services

applicable to the administration of a multi-campus California Community College District.
- Principles and practices of community college administration.
- Principles and practices of effective executive leadership.
- Principles and practices of training, supervision and performance evaluation.
- Principles, theories, practices, methods and procedures of public administration specifically related to higher education.
- Progressive discipline procedures and documentation.
- Public speaking techniques.
- Roles of developing technologies in learning and administration.
- Sound fiscal management policies as related to public institutions.
- Student enrollment trends and demographic statistics of the community.
- The role of community colleges in economic development.
- Trends in academic, vocational, community and contract education.

Ability to:
- Establish a strong and trusting partnership with the Board.
- Create an atmosphere of mutual respect, and open communication between the Board and constituencies.
- Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.
- Assure the development, approval and administration of a consolidated and balanced annual District budget according to legal timelines.
- Assure the preparation, maintenance and retention of all required District reports, files and data.
- Assure the timely negotiation of all collective bargaining agreements as mandated for California Community Colleges.
- Use ethical principles that value integrity, honesty, open communication, transparency, humility, evidence-based, and flexibility in all District matters.
- Be goal and results oriented, employ specialized skills required to build strong teams, create institutional improvement and change.
- Be trustworthy, approachable with excellent interpersonal skills.
- Be fiscally responsible, resourceful and creative in ways that will generate new revenue.
- Be politically astute and communicate effectively with local, State, and federal legislators.
- Build a sense of community within the District and establish viable linkages with external communities.
- Build and lead a diverse and highly skilled leadership team, while promoting the development and advancement of all faculty and staff.
- Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside of the District.
- Confer with legislators, community business leaders and others regarding funding sources, cooperative instructional relationships, and other matters.
- Develop and maintain a complex organizational structure that supports effective and efficient results, while encourage collaboration, creativity and innovation in a value added environment.
- Create and maintain administrative and faculty environments that encourage and support innovation.
- .Delegate responsibility and authority while maintaining accountability.
- Demonstrate dynamic, well-organized and visionary leadership.

- Demonstrate strong educational leadership skills which evoke the respect of students, faculty, staff, the Board, and the community.
- Demonstrate leadership in advising a Board as policies are developed and reviewed, and interpreting these policies for staff and community.
- Demonstrate creativity, innovation, forward thinking, flexibility, and persistence.
- Demonstrate leadership role in economic development in expanding partnerships with business, industry, government, and other educational institutions.
- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Demonstrate a strong understanding of complex fiscal issues facing California Community Colleges and create strategic plans.
- Pursue and successfully obtain government and grant funding, and other fiscal resources.
- Develop and implement policy recommendations which will implement the District's master plan and other goals and objectives in accordance with local, State and federal laws and the needs of the college community.
- Develop and maintain a visible presence on the campuses and in the community.
- Earn the respect and confidence of others.
- Encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.
- Envision, plan, develop, organize, coordinate, direct, administer, monitor, control, review and evaluate all functions, programs, services and activities of the District including administration, instruction and student services.
- Establish and maintain a climate of trust and collegiality.
- Establish and maintain cooperative and effective working relationships with those contacted in the course of work.
- Exercise initiative and work independently with little or no direction from the Board.
- Exhibit excellent leadership ability, exceptional interpersonal and communication skills.
- Exhibit a collaborative management style that is consultative and inclusive.
- Exhibit decisiveness, energy, self-confidence, and accountability.
- Identify needs and priorities and make decisions in a climate of competing interests. Listen intently and communicate effectively with others in an inspirational, open and responsive manner.
- Maintain current knowledge of the educational and vocational needs of the community.
- Maintain rapport with faculty and staff of the District's Colleges.
- Make effective public presentations.
- Prepare oral and written reports and recommendations.
- Provide leadership and executive direction to administrators, managers, supervisors, faculty and support staff.
- Relate effectively to people of varied academic, cultural and socio-economic background using tact, diplomacy and courtesy.
- Remain student oriented, listening to and caring about students' needs and concerns.
- Review and analyze complex financial, statistical and narrative data regarding all aspects of the District.
- Select, train, lead, direct, supervise and evaluate the performance of subordinates effectively.
- Support, promote, invest, and nurture the teaching and learning process.
- Understand and effectively and collaboratively work in a complicated multi-college environment, as well as within a system of community college districts.

- Understand and implement mandated participatory governance.
- Understand and support interest-based approaches to problem solving and conflict resolution.
- Work in a complex and large multi-college district with distinct organizational cultures and needs.
- Work effectively with diverse populations, maximizing the benefits of diversity.
- Work productively with an elected seven-member Board of Trustees.

Work Environment and Physical Demands
The work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work Environment:
Duties are primarily performed in an office environment or in meetings at a District or community location. The incumbent is subject to frequent interruptions and contact in person and on the telephone with executives, administrators, faculty, members of the Board of Trustees, community and State and federal leaders and the general public. Frequently must travel to other offices or locations to attend meetings and conduct work. Must attend afternoon or evening Board meetings.

Physical Demands:
Typically must sit for long periods, walk short distances on a regular basis, see clearly to read normal and fine print and operate computer keyboard, speak clearly and distinctly to provide information in person or on the telephone, hear and understand voices over telephone and in person to exchange information and make presentations, use hands and fingers to operate an electronic keyboard or other office machines, travel to various locations to attend meetings and conduct work and lift, carry and/or move objects weighing up to 10 pounds. Must remember key information and concentrate for long periods of time.

Compensation
Salary, length of contract, and other terms and conditions of employment are negotiable and will be competitive with those of similar districts in California.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD, Saddleback College, Irvine Valley College and ATEP: Vision
              and Mission Statements

ACTION: Information

BACKGROUND

The accreditation standards recommend periodic reviews of all mission statements. As recommended, SOCCCD, Saddleback College, Irvine Valley College (IVC), and Advanced Technology and Education Park (ATEP) annually review their vision and mission statements and report revisions to the Board of Trustees each academic year.

STATUS

The SOCCCD vision and mission statements are reviewed each year by the District-wide Planning Council. On May 25, 2016 the District-wide Planning Council reviewed the SOCCCD vision and mission statements and agreed by consensus to retain the statements as currently written.

On April 19, 2016, the Saddleback College Consultation Council reviewed the college vision and mission statements as part of their strategic planning process. The Consultation Council recommended to President Burnett that no changes be made to the college vision and mission statements. President Burnett concurred with the Consultation Council's recommendation.

The Irvine Valley College vision and mission statements went through a thorough review by the Academic Senate and the college's strategic planning committees. As a result, the vision statement and revised mission statement received final approval by the Academic Senate on October 12, 2016, and by the Strategic Planning and Accreditation Council on October 12, 2016. President Roquemore concurred with their recommendation.

There are currently no changes to the ATEP vision and mission statements.

The current vision and mission statements for SOCCCD, Saddleback College, Irvine Valley College, and the Advanced Technology and Education Park are presented in Exhibit A.

Item submitted by: *Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents; and Dr. Robert Bramucci, Vice Chancellor, Technology & Learning Services*

South Orange County Community College District

VISION
To be an educational leader in a changing world.

MISSION
We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

Saddleback College

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

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.

Irvine Valley College

VISION
Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

MISSION
Irvine Valley College offers clear and guided pathways to transfer, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

Advanced Technology and Education Park

VISION
As the premier center of career-technical education in Orange County, ATEP will prepare students in current and emerging technological careers for a globally competitive economy.

MISSION
To offer applied education and training programs in current and emerging technological careers driven by innovative business, industry and education partnerships.

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: Saddleback College and Irvine Valley College: Speakers

ACTION: Information

BACKGROUND

Outside speakers may be invited by administrators, faculty members, or recognized student groups to speak at events open to the public.

STATUS

Administrative Regulation 6140 requires that the Board of Trustees be notified, at each board meeting, of speakers who have been invited to speak and/or who have spoken at the colleges since the last board meeting. Exhibit A lists invited speakers and other pertinent information.

Item Submitted By*: Dr. Tod A. Burnett and Dr. Glenn R. Roquemore, Presidents*

SPEAKERS APPROVED BY CHANCELLOR/COLLEGE PRESIDENT

SADDLEBACK COLLEGE

Presentation Date/Time	Location	Faculty Member	Course Title/Activity	Speaker	Topic
9/22/16 4:00pm	SSC 211	Monica Friedrich	Pre-Medical Society	Axana Rodriguez-Torres	Getting the most out of being pre-med. From Community Colleges to the UC system.
9/28/16 6:00pm	BGS 235	Scott Fredrickson	BUS 160 Entrepreneurship	Ash Kumra	Entrepreneurship
9/29/16 3:15pm	Mission Viejo High School	Brent Pillsbury	BUS 1 Intro to Business	Don Bowker	Building a Business
10/3/16 6:00pm	BGS 254	Jane Medling	Accounting Society Club Meeting	Min Tseng	CPA Careers
10/5/16 6:00pm	BGS 235	Scott Fredrickson	BUS 160 Entrepreneurship	Ash Kumra	Entrepreneurship
10/18/16 4:00pm	SSC 212	Dr. Ken Woodward	Pre Law Society	Dr. Sebastian Gorka	Educating students on the effects of Islamic terrorism
10/17/16 6:00pm	BGS 254	Jane Medling	Accounting Society Club Meeting	Amy La	Pathway to CPA
10/20/16 12:30pm	BGS 339	April Cubbage	SOC 2: Social Problems	Beth England, UCI	HIV/AIDS Awareness
10/24/16 1:00pm	SSC 212	Pascal Ohlats	French Cuisine Special Engagement: Elephant Rescue in Thailand	Lek Chailert	Elephant rescue sanctuary in Thailand, Eco Tourism, Thai cuisine and spices, veterinarian program abroad
11/7/16 6:00pm	BGS 254	Jane Medling	Accounting Society Club Meeting	Omid Missaghian	VITA Program

IRVINE VALLEY COLLEGE

Presentation Date/Time	Location	Faculty Member	Course Title/Activity	Speaker	Topic
9/21/16 4:00 p.m.	BSTIC 116	Bennet Tchaikovsky	Accounting Society Club	Greg Coleman	Dress for Success

Presentation Date/Time	Location	Faculty Member	Course Title/Activity	Speaker	Topic
10/4/16 7:00 p.m.	LA 102	Antonia Castro-Graham	SRM 180 – Introduction to the Principles of Sustainability	Ian Bevan	Sustainable Business Certification Programs
10/4/16 5:30 p.m.	BSTIC 115	John Russo	ENTR 222 – Business Structure and Legal Requirements	David Calderon	Small Business Development Center (SBDC) Services
10/11/16 7:30 p.m.	LA 102	Antonia Castro-Graham	SRM 180 – Introduction to the Principles of Sustainability	Debbie Killey	Anaerobic Digestion and Food Waste
10/11/16 5:30 p.m.	BSTIC 115	John Russo	ENTR 222 – Business Structure and Legal Requirements	Leila Mozaffari	SBDC Services
10/18/16 3:30 p.m.	BSTIC 115	John Russo	Business Leader Society Club	Rod Pierce	Business Development

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM:**   7.3
                                                          DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Basic Aid Report

ACTION: Information

BACKGROUND

The District returned to Basic Aid status in FY 1999-2000. The Board of Trustees has requested regular information reports about projected basic aid receipts and approved projects.

STATUS

As of September 30, 2016, total estimated Basic Aid receipts are $686.8M and total approved projects are $672.9M as shown in EXHIBIT A. The balance of $13.9M is the reserve for unrealized tax collections and returned funds available for distribution.

It should be noted that some of the approved projects are for state funded project match. Although approved, these funds will not be needed until the projects are approved by the State for funding.

There were no changes for the FY 2016-2017 Basic Aid allocation from the September, 2016 Board report.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
October 24, 2016

Project Description	Approved Amount	1999/2012 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	Balance Remaining for 2016/17
CLOSED PROJECTS							
CLOSED PROJECTS TOTAL	215,824,007	204,979,374	1,138,731	8,530,728	1,110,446	59,462	5,266
CAPITAL PROJECTS							
ATEP Building Demolition (2007)	13,700,000	2,294,413	109,025	1,744,947	2,741,440	22,998	6,787,177
ATEP First Building Phase 3A (2011)	26,300,000	-		761	336,973	1,985,988	23,976,278
ATEP Operating Budget* (2006)	14,231,115	10,905,745	564,290	579,960	622,701	110,430	1,447,990
ATEP Site Development (2013)	8,500,000	-	693,427	681,207	986,687	1,054,743	5,083,935
ATEP Staffing, Equipment, Program Development (2007)	891,611	829,159	7,785	14,204	2,026	-	38,437
ATEP Utilities/Infrastructure Phase I (2016)	9,475,000	-				547,695	8,927,305
IVC A200 Success Center (2014)	505,005	-				-	505,005
IVC A400 Bldg Remodel (2011)	13,013,000	28,153	608,333	953,102	5,695,412	2,218,447	3,509,553
IVC B200 Classroom Wing & Labs (2015)	400,000	-				4,257	395,743
IVC B400 Labs and Entrance Controls (2015)	410,000	-			1,600	4,333	404,067
IVC Defects Performing Arts Center (2014)	1,400,000	-		2,611	54,736	-	1,342,653
IVC Design and Install Entrance from Barranca (2003)	2,850,000	240,974	25,074	67,052	38,525	92,072	2,386,303
IVC Fine Arts Building (2008) - State Delay, Future Project request	2,516,017	61,278					2,454,739
IVC Health Center/Concessions Building (2016)	5,738,000	-					5,670,867
IVC Life Sciences Project (2004)	2,490,000	153,475	693,544	2,416,169	(1,120,532)	14,207	333,138
IVC New Parking Lot (2013)	6,755,000	-				18,950	6,736,050
IVC Peforming Arts Center Waterproofing (2013)	470,000	-				-	470,000
IVC Upgrade Exterior & Entries to B300 (2013)	680,000	-					680,000
SC Building Repairs - LRC Comm Arts Renovation (2013)	3,839,073	-	12,320	14,990	1,702,050	102,627	2,007,085
SC Building Repairs - ATAS Building (2003)	20,545,313	261,604	167,292	405,643	86,693	332,307	19,291,774
SC Building Repairs - ATAS Swing Space Renov (2013)	10,249,687	-	124,917	519,146	1,532,643	7,435,103	637,879
SC Central Plant/CoGen Upgrade (2015)	750,000	-			12,503	731,041	6,456
SC Data Center Project (2016)	1,000,000	-				-	1,000,000
SC Digital Security Access (2015)	650,000	-				650,000	-
SC Fine Arts HVAC, Interior Improvements, Outdoor Theater (2016)	-	-					-
SC Fine Arts HVAC Renovation (2013)	9,800,000	-	2,754	76,091	216,891	5,173,241	4,331,023
SC Fire Alarm System (2015)	500,000	-				-	500,000
SC Golf Driving Range Net Replacement (2005)	300,000	126,050	42,520			3,550	127,880
SC LRC Defects (2015)	750,000	-				8,272	741,728
SC New Gateway Building (2013) (Match)	2,826,817	-				-	2,826,817
SC Sciences Building (M/S/E annex) (2003)	67,358,346	2,128,162	295,740	7,324,533	28,145,264	20,710,561	8,754,086
SC SME Building Renovation (2016)	750,000						750,000
SC Stadium and Site Improvements (2008)	39,525,000	218,441	1,464	107,278	145,814	347,766	38,704,237
SC PE 200 and 300 Interior Renovation (2014)	1,000,000	-				54,351	945,649
SC PE 400 and 500 Renovation (2014)	800,000	-				-	800,000
SC Water Damages/Storm Drainage Issues (2013)	750,000	-	10,710	3,495	2,438	11,889	721,468
CAPITAL PROJECTS TOTAL	271,718,984	17,247,452	3,359,197	14,911,189	41,203,863	41,701,961	153,295,321
SCHEDULED MAINTENANCE							
IVC Library Exterior (2013)	275,000	-		1,830	5,289		267,882
IVC Lighting & Walkways (2013)	795,055	-		332,278	170,531	6,750	285,496
IVC SM B100 Roof & HVAC (2015)	493,350	-				-	493,350
IVC Sports Facilities (2012)	342,600	-	702	43,312	30,565	29,488	238,533
SC 12KV Elec Distr Repair (2014)	200,000	-			70,189	81,120	48,691

Project Description	Approved Amount	1999/2012 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	Balance Remaining for 2016/17
SC Central Plant (2013)	750,000	-	61,780	23,875	109,072	440,085	115,188
SC HVAC PE 100 (2014)	800,000	-				-	800,000
SC Athletics Stadium Renovation (2014)	725,000	-			2,841	88,099	634,060
SC PE Complex (2013)	500,000	-				-	500,000
SCHEDULED MAINTENANCE PROJECTS TOTAL	4,881,005	-	62,482	401,295	388,487	645,541	3,383,200
IT PROJECTS							
Campus Desktop Refresh (2013)	4,249,334	-	648,198	843,987	1,913,336	306,537	537,276
Campus Desktop Refresh (2015)	1,500,000	-			-	1,398,967	101,033
SOCCCD Automate Electronic Transcript Receiving (2015)	453,600	-			35,906	109,832	307,862
SOCCCD Automated Password Reset & Single Sign-On Assess (2015)	115,600	-				-	115,600
SOCCCD Awards Management System (2013)	500,000	-	303,641	154,230		-	42,129
SOCCCD Blackboard Plug-ins (2013)	150,000	-	2,000		15,400	30,950	101,650
SOCCCD Classroom Technology and Audio Visual Refresh (2016)	3,500,000	-			-	125,602	3,374,398
SOCCCD Class Schedule Upgrade & Recommendation (2015)	735,000	-				8,113	726,887
SOCCCD Data Backup and Disaster Recovery (2016)	900,000	-				782,479	117,521
SOCCCD Degree Audit/MAP Upgrade (2013)	1,594,720	-	230,118	396,373	222,358	233,714	512,157
SOCCCD District IT Back Office Automation (2016)	210,000	-				69,488	140,512
SOCCCD District-wide Automatic Email Archive (2015)	165,000	-			80,752	67,527	16,721
SOCCCD District-wide Hardware Refresh (2014)	505,000	-		484,919	4,414	3,651	12,016
SOCCCD District-wide Network Security (2015)	369,895	-			322,157	40,960	6,778
SOCCCD District-wide Network Security Firewall Refresh (2016)	820,000	-					820,000
SOCCCD District-wide Server/Storage Maintenance (2015)	950,000	-			832,393	105,650	11,957
SOCCCD End-of-Life Core Network/Tech Refresh (2013)	6,984,658	-	446,032	3,460,657	2,243,712	410,194	424,063
SOCCCD Enterprise Backup Solution (2014)	150,000	-		24,933		92,416	32,651
SOCCCD Enterprise Content Mgmt Expansion (2013)	150,000	-	31,386			7,500	111,114
SOCCCD Faculty and Staff Email Infrastructure Refresh (2016)	355,000	-					355,000
SOCCCD HR/Bus Svcs Integrated Software (2013)	14,177,000	16,131	150,433	1,971,236	5,586,580	3,506,054	2,946,565
SOCCCD Intl and Student Scholar Mgmt (2014)	54,500	-				-	54,500
MySite Help System	20,000	-	420	5,946		878	12,757
Unified Communications System	50,000	-	14,400				35,600
IT Contingency	907,328	-	31,800	32,800		-	842,728
SOCCCD IT Basic Aid Projects (2013)	977,328	-	46,620	38,746	-	878	891,085
SOCCCD IT Projects SC/IVC/ATEP Instruct & Student Svc (2010)	8,744,770	7,317,901	888,629	136,099	11,747	131,573	258,821
SOCCCD Master Calendar Integration (2014)	300,000	-		58,500	677	-	240,823
SOCCCD Matriculation SEP System (2013)	100,000	-	332			99,668	-
SOCCCD MySite Message Customization (2014)	150,000	-			143,917	5,181	902
SOCCCD MySite Security (2014)	302,000	-		47,280	164,662	67,732	22,326
SOCCCD New Library System (2014)	100,000	-		21,909	62,088	10,897	5,106
SOCCCD New Student Print Solution (2016)	238,921	-				124,115	114,806
SOCCCD Online Tutoring, SI, Office Hours, Appointments (2016)	201,000	-				5,199	195,801
SOCCCD Positive Attendance Hours (2016)	198,000	-				-	198,000
SOCCCD Predictive Analytics (2013)	250,000	-	54,052		62,515	68,615	64,818
SOCCCD Refresh MDF and IDF (2016)	1,000,000	-			-	195,340	804,660
SOCCCD Server and Storage Scheduled Maintenance (2016)	925,000	-			-	316,411	608,589
SOCCCD Student Early Alert System (2016)	226,800	-				-	226,800
SOCCCD Student Info Sys AR Enhancement/Electronic Refunds (2015)	600,000	-				-	600,000
SOCCCD Student Information System Enhancement (2013-2015)	8,140,800	-	1,047,013	1,720,024	1,379,858	1,544,979	2,448,926

South Orange County Community College District
Expenditure History for Approved Basic Aid Projects
October 24, 2016

Project Description	Approved Amount	1999/2012 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	Balance Remaining for 2016/17
SOCCCD Student Success Dashboard (2014)	550,000	-		52,324	382,882	107,632	7,162
SOCCCD Support Multiple Prerequisites (2015)	302,400	-			12,584	150,559	139,257
SOCCCD System Testing and Stability (2016)	377,000	-				46,465	330,535
SOCCCD Tableau for Data Visualization (2016)	270,000	-				192,434	77,566
SOCCCD Unified Student ID Card (2016)	452,000	-				-	452,000
SOCCCD Waitlist Modification (2014)	514,600	-		249,920		-	264,681
SOCCCD Wireless Coverage Expansion (2015)	738,000	-			30,452	7,649	699,899
SOCCCD Wireless Upgrade (2016)	1,907,990						1,907,990
SOCCCD Workday Big Data (2016)	170,000	-				-	170,000
SOCCCD Workday Student BPA Sessions (2016)	227,800	-				73,482	154,318
SOCCCD Workday Student Influencer Program (2016)	375,000	-				15,211	359,789
IT PROJECTS TOTAL	66,928,716	7,334,032	3,848,454	9,661,137	13,508,390	10,463,654	22,113,048

OTHER ALLOCATIONS							
SOCCCD Design/Build Specialty Consultant (2013)	525,000	13,300	91,725		66,635	95,962	257,378
SOCCCD Dist Union Offices (2014)	162,750	-			29,115	3,742	129,893
SOCCCD District-wide ADA Physical Access Transition Plan (2016)	840,000	-				283,949	556,051
SOCCCD District-wide Mapping (2015)	400,000	-				-	400,000
SOCCCD District-wide Parking Study (2016)	200,000	-				164,194	35,806
SOCCCD District-wide Sustainability/Energy Planning (2016)	240,000	-				6,453	233,547
SOCCCD District-wide Tech Consultant for Capital Constr (2016)	460,000	-					460,000
SOCCCD DSA Inspec, Engineer, and PM Svcs (2014)	350,000	-		145,830		10,263	193,907
SOCCCD DSA Project Close Out (2013)	400,000	-	12,256	14,334	6,940	13,926	352,543
SOCCCD Educational Facilities Master Plan (2016)	500,000	-					500,000
SOCCCD Facilities Software System (2013)	1,129,000	-	309,248	65,550	37,326	475,948	240,928
SOCCCD FPP, IPP, 5 Year Plans (2013)	210,000	-		3,040	-	-	206,960
SOCCCD Insurance Deductibles (2014)	400,000	-		100,000	100,000	100,000	100,000
SOCCCD Lease/Leaseback Consultant (2013)	425,000	-	8,531	9,265		-	407,204
SOCCCD Legislative Advocacy Services - Basic Aid (2004 - present)	835,000	267,394	100,578	110,074	106,955	111,686	138,312
SOCCCD Legal Counsel Facility Related Issues (2013)	1,100,000	-	35,073	2,804	36,405	17,878	1,007,841
SOCCCD Pension Rate Stabilization Program (2016)	27,100,000	-					27,100,000
SOCCCD Pre-Planning and Investigation (2015)	255,000	-			3,343	29,087	222,570
SOCCCD Trustee Election/General Election Expense (2004 - present)	3,348,988	1,398,988	354,083	-	389,456	-	1,206,461
SOCCCD Retiree Benefits (2001 - present)	74,677,683	38,017,938	18,489,745	3,520,000	-	3,600,000	11,050,000
OTHER ALLOCATIONS TOTAL	113,558,421	39,697,620	19,401,240	3,970,898	776,174	4,913,088	44,799,401

BASIC AID PROJECT TOTALS	672,911,133	269,258,478	27,810,105	37,475,247	56,987,360	57,783,706	223,596,236

Commitments		380,742,189	70,406,108	54,193,413	45,306,580	61,387,393	60,875,451
Cumulative Commitments		380,742,189	451,148,297	505,341,710	550,648,290	612,035,682	672,911,133
Receipts		433,256,612	46,888,399	43,788,270	51,659,425	52,672,948	58,510,948
Cumulative Receipts		433,256,612	480,145,011	523,933,281	575,592,706	628,265,654	686,776,602
Cumulative Expenses		269,258,478	297,068,584	334,543,831	391,531,191	449,314,898	672,911,133
Uncommitted Basic Aid Funds		163,998,134	183,076,427	189,389,450	184,061,515	178,950,756	13,865,469

Change from September 2016 Report:	Approved Amount						
Total Change from September 2016 Report	-	-	-	-	-	-	-

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Facilities Plan Status Report

ACTION: Information

BACKGROUND

On August 30, 2004, the Board of Trustees received a list of projects under consideration for local funding and a report on the status of each project. The Board requested to be kept informed about these and other facilities projects.

STATUS

(EXHIBIT A) provides an up-to-date report on the status of current construction projects.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

FACILITIES PLAN STATUS REPORT
October 24, 2016

CAPITAL IMPROVEMENT PLANNING

The decision to design and construct capital improvement projects begins with the Education and Facilities Master Planning (EFMP) process. The last EFMP cycle was complete December 2011 and that report includes an evaluation of education needs that measured planning for facilities to meet current and future needs. The 2011 EFMP report is available at the district website: http://www.socccd.edu/about/about_planning.html. The next EFMP process is scheduled for FY 2016-2017.

SADDLEBACK COLLEGE

1. SCIENCES BUILDING

Project Description: This project is a new three story building of 51,197 assignable square feet (ASF), 81,980 gross square feet (GSF) dedicated to the Sciences programs. The Biology, Chemistry, Marine Science, Geology, Physics and Astronomy programs will all be relocated from the existing Math Science Building. The space vacated within the existing Math Sciences Building will remain inactive until funds are available for a separate capital outlay project that will reconstruct the space into additional mathematics and general instructional classroom space. The new Sciences Building, located adjacent to the Student Services Center, will consist of primarily lab classroom and support space with some lecture classroom space and offices.

Start Preliminary Plans	**April 2011**	Award Construction Contract	**Nov 2013**
Start Working Drawings	**March 2012**	Complete Construction	June 2016
Complete Working Drwngs	**Jan 2013**	Advertise for FF&E	**Nov 2015**
DSA Final Approval	**June 2013**	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 8/26/08, 10/27/08, 4/27/09, 6/22/09, 5/24/10, 2/28/2011 and 8/24/2012. On February 28, 2011, the Board reassigned $14,789,346 from other Saddleback College projects and applied $29,000,000 from basic aid dollars to partially fund the Sciences building after three years running with no state funding. On August 27, 2012, the Board approved $11,179,000 to fund the remainder of the project budget. In August, the state chancellor's office has escalated the project budget to $59,050,000 resulting in the unassigned amount of $215,000. On October 28, 2013, the Board approved reassignment of funds from existing encumbered funding from the ATAS renovation project for an amount of $8,523,000 for a new project budget equaling $67,358,000.

	Original	Revision	Total
Project Budget:	$52,234,000	$ 8,308,000	$67,358,000
District Funding Commitment:	$15,670,000	$51,688,000	$67,358,000

Anticipated State Match:	$36,564,000	($36,564,000)	$0
Basic Aid Allocation:	$3,867,000	$63,491,000	$67,358,000

Status: Construction Phase, 100% Complete.

In Progress: Commissioning process is complete pending final reports. Commissioning and certification will follow. *Negotiate final change orders.*

Recently Completed: The installation of the redundant fans is completed.

Focus: Change order negotiations and evaluation of potential claim. Continuing to address minor building issues and DSA close-out and certification.

2. STADIUM AND SITE IMPROVEMENT

Project Description: The existing stadium will be replaced with a new 8,000 seat multi-sport stadium with restrooms, team rooms, concession stand, ticket booth, storage, press box, scoreboard, synthetic turf and 9-lane running track. This project includes the southeast campus perimeter drainage control and campus storm water outfall on County of Orange property. The existing practice fields and thrower's park will be relocated to and replace the Golf Driving Range and expanded to include a soccer practice field.

Start Preliminary Plans	**March 2014**	Award Design/Build Contract	Aug 2016
Start Working Drawings	Sept 2016	Complete Construction	Jan 2019
Complete Working Drwngs	March 2017	Advertise for FF&E	N/A
DSA Final Approval	Sept 2017	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 3/24/08, 6/23/14, 6/22/15. Several previously budgeted projects are integrated into a single project budget: Upper Quad (2008 - $1M) Loop Road (2008 - $3,442,000), Storm Drain Repairs (2013 - $1,500,000) and Storm Drain, Parking, Practice Fields (2014 - $7,638,000). On June 23, 2014, the Board approved $950,000 and on June 22, 2015 the Board approved additional funds of $7,945,000 and $17,050,000. The Board approved Saddleback College's use of RDA and Promenade income of $22,705,000.

	Original	Revision	Total
Project Budget:	$14,530,000	$47,700,000	$62,230,000
District Funding Commitment	$14,530,000	$47,700,000	$62,230,000
Anticipated State Match:	$N/A	$N/A	$N/A
Basic Aid Allocation:	$14,530,000	$24,995,000	$39,525,000

College Contribution:	$0	$22,705,000	$22,705,000

Status: Design Phase: 8% Complete. Commencing design with program validation.

In Progress: *Schematic* Design.

Recently Completed: *Program Validation*.

Focus: *Schematic Design*.

3. TECHNOLOGY AND APPLIED SCIENCE (TAS) RENOVATION PROJECT

Project Description: This project is a renovated two story building of 29,425 assignable square feet (ASF), 36,601 gross square feet (GSF). The Technology & Applied Sciences building was completed in 1991 and as early as 1992 there were reports of slab distress. This project will replaces the first floor slab with a structural mat slab, upgrades the mechanical and electrical systems, replaces the exterior plaster and reinstalls mission roof tiles. The project includes instruction and support space renovation throughout including spaces for Architecture, Drafting, Environmental Studies, Electronics, Automotive, and Graphic Arts programs.

Start Preliminary Plans	**July 2005**	Award Construction Contract	March 2017
Start Working Drawings	**Sept 2011**	Complete Construction	Sept 2018
Complete Working Drwngs	**Dec 2013**	Advertise for FF&E	Oct 2017
DSA Final Approval	Dec 2016	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 2/28/11, 8/27/2012, 10/25/2013, 6/23/2014, and 8/22/2016. The original basic aid assignment of $1,956,000 met design costs. The scope was revised to include both the North and South wing with a new budget estimated at $14,733,000. On February 28, 2011, the Board approved $6,799,055. On August 27, 2012, the Board approved $5,977,945. On October 25, 2013, the Board approved reassignment of funds of $8,523,000 for the Saddleback College Sciences Building. On June 23, 2014 the Board restored funding of $8,523,000 and an additional $2,702,000. On August 22, 2016, the Board approved an additional $3,110,000 to fully fund the project.

	Original	Revision	Total
Project Budget:	$ 8,755,055	$ 11,789,945	$20,545,000
District Funding Commitment:	$ 8,755,055	$ 11,789,945	$20,545,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$ 1,956,000	$18,589,000	$20,545,000

Status: Bid and Award Phase (On Hold): Constructability review ongoing with architect and District.

In Progress: Development of Request for Qualifications (RFQ) for construction services. Submission of revised drawings to DSA.

Recently Completed: Review for ADA compliance in Auto Tech department. Dean sign off on Auto Tech equipment layout with ADA compliance.

Focus Issue: Submit revised drawings to DSA. Issue RFQ for construction services. *This project went into an approximately two month delay with a change in project managers and Mechanical, Electrical, Plumbing Engineer.*

4. TECHNOLOGY AND APPLIED SCIENCE (TAS) SWING SPACE PROJECT

Project Description: This project modified classrooms in the village and added a new one story building of 10,173 assignable square foot (ASF), 12,000 gross square footage (GSF) transportation / maintenance building in lot 1 for interim use by the automotive department. The project creates temporary housing for the Architecture, Drafting, Environmental Studies, Electronics, Automotive, and graphic Arts programs during the renovation of the TAS building. The new transportation/ maintenance building will be used by the maintenance department when the TAS Renovation project is complete.

Start Preliminary Plans	**May 2012**	Award Construction Contract	**Feb 2015**
Start Working Drawings	**Aug 2012**	Complete Construction	**Mar 2016**
Complete Working Drwngs	**July 2014**	Advertise for FF&E	**Sept 2015**
DSA Final Approval	**Dec 2014**	DSA Close Out	**July 2016**

Budget Narrative: Budget reflects Board agenda action on 8/27/2012, 6/17/13 and 6/23/2014. On August 27, 2012, the Board approved $5,807,000 to fund the original project budget. On June 17, 2013, and June 23, 2014 the Board approved additional funding of $3,714,000 and $729,000 respectively.

	Original	Revision	Total
Project Budget:	$ 5,807,000	$ 4,443,000	$10,250,000
District Funding Commitment:	$ 5,807,000	$ 4,443,000	$10,250,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$ 5,807,000	$ 4,443,000	$10,250,000

Status: Construction Phase: Final completion. DSA Certified.

In Progress: Occupied. Exhaust system manufactured. Architectural detail for exhaust fan installation *leading into bidding installation*.

Recently Completed: Board approved Notice of Completion. DSA Certified/ Closed Out.

Focus: Bid and Installation of Exhaust System.

5. FINE ARTS HVAC UPGRADES AND INTERIOR RENOVATION PROJECT

Project Description: This project addresses the Fine Arts complex and replaces existing HVAC units and controls with new energy efficient systems, and interior improvement, a Performing Arts lobby expansion and a new canopy at the exterior patio.

Start Preliminary Plans	**July 2012**	Award Construction Contract	**Jan 2016**
Start Working Drawings	**Jan 2014**	Complete Construction	Sept 2016
Complete Working Drwngs	**Nov 2014**	Advertise for FF&E	May 2016
DSA Final Approval	**Sept 2015**	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 5/21/2012, 6/17/13, 6/22/2015 and 6/27/2016. On May 21, 2012, the Board approved $1,000,000. On June 17, 2013, the Board approved additional funding of $3,950,000. On June 22, 2015 the Board approved additional funds of $2,750,000. On June 27, 2016, the Board approved $2,100,000 necessary to fully fund project in advance of basic aid request cycle.

	Original	Revision	Total
Project Budget:	$1,000,000	$6,7000,000	$7,700,000
District Funding Commitment:	$1,000,000	$6,700,000	$7,700,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$1,000,000	$6,700,000	$7,700,000

Status: Construction Phase: 99% Complete.

In Progress: *Final t*esting and balance of mechanical systems, Define work scope additions for required improvements. *Final punch list.*

Recently Completed: Water testing at theater lobby entrance. *Design for s*eismic bracing *and thermal expansion loops at chilled water & hot water lines. Identify work scope to complete project.*

Focus: Resolve change orders, *S*chedule construction *for seismic bracing over winter break*, Close out, training.

6. GATEWAY PROJECT

Project Description: This proposed project will construct a new three story building of 52,156 assignable square feet (ASF), 77,985 gross square feet (GSF) and will provide a new highly integrated space for student services and consolidated and expanded interdisciplinary instructional space. This building, located west of the existing Health/Sciences building, will collocate and expand student services currently dispersed at opposite ends of the campus. In addition, this project will reduce/remove the need for portable buildings and set the stage for the Student Services building renovation.

Start Preliminary Plans	Pending	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drwngs	Pending	Advertise for FF&E	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/17/2013, 6/23/2014 and 8/22/2016. On June 17, 2013, the Board approved $1,545,115. On June 23, 2014, the Board approved a reduction of ($655,115). On August 22, 2016, the Board approved $1,936,817. The District revised the funding commitment from 30 to 50 percent of state supportable costs to increase project competitiveness for state funding.

	Original	Revision	Total
Project Budget:	$42,867,000	$ 1,612,000	$44,479,000
District Funding Commitment:	$12,814,000	$ 9,425,500	$22,239,500
Anticipated State Match:	$30,053,000	$ (7,813,500)	$22,239,500
Basic Aid Allocation:	$ 1,545,115	$ 1,281,702	$ 2,826,817
Unallocated Amount:			$41,652,183

Status: Voters will have an opportunity to approve a $9 billion state school bond with $2 billion allocated to community colleges in this November's election.

In Progress: State Chancellor's office submittal review for second year funding.

Recently Completed: Five Year Plan, Initial Project Proposals and Final Project Proposals (one each per college) submittal to state.

Focus: Projects statewide compete for funding using an objective, established point allocation system. The Gateway project has been evaluated for state funding since 2008 with no money assigned due to lack of funding. Current enrollments have resulted in reduced points and the project is less competitive than required to successfully compete for funding in the first round of distribution. Two additional rounds are projected to follow in two successive years.

IRVINE VALLEY COLLEGE

1. PERFORMING ARTS CENTER AND PARKING LOT 5 EXTENSION

Project Description: This project provided a new two story building of 31,275 assignable square feet (ASF), 58,625 gross square feet (GSF) dedicated to Performing Arts. It includes a performing arts auditorium with stage, a black box theater, faculty offices, classroom lab space and various support areas for Fine and Applied Arts. The project was complete and occupied in early 2007 using a multiple prime contract delivery method.

Start Preliminary Plans	**Dec 2003**	Award Construction Contract	**Jan 2006**
Start Working Drawings	**April 2004**	Complete Construction	**June 2007**
Complete Working Drwngs	**Dec 2004**	Advertise for FF&E	**Jan 2007**
DSA Final Approval	**Aug 2005**	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 4/30/2001, 10/28/2002, 1/20/2004, 2/23/2004, 12/13/2004, and 1/31/2006. Budget also reflects reporting as shown on State Chancellor's Office FUSION report FY 2003-2004 and FY 2007-2008.

	Original	Revision	Total
Project Budget:	$16,304,000	$17,309,000	$33,613,000
District Funding Commitment:	$16,304,000	$ 2,837,000	$19,141,000
Anticipated State Match:	$14,472,000	$0	$14,472,000
Basic Aid Allocation:	$ 1,832,000	$17,309,000	$19,141,000

Status: Close Out: The final Notice of Completion was filed on September 24, 2007.

In Progress: *Five* change orders and *one addenda are cycling through the review process*, and must be closed to arrive at DSA close out. Original Architectural firm is re-engaged to address pending items.

Recently Completed: Re-open project with DSA to address certification. Architect performed site visit and is beginning to accumulate necessary DSA documents. *Resolved one addendum and one change order.*

Focus: Change order close-out. DSA Close-Out Consultant is engaged to work with the DSA to complete this effort.

2. LIFE SCIENCES PROJECT

Project Description: This project is a new two story building of 19,584 assignable square feet (ASF) and 30,267 gross square feet (GSF). The Life Science programs were relocated

from the A-400 building. The vacated building was demolished to make way for a new facility that will house Liberal Arts programs. The Life Sciences building, located on the south east portion of the Sciences Quad, consist primarily of lab classrooms and support space with some lecture classroom space and offices.

Start Preliminary Plans	**Nov 2008**	Award Construction Contract	**April 2011**
Start Working Drawings	**April 2010**	Complete Construction	**March 2014**
Complete Working Drwngs	**June 2010**	Advertise for FF&E	**Sept 2013**
DSA Final Approval	**Dec 2010**	DSA Close Out	**May 2014**

Budget Narrative: Budget reflects Board agenda action on 6/22/2004, 5/23/2005, 3/24/2008, 4/27/2009, 5/24/2010 and 6/17/2013. The original project budget totaled $24,861,000. The project budget was reduced to $20,490,000 when a lower-than-estimated bid was received and the state reduced their match to $13,568,000. When the state indicated they may not have funds for their match, the Board allocated a portion of the state's short fall using basic aid funding for a funded total of $17,410,000 with all overage returned to basic aid upon reimbursement.

	Original	Revision	Total
Project Budget:	$24,861,000	$ (4,371,000)	$20,490,000
District Funding Commitment:	$ 7,468,000	$ (546,000)	$ 6,922,000
Anticipated State Match:	$17,393,000	$ (3,825,000)	$13,568,000
Basic Aid Allocation:	$ 1,113,000	$ 5,809,000	$ 6,922,000

Status: Warranty: Final "first year discovery" items to be completed by end of the fiscal year. First year discovery projects include items discovered by the end users that are unrelated to warranty issues and that have been identified as necessary to have a fully operational facility.

In Progress: Re-advertisement of project.

Recently Completed: A second bid was advertised and no bids were received.

Focus: Completion of "first year discovery" items. Final closeout of project budget.

3. BARRANCA ENTRANCE

Project Description: This project creates a new signalized entrance with vehicular, bicycle and pedestrian access including landscaping and leading to the college perimeter road from Barranca Parkway.

Start Preliminary Plans	**Feb 2010**	Award Construction Contract	**May 2016**
Start Working Drawings	**March 2011**	Complete Construction	Jan 2017

| Complete Working Drwngs | **March 2011** | Advertise for FF&E | N/A |
| DSA Final Approval | **Dec 2012** | DSA Close Out | Pending |

Budget Narrative: Budget reflects Board agenda action on 4/27/2009. The current basic aid assignment of $2,850,000 is considered sufficient to meet project costs.

	Original	Revision	Total
Project Budget:	$2,850,000	$0	$2,850,000
District Funding Commitment:	$2,850,000	$0	$2,850,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$2,850,000	$0	$2,850,000

Status: Construction Phase: *30%* Complete. 95% of submittals have been reviewed. Inspection coordination with the City of Irvine and Irvine Ranch Water District is continuing.

In Progress: *Installation of irrigation system, re-routing of street lighting conduits, remaining sidewalks and final grading of roadbed are underway.*

Recently Completed: *80% of curbs and gutters, re-routing of street lighting conduits, underground investigations for traffic signal pole foundations and installation of traffic signal conduits have been completed.*

Focus: Coordination with City of Irvine, Southern California Edison, Irvine Ranch Water District and the Irvine Company is continuing.

4. LIBERAL ARTS BUILDING PROJECT

Project Description: This project is a new two story building of 16,896 assignable square feet (ASF) and 27,787 gross square feet (GSF). The Social & Behavioral Science, Humanities & Languages, and Co-Curricular programs will be relocated from various campus locations. The Liberal Arts building, located at the northwest portion of the "A" quad, consist primarily of classrooms, a few labs and offices and gathering spaces at first and second floor lobby.

Start Preliminary Plans	**May 2012**	Award Construction Contract	**July 2014**
Start Working Drawings	**Jan 2013**	Complete Construction	**Aug 2016**
Complete Working Drwngs	**Dec 2013**	Advertise for FF&E	**Feb 2016**
DSA Final Approval	**June 2014**	DSA Close Out	Pending

Budget Narrative: Budget reflects Board agenda action on 2/28/2011, 8/27/2012 and 6/17/2013. On 8/27/2012, the Board approved $11,463,000 additional to fund the project budget. Staff analyzed the budget identified in the Education and Facilities Master Plan

and determined there was no allowance for equipment. On 6/17/13 the Board approved $1,550,000 for furniture, fixtures and equipment.

	Original	Revision	Total
Project Budget:	$ 3,004,951	$10,008,949	$13,013,000
District Funding Commitment:	$ 3,004,951	$10,008,949	$13,013,000
Anticipated State Match:	$ 0	$ 0	$ 0
Basic Aid Allocation:	$ 1,000,000	$12,013,000	$13,013,000

Status: Construction Phase: 100% complete. Substantial completion reached on July 29, 2016.

In Progress: Final Pay application review.

Recently Completed: Punch list, warranty and M&O Manuals provided, final furniture install.

Focus: Final Pay application review.

5. FINE ARTS PROJECT

Project Description: The proposed project will construct a new complex of three buildings totaling 40,155 assignable square feet (ASF), 57,560 gross square feet (GSF) and will consolidate and expand space for the Fine Arts department. Art, Art History, Music and Dance instruction will be relocated from laboratories currently housed across a number of different buildings on campus. The Fine Arts building, located south west of the existing Performing Arts Center, will include an assembly space, labs and classrooms with some offices. Following occupancy space will be vacated within the B-100, B-300 and A-300 buildings setting the stage for future renovation.

Start Preliminary Plans	Pending	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drawings	Pending	Advertise for Equipment	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/23/2014 and 8/22/2016. On June 23, 2014, the Board approved 795,000. On August 22, 2016, the Board approved $1,659,739. The district revised the funding commitment from 30 to 50 percent of State supportable costs to increase project competitiveness for state funding.

	Original	Revision	Total
Project Budget:	$35,703,000	$ 2,053,000	$37,756,000

District Funding Commitment:	$10,562,000	$ 8,316,000	$18,878,000
Anticipated State Match:	$25,141,000	$ (6,263,000)	$18,878,000
Basic Aid Allocation:	$795,000	$1,659,739	$ 2,454,739
Unallocated Amount:			$35,301,261

Status: The ballot measure for a 2016 state general obligation bond has been certified for the November 2016 election ballot and voters will have an opportunity to approve a $9 billion state school bond with $2 billion allocated to community colleges.

In Progress: State Chancellor's office submittal review for anticipated second year funding.

Recently Completed: Five Year Plan, Initial Project Proposals and Final Project Proposals (one each per college) submittal to state.

Focus: Projects statewide compete for funding using an objective, established point allocation system. The Fine Arts project has been evaluated for state funding since 2006 with no money assigned due to lack of funding. Current enrollments have resulted in reduced points and the project is less competitive than required to successfully compete for funding in the first round of distribution. Two additional rounds are projected to follow in two successive years.

6. PARKING LOT PHASE IA AND SOLAR SHADE PROJECT

Project Description: This project includes development of a 135,000 square feet of lighted parking lot creating 400 additional parking spaces. The project proposes to include photovoltaic panels supported on parking canopies designed to generate up to one megawatt of solar power. The Photovoltaic System is to be integrated with the campus electrical system and interconnected with the local utility grid.

Start Preliminary Plans	Jan 2017	Award Construction Contract	Aug 2017
Start Working Drawings	Mar 2017	Complete Construction	Mar 2018
Complete Working Drwngs	Apr 2017	Advertise for FF&E	Oct 2017
DSA Final Approval	Jul 2017	DSA Close Out	Jul 2018

Budget Narrative: Budget reflects Board action on 6/23/2014, 6/22/2015 and 8/22/2016. On June 23, 2014, the Board approved $3,010,000. On June 22. 2015, the Board approved $90,000. On August 22, 2016, the Board approved $3,655,000.

	Original	Revision	Total
Project Budget:	$3,010,000	$3,745,000	$6,755,000
District Funding Commitment:	$3,010,000	$3,745,000	$6,755,000
Anticipated State Match:	$N/A	$N/A	$N/A

| Basic Aid Allocation: | $3,010,000 | $ 3,745,000 | $6,755,000 |

Status: Programming and Planning phase: 80% Integration of scope recommendation as accepted in CIC/ BAARC process.

In Progress: *Development of Design-Build project criteria is underway.*

Recently Completed: *Kickoff meeting has been held with criteria architect and user group and preliminary parking lot layout has been completed.*

Focus: Development of Design-build project criteria.

7. HEALTH CENTER/CONCESSIONS PROJECT

Project Description: This project is a new one story building of an estimated 2,553 assignable square feet (ASF), 3,730 gross square feet (GSF) dedicated to Health Center services, Sports Medicine, sports concession and toilet facilities. The Health Center will move from the existing Student Services building which will free space for renovation to meet the increased counseling requirements. The new Heath Center/ Concession building, located adjacent to athletics fields will consist of student support services, offices, restrooms and concessions. Additionally, bleacher seating for 300 seats will be constructed at the baseball field.

Start Preliminary Plans	Pending	Award Construction Contract	Pending
Start Working Drawings	Pending	Complete Construction	Pending
Complete Working Drawings	Pending	Advertise for Equipment	Pending
DSA Final Approval	Pending	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 6/22/2015.

	Original	Revision	Total
Project Budget:	$5,200,000	$ 538,000	$5,738,000
District Funding Commitment:	$5,200,000	$ 538,000	$5,738,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$ 400,000	$5,338,000	$5,738,000

Status: Programming and Planning phase: 80% Complete.

In Progress: *Scheduling of Criteria development kick-off meeting is in progress.*

Recently Completed: *Criteria Architect agreement has been approved and awarded.*

Focus: *Development of Project Criteria and Design-Build RFQ&P.*

ATEP

1. ATEP DEMOLITION

Project Description: This project is for demolition of the facilities and infrastructure of the former Tustin Marine Corps Air Station is required to facilitate the development of the ATEP site. This project was undertaken in a number of phases, six are complete, with one additional required after the land exchange between the County and SOCCCD is complete. The schedule below reflects the most recently completed phase.

Start Preliminary Plans	**Jul 2013**	Award Construction Contract	**Nov 2014**
Start Working Drawings	**Jul 2013**	Complete Construction	**Jul 2015**
Complete Working Drawings	**Apr 2014**	Advertise for Equipment	N/A
DSA Final Approval	N/A	DSA Close Out	N/A

Budget Narrative: Budget reflects Board action on 4/22/2004 and 6/17/2013.

	Original	Revision	Total
Project Budget:	$ 7,000,000	$ 6,7000,000	$13,700,000
District Funding Commitment:	$ 7,000,000	$ 6,700,000	$13,700,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$ 7,000,000	$ 6,700,000	$13,700,000

Status: Between demolition phases: Six demolition projects, which include removal of all ATEP building foundations, roads, parking lots and utility infrastructure are complete.

In Progress: Negotiations with the City and the Navy to transfer county land to district so the last phase of demolition can be completed.

Recently Completed: Land exchange between District and the County of Orange.

Focus: Adhere to various regulatory requirements specific to maintenance of the ATEP site. Complete County land exchange.

2. ATEP - IVC FIRST BUILDING

Project Description: This project is a new two-story 20,249 assignable square feet (ASF), 30,000 gross square feet (GSF) building dedicated to technical and applied sciences and economic development. The automation (HAAS), subtractive and additive 3-D sculpting labs, design model prototyping, electronics, photonics, electrical, engineering computer

labs, alternative robotics classes, and the testing center will be located from the existing ATEP classrooms and from the IVC campus with some spaces representing expansion. The space vacated at the ATEP campus will terminate the temporary lease with the City of Tustin. The space vacated at the IVC campus at the A300 and B300 building will become available to meet additional curriculum needs. The new ATEP IVC First Building, located in the north east portion of the ATEP campus, will consist of primarily lab classrooms and support spaces, with some lecture classroom space, offices and student support services. The project includes 50kV of solar electric power and will be a LEED Gold Equivalent building.

Start Preliminary Plans	**Oct 2014**	Award Construction Contract	**June 2015**
Start Working Drawings	**July 2015**	Complete Construction	Dec 2017
Complete Working Drwngs	**March 2016**	Advertise for FF&E	Aug 2017
DSA Final Approval	Sept 2016	DSA Close Out	Pending

Budget Narrative: Budget reflects Board action on 2/28/2011, 6/23/2014, 6/22/15 and 8/22/2016. On February 28, 2011, $12,500,000 was originally allocated to the Phase 3A project budget and transferred to the IVC ATEP First Building with $8,950,000 additional funds approved on 6/23/14. On June 22, 2015 the Board approved additional funds of $3,250,000 for associated parking. On August 22, 2016, the Board approved the FF&E budget of $1,600,000. The College has elected to use Irvine Valley College RDA equaling $1,400,000.

	Original	Revision	Total
Project Budget:	$23,000,000	$ 3,300,000	$27,700,000
District Funding Commitment:	$23,000,000	$ 3,300,000	$27,700,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$21,450,000	$ 4,850,000	$26,300,000
College Contribution:	$0	$ 1,400,000	$ 1,400,000

Status: Construction *phase has commenced.*

In Progress: *Site grading and foundation preparation.*

Recently Completed: City of Tustin *approval* for Grading Permit and WQMP *and contractor mobilization to site*.

Focus: *Subcontractors buyout within project Guaranteed Maximum Price, coordinate project schedule with subcontractors input to ensure project completion date.*

3. ATEP – UTILITIES AND INFRASTRUCTURE

Project Description: This project is a utilities and infrastructure project required to support construction of the ATEP IVC First Building as well as support future development. Utility and infrastructure construction will be phased with phase 1 including the site utility infrastructure, utility laterals to offsite points of connection and development of vehicular, bicycle and pedestrian circulation. This phase 1 utility and infrastructure project will address improvements at the north east and a small central portion of the ATEP campus.

Start Preliminary Plans	**Oct 2015**	Award Construction Contract	*Oct*2016
Start Working Drawings	**Nov 2015**	Complete Construction	*Dec*2017
Complete Working Drawings	**Mar 2016**	Advertise for FF&E	N/A
DSA Final Approval	**Jun 2016**	DSA Close Out	Jan 2018

Budget Narrative: Budget reflects Board action on 6/22/2015.

	Original	Revision	Total
Project Budget:	$7,000,000	$0	$7,000,000
District Funding Commitment:	$7,000,000	$0	$7,000,000
Anticipated State Match:	$0	$0	$0
Basic Aid Allocation:	$7,000,000	$0	$7,000,000

Status: *Bid and Award*

In Progress: *Finalize grading permit with the City of Tustin. Issue construction contract.*

Recently Completed: *Receive construction bids and prepare award.*

Focus: *Construction coordination between Infrastructure, IVC First Building and City of Tustin Victory Road contractors.*

DISTRICT WIDE

1. 20 YEAR FACILITIES, RENOVATION AND SCHEDULED MAINTENANCE FACILITIES SYSTEM

Project Description: This project is a districtwide facilities condition assessment including building and site assessments and associated cost models for repair costs and a prioritized list of projects. Building assessments were completed in advance of site assessment. Building assessment includes a system level review of all buildings located at the Saddleback and Irvine Valley colleges. Systems include mechanical, electrical, plumbing,

elevators, building envelope, and finishes including a detailed analysis of mechanical components. Site assessment includes pavement, fencing and walls, signage, stadiums and playing fields, trees, landscaping, water supply, sanitary sewer system, storm water system, heating and cooling distribution systems, fuel and electrical distribution, communication distribution systems and site lighting.

Kick Off	Jul 2015	Start Report Development	Oct 2015
Start Research/Analysis	Aug 2015	Complete Report	Apr 2016
Complete Research/Analysis	Feb 2016	Final Report	May 2016

Budget Narrative: Budget reflects Board action on 6/25/2012, 6/17/2013 and 6/23/2014.

	Original	Revision	Total
Project Budget:	$ 732,744	$ 396,256	$1,129,000
District Funding Commitment:	$ 732,744	$ 396,256	$1,129,000
Anticipated State Match:	$N/A	$N/A	$N/A
Basic Aid Allocation:	$ 732,744	$ 396,256	$1,129,000

Status: Building Assessments and associated report are complete. Site assessments surveys are complete and final report has been distributed.

In Progress: Final reports have been submitted and are loaded on District SharePoint site.

Recently Completed: Consultant submittal of final report.

Focus: Acceptance of final reports.

2. DISTRICTWIDE SUSTAINABILITY/ ENERGY PLAN

Project Description: This project develops a Sustainability/Energy Plan to support the colleges' plans for future sustainability/energy projects and to assist with the development of the ATEP site. Additionally, the study will advise the campuses on best practices, help take advantage of programs such as, Savings by Design, and recommend procurement methods for various sustainability projects. This information anticipates the upcoming Education and Facilities Master Plan process.

Kick Off	Pending	Start Report Development	Pending
Start Research/Analysis	Pending	Complete Report	Pending
Complete Research/Analysis	Pending	Final Report	Pending

Budget Narrative: Budget reflects Board action on 6/22/2015. On August 22, 2016, the Board approved $40,000.

	Original	Revision	Total
Project Budget:	$200,000	$40,000	$240,000
District Funding Commitment:	$200,000	$40,000	$240,000
Anticipated State Match:	$N/A	$N/A	$N/A
Basic Aid Allocation:	$200,000	$40,000	$240,000

Status: Bidding: RFQ&P has been advertised.

In Progress: Receipt of submissions is pending.

Recently Completed: Advertisement of RFQ&P.

Focus: Evaluation of Proposals.

3. ADA TRANSITION PLAN

Project Description: This project includes site accessibility compliance audits to provide the basis for identification, prioritizing, budgeting and implementation of plans to assist the District in developing Americans with Disabilities Act (ADA) Transition Plans. The project includes assessment of barriers to access, summary of costs for remediation, implementation schedules with prioritization and standard drawings for remediation methods. This information anticipates the upcoming Education and Facilities Master Plan process.

Kick Off	Mar 2016	Start Report Development	May 2016
Start Research/Analysis	Mar 2016	Complete Report Development	Sep 2016
Complete Research/Analysis	Jul 2016	Final Report	Oct 2016

Budget Narrative: Budget reflects Board action on 6/22/2015. On June 27, 2016, the Board approved $440,000.

	Original	Revision	Total
Project Budget:	$400,000	$440,000	$840,000
District Funding Commitment:	$400,000	$440,000	$840,000
Anticipated State Match:	$	$	$
Basic Aid Allocation:	$400,000	$440,000	$840,000

Status: Analysis of data obtained during site surveys and development of transition plans.

In Progress: *Analyze survey data, prioritize issues and develop transition plans.*

<u>Recently Completed</u>: *Forums at Irvine Valley and Saddleback Colleges to provide all interested persons an opportunity to participate in the self-evaluation process.*

<u>Focus</u>: *Completion of transition plans.*

Project updates for active projects may be viewed at:
http://www.socccd.edu/businessservices/ProjectUpdates.html.

Notes
- Schedule Table: Bold dates in the schedule table indicate actuals. Items that are not bold indicate anticipated dates.
- Budget Table:
  - When state matches are identified, the project budgets reflect the allocated state match as reported in FUSION for the latest planning year. (FUSION is the State Chancellor's Office database for Capital Outlay.)
  - The "Revisions" column for the State Match category includes changes due to escalation and changes that may have occurred to the state's percentage (i.e. going from an 80% match down to a 70% match and so on as the economy changes) from the original project approvals to current date. The "Revisions" column for the Basic Aid Allocation will show a total variation to date taking into account both increased and decreased basic aid allocations.
  - The Unassigned category identifies an underfunded budget.
- The Budget Narrative paragraph for each project discusses the history of change to all category amounts over the life of the project.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT　　**ITEM: 7.5**
　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　DATE: 10/24/16

TO:　　　Board of Trustees

FROM:　　Debra L. Fitzsimons, Interim Chancellor

RE:　　　SOCCCD: Monthly Financial Status Report

ACTION:　Information

BACKGROUND

Monthly General Fund financial reports (EXHIBIT A) are provided to the Board of Trustees to keep members regularly informed of current information and provide an alert to any significant changes in the projected year ending balance. These reports provide district-wide and college financial information.

STATUS

The reports display the adopted budget, revised budget and transactions through September 30, 2016 (EXHIBIT A). A review of current revenues and expenditures for FY 2016-2017 show they are in line with the budget.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
General Fund Income and Expenditure Summary
As of September 30, 2016

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Actual Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
BEGINNING FUND BALANCE:		$ 59,340,815	59,340,815	59,340,815	100.00%
REVENUES:					
Federal Sources	8100-8199	$ 4,232,583	4,552,065	426,292	9.36%
State Sources	8600-8699	46,456,156	47,232,655	18,798,884	39.80%
Local Sources	8800-8899	224,530,310	224,541,490	8,872,842	3.95%
Other Financing Sources	8900-8912	0	0	0	
Total Revenue		275,219,049	276,326,210	28,098,018	10.17%
INCOMING TRANSFERS	8980-8989	4,107,009	4,107,009	0	
TOTAL SOURCES OF FUNDS		$ 338,666,873	339,774,034	87,438,833	25.73%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	$ 86,730,335	86,826,985	18,401,556	21.19%
Other Staff Salaries	2000-2999	54,253,223	54,476,245	4,252,392	7.81%
Employee Benefits	3000-3999	50,476,683	50,488,052	6,166,933	12.21%
Supplies & Materials	4000-4999	7,659,548	7,544,190	522,999	6.93%
Services & Other Operating	5000-5999	30,037,802	31,041,063	4,219,951	13.59%
Capital Outlay	6000-6999	16,595,642	16,748,081	888,576	5.31%
Payments to Students	7500-7699	1,046,089	1,066,089	115,685	10.85%
Total Expenditures		$ 246,799,322	248,190,705	34,568,092	13.93%
OTHER FINANCING USES:					
Debt Service	7100-7199	0	0	0	
Inter Fund Transfers Out	7300-7399	$ 750,000	750,000	0	0.00%
Basic Aid Transfers Out	7300-7399	56,129,557	56,129,557	0	0.00%
Intra Fund Transfers Out	7400-7499	0	0		0.00%
Total Other Uses		56,879,557	56,879,557	0	0.00%
TOTAL USES OF FUNDS		303,678,879	305,070,262	34,568,092	11.33%
ENDING FUND BALANCE		$ 34,987,994	34,703,772	52,870,741	
RESERVES					
Reserve for Unrealized Tax Collections (Basic Aid)		$ 13,865,469	13,865,469		
Reserve for Economic Uncertainties		14,122,525	12,705,329		
College Reserves for Economic Uncertainties		7,000,000	8,132,974		
TOTAL RESERVES		$ 34,987,994	34,703,772		

NOTE: As of September 30, 2015 actual revenues to date were **27.98%** and actual expenditures to date were **11.79%** of the revised budget to date.

SADDLEBACK COLLEGE
General Fund Income and Expenditure Summary
As of September 30, 2016

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		$ 15,808,203	15,808,203	15,808,203	100.00%
REVENUES:					
Unrestricted Budget Allocation		$ 100,636,449	100,636,449	5,476,371	5.44%
Restricted Budget Allocation		28,755,407	28,761,062	9,261,152	32.20%
Total Revenue		129,391,856	129,397,511	14,737,523	11.39%
INCOMING TRANSFERS	8980-8989	3,302,005	3,302,005	0	
TOTAL SOURCES OF FUNDS		$ 148,502,064	148,507,719	30,545,726	20.57%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	$ 54,263,994	54,293,691	11,009,593	20.28%
Other Staff Salaries	2000-2999	27,571,323	27,764,772	4,337,902	15.62%
Employee Benefits	3000-3999	28,347,162	28,336,665	4,546,621	16.05%
Supplies & Materials	4000-4999	5,434,219	5,201,962	565,001	10.86%
Services & Other Operating	5000-5999	13,670,310	13,689,055	2,697,817	19.71%
Capital Outlay	6000-6999	11,020,064	11,026,582	611,252	5.54%
Payments to Students	7500-7699	694,992	694,992	227,310	32.71%
Total Expenditures		$ 141,002,064	141,007,719	23,995,496	17.02%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	$ 500,000	500,000	0	0.00%
Other Transfers	7400-7499	0	0	0	
Total Other Uses		500,000	500,000	0	0.00%
TOTAL USES OF FUNDS		141,502,064	141,507,719	23,995,496	16.96%
LOCATION OPERATING BALANCE		$ 7,000,000	7,000,000	6,550,230	
RESERVES					
Reserve for Economic Uncertainties		$ 7,000,000	7,000,000		

NOTE: As of September 30, 2015 actual revenues to date were **20.79%** and actual expenditures to date were **12.31%** of the revised budget to date.

IRVINE VALLEY COLLEGE
General Fund Income and Expenditure Summary
As of September 30, 2016

REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE		Adopted Budget	Revised Budget	Beg Bal & Receipts/ Expenditures	% Actual to Revised
SOURCES OF FUNDS					
LOCATION BEGINNING BALANCE		6,619,666	6,619,666	6,619,666	100.00%
REVENUES:					
Unrestricted Budget Allocation	$	60,296,673	60,296,673	3,187,980	5.29%
Restricted Budget Allocation		15,087,393	16,188,899	5,803,714	35.85%
Total Revenue		75,384,066	76,485,572	8,991,694	11.76%
INCOMING TRANSFERS	8980-8989	610,004	610,004	0	
TOTAL SOURCES OF FUNDS		82,613,736	83,715,242	15,611,360	18.65%
USES OF FUNDS					
EXPENDITURES:					
Academic Salaries	1000-1999	30,666,733	30,733,686	7,109,954	23.13%
Other Staff Salaries	2000-2999	17,795,118	17,829,183	2,708,533	15.19%
Employee Benefits	3000-3999	17,446,749	17,469,048	2,909,606	16.66%
Supplies & Materials	4000-4999	2,107,824	2,224,394	270,530	12.16%
Services & Other Operating	5000-5999	7,572,826	8,553,163	1,510,310	17.66%
Capital Outlay	6000-6999	5,256,193	5,401,697	744,194	13.78%
Payments to Students	7500-7699	351,097	371,097	150,745	40.62%
Total Expenditures		81,196,540	82,582,268	15,403,872	18.65%
OTHER FINANCING SOURCES/(USES):					
Debt Service	7100-7199	0	0	0	
Transfers Out	7300-7399	0	0	0	
Other Transfers	7400-7499	0	0	0	
Total Other Uses		0	0	0	
TOTAL USES OF FUNDS		81,196,540	82,582,268	15,403,872	18.65%
LOCATION OPERATING BALANCE		1,417,196	1,132,974	207,488	
RESERVES					
Reserve for Economic Uncertainties		1,417,196	1,132,974		

NOTE: As of September 30, 2015 actual revenues to date were **21.29%** and actual expenditures to date were **12.50%** of the revised budget to date.

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT   **ITEM: 7.6**
                                                           DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Quarterly Financial Status Report

ACTION: Information

BACKGROUND

Title 5, California Code of Regulations, Section 58310 requires each community college district to prepare a Quarterly Financial Status Report based on measurements and standards as established by the Board of Governors and certified on forms provided by the Chancellor no later than forty-five days following completion of each quarter.

STATUS

The California Community Colleges Quarterly financial Status Report for SOCCCD, as of September 30, 2016 for FY 2016-2017, is attached (EXHIBIT A) for the Board of Trustees' information and review.

Item Submitted By: *Acting C.M. Brahmbhatt, Vice Chancellor, Business Services*

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

Fiscal Year: 2016-2017

District: (890) SOUTH ORANGE

Quarter Ended: (Q1) Sep 30, 2016

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2013-14	Actual 2014-15	Actual 2015-16	Projected 2016-2017
I.	**Unrestricted General Fund Revenue, Expenditure and Fund Balance:**				
A.	**Revenues:**				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	196,304,963	211,462,493		231,361,216
A.2	Other Financing Sources (Object 8900)	0	0		4,107,009
A.3	**Total Unrestricted Revenue (A.1 + A.2)**	196,304,963	211,462,493		235,468,225
B.	**Expenditures:**				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	147,552,068	155,345,822		194,760,756
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	39,024,983	45,826,804		56,629,557
B.3	**Total Unrestricted Expenditures (B.1 + B.2)**	186,577,051	201,172,626		251,390,313
C.	**Revenues Over(Under) Expenditures (A.3 - B.3)**	9,727,912	10,289,867		-15,922,088
D.	**Fund Balance, Beginning**	27,594,916	37,322,828		50,616,800
D.1	Prior Year Adjustments + (-)	0	0		0
D.2	**Adjusted Fund Balance, Beginning (D + D.1)**	27,594,916	37,322,828		50,616,800
E.	**Fund Balance, Ending (C. + D.2)**	37,322,828	47,612,695		34,694,712
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	20%	23.7%		13.8%

II. Annualized Attendance FTES:

Line	Description				
G.1	Annualized FTES (excluding apprentice and non-resident)	24,960	27,822	24,927	24,927

III. Total General Fund Cash Balance (Unrestricted and Restricted)

Line	Description	As of the specified quarter ended for each fiscal year			
		2013-14	2014-15	2015-16	2016-2017
H.1	Cash, excluding borrowed funds		20,583,762	31,614,193	30,118,118
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	11,188,104	20,583,762	31,614,193	30,118,118

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
I.	**Revenues:**				
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	231,361,216	231,361,216	10,820,409	4.7%
I.2	Other Financing Sources (Object 8900)	4,107,009	4,107,009	0	
I.3	**Total Unrestricted Revenue (I.1 + I.2)**	235,468,225	235,468,225	10,820,409	4.6%
J.	**Expenditures:**				
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	194,467,474	194,760,756	39,371,596	20.2%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	56,629,557	56,629,557	0	
J.3	**Total Unrestricted Expenditures (J.1 + J.2)**	251,097,031	251,390,313	39,371,596	15.7%
K.	**Revenues Over(Under) Expenditures (I.3 - J.3)**	-15,628,806	-15,922,088	-28,551,187	
L	Adjusted Fund Balance, Beginning	50,616,800	50,616,800	50,616,800	
L.1	**Fund Balance, Ending (C. + L.2)**	34,987,994	34,694,712	22,065,613	
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	13.9%	13.8%		

V. Has the district settled any employee contracts during this quarter? NO

If yes, complete the following: *(If multi-year settlement, provide information for all years covered.)*

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
			Permanent		Temporary			
	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *	Total Cost Increase	% *
a. SALARIES:								
Year 1:								
Year 2:								
Year 3:								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANs), issuance of COPs, etc.)? NO

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? This year? NO
Next year? NO

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT ITEM: 7.7
                                                    DATE: 10/24/16

TO: Board of Trustees

FROM: Debra L. Fitzsimons, Interim Chancellor

RE: SOCCCD: Retiree (OPEB) Trust Fund

ACTION: Information

BACKGROUND

In April 2008 the SOCCCD Board of Trustees authorized the establishment of an irrevocable trust to comply with GASB No. 43 (Financial Reporting for Postemployment Benefit Plans Other Than Pensions) and GASB No. 45 (Accounting and Financial Reporting by Employers for Postemployment Benefits other than Pensions). The trust was established with the Benefit Trust Company and is administered through the Futuris Public Entity Trust Program.

STATUS

This report is for the period ending September 30, 2016 (EXHIBIT A). The portfolio was comprised of 48.3% Fixed Funds (Bonds) and 51.7% Common Stocks (Domestic and International). The portfolio's performance increased 0.41%, ending with a fair market value of $96,320,870, and an annualized return of 5.44%.

Item Submitted By: *C.M. Brahmbhatt, Acting Vice Chancellor, Business Services*

Benefit Trust
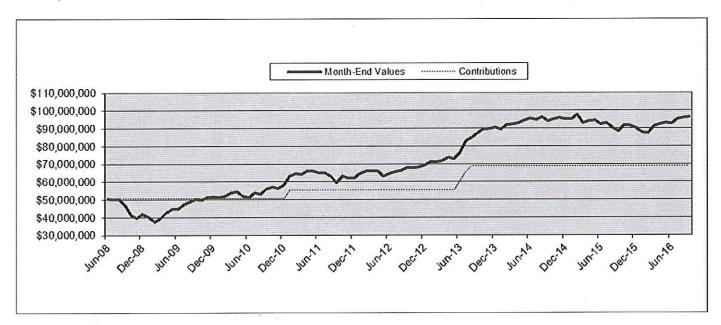Fiduciary Passport Services

October 7, 2016

South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, CA 92692

Re: South Orange County CCD Retiree (OPEB) Irrevocable Trust

With a fair market value on September 30th of $96,320,869.85 your portfolio's performance was up 0.41% for the month and up 5.44% on an annualized basis since the June 24th, 2008 inception date net of program fees.

Your portfolio ended the month as a diversified mix of equity funds (51.7%) and fixed income funds (48.3%). It was designed to be invested over a long time frame. Deposits included the initial contribution of $50,791,103 in June 2008, and additional contributions of $4,618,708 on January 10, 2011, $5,000,000 on June 17, 2013, $5,000,000 on July 31, 2013 and $3,389,912.76 on August 20, 2013 for a total of $68,799,723.76. $4,000,000 was withdrawn from the trust on March 19, 2015. Below is the performance of your portfolio for various time frames since inception.

Performance	*September 2016*	*Year-To-Date*	*Annualized Since Inception*	
South Orange CCCD	0.41%	6.73%	5.44%	annualized return
S&P 500	0.02%	7.85%	8.95%	(Domestic Stocks)
MSCI EAFE	1.23%	1.73%	1.12%	(International stocks)
Barclays Aggregate	-0.06%	5.81%	4.69%	(Domestic Bonds)
Barclays Global	0.55%	9.85%	3.34%	(Global Bonds)

Very truly yours,

Scott W. Rankin
Senior Vice President

Benefit Trust - Retiree (OPEB) Trust

Month - Year	Contributions		Contribution Balance		Month-End Investment Values	
June-08	$	50,791,103	$	50,791,103	$	50,589,708
June-09	$	-	$	50,791,103	$	44,706,214
June-10	$	-	$	50,791,103	$	51,342,419
June-11	$	4,618,708	$	55,409,811	$	65,060,898
June-12	$	-	$	55,409,811	$	64,788,984
June-13	$	5,000,000	$	60,409,811	$	76,038,439
June-14	$	8,389,913	$	68,799,724	$	95,689,395
July-14	$	-	$	68,799,724	$	94,769,733
August-14	$	-	$	68,799,724	$	96,479,698
September-14	$	-	$	68,799,724	$	94,002,753
October-14	$	-	$	68,799,724	$	95,339,341
November-14	$	-	$	68,799,724	$	96,004,369
December-14	$	-	$	68,799,724	$	95,241,531
January-15	$	-	$	68,799,724	$	95,202,573
February-15	$	-	$	68,799,724	$	97,642,721
March-15	$	(4,000,000)	$	64,799,724	$	93,188,823
April-15	$	-	$	64,799,724	$	94,125,319
May-15	$	-	$	64,799,724	$	94,358,288
June-15	$	-	$	64,799,724	$	92,222,506
July-15	$	-	$	64,799,724	$	93,208,064
August-15	$	-	$	64,799,724	$	90,108,927
September-15	$	-	$	64,799,724	$	88,539,000
October-15	$	-	$	64,799,724	$	91,671,410
November-15	$	-	$	64,799,724	$	91,546,935
December-15	$	-	$	64,799,724	$	90,246,709
January-16	$	-	$	64,799,724	$	87,729,554
February-16	$	-	$	64,799,724	$	87,194,244
March-16	$	-	$	64,799,724	$	91,452,227
April-16	$	-	$	64,799,724	$	92,330,964
May-16	$	-	$	64,799,724	$	92,395,230
June-16	$	-	$	64,799,724	$	92,851,363
July-16	$	-	$	64,799,724	$	95,377,249
August-16	$	-	$	64,799,724	$	95,929,958
September-16	$	-	$	64,799,724	$	96,320,870
	$	**64,799,724**				

IRVINE VALLEY COLLEGE

5500 Irvine Center Drive, Irvine, CA 92618 | T 949-451-5100 | www.ivc.edu

TO: Debra L. Fitzsimons, EdD, Interim Chancellor, and Members of the Board of Trustees

FROM: Glenn R. Roquemore, PhD, President

DATE: October 13, 2016

SUBJECT: President's Report for the October 24, 2016 Board of Trustees Meeting

ASEC Hosts Third Annual Transfer Talk

On September 25, the Applied Sciences and Engineering Club (ASEC) held its third annual STEM (sciences, technology, engineering and math) Transfer Talk. Representatives from UCI, Cal State Fullerton, Cal State Long Beach, Cal Poly Pomona, Chapman, Johns Hopkins, UCLA, Caltech, and Saint Mary's were in attendance to answer questions and speak to students about their STEM programs. The ASEC board members and engineers organized and advertised the event assisted by faculty advisors Ilknur Erbas-White and Jack Appleman.

IVC Marks Banned Books Week

On September 28, the English department, Irvine Valley College (IVC) Library, ASIVC and the English Club co-hosted the Banned Books Read-Out: Young Adult Edition. Students, faculty, staff and administrators celebrated the freedom to read and brought forth awareness of censorship in our society.

IVC Marketing and Creative Services Wins at NCMPR

On September 29, IVC's Office of Marketing and Creative Services (MCS) won three Medallion awards at the National Council Marketing and Public Relations (NCMPR) District 6 conference in San Diego. IVC MCS won gold in the computer-generated illustration category for the Hairspray poster design; bronze for the sexual violence posters in the poster series category; and bronze for 2015 holiday card in the notes/cards/invitations category.

DREAM Book Club

In October, IVC's Diverse Readings to Educate About Multiculturalism (DREAM) book club discussed: An Indigenous Peoples' History of the United States (ReVisioning American History Edition) by Roxanne Dunbar-Ortiz. The book club meets monthly and is open to the first 60 students, faculty, staff and administrators who sign up and is designed to provide opportunities to learn about culture and issues of equity through books and film.

IVC Transfer Fair

On October 4, IVC held the first of two transfer fairs for the fall semester. Students had the opportunity to meet with representatives from 50-60 regionally accredited universities and colleges, including University of California campuses, California State University campuses, and numerous private universities. The next transfer fair will take place on November 9.

Mock Interview and Career Summit
On October 7, the IVC Career Center hosted a mock interview and career summit for students to gain interview experience. The summit, which included participation from Brandman University and the Irvine Rotary Club, provided students with the opportunity to interview in panel-format and receive immediate feedback to apply in real-life situations. Students learned job search skills, resume and cover letter writing tips, networking skills and other feedback from industry professionals.

Safe Space Training
On October 14, IVC held its first Advanced LGBTQ Safe Space Training. The presentation, sponsored by ASG, was offered by an experienced Safe Space trainer. It was open to those who have participated in previous Safe Space trainings or those who have never attended a training. This particular training focused on the intersectionality of identities within the LGBTQ community and was designed to aid in teaching participants how to make the campus and their classes, offices and departments an inclusive and safe space for all students, but particularly lesbian, gay, bisexual or trans students.

IVC Participates in the Great California ShakeOut
On October 20, IVC participated in the Great California ShakeOut drill. At 10:15 am, students, faculty and staff practiced the "drop, cover and hold on" method for protecting themselves in the event of an earthquake.

IVC Theater Department Presents Guys and Dolls
The IVC Theater department will showcase its rendition of the Tony Award-winning musical, Guys and Dolls, based on short stories by American author Abe Burrows. Performances begin October 27 and run through November 6.

Pinoy PIYESTA
On October 29, IVC held Pinoy PIYESTA (Putting in Years of Education & Service Towards Awareness), a free Filipino festival intended to be an all-inclusive event for families and community members within or outside the Filipino community. Festival patrons were invited to participate in a diverse lineup of talented musicians, vocalists, dancers, visual artists and more. The event brought together the collective efforts of partners and other Filipino community-based organizations. The Pinoy PIYESTA gives ELEVATE AAPI, (Equitable Learning Experiences Valuing, Achievement, Transferring, and Empowering Asian Americans and Pacific Islanders), the opportunity and space to raise awareness of the Filipino culture, their health issues, and their community concerns.

SADDLEBACK COLLEGE

SADDLEBACK COLLEGE

TO: Members of the Board of Trustees
           Dr. Debra L. Fitzsimons, Interim Chancellor

FROM: Dr. Tod A. Burnett, President

SUBJECT: Report for October 24, 2016 Board of Trustees Meeting

On Thursday, September 29th, Saddleback College hosted one of its most enjoyable events in our 48 year history. Over 500 students, faculty, staff, management, alumni, and community members joined us to celebrate the grand opening of our long awaited and much anticipated Sciences Building. If you were able to join us, you already know how enjoyable the event was for all. If you did not participate, we are sorry that you missed it. To see a copy of the program, Sciences Building fact sheet, and photos from the Grand Opening Celebration, visit the president's Gaucho Gazette blog at http://gazette.saddleback.edu/.

Thank you to our guest speakers, including: Dr. Heather Allen, renowned Ohio State University chemistry professor and Saddleback Class of 1992, Dr. Jim Wright, trustee and former dean of math, science, and engineering, Dr. Debra Fitzsimons, interim chancellor, Bahram Pashaee, biology student, and Steve Teh, biology professor. The program opened with a beautiful rendition of "The Star Spangled Banner" by our Saddleback College Chamber Singers, and ended with faculty and students providing science demonstrations and appetizers and refreshments throughout the entire Sciences Building.

The Saddleback College Homecoming football game was held on Saturday, October 22nd against Fullerton College. A barbecue was held before the game to honor the 2016 Athletic Hall of Fame athletes from all sports.

The K-12 Partnership Breakfast will be held on Wednesday, October 26th from 7:30 to 9:00 am, and the president's annual State of the College Breakfast will be held on Friday, October 28th from 7:30 am to 9:00 am. More than 100 guests are expected to attend each event, where they will hear about the president's top ten projects for the year and other college priorities, including the College Promise program, adult education, career pathways, and economic and workforce development, to name a few. Guests will include local elected officials, school administrators, representatives of business and industry, and college administrators and faculty.

Saddleback College is very pleased to welcome Dr. Karima Feldhus as our interim vice president for institutional effectiveness.

Office of Instruction

Fine Arts and Media Technology
October was a busy month for arts events. Starting on September 30th and continuing through October

9th, the Departments of Dance, Music, Speech, and Theatre Arts presented *Bodies & Ink: Celebrating National Banned Books Week* through movement, music, and theatre in the Saddleback College Learning Resource Center (LRC). On October 3rd, Trumpeter/Composer Kye Palmer of the Tonight Show band fame, joined our own Jazz Lab ensemble in a rousing jazz concert in the Studio Theatre to a sold out house. On October 3rd through the 20th, the Saddleback College Art Gallery presented an impressive group exhibit, "...and SEA," which featured sea-faring works of artists Bonnie Neumann, Casey Parlette, and Susan Macleod. On October 5th, Jazz Studies held a mini concert/master class with Laubrock/Rainy jazz duo from New York in FA 103. Admission was free. On October 7th and 8th, conducted by Yorgos Kouritas, the Saddleback Wind Ensemble and Symphony Orchestra performed beautiful concerts in the McKinney Theatre. On October 7th, under the direction of Dr. Scott Farthing, musical theatre students performed the music of Goldrich and Heisler. On October 8th, a master class was presented with cellist Michael Kaufman. Saddleback students performed. On October 9th, the Saddleback College Community Chorale and chamber singers presented *With Liberty and Justice for All—Songs of Freedom* in the McKinney Theatre. The concert was conducted by Dr. Scott Farthing. On October 14th, the Saddleback Big Band presented a jazz concert in the McKinney Theatre. On October 14th, Saddleback opera students, under the direction of Dr. Scott Farthing, presented *Love Italian Style*, a concert of Italian art songs and arias to benefit student opera productions. On October 14th-22nd the Department of Theatre Arts presented a production of *Fahrenheit 451* in the Studio Theatre. On October 16th, the Reflections of the Ocean Classical Keyboard Series presented a piano recital by American pianist John Mortensen in the McKinney Theatre.

External Affairs

The office of marketing and communications won a gold medallion award for its "Transfer from Saddleback" marketing campaign at the National Council on Marketing and Public Relations conference in San Diego. The campaign's message is that students can maximize their college experience and minimize the cost by attending Saddleback College first, with collateral consisting of a brochure, website, online ads, radio advertising, and outdoor advertising.